BLUEBONNET LEARNING MATH

OER INSTRUCTIONAL MATERIAL TRANSITION PLAN

2026–2027 | Clear Creek Independent School District | Teaching and Learning

1 | PURPOSE

Clear Creek ISD will implement Bluebonnet Learning Math K–12 coherently across all campuses through aligned expectations, protected collaborative planning, job-embedded professional learning, curriculum-specific observation and feedback, and routine monitoring of student learning. This document is CCISD's OER Instructional Material Transition Plan (TEC §31.0751; 19 TAC §67.1315) for adoption by the Board of Trustees. Fidelity and teacher manageability are joint responsibilities, not competing priorities.

2 | SCOPE AND ROLES

Item	CCISD decision
Scope	K–5 Math, 6–8 Math, Algebra I, Geometry, Algebra II; initial adoption
Materials and funding	Print and manipulatives ordered through EMAT [Summer 2026] funded in part through the state developed OER Entitlement under TEC §48.308 and the HQIM allotment; K-5 manipulative kits in place at all campuses, with any EMAT exemption request documented by Purchasing.
Digital access	Great Minds (elementary); Carnegie (secondary)
Special populations	Bilingual/ESL, special education, advanced academics, and intervention staff are provided role-appropriate training
Board of Trustees	Adopts this Transition Plan as required by TEC §31.0751; 19 TAC §67.1315; receives regular implementation updates from administration
Superintendent / Cabinet	Executive sponsor; resolves cross-department barriers
Asst. Supt., Teaching and Learning	Owns expectations, resources, scheduling, escalation, and performance management; chairs regular reviews
Math Coordinators and supporting teams	District Content Specialist guidance, CPL design, coaching; Instructional Technology, Assessment and Evaluation, Bilingual/ESL, Special Education, Advanced Academics, Purchasing, and Communications own their portions of access, assessment, alignment, and communication
Partners (Great Minds/ Carnegie, Ed Elements)	Onboarding and Co-leader development, calibration, and learning walks and resource support for parents, teachers, campus leaders
Principals and Teachers	Principals protect PLC time and ensure follow-through; teachers internalize lessons, teach, check for understanding, and analyze student work

3 | TEA REQUIRED COMPONENTS: COMMITMENTS AND ACTIONS

TEA component	CCISD commitment and key actions	Owner	Timing
Communication and change management	Regular stakeholder communication; English/Spanish family overview; teacher talking points; regular leader briefings; teacher listening sessions and pulse surveys	Teaching and Learning; Communications	Launch Spring 2026; ongoing
Access to print materials and manipulatives	Verify campus inventory against EMAT orders; document K–5 manipulative kit exemption; confirm digital access; request-and-resolution pathway for gaps	Purchasing; Math Coordinators; Instructional Technology	Spring 2026; ongoing
Planning and instructional time	Confirm required minutes in master schedules and instructional calendars; identify protected PLC/planning time (PD days, release time, common planning)	Principals; Teaching and Learning	Spring 2026; ongoing
Expectations for materials, protocols, and assessments	Publish alignment expectations (scope and sequence, pacing, required minutes, guardrails); establish clear expectations for lesson internalization and student work analysis protocols within PLCs; clarify assessment roles (embedded checks and exit tickets are formative; module assessments are summative)	Teaching and Learning; Assessment and Evaluation	Ongoing

TEA component	CCISD commitment and key actions	Owner	Timing
Acceptable modifications and public posting	CCISD has not modified Bluebonnet Learning Math instructional materials; accordingly, the stakeholder communication and public posting processes under TEC 26.006 are not applicable. Elementary and Secondary mathematics have purchased supplementary digital materials which supplement and do not modify the adopted materials.	Teaching and Learning; Communications	Ongoing
Instructional Flexibility	We preserve teacher flexibility to address the needs of each student. Within the published scope and sequence and pacing guardrails, teachers may adjust pacing within a module, adapt lesson content, including scaffolds, examples, checks for understandings, and small group re-teaching based on formative assessment and student work analysis. TEKS-aligned scope and sequence, required instructional minutes, and curriculum embedded assessments remain in place. Any change to the adopted materials themselves requires prior approval from Teaching & Learning	Campus Leaders, Teaching & Learning	Ongoing
Professional learning for leaders, specialists, and teachers	Provide pre-service onboarding and orientation on the materials for teachers, leaders and specialists before implementation, including role-based training for new hires, interventionists and special populations staff; sustain learning through ongoing, job-embedded professional learning.	Teaching and Learning; Campus Leaders	Spring 2026; ongoing
Observation and feedback (supports all components)	Calibrated look-fors; principal training on observable action steps; observe, give feedback and follow up on cadence	Campus leaders; District Content Specialist, Campus Instructional Specialist	Launch August 2026
Current State: Assessment Practice	**What continues:** State and federal assessments (STAAR and K–3 numeracy windows), the tentative grades 3–5 beginning-of-year plan based on Readiness TEKS, and the Year-at-a-Glance assessment dates. **What changes:** Bluebonnet embedded assessments are designed to show whether students can apply learning across lessons, rather than recall individual lessons. Beginning of Year, Middle of Year, and End of Year district assessments are also being implemented this year. **What is being reviewed:** Bluebonnet end of module assessments, common assessments, BOY and MOY data; Nine-week grades are reviewed for effects on GPA, class rank, and eligibility, along with grade patterns, teacher feedback, and evidence of classroom implementation.	Assessment and Evaluation; Teaching and Learning	2026–27; nine-week review

4A | MONITORING AND ROADMAP

Cycle: PLAN → REHEARSE → TEACH → OBSERVE → FEEDBACK → APPLY → CHECK STUDENT LEARNING → ADJUST SUPPORT

- Weekly (Campus PLC): one instructional priority, one evidence source, any support need.
- Monthly (District): dashboard of professional learning & training, PLC quality, feedback completion, top barriers, and aggregate student formative trends, reported by campus and grade.
- Midyear (Jan 2027) and end-of-year (May–June 2027) Cadence of Accountability through strategic reviews, plus STAAR reflection (June–July), set stop/start/continue decisions and Year Two priorities by June 2027.
- Decision Guidelines: streamline before adding documentation; increase modeling and facilitation where PLC internalization is weak; use targeted demonstration and follow-up where observations show drift; investigate instruction, assessment alignment, and intervention access if outcomes lag.

Phase	Focus
Planning	Appendix A: CCISD Elementary Mathematics, Bluebonnet Resource Adoption and Implementation Executive Summary Appendix B: CCISD Secondary Mathematics, Bluebonnet Resource Adoption and Implementation Executive Summary
Launching	Mini camp for admin; Back to School District Professional Learning for all staff; Campus Parent nights; Leaders Learn for Admin; Module common planning sessions; Principal meetings; PLC work, confirm expectations, publish communication plan, inventory and access verification
Monitoring	Classroom learning walks & feedback, Board campus learning walks, campus listening tours, review module assessment data, prioritized barriers and actions
Adjust	PLC facilitation coaching; feedback cycle; timely reviews; additional resources
Deepen practice	Calibration walks; monitor feedback timeliness; review student work and formative data
Evaluate and sustain	Year One evaluation; end-of-year review; summer training; EMAT ordering; Year Two priorities

4B | IMPLEMENTATION GOALS AND MEASURES

Progress in each goal area is monitored through the goals, measures, and review forums below.

Goal area	Goal	Measure(s)	Frequency	Progress monitoring forum
Bluebonnet Learning Implementation	Campuses implement Bluebonnet Learning with protected PLC time and the expected instructional minutes.	Percent of campuses holding weekly PLCs (campus learning-walk tool); master schedules certified by principals	BOY	Campus Master Schedule & Calendar; January 2027 midyear review; May–June 2027 end-of-year review
Stakeholder Investment	Teachers, leaders, and families report growing confidence in and understanding of Bluebonnet Learning.	Post-CPL teacher surveys; Ongoing family communication	Each CPL Session; Ongoing Review	Math Think Tank; Leadership meetings, midyear and end-of-year reviews
Teacher Support	Teachers recieve support and opportunities to internalize upcoming lessons and receive feedback on cadence	Percent of teachers attending CPL; Teachers provide feedback; evidence of internalization from walkthrough tools	See DPL plan	Weekly campus PLC; monthly district leadership meetings
Student Outcomes	Students engage with grade-level content and show growth.	Module assessment trends by campus and grade; grade distributions compared with the prior year	Each nine weeks;	Nine-week review; mid-year and end-of-year reviews

5 | ADOPTION, RECORDS, AND REPORTING

- Board adoption: The 3/23/26 action adopted the Bluebonnet Learning K-12 mathematics instructional materials; adoption of this transition plan is a separate Board action taken in connection with the district's claim of addition state aid.
- The adopted plan is maintained locally, is not submitted to TEA, and may be requested for commissioner review. Completion is reported through EMAT.

APPENDIX A | ELEMENTARY MATHEMATICS: BLUEBONNET RESOURCE ADOPTION AND IMPLEMENTATION EXECUTIVE SUMMARY

Clear Creek Independent School District | Elementary Mathematics | Adoption cycle 2025–26 | Launch year 2026–27 | Grades K–5

Executive Summary

Over the 2025–26 school year, CCISD Elementary Mathematics led a structured adoption of a high-quality instructional material (HQIM), the Bluebonnet resource, and built the curriculum, assessment, professional learning, and logistical systems needed to launch it in every elementary classroom in 2026–27. The work moved through a committee-driven selection process, funding and board approval, alignment of district curriculum documents, procurement of materials, intensive leader and coach learning, a summer curriculum rewrite for all six grade levels, and districtwide professional learning for teachers and administrators.

Highlights:

- **Selection:** Six vendors presented, a district rubric guided committee scoring, and a final committee vote was held on February 17.
- **Funding and approval:** The Instructional Materials and Technology Allotment (IMTA) funded the resource on February 27, and the School Board approved the purchase on March 23.
- **Alignment:** Year-at-a-Glance (YAG) documents, Learning Progressions, the assessment plan, and the District Professional Learning (DPL) plan were rebuilt to match the new resource, with Flex Days added to every unit.
- **Materials:** Math tools and manipulatives were bid, ordered, organized, and distributed to campuses; Module 1 paper supports were pre-printed for K–5.
- **Capacity building:** Math coaches, instructional specialists, and principals studied the resource and its internalization protocol, with external partner support from Ed Elements and Great Minds.
- **Summer curriculum work:** Grade-level teams curated curriculum across 20 scheduled work days from May 29 through July 9, 2026.
- **Launch learning:** Six Great Minds introductory sessions (July 20, 21, 28) and the Elementary Math DPL (August 5–6) prepared staff for launch.

Implementation Phases

Phase	Dates	What happened
1. Curriculum and assessment alignment	Feb – May 2026	Preliminary YAGs, assessment plan, DPL plan, and Learning Progressions drafted; committee rewrote Learning Progressions (Mar 6); YAG assessment dates and Flex Days adjusted for all grades (Apr 8–14); K–3 Early Math Numeracy windows added (Apr 21); grading scale and progression language finalized (Apr 27); drafts released to stakeholders via principal updates (May 1).
2. Materials and procurement	Feb – May 2026	Initial manipulatives bid and two competing bids sought (Mar 2); beginning purchase list shared with Title campuses; stickers, bookshelves, and printshop work ordered (Apr 1, Apr 30); math tool order updated for Dual Language and Special Education counts (Apr 30); Module 1 supports printed for K–5 and Modules 1–3 copies prepared for summer teams (May 1–4); tools organized and distributed to coaches and non-coach campuses (May 12–27).
3. Leader and coach capacity	Mar – May 2026	Ed Elements presented RBIS to new instructional specialists and math coordinators (Mar 25); Math Coach PL sessions (Mar 27, Apr 24, May 15); learning-walk practice across three buildings (Mar 31 – Apr 1); resource study and Internalization Protocol sessions (May 7–8); leadership meeting with Great Minds (May 11); Optional Admin Connect on the 60-minute math block (Mar 30).
4. Stakeholder and program alignment	Mar – May 2026	Meetings with Title I principals on supplemental spending (Mar 16); Special Education and Dual Language planning (Apr 23, Apr 29); Leader in Me goal and measure alignment (Apr 22); Federal At-Risk assessment requirements for K–3 (May 6); IMTA review of the K–3 numeracy assessment (May 12); English parent guides sent for Spanish translation (May 4); technology and curriculum migration planning (May 6).
5. Summer curriculum rewrite	May 29 – Jul 9, 2026	Prepared Module and Lesson Internalization recording sheets and essential notes forms (May 20); ran STAAR data to inform a BOY/MOY plan for grades 3–5 (May 26); grade-level teams rewrote curriculum to the new resource (see Section 3).
6. Launch and professional learning	Jul – Aug 2026	Administrator mini camp (Jul 14–15); Great Minds introductory sessions at the Bay PLC, 100 attendees per half-day session (Jul 20, 21, 28); Elementary Math DPL (Aug 5–6) covering Learning Progressions, grading, and assessments.

Summer Curriculum Rewrite Schedule

Each grade level held scheduled work days in June and July 2026, with return sessions in late June through early July to complete additional modules.

Grade	June sessions	Follow-up sessions
Grade 3	May 29, Jun 1	Jun 29
Grade 2	Jun 2–3	Jul 1, Jul 8
Grade 1	Jun 8–9	Jul 7
Grade 4	Jun 10–11	Jun 30, Jul 9 (as needed)
Kindergarten	Jun 15–16	Jul 2
Grade 5	Jun 17–18	Jul 6, Jul 9 (as needed)

Key Deliverables

- **Curriculum:** Year-at-a-Glance documents for K–5, adjusted for assessment dates, Flex Days, early numeracy windows, and Dual Language.
- **Learning Progressions:** Learning Progressions with teacher and parent guides (English and Spanish translation), a finalized grading scale, and sample guides for specialists.
- **Assessment:** A K–3 numeracy assessment plan meeting federal and state expectations; a tentative BOY plan for grades 3–5 based on Readiness TEKS that proved difficult over the past three years.
- **Professional learning:** DPL plan for the 2026–27 school year, with Unit Internalizations designed to fit in half-day sessions, and August grade-level DPL booked with a combined capacity of 580 seats across grade levels (120, 120, 100, 80, 80, 80).
- **Teacher and coach tools:** Module and Lesson Internalization recording sheets, essential notes sheets, a Tier 2.3 chart for summer resource curators, and a learning-walk data collection form.
- **Materials:** Manipulatives and math tools, Module 1 printed supports, stickers for K–2 workbooks, and bookshelves for specialist offices.
- **Leadership support:** Leader in Me WIG, lead and lag measure documents, tracking tools, and goal sheets matched to the Learning Progressions.

Detailed Chronology

Date	Milestone
Sep 5	Preparation meeting for the adoption process
Sep 16	Team meets with the textbook office
Oct 13–14	HQIM package discussion; first committee meeting and CCISD rubric introduction
Oct 28, Nov 18	Optional committee touch-ins (TEAMS)
Nov 11, Jan 19	Textbook updates with leadership
Dec 10–11	Publisher presentations (6 companies) and debrief
Feb 6	Meeting with the Superintendent on the adoption process
Feb 11	Site visit to Deer Park ISD; IMTA presentation planning
Feb 17	Committee rubrics, strengths, opportunities, and final vote
Feb 27	IMTA approves funding
Mar 2	Competing bids sought; coordinators finalize 2026–27 DPL plans
Mar 6	Committee rewrites Learning Progressions
Mar 16	Meeting with Title I principals on supplemental purchases
Mar 18	DEIC briefed on resource selection
Mar 23	School Board approves purchase
Mar 25–Apr 1	RBIS training, Math Coach PL, Admin Connect, and learning walks with Ed Elements
Apr 2	First meeting with Great Minds
Apr 8–14	YAGs adjusted by grade band with Flex Days and assessment dates
Apr 9–17	DCS work days: PL cohort plans, site visit, and Learning Progressions guides
Apr 21–30	Numeracy windows, Leader in Me alignment, SPED and Dual Language planning, supply orders, BOY draft

Date	Milestone
May 1	Draft YAGs and Learning Progressions released to principals
May 4–6	Translations started; printshop confirmations; Federal At-Risk assessment planning; EdTech and CCISD Tech meetings
May 7–8	Resource study and Internalization Protocol training with Ed Elements
May 11–15	Great Minds leadership meeting; K–3 numeracy IMTA meeting; 5th grade DCS interviews; tools prepared and delivered; final Math Coach PL
May 18–27	August DPL outline, Great Minds platform session, tool pickups, learning-walk form, summer prep, and Optional Admin Connect
May 29–Jul 9	Summer curriculum rewrite (see Section 3)
Jun 4	District Guiding Coalition Retreat
Jul 13–15	DPL planning; administrator mini camp
Jul 20, 21, 28	Great Minds introduction sessions
Aug 5–6	Elementary Math DPL

APPENDIX B | SECONDARY MATHEMATICS: BLUEBONNET RESOURCE ADOPTION AND IMPLEMENTATION EXECUTIVE SUMMARY

Secondary Mathematics (Grades 6–Algebra II) | Clear Creek ISD

Executive Summary

CCISD is implementing Bluebonnet Learning as the high-quality instructional material (HQIM) for secondary mathematics (Grades 6–Algebra II) so that students receive consistent, high-quality instruction on every campus. Three connected levers drive the work: aligned professional learning, in which teachers build understanding in stages through a spring overview, summer training on the Carnegie Learning platform, August modeling of unit and lesson internalization, and reinforcement once per nine weeks; strong instructional leadership, in which deans and instructional and content specialists completed HQIM and internalization training in May, ahead of teachers' hands-on work, followed by sessions for department leaders and the District Leadership Team; and intentional implementation structures, including common internalization protocols that anchor planning in every teacher session and a shared Math Walkthrough Form that anchors leader feedback. Learning is sequenced so leaders are calibrated before and during the first weeks of classroom implementation, and progress is monitored through campus 8-week sprint plans and August observation rounds across approximately 15 campuses that surface trends and direct support.

Approach

- **Teachers build understanding in stages.** A spring overview builds awareness, summer training covers the Carnegie Learning platform, and unit/lesson internalization is modeled in August and then reinforced once per nine weeks.
- **Leaders are calibrated early.** Deans, instructional specialists, and content specialists complete HQIM and internalization training in May, ahead of teachers' hands-on work. Department leaders and the District Leadership Team follow with role- and strategy-specific sessions.
- **Common protocols drive consistency.** The CCISD Module/Topic Internalization Protocol and Lesson Internalization Protocol anchor planning in every teacher session, and a shared Math Walkthrough Form anchors leader feedback.
- **Implementation is monitored, not assumed.** Campus-level 8-week sprint plans and August observation rounds surface trends and direct support.

Teacher Implementation Track

Phase	Timing	Audience / Format	Focus
1. CCISD Overview of Bluebonnet	Spring 2026: Apr 29, Apr 30, May 11–13	All secondary math teachers; virtual (Teams), 30 min; choose 1 date	Overview of Bluebonnet materials, lesson structure and resources, and implementation expectations.
2. Platform & Resource Training	June 3, 4, July 8, 15, August 6	Secondary math teachers; in-person, 6 hrs; Carnegie Learning; 4 sessions	CLC platform navigation, MATHia and MathStream integration, assigning resources, and using data and reports to inform instruction.
3. Unit & Lesson Internalization (DPL)	Aug 5	All secondary math teachers; in-person; Ed Elements + District Content Specialists	Modeling aligned planning with the CCISD Unit and Lesson Internalization Protocols.
4. Unit & Lesson Internalization (CPL)	1 per 9 weeks	6th, 7th, 8th, Algebra 1, Algebra 2 teachers; in-person, 6 hrs; District Coordinator + Content Specialists	Modeling lessons and best practices; backwards-design planning using the internalization protocols.

Leader Support

Phase	Timing	Audience	Focus
1. Foundational Understanding of HQIM	May 7	Intermediate & HS Deans, Campus Instructional Specialists, District Content Specialists	HQIM overview; Bluebonnet structure and intent.
2. Instructional Leadership Alignment	May 8	Same as Phase 1	Unit and lesson internalization from the leader perspective; supporting teachers.
3. Department Leader Training	May 14	Department Leaders	Foundational Understanding of HQIM and Instructional Alignment
4. District Strategy & Alignment	May 29	District Leadership Team	Assess current state; set HQIM implementation goals and guardrails; define leader roles and responsibilities.
5a. LEARN + CONNECT | Math RBIS	Jul 22	Deans, Instructional Specialists, Content Specialists	Deepen Math RBIS understanding; align instructional expectations.
5b. Campus Leadership Alignment	Jul 23	Phase 5a audience plus Intermediate Principals and Math Appraisers	Share goals, guardrails, and roles; calibrate with the Math Walkthrough Form; build first-8-weeks campus sprint plans.

Phase	Timing	Audience	Focus
6. Monitoring & Support	Aug 25–27	Deans, Specialists, Content Specialists, Principals, Math Appraisers; choose one ½-day session	Walkthroughs across ~15 campuses (2–3 per day); identify trends and support needs; calibrate HQIM expectations.

Timeline at a Glance

Window	Milestones
Apr – May	Teacher overview sessions (Apr 29 – May 13); leader training (May 7, 8, 14); District Leadership strategy session (May 29).
Summer	Carnegie Learning platform training for teachers June 3, 4, July 8, 15, August 6. Leader training on Bluebonnet, learning walk calibration on Jul 22 and Jul 23.
August	Teacher internalization at DPL (Aug 5); leader observation rounds (Aug 25–27).
School year	CPL internalization sessions once per 9 weeks; District Content Specialist walkthroughs guide ongoing support. Campus administration meetings with Curriculum Coordinator inform campus supports.