

# **Open Education Resources (OER) Transition Plan for Bluebonnet Learning Instructional Materials**

*A living document, subject to revision, in response to stakeholder feedback*

*Approval pending BISD Board of Trustees May 19, 2025*

## Table of Contents

ACTION 1: Setting Implementation Goals .....	3
1A: Implementation Framework.....	3
1B: Implementation Goals .....	4
ACTION 2: Creating the Conditions for Success .....	5
2A. Materials Access .....	5
2B. Schedules and Calendars .....	8
2C. Aligned Expectations.....	9
2D. Professional Learning Plan.....	11
2E. Adaptive Change and Communication .....	13
ACTION 3: Leading Internalization and Professional Learning Communities (PLCs) .....	15
3A. Analyzing PLC Practices .....	15
3B. Structures for Internalization and PLCs.....	16
3C. Supporting All Learners .....	18
ACTION 4: Establishing Observation and Feedback Practices .....	20
4A. Observation Expectations.....	20
4B. Observation and Feedback Cycles .....	22
ACTION 5: Aligning Assessment Strategy .....	25
5A. Analyzing Assessment Practices.....	25
5B. Structures for Assessment Practices .....	26

# ACTION 1: Setting Implementation Goals

## 1A: Implementation Framework

Review the **Implementation Framework** and the **Fidelity of Implementation (FOI) Look-Fors** to identify the phase of implementation (initial or deeper) and become familiar with key actions to support successful implementation efforts.

### TAKE ACTION: Implementation Framework

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**Describe the phase of Bluebonnet Learning implementation (initial or deeper) for the start of the upcoming school year:**

#### **RLA-**

BISD began exploring curriculum needs for RLA in the spring of 2024. The springboard for this was a teacher survey conducted by the BISD superintendent which determined an all-inclusive curriculum resource grounded in the science of teaching reading as teachers' number one priority need. As a result of this teacher feedback, the decision was made by teachers and administrators collaboratively that Amplify Texas ELAR met the criteria put forth by teachers to meet our teaching and learning needs. Amplify Texas ELAR was fully implemented grades K-5 as Tier 1 instruction during the 2024-2025 school year. BISD teachers, instructional coaches, and administrators received on-boarding PD for Amplify Texas as well as training in the research based instructional strategies (RBIS) for RLA prior to the first day of the 2024-25 school year. Campus & district administrators and instructional coaches received on-going additional training provided by Education Service Center Region XV through the 2024-25 school year on implementation best practices, PLC protocols, observation and feedback, and student work analysis protocols. This supported our instructional leaders as they provided guidance and encouragement to teachers in classrooms. As a result, our district has moved beyond the initial implementation phase and will be focusing on deeper implementation as we transition to Bluebonnet Learning RLA in 2025-2026.

#### **Math-**

Following the first round of math assessments during the fall of 2024, the Coggin Elementary principal surveyed teachers during Collaborative Team Times regarding obstacles to learning that were reflected in student learning outcomes at Coggin. Teachers provided feedback on curriculum resource needs. This feedback correlated with findings from our Effective Schools Framework diagnostic conducted at Coggin Elementary during the previous year: 36 assignments were analyzed from 3 grade levels; 44% of student math assignments were considered high quality and on grade level during this diagnostic. As a result, Coggin Elementary was approved to utilize TEA's CER approved Eureka Math product for tier 1 instruction beginning in October. Teacher editions were obtained through Great Minds and a plan for copying the necessary student print materials was followed for the remainder of the year. To better support teachers during the 2025-26 school year, entitlement funds have been utilized to purchase Bluebonnet Math K-5 for the Coggin campus, including print materials and manipulative kits. As a result, Coggin Elementary has moved beyond the initial implementation phase and will be focusing on deeper implementation as they transition to a pilot of Bluebonnet Math 2025-2026. Coggin's experience with Bluebonnet Math was a

springboard resulting in interest expressed by teachers and principals on other campuses. In April, the opportunity to pilot Bluebonnet Math in 2025-2026 was extended to all other campuses. All participating classroom teachers, instructional coaches and campus administrators will receive RBIS for math on or before August 6 and Bluebonnet overview/onboarding PD prior to October 10. Bluebonnet Math materials requested on the East, Northwest, and Woodland Heights campuses will be ordered once EMAT re-opens, estimated May 15, 2025.

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# 1B. Implementation Goals

Based on the implementation phase and local context, develop a specific goal for each implementation goal area: Bluebonnet Learning Implementation, Stakeholder Investment, Teacher Practice, and Student Outcomes. Identify the continuous improvement process that will be followed and develop a progress monitoring timeline.

## TAKE ACTION: Implementation Goals

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### Goal Area: Bluebonnet Learning Implementation

**Goal 1:** 100% of teachers implement the materials consistently for Tier 1 instruction by the end of the first semester.

- **Measure(s):** Classroom walkthroughs & observation/feedback cycles
- **Frequency:** Minimum monthly walkthrough of each classroom by campus administrators. Observation & feedback coaching cycles conducted by instructional coaches and/or elementary curriculum director a minimum of every 3 weeks on all campuses.
- **Progress Monitoring:** Quarterly data review and reflection at campus leadership meetings & following district leadership meetings at principal collaboration times. Data will include but not be limited to walkthrough and coaching observation & feedback cycles, student work samples, stakeholder surveys, and assessment outcomes.

**Goal 2:** By October 10, 100% of K-5 teachers will receive onboarding/overview training on Bluebonnet Learning materials.

- **Measure(s):** training attendance records & completion certificates
  - **Frequency:** summer onboarding opportunities provided by Education Service Center Region XV, sessions offered by BISD curriculum department held during first 9 weeks of school
  - **Progress Monitoring:** reviewed by IC's and campus administration at monthly leadership meetings
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### Goal Area: Stakeholder Investment

**Goal 1:** 80% of teachers and leaders report high confidence in the OER materials by EOY.

- **Measure(s):** stakeholder surveys

- Frequency: BOY-September, MOY-January, and EOY-April.
  - Progress Monitoring: Quarterly data review and reflection 4 times per year following leadership meetings. Data will include but not be limited to walkthrough and coaching observation & feedback cycles, student work samples, stakeholder surveys, and assessment outcomes.
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#### **Goal Area: Teacher Practice**

**Goal 1:** 90% of teachers use unit &/or lesson internalization protocols routinely during PLC team planning times.

- Measure(s): PLC observations and review of annotations.
  - Frequency: Introduce teachers to unit/lesson internalization protocols by September 1. Principals and instructional coaches will engage in a minimum of 1 PLC per grade band per quarter, providing guidance in understanding & using the internalization protocols.
  - Progress Monitoring: Quarterly data review and reflection 4 times per year following leadership meetings. Data will include but not be limited to walkthrough and coaching observation & feedback cycles, student work samples, stakeholder surveys, and assessment outcomes.
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#### **Goal Area: Student Outcomes**

**Goal 1:** 100% of students engage with grade-level content from the OER and build familiarity with embedded routines and strategies.

- Measure(s): Classroom walkthroughs using the Bluebonnet Learning observation form
  - Frequency: Minimum monthly walkthroughs with feedback for each classroom
  - Progress Monitoring: Quarterly data review and reflection 4 times per year following leadership meetings. Data will include but not be limited to walkthrough and coaching observation & feedback cycles, student work samples, stakeholder surveys, and assessment outcomes.
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## **ACTION 2: Creating the Conditions for Success**

### **2A. Materials Access**

Develop a plan for timely access to print materials and related manipulatives through Bluebonnet Learning procurement and distribution.

#### **TAKE ACTION: Materials Access Planning**

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**Task:** Order Bluebonnet Learning instructional print materials. Identify quantity by grade level and campus. If applicable, procure instructional materials through requisitions in EMAT.

- Task owner/manager: Director: Elementary Curriculum & Instruction, EMAT purchasing delegate

- Timeline: 100% materials ordered by May 31
  - Key Actions/Steps:
    1. The C&I Director will gather feedback from HR director and campus principals regarding projected RLA teachers per grade level and participating math classrooms for the 2025-26 school year.
    2. Campus principals will complete the spreadsheet created by the curriculum department indicating student materials needed based on enrollment projections, including IEP needs, for 2025-2026.
    3. C&I Director and Director of Student Services will order initial instructional materials in EMAT by March 28, 2025 and again after EMAT opens May 15 for new pilot classrooms for Bluebonnet Math. All requisitions will be completed no later than May 31, 2025.
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**Task:** Order or secure any related manipulatives needed. Identify items and quantity by grade level and campus. If applicable, procure related manipulatives in EMAT.

- Task owner/manager: Director: Elementary Curriculum & Instruction
  - Timeline: February/March 2025
  - Key Actions/Steps: Manipulative kits are required with year 1 purchase in EMAT. See previous task.
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**Task:** Determine the process for receiving and distributing materials to campuses and classrooms.

- Task owner/manager: Director: Elementary Curriculum & Instruction, campus textbook coordinators
  - Timeline: week of June 16, 2025
  - Key Actions/Steps:
    1. Director of elementary C&I has scheduled deliveries for June 16, 2025. Materials are expected to be bundled by campus orders. All campus principals and textbook coordinators have been notified of delivery date.
    2. Campus textbook coordinators will ensure that all non-consumable materials are inventoried and barcoded prior to making them available to teachers.
    3. Campus textbook coordinators will work with campus principals to communicate campus protocols for delivering to classrooms. Pending deliveries made on time to the district, materials should be accessible to teachers on the campuses no later than July 14, 2025.
    4. If the delivery date changes from June 16 timelines, this will be communicated as quickly as possible by the C&I Director.
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**Task:** Communicate the Bluebonnet Learning printed instructional materials and related manipulatives ordering and distribution process with appropriate stakeholders.

- Task owner/manager: C&I Director, Campus principals
- Timeline: May/June 2025
- Key Actions/Steps:
  1. Prior to May 1, the C&I director will provide directions for removing Amplify Texas ELAR materials to campus principals. Campus principals will communicate plans for Amplify Texas ELAR materials to teachers on each campus. This must be completed to ensure room for Bluebonnet RLA materials delivered during the summer.

2. The C&I Director will communicate with campus principals and textbook coordinators regarding the status of Bluebonnet Learning Instructional materials delivery and distribution.
  3. Campus principals will communicate the process for the distribution of materials to staff and students to all relevant stakeholders. Materials should be accessible to teachers by July 14, 2025, pending timely deliveries made in June.
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**Task:** Determine the process for ensuring all teachers, instructional coaches, and school leaders who will be involved in the implementation of Bluebonnet Learning have access to all the necessary instructional materials and manipulatives.

- **Task owner/manager:** C&I Director and campus principals
  - **Timeline:** April 2025-May 2026
  - **Key Actions/Steps:**
    - With the support of the Director of C&I, campus principals will ensure that all teachers, including general education and specialized teachers, instructional coaches, campus administrators, and any other relevant staff have access to Bluebonnet Learning instructional materials and any other related materials necessary for implementation.
    - Campus principals will ensure that all students have Bluebonnet Learning instructional materials and access to any manipulatives or other materials needed.
    - Campus principals have identified a campus textbook contact who is responsible for contacting the C&I director to secure additional materials based on increased teacher assignments and/or student population increases.
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**Task:** Ensure that all teachers, instructional coaches, and school leaders can access essential Bluebonnet Learning planning and support resources including scope and sequences, internalization protocols, student work analysis protocols, and observation tools.

- Task owner/manager: Director: Elementary Curriculum & Instruction and campus principals
  - Timeline: April 2025-August 2025 and then ongoing through May 2026
    1. Key Actions/Steps:
      - Campus & district administrators and instructional coaches will attend Bluebonnet Learning PD for school leaders and instructional coaches on June 17, 2025, at the ESCXC.
      - Prior to August 1, the C&I Director or delegate will provide training sessions for district instructional coaches and campus administrators unable to attend including how to access and navigate Bluebonnet Learning instructional materials, specifically scope and sequences, protocols, and observation tools.
    2. Campus principals will ensure that all RLA teachers receive this training experience and that all teachers new to CER/OER materials receive overview training, either in summer 2025 or during August PD week in the district.
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**Task:** If applicable, determine the process and timeline for digital access and related technology support resources.

- Task owner/manager: Instructional Technologist, campus principals

- Timeline: May-August 2025 and on-going through May 2026
  - Key Actions/Steps:
    - Instructional Technologist will work with campus principals to ensure all teachers can access through TCMPC the pacing documents, assessments, and instructional materials for OER classrooms piloting math as well as all RLA teachers. This will take place in May 2025.
    - The Instructional Technologist &/or instructional coaches, with support from the C&I Director, will develop training or resources for staff to access and navigate digital versions of Bluebonnet Learning instructional materials.
    - These resources and training opportunities will be communicated and available for request throughout the 2025-26 school year. Campus principals will ensure that any teachers needing additional training or support are connected to the C&I Team, which includes instructional coaches, director, and instructional technologist.
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## 2B. Schedules and Calendars

Design master schedules and instructional calendars to 1) meet the required instructional minutes as outlined in Bluebonnet Learning, and 2) ensure time for teacher planning and lesson preparation is provided within the normal teacher workday.

### TAKE ACTION: Schedules and Calendars

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**Master Schedule(s):** Describe expectations and guidelines for development of master schedule that meet the requirements outlined in Bluebonnet Learning instructional materials. Include resources/links, as necessary, of master schedules that reflect instructional minute allocations for daily instruction.

#### Response/Resource:

The director of elementary curriculum and instruction will meet with each campus principal to receive feedback on minimal time allocations expected for core subjects in grades K-5 that were developed for the 2024-2025 school year. The feedback from these campus meetings will result in an updated document detailing guidelines for master scheduling on the campuses. Principals will provide master schedules to the C&I Director on or before May 16, 2025.

Each campus will provide:

- Bluebonnet Learning RLA Grades K-3, a minimum of 150 instructional minutes (60 minutes skills + 60 minutes knowledge + 30 minutes differentiated Tier 1 instruction)
  - Bluebonnet RLA Grade 4-5, a minimum of 120 instructional minutes (90 minutes Tier 1 lesson + 30 minutes differentiated Tier 1 instruction)
  - Bluebonnet Math Grades K-5, a minimum of 90 instructional minutes (60 minutes Tier 1 lesson + 30 minutes differentiated Tier 1 instruction)
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**Instructional Calendar(s):** Describe expectations and guidelines for the development of an instructional calendar that includes time allocations for teacher planning and preparation including routine time for



collaborative planning and preparation with an instructional coach and/or school leader. Include resources/links, as necessary, of instructional calendars that reflect instructional minute allocations for teacher planning and preparation, including opportunities for collaboration.

**Response/Resource:**

- Each campus will develop an instructional calendar reflecting time for internalization and student work analysis at least 60 minutes per week. If the existing PLC/collaborative team time adequately meets this criterion, the campus may continue this plan already in place. The focus of the PLC will shift towards Bluebonnet internalization and student work analysis protocols.
- Due to limited campus collaboration possibilities in grades 3-5: 2-hour monthly district collaboration times will be offered, with instructional coaches present, to support teachers district wide towards successful implementation.
- In grade K-2: district collaboration times will be scheduled as needed upon teacher or campus administration request.

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## 2C. Aligned Expectations

Develop and communicate clear expectations for using Bluebonnet Learning instructional materials with fidelity.

**Please note** that Action Items 3A-C and 5A-B complement and support this action item (2C).

## TAKE ACTION: Aligned Expectations

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**Alignment Item:** Use of Bluebonnet Learning instructional materials.

- **Expectations:** Bluebonnet Learning instructional materials are used for daily Tier 1 instruction for all students without substituting or supplementing with other materials not approved for use. Other approved materials will be listed in the Approved Supplemental Materials List, maintained by the Director of Elementary Curriculum and Instruction.
- **Plan for Communication:** Campus principals will integrate expectations for materials to be used into back-to-school campus meetings. All teachers, coaches, and school leaders will be able to make any recommendations for modification and/or integration of any supplemental materials. The Director of Elementary Curriculum and Instruction will identify a team of representative stakeholders who will review the requests for supplemental materials and update the Approved Supplemental Materials List accordingly.
- **Timeline:** The supplemental materials committee will be identified no later than the first week of August. A review of the materials will take place no later than during the August in-service week. Recommendations for modifications and/or the addition of supplementation materials can be submitted at any time via email to the Director of Elementary Curriculum and Instruction @ [jenny.swanzy@brownwoodisd.org](mailto:jenny.swanzy@brownwoodisd.org). Updates to the supplemental materials list will be made 3 times per year: September, January, and June.

**Alignment Item:** Internalization protocol and process.

- **Expectations:**
    - Teacher internalization of units and lessons is prioritized at campus collaborative team times and district collaboration times.
    - Bluebonnet Learning protocols are tools available to teachers to support the internalization process for both common and individual practices and should be used regularly to support the internalization process.
    - Teachers will annotate lessons within their teacher editions to demonstrate alignment with the protocols and have these lesson guides available for principal review. Principals will review lesson guide annotations informally: during classroom walk throughs, at PLC/Collaborative team times, teacher conferences, or at any time upon teacher or principal request, with the goal being continuous improvement.
    - The FOI Learning Walk Tool for Collaborative Planning will be provided to school leaders and teachers. This is a tool for school leaders supporting the PLC's/Collaborative Team Times on campuses to increase effectiveness and confidence of teachers implementing Bluebonnet materials.
  - **Plan for Communication:** All tools and how they will be used will be communicated by campus principals during back-to-school week. Before July 23, principals will develop, with the support of the C&I Director, a common slide deck for consistently communicating Bluebonnet Learning expectations during campus back to school meetings in August.
  - **Timeline:** Internalization protocols and processes will be part of the onboarding/overview training provided by ESCXCV during the summer of 2025 and by curriculum department during the first 9 weeks of school. Principals will notify the C&I Director of any new hires needing training after the first 9 weeks of school.
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**Alignment Item:** Student Work Analysis Protocols and Process.

- **Expectations:** The Student Work Analysis protocol will be reviewed at back-to-school meetings. Teachers, Instructional coaches and school leaders will support teachers in analyzing student work using the Bluebonnet Learning protocol during collaborative team times at least once per month beginning in October.
  - **Plan for Communication:** Expectations for protocol use will be communicated as part of the onboarding and orientation training. Instructional coaches and school leaders will model the use of student work analysis protocol and review expectations for use in early October.
  - **Timeline:** Onboarding/overview training will be provided by ESCXV during the summer of 2025 and by the curriculum department during the first 9 weeks of school. Principals will notify the C&I Director of any new hires needing training after the first 9 weeks of school.
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**Alignment Item:** Curriculum-embedded assessment expectations.

- **Expectations:** Teachers consistently administer Bluebonnet Learning embedded assessments. During the initial year of implementing Bluebonnet Learning materials, all teachers will administer all Bluebonnet Learning assessments as designed. Modifications and/or accommodations may be made to meet individual student needs based on IEP or another student's educational plan. School leaders will monitor the fidelity of administration for Bluebonnet Learning unit assessments.

Previous curriculum-based assessments are not required. 1 STAAR-released benchmark will be administered in the spring, prior to releasing for spring break.

- **Plan for Communication:** Expectations for embedded-assessment use and how they are reflected in the district assessment calendar will be integrated into Bluebonnet Learning onboarding training for all stakeholders.
  - **Timeline:** Onboarding/overview training will be provided by ESCXV during the summer of 2025 and by the curriculum department during the first 9 weeks of school. Principals will notify the C&I Director of any new hires needing training after the first 9 weeks of school.
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## 2D. Professional Learning Plan

Develop a professional learning plan for teachers, instructional coaches, and school leaders that includes 1) product onboarding and orientation, and 2) ongoing job-embedded, curriculum-based professional development.

### TAKE ACTION: Professional Learning Plan

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**Professional Learning Experience:** Training on Research-based Instructional Strategies (RBIS) and how Bluebonnet Learning instructional materials support RBIS.

- **When will this happen?** RBIS for RLA was provided last August for all existing RLA teachers. New hires for 2025-26 will have opportunities provided by ESCXV summer of 2025 or from BISD curriculum department during the 25-26 school year if unable to attend. RBIS for Math is scheduled for August 6, 2025, in BISD.
  - **Who will lead/participate?** The ESCXV and BISD curriculum department will provide options for RBIS training. All math and reading teachers K-5, including specialized teachers, instructional coaches for math, campus administrators, and C&I Director will attend.
  - **What materials or resources are needed?** ESCXV will coordinate summer training. Trainings held after school start will be coordinated by the C&I Director.
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**Professional Learning Experience:** Training that focuses on communicating expectations, implementation goals, and change management.

- **When will this happen?** General expectations regarding the use of Bluebonnet Learning instructional materials and practices will be integrated into onboarding/overview training. Additional expectations and change management support will be an ongoing district level focus at principal meetings following monthly district leadership meetings. These will be facilitated by the C&I - Director. Campus-level focus at faculty/staff meetings will be led by campus principals.
  - **Who will lead/participate?** C&I Director, campus principals, and instructional coaches will facilitate PD at the various levels in the district. Attendees will include all relevant instructional staff.
  - **What materials or resources are needed?** PD Calendars, back-to-school meeting agendas, and Bluebonnet Learning materials
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**Professional Learning Experience:** Bluebonnet Learning instructional material onboarding and orientation.

- **When will this happen?** ESCXV will provide onboarding/overview training during the summer of 2025. The BISD curriculum department will support ongoing professional learning throughout the year. Campus principals, supported by the C&I Director, will reinforce and extend support for teachers with ongoing observation/feedback cycles.
  - **Who will lead/participate?** Sessions will be held by ESCXV and BISD curriculum department. All K-5 reading and math instructional staff will attend.
  - **What materials or resources are needed?** The C&I Director and Instructional Technologist will coordinate with the ESCXV and Region 4 to provide all materials and resources needed.
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**Professional Learning Experience:** Training and intentional work time dedicated to understanding the design principles of Bluebonnet Learning instructional materials.

- **When will this happen?**
    - Understanding the design principles of Bluebonnet Learning instructional materials will be provided as part of the onboarding/overview training provided by ESCXV and BISD curriculum department.
    - Ongoing, job-embedded professional learning focused on understanding the the design principles will be the focus of instructional coach and campus administration during collaborative team times and observation/feedback cycles.
    - Instructional coaches and campus principals have attended additional training provided by the ESCXV during the 2024-2025 school year. A Bluebonnet Learning PD Day is scheduled June 17 at ESCXV for school leaders and instructional coaches.
  - **Who will lead/participate?** ESCXV, District and Campus Leaders, and instructional coaches will lead sessions. All K-5 instructional staff and leaders will attend onboarding/orientation training. All teachers will attend internalization facilitation sessions. All instructional coaches and elementary administrators have attended coaching training provided by the ESCXV or will attend coaching training provided by BISD curriculum department.
  - **What materials or resources are needed?** The C&I Director will provide Bluebonnet Learning protocols to all campus leaders and instructional coaches.
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**Professional Learning Experience:** Regular unit and lesson internalization in collaborative teams and/or individually with an instructional coach or school leader.

- **When will this happen?** Teachers and instructional coaches/school leaders engage in weekly collaborative team times which will prioritize upcoming unit or lesson internalization. Monthly district planning times for grades 3-5 and at request for grades K-2 will be provided, facilitated by instructional coaches. Additional internalization support may occur at the teacher's &/or principal's discretion, supported by BISD C&I department.
  - **Who will lead/participate?** Instructional coaches and campus leaders, supported by C&I Director, will facilitate weekly collaborative team times, regularly using the internalization protocols. All teachers will attend either with their grade level or individually for those who are departmentalized.
  - **What materials or resources are needed?** Bluebonnet learning internalization protocols and Bluebonnet Learning materials and protected collaboration time.
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**Professional Learning Experience:** Regular student work analysis in collaborative teams and/or individually with an instructional coach or school leader.

- **When will this happen?** Teachers and instructional coaches &/or campus administrators will engage in student work analysis during campus collaborative team times and/or district level planning sessions.
  - **Who will lead/participate?** Instructional coaches and school leaders will facilitate student work analysis practice for all grade levels, vertical content teams, or district planning sessions using the Bluebonnet Learning student work analysis protocols. All teachers will attend facilitated sessions.
  - **What materials or resources are needed?** Bluebonnet learning student work analysis protocols, Bluebonnet Learning materials, and protected collaboration time
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**Professional Learning Experience:** Regular observation and feedback cycles with an instructional coach or school leader.

- **When will this happen?** Principals will conduct monthly walkthrough visits with feedback provided, and instructional coaches will conduct observation/feedback coaching sessions every 3 weeks, supported by campus principals. At least every 6 weeks, teachers will receive an observation that is followed up with a face-to-face feedback session.
  - **Who will lead/participate?** School leaders and instructional coaches, supported by C&I Director
  - **What materials or resources are needed?** Bluebonnet Learning observation tool and Bluebonnet Learning instructional materials (teacher's guide):
    - Principals will utilize the Bluebonnet Learning observation tool alongside their TTESS observation tools – TTESS will be the primary method of feedback.
    - Instructional coaches will utilize the Bluebonnet Learning Observation Tool to provide written feedback to teachers. Uploading the Bluebonnet Learning Observation Tool feedback into Strive for TTESS/evaluation considerations will be at the teacher's discretion.
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**Professional Learning Experience:** Additional ongoing, job-embedded, curriculum-based professional learning opportunities.

- **When will this happen?** Teachers will receive ongoing, job-embedded, curriculum-based professional learning opportunities during weekly facilitated & non-facilitated collaborative team times, monthly district planning sessions, on-going observation/feedback cycles described previously, and optional additional supports at the teacher's discretion.
  - **Who will lead/participate?** Instructional coaches and campus administrators, supported by the C&I Director will lead/facilitate. All teachers will receive ongoing, job-embedded, curriculum-based professional learning opportunities.
  - **What materials or resources are needed?** School leaders and instructional coaches will need a review of coaching supports and observation protocols, including the action coaching model (See It, Name It, Do It) prior to the start of school. These will be coordinated by the C&I Director, supported through the Bluebonnet PD offered by ESCXV June 17 for instructional coaches and school leaders.
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## 2E. Adaptive Change and Communication

Develop a communication plan that supports adaptive change management and ensures stakeholder understanding and commitment to the purpose of adopting and implementing Bluebonnet Learning. Include a plan for stakeholder communication and public posting if the materials are modified as outlined in TEC §[26.006](#).

## TAKE ACTION: Adaptive Change and Communication

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**Key Message 1:** What is our purpose for implementing Bluebonnet Learning?

**Message:** Reading on grade level and mastering foundational math skills are non-negotiable priorities for learning at Brownwood ISD. Access to grade-level materials matters. When students are given grade-appropriate assignments, aligned to the TEKS, and combined with strong instruction, engagement, and high expectations, they achieve higher outcomes. Our expectations for student learning are reflected in the materials (assignments, texts, assessments) that we give them. Students will rise to the occasion and do what is asked of them. When expectations are high, student performance and outcomes are also high. Implementing rigorous instructional materials does not preclude teachers from supporting and accommodating individual learners.

**Audience:** All district instructional and leadership staff, all elementary instructional staff

**Timeline:** Summer training sessions, back to school meetings and ongoing throughout the school year.

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**Key Message 2:** What is our plan for stakeholder communication and public posting if any aspect of the materials is modified, as outlined in TEC §26.006?

**Message:** Modifications to components of Bluebonnet Learning instructional materials, sequencing and/or assessments will be available for parent review as outlined in statute (TEC 26.006). Any requests for modifications must be made in writing to the campus principal and C&I Director for approval. Approved modifications will be made available for parent access through any classroom using an LMS or in another manner specified before the start of the school year.

**Audience:** All instructional staff, families, and external stakeholders

**Timeline:** Summer communication with campus administration will be provided by C&I Director, follow up provided at Admin 2-A-Days July 30-31.

**Considerations:** This message and communication item connects to Action 2C: the use of Bluebonnet Learning instructional materials and Action 3C: instructional flexibility to support all learners. Additionally, all principals must ensure that teachers and other relevant staff understand the statutes about Access to Teaching Materials as described in TEC 26.006.

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**Key Message 3:** Which adaptive strategies will we use to support positive change management?

**Message:** Brownwood ISD is committed to ensuring alignment across stakeholders, communicating for clarity, focusing on positive aspects of implementation, and gathering and responding to stakeholder feedback.

**Audience:** the Brownwood ISD community – internal and external stakeholders

**Timeline:** Beginning in the spring before implementation with C&I Director campus visits in April 2025, spring and summer principal meetings, summer onboarding/overview training, Admin 2-A-days July 30-31, August back-to-school meetings, through May 2026.

**Considerations:** The district and campus leadership teams will focus on these strategies to support positive implementation efforts:

- We will build relationships and lead with empathy.
  - We will eliminate technical barriers: ensure the technical conditions for success are in place.
  - We will provide clear guidance on implementation expectations and “the why”/purpose behind choosing Bluebonnet Learning instructional materials.
  - We will ensure the message is shared widely including the deck templates for principals to use at back-to-school and faculty/staff meetings.
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## ACTION 3: Leading Internalization and Professional Learning Communities (PLCs)

### 3A. Analyzing PLC Practices

Analyze the current state of PLCs/teacher planning and preparation practices to prioritize high-impact changes and next steps.

#### Key Actions to Consider:

- Review the resource **Internalization Keys to Success**. Annotate and take notes regarding the current state of each listed key to success.
  - Think about each element: *vision, protected time and frequency, ownership, use of time, and educative practices*. Note which elements of teacher planning and preparation practices are established, clear, and consistent across all grade levels and schools.

### TAKE ACTION: Analyzing PLC Practices

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**Task:** Conduct a current state analysis of PLC/teacher planning and preparation practices and summarize the takeaways. What is working well? What is an area for improvement? What might be a short-term area of focus?

**Response:** Brownwood ISD has worked to build district-wide practices and to continuously improve these practices over the past 3 years. Campuses have designed plans for protected PLC/Collaborative Team Times within common frameworks established by the district. Two campuses have attended PLC’s That Work conference to further develop common understandings and practices. These practices have been shared with all elementary campuses during a principal retreat last summer. Each campus is at its own stage in developing effective PLC practices, but all are working on the work of the PLC. Principals have received training during the 2024-25 school year on PLC protocols aligned to HQIMs and have introduced protocols to others on campuses, but common protocols are not always routinely used during collaborative team

times with teachers. Some teachers have reported that Collaborative Team Times are most beneficial when they have time to work together, not just listen to the facilitator of the group; also some teachers have expressed at times that they are unsure of the purpose sometimes for the group and sometimes confuse PLC with a “meeting” rather than a group of professionals learning in community with the purpose of improving student outcomes. Other teachers have also shared that, especially in grades 3-5, they benefit from coming together as a district group by grade level because their campus grade level group is limited. We can improve by coming together as district and campus leaders before school starts to determine priorities for agendas focused on the HQIM protocols and simplifying down to the essentials, creating bite-sized sequential steps and developing a plan for protocols to modeled during initial PLCs at the start of the 2025-26 school year.

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**Task:** Identify which **Keys to Success** are currently in place, which are not, and which ones need refining.

**Vision:** The vision of PLCs will be refined to support the use of Bluebonnet Learning instructional materials by engaging all internal stakeholders in the process.

**Protected Time and Frequency:** Common planning time is protected and is currently in place.

**Ownership:** Since previous PLC structures were not always focused on Bluebonnet Learning instructional materials, the roles and responsibilities of the participants should be clearly defined for all stakeholders.

**Use of Time:** The use of an agenda focused on the Bluebonnet Learning protocols and outlining any required pre-work or post-work for teachers will ensure the most effective use of time. Principals and instructional coaches will need support in developing agendas; this will be a priority for monthly principal meetings following district leadership meetings.

**Educative Practices:** Principals, with the support from BISD curriculum department will ensure that teachers receive training and support implementing Bluebonnet Learning instructional materials. The C&I Director will ensure that instructional coaches and school leaders receive support in leading Bluebonnet Learning implementation.

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### 3B. Structures for Internalization and PLCs

Develop structures and systems to support internalization practices that include a vision, roles and responsibilities, and technical conditions needed.

The term, technical conditions, refers to the defined systems, structures, and procedures that must be in place to support Bluebonnet Learning implementation.

### TAKE ACTION: Structures for Internalization and PLCs

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**Task:** Explain the vision for unit and lesson internalization.



**Response:**

Internalization is the process of studying a unit or lesson to understand what students are expected to know and do after receiving instruction and how to best deliver the lessons in a way that meets the needs of the learners in your classroom. Internalization happens consistently before instruction occurs. Unit internalization happens at least 1-3 weeks before a new unit begins. Lesson internalization happens on each daily lesson at least 1-2 days in advance.

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**Task:** Name the roles and responsibilities of the school leaders, instructional coaches, and teachers to support the vision for internalization.

**Response:**

Principals –

- Establish and communicate the vision for internalization and role-specific responsibilities.
- Support and encourage teachers through the process of change.
- Monitor progress towards the vision for internalization; reflecting and providing the support needed.
- Align schoolwide systems and structures with the vision for internalization.
- Build as much knowledge of the OER instructional materials as possible so that you can lead the process effectively.

Other instructional leaders (IC's, district administrators, etc.)

- Complete OER orientation training to gain a deep understanding of the product and unit/lesson internalization protocols
- Support teachers to improve their use of OER internalization protocols by modeling, providing 1:1 support, and co-planning.
- Plan and lead collaborative planning times with teams of teachers.

Teachers –

- Complete Bluebonnet overview training to gain a deeper understanding of the product and unit/lesson internalization protocols.
  - Regularly use the product-specific unit/lesson internalization protocols to prepare teacher units and lessons.
  - Participate in 1:1 &/or collaborative internalization meetings with mentors, IC's, &/or administrators.
- 

**Task:** Identify priorities based on the current state analysis conducted in Action 3A to support effective internalization.

**Response:**

- Refine our vision for PLCs to focus on Bluebonnet Learning best practices, design principles, and use of protocols.

- Support instructional coaches and school leaders to develop PLC agendas focused on the use of Bluebonnet Learning protocols.
  - Support principals in developing master schedules and instructional calendars that support common planning time for engagement in Bluebonnet learning practices.
  - Determine and communicate stakeholder (leaders, teachers) roles and responsibilities for PLCs.
  - Develop a protocol calendar for instructional leaders to guide their facilitation of each of the Bluebonnet Learning protocols (unit internalization, lesson internalization, student work analysis, and observation/feedback cycles).
- 

**Task:** Name the technical conditions, systems, and structures that need to be in place to support the identified priorities and the vision.

**Response:**

- **Time-** The master schedule includes protected weekly time for teachers to collaborate. Instructional coaches and school leaders will create a calendar for when they will be present and for what purpose. Additional district level common planning time will be provided monthly for grades 3-5 and upon request in grades K-2.
  - **Ownership-** Schools have identified instructional coaches and school leaders who will plan and facilitate 1:1 and collaborative planning time and provide teachers feedback and support on their preparation.
  - **Protocols-** Teachers, instructional coaches, and school leaders are familiar with and have received training on the Bluebonnet Learning protocols for unit internalization, lesson internalization, and student work analysis.
  - **Accountability-** There is a process for monitoring progress towards effective internalization and aligned expectations for teachers. There is the expectation to annotate within the Bluebonnet Learning instructional materials instead of filling out a standardized lesson plan template.
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### 3C. Supporting All Learners

Develop and communicate clear guidelines for teachers to support all learners and maintain instructional flexibility that outline acceptable teacher modifications to address student needs.

#### TAKE ACTION: Supporting All Learners

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**Support:** Bluebonnet Learning Embedded Supports

**Guidelines:**

Teachers will identify which embedded supports will be used during instruction when internalizing lessons. These supports will be annotated in the teacher guide and available to instructional coaches, district leaders, and school leaders responsible for supporting classrooms.

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**Support:** Engagement Strategies

**Guidelines:**

Teachers will annotate in their materials which engagement strategies will be used during instruction. To meet the needs of all students, additional engagement strategies may be necessary, including using flexible grouping, anchor charts, Lead4Ward Instructional Strategies Playlist, and other resources.

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**Support:** Instructional Flexibility

**Guidelines:**

Teachers have flexibility within the scope and sequence of 5 instructional days to adjust pacing to address the needs of each student. Teachers can adjust instructional strategies and resources to meet the needs of a student's Individualized Education Plan (IEP) or other educational needs. Additionally, teachers will have the opportunity to review materials and make recommendations regarding the use of supplemental materials as described in Action 2C: Use of Bluebonnet Learning instructional materials.

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## ACTION 4: Establishing Observation and Feedback Practices

### 4A. Observation Expectations

Develop observation expectations for Bluebonnet Learning implementation.

#### TAKE ACTION: Observation Expectations

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**Action:** Clearly define the purpose of observations.

**Decision/Expectations:**

District and school leaders use FOI learning Walk and T-TESS tools to conduct instructional rounds to collect evidence of the fidelity of implementation and to measure attainment toward goals. School leaders and instructional coaches use the Bluebonnet Learning observation tool to engage in observation and feedback cycles to support continuous growth and development of teaching practices using Bluebonnet Learning instructional materials. Leaders and instructional coaches look beyond the surface of instruction to identify concrete evidence that the teacher has internalized the units and lessons taught. The most important purpose of observation and feedback cycles is to identify instructional strengths and needs to better support teachers delivering instruction in the classroom.

**Next Steps:**

- District leaders, school leaders, and instructional coaches have received training specific to the observation & feedback practices with Amplify Texas ELAR. These practices specific to Bluebonnet Learning will be reviewed before school starts in August 2025.
- District leaders, school leaders, and instructional coaches will engage in practice opportunities with the observation tools in September and October. These instructional rounds will be coordinated by the C&I Director.

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**Action:** Name the observation expectations and responsibilities for school leaders.

**Decision/Expectations:**

District Leader Roles and Responsibilities:

- Have high-level understanding of the observation tools that coaches and school leaders will use to provide feedback to teachers.
- Use Bluebonnet Learning Observation Tools and FOI Learning Walk Tools to co-observe with school leaders and establish norms on evidence of internalization and fidelity of implementation.
- Support school leaders in analyzing and responding to data collected during observations and instructional rounds.

School Leader Roles and Responsibilities:

- Participate in instructional rounds with C&I Director and instructional coaches to ensure alignment on “look for’s” when observing instruction for evidence of internalization.
- Participate in feedback meetings with teachers, observe coaching sessions to look for evidence that these conversations are grounded in the Bluebonnet Learning instructional materials and that meaningful connections are being made back to planning and internalization.
- Work with campus leadership teams to develop effective walk through/observation and feedback calendars; evaluate success of these plans and adjust as needed on a weekly basis.
- Support coaches in developing effective observation and feedback schedules; monitor implementation of these schedules and support coaches to adjust as needed.
- Use FOI Learning Walk Tools to supplement data on evidence of internalization instruction across classrooms and analyze this data at principal/instructional coach meetings to identify school wide trends and needs.

**Next Steps:**

- During summer 2025 a review of observation tools will be provided to school leaders and instructional coaches.

**Action:** Name the observation expectations and responsibilities for instructional coaches.

**Decision/Expectations:**

- Leverage training and professional development to regularly observe classroom instruction using the Bluebonnet Learning Observation tools.
- Review the Bluebonnet Learning lesson before classroom observations and reference the lesson as needed during the observation.
- Use See It-Name It-Do It coaching model as needed during feedback sessions. Facilitate learning walks &/or model for teachers when needed.
- Support teachers during feedback meetings to examine upcoming lessons to identify opportunities to implement action steps.
- Collect and report data on evidence of internalization in alignment with progress monitoring expectations.

**Next Steps:**

- Instructional coaches and district/campus leaders will attend “Leaders and Coaches Bluebonnet Learning Academy RLA and Math K-5 on June 17. Follow-up sessions will be offered in July by C&I Director. A thorough understanding of the observation/feedback protocols and tools, and clarity of roles and responsibilities will be further developed in this workshop.

**Action:** Explain which observation tool(s) will be used.

**Decision/Expectations:**

Bluebonnet Learning observation tools and the FOI learning walk tools will be used for monitoring the fidelity of implementation and to provide ongoing, job-embedded support through effective feedback to teachers.

**Next Steps:**

- The C&I Director will ensure that all district/school leaders and instructional coaches have access to the Bluebonnet Learning observation tool.
- Principals and coaches will receive training on these tools before August 1.
- Principals will reference the observation tool alongside regular T-TESS observations & walk throughs to align feedback; instructional coaches will use observation tools to guide coaching/observation/feedback cycles. Instructional coach observation tool checklists will be shared with teachers. Teachers have the option of uploading observation tools into Strive for T-TESS evidence.

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**Action:** Decide on the planning regarding the cadence, frequency, and scheduling of observations.

**Decision/Expectations:**

- Principals – a minimum of 1 per month
- Instructional coaches – 2 per 6 weeks
- At least 1 face to face observation feedback session 3 times per year per teacher (Sept-Oct, Nov-Jan, and Feb-April)

**Next Steps:**

- Principals and instructional coaches will need to create a year-long calendar, with the support of the C&I Director.

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**Action:** Name the requirements for documentation and follow-up.

**Decision/Expectations:**

- Principals, with the support of the C&I Director, will create a Bluebonnet Learning observation calendar to submit to the C&I Director by the end of July.
- Instructional coaches, with the support of the C&I Director, will create a Bluebonnet Learning coaching (observation/feedback) cycle calendar for the first 9 weeks of school to be approved by principals on or before August 11. A new coaching calendar will be submitted for approval each 9 weeks, at least 1-2 weeks prior to the beginning of each 9 weeks.

**Next Steps:**

See Action 2D: Professional Learning Plan.

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## **4B. Observation and Feedback Cycles**

## TAKE ACTION: Observation and Feedback Cycle Planning

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**Topic:** School leader and instructional coach training and practice

**Decision/Expectations:**

School leaders and instructional coaches will receive training on the Bluebonnet Learning observation tools and have opportunities to practice using the tools. This outlined in Action 2D: Professional Learning Plan.

**Next Steps:**

See Action 2D: Professional Learning Plan.

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**Topic:** Coaching Model

**Decision/Expectations:**

School leaders and coaches will use the SFI Action Step Guides in conjunction with See It, Name It, Do It coaching model to provide feedback and ongoing job-embedded professional learning and development to teachers implementing Bluebonnet Learning.

**Next Steps:**

- The C&I Director will integrate training on the SFI Action Step Guides in the PD sessions that leaders and instructional coaches will attend before the start of the school year.
  - The C&I Director will provide refresher training for the See It, Name It Do It coaching model and resources before August 1.
- 

**Topic:** Feedback Cycle Process

**Decision/Expectations:**

Teachers will receive at least 1 in-person, feedback session with instructional coaches each 6 weeks. In addition, campus administrators will provide feedback to teachers as monthly observations are conducted, either as part of their TTESS process or face to face feedback sessions. Instructional coaches and campus administrators will use the observation tools and SFI Action Step Guides, with support from the C&I Director.

**Next Steps:**

When instructional coaches return in July, an observation/feedback/coaching calendar will be solidified for principals' approval. During back-to-school meetings, campus administrators will review Bluebonnet observation tools and communicate the job-embedded observation/feedback & coaching supports that are provided as part of the Bluebonnet Learning implementation and what to expect during the year.

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**Topic:** Ongoing, Job-embedded Support

**Decision/Expectations:**

Observation/feedback & coaching cycles will provide ongoing, job-embedded support for teachers. School leaders and coaches will participate in co-observation (instructional rounds) and coaching sessions with the C&I Director at least once per semester.

**Next Steps:**

The C&I Director will coordinate scheduling of instructional rounds on each campus to practice observation tools. The C&I Director will also coordinate coaching sessions with campus administrators, at least 1 per semester.

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**Topic:** Measuring Impact

**Decision/Expectations:**

School leaders and instructional coaches will measure impact based on data from observation/feedback and coaching cycles, action steps provided, and the degree that teachers are implementing these actions successfully at monthly leadership meetings.

**Next Steps:**

- The C&I Director, with support from the instructional technologist, will create a google sheet for compiling observation/feedback and coaching steps to review at leadership meetings, at least bi-monthly.
- Campus administrators will conduct monthly walk-throughs and observations that will be correlated to observation/feedback and coaching steps during these leadership meetings. All leaders will engage in dialogue to clarify roles and responsibilities for the next month's feedback sessions.



## ACTION 5: Aligning Assessment Strategy

### 5A. Analyzing Assessment Practices

Conduct a current state analysis of assessment practices to prioritize high-impact changes and next steps.

#### TAKE ACTION: Analyzing Assessment Practices

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**Task:** Conduct a current state analysis of assessments and summarize the takeaways. What is working well? What is an area(s) for improvement?

**Response:**

In Year 1 Amplify and Eureka classrooms: Curriculum Embedded Assessments (CEAs) were administered online at most grade levels on every campus. Teachers were requested to enter data into Eduphoria if students did not assess online. This did not always happen; teachers cited time constraints as an obstacle. Common frustrations in grades 3-5: teachers did not always believe that assessments prepared for STAAR. The analysis of and response to outcomes from curriculum embedded assessments varied from campus to campus and among grade levels. The student Work Analysis Protocol (SWAP) was introduced to campus leaders and coaches but not utilized this year. We took a “break” from Amplify in grades 3-5 during Rockin’ Review (10-15 days prior to STAAR) to “STAAR prep” because of low teacher and campus admin confidence of students’ STAAR readiness. Assessments added to the calendar at teacher/principal requests included: Fall cumulative CBA to compare to previous year, which showed consistent results to previous year) and STAAR released benchmark giving in February/March (which caused teachers and campus admins concern.) The C&I Director received a few requests from teachers to consider moving the benchmark up to the last week of January or first week of February. If this is done, we should consider dropping the cumulative fall CBA altogether.

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**Task:** Identify which **Keys to Success** are currently in place, which are not, and which ones need refining.

**Response:**

- A comprehensive district assessment calendar is in place. Instructional coaches and campus administrators, with support from the C&I Director, will need to refine to reflect the design principles of Bluebonnet Learning and expectations regarding the use of curriculum embedded assessments.
- We have already refined our district assessment calendar to include Amplify RLA curriculum embedded assessments and can do the same for Bluebonnet RLA and math. The revised TCMPCT, including new Teks Resource and Texas Curriculum Resource alignments will be useful tools available to assist us in our work.
- Campuses follow the process in place for administering common unit assessments.
- Teachers and leaders frequently review data and provide intervention plans based on this analysis.
- We will need to shift to using Bluebonnet Learning curriculum embedded assessments more consistently across the 4 campuses and removing CBA and benchmark exams when they do not align with Bluebonnet materials scope and sequence.

- The district has developed CBAs with the support of department leaders and integrated benchmarks for many years. Refinement will be needed to prioritize the curriculum embedded assessments within Bluebonnet Learning materials.
  - Clear guidance must be provided for how and in what manner assessments may be adapted or changed. Also, any proposed changes must be communicated in writing to the campus principals and the C&I Director prior to their approval to ensure compliance with legislation that governs parent access to instructional materials.
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## 5B. Structures for Assessment Practices

Develop and communicate expectations that prioritize curriculum-embedded assessments and student work analysis.

### TAKE ACTION: Structures for Assessment Practices

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**Task:** Identify a priority action for **curriculum-embedded assessments** based on the current state analysis conducted in Action 5A.

**Response:**

- The district assessment calendar will need to be updated to include Bluebonnet curriculum embedded assessments and a plan for classrooms not piloting Bluebonnet math will need to be determined.
  - Clear expectations regarding the use of Bluebonnet Learning assessments and the process for any adjustments or modification must be determined and communicated with all stakeholders.
- 

**Task:** Identify a priority action for **student work analysis** based on the current state analysis conducted in Action 5A.

**Response:**

- Facilitated student work analysis sessions will begin no later than October. All instructional staff will receive initial training on student work analysis protocols at back-to-school meetings.
  - Data analysis practices will include routinely using student work analysis protocols to plan for instructional adjustments. Typical data analysis practices will continue to be used when analyzing CBAs, benchmarks, screeners and other interim assessments that might be used.
- 

**Task:** Plan next steps that focus on high-impact changes to support effective assessment practices.

**Response:**

- District leadership, with support from campus administrators and instructional coaches will develop guidelines and samples for communicating expectations for Bluebonnet Learning embedded assessments, which assessments will no longer be administered, and the process and legal requirements for any adjustments or modifications made to Bluebonnet Learning assessments
- Instructional coaches, with support from the C&I Director and campus administrators, will update the district assessment calendar to reflect Bluebonnet curriculum-embedded assessment and remove CBAs for RLA and math.

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**Task:** Explain the communication plan for ensuring all school leaders, instructional coaches, and teachers are on the same page regarding curriculum-embedded assessments.

**Response:**

- With support from the superintendent, the C&I Director will communicate assessment strategy updates and expectations to all school leaders and instructional coaches before August 1.
- All teachers and instructional staff will receive training and detailed information on expectations for Bluebonnet Learning curriculum-embedded assessments, maintenance of assessment integrity, and the use of student work analysis as the primary data analysis process for formative assessments.

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