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

## Overview

The OER Transition Plan for Bluebonnet Learning Instructional Materials is designed to support local educational agencies (LEAs) in the planning, execution, monitoring, and evaluation of the adoption and implementation of State Board of Education (SBOE)-approved, state-developed OER instructional materials known as Bluebonnet Learning. The OER Transition Plan for Bluebonnet Learning Instructional Materials complies with Texas Administrative Code (TAC) §67.1315 for access to the funding entitlement in Texas Education Code (TEC), §48.308.

Each section of this transition plan provides context for action items, key questions to consider, and additional resources to support the development of a strong and effective transition plan. Read all the information provided carefully and provide clear, detailed responses under each 'TAKE ACTION' area.

Table of Contents

# Before Getting Started

Before getting started on the transition plan, it is highly recommended to review the following resources:

## OER Transition Plan for Bluebonnet Learning Instructional Materials Webinar

The OER Transition Plan for Bluebonnet Learning Instructional Materials webinar is an extensive resource with information about House Bill (HB) 1605, an overview of the transition plan, and a step-by-step breakdown of the transition plan template.

- Webinar [VIDEO]
- Webinar Slide Deck [PDF]

## Crofton ISD Sample Transition Plan

The transition plan is intended to prepare LEAs for the successful implementation of Bluebonnet Learning. From goal setting to the procurement of instructional materials to student assessment strategy, successful implementation requires an extensive review of processes and procedures to ensure alignment across the district.

A completed sample of the OER Transition Plan for Bluebonnet Learning Instructional Materials has been created as a model for districts to use in understanding the purpose and expectations of each action item response. The completed sample document has been created using a sample district named Crofton ISD.

Please note that this sample document is just an example; each local educational agency (LEA) developing and adopting a transition plan needs to reflect and review its own district needs and respond accordingly.

- Crofton ISD Sample Transition Plan [PDF]

## Bluebonnet Learning Access

Some Action Items require information (like instructional minutes and internalization protocols) from the Bluebonnet Learning instructional materials. Any information needed about Bluebonnet Learning K–5 Math, Bluebonnet Learning Secondary Mathematics, or Bluebonnet Learning Reading Language Arts (RLA) can be found in a ShareFile folder.

- [OER Transition Plan for Bluebonnet Learning Instructional Materials ShareFile Folder](#)

If you have trouble accessing any documents or cannot find the information you need, please submit an [Instructional Materials Helpdesk Ticket.](#)

### Bluebonnet Learning Pre-Launch Phase

Before broad implementation begins, district and school leaders work together to invest stakeholders in shared goals and establish conditions for successful implementation throughout the system. They ensure that all instructional staff have ready access to all necessary Bluebonnet Learning instructional materials and effective training, including onboarding and orientation, on how to use them. They establish clear expectations for who will do what with the materials and ensure that school and district structures–including scheduling, staffing, professional learning offerings, assessment practices, and more–support those expectations.

Key leadership actions during the pre-launch phase include:

- The development and communication of an implementation plan that clearly defines, roles, responsibilities, expectations, decision-making structures, and progress monitoring mechanisms
- Ensuring all instructional staff have received onboarding and orientation training on the Bluebonnet Learning instructional materials
- Alignment of systems, structures, and practices by establishing schedules, professional learning plans, and assessment practices consistent with the design of Bluebonnet Learning and district expectations for its use.
- Establishing structures and routines that prioritize Bluebonnet Learning implementation, including protected time for instructional coaches and teachers to plan collaboratively and for coaches and school leaders to observe and provide feedback to teachers on use of the materials.

# Transition Plan Approval and Submission

Transition plans are adopted by the local Board of Trustees before the start of the academic school year and are locally maintained by the LEA. The adopted plan will not need to be submitted; however, plans could be requested for review by the commissioner. LEAs will report the completion of the transition plan through EMAT.

# 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.

**Key Questions to Consider:**

- What are the key actions and tasks associated with each phase of implementation?
- How do responsibilities compare across various stakeholder roles?
- Are we entering the upcoming school year at the initial or deeper phase of implementation?
- Which outcomes and look-fors are most relevant to our context?
- How might we use these two resources to engage stakeholders?

**Resources:**

- [Implementation Framework](#) - This framework highlights essential tasks associated with different stakeholder groups across the three phases of implementation.
- [Fidelity of Implementation (FOI) Look-Fors](#) - This chart identifies key fidelity of implementation outcomes and look-fors associated with those outcomes.
- [Implementation Best Practices](#) - This resource provides guiding information to system leaders new to implementation on best practices that support effective implementation.

## TAKE ACTION: Implementation Framework

_____

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

The Hitchcock ISD district leadership team identified variability and inconsistency in mathematics instruction that limited students' conceptual understanding and procedural fluency. Instruction across grade levels often lacked the rigor and vertical alignment necessary to meet the expectations of the Texas Essential Knowledge and Skills (TEKS). To address this, the district committed to adopting and implementing high-quality instructional materials (HQIM) that promote coherence, rigor, and equitable access to mathematical learning experiences.

Over the past three years, Hitchcock ISD has used TEKS Resource System, TExGUIDE, and Pacing Tool to teach secondary math. However, beginning in the 2025–2026 school year, the district will transition to Bluebonnet Learning as the stand-alone HQIM for grades 6–8 and Algebra I. This marks the initial implementation phase for the district.

Because this is the first year of implementing HQIM instructional materials, Hitchcock ISD is developing districtwide systems that align with the Bluebonnet Learning structures and is prioritizing fidelity of implementation with a strong focus on internalization of lessons across core content and grade levels. The district will utilize PLCs, instructional coaching, and data-driven progress monitoring to ensure successful adoption and consistent classroom practices.

Through strong leadership support, teacher training, and continuous progress monitoring, Hitchcock ISD aims to create equitable, high-quality learning experiences that strengthen mathematics outcomes for all students.

_____

## 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.

**Please note** that using the SMART (specific, measurable, achievable, relevant, and time-bound) goal format is recommended.

**Key Questions to Consider:**

- Which look-for(s) associated with each goal area will we focus on this year?
- What needs to be added to format the goals as SMART goals?
- For Progress Monitoring: How will data be collected and analyzed?
- For Progress Monitoring: When will goals be reviewed and adjusted?

**Resources:**

- [Fidelity of Implementation (FOI) Look-Fors](#) - This chart identifies key fidelity of implementation outcomes and look-fors associated with those outcomes.
- [Sample Implementation Goals](#) - This resource provides an example of implementation goals and progress monitoring.
- [FOI Learning Walk Tools](#) - Aligned with the Fidelity of Implementation Look-Fors, this resource can be used to evaluate the degree of fidelity and progress toward implementation goals.
- [FOI Learning Walk Companion Guide](#) - The companion guide provides leaders with a step-by-step process for conducting learning walk cycles.

## TAKE ACTION: Implementation Goals
_____

**Goal Area:** Bluebonnet Learning Implementation

- Goal: 100% of teachers implement the materials consistently by MOY - January 2026.
- Measure(s):  Classroom walkthroughs using the FOI Learning Walk Tool, reviewing all aligned key indicators.
- Frequency: Minimum monthly walkthrough of each classroom
- Progress Monitoring: The Leadership Team (District Team and Campus Principal) will engage in the learning walks. After each classroom walkthrough, the leadership team will meet to analyze the FOI learning walk tool, look for measures to determine opportunities for growth, and adjust teacher support and training as needed. The data will be collected in an internal district walkthrough survey form so that trends can be reviewed over time. Data will be collected through the district's Google form and analyzed using the FOI protocol. Quarterly reviews in October, January, and April will identify trends, inform coaching, and determine next steps for professional learning to ensure fidelity and full implementation across all grade levels.

_____

**Goal Area:** Stakeholder Investment

- Goal: By May 2026, 70% of teachers and leaders will report high confidence in implementing Bluebonnet Learning instructional materials with fidelity.
- Measure(s): Stakeholder surveys administered through Google Forms to assess confidence and perceived support with Bluebonnet Learning implementation. Survey indicators will align to the Fidelity of Implementation (FOI) framework, including lesson internalization, planning, pacing, and instructional delivery.
- Frequency: Three times a year (BOY, MOY, EOY) - September, January, May
- Progress Monitoring: Survey data will be collected and analyzed within one week of administration. District leaders will compile and synthesize results using trend analysis by campus and role (teacher/leader). Findings will be reviewed collaboratively with campus leaders during scheduled data meetings in October, February, and May to identify strengths, determine areas for improvement, and develop or adjust targeted professional learning and coaching supports.

_____

**Goal Area:** Teacher Practice

- Goal:  By May 2026, 90% of teachers will consistently use unit and lesson internalization protocols during weekly PLCs for both Math and RLA.
- Measure(s): Data collected from the product observation tools and learning walks, PLC observations conducted by campus leadership, and review of teacher annotations of Bluebonnet Learning modules, units, and lessons.
- Frequency: Campus leadership will observe a minimum of one PLC per grade level each month. Teacher annotations will be reviewed monthly, with weekly spot checks to ensure ongoing fidelity.
- Progress Monitoring: Leadership teams will meet in October, January, and April to review trends, identify successes, and develop action plans to address areas for growth. Teachers will receive

monthly feedback on their lesson annotations with clear glows, grows, and one high-leverage next step to strengthen lesson internalization practices.

_____

**Goal Area:** Student Outcomes

- Goal: 80% of students engage with grade-level content from Bluebonnet Learning and build familiarity with embedded routines, strategies by May 2026.
- Measure(s): Classroom walkthrough observations using the feedback form that show all students are active participants in all lesson key components within the time provided.
- Frequency: Minimum monthly walkthrough of each classroom
- Progress Monitoring: Quarterly data review and reflection. Walkthroughs are done by campus leaders and reviewed with teachers individually. Campus Leaders will share feedback with district leaders on a quarterly basis. Data will be collected using the District Google Feedback form  to track walkthroughs.

_____

# 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.

**Key Questions to Consider:**

- Is there a procurement plan that will ensure timely and accurate ordering of Bluebonnet Learning instructional materials?
- Is there a distribution plan that will ensure an efficient and organized delivery of materials?
- Do all teachers (including specialized teachers), instructional coaches, and school leaders have clear directions on accessing and navigating the materials?

**Resource:**

- Bluebonnet Learning Resources - This repository includes helpful leadership focused materials from Bluebonnet Learning instructional materials.
- Technical Conditions Checklist - This checklist provides a list of specific action steps that establish the technical conditions necessary to effectively launch and implement Bluebonnet Learning.
  - The term, technical conditions, refers to the defined systems, structures, and procedures that must be in place to support Bluebonnet Learning implementation.

## TAKE ACTION: Materials Access Planning

_____

**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: Sara Roach, Curriculum Coordinator
- Timeline: ordered 5/27/2025
- Key Actions/Steps: Enrollment counts will be used to determine amount to order (with 10% extra for student materials purchased). Printing will be ordered from Region 4 printshop.

_____

**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: Sara Roach, Curriculum Coordinator
- Timeline: September
- Key Actions/Steps: order supplemental digital materials through EMAT, with focus on iXL for accelerated instruction

_____

**Task:** Determine the process for receiving and distributing materials to campuses and classrooms.

- Task owner/manager: Sara Roach, Donette Line, Suzette Neeley
- Timeline: process materials as soon as possible after receipt at campus level
- Key Actions/Steps: Once materials are delivered to the warehouse, campus principals will open and inventory materials, or delegate the responsibility to campus paraprofessionals.

_____

**Task:** Communicate the Bluebonnet Learning printed instructional materials and related manipulatives ordering and distribution process with appropriate stakeholders.

- Task owner/manager: Campus Principals
- Timeline: pass out first unit before start of school and secure next unit approximately one week before next unit starts
- Key Actions/Steps: Organize materials by unit in a central location on campus. Materials should be accessible to teachers before the start of subsequent units as requested/discussed in PLC meetings.

_____

**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: Regional Service Providers/Central Administration
- Timeline: training during Implementation training before start of school

- Key Actions/Steps: Region 4 will train teachers and school leaders on expected product elements. Region 4 printshop will assist with any missing items.

_____

**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: Sara Roach/Megan Stall
- Timeline: addressed 7/15/25 and 7/24/2025
- Key Actions/Steps: Pacing calendars will be created in TEKS Resource System to help teachers with tracking units. Scope and sequence will be created with the assistance of Region 4 service provider to help align units to be completed before the STAAR test and still align with the district calendar.

_____

## 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.

**Key Questions to Consider:**

- Does the daily instructional time allocated to meet the requirements outlined in the Bluebonnet Learning instructional material?
- Does the master schedule provide time for individual and collaborative lesson planning and preparation for teachers during the regular workday?
- Is the instructional calendar aligned with the Bluebonnet Learning instructional material pacing/scope and sequence guidance?
- Are specific windows of time designated for module/unit internalization before each curriculum-embedded assessment?

**Resource:**

- [Bluebonnet Learning Resources](#) - This repository includes helpful leadership focused materials from Bluebonnet Learning instructional materials.
- [Technical Conditions Checklist](#) - This checklist provides a list of specific action steps that establish the technical conditions necessary to effectively launch and implement Bluebonnet Learning.
   - The term, technical conditions, refers to the defined systems, structures, and procedures that must be in place to support Bluebonnet Learning implementation.

## TAKE ACTION: Schedules and Calendars

_____

**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:**

[Crosby Middle School Master Schedule](#)

[Hitchcock High School Master Schedule](#)

_____

**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:**

Pacing calendars will be developed with the assistance of our service provider (Region 4) so that they align with the STAAR and district calendars.

Planning and Preparation

The instructional minutes include a 50-minute conference period daily for teacher planning and preparation. Teachers meet collaboratively with their grade-level team, and administrators, for weekly  PLCs during their conference period.

_____

# 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).

**Key Questions to Consider:**

- How will fidelity of implementation be communicated and monitored? Refer to **Fidelity of Implementation (FOI) Look-Fors** for examples of implementation with fidelity.
- What are the expectations for Bluebonnet Learning as the core instructional material?
- What planning expectations require internalization and student work analysis protocols?
- What are the assessment expectations that prioritize the use of the curriculum-embedded assessments over other assessments not included in the Bluebonnet Learning instructional material?

**Resources:**

- [Technical Conditions Checklist](#) - This checklist provides a list of specific action steps that establish the technical conditions necessary to effectively launch and implement Bluebonnet Learning.
    - The term, technical conditions, refers to the defined systems, structures, and procedures that must be in place to support Bluebonnet Learning implementation.
- [Fidelity of Implementation (FOI) Look-Fors](#) - This chart identifies key Bluebonnet Learning fidelity of implementation outcomes and look-fors associated with those outcomes.

## TAKE ACTION: Aligned Expectations
_____

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

- Expectations:  Expectations: All tier 1 mathematics teachers in 6th grade through Algebra 1 are expected to implement the Bluebonnet Learning instructional materials with fidelity, following the scope and sequence, lesson structure, and instructional routines as designed. Teachers should avoid supplementing or replacing core materials for Tier 1 instruction unless explicitly directed.
- Plan for Communication: Expectations will be communicated during summer and back-to-school professional development, reinforced during PLCs, and shared in written form via campus and district communications. Ongoing check-ins and walkthroughs will ensure alignment.
- Timeline: Back to school meetings occurred August 1-12 where campus leaders outlined expectations. These expectations are routinely reiterated at monthly Principal and faculty meetings.
_____

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

- Expectations: By midyear (January), all teachers are expected to fully implement the Bluebonnet Learning internalization protocol. Teachers will engage in the four-step process—preview lessons, identify instructional moves, anticipate student misconceptions, and plan checks for understanding—during weekly PLCs. Fidelity means using all four steps consistently with increasing independence; during the first semester, coaches and leaders will provide modeling and support, transitioning to independent internalization by the spring semester.
- Plan for Communication: campus leaders will outline incremental steps in weekly grade level meetings, model internalization in early PLCs and follow up with feedback through planning check-ins.
- Timeline: Teachers will follow all four steps, but expectations for fidelity of each step will use the following schedule:
    - August - September - meet with teams to discuss protocol requirements
    - October - Step 1
    - November - Steps 1 & 2
    - December - January - Steps 1-3
    - February -  All four steps implemented consistently
_____

**Alignment Item:** Student work analysis protocols and process.

- Expectations: SWAP will begin once teams demonstrate mastery of all four internalization steps. Teachers will collaboratively analyze student work for alignment to the rigor of the TEKS, accuracy of student responses, and next instructional steps. Mastery is demonstrated when teachers can accurately identify misconceptions and plan reteach strategies aligned to standards.
- Plan for Communication: campus leaders will communicate incremental steps in faculty meetings and model SWAP during leadership-led PLCs.
- Timeline: SWAP will begin in February if internalization is mastered. At that time, team meetings will begin focusing on SWAP protocol. Where teams only have 3 or fewer members, this process will not begin for any one teacher.

_____

**Alignment Item:** Curriculum-embedded assessment expectations.

- Expectations: Teachers will administer and analyze Bluebonnet Learning curriculum-embedded assessments according to district pacing guides. Assessments will be completed online through Eduphoria for grades 6–8 and Algebra I. Campus leaders will monitor assessment implementation through Eduphoria.
- Plan for Communication: campus leaders will communicate with teachers during back-to-school PD and reinforce procedures in PLCs.
- Timeline: Assessment Coordinator will load tests according to the pacing guides (and teacher communication, when necessary).

_____


**Alignment Item:** Implications of grading policy and practices.

- Expectations:
    - Daily work 60%
    - Tests 40%
- Plan for Communication: Grading policies are outlined in the district grading handbook and reviewed in grade-level meetings, where teams determine which assignments will be taken for grades.
- Timeline: Reviewed during August PD and reinforced during ongoing PLCs.

_____

# 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.

**Key Questions to Consider:**

- Do general education teachers, specialized teachers, instructional coaches, and school leaders have opportunities to sufficiently orient themselves to the Bluebonnet Learning instructional materials?

- Is professional learning scheduled throughout the year grounded within the Bluebonnet Learning instructional material?
- Are systems in place to monitor and support professional learning attendance and efficacy?
- What are the expectations for routine observation and feedback cycles that focus on prioritizing fidelity of implementation, leveraging the Bluebonnet Learning observation tools, and providing feedback to teachers to support professional learning and growth?

**Resources:**

- [Technical Conditions Checklist](#) - This checklist provides a list of specific action steps that establish the technical conditions necessary to effectively launch and implement Bluebonnet Learning.
    - The term, technical conditions, refers to the defined systems, structures, and procedures that must be in place to support Bluebonnet Learning implementation.
- [Professional Learning Plan Template](#) - This optional resource supports the development of a more comprehensive professional learning plan.

# TAKE ACTION: Professional Learning Plan
_____

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

- When will this happen? Training was completed during back-to-school professional development, August 4–8, 2025. Ongoing reinforcement of RBIS will occur throughout the 2025–2026 school year during District PLCs and through Product Academy follow-up sessions.
- Who will lead/participate? The Region 4 Product Advisor will lead the session and school and district leaders will attend as well.
- What materials or resources are needed? Teachers will bring their Unit 1/Module 1 TE's to training.
- How will new hires access this information? New hires will complete an onboarding module led by campus administrators and receive access to slide decks housed in the district's professional learning library.
_____

**Professional Learning Experience:** Training that focuses on communicating expectations, implementation goals, and change management.

- When will this happen? Completed during back-to-school professional development, August 4–8, 2025, with reinforcement during Principal PLCs and faculty meetings.
- Who will lead/participate? The Region 4 Product Advisor will lead the session and school and district leaders will attend as well.
- What materials or resources are needed?  District Implementation Plan, communication toolkit from Bluebonnet Learning, and campus PLC talking points.

- How will new hires access this information? New hires will receive the presentation slides during their onboarding orientation and be briefed by their campus principal.

_____

**Professional Learning Experience:** Bluebonnet Learning instructional material onboarding and orientation.

- When will this happen? This will happen during back-to-school PD - August 4-8, 2025
- Who will lead/participate? The Region 4 Product Advisor will lead the back-to-school sessions and school and district leaders will attend as well. All teachers attended and no make-ups were required.
- What materials or resources are needed? Teachers brought initial TEs and Product Advisors brought sample student materials.
- How will new hires access this information? New hires will receive access to onboarding materials, including navigation videos, teacher guide tutorials, and sample lessons via their campus principal.

_____

**Professional Learning Experience:** Training and intentional work time dedicated to understanding the design principles of Bluebonnet Learning instructional materials.

- When will this happen? This will happen during back-to-school PD - August 4-8, 2025 with ongoing focus in PLCs during the school year.
- Who will lead/participate? The Region 4 Product Advisor will lead the back-to-school sessions and school and district leaders will attend as well.
- What materials or resources are needed? Teachers brought initial TEs and Product Advisors brought sample student materials.

_____

**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?
- Who will lead/participate?
- What materials or resources are needed?

_____

**Professional Learning Experience:** Regular student work analysis in collaborative teams and/or individually with an instructional coach or school leader.

- When will this happen?
- Who will lead/participate?
- What materials or resources are needed?

_____

**Professional Learning Experience:** Regular observation and feedback cycles with an instructional coach or school leader.

- When will this happen?
- Who will lead/participate?
- What materials or resources are needed?

_____

**Professional Learning Experience:** Additional ongoing, job-embedded, curriculum-based professional learning opportunities.

- When will this happen?
- Who will lead/participate?
- What materials or resources are needed?

_____

# 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.

**Key Questions to Consider:**

- **Messages:** What are the key messages we need to frame and communicate?
- **Audience:** Who needs to hear and buy into each of the messages?
- **Timeline:** How and when will we communicate each message initially and throughout implementation?
- **Considerations:** What are the connected technical conditions that must also be in place for this to go smoothly? What are other important aspects to consider regarding stakeholder change management?

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

**Resources:**

- [Reflective Questions and Strategies for Adaptive Change](#) This resource outlines various adaptive strategies, questions, and considerations that support effective communication and change management.
- [Key Messages for Maintaining High Expectations for Students](#) - This resource from Instruction Partners (https://instructionpartners.org/) provides ideas to support conversations about high expectations for students.

# TAKE ACTION: Adaptive Change and Communication

_____

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

**Message:** Bluebonnet Learning provides Hitchcock ISD with high-quality, TEKS-aligned instructional materials that support consistent, rigorous instruction for all students. The implementation ensures that every classroom has access to a coherent curriculum while allowing the district to remain fiscally responsible and transparent in its decision-making.

**Audience:** Teachers, instructional aides, campus leaders, district administrators, parents, and community partners.

**Timeline:** Initial message shared during back-to-school professional development and parent orientation nights in August 2025. Reinforced quarterly in leadership meetings, faculty meetings, newsletters, and through district social media.

**Mediums:** Back-to-school presentations, district website, monthly newsletters, and social media updates.

**Considerations:** The leadership team will maintain consistent messaging across both campuses through shared talking points, and collaborative leadership PLCs to ensure that all staff and families hear a unified message emphasizing student success and fiscal stewardship

_____

**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:** Hitchcock ISD is committed to implementing Bluebonnet Learning with fidelity. Should any component require modification, the district will communicate what changes were made and why, ensuring full transparency with all stakeholders.

**Audience:** Parents, community stakeholders, staff, and board members.

**Timeline:** Any updates will be communicated at least one week prior to implementation of a change.

**Mediums:** District website curriculum page, parent emails, public notices, and social media updates.

**Considerations:** The district curriculum page will serve as the central hub for updates. Campus leaders will be notified simultaneously to ensure consistent messaging across all campuses.

_____

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

**Message:** Hitchcock ISD values open communication and continuous improvement. To promote positive change and build trust, district and campus leaders will celebrate progress through monthly "Academic Shoutouts" highlighting staff innovation and success, showcasing teacher and student accomplishments, and opportunities for collaboration through joint PLCs. A curriculum questions form is available on the district website for parents, community members, and staff to submit questions or feedback, which are addressed in an updated FAQ posted online.

**Audience:** Teachers, staff, parents, community members, and new hires.

**Timeline:** Ongoing throughout the school year with weekly and monthly communication touchpoints.

**Mediums:** District and campus newsletters, weekly principal emails, leadership PLCs, and the district website.

**Considerations:** New hires will receive onboarding on key messages during orientation and through mentorship meetings to ensure alignment with district goals and positive change initiatives. Consistent communication from leadership across campuses will maintain transparency and foster a growth-oriented mindset districtwide.

**Other Key Messages: NA**

Message:
Audience:
Timeline:
Considerations:

_____

# 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.

**Key Questions to Consider:**

- What is the current state of PLCs and planning practices in our system and at specific schools?
- Identify strengths: What is effective about PLCs and planning practices, and which characteristics of successful PLCs are already evident?
- Do we have special considerations such as departmentalized grade levels or one teacher per grade level where collaborative planning opportunities might not be available?
- How will specialized teachers engage in internalization along with general education teachers?
- What needs to be prioritized?
- Which, if any, of the potential next steps might be applicable?

**Resources:**

- [Internalization Keys to Success](#) - This resource provides a list of criteria that are the keys to successful internalization and PLC practices; Strategies and potential action steps are also included.
- [Deciding What to Teach Versus How Best to Teach](#) - This handout provides a comparative description of lesson internalization and how it differs from lesson design.
- [Characteristics of Successful PLCs](#) - This resource describes the four adaptive characteristics of successful PLCs.

## TAKE ACTION: Analyzing PLC Practices
_____

**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:**

**What's Working Well (Structures):**
 ● Protected PLC Time: Teachers have designated, protected PLCs in the master schedule for ELA and math, allowing regular collaboration and lesson internalization. This has increased teacher familiarity with Bluebonnet Learning materials and lesson pacing.
 ● Leadership Empowerment: SFI leadership training and Region 4 support have strengthened campus administrators' confidence in leading PLCs and monitoring internalization fidelity.
 ● Collaborative Practice: Campus admin and teachers use PLC time to rehearse lessons, discuss student responses, and anticipate misconceptions. This consistent focus has improved lesson delivery and alignment to the TEKS.
 ● Cross-Department Collaboration: District instructional and assessment teams meet monthly to ensure pacing, internalization expectations, and data reviews are aligned across grade levels.
 ● On-the-Job Support: Region 4 Product Advisors provide ongoing, embedded coaching that builds teacher and TLC capacity.

**Areas for Improvement:**
 ● PLC Time Management: Agendas sometimes shift toward logistics, reducing time for in-depth lesson study and rehearsal. Campuses will refine PLC structures to prioritize true internalization.
 ● Student Work Analysis: Additional time is needed for teachers to analyze student work to inform instructional decisions. Leadership will review the master schedule for 2026–2027 to explore additional PLC or collaboration time.
 ● Teacher Buy-In and Change Fatigue: Some teachers view internalization as an additional task rather than a core planning process. Leadership will model "bite-sized" internalization steps and celebrate successes in newsletters and meetings to reinforce purpose.

_____

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

**Response:**

**Vision:**
 Status: Partially in place. Campus and district leaders have communicated the expectation for consistent unit and lesson internalization using Bluebonnet Learning protocols. PLCs have begun embedding internalization into their weekly structures, and teachers understand the connection between internalization and improved student outcomes. However, the shared vision is still developing across grade levels—particularly in elementary—where buy-in varies. Ongoing leadership messaging, modeling, and teacher spotlights during PLCs and newsletters will continue to reinforce the "why" behind internalization and build a stronger shared purpose across campuses.

**Protected Time and Frequency:**
 Status: Fully in place at junior high; partially in place at elementary. The junior high campus has one PLC period per day separate from conference time, allowing for consistent lesson internalization, student work analysis, and assessment review. Elementary campuses currently use one to two conference periods per week for these activities, limiting depth and consistency due to reduced time blocks. For 2026–2027, the district will explore adjustments to the master schedule to increase dedicated PLC time at elementary levels and ensure greater parity across campuses.

**Ownership:**
 Status: Partially in place. Ownership is emerging as teachers grow in confidence with Bluebonnet Learning materials. Strong ownership is evident among secondary teams, where internalization is routine and teacher leaders are taking initiative. At the elementary level, engagement remains somewhat compliance-based, as teachers are still developing comfort with new materials and processes. Leadership teams will empower grade-level leads to co-facilitate PLCs, model authentic internalization, and celebrate teacher-led successes to deepen investment and collective efficacy.

**Use of Time:**
 Status: Partially in place. When PLCs are structured and well-facilitated, teachers use time efficiently to plan, rehearse, and refine lessons. In some cases, however, PLCs drift toward logistical topics or administrative updates, limiting meaningful instructional discussion. Administrators will work with teams to create focused agendas that prioritize unpacking TEKS, anticipating misconceptions, and planning purposeful questioning.

**Educative Practices:**
 Status: Emerging. Teachers are beginning to consistently unpack TEKS, analyze lesson objectives, and anticipate student misconceptions. Teams have begun rehearsing lessons and reflecting on instructional delivery, but these practices are not yet consistent across all grade levels. Continued coaching from Region 4 Product Advisors, targeted professional learning, and structured lesson rehearsal opportunities will help teams move from emerging to proficient implementation. The district will also use quarterly learning walks to capture evidence of internalization impact on classroom instruction and provide actionable feedback to teams.

_____

# 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.

**Key Questions to Consider:**

- What is the vision for unit and lesson internalization?

- What are the roles and responsibilities of key stakeholders (e.g., general education teachers, specialized teachers, instructional coaches, school leaders) to realize the vision for internalization?
- What technical conditions, systems, and structures must be in place to realize the vision for internalization?
- What is the plan for communicating the intended structure and systems for internalization?

**Resources:**

- [Deciding What to Teach Versus How Best to Teach](#) - This handout provides a comparative description of lesson internalization and how it differs from lesson design.
- [Internalization Keys to Success](#) - This resource provides a list of criteria that are the keys to successful internalization and PLC practices; Strategies and potential action steps are also included.
- [Example: Internalization Vision, Roles, and Structures](#) - This example includes a detailed plan for internalization structures.
- [Guidelines and Considerations for Mapping Out PLC Topics](#) - This resource provides considerations and recommendations for curriculum-embedded PLC activities.
- [Bluebonnet Learning Resources](#) - This repository includes helpful leadership focused materials from Bluebonnet Learning instructional materials.

# TAKE ACTION: Structures for Internalization and PLCs
_____

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

**Response:**

Our vision for unit and lesson internalization is for teachers to enter instruction fully prepared with a deep understanding of the TEKS, the lesson goals, and the student learning pathway. Internalization is the process of thinking through the lesson before teaching it so instruction is clear, aligned, and responsive to student needs.
In PLCs, teachers review the unit, analyze exemplar student responses, anticipate misconceptions, and identify the embedded supports and engagement strategies built into the HQIM/Bluebonnet curriculum. Teachers leave internalization meetings knowing the learning intention, success criteria, what mastery looks like, and how they will check for understanding throughout the lesson.
Consistent internalization across classrooms strengthens Tier 1 instruction, ensures alignment to the Strong Foundations Implementation Plan, and provides all students with access to high-quality, grade-level learning every day.

_____

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

**Response:**

| | |
|---|---|
| **Principals/Coaches** | ● **Set expectations and protect time:**<br><br>Establish internalization as a non-negotiable planning practice and ensure it occurs within protected PLC time. Create and safeguard PLC schedules that allow for deep unit and lesson internalization.<br><br>● **Observe and provide feedback:**<br><br>Participate regularly in PLCs to monitor fidelity of implementation. Conduct classroom walkthroughs and learning walks, looking for evidence of planned checks for understanding, pacing, and questioning that reflect internalized lessons. Provide timely, actionable feedback through coaching conversations, PLC debriefs, and follow-up classroom visits.<br><br>● **Lead positive change management:**<br><br>Model positive framing of internalization as a workload streamliner and driver of student success. Celebrate teacher successes and highlight "bright spots" in faculty meetings and newsletters to maintain morale and buy-in. Reinforce a culture of shared ownership by connecting internalization efforts to improved student outcomes. |
| **Teachers** | **Teachers**<br>● **Engage fully in internalization:**<br><br>Come prepared to PLCs with completed pre-work and necessary Bluebonnet materials. Collaboratively unpack lesson objectives, anticipate misconceptions, and plan checks for understanding. Record annotations, pacing adjustments, and differentiation notes directly in Teacher Editions as evidence of preparation.<br><br>● **Implement with fidelity and reflect:**<br><br>Deliver lessons as internalized, reflect on their effectiveness, and bring insights back to PLC discussions. Approach internalization as a tool to improve clarity, reduce last-minute planning stress, and enhance student learning. |

_____

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

**Response:**

**Priority 1: Improve Use of Time in PLCs**

**Priority 2: Strengthen Educative Practices and Ownership**

**Priority 3: Build Teacher and Leader Capacity**

_____

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

**Response:**

| Priority 1 | **Priority 1: Improve Use of Time in PLCs**<br><br>● **Technical Condition:** Provide consistent PLC structures focused on internalization and rehearsal rather than logistics.<br><br>● **System/Structure:** Use standardized PLC agendas aligned to Bluebonnet protocols with time stamps, role assignments, and focus areas. Administrators and TLCs will monitor time use during PLCs and provide coaching to improve focus. |
|---|---|
| Priority 2 | **Priority 2: Strengthen Educative Practices and Ownership**<br><br>● **Technical Condition:** Ensure PLCs prioritize unpacking TEKS, anticipating misconceptions, and planning purposeful questioning.<br><br>● **System/Structure:** Provide professional development on effective internalization and rehearsal strategies. Each campus will include live modeling and "at-bats" where teachers practice key lesson components with feedback from coaches and peers. |
| Priority 3 | **Priority 3: Build Teacher and Leader Capacity**<br><br>● **Technical Condition:** Develop systems for ongoing capacity-building between Product Advisors, leadership teams, and teachers.<br><br>● **System/Structure:** Product Advisors will conduct monthly leadership PLCs to deepen administrators' understanding of internalization protocols and how to coach teachers through the process. District leaders will host quarterly step-backs with principals and coaches to review FOI data, identify trends, and plan targeted supports. |

_____

# 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.

**Key Questions to Consider:**

- How will we support teachers utilizing engagement strategies, Bluebonnet Learning embedded supports, and differentiating and adjusting with fidelity to meet student needs?
- What guidance is needed to support teachers with fidelity of implementation while maintaining instructional flexibility?

**Resources:**

- [Texas SPED Support](#) - This website features special education resources and learning opportunities from experts in the field.
- [Specially Designed Instruction Field User Guides](#) - Texas SPED Support provides specially designed instruction field user guides for instructional materials. Field Guides for Bluebonnet Learning are under development and will be available on the Texas SPED Support website in the 2025–26 school year.
- [The Opportunity Myth (TNTP)](#) - This resource examines the importance of ensuring equitable access to grade-appropriate content for all learners.

# TAKE ACTION: Supporting All Learners
_____

**Support:** Bluebonnet Learning Embedded Supports

**Guidelines:**

Teachers will identify and plan for Bluebonnet Learning embedded supports during lesson internalization to ensure all students can access grade-level content. These supports include scaffolds, visuals, sentence frames, and structured partner talk embedded within the curriculum. Teachers will discuss and document planned supports in PLCs, ensuring they align with the lesson intent and TEKS rigor.

Bluebonnet Learning embedded supports are the district's primary approved differentiation tools. The only additional support permitted is iXL for individualized practice, used outside of Tier 1 lesson time. Evidence of planning and use of embedded supports will be visible through PLC artifacts, annotated teacher guides, and observed instructional delivery during walkthroughs.

_____

**Support:** Engagement Strategies

**Support:** Engagement Strategies

**Guidelines:**

Teachers are encouraged to use short, purposeful engagement strategies that support student access and participation without altering lesson content or pacing. Examples include structured discourse, quick writes,

game-based reviews, and flexible grouping aligned to Bluebonnet Learning routines. Lead4ward instructional strategies may supplement engagement but must remain consistent with the lesson objectives and scope.

These strategies should be planned during PLCs, reflected in lesson annotations, and visible in classroom observations. Campus leaders will monitor implementation through monthly walkthroughs and provide targeted feedback through coaching conversations and PLC debriefs.

_____

**Support:** Instructional Flexibility

**Guidelines:**

Teachers are expected to maintain pacing within ±5 instructional days of the Bluebonnet Learning scope and sequence. Adjustments may be made for reteach, assessment windows, or student needs but must not change the intent or rigor of the lesson. Instructional scaffolds—such as visuals, modeling, guided practice, or structured small group support—should come directly from Bluebonnet Learning embedded resources.

Any additional adjustments must be pre-approved through collaboration with the district curriculum team, in partnership with Special Education, MTSS, and Multilingual departments, to ensure alignment with Tier 1 instruction and district policy.

_____

# ACTION 4: Establishing Observation and Feedback Practices

## 4A. Observation Expectations

Develop observation expectations for Bluebonnet Learning implementation.

**Key Questions to Consider:**

- What is the purpose of implementation observations?
- What are the roles and responsibilities of school leaders and instructional coaches regarding observations?
- Which observation tool(s) will be used?
- What are the expectations for observation cadence, frequency, required participants, pre-work requirements, documentation requirements, and follow-up requirements?
- Who will coordinate and schedule observations?

**Resources:**

- [Fidelity of Implementation (FOI) Look-Fors](#) - This resource identifies key Bluebonnet Learning fidelity of implementation outcomes and look-fors associated with those outcomes.
- [Example: Observation Roles and Responsibilities](#) - This example provides a detailed list of responsibilities related to observation practices for various leadership roles.
- [Bluebonnet Learning Resources](#) - This repository includes helpful leadership-focused materials from Bluebonnet Learning instructional materials.

## TAKE ACTION: Observation Expectations

_____

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

**Decision/Expectations:**

If we engage in consistent observations, teachers will have the opportunity to participate in feedback cycles to gain understanding of successes and find areas for improvement. To have continued support of Bluebonnet Learning implementation, leadership teams will consistently participate in calibration and feedback observation walks.

**Next Steps:**

Discuss this purpose with Principals in Monthly Principal PLCs.

_____

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

**Decision/Expectations:**

Our school leaders serve a dual role as campus leader and coach. Their walk throughs are to gain understanding of practices and coach teachers. Only a handful of walkthroughs are for evaluation purposes. Campus leaders will clearly define when walkthroughs are for evaluation. By the end of November, Campus Leaders will communicate to teachers regarding the purpose and design of the observation walkthroughs to provide clarity.

**Next Steps:**

Discuss this purpose with Principals in Monthly Principal PLCs. Leadership will norm/calibrate on using the tools that have been created for the observation walks. Campus leadership will have a weekly meeting to discuss the observation data and action items that need to be addressed.

_____

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

**Decision/Expectations:**  Our schools do not have instructional coaches. Instead the campus principal will serve a dual role as administrator and coach. When/if instructional coaches are divided amongst campus leadership team, new instructional coaches will receive information on the observation expectations and responsibilities.

**Next Steps:**

See above.

_____

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

**Decision/Expectations:**

Campus leaders will communicate with Region 4 to schedule observations on their campus. Region 4 will be on campuses once per week per subject, unless explicitly scheduled otherwise.

**Next Steps:**

Campus leaders will share schedules with District leaders via Google Drive document.

_____

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

**Decision/Expectations:**

The Product Observation Google Forms will be used to document observations. Campus leaders will schedule follow-up meetings with teachers within a week after observations if needed.

**Next Steps:**

District leaders will share the Google Forms with Campus leaders.

## 4B. Observation and Feedback Cycles

Develop a plan that supports professional learning and development for school leaders, instructional coaches, and teachers through observation and feedback cycles.

**Key Questions to Consider:**

- How will school leaders and instructional coaches receive training and practice with the observation tool(s) including opportunities for calibration and norming?
- What coaching model will be used to support Bluebonnet Learning implementation?
- What are the expectations for when/how teachers will receive feedback and coaching in response to an observation?
- How will school leaders and instructional coaches receive ongoing support?
- How will the impact of coaching efforts on teacher practice be monitored and measured?

**Resource:**

- [Bluebonnet Learning Resources](#) - This repository includes helpful leadership focused materials from Bluebonnet Learning instructional materials.
- [SFI Action Step Guides](#) - The Action Step Guides feature a process for giving teachers feedback following observation with concrete next steps that will improve teacher practice and fidelity of implementation.

## TAKE ACTION: Observation and Feedback Cycle Planning
_____

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

**Decision/Expectations:**

District leaders will meet with Principals to train them on the FOI learning walks tool on the day of our first learning walk. This will include calibrating and norming.

**Next Steps:**

Make copies of the FOI learning walk tool for campus and district leaders. Share rubric with teachers before walks to help them understand the purpose of the learning walks.

_____

**Topic:** Coaching Model

**Decision/Expectations:**

Hitchcock ISD's coaching model is outlined in the T-TESS framework. Campus leaders are scheduling and completing walk-throughs based on the product observation tool and data from end of unit assessments. Campus leadership calibrates monthly and meets teacher coaching needs, walk feedback, and walk feedback will happen within a week of the observation by email, handwritten note, or face to face conference.

**Next Steps:**

The Academic Support Team (district) will communicate expectations to Principals and do some modeling around the expectations. Campus leaders will lead the calibration and follow through from the walk data.

_____

**Topic:** Feedback Cycle Process

**Decision/Expectations:**

Teachers will receive feedback within one week of observations either in person or via email. Where applicable, needs can be addressed in Eduphoria. The meetings consist of a review of the look-fors in the observation tool. In this meeting, the teacher and leader will discuss areas of strength and identify an opportunity for growth. Based on the identified opportunity for growth, the teacher and leader will create a goal for instruction rooted in the observation tool and identify a high-leverage action step to work towards that goal. The next time that teacher is observed, the leader will look specifically for the implementation of the identified action step.

**Next Steps:**

Ensure teachers are either responding to feedback and/or signing documentation in Eduphoria.

_____

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

**Decision/Expectations:**

Based on need, teachers will receive training or support from campus leaders or district leaders. This will take place one-on-one as needed and through PLCs. The professional development calendar for the Spring will be planned using the data from the product observation tools and the needs that emerge.

**Next Steps:**

Campus leaders check in with teachers during PLCs to gauge what support might be needed, and reach out to district leaders as needed.

_____

**Topic:** Measuring Impact

**Decision/Expectations:**

Campus leaders will monitor impact through documented walkthroughs/observations as well as student end-of-unit/module data, and classroom formative data. A google form aligned to the product observation tools will be created to collect data across observation walks and allow for analysis across time.

**Next Steps:**

Schedule Principal PLCs where district and campus leaders review data and identify areas of need. Teachers will receive feedback during weekly team meetings with campus leaders as outlined above.

_____

# 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.

**Key Actions to Consider:**

- Review the resource **Assessment Keys to Success.** Annotate and take notes on the resource regarding the current state of each listed key to success.
  - Think about each element: *vision, protected time and frequency, assessment integrity, integration of other assessments, and analysis of student work* and *assessment data*. Note which assessment elements are established, clear, and consistent across all grade levels and schools and which are not.

**Key Questions to Consider:**

- What existing strengths and areas of alignment were identified?
- How can areas of strength be leveraged and reinforced?
- What areas of misalignment were identified?
- Which, if any, of the potential next steps might be applicable?

**Resource:**

- [Assessment Keys to Success](#) - This resource provides a list of criteria that are the keys to successful prioritization of curriculum-embedded assessments and an aligned assessment strategy.

## TAKE ACTION: Analyzing Assessment Practices
_____

**Task:** Conduct a current state analysis of assessment practices by reviewing the resource, **Assessment Keys to Success**. Summarize key takeaways:  What are strengths/structures that are working well? What is an area improvement? Are there misalignments or special considerations?

**Response:**

Our assessment strategy is built on key strengths, including a formal, coordinator-led assessment review process that utilizes Eduphoria to ensure assessment quality prior to administration, and functional PLC time where teams successfully use initial data to inform decisions and adapt instruction. However, the primary area for improvement is the critical barrier of protected time, which is also our special consideration. Due to heavy instructional and administrative duties, the time barrier prevents teams from achieving optimal consistency in the data-to-action cycle. While data-driven decisions are made, this constraint often limits the recurring time needed for deep item analysis and subsequent action planning, preventing the continuous, surgical differentiation necessary to close the loop fully.

_____

**Task:** Identify the degree to which each **Key to Success** is successfully in place.

**Response:**

- **Vision - Fully in Place:** Shared vision communicated by leaders for using Bluebonnet Learning's high-quality, curriculum-embedded assessments to guide instruction and embedded supports.

- **Protected Time and Frequency - Partially in Place:** Protected time is built in for teachers to internalize unit/module assessments. However, dedicated, recurring time for post-administration deep item analysis and action planning is currently missing, which limits the consistency of the full data-to-action cycle.

- **Assessment Integrity - Fully in Place:** Bluebonnet assessments are used with fidelity. Revisions are limited to technical adjustments (e.g., drop-downs for technology) or minor omissions for length that do not compromise rigor.

- **Integration of Other Assessments - Fully in Place:** Other assessments (NWEA MAP, benchmark assessments) are used strategically and kept to a minimum to avoid over-testing students.

- **Analysis of Student Work and Assessment Data - Partially in Place:** Data is disaggregated by teams immediately following administration, and decisions are made to adapt instruction based on initial findings. However, achieving optimal consistency in the comprehensive data analysis process is challenged by the time barrier. Furthermore, there is a need to structure rubric norming before teachers grade performance assessments to ensure consistency across teams.

_____

# 5B. Structures for Assessment Practices

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

**Key Questions to Consider:**

- What are the most impactful changes that must be made to effectively prioritize curriculum-embedded assessments and engage in student work analysis using Bluebonnet Learning protocols?
- What technical challenges (e.g., time) might be encountered, and how will these be overcome?
- What adaptive challenges (e.g., mindsets) might be encountered and how will these be navigated?
- What are a few high-leverage changes or adjustments that can be made?
- How are student assessment expectations going to be communicated?

**Resource:**

- [Assessment Keys to Success](#) - This resource provides a list of criteria that are the keys to successful prioritization of curriculum-embedded assessments and an aligned assessment strategy.

- [Bluebonnet Learning Resources](#) - This repository includes helpful leadership focused materials from Bluebonnet Learning instructional materials.

# TAKE ACTION: Structures for Assessment Practices
_____

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

**Response:**

The priority action is to fully implement the transition of 2nd Grade assessments from paper-based to online delivery starting with the Spring 2025 semester. This is a high-leverage technical shift that achieves three goals: it prepares students for digital assessment readiness, improves assessment integrity by standardizing the testing interface, and centralizes data collection for the entire 2nd–5th grade cohort.

_____

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

**Response:**

Student work analysis protocols are going to be implemented beginning in February 2025. Campus leadership will include this in their PLC observations. Campus leadership will determine mastery using the Student Work Analysis Coach Guide and ensure that all steps are being followed.

_____

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

**Response:**

District and campus leaders will prioritize using assessment data to immediately guide instruction. Following unit assessments, PLC teams will review the data to determine the TEKS that students missed the most. This analysis will directly inform interventions to address student gaps. Leaders will also finalize a mandatory rubric calibration protocol by January 2026 to ensure grading consistency for performance tasks.

_____

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

**Response:**

The core of our plan focuses on standardizing the assessment format and grading expectations across the district. 3rd through 5th grade will consistently use the STAAR-aligned digital assessments housed in Eduphoria. Kindergarten and 1st grade will utilize the paper versions, with 2nd grade transitioning to the digital STAAR-aligned version beginning in January. Regarding grading fidelity, all non-writing assessments

will be scored using the Bluebonnet rubrics, while 3rd–5th grade writing assignments will strictly utilize the STAAR ECR and SCR rubrics. These critical decisions regarding format, data collection, and grading protocols will be communicated through a combination of official email memos from district leadership and mandatory, dedicated time during faculty meetings to review the expectations and ensure alignment.

_____