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.

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

San Elizario ISD is in the initial phase of implementation. The district will be adopting BL K-Alg 1. Through the direction of Ms. Cruz who noted a need for alignment across the district. This decision was made after robust research that included campus visits, high school math teachers access to RBIS training and looking through the data from adopted districts. Walkthroughs also provided information showing a lack of training. The Landscape Analysis Data provided by Region 19 (along with site visits) and ESF diagnostics showed the need for an HQIM.

SBOE approved vendors were invited to the district. Stakeholders and committees were invited to present recommendations. Teachers were given access to materials to preview. Parent input was also gathered during parent nights. The district will continue to collect input at upcoming meetings with parents. Resources will be provided to parents.

The district is creating a teacher pd calendar with coaching supports and will be ready after board approval of Implementation Plan. San Elizario is a 4 day week school. Pacing and calendars have been adjusted in Bluebonnet Learning to reflect this.

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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.

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
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Goal Area: Bluebonnet Learning Implementation

- Goal: *100% of teachers will be onboarded before the first day class (by July 22, 2025), have access to and will implement the materials with fidelity the first week.*
- Measure(s): *Classroom observations by Instructional Officers and coaches*
- Frequency: *by July 25, 2025*
- Progress Monitoring: *Performance management debriefs with Instructional Leadership Team and others as requested.*

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Goal Area: Stakeholder Investment

- Goal: *50% of teachers feel comfortable navigating and using the materials by end of 1st nine weeks, 75% by semester and 90% by end of year*

- Measure(s): *surveys created by L&A at Region 19*
- Frequency: *3 surveys (1st nine weeks, 2nd semester and end of year)*
- Progress Monitoring: *Cabinet and L&A will review data and will inform both PD and PLC topics*

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Goal Area: Teacher Practice

- Goal: *100% of teachers submit weekly internalization notes*
- Measure(s): *lesson plan submissions*
- Frequency: *weekly*
Progress Monitoring: *Monthly debriefing during PLCs*

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Goal Area: Student Outcomes

- Goal: *After first semester, 100% students will comfortable with the routines embedded into the Bluebonnet learning*
- Measure(s): *classroom observations and student surveys*
- Frequency: *Once a nine weeks, 4 times a year*
- Progress Monitoring: Leadership meetings and principals meetings along with instructional meetings. Debriefs with individual teachers will happen on an individual basis.

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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.

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

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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: *Ponce and Gomez*
- Timeline: *By April 17, 2025 for BL Math in English with the latest date being mid May for other math materials*
- Key Actions/Steps: *Elementary discuss over continued departmentalizing, currently have a projected anticipated student count and class sections (with understanding of elementary scenario), order through EMAT*

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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: *Ponce and Gomez*
- Timeline: *By April 17, 2025 for BL Math in English with the latest date being mid May for other math materials*
- Key Actions/Steps: *Elementary discuss over continued departmentalizing, currently have a projected anticipated student count and class sections (with understanding of elementary scenario), order through EMAT*
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Task: Determine the process for receiving and distributing materials to campuses and classrooms.

- Task owner/manager: *Ponce*
- Timeline: *Delivery date for receipt and Delivery date to campus*
- Key Actions/Steps:
    - Delivery Date
        - Ponce will ensure to there is space in the warehouse
        - Ponce will communicate with campus APs about the date of delivery to their campus
        - AP will agree to delivery date
    - Date to Campus
        - APs will submit a plan of distribution to Ms Cruz and Mr Ponce by the beginning of June
        - APs will ensure teachers have all materials by the end of week of the 16th

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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: Ponce

- Timeline: As information is being received, being end of May with latest first week of June
- Key Actions/Steps:
  - Ponce will communicate with APs
  - APs will submit plan 1 week of notice

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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: Campus Leadership
- Timeline: By end of the week of the 16th of July
- Key Actions/Steps: Campus leadership carries the inventory of materials (to include notes below) being distributed through sign out sheets. The P & I team will be tasked with checking to make sure materials have been distributed.

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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: P&I and Tech dept
- Timeline: Week of July 16, 2025
- Key Actions/Steps:
  - Inventory will include a check for access to resources, online resources and support documents.
  - P&I team will monitor its progress

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Task: If applicable, determine the process and timeline for digital access and related technology support resources.

- Task owner/manager: P&I and Tech dept
- Timeline: Week of July 16, 2025
- Key Actions/Steps:
  - Inventory will include a check for access to resources, online resources and support documents.
  - P&I team will monitor its progress

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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.

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
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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:

Each campus will develop a master schedule based on the guidelines set forth by the district. Conversations will be held by district leadership to ensure the complete curriculum is covered by the end of the year. Because SEISD is on a 4 day week, Scopes and Sequences will need to be adjusted. Link will be provided when finished.

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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:

Calendar is in development and will be linked below once it has reached a phase of development that can be shared.

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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).

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
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Alignment Item: Use of Bluebonnet Learning instructional materials.

- Expectations:

    - *BL will be used as the Tier 1 instruction on a daily basis with fidelity as written. There will be access to IReady for practice. **For Tier 2 and 3, supplemental materials will be used.** Academic review showed a gap in on-grade level materials in the classroom.*
- Plan for Communication:
    - *Communication has already begun with teachers. The teacher committees have been shown the expectations, and they have been received well. Expectations will be outlined during onboarding and reinforced during the PLCs. Data will be used to reinforce the use of the importance of using the BL as the Tier 1 with fidelity. There will be a Lead PLC (for elementary) prior to the teacher PD for leaders to understand the expectations as well. Messaging will be consistent across the district in order for there to be more buy-in. Secondary will look into PD for their leadership.*
- Timeline:
    - *Before the beginning of the school year there will be a Lead PLC for leaders*
    - *Teachers will be onboarded the week of July 15, 2025.*
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Alignment Item: Internalization protocol and process.

- Expectations:

    ○ *Phase 1- Teachers will attend the PLCs with all materials ready to annotate and internalize for the upcoming Module and/or topic, for the following week. Annotations will demonstrate an understanding of the lesson requirements and the math problems will be worked out.*

    ○ *Phase 2- Teachers will come to PLC with modules or topics already internalized, the lesson review will be internalized as a grade level or department. . During the PLC, teachers will demonstrate understanding of use of the differentiation pieces*

    ○ *Phase 3- Teachers will come with the previous phases work completed. PLC will be used to take the internalization process through conversations on topics.*
- Plan for Communication: All requirements for protocol use will be communicated to stakeholders as part of the onboarding and orientation training.
- Timeline: Timeline: Onboarding and orientation training will be scheduled in May of 2025 and continue the week of July 15, 2025.

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Alignment Item: Student work analysis protocols and process.

- Expectations: Teachers, coaches, and leaders use the Bluebonnet Learning protocol to review and analyze student work during common planning time at least once a month, starting in August 2025..
- Plan for Communication: All protocol requirements will be shared with stakeholders during onboarding and orientation training. Instructional coaches and school leaders will model the student work analysis protocol and review usage expectations during all PLCs in early September.
- Timeline: Onboarding and orientation training will be scheduled in May of 2025 and continue the week of July 15, 2025.

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Alignment Item: Curriculum-embedded assessment expectations.

- Expectations: Teachers will consistently administer the embedded assessments provided by Bluebonnet Learning. In the first year of implementation, all assessments will be delivered as designed. Modifications or accommodations may be provided to support individual student needs, as outlined in IEPs or other educational plans. School leaders will oversee and monitor the fidelity of assessment administration throughout the modules.
- Plan for Communication: Expectations for embedded-assessment use will be integrated into Bluebonnet Learning onboarding training for all stakeholders.
- Timeline: Principals will report on the fidelity of the use of Bluebonnet Learning assessments at principal meetings.

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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.

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
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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?
    a. *HS was trained in the 2024-2025 school year*
    b. *Middle School: #1: Balance Conceptual Understanding (7/16/25), #2 Procedural Fluency & Depth of Key Concepts & #3: Coherence of Key Concepts (10/31/25), Productive Struggle (1/6/25)*
    c. *Elementary- #1: Balance Conceptual Understanding and #2 Procedural Fluency & Depth of Key Concepts (8/8/25).#3: Coherence of Key Concepts and #4 Productive Struggle (9/12/25)*
- Who will lead/participate? All K-8th grade math teachers
- What materials or resources are needed? Region 19 has coordinated the training sessions during the school year. The Math IOs will communicate with the ESC to organize the sessions and arrange any materials or resources needed.

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

- When will this happen? *Communication about transition has begun in winter. Systems have been streamlined. In May, teachers will get initial planning started by looking at the pacing calendar. By the end of STAAR, the planning will begin. Samples will be used for Carnegie. P&I meetings will focus on summer planning days. Week of July 15th (15 and 17) PD will be the official roll out date. Sept 26th will be day 2 of implementation for follow-up.*

- Who will lead/participate? *Teachers/IOs lead Bluebonnet and Carnegie*
- What materials or resources are needed? *hard copies of materials, online resources*

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

- When will this happen? *Onboarding will happen in May after the TEA BL portal opens. Elementary ISs and IO will be provided with an overview of the elementary curriculum. ISs and IOs will present this information to all K-5 teachers during their May PLCs (Borrego-5/9, Alarcon-5/21, Sambrano - 5/22).*
    a. *Elementary: In July 2025, the elementary leadership and instructional team will be provided with the initial "Lead" training from Great Minds. On July 17, 2024, all K-5 elementary teachers will be provided with the "Launch" training and Lesson Internalization session.*
- Who will lead/participate? *Teachers/IOs/ISs/Administrators, Great Mind & Carnegie Trainers*
- What materials or resources are needed? *Online portal provided by TEA, Presentation slides created by elementary IS and IO, Great Minds Training materials*

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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? *Onboarding will happen in May after the TEA BL portal opens during PLCs. Onboarding will happen in May after the TEA BL portal opens. Elementary ISs and IO will be provided with an overview of the elementary curriculum. ISs and IOs will present this information to all K-5 teachers during their May PLCs (Borrego-5/9, Alarcon-5/21, Sambrano - 5/22).*
- *Elementary: In July 2025, the elementary leadership and instructional team will be provided with the initial "Lead" training from Great Minds. On July 17, 2024, all K-5 elementary teachers will be provided with the "Launch" training and Lesson Internalization session.*
- Who will lead/participate? *Teachers/IOs/ISs/Administrators, Great Mind & Carnegie Trainers*
- What materials or resources are needed? *Online portal provided by TEA, Presentation slides created by elementary IS and IO, Great Minds Training materials*

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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?
    a. Secondary: *2 PLCs periods a week for planning/unit/lesson internalization, data and rehearsing in the 2nd semester, there will be added the intervention conversations. Data will be student work analysis, district provided assessments and curriculum embedded assessments.*
    b. Elementary: *The instructional team will participate in the Texas Lesson Study which will structure our PLCs and lesson internalization protocols. This PLC structure will be an expectation at the campuses. The Fall semester will consist of IOs and ISs facilitating lesson internalization PLCs. The spring semester will consist of gradually releasing the facilitating of PLCs to the teachers.*
- Who will lead/participate?
    a. *Secondary: There will be a gradual release by Ulises transitioning it over to the teacher lead PLCs. Ulises for the first 9 weeks, IS- 2nd nine weeks with teacher lead by beginning of second semester.*
    b. *Elementary Lead: IO-Debbie Cortez, elementary ISs, Elementary administrators, and teachers*

- What materials or resources are needed? Curriculum components (print and digital), pacing calendar, video tutorials and lesson internalization documents,

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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? *Will begin the 3rd nine weeks*
- Who will lead/participate? *IOs and ISs will lead initially with a gradual shift to the PLC lead.*
- What materials or resources are needed? *SW Protocol, minimally supplemented BL curriculum, TCR, Leadership will choose the student work then by the teachers. FIrst there will be calibration.*

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

- When will this happen? *Will happen bi-weekly with each being observed at least one time; with the goal of being weekly. Elementary will use the pd at a glance document to do learning walks with the principal starting in the first semester*
- Who will lead/participate? IOs, ISs*, Great minds and elementary campuses*
- What materials or resources are needed? *There is a district and campus feedback observation tool that will embed a BL fidelity of use checkbox. There is a consideration of tracker usage.*

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

- When will this happen?
    a. *Sec- will start with the 2 days in July/Sept. Initial 9 wks teachers will get support from Ulises during PLC. Region 19 will provide coaching on the use of Bluebonnet Lesson Internalization during PLC. RBIS training will also be embedded throughout the year for those who still need that training.*
    b. *Elem- initial PD for lesson internalization starting in July with additional sessions scheduled for September/October. Monthly PLCs will provide professional growth in areas of need.*
    c. Who will lead/participate? Great Minds, Carnegie Learning, & Region 19
- What materials or resources are needed? School leaders will need specific training on facilitation and coaching with Bluebonnet Learning instructional materials (which will be provided prior to the start of the school year), protocols, and observation tools.

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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.

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

Message: Providing students with grade-level materials is essential. When students receive assignments that are aligned with the TEKS, appropriate for their grade level, and paired with effective instruction, meaningful engagement, and high expectations, they are more likely to succeed. The materials we use—assignments, texts, and assessments—communicate our expectations for student learning. Students tend to meet the challenges we set for them. High expectations lead to higher achievement. Adopting rigorous instructional materials does not prevent teachers from offering the support and accommodations that individual learners may need.
Audience: All district instructional and leadership staff, all instructional staff
Timeline: End of 2024-2025 training sessions, back-to-school in-service events, 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 statutes (TEC §26.006). Any modifications must be reported to the campus principals, Curriculum & Instruction Coordinators and 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: Timeline: Summer communication to all stakeholder groups; ongoing communication with internal stakeholders and families.

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

Message: San Elizario 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 San Elizario ISD community - all internal and external stakeholders
Timeline: On-going beginning in the spring before implementation
Considerations: District and campus leadership teams will prioritize the following strategies to support successful implementation:

- Foster strong relationships and lead with empathy.
- Offer clear guidance on implementation expectations and the rationale behind selecting Bluebonnet Learning instructional materials, ensuring consistent messaging—including providing presentation templates for principals to use during faculty meetings.

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 *educational 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

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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: *A survey has been deployed for rating/gauging teachers feelings toward the adoption and implementation support needs. There will be a similar survey at the beginning of the second semester.. This will be used to inform next steps.*

No current surveys specific to PLCs have been conducted but qualitative data has been gathered. There is the current model that needs to be restructured to go from planning to internalization. Process will continue as previously but focus will shift.

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

Response: *Qualitative data reveals the following. Data from TSL will also be reflected here.*

- Vision: The vision for 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 currently in place for once weekly, but refinement may be necessary to accommodate the additional 30 minutes weekly (or 3 hours every six weeks) that will be allocated for student work and data analysis.
- Ownership: Since the previous PLC structures were not 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.
- Educative Practices: Addressing the other Keys to Success that need revision will lead to collaborative PLCs for San Elizario ISD.

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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.

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
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Task: Explain the vision for unit and lesson internalization.

Response:

Unit: Teachers will have a strong understanding of the Scope of work through internalization of the TEKS, ELPS and student engagement with

Lesson: Teachers will understand individual lessons, the TEKS involved, how it fits into STAAR and the foundational needs for future math classes. Teachers will also be able to make the pedagogical decisions to engage all students including EB students, SPED students and advanced learners. Teachers will be able to use all portions of the lesson to provide a strong TIER 1 first teach. Teachers will be using all the resources and rehearsing the lessons without the addition of outside resources or teacher created materials.

Specific to elementary, teachers will effectively and regularly use the models and manipulatives that are an essential part of the daily lessons.

Proof of internalization will be through the annotations on the TEs, per teacher not grade level.

Support for internalization will be provided through the year-long PLCs and professional learnings provided internally and externally by Region 19 (TXLS, TIL). There is a vision for Strong Foundations Grant to provide support the following year.

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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:

School Leaders- *SLs will be attending the TXLS for year long support. Calendars are being adjusted to meet these needs. The coaching model will be integrated by the SLs. AP will create time to guide educators on BL through internalization (for example- Wed-*

Instructional coach- *Will understand the curriculum. Streamlined walks will yield immediate feedback. Follow ups will be conducted to ensure recommendations are being turned around by the teacher. ICs will attend the TXLS align with their leaders to build capacity building, consistency and alignment for the PLC system*

Teachers- *Will be responsible for their learning. The expectation will be to deliver the process that is being provided for them. Semester 1 will focus on the practice and implementation of the curriculum. Teachers will receive training on RBIS and the curriculum prior to the beginning of the year with follow up support through PLCs and additional trainings.*

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

Response: There will be two priorities

1. Change management- RBIS will help teachers and educators understand the shift in curriculum and way of teaching
2. Going from planning to internalization will require teachers to understand the new curriculum, process for internalization and difference between planning and internalization
3. PLCs will remain the same with IOs leading and campus IS learning the process to eventually take over after the 2nd weeks with complete ownership of PLCs
4. A strong master calendar will reflect and protect internalization time. Protection of time will also be for observations, feedback and follow-up.

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

Response:

A 4-day week will affect the scope and sequence with bundling and adjusting. This work will be the responsibility of the IOs using tools such as the TCMP and feedback from teachers. This will include working with teachers to understand the importance of working off the current sequence.

For elementary, the assessment cycle will need to be adjusted based on the current district assessment cycle (4 & 8 week touch point data collection).

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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.

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

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Support: Bluebonnet Learning Embedded Supports

Guidelines:

IOs will identify the embedded supports that will be used on a daily basis. The district will also leverage the bilingual professionals and strategies already in place at the district with the expectation that teachers will eventually be identifying the supports that best serve their students.

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Support: Engagement Strategies

Guidelines:

Teachers will be able to embed district adopted strategies such as Lead4ward and Seidlitz strategies into the daily routines of the classroom as they have been annotated during the internalization process. As the year progresses, teachers can make those shifts outside of the internalization process.

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Support: Instructional Flexibility

Guidelines:

Because of the 4-day week, there will be a need to be as close to the pacing as possible. This means teachers will be within 2 days of the pacing calendar. Pacing calendar will be shared at the beginning of the year. It will be visited during the PLCs.

For secondary, the pacing calendar is already in development. Teachers will have the calendar prior to the start of the new school year.

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

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Action: Clearly define the purpose of observations.

Decision/Expectations:

Observations will be conducted to collect data on fidelity of use, evidence of internalization depth, ▮ in order to collect data, identify trends/gaps that will steer the PLC conversations.

Next Steps:

Coordinate with TSL to align walkthrough tools. Onboarding for data analysis will happen through TSL as well. Resources from TSL will be used to build the strong PLC practices and feedback cycle.

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

Decision/Expectations:

Principal & APs, IS and IOs - *will be able to lead the observations through their understanding of the curriculum, the procedures embedded in the curriculum and be able to lead those conversations that are data (walk-though) based with growth being the overall goal.*

Next Steps:

Norming on the observation tool, calibrating and ensuring all leaders receive the same training with the same expectation for amount of walkthrough and turn around time for teachers to receive feedback.

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

Principal & APs, IS and IOs - *will be able to lead the observations through their understanding of the curriculum, the procedures embedded in the curriculum and be able to lead those conversations that are data (walk-though) based with growth being the overall goal.*

Next Steps:

Norming on the observation tool, calibrating and ensuring all leaders receive the same training with the same expectation for amount of walkthrough and turn around time for teachers to receive feedback.

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

Decision/Expectations:

The observation tool from BL and TSL have not been integrated. This conversation and decision will happen during the summer with the final walkthrough tool being decided upon prior to the beginning of the school year.

Next Steps:

Coordinate time for the tools to be reviewed with the TSL team and decide on the correct tool for the district.

Train the leadership team on the tool with opportunities to calibrate.

Tool will be shared with classroom teachers.

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

Decision/Expectations: All school leaders, instructional coaches and C & I personnel will conduct weekly observations of Bluebonnet Learning instruction using the Bluebonnet Learning observation tools with each teacher receiving at least one observation and feedback cycle session each nine weeks.

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

Decision/Expectations: All Bluebonnet Learning observations will be documented using the Bluebonnet Learning observation tool and provided to the respective teachers. Documentation can be completed either electronically or on paper.

Next Steps: School leaders, instructional coaches, and C & I personnel will receive information about documentation and follow-up for Bluebonnet Learning observations during the leader training on Bluebonnet Learning observation and feedback.

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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
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Topic: School leader and instructional coach training and practice

Decision/Expectations: Leadership teams will participate in the Texas Lesson Study provided by Region 19 throughout the 2025-2026 school year.

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Topic: Coaching Model

Decision/Expectations: The Leadership team will use the See It, Name It, Do It coaching model to provide feedback and ongoing professional learning and development to teachers implementing Bluebonnet Learning.

Next Steps: The Leadership team will receive training for the See It, Name It, Do It coaching model beginning in the 2025-2026 school year.

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Topic: Feedback Cycle Process

Decision/Expectations: Teachers will receive feedback, in person, from their observer at least once each six weeks using the See It, Name It, Do It protocol to provide actionable,concrete next steps to support teacher delivery of Bluebonnet Learning instructional materials. Each observer will follow up to observe the action steps in play within ten school days.

Next Steps: *Pending initial training in the coaching model

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Topic: Ongoing, Job-embedded Support

Decision/Expectations: *Pending initial training in the coaching model

Next Steps:

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Topic: Measuring Impact

Decision/Expectations: *Pending initial training in the coaching model

Next Steps:

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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.
  - o 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
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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:The Administrator of Research & Accountability creates comprehensive assessment calendars that track universal screeners, district benchmarks, interim assessments, and 4 & 8 week assessments across the district including STARR, End of Course, and college readiness related assessments.

• Campuses follow a process of administering common unit assessments developed at the district level for each grade level and course in the required curriculum.

• Teachers and leaders frequently review student data from assessments to determine instructional adjustments and/or student support needed.

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

Response: A key to success is the practice of maintaining an assessment calendar. San Elizario ISD will refine this to create assessment calendars that include the Bluebonnet Learning unit assessments.

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

Response: Revise the district assessment calendars to incorporate Bluebonnet Learning's embedded assessments in place of the previously used district benchmarks or campus-developed common unit assessments.

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 during the Bluebonnet Learning onboarding and orientation training.

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

Response: The Administrator of Research and Accountability will revise the district assessment calendars to include Bluebonnet Learning unit assessments, replacing campus common assessments and district benchmarks.

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

Response: All teachers and other instructional staff will receive training and detailed information on expectations for Bluebonnet Learning assessments during onboarding and orientation training. Principal supervisors will communicate regularly with school principals the expectation for prioritization of Bluebonnet Learning embedded-assessments, maintenance of assessment integrity, and the use of student work analysis as the primary data analysis process for formative assessments.