

# 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.

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## ACTION 1: Setting Implementation Goals

### 1A: Implementation Framework

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

### TAKE ACTION: Implementation Framework

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

#### Union Grove Elementary to Implement High-Quality Reading Instructional Materials

The Union Grove ISD teacher and administration team recently identified inequities in reading instruction across K-5 classrooms, including limited access to grade-level texts and inconsistent expectations for student learning. To address this challenge and ensure all students are provided the opportunity to achieve literacy success, Union Grove Elementary is adopting *Bluebonnet Learning* as its new core reading instructional materials.

Over the past several months, K-5 teachers participated in focused professional learning on research-based instructional strategies (RBIS), studied current literacy research, and reviewed a range of high-quality instructional materials. Grade-level teams met in bands to evaluate options and ultimately recommended *Bluebonnet Learning* for its strong alignment to the science of reading, support for diverse learners, and emphasis on grade-level rigor.

The upcoming school year will serve as the initial implementation phase of *Bluebonnet Learning*. To support this transition, the teacher team collaborated with the administration team to develop a detailed OER Transition Plan. This plan ensures that every teacher is equipped and supported to deliver effective, equitable, and engaging reading instruction to all students.

This adoption represents a critical step in fulfilling Union Grove ISD's commitment to educational equity and academic excellence in early literacy.

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## 1B. Implementation Goals

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

### TAKE ACTION: Implementation Goals

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#### Goal Area: Bluebonnet Learning Implementation

- **Goal:** 100% of teachers implement the materials consistently by MOY.
  - **Measure(s):** Classroom walkthroughs
  - **Frequency:** monthly
  - **Progress Monitoring:** Review and reflect at the end of each 9 weeks.
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#### Goal Area: Stakeholder Investment

- **Goal:** 85% of teachers and leaders report high confidence in the Open Education Resources (OER) materials by EOY.
  - **Measure(s):** Google Surveys
  - **Frequency:** Three times per year.
  - **Progress Monitoring:** Review and reflect at the end of each survey
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#### Goal Area: Teacher Practice

- **Goal:** 90% of teachers use units/lesson internalization protocols at each weekly planning time during the Wacky Wednesday conference period.
  - **Measure(s):** Administrators will attend meetings and take annotations.
  - **Frequency:** Observe one Wacky Wednesday planning period per grade level per quarter; review teacher annotations monthly.
  - **Progress Monitoring:** Quarterly data review and reflection
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#### Goal Area: Student Outcomes

- **Goal:** 100% of students engage with grade-level content from the OER and build familiarity with embedded routines and strategies.
- **Measure(s):** Classroom observations/walkthroughs
- **Frequency:** Minimum monthly walkthrough of each classroom.
- **Progress Monitoring:** Review walkthrough data and reflect.

## **ACTION 2: Creating the Conditions for Success**

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

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

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

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

- **Task owner/manager: Librarian and Campus principal.**
  - **Timeline: April–May 2025**
  - **Key Actions/Steps:**
    - The Librarian will create a campus order form for Bluebonnet Learning instructional materials.
    - Campus Principal will complete order forms and submit them to the Business Office and the Superintendent.
    - The Business Office/Librarian will submit orders 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: Campus Principal**
  - **Timeline: February– April 2025**
  - **Key Actions/Steps:**
    - The Elementary Principal will review the Bluebonnet Learning instructional materials guides and materials lists to identify and create lists of any related manipulatives that need to be ordered by subject area and grade level. The list will be created and shared with the librarian and the business office.
    - Campus principal and the Librarian will order the related manipulatives to ensure delivery before the start of the school year.
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**Task: Determine the process for receiving and distributing materials to campuses and classrooms.**

- **Task owner/manager: Librarian/Campus Principal/ Head of Maintenance**
- **Timeline: May– June 2025**
- **Key Actions/Steps:**
  - The campus principal & Librarian will ensure that the delivered material matches the campus order form.

- Campus principals will establish a process for the distribution of Bluebonnet Learning instructional materials and any related manipulatives to staff and students.

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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: Librarian and Campus Principal
- Timeline: May- September 2025
- Key Actions/Steps:
  - The Librarian will communicate with campus principals regarding the status of Bluebonnet Learning instructional materials delivery and distribution.
  - Campus principals will communicate the process for the distribution of materials to staff and students to all relevant stakeholders.

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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 Principal
- Timeline: May-September 2025
- Key Actions/Steps:
  - Campus principals will ensure that all teachers, campus administrators, and any other relevant staff have access to Bluebonnet Learning instructional materials and any other related materials necessary for implementation.
  - Campus principals will ensure that all students have Bluebonnet Learning instructional materials and access to any manipulatives or other materials needed.
  - Campus principals have developed a plan to maintain an inventory of teaching materials and a process for securing additional materials based on increased teacher allotments and/or student population increases.

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**Task: Ensure that all teachers, instructional coaches, and school leaders can access essential Bluebonnet Learning planning and support resources, including scope and sequences, internalization protocols, student work analysis protocols, and observation tools.**

- Task owner/manager: Campus Principals
- Timeline: May 2025–August 2025 and then ongoing through May 2026
- Key Actions/Steps:
  - The Elementary teachers will attend a three-day training session for teachers on how to access and navigate Bluebonnet Learning instructional materials, specifically scope and sequences, protocols, and observation tools.

- The campus administrator will also attend training sessions at Region 7 to assist in implementation.
- The classroom teachers will attend 4 additional trainings throughout the school year to facilitate the implementation of Bluebonnet Learning Instructional materials.

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

- **Task owner/manager:** Technology Director/ Campus Principals
  - **Timeline:** August- September 2025
  - **Key Actions/Steps:**
    - The Technology Director, along with support from the Elementary Principals, will develop training or resources for staff to access and navigate digital versions of Bluebonnet Learning instructional materials.
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## 2B. Schedules and Calendars

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

### TAKE ACTION: Schedules and Calendars

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**Master Schedule(s):** Describe expectations and guidelines for the development of the 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:

As Union Grove Elementary prepares for the initial implementation of Bluebonnet Learning reading/language arts (RLA) instructional materials, campus leadership will develop master schedules that align with the program's recommended instructional time. These schedules are designed to ensure that all students receive the full benefit of the high-quality materials and instruction.

The following daily minimum instructional minutes will be allocated for Bluebonnet Learning RLA:

- Grades K–2: 120 minutes total — 60 minutes for foundational skills and 60 minutes for RLA
- Grade 3: 120 minutes total, with an optional 30 additional minutes for foundational skills
- Grades 4–5: 90 minutes total for RLA

This structured approach to scheduling reflects Union Grove Elementary's commitment to ensuring equitable access to high-quality reading instruction for all students.

**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:**

**To support the successful implementation of *Bluebonnet Learning* and ensure high-quality reading instruction, Union Grove Elementary will develop an instructional calendar that includes dedicated time for teacher planning, internalization of materials, and analysis of student work.**

**Teachers will be provided with at least 90 minutes per week for this work, embedded within common planning times and individual teacher conference periods. In addition, weekly grade-level meetings will be scheduled during “Wacky Wednesday” to focus specifically on: Internalization of upcoming lessons, collaborative analysis of student work and job-embedded professional learning and instructional support.**

**This structured time is designed to ensure that teachers are fully prepared to deliver rigorous, responsive instruction while receiving the ongoing support needed to strengthen their instructional practice.**

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## **2C. Aligned Expectations**

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

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

### **TAKE ACTION: Aligned Expectations**

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

- **Expectations: Beginning in the upcoming school year, *Bluebonnet Learning* instructional materials will serve as the core Tier 1 reading/language arts (RLA) curriculum for all K-5 students at Union Grove Elementary. To ensure consistency, alignment, and instructional**



integrity, Bluebonnet Learning must be used daily for Tier 1 instruction for all students. Substituting or supplementing with non-approved materials is not permitted. Any additional instructional resources must be selected only from the Approved Supplemental Materials List, which will be maintained and updated by the Elementary Principal. These expectations are in place to support the effective implementation of research-based, high-quality instructional materials and to ensure all students have equitable access to grade-level content and strong literacy instruction.

- **Plan for Communication:** To ensure a clear understanding and consistent implementation of *Bluebonnet Learning* instructional materials, usage expectations will be explicitly addressed during onboarding and professional learning for all stakeholders. Expectations for materials use will be integrated into the Bluebonnet Learning onboarding training for all teachers, instructional staff, and school leaders. All K-5 educators and leaders will have the opportunity to engage in a three-day training at Region 7 this summer, where they will: Review the full scope and sequence of the *Bluebonnet Learning* materials, Engage in collaborative lesson internalization and planning, and Provide recommendations for any needed modifications or supplemental material integration. Following the training, the Elementary Principal will review all submitted requests for supplemental materials. If approved, these will be added to the Approved Supplemental Materials List, which will be maintained and shared with all staff. This communication and review process is designed to promote transparency, teacher voice, and instructional coherence while maintaining the integrity of Tier 1 instruction.
- **Timeline:** Recommendations for modifications and/or the addition of supplementation materials can be submitted at any time.

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

- **Expectations:** To ensure high-quality instruction and consistent implementation of *Bluebonnet Learning* materials, the following expectations will guide teacher planning and preparation: Teachers will prioritize lesson internalization during common planning time, using the Bluebonnet Learning internalization protocols as the standard process for both collaborative and individual planning. Teachers are expected to annotate lessons in a way that clearly reflects alignment with the protocols and demonstrates thoughtful preparation. Annotated lessons must be submitted to campus administrators for review at least once per month. *Note: Principals may require a more frequent submission cadence based on campus needs.* School leaders will observe weekly grade-level planning meetings using the Fidelity of Implementation (FOI) Learning Walk Tool for Collaborative Planning to monitor and support high-quality planning practices. These expectations are designed to build instructional coherence, deepen teacher content knowledge, and ensure all students receive rigorous and well-prepared Tier 1 instruction.
- **Plan for Communication:** All requirements for protocol use will be communicated to stakeholders as part of the onboarding and orientation training. It will also be reviewed at the beginning of the school year.
- **Timeline:** Onboarding and orientation training will be scheduled throughout the summer. The training will be in three-day sessions.

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

- **Expectations:** Beginning in October, teachers and school leaders will engage in monthly student work analysis using the Bluebonnet Learning Student Work Analysis Protocol. This analysis will occur at least once per month during common planning time. The purpose is to collaboratively review student work samples, identify trends in student understanding and misconceptions, and adjust instruction accordingly to meet student needs.
- **Plan for Communication:** All requirements for protocol use will be communicated to stakeholders as part of the onboarding and orientation training during the summer and reviewed during back-to-school training. Principals will model the use of the student work analysis protocol and review expectations for use during all grade level meetings on Wacky Wednesday in early October.
- **Timeline:** Onboarding and orientation training will be scheduled throughout the summer through Region 7..

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

- **Expectations:** During the initial year of implementation, all teachers are expected to administer all embedded assessments included in the *Bluebonnet Learning* instructional materials as designed. These assessments are a critical component of the instructional cycle and are necessary for monitoring student progress and informing instructional decisions. Modifications and/or accommodations may be made as needed to meet the requirements of a student's Individualized Education Program (IEP) or other documented educational plans. School leaders will monitor the fidelity of assessment administration, particularly for *Bluebonnet Learning* unit assessments, to ensure consistency and equity across classrooms. Adhering to these expectations helps ensure that all students are assessed fairly and that data collected is reliable and useful for improving instruction.
- **Plan for Communication:** Expectations for embedded-assessment use will be integrated into Bluebonnet Learning onboarding training for all stakeholders. These expectations will be reviewed during in-service and monitored throughout the year.
- **Timeline:** Onboarding and orientation training will be scheduled throughout the summer. Principals will report on the fidelity of the use of Bluebonnet Learning assessments at principal meetings.

## 2D. Professional Learning Plan

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

### TAKE ACTION: Professional Learning Plan

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

- When will this happen? RBIS training will be offered in the summer by Region 7.
  - Who will lead/participate? Our Education Service Center 7 will provide several options for receiving RBIS training. All classroom teachers and principals are required to attend RBIS training.
  - What materials or resources are needed? Our ESC will coordinate the training sessions during the summer.
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**Professional Learning Experience:** Training that focuses on communicating expectations, implementation goals, and change management.

- When will this happen? General expectations regarding the use of Bluebonnet Learning instructional materials and practices will be integrated into onboarding and orientation training this summer with Region 7. Implementation goals and purpose/reasons for implementation of Bluebonnet Learning will be the focus on back to school meetings presented by the Elementary Campus Principal. Also, a campus-level focus at Wacky Wednesday meetings (led by campus principals).
  - Who will lead/participate? Region 7 & Campus Principal will lead the development and delivery of these expectations. Attendees will include all RLA teachers in K-5 and 6th math.
  - What materials or resources are needed? Region 7 will study and use the Bluebonnet Learning Program and Course Level Resources along with additional resources from the service center to develop a launch presentation for Union Grove Elementary. The elementary principal will develop a protocol for recurring discussion of these topics at Wacky Wednesday meetings.
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**Professional Learning Experience:** Bluebonnet Learning instructional material onboarding and orientation.

- When will this happen? Union Grove ISD will partner with our Education Service Center 7 to provide onboarding and orientation (including an introduction to the design principles of the materials) for Bluebonnet Learning instructional materials in July and August. Campus Principal will coordinate with the service center to integrate local context, expectations, and change management practices into the onboarding and orientation experience.
- Who will lead/participate? Sessions will be led by ESC 7 partners. All elementary RLA teachers k-5 and 6th math, and leaders will attend the onboarding and orientation training.

- What materials or resources are needed? The elementary principal will communicate with the ESC to organize the sessions and arrange any materials or resources needed.
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**Professional Learning Experience:** Training and intentional work time dedicated to understanding the design principles of Bluebonnet Learning instructional materials.

- When will this happen? The first professional learning experience around understanding the design principles of Bluebonnet Learning instructional materials will include an introduction to the design principles as part of the onboarding and orientation provided by Region 7 in the summer. Ongoing, job-embedded professional learning focused on understanding the design principles of Bluebonnet Learning materials will be the focus of school leader-facilitated internalizations and will occur weekly during Wacky Wednesday common planning. School leaders will attend additional training from the ESC to support leading internalization and conducting observation and feedback cycles.
  - Who will lead/participate? lead/participate? Onboarding and orientation sessions will be led by ESC 7 partners. All elementary RLA teachers K-5, 6th math, and leaders will attend the onboarding and orientation training. All teachers will attend internalization facilitation sessions.
  - What materials or resources are needed? The Elementary Principal will communicate with the ESC 7 to organize the sessions and arrange any materials or resources needed. Campus staff will use the Bluebonnet Learning internalization protocols for facilitation sessions.
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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? The elementary principals will engage in weekly facilitation of internalization of an upcoming unit or less. Additional internalization support sessions may occur at the teacher's discretion.
  - Who will lead/participate? Campus Principals will facilitate internalization practice at least once weekly per teacher/grade level using the Bluebonnet Learning internalization protocols. All teachers will attend internalization facilitation sessions either with their grade level or individually for those who are departmentalized.
  - What materials or resources are needed? Bluebonnet Learning instructional materials and protocols are available school leaders for all teaching teams/teachers.
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**Professional Learning Experience:** Regular student work analysis in collaborative teams and/or individually with an instructional coach or school leader.

- When will this happen? Teachers and school leaders will engage in student work analysis either weekly during the additional 90 minutes of common planning time on Wacky Wednesday or once every six weeks for a time-period of three hours during early release. Additional student work or data analysis support sessions may occur at the teacher's discretion.

- **Who will lead/participate?** School leaders will facilitate student work analysis practice for all grade levels or vertical content teams using the Bluebonnet Learning student work analysis protocols. All teachers will attend facilitated student work analysis sessions either with their grade level, vertical team, or individually.
- **What materials or resources are needed?** Bluebonnet Learning instructional materials and protocols and available to school leaders for all teams/teachers.

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

- **When will this happen?** School leaders will observe classroom instruction weekly with each teacher receiving an observation (with a feedback session) at least once every semester.
- **Who will lead/participate?** School leaders will conduct observations of K-5 RLA and 6th math general education teachers.
- **What materials or resources are needed?** Bluebonnet Learning observation tool, Bluebonnet Learning instructional materials (teacher's guide).

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

- **When will this happen?** Teachers will receive ongoing, job-embedded, curriculum-based professional learning during the facilitated internalization sessions (weekly), facilitated student work analysis sessions (three hours every six weeks), observation and feedback sessions (every six weeks), and optional additional supports at the teacher's discretion. Additionally, principals will prioritize campus-professional development time to focus on curriculum-based professional learning opportunities using Bluebonnet Learning instructional materials. The teachers will attend 4 additional days of professional development involving Bluebonnet at Region 7 throughout the year.
  - **Who will lead/participate?** School leaders will facilitate ongoing support. Region 7 and elementary principal supervisors will serve as resources and support for the support provided at the campus.
  - **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 through Region 7.
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## 2E. Adaptive Change and Communication

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

### TAKE ACTION: Adaptive Change and Communication

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

**Message:** Access to grade-level materials matters. When students are given grade-appropriate assignments aligned to the TEKS, combined with strong instruction, engagement, and high expectations, they achieve higher outcomes. Our expectations for student learning are reflected in the materials we provide, assignments, texts, and assessments. Students will rise to the occasion and meet the challenges placed before them. When expectations are high, student performance and outcomes follow suit. Implementing rigorous instructional materials does not preclude teachers from supporting and accommodating individual learners. In fact, it ensures that all students have equitable access to the content they need to succeed. At Union Grove Elementary, we believe in the power of high expectations, strong instruction, and grade-level materials to unlock the full potential of every student.

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

**Timeline:** Summer 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 principal and made available for parent access before the start of the school year.

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

**Timeline:** Summer communication to all stakeholder groups; ongoing communication with internal stakeholders and families.

**Considerations:** This message and communication item connects to Action 2C: the use of Bluebonnet Learning instructional materials and Action 3C: instructional flexibility to support all learners.

Additionally, all principals must ensure that teachers and other relevant staff understand the statutes about Access to Teaching Materials as described in TEC §26.006.

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

**Message:** Union Grove 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 Union Grove ISD community - all internal and external stakeholders

**Timeline:** On-going beginning in the spring before implementation

**Considerations:** The district and campus leadership teams will focus on these strategies to support positive implementation efforts: We will build relationships and lead with empathy. We will eliminate technical barriers: ensure the technical conditions for success are in place. We will provide clear guidance on implementation expectations and the why/purpose behind choosing Bluebonnet Learning instructional materials and ensure the message is shared widely.

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## **ACTION 3: Leading Internalization and Professional Learning Communities (PLCs)**

### **3A. Analyzing PLC Practices**

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

#### **TAKE ACTION: Analyzing PLC Practices**

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

**Response:** Teachers at Union Grove Elementary currently have 55 minutes per day for individual planning. This year, a new "Wacky Wednesday" schedule has been implemented to provide an additional 90 minutes of planning time per week, intended to support deeper collaboration and instructional planning.

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

**Response:**

**What's Working Well:** Daily Planning Time (55 minutes): Provides teachers with consistent time to prepare lessons, review student work, and adjust instruction as needed. Increased Planning Through Wacky Wednesday: The additional 90 minutes allows for more intentional collaboration among grade-level teams, supporting vertical alignment, data analysis, and shared instructional strategies. Stronger Collaboration & Communication: Early feedback suggests that teachers appreciate the protected time for planning and are more consistently engaging in collaborative planning and resource sharing. Focus on Alignment to TEKS and Student Needs: Teachers are beginning to use this time more purposefully to ensure materials are aligned to grade-level TEKS and student data, promoting equity and rigor.

**Areas for Improvement:** Lack of Clear Structure/Outcomes for Planning times: Without a clearly defined agenda or facilitator, some planning sessions lack focus or drift from instructional planning into logistical discussions. Limited Use of Student Work/Data During Planning: In some teams, planning is still based more on pacing than on real-time student data, limiting the responsiveness of instruction. Varied Implementation of Best Practices Across Teams: While some teams are highly



effective in using planning time, others may need more support or guidance to make the most of their collaborative time.

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### **3B. Structures for Internalization and PLCs**

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

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

### **TAKE ACTION: Structures for Internalization and PLCs**

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

**Response:** At Union Grove Elementary, we believe that strong instruction begins with strong preparation. Our vision for unit and lesson internalization centers on the belief that when teachers deeply understand what students are expected to learn and how to teach it, they are better equipped to deliver high-quality, engaging instruction that leads to meaningful student outcomes. Through consistent internalization, teachers are empowered to implement the curriculum with clarity, purpose, and adaptability, leading to improved student outcomes and greater instructional coherence across classrooms.

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

**Response: Principals:**

- Establish and communicate the vision for internalization and role-specific responsibilities.
- Monitor progress towards the vision for internalization; reflecting and providing support as needed.
- Align schoolwide systems and structures with the vision for internalization.
- Build knowledge of the Bluebonnet Learning instructional materials and internalization protocols.

**Teachers:**

- Complete Bluebonnet Learning onboarding and orientation training to gain a deep understanding of the product and unit/lesson internalization protocols.

- Regularly utilize the product-specific internalization protocols to prepare to teach units and lessons from Bluebonnet Learning.
  - Participate in 1:1 internalization meetings and collaborative planning time led by an instructional coach or other instructional leader.
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**Task:** Identify priorities based on the current state analysis conducted in Action 3A to support effective internalization.

**Response:**

1. To ensure strong, aligned instruction that supports high levels of student achievement, Union Grove Elementary is redefining its vision for planning and collaboration through the lens of Bluebonnet Learning best practices, design principles, and protocols.
  2. School leaders and teachers will receive targeted professional development to Understand the structure and purpose of Bluebonnet Learning protocols. Develop collaborative planning agendas that ensure every meeting is focused, productive, and student-centered. Build confidence in leading and participating in effective internalization sessions.
  3. Support teachers in developing master schedules and instructional calendars that support common planning time for engagement in Bluebonnet Learning practices.
  4. Determine and communicate stakeholder (leaders, teachers) roles and responsibilities for common planning periods.
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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:** To support high-quality, consistent instruction aligned with Bluebonnet Learning best practices, Union Grove Elementary has established a structured approach to planning rooted in clear expectations around time, ownership, protocols, and accountability.

**Time:** Protected and Purposeful Planning

- The master schedule includes protected weekly planning sessions during the 90-minute *Wacky Wednesday* block, specifically designated for internalization practices.
- An additional 55-minute weekly common planning period allows grade-level teams to extend and deepen their collaborative planning.
- These planning times are prioritized to ensure unit and lesson internalization occurs in advance of instruction and is tied to upcoming instructional goals.

**Ownership:** Shared Leadership and Support

- Union Grove Elementary has identified school leaders to plan, facilitate, and guide both 1:1 and collaborative planning sessions.
- Leaders are responsible for:
  - Supporting teachers in using Bluebonnet Learning internalization protocols.
  - Providing timely and specific feedback on lesson preparation.
  - Helping teachers build confidence and consistency in instructional planning.

### **Protocols: Consistent Tools for High-Quality Planning**

- All instructional staff have been trained on Bluebonnet Learning protocols for: unit internalization, lesson Internalization, and student Work Analysis
- These protocols serve as the foundation for every collaborative planning session and are embedded into the school's planning culture.

### **Accountability: Monitoring and Continuous Improvement**

- A process is in place for monitoring teacher engagement in internalization practices, including: Attendance and participation in planning sessions, the use of internalization protocols, and evidence of preparation through annotations within Bluebonnet Learning instructional materials.
- Expectations are clearly communicated and aligned across classrooms and grade levels to ensure consistency and instructional coherence.

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## **3C. Supporting All Learners**

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

### **TAKE ACTION: Supporting All Learners**

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#### **Support: Bluebonnet Learning Embedded Supports**

**Guidelines:** As part of the lesson internalization process, teachers will identify and annotate the embedded supports they plan to use during instruction. These supports may include scaffolds, differentiation strategies, formative checks for understanding, or language supports provided within the Bluebonnet Learning instructional materials.

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**Support: Engagement Strategies**

**Guidelines:** As part of the internalization process, teachers will annotate in their instructional materials the engagement strategies they plan to implement during instruction. These strategies ensure that lessons are interactive, student-centered, and accessible to all learners.

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**Support: Instructional Flexibility**

**Guidelines:** Teachers are empowered to make instructionally responsive decisions within the Bluebonnet Learning scope and sequence to ensure that all students receive the support they need to succeed. Within every five-day instructional cycle, teachers have flexibility to adjust pacing based on student understanding, reteaching needs, or enrichment opportunities. Teachers may also modify instructional strategies and utilize appropriate resources to support students with Individualized Education Plans (IEPs) or other identified learning needs, while maintaining alignment to lesson objectives and standards. Additionally, teachers are encouraged to review and reflect on the effectiveness of the materials and may make recommendations for supplementary supports or enhancements in alignment with Action 2C: Use of Bluebonnet Learning Instructional Materials. This approach ensures a balance between curriculum fidelity and professional judgment, allowing educators to adapt instruction to meet the diverse needs of their students while remaining committed to high expectations and grade-level rigor.

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## 4A. Observation Expectations

Develop observation expectations for Bluebonnet Learning implementation.

### TAKE ACTION: Observation Expectations

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

**Decision/Expectations:** Union Grove ISD, district and school leaders are committed to ensuring high-quality implementation of Bluebonnet Learning instructional materials through ongoing, evidence-based monitoring and support.

- Instructional rounds are conducted regularly using the Fidelity of Implementation (FOI) Learning Walk tools to collect data on instructional practices and measure progress toward school and district goals.
- School leaders also engage in cycles of observation and feedback using the Bluebonnet Learning Observation Tool to support teacher growth and the effective use of instructional materials.
- These tools allow leaders to move beyond surface-level observations, seeking concrete evidence that teachers have deeply internalized the units and lessons they are teaching.

**Next Steps:** To ensure consistent and effective support for teachers, school leaders will receive targeted training on observation and feedback practices specific to the implementation of Bluebonnet Learning instructional materials.

- School leaders will participate in leadership training in July focused on how to use the Bluebonnet Learning Observation Tool to support teacher growth through evidence-based feedback.
- District and school leaders will engage in structured practice opportunities using the observation instrument twice during September and October. These sessions will allow leaders to calibrate expectations, strengthen their observation skills, and build shared understanding around high-quality instruction and internalization.

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

**Decision/Expectations:**

**School Leader Roles and Responsibilities**

To ensure high-quality implementation of Bluebonnet Learning instructional materials and support continuous improvement, school leaders play a critical role in monitoring instruction, identifying trends, and providing targeted support.

- Observe classroom instruction regularly to ensure alignment on what constitutes evidence of internalization—looking for clear signs that teachers have deeply prepared and planned using Bluebonnet Learning protocols and materials.
- Use the FOI (Fidelity of Implementation) Learning Walk Tools to gather additional data on internalization practices across classrooms. These tools help school leaders identify the extent to which instruction reflects: lesson internalization, use of annotated materials, alignment with TEKS, and embedded supports and engagement strategies in action.

**Next Steps:**

- School leaders will receive specific training to observation and feedback practices used with Bluebonnet Learning during the Region 7 trainings.

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

**Decision/Expectations:** We do not have instructional coaches. See leadership expectation above.

**Next Steps:**

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

**Decision/Expectations:** Bluebonnet Learning Observation Tools and the FOI Learning Walk Tools will be used for monitoring the fidelity of implementation and to provide ongoing, job-embedded support through feedback to teachers.

**Next Steps:** The elementary leadership team will use the Bluebonnet Learning Observation tool.

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

**Decision/Expectations:**

- All elementary school leaders 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 semester.

**Next Steps:** The campus will develop the Bluebonnet Learning observation calendar for each campus.

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

**Decision/Expectations:** All Bluebonnet Learning observations will be recorded using the Bluebonnet Learning observation tool and shared with each teacher observed. Documentation will be recorded in DMAC.

**Next Steps:** Campus principal will work with assistant principal to document in DMAC.

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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.

### **TAKE ACTION: Observation and Feedback Cycle Planning**

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

**Decision/Expectations:** Campus leaders will receive training on the Bluebonnet Learning observation tools and have opportunities to practice using the tools. This is outlined in Action 2D: Professional Learning Plan.

**Next Steps:** Next steps are outlined in Action 2D: Professional Learning Plan.

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**Topic:** Coaching Model

**Decision/Expectations:** Union Grove ISD school leaders will use the Strong Foundations Implementation (SFI) Action Step Guides to provide feedback and ongoing professional learning and development to teachers implementing Bluebonnet Learning.

**Next Steps:** The Elementary Principal will integrate training on the Strong Foundation Implementation SFI Action Step Guides in the professional development sessions that leaders will attend before the start of the school year and throughout the year.

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**Topic:** Feedback Cycle Process

**Decision/Expectations:** To support high-quality instruction and continuous teacher growth, teachers will receive timely, in-person feedback aligned with Bluebonnet Learning implementation expectations.

- Each teacher will receive in-person feedback from their observer at least once per semester.
- Observers will use the SFI (Strong Foundations Implementation) Action Step Guide to provide clear, actionable, and concrete next steps focused on improving the delivery of Bluebonnet Learning instructional materials.
- Following the feedback conversation, observers will return within ten school days to conduct a follow-up observation and ensure the action steps are being implemented effectively.
- All feedback and action steps will be documented in DMAC to ensure transparency, continuity, and alignment across coaching and leadership teams.

This process ensures that feedback is not only meaningful but also supported by ongoing observation and accountability, fostering instructional growth and improved student outcomes.

**Next Steps:** Campus administrators will meet and discuss expectations and the process for feedback.

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

**Decision/Expectations:** Teachers will receive ongoing support through semester-based observation and feedback cycles, including in-person feedback, actionable next steps, and a follow-up observation within 10 school days.

**Next Steps:** Principals will schedule observations with a full feedback cycle for Bluebonnet Learning.

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**Topic: Measuring Impact**

**Decision/Expectations:** School leaders will measure impact by analyzing data recorded in DMAC, focusing on the implementation of identified action steps and the extent to which teachers are successfully applying them in practice.

**Next Steps:** Campus Principals will meet to review the progress monitoring aspect of the action steps provided to teachers during Bluebonnet Learning Observation and feedback cycles.

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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.

#### **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 District Testing Coordinator maintains a comprehensive assessment calendar that includes all district-wide assessments such as universal screeners, benchmarks, interim assessments, STAAR, EOC, and college readiness exams.
- Campuses Principal determines assessment dates for universal screeners, Mock Assessments, unit assessments for each grade level and course, developed locally to align with the required curriculum.
- Teachers and school leaders regularly review student data to inform instructional decisions and provide targeted support. We will have data meetings after BOY screening, MOY screening, and MOCK testing.

**Area for Improvement:**

- A key next step is to transition fully to Bluebonnet Learning assessments across the elementary campus to ensure alignment with the adopted instructional materials.

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

**Response:**

- Another key to success is the practice of maintaining an assessment calendar. Union Grove ISD will refine this to create assessment calendars that include the Bluebonnet Learning unit assessments.
- Teachers and instructional staff have collaboratively developed common unit assessments and district benchmarks for many years and integrity of the use of these assessments is a strength of Union Grove ISD.

- Refinement will be needed to explicitly outline expectations for the use of Bluebonnet Learning embedded assessments with clear guidelines for how and in what manner assessments may be adapted or changed. Also, any changes must be communicated to campus principals to ensure compliance with parents' access to the materials.
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## 5B. Structures for Assessment Practices

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

### TAKE ACTION: Structures for Assessment Practices

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

**Response:**

- Update district assessment calendars to reflect Bluebonnet Learning embedded assessments.
  - Communicate expectations regarding use of Bluebonnet Learning assessments and the process for any adjustments or modifications.
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**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.
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**Task:** Plan next steps that focus on high-impact changes to support effective assessment practices.

**Response:** The Elementary Principal will update the district assessment calendars to include Bluebonnet Learning unit assessments.

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

**Response: All teachers and other instructional staff will receive training and detailed information on expectations for Bluebonnet Learning assessments during in-service, onboarding, and orientation training.**

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