

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

Levelland ISD OER Transition Plan

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Action 1: Setting Implementation Goals

1A: Implementation Framework

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

Levelland ISD will adopt and implement high-quality instructional materials so that all students can achieve success in school and beyond. Bluebonnet Learning, an OER, for K-5 RLA and K-8 math. The availability of Bluebonnet was a good fit for Levelland ISD as the district had been implementing Eureka, Carnegie and Amplify for the past three years or more. Bluebonnet Learning takes those curriculums and aligns them 100% to Texas standards while maintaining lesson structure. Instructional Coordinators worked with teachers to create a desire to have curriculum better aligned to our needs and provided familiarity to current curriculum systems.

1B. Implementation Goals

Goal Area: Bluebonnet Learning Implementation

- **Bluebonnet Learning Implementation Goal:** 100% of teachers implement the materials consistently beginning in August and using throughout the school year.
 - **Measure(s):** Classroom walkthroughs using the Bluebonnet Learning observation form.
 - **Frequency:** Two walkthroughs (minimum) of each classroom will be conducted per semester.
 - **Progress Monitoring:** Quarterly data review and reflection at Professional Learning Communities (PLCs).
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Goal Area: Stakeholder Investment

- **Stakeholder Investment Goal:** 85% of teachers and leaders report high confidence in Bluebonnet Learning instructional materials by the end of the school year.
- **Measure(s):** Stakeholder surveys to teachers, instructional coaches, and school leaders
- **Frequency:** Two times during the school year (January, and April)
- **Progress Monitoring:** The curriculum team will synthesize the data and provide reports to campus leadership teams within one week of administration. Campus leadership teams will review, analyze, and plan next steps to support adaptive change management and continued investment in Bluebonnet Learning instructional materials.

Goal Area: Teacher Practice

- **Teacher Practice Goal:** 90% of teachers use unit or lesson internalization protocols at least once each week during collaborative planning time.
- **Measure(s):** PLC observations using review of annotations in Bluebonnet Learning teacher materials.
- **Frequency:** School leaders will observe one PLC per grade band each quarter; school leaders will review teacher annotations monthly.
- **Progress Monitoring:** Quarterly data review and reflection at campus leadership and district principal meetings.

Goal Area: Student Outcomes

- **Student Outcomes Goal:** 100% of students engage with grade-level content from Bluebonnet Learning and build familiarity with embedded routines and strategies.
- **Measure(s):** Classroom walkthroughs using the walkthrough form.
- **Frequency:** Two walkthroughs (minimum) of each classroom will be conducted per semester.
- **Progress Monitoring:** Quarterly data review and reflection at campus leadership meetings and at district Leadership Team meetings

ACTION 2: Creating the Conditions for Success

2A. Materials Access

Order Bluebonnet Learning instructional print materials. Identify quantity by grade level and campus.

- **Task owner/manager:** Director of Curriculum & Special Programs
- **Timeline:** March-April 2025
- **Key Actions/Steps:**
 - Secure quotes from vendors.
 - If necessary, seek board approval for expenditures exceeding \$50,000.
 - Order materials.

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:** Instructional Coordinators
- **Timeline:** March-April 2025

- **Key Actions/Steps:**
 - The Instructional Coordinators 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.
 - Quotes will be secured. Follow procurement policies to ensure delivery before the start of the school year.
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Determine the process for receiving and distributing materials to campuses and classrooms.

- **Task owner/manager:** Director of Curriculum & Special Programs
 - **Timeline:** June–July 2025
 - **Key Actions/Steps:**
 - Inventory all Bluebonnet Learning instructional materials upon delivery.
 - Divide and label for campus delivery.
 - Campus principals will ensure that delivered material matches the campus order form and is entered into the campus inventory.
 - 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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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 principals
 - **Timeline:** March 2025~May 2026
 - **Key Actions/Steps:**
 - Campus principals will ensure that all teachers, including general education and specialized teachers, instructional coaches, campus administrators, and any other relevant staff have access to Bluebonnet Learning instructional materials and any other related materials necessary for implementation.
 - Campus principals will ensure that all students have Bluebonnet Learning instructional materials and access to any manipulatives or other materials needed.
 - Campus principals have 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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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:** Instructional Technologist
- **Timeline:** April 2025–August 2025 and then ongoing through May 2026
- **Key Actions/Steps:**
 - The Instructional Technologist will provide training sessions for district leaders, campus principals and leadership teams, instructional coaches, and teachers on how to access and

- navigate Bluebonnet Learning instructional materials, specifically scope and sequences, protocols, and observation tools.
 - Campus principals will provide this training experience to any new staff hired after the start of the school year.
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If applicable, determine the process and timeline for digital access and related technology support resources.

- **Task owner/manager:** Instructional Technologist
 - **Timeline:** April–September 2025
 - **Key Actions/Steps:**
 - The Instructional Technologist will develop training or resources for staff to access and navigate digital versions of Bluebonnet Learning instructional materials.
 - The Instructional Technologist and team will communicate resources and provide training opportunities to staff.
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2B. Schedules and Calendars

Master Schedule(s):

Each campus will develop master schedules that allocate the recommended instructional minutes for Bluebonnet Learning instructional materials. Campuses may choose to allocate additional minutes but must ensure all additional instructional programming requirements are met as described in Levelland ISD administrative procedures.

- Bluebonnet Learning RLA Grades K–2, minimum of 120 minutes daily (60 minutes for foundational skills and 60 minutes for RLA)
 - Bluebonnet Learning RLA Grade 3, minimum of 120 minutes daily (plus an optional 30 minutes of foundational skills)
 - Bluebonnet Learning RLA Grades 4–5, minimum of 90 minutes daily
 - Bluebonnet Learning Math Grade K–5, minimum of 60 minutes daily
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Instructional Calendar(s):

Instructional Coordinators will develop an instructional calendar reflecting time for internalization and student work analysis at least 45 minutes per week during common planning time and teacher conference times.

2C. Aligned Expectations

Use of Bluebonnet Learning instructional materials.

- **Expectations:** Bluebonnet Learning instructional materials are used for daily Tier 1 instruction for all students without substituting or supplementing with other materials not approved for use. Other approved materials will be listed in the Approved Supplemental Materials List, maintained by the Director of Curriculum & Special Programs.
 - **Plan for Communication:** Expectations for materials use will be integrated into Bluebonnet Learning onboarding training for all stakeholders. All teachers, coaches, and school leaders will have the opportunity to review Bluebonnet Learning instructional materials during back-to-school in-service and will be able to make any recommendations for modifications and/or integration of any additional materials.
 - **Timeline:** A review of the materials will take place during the August in-service. Recommendations for modifications and/or the addition of supplementation materials can be submitted at any time. Recommendations and updates to the supplementation materials list will be made bi-annually (December and June).
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Internalization protocol and process.

- **Expectations:** Teachers prioritize internalization during common planning time and use Bluebonnet Learning protocols as the planning and preparation process for both common and individual practices. Teachers will annotate lessons in a way that demonstrates alignment with the protocols and will submit annotated lessons to their administrator for review at least once per nine-weeks. School leaders will observe PLCs weekly using the FOI Learning Walk Tool for Collaborative Planning.
 - **Plan for Communication:** All requirements for protocol use will be communicated to stakeholders as part of the onboarding and orientation training.
 - **Timeline:** Onboarding and orientation training will be scheduled throughout August. The training will be repeated in October and January for new hires.
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Student work analysis protocols and process.

- **Expectations:** Teachers, coaches, and leaders analyze student work using the Bluebonnet Learning protocol during common planning time at least once per month beginning in October.
 - **Plan for Communication:** All requirements for protocol use will be communicated to stakeholders as part of the onboarding and orientation training. Instructional coaches and school leaders will model the use of student work analysis protocol and review expectations for use during all PLCs in early October.
 - **Timeline:** Onboarding and orientation training will be scheduled throughout August. The training will be repeated in October and January for new hires.
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Curriculum-embedded assessment expectations.

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

fidelity of administration for Bluebonnet Learning unit assessments.

- **Plan for Communication:** Expectations for embedded-assessment use will be integrated into Bluebonnet Learning onboarding training for all stakeholders.
 - **Timeline: Onboarding and orientation training will be scheduled throughout August.** The training will be repeated in October and January for new hires. Principals will report on the fidelity of the use of Bluebonnet Learning assessments at Leadership Team meetings.
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2D. Professional Learning Plan

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 June and August. The June and August sessions will be hosted during the weekday by ESC staff.
 - **Who will lead/participate?** Our Education Service Center will provide options for receiving RBIS training. All classroom teachers, specialized teachers, instructional coaches, district curriculum and instruction coordinators and specialists (including all related programs), instructional coaches, principal supervisors, principals, and all school administrators are required to attend RBIS training. RBIS has previously been offered in Levelland ISD so not all staff will need this training again.
 - **What materials or resources are needed?** Our ESC will coordinate the training sessions during the Summer. Additional training times will be established as needed.
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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. Implementation goals and purpose/reasons for implementation of Bluebonnet Learning will be the presented by assigned trainers.
 - **Who will lead/participate?** The Superintendent, Curriculum Team, and campus principals will lead the development and delivery of these experiences. Attendees will include all instructional staff.
 - **What materials or resources are needed?** Leaders will study and use the Bluebonnet Learning Program and Course Level Resources along with resources from the service center to develop a launch presentation. The Curriculum Team will develop a protocol for recurring discussion of these topics at Leadership Team meetings.
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Bluebonnet Learning instructional material onboarding and orientation.

- **When will this happen?** Levelland ISD will partner with our Education Service Center to provide onboarding and orientation for Bluebonnet Learning instructional materials in August and September.
- **Who will lead/participate?** Sessions will be led jointly by ESC partners and Levelland ISD curriculum and instruction staff. All elementary and 6-8 math instructional staff and leaders will attend the onboarding and orientation training.

- **What materials or resources are needed?**

The ESC will organize with the Curriculum Team the sessions and arrange any materials or resources needed.

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

- **When will this happen?** As Bluebonnet Learning mirrors Eureka, Great Minds and Amplify—which were already in place with systems—PLC’s will be used to understand design principles.
 - **Who will lead/participate?** Instructional coordinators will plan and lead PLCs for math and RLA staff.
 - **What materials or resources are needed?** Instructional Coordinators and campus staff will use the Bluebonnet Learning internalization protocols for facilitation sessions.
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Regular unit and lesson internalization in collaborative teams and/or individually with an instructional coach or school leader.

- **When will this happen?** As Bluebonnet Learning mirrors Eureka, Great Minds and Amplify—which were already in place with systems—PLC’s will be used to internalize lessons.
 - **Who will lead/participate?** Instructional coordinators will plan and lead PLCs for math and RLA staff.
 - **What materials or resources are needed?** Instructional Coordinators and campus staff will use the Bluebonnet Learning internalization protocols for facilitation sessions.
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Regular student work analysis in collaborative teams and/or individually with an instructional coach or school leader.

- **When will this happen?** During PLCs and PLC/PD days throughout the year, instructional coordinators, teachers and school leaders will engage in student work analysis. Additional student work or data analysis support sessions may occur at the teacher's discretion.
 - **Who will lead/participate?** Instructional coaches and 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 instructional coaches/school leaders for all teams/teachers.
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Regular observation and feedback cycles with an instructional coach or school leader.

- **When will this happen?** School leaders and instructional coaches will observe classrooms a minimum of twice per semester.
 - **Who will lead/participate?** School leaders and instructional coaches will conduct observations of K–5 RLA and math general education and specialized teachers.
 - **What materials or resources are needed?** Bluebonnet Learning observation tool, Bluebonnet Learning instructional materials (teacher’s guide)
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2E. Adaptive Change and Communication

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, and combined with strong instruction, engagement, and high expectations, they achieve higher outcomes. Our expectations for student learning are reflected in the materials (assignments, texts, assessments) that we give them. Students will rise to the occasion and do what is asked of them. When expectations are high, student performance and outcomes are also high. Implementing rigorous instructional materials does not preclude teachers from supporting and accommodating individual learners.
 - **Audience:** All district instructional and leadership staff
 - **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, Director of Curriculum and Special Programs, and Instructional Coordinators and made available for parent access through any classroom using a learning management system 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. Each campus principal will submit their plan for this item to the Director of Curriculum & Special Programs by July 31.
 - **Considerations:** This message and communication item connects to Action 2C: the use of Bluebonnet Learning instructional materials and Action 3C: instructional flexibility to support all learners. Additionally, all principals must ensure that teachers and other relevant staff understand the statutes about Access to Teaching Materials as described in TEC §26.006.
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Key Message 3: Which adaptive strategies will we use to support positive change management?

- **Message:** Levelland 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 Levelland 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 including the deck templates for principals to use at faculty meetings.
- We will send quarterly “Bluebonnet Learning Updates” that include celebrations and a summary of growth as measured by progress monitoring of the implementation goals.

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

3A. Analyzing PLC Practices

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?

The district has had a PLC structure in place for over a decade and it is a time protected by campus leadership for teachers to meet and plan. Campus leadership regularly attends PLCs—which are led by instructional coordinators and guided by a focused agenda.

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

- **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. In addition, a PLC/PD day is embedded into district calendar once per six weeks and may be used 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.
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3B. Structures for Internalization and PLCs

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

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.

Instructional Coordinators and Assistant Principals:

- Complete Bluebonnet Learning onboarding and orientation training to gain a deep understanding of the product and unit/lesson internalization protocols.
- Support teachers to improve their use of Bluebonnet Learning internalization protocols by providing PLC support and co-planning.
- Plan and lead collaborative planning time with teams of teachers.

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 PLC meetings and collaborative planning time led by an instructional coach or other instructional leader.

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

1. Redefine Levelland's Vision for PLCs to focus on Bluebonnet Learning best practices, design principals, and use of protocols.
2. Train instructional coaches and school leaders to develop PLC agendas focused on the use of Bluebonnet Learning protocols.
3. Determine and communicate stakeholder (leaders, teachers) roles and responsibilities for PLCs.
4. Develop a protocol calendar for instructional leaders to guide their facilitation of each of the Bluebonnet Learning protocols.

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

Time: The master schedule includes protected, weekly meeting time(s) for general education and specialized teachers to meet with instructional coaches or school leaders to meet for at least 45 minutes weekly for internalization practices.

Ownership: Schools have identified instructional coordinators and school leaders who will plan and facilitate collaborative planning time and provide teachers feedback and support on their preparation.

Protocols: Teachers, instructional coaches, and school leaders are familiar with and have received training on

the Bluebonnet Learning protocols for unit internalization, lesson internalization, and student work analysis.

Accountability: There is a process for monitoring progress towards effective internalization and aligned expectations for teachers. There is the expectation to annotate within the Bluebonnet Learning instructional materials instead of filling out a standardized lesson plan template.

3C. Supporting All Learners

Guidelines for Bluebonnet Learning Embedded Supports

Teachers will identify which embedded supports will be used during instruction when internalizing lessons. These supports will be annotated in the teacher guide and available to instructional coaches and school leaders prior to the lesson's instructional delivery.

Guidelines for Engagement Strategies

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

Guidelines for Instructional Flexibility

Teachers have flexibility within the scope and sequence of five instructional days to adjust pacing to address the needs of each student. Teachers can adjust instructional strategies and resources to meet the needs of a student's Individualized Education Plan (IEP) or other educational needs. Additionally, teachers will have the opportunity to review materials and make recommendations regarding the use of additional materials.

ACTION 4: Establishing Observation and Feedback Practices

4A. Observation Expectations

Clearly define the purpose of observations.

At Levelland ISD, district and school leaders use a developed walkthrough tool in Strive to conduct walkthroughs to collect evidence of the fidelity of implementation and to measure attainment toward goals. School leaders and instructional coaches may also use the Bluebonnet Learning observation tool to engage in cycles of observation and feedback to support continuous growth and development of teaching and educative practices using Bluebonnet Learning instructional materials.

Next Steps:

- District leaders, school leaders, and instructional coaches will receive training specific to the observation and feedback practices used with Bluebonnet Learning during the Leadership Team BOY Training in July. The Director of Curriculum and Special Programs will coordinate.
- District leaders, school leaders, and instructional coordinators will engage in practice opportunities with the observation instruments twice in September and October. The Director of Curriculum and Special Programs will coordinate these events.

Name the observation expectations and responsibilities for school leaders.**District Leader Roles and Responsibilities**

- Have a high-level understanding of the observation tools that coordinators and school leaders will use to provide feedback to teachers.
- Use Bluebonnet Learning Observation Tools and walkthrough tools to co-observe with school leaders and norms on evidence of internalization and fidelity of implementation.
- Support school leaders in analyzing and responding to data collected during observations and learning walks.

School Leader Roles and Responsibilities

- Co-observe classroom instruction with designated coaches to ensure alignment on what to look for when observing instruction for evidence of internalization.
- Observe feedback meetings and coaching sessions to look for evidence that these conversations are grounded in the Bluebonnet Learning instructional materials and that meaningful connections are being made back to planning and internalization.
- Support coaches in developing effective observation and feedback schedules; monitor implementation of these schedules and support coaches to adjust as needed.

Next Steps:

- District leaders, school leaders, and instructional coaches will receive training specific to the observation and feedback practices used with Bluebonnet Learning during the Leadership Team BOY Training in July. The Director of Curriculum and Special Programs will coordinate.
- The Superintendent, Director of Curriculum and Special Programs and Instructional Coordinators will develop expectations and outline planning related to conducting learning walks and observation and feedback cycles that will be shared as part of the training content during the July Leadership Team Training.

Name the observation expectations and responsibilities of instructional coordinators/coaches.

- Leverage training and professional development to regularly observe classroom instruction using the Bluebonnet Learning Observation and/or walkthrough tools.

- Review the Bluebonnet Learning lesson before classroom observations and reference the lesson as needed during the observation.
- Provide content-specific feedback to teachers and connect this feedback to planning and internalization when appropriate.
- Support teachers during feedback meetings to examine upcoming lessons to identify opportunities to implement action steps.
- Collect and report data on evidence of internalization in alignment with progress monitoring expectations.

Next Steps: District leaders, school leaders, and instructional coordinators/coaches will receive training specific to the observation and feedback practices used with Bluebonnet Learning during the Leadership Team BOY Meeting in July.

Explain which observation tool(s) will be used.

Bluebonnet Learning Observation Tools and the district formal walkthrough will be used for monitoring the fidelity of implementation and to provide ongoing, job-embedded support through feedback to teachers.

Next Steps:

- The Director of Curriculum and Special Programs and District Testing Coordinator will ensure all district/school leaders and instructional coordinators/coaches have access to the Bluebonnet Learning observation tool.
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Decide on the coordination regarding the cadence, frequency, and scheduling of observations.

- Each teacher will be observed formally prior to February.
- Each teacher will be formally observed during two walkthroughs per semester.
- Additional walkthroughs will be conducted as needed.

Next Steps: The district will develop the T-TESS calendar for the district and share these with campus principals by July 31.

Name the requirements for documentation and follow-up.

All observations will be recorded and shared with each teacher observed. Documentation will be recorded electronically. All documentation will be uploaded or entered into Strive, the district observation platform.

Next Steps:

- The District Testing Coordinator will update the district observation platform to include the Bluebonnet Learning observation tools.

- School leaders and instructional coordinators/coaches will receive information about documentation and follow-up for Bluebonnet Learning observations during the leader training on Bluebonnet Learning observation and feedback.

4B. Observation and Feedback Cycles

School leader and instructional coach training and practice.

District/school leaders and instructional coaches will receive training on the Bluebonnet Learning observation tools and have opportunities to practice using the tools.

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

Coaching Model.

Decision/Expectations: Levelland ISD school leaders and coaches will use Get Better Faster to provide feedback and ongoing professional learning and development to teachers implementing Bluebonnet Learning.

Feedback Cycle Process.

Decision/Expectations: Teachers will receive feedback, in person, from their observer at least twice per semester using Get Better Faster 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. Feedback and action steps will be recorded on the district observation platform.

Next Steps: The Superintendent and Director of Curriculum & Special Programs will meet with campus leaders and instructional coordinators/coaches to communicate expectations and processes.

Ongoing, Job-embedded Support.

Decision/Expectations: Teachers will receive ongoing, job-embedded support through the process of the observation, walkthrough and feedback cycles. School leaders and instructional coordinators/coaches will engage in co-observations and coaching sessions with their supervisors once per semester as part of their leader ongoing, job-embedded support.

Measuring Impact.

Decision/Expectations: Instructional coordinators/coaches will measure impact based on the data entered in the district observation platform specific to the action steps identified and the degree that teachers are implementing these actions successfully.

Next Steps:

- PLC teams will review data to develop action steps.

ACTION 5: Aligning Assessment Strategy

5A. Analyzing Assessment Practices

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

- The District Testing Coordinator will create comprehensive assessment calendars that track universal screeners, district benchmarks, interim assessments, and other assessments administered 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 campus 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.
- Areas that will need improvement include the shift to also using Bluebonnet Learning assessments.

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

- A key to success is the practice of maintaining an assessment calendar. Levelland ISD will refine this to create assessment calendars that include the Bluebonnet Learning unit assessments and will remove the district created benchmark exams where applicable.
- 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 Levelland ISD. Refinement will be needed to explicitly outline expectations for the use of Bluebonnet.

5B. Structures for Assessment Practices

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

- 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.

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

- 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.
- Data analysis practices will entail a practice of using the student work analysis protocol for data analysis purposes.

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

- District leadership will develop guidelines and samples for communicating expectations for the prioritization of Bluebonnet Learning embedded assessments, which assessments will no longer be administered, and the process and legal requirements for any adjustments or modifications made to Bluebonnet Learning assessments.

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

- The Superintendent and district leadership team will communicate assessment strategy updates and expectations to all school leaders and instructional coaches during the Administrator meetings in July.
 - All teachers and other instructional staff will receive training and detailed information on expectations for Bluebonnet Learning assessments during onboarding and orientation training.
-