



JUDSON INDEPENDENT SCHOOL DISTRICT

Meeting Date: May 15, 2025

Submitted By: Dr. Lacey Gosch
Title: Assistant Superintendent

Agenda Item: Consider and take action regarding approving the adoption of the Open Educational Resource (OER) Instructional Material Transition Plan for Bluebonnet Math.

CONSENT ITEM

RECOMMENDATION:

That the Board approve and adopt the Open Educational Resource (OER) Transition Plan for Bluebonnet Math.

IMPACT/RATIONALE:

For a school district to qualify for the State-Developed OER Entitlement (\$20) per student for additional instructional materials procurement funding, the school district's Board of Trustees must adopt an OER Instructional Material Transition Plan. A transition plan is required when initially adopting or expanding implementation of SBOE-approved instructional materials for any grade level or subject/course. Judson ISD previously adopted Eureka Math for K-5 for all campuses and Carengie Math for grades 6-8 at three of the five middle schools. Therefore, the move to Bluebonnet Math is viewed as a continuance of our existing instructional materials and does not require the proposed OER Transition Plan. At the April Board meeting, the district expanded the adoption to the other two middle school campuses and Algebra 1. The OER Plan presented fulfills the TAC 67.1315 requirement for the expansion of use in the district. Although, the state only requires that the plan address the expansion campuses and use, the district has written the plan to address all grade levels due to the extensive feedback requesting professional development and additional support for improved implementation from the review process from the instructional materials K12 committee members. Transition plans for locally maintained by the school district and does not require submission to TEA or the Commissioner. However, the plan must be in place and approved in order to qualify for the OER funding. OER Transition Plans may also be revised to address any changes that a district may make to the instructional materials or use of the instructional materials in order to meet district needs. OER instructional materials, such as Bluebonnet, are designed to be customizable by districts to allow the local education agency (school district or charter) to make changes, add to the resource, or remove items from the resource to meet district needs. The SBOE guarantees that the resources meet 100%



of the TEKS even if a district chooses to make changes to the materials. Once materials are edited or changed, the OER Transition Plan will be revised and must be brought back to the Board of Trustees for approval and adoption. This plan addresses the expansion of the materials to all grades K-9, and provides detailed steps for implementation, training, use and review of materials to meet district needs.

BOARD ACTION REQUESTED:

Approval/Disapproval

ACTION 1: Setting Implementation Goals

1A: Judson ISD Implementation Framework

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

Key Questions to Consider:

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

Resources:

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

TAKE ACTION: Implementation Framework

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

The initial phase of Bluebonnet Learning implementation, which will begin in the 25-26 school year, will focus on the initial rollout and foundational setup. We have divided the initial rollout into five critical components.

Component 1-Planning and Preparation

- Finalizing curriculum scope and sequence aligned with Bluebonnet Learning's framework.
- Identifying target grade levels, subjects, or student groups.
- Coordinating timelines and implementation milestones.

Component 2-Professional Development

- Initial training for educators and staff will focus on Bluebonnet Learning tools, instructional strategies, and assessment methods.
- We are hosting sessions and hands-on workshops to ensure teacher readiness. Based on teacher feedback, we have scheduled these sessions for late May, July, and August.

Component 3-Curriculum Integration

- The JISD Curriculum and Instruction department will embed Bluebonnet resources and instructional models into lesson plans.
- The JISD Curriculum and Instruction department will focus on aligning pacing guides and assessment calendars with the Bluebonnet structure.

Component 4-Technology Setup

- The JISD Technology department will ensure access to necessary digital platforms or resources Bluebonnet Learning uses.
- The JISD Technology department will address technology infrastructure needs (e.g., student devices, login stems).

Component 5-Communication and Support

- The JISD Curriculum and Instruction department, in conjunction with the campus leadership, will engage families and stakeholders with overviews of Bluebonnet Learning goals and benefits.
- Campus leadership will establish feedback channels for staff during initial implementation. The JISD Curriculum and Instruction Committee will also create a space for teacher feedback on the initial implementation process.

1B. Implementation Goals

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

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

Key Questions to Consider:

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

Resources:

- [Fidelity of Implementation \(FOI\) Look-Fors](#) - This chart identifies key fidelity of implementation outcomes and look-fors associated with those outcomes.
- [Sample Implementation Goals](#) - This resource provides an example of implementation goals and progress monitoring.
- [FOI Learning Walk Tools](#) - Aligned with the Fidelity of Implementation Look-Fors, this resource can be used to evaluate the degree of fidelity and progress toward implementation goals.

- [FOI Learning Walk Companion Guide](#) - The companion guide provides leaders with a step-by-step process for conducting learning walk cycles.

TAKE ACTION: Implementation Goals

Goal Area: Bluebonnet Learning Implementation

- **Goal:** 100% of teachers will implement the required materials with fidelity by the middle of the school year.
 - **Measure(s):** Bluebonnet Learning observation form will be used for classroom walkthroughs year-round.
 - **Frequency:** Minimum monthly walkthroughs of each classroom.
 - **Progress Monitoring:** Monthly data review and reflection with academic campus leadership and district curriculum team.
-

Goal Area: Stakeholder Investment

- **Goal:** 85% of teachers and campus leaders report confidence in their ability to implement the Bluebonnet Learning instructional materials by the end of the school year.
 - **Measure(s):** Surveys to teachers, campus instructional trainers, and campus leadership.
 - **Frequency:** Three times during the school year (BOY, MOY, EOY)
 - **Progress Monitoring:** The curriculum department will gather and synthesize the data and provide reports to all stakeholders within one week of survey completion.
-

Goal Area: Teacher Practice

- **Goal:** 90% of teachers use the lesson internalization protocol at least once each week during collaborative planning time.
 - **Measure(s):** PLC observations using collaborative planning tools and/or review of annotations in Bluebonnet Learning teacher materials.
 - **Frequency:** Campus instructional leadership will observe at least one PLC per grade level or content area (secondary), per month.
 - **Progress Monitoring:** Campus and district leadership will analyze data at BOY, MOY, and EOY during principal and data-review meetings.
-

Goal Area: Student Outcomes

- **Goal:** 100% of students engage with grade-level content from Bluebonnet Learning material and are familiar with embedded routines and strategies.
- **Measure(s):** Classroom walkthroughs using the Bluebonnet Learning observation tool.
- **Frequency:** Minimum biweekly walkthroughs for each classroom.

- **Progress Monitoring:** Campus and district instructional leadership will analyze data at BOY, MOY, EOY during principal and data-review meetings.
-

ACTION 2: Creating the Conditions for Success

2A. Materials Access

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

Key Questions to Consider:

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

Resource:

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

TAKE ACTION: Materials Access Planning

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

- Task owner/manager: Instructional Materials Coordinator
- Timeline: January 2025 - June 2025
- Key Actions/Steps:
 - The Instructional Materials Coordinator schedules materials reviews by teachers, staff and curriculum personnel to gather feedback on products.
 - The Instructional Materials Coordinator schedules meetings with the Curriculum Coordinators and the Director of PEIMS and Student Services to review classroom needs and student numbers for ordering.

- The Instructional Materials Coordinator will meet with the District Instructional Materials Committee to review all materials order forms to include pricing for the items, total EMAT funding available for programming, materials specified in the orders.
- The Instructional Materials Coordinator will meet with the District Instructional Materials Committee to review the TEKS Certification and ensure that all items including Bluebonnet are included for all appropriate grade levels.
- The Instructional Materials Coordinator will prepare and provide the completed documentation of the TEKS Certification and the Instructional Materials adoption information to the Assistant Superintendent of Support Services for inclusion in the Board of Trustees meeting materials for review and approval.
- Submission of the TEKS Certification and the Instructional Materials Adoption to the JISD Board of Trustees Consent Agenda for approval by the JISD Board of Trustees.
- Upon approval of the TEKS Certification by the Board of trustees, the instructional materials coordinator will submit the order via EMAT.

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: Instructional Materials Coordinator
- Timeline: January 2025 - June 2025
- Key Actions/Steps:
 - Through the K12 Campus Review process, the instructional materials coordinator will collect data from participants to assess the need for related manipulatives.
 - Using the District Instructional Materials Committee, the Instructional Materials Coordinator will gather information and data from the committee about existing programs, manipulatives, and products needed to support implementation and purchase through EMAT.
 - The EMAT budget will be shared with the District Instructional Materials Committee to assess available EMAT funds and prioritize manipulatives for purchase with funds.
 - Items identified as manipulatives qualifying for purchase via EMAT will be added to the TEKS Certification of supplemental materials and manipulatives to support implementation.
 - Upon approval of the TEKS Certification by the Board of trustees, the instructional materials coordinator will submit the order via EMAT.

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

- Task owner/manager: Instructional Materials Coordinator
- Timeline: June 2025 - August 2025
- Key Actions/Steps:
 - Upon the arrival of shipments to the JISD Warehouse, the Instructional Materials Coordinator will review packing slips and materials, verifying that all materials are received for payment.
 - The Instructional Materials Coordinator will upload the completed packing slips into the Textbook Inventory program and transfer the appropriate number of materials in the Inventory system to the specified campuses based on original orders.
 - The Instructional Materials Coordinator will designate the materials to go to each site and assign those resources to the individual campuses.
 - The Instructional Material Coordinator will work with the JISD Warehouse staff to schedule the delivery of materials to the individual campuses.
 - The Campus Librarian will receive the materials from the JISD warehouse and verify receipt of each item by scanning the materials into the JISD Textbook Inventory program to certify that all materials are received.
 - The Campus Librarian will schedule a pick up time for staff members to come to the library to receive instructional materials.

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

- Task owner/manager: Instructional Materials Coordinator
- Timeline: May 2025 - August 2025
- Key Actions/Steps:
 - The Instructional Materials Coordinator will communicate with the Curriculum and Instruction Department, campus principals and librarians the status of the ordering, delivery and distribution of the materials via email and Friday Memo.
 - Campus Principals and the campus Librarian will communicate the distribution process to teachers and staff at the campus site once materials are delivered and ready for distribution.
 - The Instructional Materials Coordinator will communicate with Principals the process for parental review of instructional materials.

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 Principals (with support from Curriculum and Instruction Dept)
- Timeline: June 2025-May 2026
- Key Actions/Steps:

- Campus principals will ensure that all teachers (general education, special education, instructional support, and academic leaders) will have access to Bluebonnet Learning instructional materials and related materials necessary for implementation.
- Campus principals will ensure that all students have access to Bluebonnet Learning instructional materials and access to any manipulatives or other materials needed.
- Campus principals will use TipWeb to maintain an inventory of teaching materials and maintain these materials on their campus.

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: Curriculum and Instructional Department and Campus Principals
- Timeline: May 2025-May 2026
- Key Actions/Steps:
 - The Elementary Curriculum and Instruction Department and Campus Principal in conjunction with an outside vendor will provide training sessions for district leaders, campus principals, instructional leaders, and classroom teachers on how to access and navigate Bluebonnet Learning instructional materials, specifically scope and sequence, protocols, and observation tools.
 - The Elementary Curriculum and Instruction Department, in conjunction with Campus Principals will provide this training experience to any new staff hired after the start of the year.

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

- Task owner/manager: System Administrator - SIS Integration
- Timeline: July - August 2025
- Key Actions/Steps:
 - The Instructional Materials Coordinator will contact the System Administrator with the online credentials to set up student access once materials arrive in the district.
 - The PEIMS Department will schedule the active roll over of student data for the new school year.
 - Upon completion of the roll to the new school year, the System Administrator will verify that all teacher rosters and student data is available in Classlink for textbook assignment.
 - The System Administrator will work with Bluebonnet to ensure the proper setup of single sign-on access to instructional materials through classlink.
 - The System Administrator will contact the Curriculum and Instruction department to verify teacher and student access to digital materials through Classlink. This process is completed by testing system access prior to student use and distributing access reports.
 - Curriculum and Instruction will notify teachers of access to textbooks for students.
 - The Technology Department will work collaboratively with the Curriculum and Instruction Department to resolve any access issues.

- The System Administrator will develop a process to continue to identify new students as they enter the district to ensure continued access to instructional materials.
-

2B. Schedules and Calendars

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

Key Questions to Consider:

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

Resource:

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

TAKE ACTION: Schedules and Calendars

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

Response/Resource:

Each campus will develop master schedules that allocate the required amount of instructional minutes for Bluebonnet Learning instructional materials as described in the Judson ISD elementary and secondary math frameworks.

- Bluebonnet Learning Math Grades K-5 will have a minimum of 60 minutes daily, with 30 additional minutes for small group instruction, totaling 90 minutes.
- Bluebonnet Learning Math Grades 6-8, Algebra 1 (middle school) will have a minimum of 45 minutes daily, with 45 additional minutes for MTSS math instruction.

- Bluebonnet Learning Math Algebra 1 (high school) will have a minimum of 50 minutes daily.

Instructional Calendar(s): Describe expectations and guidelines for the development of an instructional calendar that includes time allocations for teacher planning and preparation including routine time for collaborative planning and preparation with an instructional coach and/or school leader. Include resources/links, as necessary, of instructional calendars that reflect instructional minute allocations for teacher planning and preparation, including opportunities for collaboration.

Response/Resource:

Each campus will develop a PLC calendar that includes opportunities for guided internalization, student work sample analysis, and data reviews weekly.

Teachers will participate in collaborative planning with their grade level/content teams weekly for lesson internalization.

2C. Aligned Expectations

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

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

Key Questions to Consider:

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

Resources:

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

TAKE ACTION: Aligned Expectations

Alignment Item: Use of Bluebonnet Learning instructional materials.

- **Expectations:** Teachers will use Bluebonnet Learning instructional materials in daily Tier 1 instruction for students with substituting or supplementing with approved materials for use. Approved materials will be listed on the Approved Supplemental Materials List developed by the Elementary and Secondary Math Coordinators.
- **Plan for Communication:** Bluebonnet Learning Implementation training will be provided to all district stakeholders such as teachers, academic instructional trainers, and campus administration in a phased fashion. Teachers will participate in a Bluebonnet Learning Launch during designated district professional development days in May, July, and August. Campus administration and Academic Trainers will participate in professional development regarding implementation and monitoring during the June Curriculum and Instruction Summer Institute, July Leadership Summit, and during monthly meetings throughout the school year. The Elementary and Secondary math coordinators will use the Curriculum and Instruction Committee members to review the supplemental materials and update the Approved Supplementation Materials List accordingly.
- **Timeline:** Teachers will be given the opportunity to review materials and provide feedback for modifications and/or additional supplemental materials throughout the year. The Curriculum and Instruction Committee will convene no later than the first week in August to review modifications and/or additional supplemental materials submitted by teachers. Updates to the Supplemental Materials List will be made four times a year–September, December, March, and June.

Alignment Item: Internalization protocol and process.

- **Expectations:** Mathematics teachers prioritize lesson internalization are provided Bluebonnet Learning protocols as the planning and preparation process for both common and individual planning practices.
- **Plan for Communication:** Lesson internalization protocols and processes will be communicated to stakeholders as part of the onboarding and orientation training sessions.
- **Timeline:** Onboarding and orientation training will be scheduled in May, July, and August. District math coordinators will provide training for teachers hired after August 2025.

Alignment Item: Student work analysis protocols and process.

- **Expectations:** Campus leaders, teachers, and academic trainers analyze student work products using the Bluebonnet Learning Mathematics protocol during common planning time at least once a quarter (9-week) beginning in September.
 - **Plan for Communication:** Requirements for protocol use will be communicated to stakeholders during the onboarding and orientation training. Campus leaders and Academic Trainers will model the use of the student work analysis protocol and review expectations for use during the September PLC.
 - **Timeline:** Onboarding and orientation training will be scheduled starting in May and continuing in July and August 2025.
-

Alignment Item: Curriculum-embedded assessment expectations.

- Expectations: Mathematics teachers will consistently administer Bluebonnet Learning Mathematics embedded formative assessments (Problem Set and Exit Tickets). Teachers will administer a hybrid of the Bluebonnet Learning assessment and district-created assessments. Modification and/or accommodations may be made to meet individual student needs based on IEP or another student's educational plan. School administration will monitor the fidelity of administration of the assessments.
 - Plan for Communication: Expectations for embedded-assessment use will be integrated into Bluebonnet Learning onboarding for all stakeholders.
 - Timeline: Onboarding and orientation training will be scheduled for the months of May, July, and August. Training will be provided by the Mathematics coordinators, academic trainers, or campus leadership after August 2025.
-

2D. Professional Learning Plan

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

Key Questions to Consider:

- Do general education teachers, specialized teachers, instructional coaches, and school leaders have opportunities to sufficiently orient themselves to the Bluebonnet Learning instructional materials?
- Is professional learning scheduled throughout the year grounded within the Bluebonnet Learning instructional material?
- Are systems in place to monitor and support professional learning attendance and efficacy?
- What are the expectations for routine observation and feedback cycles that focus on prioritizing fidelity of implementation, leveraging the Bluebonnet Learning observation tools, and providing feedback to teachers to support professional learning and growth?

Resources:

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

TAKE ACTION: Professional Learning Plan

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

- **When will this happen?** RBIS training will be an ongoing training that is integrated into all math professional development opportunities.
- **Who will lead/participate?** The Curriculum and Instruction department, Principals, and Academic Leaders will lead the delivery of these experiences. Trainers from Great Minds and Carnegie will provide professional learning opportunities. All instructional staff will participate in these training experiences.
- **What materials or resources are needed?** Campus leaders and instructional staff will be trained on the elementary and secondary math framework, the Bluebonnet implementation plan, and will be trained with resources from Carnegie and Great Minds.

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

- **When will this happen?** Principals, Academic Leaders, and teachers will be trained on expectations, goals, and the change. We will train new teachers and late hires at new teacher orientation. They will receive general expectations regarding the use of Bluebonnet learning Math instructional materials. Continued professional learning and coaching for teachers and academic leaders will be provided by the elementary and secondary math coordinators. Additional support and expectations will be integrated into principal meetings and campus-level PLC meetings, faculty/staff meetings.
- **Who will lead/participate?** The Curriculum and Instruction department, Principals, and Academic Leaders will lead the delivery of these experiences. Trainers from Great Minds and Carnegie will provide professional learning opportunities. All instructional staff will participate in these training experiences.
- **What materials or resources are needed?** Campus Leaders and instructional staff will be trained on the elementary and secondary math framework, the Bluebonnet implementation plan, and will be trained with resources from Carnegie and Great Minds.

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

- **When will this happen?**
 - Elementary**-Judson ISD will partner with Great Minds for Bluebonnet Learning: Foundations in May prior to teachers leaving for summer break. During this training, participants will understand the foundational design features of Bluebonnet Learning K-5 Math and explore what is the same and different between Eureka Math TEKS Edition and Bluebonnet Learning Math K-5. Participants will experience a Bluebonnet Learning K-5 Math demo lesson.
 - Secondary**-Judson ISD will partner with Carnegie for Bluebonnet: Jumpstart at the end of May prior to teachers leaving for summer break. Participants will be able to enrich daily instruction by applying knowledge of program organization and pedagogy. They will discover Bluebonnet resources and understand how to use the instructional resources to enhance instructional delivery and student learning.
- **Who will lead/participate?** Elementary session will be led by Great Minds. Secondary sessions will be held by Carnegie.
- **What materials or resources are needed?** Elementary and Secondary Math Coordinators will communicate with Great Minds and Carnegie to ensure that presenters and participants have the materials needed to engage in the training sessions.

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

- **When will this happen?**
 - a. **Elementary**-Teachers will receive the Bluebonnet: Module Studies training at the end of July. During this training, participants build knowledge of a grade band's key concepts through the exploration of associated models and academic language. Teachers will also get the opportunity to use their knowledge of the K-5 math story to make instructional decisions for addressing unfinished learning and ensuring all students access grade-level content.
 - b. **Secondary**-Judson ISD will partner with Carnegie for Bluebonnet: Experience the Joy of Mathematics-The Teacher Perspective at the end of July prior to teachers returning from summer break. Participants will be able to: Enrich daily instruction by applying knowledge of program organization and pedagogy, Identify program resources and instructional tools to support effective whole and small group instruction, including differentiation and assessment Access and assign Bluebonnet resources in Clear Learning Center and understand how to use the instructional resources to enhance instructional delivery and student learning
- **Who will lead/participate?** Elementary session will be led by Great Minds. Secondary sessions will be held by Carnegie.
- **What materials or resources are needed?** Elementary and Secondary Math Coordinators will communicate with Great Minds and Carnegie to ensure that presenters and participants have the materials needed to engage in the training sessions.

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?** All instructional staff, both elementary and secondary, will be trained on lesson internalization, incorporating manipulatives, building anchor charts, and lesson rehearsal at the beginning of school professional development sessions in August. Campus leadership and academic leaders will facilitate/monitor lesson internalization on each campus. Additional internalization support sessions may occur at the teacher's request/discretion.
- **Who will lead/participate?** Elementary session will be led by Great Minds. Secondary sessions will be held by Carnegie. District coordinators, Campus Leadership, and campus academic leaders will facilitate internalization practice using the Bluebonnet Learning internalization protocols. All math teachers will participate in collaborative planning sessions/lesson internalization sessions by grade/content.
- **What materials or resources are needed?** Bluebonnet Learning instructional materials and protocols and available instructional coaches/school leaders for all teaching teams/teachers.

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, academic leaders, and campus leaders will engage in student work sample analysis of Bluebonnet Learning instructional materials to calibrate with colleagues and collaborate on best practices.
- **Who will lead/participate?** Campus leaders and academic leaders will facilitate student work sample analysis with grade levels and/or vertical content teams.
- **What materials or resources are needed?** Bluebonnet Learning instructional materials will be used in this analysis.

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

- **When will this happen?** Campus leaders and academic leaders will observe classroom instruction weekly with each teacher receiving an observation (with reflective feedback) at least once every grading period.
- **Who will lead/participate?** Campus leaders and academic leaders will conduct observations and walkthroughs of all K-8 math teachers and Algebra 1 teachers. Elementary and secondary math coordinators will support these observations and coaching as needed.
- **What materials or resources are needed?** District walkthrough forms, TTESS evaluation forms, Bluebonnet Learning observation tools, Bluebonnet Learning instructional materials and teacher's guides.

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 facilitated internalization sessions, facilitated work sample analysis sessions, observation and coaching sessions, and optional additional support at the teacher's discretion.
- **Who will lead/participate?** Campus leaders and academic leaders facilitate ongoing support. The Curriculum and Instruction department will serve as a resource and support for job embedded, curriculum-based professional learning.
- **What materials or resources are needed?** Campus leadership and academic leaders will need specific training on facilitation and coaching with Bluebonnet Learning Mathematics instructional materials (Which will be provided prior to the start of the school year), protocols, and observation tools.

2E. Adaptive Change and Communication

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

Key Questions to Consider:

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

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

Resources:

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

TAKE ACTION: Adaptive Change and Communication

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

Message: When students are given grade-level assignments, research-based activities aligned with the TEKS, and quality tier-1 instruction paired with high expectations, students will achieve academic success.

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

Timeline: Spring 2025 training sessions, back-to-school in-service sessions, and ongoing throughout the school year.

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: Although no plans for modifications to components of Bluebonnet Learning Mathematics instructional materials, sequencing, and/or formative assessments are currently expected, if modifications are needed, they will be available for parent review as outlined in statutes (TEC §26.006). Any changes must be reported to the campus principal and Elementary Mathematics Curriculum Coordinator and made available for parent access to an LMS (such as Google Classroom or district-maintained public website) before the start of the unit in which the modifications will be used.

Audience: All instructional staff, families, and stakeholders.

Timeline: Ongoing communication with internal stakeholders and families.

Considerations: This message and communication item connect to Action 2C: the use of Bluebonnet Learning Mathematics 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.

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

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

Audience: Judson ISD community of stakeholders.

Timeline: On-going, beginning in the 25-26 school year 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 Mathematics instructional materials and ensuring the message is shared widely including the deck templates for campus leaders to use at faculty meetings.
 - We will have regular updates that include celebrations and a summary of growth as measured by progress monitoring (both student achievement and that of the implementation goals).
 - We will gather feedback and respond to questions in a timely manner.
-

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

3A. Analyzing PLC Practices

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

Key Actions to Consider:

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

Key Questions to Consider:

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

Resources:

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

TAKE ACTION: Analyzing PLC Practices

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

Response: Judson ISD put a PLC structure in place during the 24-25 school year and we are in the process of refining this instructional practice. The structure is supported by campus leadership as well as instructional leaders at the district level. All campus leadership will engage in additional professional development in June, hosted by Solution Tree. Campuses will then refine their Master Schedule to support the PLC process.

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

Response: Judson ISD will continue mathematics-focused PLCs to support the use of Bluebonnet Learning Mathematics instructional materials by engaging all internal stakeholders lesson internalization, student work calibration, and planning for next steps in the lesson cycle. Campus Master Schedules have been built to ensure protected time and frequency. Common PLC time is protected and currently in place for once weekly, but refinement may be necessary to accommodate the additional time needed for student work and data analysis. Judson ISD may also need refinement in regards to use of time. The use of an agenda and outlining any required pre-work or post-work for teachers will ensure the most effective use of time. A focus will be developing a slide deck that can be recurrently used to guide the PLC collaboration.

3B. Structures for Internalization and PLCs

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

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

Key Questions to Consider:

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

Resources:

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

- [Example: Internalization Vision, Roles, and Structures](#) - This example includes a detailed plan for internalization structures.
- [Guidelines and Considerations for Mapping Out PLC Topics](#) - This resource provides considerations and recommendations for curriculum-embedded PLC activities.
- [Bluebonnet Learning Resources](#) - This repository includes helpful leadership focused materials from Bluebonnet Learning instructional materials.

TAKE ACTION: Structures for Internalization and PLCs

Task: Explain the vision for unit and lesson internalization.

Response: Unit and lesson internalization are a critical part of the lesson planning process. Teachers analyze each unit or lesson in the Bluebonnet Learning Mathematics instructional materials. The process helps teachers gain a conceptual understanding of the student learning objectives and the pedagogical approach needed to meet learning goal targets. In addition, teachers are able to confidently deliver instruction with fidelity and ensure learning that leads to student achievement and growth.

Unit and Lesson Internalization Process

- **Unit internalization:** Facilitated one to two weeks prior to the start of a new unit. Provides ample time for educators to internalize content and instructional strategies for effective delivery.
- **Lesson Internalization:** Organized for each daily lesson at least one to two days in advance, ensuring that instructional delivery is deliberate and responsive to student needs.

Protocols

1. **Collaborative Preparation:** Bluebonnet Learning Mathematics internalization protocols systematically applied during the preparation for teaching units and lessons. Collaborative planning ensures that all educators are aligned in their understanding and execution of the curriculum.
2. **Commitment to Pre- and Post-Work:** Teachers engaged in scheduled collaborative planning sessions are expected to complete pre-work and/or post-work to support the internalization process and enhance the instructional delivery.
3. **Dynamic Annotation of Materials:** Teachers will annotate their Bluebonnet Learning Mathematics instructional materials and resources using the protocols as a guide.
4. **Structured Collaborative Sessions:** Academic trainers and/or school administration facilitate/lead the collaborative internalization sessions. Collaborative sessions are scheduled to ensure teachers have a designated time to prepare and reflect about pedagogical practice.
5. **Ongoing Individualized Support:** Campus lead mentors, academic trainers, campus administration provide 1:1 sessions for teachers to support growth and instructional efficacy. Teachers receive targeted support to enhance their internalization techniques to improve Tier 1 instruction and interventions.

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

Response:

Principals

- Share clear vision for internalization of lesson modules and specific role responsibilities.
- Develop aligned schoolwide systems and structures to support the internalization vision.
- Monitor campus progress toward vision goals while reflecting on implementation and levels of support.
- Enhance their own understanding of the Bluebonnet Learning Mathematics instructional materials and internalization protocols.

Instructional Coaches (Academic Trainers) and Assistant Principals

- Complete the Bluebonnet Learning Mathematics onboarding and orientation training to gain a comprehensive understanding of the product and its unit/lesson internalization protocols.
- Provide on-going targeted 1:1 targeted support and guided planning opportunities to ensure teachers effectively apply the internalization protocols.
- Plan and facilitate collaborative planning sessions with teams of teachers to ensure consistent and informed implementation.

Teachers

- Actively participate in Bluebonnet Learning Mathematics onboarding and orientation training to develop deep understanding of the instructional materials and its internalization protocols.
- Consistently utilize the internalization protocols during preparation for unit and lessons in Bluebonnet Learning Mathematics.
- Attend and participate in collaborative planning sessions led by academic trainers and/or instructional leaders.

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

Response:

- Revise and refine Judson ISD's vision for mathematics in relation to professional learning communities (PLCs) at all levels to clearly define the integration of the Bluebonnet Learning Mathematics best practices, program guidelines, and the systematic use of protocols.
- Provide in-depth training for campus administrators and academic trainers to equip them to develop PLC agendas focused on the effective implementation of Bluebonnet Learning Mathematics protocols.
- Support principals in the development of master schedules and instructional calendars that have defined common planning time to help teachers fully engage in the practices of Bluebonnet Mathematics practices.

- Develop tools and supports for academic trainers to guide the consistent facilitation of Bluebonnet Learning Mathematics protocols during collaborative planning sessions.
-

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

Response:

- **Time:** A master schedule that has protected meeting times for both general education and special populations teachers. Teachers will participate in 30 - 45 minutes common planning sessions and PLC sessions on a weekly basis.
 - **Ownership:** Designated academic trainers and campus leadership responsible for facilitating both 1:1 and collaborative planning sessions. These campus instructional leaders provide teachers with actionable feedback and support during their preparation process.
 - **Protocols:** All Mathematics teachers, instructional coaches, and school administration are trained in the Bluebonnet Learning Mathematics protocols which include the following: unit internalization, lesson internalization, and student work analysis.
 - **Accountability:** Create and implement a structured process to monitor teacher progress toward effective internalization and to ensure teachers meet expectations.
-

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.

Resources:

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

TAKE ACTION: Supporting All Learners

Support: Bluebonnet Learning Embedded Supports

Guidelines: Teachers will identify which embedded supports will be used during instruction when internalizing lessons. These supports will be annotated in the teacher guide and available to school leaders through their communication platform at least one day prior to the lesson's instructional delivery.

Support: Engagement Strategies

Guidelines: Teachers will annotate in their materials which engagement strategies will be used during instruction. To meet the needs of all students, additional content-based language instructional strategies may be necessary, including using flexible grouping, anchor charts, visuals, and resources.

Support: Instructional Flexibility

Guidelines: With campus leadership approval, teachers have the flexibility 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/and linguistic needs. Additionally, teachers will have the opportunity to review materials and make recommendations regarding the use of supplementary instructional materials as described in Action 2C: Use of Bluebonnet Learning instructional materials.

ACTION 4: Establishing Observation and Feedback Practices

4A. Observation Expectations

Develop observation expectations for Bluebonnet Learning implementation.

TAKE ACTION: Observation Expectations

Action: Clearly define the purpose of observations.

Decision/Expectations:

Judson ISD, district and school leaders utilize Learning Walk tools to conduct instructional rounds, gathering evidence of implementation fidelity and measuring progress toward established goals. School leaders and instructional coaches will employ the Bluebonnet Learning Mathematics observation tool to facilitate cycles of observation and feedback, thereby fostering continuous improvement in teaching practices using Bluebonnet Learning Mathematics instructional materials. These leaders look beyond surface-level instruction to identify concrete evidence that teachers have fully internalized the units and lessons.

Next Steps:

District leaders, school leaders, and instructional coaches will receive specialized training in the observation and feedback practices associated with Bluebonnet Learning Mathematics during the Curriculum and Instruction Summer Institute in early June. The Elementary/Secondary Mathematics Curriculum Coordinator will collaborate with the vendor to plan and develop the training content. In addition, school leaders and instructional leaders will participate in calibration (practice) sessions using the observation instruments twice—once in the Fall and again in the Spring. The Elementary/Secondary Mathematics Curriculum Coordinator and the campus leadership will organize these sessions.

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

Decision/Expectations:

District leaders in Judson ISD must possess:

- a high-level understanding of the observation tools used by academic trainers, coaches, and school leaders to provide feedback to teachers.
- utilize Bluebonnet Learning Mathematics Observation Tools and Learning Walk Tools to co-observe with school leaders, establishing norms based 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 in Judson ISD must:

- Observe classroom instruction to ensure a consistent focus on indicators of internalization.
- Observe feedback meetings to verify that discussions are rooted in Bluebonnet Learning Mathematics instructional materials and meaningfully connected to planning and internalization.
- Employ Learning Walk Tools to supplement data on internalization across classrooms and analyze this information with coaches to identify schoolwide trends.

Next Steps:

District leaders, school leaders, and instructional leaders will receive specialized training on the observation and feedback practices for Bluebonnet Learning Mathematics. The Elementary/Secondary Mathematics Curriculum Coordinator will work with the vendor/provider to plan and develop the training content. The Judson ISD Curriculum and Instruction department will establish expectations and outline planning for conducting learning walks and observation-feedback cycles, which will be incorporated into the training content.

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

Decision/Expectations:

- Utilize training and professional development to regularly observe Bluebonnet Learning Mathematics classroom instruction.
- Review the Bluebonnet Learning Mathematics lesson before observations and reference it as needed during the observation.
- Deliver content-specific feedback, linking this feedback to planning and internalization efforts when appropriate.
- Support teachers in feedback meetings by examining upcoming lessons (Curriculum Launches) to identify opportunities for implementing action steps.

Next Steps:

Campus leaders and instructional coaches will receive targeted training on the observation and feedback practices for Bluebonnet Learning Mathematics during the Curriculum and Instruction Summer Institute in June.

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

Decision/Expectations:

Bluebonnet Learning Observation Tools and the 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/Secondary Mathematics Curriculum Coordinator will ensure access for all district/school leaders and instructional coaches to the Bluebonnet Learning tools.
 - The Elementary/Secondary Mathematics Curriculum Coordinator or a designated professional learning provider will present and share the Learning Walk Tool to principals.
-

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

Decision/Expectations:

- All elementary/secondary school leaders will conduct observations of mathematics instruction using the Bluebonnet Learning observation tool.
- Campus principals and district leadership teams are responsible for scheduling observations on the Bluebonnet Learning observation/calibration calendar and communicating this calendar to teachers and instructional staff.

Next Steps:

The district will develop the Bluebonnet Learning observation calendar for each campus and share these with campus principals.

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

Decision/Expectations:

All Bluebonnet Learning observations will be made using the Bluebonnet Learning observation tool and shared with each teacher observed. Documentation can be recorded electronically or on paper.

Next Steps:

School leaders 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

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

Key Questions to Consider:

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

Resource:

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

TAKE ACTION: Observation and Feedback Cycle Planning

Topic: School leader and instructional coach/academic trainers training and practice

Decision/Expectations:

District leaders, campus leaders, and academic trainers will receive training on the Bluebonnet Learning Mathematics observation tools and practice with tools during observation walks as outlined in 2D: Professional Learning Plan.

Next Steps: outlined in 2D: Professional Learning Plan

Topic: Coaching Model

Decision/Expectations: Judson ISD will continue to implement the current coaching model with integrated training about the Bluebonnet Learning Mathematics observation tools at the start of the 2025 - 2026 school year.

Next Steps: The Elementary and Secondary Mathematics Curriculum Coordinators will meet with campus leadership and academic trainers/coaches to communicate expectations and processes.

Topic: Feedback Cycle Process

Decision/Expectations: Campus administrative evaluators will provide actionable feedback to their campus teachers using the Bluebonnet Learning Mathematics observation tool including clearly defined steps to support teacher delivery of the Bluebonnet Learning Mathematics instructional materials.

Next Steps: The Elementary and Secondary Mathematics Curriculum Coordinators will meet with campus leaders and academic trainers/coaches to communicate expectations and processes.

Topic: Ongoing, Job-embedded Support

Decision/Expectations: Through the process of the observation and feedback cycle, teachers will receive job-embedded support. School administration and academic coaches and trainers will participate in observation with the district Mathematics curriculum coordinators once per semester to provide job-embedded support for the campus support.

Next Steps: The Elementary and Secondary Mathematics Curriculum coordinators will schedule observation and calibration sessions with campus instructional leaders at least once each semester to provide support and on-going feedback.

Topic: Measuring Impact

Decision/Expectations: School administrators and academic coaches/trainers will use monitoring tools and identified action steps to measure the effectiveness of the implementation of the Bluebonnet Learning Materials.

Next Steps: Campus leadership will meet with district leadership to review the progress monitoring of all the action steps provided to teachers during the observation and feedback cycles.

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

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 Curriculum and Instruction department develops comprehensive calendars tracking universal screeners, district benchmarks, interim assessments, and other district-wide exams—including STARR, End-of-Course, and college readiness assessments.
- Each campus administers district common assessments developed locally for every grade level and required course.
- Teachers and school leaders routinely review assessment data to guide instructional adjustments and identify student support needs.

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

Response:

- Assessment Vision: District common assessments must be refined to reflect Bluebonnet Learning Mathematics design principles and expectations for curriculum-embedded assessments.
- Collaborative Practices: Teachers and instructional staff will collaborate on developing district common assessments
- Areas for improvement include aligning all district common assessments with Bluebonnet Learning Mathematics instructional materials, scope, and sequence.

5B. Structures for Assessment Practices

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

TAKE ACTION: Structures for Assessment Practices

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

Response:

- Update district assessment calendars to reflect Bluebonnet Learning Mathematics unit assessments.
- Update district common assessments to reflect Bluebonnet Learning Mathematics design principles and expectations for curriculum-embedded assessments.

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

Response:

- Facilitated student work analysis sessions will begin no later than October. All instructional staff (Campus Leadership, Instructional Leaders, and District Instructional Leaders) will receive initial training on student work analysis protocols during the Bluebonnet Learning Mathematics onboarding and orientation training.
- Data analysis practices will include using the student work analysis protocol through a district created rubric.

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

Response:

- District leadership will communicate expectations for the prioritization of Bluebonnet Learning Mathematics aligned district common assessments. These sessions are planned for late May, early June, and again during the Leadership Summit in July.

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

Response:

- The Elementary/Secondary Mathematics Curriculum Coordinator will communicate district expectations for all Bluebonnet Learning Mathematics aligned district common assessments to all district stakeholders. These sessions are planned for late May, early June, and again during the Leadership Summit in July. During the monthly Academic Leaders' meetings we will also revisit the expectations for all Bluebonnet Learning aligned district common assessments. The JISD Curriculum Committee will also serve a repository for feedback regarding Bluebonnet Learning aligned district common assessments.

Copyright © 2024–25. Texas Education Agency. All Rights Reserved.