

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

A living document, subject to revision, in response to stakeholder feedback

Revised April 2026 for the 2026-27 School Year, Board Approved May 18, 2026

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ACTION 1: Setting Implementation Goals

1A: Implementation Framework

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

TAKE ACTION: Implementation Framework

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

In the spring of 2024, Brownwood ISD initiated a districtwide review of curriculum needs across content areas, beginning with Reading Language Arts (RLA). A teacher survey administered by the superintendent identified the adoption of an all-inclusive, evidence-based curriculum grounded in the Science of Teaching Reading (STR) as the district’s top instructional priority. In response, a collaborative team of teachers, campus leaders, and district administrators selected Amplify Texas ELAR as the district’s Tier 1 instructional material for grades K–5 beginning in the 2024–2025 school year.

To ensure a strong launch, teachers, instructional coaches, and administrators engaged in onboarding professional learning focused on both Amplify Texas ELAR and Research-Based Instructional Strategies (RBIS) for RLA. Throughout the 2024–2025 school year, Education Service Center Region 15 provided sustained professional development and implementation coaching centered on effective PLC structures, observation and feedback, and student work analysis. These supports empowered instructional leaders to provide consistent guidance and encouragement as teachers implemented the new materials with increasing confidence and fidelity. Having successfully completed the initial implementation phase, Brownwood ISD is now preparing to move into deeper implementation through the adoption of Bluebonnet Learning RLA in the 2025–2026 school year.

Following the first round of math assessments in the fall of 2024, the principal at Coggin Elementary conducted a teacher survey during Collaborative Team Time to identify obstacles to student learning. Teacher feedback aligned closely with findings from the prior year’s Effective Schools Framework (ESF) diagnostic, which revealed that only 44% of analyzed math assignments were both high-quality and on grade level. Based on these findings, Coggin Elementary received approval to implement TEA’s CER-approved Eureka Math product as Tier 1 instruction beginning in October 2024. Teacher editions were obtained through Great Minds, and a local plan was developed to provide students with printed materials for the remainder of the school year.

To strengthen Tier 1 math instruction for 2025–2026, the district has invested entitlement funds to purchase Bluebonnet Math (K–5) for the Coggin campus, including print materials and manipulative kits. Coggin’s experience with Bluebonnet Math served as a catalyst, inspiring interest among teachers and principals across other campuses. In April 2025, Brownwood ISD expanded the Bluebonnet Math pilot opportunity to all elementary campuses. Participating classroom teachers, instructional coaches, and campus administrators will receive RBIS for Math training on or before August 6, followed by Bluebonnet onboarding professional development prior to October 10. Once EMAT reopens (estimated May 15, 2025), Bluebonnet Math materials requested by East, Northwest, and Woodland Heights campuses will be ordered.

The conversation continued with Brownwood Middle and High Schools during the 25-26 school year resulting in a decision made during the spring semester of 2026 to expand Bluebonnet Math to include grade 6-8 and Algebra 1 in 2026-27. While the district did not receive LASO 4 grant funds, our partnership with the ESCXV will provide RBIS and Bluebonnet Overview opportunities for teachers new to the district and in grades 6-8 + Algebra 1 beginning in the summer of 2026.

Together, these coordinated efforts in RLA and Math reflect Brownwood ISD’s strong commitment to aligning Tier 1 instruction to high-quality, TEA-vetted instructional materials; supporting teachers through continuous professional learning; and building instructional coherence across campuses to ensure all students have access to rigorous, grade-level content.

1B. Implementation Goals

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

TAKE ACTION: Implementation Goals

Goal Area: Bluebonnet Learning Implementation

Goal 1: By the end of the first semester, **100% of teachers will implement Bluebonnet Learning materials with consistency and fidelity for Tier 1 instruction.**

- **Measure(s):** Classroom walkthroughs, instructional observations, and feedback cycles.
- **Frequency:** Campus administrators will conduct a minimum of one walkthrough per classroom each month. Elementary instructional coaches and/or the Elementary Curriculum Director will conduct formal observation and feedback coaching cycles monthly as well.
- **Progress Monitoring:** Quarterly data reviews will be conducted at campus leadership meetings and during district principal collaboration sessions. Data sources will include walkthrough and coaching observation notes, teacher feedback surveys, student work samples, and formative assessment outcomes to inform next steps for implementation support.

Goal 2: By end of year, 2026, **100% of grades 6-8 + Algebra 1 teachers** will complete onboarding and overview training for Bluebonnet Learning materials to ensure readiness for classroom implementation. Teachers new to Bluebonnet Learning K-8 and Algebra 1 will receive annual opportunities as well.

- **Measure(s):** training attendance records & completion certificates
 - **Frequency:** Summer training opportunities provided by Education Service Center Region 15, Professional learning sessions offered by both BISD curriculum department and Region 15 ESC held during the school year.
 - **Progress Monitoring:** Instructional coaches, ESC Specialists, and campus administrators will review completion data and implementation evidence during monthly leadership meetings to verify readiness and identify follow-up professional learning needs.
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Goal Area: Teacher Practice

Goal 1:

By the end of the school year, **90% of teachers will routinely use unit and/or lesson internalization protocols during PLC team planning.**

- **Measure(s):** PLC observation data, internalization artifacts, and teacher annotations.
 - **Frequency:** Teachers will be introduced to internalization protocols by the end of **September**. Principals and instructional coaches will actively participate in **at least one PLC per grade band per quarter** to provide support for consistent use of the protocols.
 - **Progress Monitoring:** Quarterly data reviews following leadership meetings will guide ongoing support and calibration efforts.
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Goal Area: Student Outcomes

Goal 1: By the end of the school year, **100% of students will engage daily with grade-level content from Bluebonnet Learning materials and demonstrate growing familiarity with embedded instructional routines and strategies.**

- **Measure(s):** Classroom walkthrough data using the Bluebonnet Learning Observation Form.
 - **Frequency:** Minimum of **one monthly walkthrough per classroom** with targeted feedback.
 - **Progress Monitoring:** Quarterly reviews of student outcome data and classroom implementation evidence will occur following leadership meetings. Data sources will include walkthrough and feedback documentation, student work samples, stakeholder surveys, and assessment results to track progress and identify needed instructional adjustments.
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ACTION 2: Creating the Conditions for Success

2A. Materials Access

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

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: Director: Elementary Curriculum & Instruction, EMAT purchasing delegate
 - Timeline: 100% materials ordered by May 31
 - Key Actions/Steps:
 1. The C&I Director will gather feedback from HR director and campus principals regarding projected RLA teachers per grade level and participating math classrooms for the 2025-26 school year.
 2. C&I Director will order initial instructional materials in EMAT by March 30, 2026.
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Task: Determine the process for receiving and distributing materials to campuses and classrooms.

- Task owner/manager: Director: Elementary Curriculum & Instruction, campus textbook coordinators
 - Timeline: June 2026
 - Key Actions/Steps:
 1. Materials are expected to be bundled by campus orders.
 2. Campus textbook coordinators will ensure that all non-consumable materials are inventoried and barcoded prior to making them available to teachers.
 3. Campus textbook coordinators will work with campus principals to communicate campus protocols for delivering to classrooms. Pending deliveries made on time to the district, materials should be accessible to teachers on the campuses no later than July 14, 2026, pending deliveries made to the district as scheduled.
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Task: Determine the process for ensuring all teachers, instructional coaches, and school leaders who will be involved in the implementation of Bluebonnet Learning have access to all the necessary instructional materials and manipulatives.

- **Task owner/manager:** C&I Director and campus principals
- **Timeline:** April 2026-May 2027
- **Key Actions/Steps:**
 - With the support of the Director of C&I, 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 identified a campus textbook contact who is responsible for contacting the C&I director to secure additional materials based on increased teacher assignments and/or student population increases.
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Task: Ensure that all teachers, instructional coaches, and school leaders can access essential Bluebonnet Learning planning and support resources including scope and sequences, internalization protocols, student work analysis protocols, and observation tools.

- Task owner/manager: Director: Elementary Curriculum & Instruction and campus principals
 - Timeline: April 2026-August 2026 and then ongoing through May 2027
 1. Key Actions/Steps:
 - Administrators new to Bluebonnet Learning will attend Bluebonnet Learning PD prior to start of school August 2026.
 - Prior to August 1, the C&I Director or delegate will provide training sessions for district instructional coaches and campus administrators unable to attend including how to access and navigate Bluebonnet Learning instructional materials, specifically scope and sequences, protocols, and observation tools.
 2. Campus principals will ensure that all relevant teachers receive this training experience and that all teachers new to CER/OER materials receive overview training, either in summer 2026 or during August PD week in the district.
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Task: If applicable, determine the process and timeline for digital access and related technology support resources.

- Task owner/manager: Instructional Technologist, campus principals
 - Timeline: May-August 2026 and on-going through May 2027
 - Key Actions/Steps:
 - Instructional Technologist will work with campus principals to ensure all teachers can access through TCMPC the pacing documents, assessments, and instructional materials. This will take place in May 2026.
 - The Instructional Technologist &/or instructional coaches, with support from the C&I Director, will develop training or resources for staff to access and navigate digital versions of Bluebonnet Learning instructional materials.
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2B. Schedules and Calendars

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

TAKE ACTION: Schedules and Calendars

Expectations and Guidelines:

The **Director of Elementary Curriculum and Instruction** will collaborate with each campus principal to review and refine the time allocations established for core subjects in grades K–5 during the 2024–2025 school year. Feedback gathered from these campus-level meetings will inform the development of an updated district guidance document outlining expectations for master scheduling to ensure alignment with **Bluebonnet Learning** instructional minute requirements.

Submission Timeline:

Principals will submit finalized master schedules to the Director of Curriculum and Instruction **on or before May 16, 2025**.

Minimum Daily Instructional Minutes:

- **Bluebonnet Learning RLA (Grades K–3):** Minimum of **150 minutes**
- **Bluebonnet Learning RLA (Grades 4–5):** Minimum of **120 minutes**
- **Bluebonnet Learning Math (Grades K–5):** Minimum of **90 minutes**

- **Grades 6-8 math + Algebra 1:** Minimum of **45 minutes**

These instructional minute expectations are non-negotiable to set students up for success, designed to ensure sufficient time for students to engage meaningfully with grade-level, high-quality instructional materials across all Bluebonnet Learning components.

Expectations and Guidelines:

Each campus will design an instructional calendar that prioritizes both **individual teacher planning time** and **collaborative planning opportunities** with instructional coaches and/or campus leaders. Calendars will reflect **at least 60 minutes per week** dedicated to internalization and student work analysis aligned to Bluebonnet Learning routines and protocols.

Campuses that currently meet this criterion through existing PLC or collaborative team structures may maintain their current scheduling framework; however, the **focus of PLCs will shift** to emphasize **Bluebonnet internalization, data reflection, and student work analysis**.

These scheduling structures ensure that all teachers have access to dedicated, ongoing time to plan, internalize, and analyze instruction, thereby strengthening fidelity of implementation and ensuring equitable access to high-quality learning experiences for all students.

2C. Aligned Expectations

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

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

TAKE ACTION: Aligned Expectations

Expectations:

Bluebonnet Learning instructional materials will serve as the **daily Tier 1 instructional resource** for all students. Teachers are expected to use these materials with fidelity.

Plan for Communication:

Campus principals will communicate expectations for instructional material use during **back-to-school campus meetings**.

Alignment Item: Internalization protocol and process.

Expectations:

- Teacher internalization of units and lessons is prioritized at campus collaborative team times and district collaboration times. Support will be available to ensure our teachers have a good foundation of this practice.
- Bluebonnet Learning protocols are tools available to teachers to support the internalization process for both common and individual practices and should be used regularly to support the internalization process.
- Teachers will annotate lessons within their teacher editions to demonstrate alignment with the protocols.
- The FOI Learning Walk Tool for Collaborative Planning will be provided to school leaders and teachers.

Plan for Communication: All tools and how they will be used will be communicated by campus principals during back-to-school week.

Timeline: Internalization protocols and processes will be part of the onboarding/overview training provided by ESCXCV during the summer of 2026.

Alignment Item: Student Work Analysis Protocols and Process.

- **Expectations:** The **Student Work Analysis Protocol** will be reviewed and modeled during Bluebonnet product trainings to ensure consistent understanding across all campuses. **Plan for**
 - **Communication:** Expectations for protocol use will be communicated as part of the onboarding and orientation training.
 - **Timeline:** Onboarding/overview training will be provided by ESC 15 during the summer of 2025 and throughout the school year via the Strong Foundations LASO grant. Principals will notify the C&I Director and ESC Specialists of any new hires needing training after the first 9 weeks of school.
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Alignment Item: Curriculum-embedded assessment expectations.

- **Expectations:** Teachers will administer Bluebonnet Learning curriculum-embedded assessments with fidelity.
 - **Plan for Communication:** Expectations for embedded-assessment use and how they are reflected in the district &/or campus assessment calendars will be integrated into campus back to school orientations provided by campus administrators.
 - **Timeline:** Onboarding/overview training will be provided by ESC 15 during summer 2026 and throughout the school year.
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2D. Professional Learning Plan

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

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 PD will be provided by ESCXV summer 2026. Pending ESCXV availability, this will also be provided during back to school week in August 2026.
 - **Who will lead/participate?** Teachers implementing Bluebonnet Learning who have not attended previously will attend.
 - **What materials or resources are needed?** ESC15 will coordinate summer training. Campus & district administrators will ensure that Bluebonnet teachers attend.
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Professional Learning Experience: Training that focuses on communicating expectations, implementation goals, and change management.

- **When will this happen?** General expectations regarding the use of Bluebonnet Learning instructional materials and practices will be integrated into onboarding/overview training.
 - **Who will lead/participate?** Campus administrators, and instructional coaches will facilitate PD at the various levels in the district. Attendees will include all relevant instructional staff.
 - **What materials or resources are needed?** PD Calendars, back-to-school meeting agendas, and Bluebonnet Learning materials
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Professional Learning Experience: Bluebonnet Learning instructional material onboarding and orientation.

- **When will this happen?** ESC 15 will provide onboarding/overview training during the summer of 2026. Pending ESCXV availability, this will also be provided during back to school week in August 2026.
 - **Who will lead/participate?** Sessions will be held by ESC 15. All teachers new to K-5 reading and math and all 6-8 math + algebra 1 instructional staff will attend.
 - **What materials or resources are needed?** ESC15 will coordinate summer training. Campus & district administrators will ensure that Bluebonnet teachers attend.
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Professional Learning Experience: Regular unit and lesson internalization in collaborative teams and/or individually with an instructional coach or school leader.

- **When will this happen?** Teachers and instructional coaches/school leaders engage in weekly collaborative team times which will prioritize upcoming unit or lesson internalization.
 - **Who will lead/participate?** All teachers will attend either with their grade level or individually for those who are departmentalized.
 - **What materials or resources are needed?** Bluebonnet learning internalization protocols and Bluebonnet Learning materials and protected collaboration time.
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Professional Learning Experience: Regular student work analysis in collaborative teams and/or individually with an instructional coach or school leader.

- **When will this happen?** Teachers and instructional coaches &/or campus administrators will engage in student work analysis during campus collaborative team times and/or district level planning sessions.
 - **Who will lead/participate?** Instructional coaches and school leaders will facilitate student work analysis practice for all grade levels, vertical content teams, or district planning sessions using the Bluebonnet Learning student work analysis protocols. All teachers will attend facilitated sessions.
 - **What materials or resources are needed?** Bluebonnet learning student work analysis protocols, Bluebonnet Learning materials, and protected collaboration time
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Professional Learning Experience: Regular observation and feedback cycles with an instructional coach or school leader.

- **When will this happen?** Principals will conduct monthly walkthrough visits with feedback provided, and elementary instructional coaches will conduct observation/feedback coaching sessions routinely, supported by campus principals.
 - **Who will lead/participate?** School leaders and instructional coaches, supported by C&I Director
 - **What materials or resources are needed?** Bluebonnet Learning observation tool and Bluebonnet Learning instructional materials (teacher's guide):
 - Principals will utilize the Bluebonnet Learning observation tool alongside their TTESS observation tools – TTESS will be the primary method of feedback.
 - Instructional coaches will utilize the Bluebonnet Learning Observation Tool to provide written feedback to teachers. Uploading the Bluebonnet Learning Observation Tool feedback into Strive for TTESS/evaluation considerations will be at the teacher's discretion.
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Professional Learning Experience: Additional ongoing, job-embedded, curriculum-based professional learning opportunities.

- **When will this happen?** Teachers will receive ongoing, job-embedded, curriculum-based professional learning opportunities during weekly facilitated & non-facilitated collaborative team times, district planning sessions, and on-going observation/feedback cycles.
 - **Who will lead/participate?** Instructional coaches and campus leaders will facilitate on-campus support throughout the school year.
 - **What materials or resources are needed?** School leaders and instructional coaches receive coaching tools and observation protocols, including the action coaching model (See It, Name It, Do It) through the Bluebonnet PD offered by ESC 15.
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2E. Adaptive Change and Communication

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

TAKE ACTION: Adaptive Change and Communication

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

Message: Reading on grade level, mastering foundational math skills early, and continuing an aligned instructional plan through algebra 1 are non-negotiable priorities for learning at Brownwood ISD. 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, all elementary and 6-8 + Algebra 1 instructional staff

Timeline: Summer training sessions, back to school meetings 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: Modifications to components of Bluebonnet Learning instructional materials, sequencing and/or assessments will be made only as part of district unit internalization processes, with approval. Materials and assessments will be made available for parent review as outlined in statute (TEC 26.006).

Audience: All instructional staff, families, and external stakeholders

Timeline: Summer communication with campus administration will be provided at Admin 2-A-Days in July.

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.

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

Message: Brownwood 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: Brownwood ISD community – internal and external stakeholders

Timeline: Ongoing, beginning in the spring and summer 2026 before implementation principal meetings, summer onboarding/overview training, Admin 2-A-days in July, August back-to-school meetings, through May 2026.

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

3A. Analyzing PLC Practices

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

Key Actions to Consider:

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

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: Over the past four years, Brownwood ISD has made intentional strides toward building consistent, districtwide PLC structures and practices. Each elementary campus has developed protected PLC/Collaborative Team Times aligned to a district-established framework to ensure time for collaborative planning and professional learning within the instructional day. Two campuses have participated in the “PLCs That Work” conference to strengthen their understanding of effective collaboration, and their learning was shared across all elementary campuses during a principal retreat summer 2024.

While each campus is at a different stage in PLC implementation, all are engaging in the work of refining collaboration to improve instruction and student outcomes. During the 2024–2025 school year, elementary principals received professional development on PLC protocols aligned with High-Quality Instructional Materials (HQIM) and began introducing these practices to their staff. However, implementation of common PLC protocols remains inconsistent across campuses. Some teams report that collaborative time feels most productive when they are actively working together on lesson internalization or student work analysis rather than listening to a facilitator. Others have expressed a need for greater clarity around the purpose and outcomes of PLCs—indicating that some still perceive PLCs as “meetings” rather than as spaces for collective learning focused on improving student achievement.

Additionally, teachers in grades 3–5 shared that districtwide collaboration opportunities by grade level have been especially beneficial, given smaller grade-level teams on their individual campuses. This highlights a continued need for structured cross-campus collaboration that supports vertical and horizontal alignment.

In 26-27 grades 6-8 and Algebra 1 math will begin providing PLC time periodically on campuses within the master schedules.

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

Vision: The vision of 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 is currently in place.

Ownership: Since previous PLC structures were not always 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. Principals and instructional coaches will need support in developing agendas; this will be a priority for monthly principal meetings following district leadership meetings.

Educative Practices: Principals, with the support from BISD curriculum department will ensure that teachers receive training and support implementing Bluebonnet Learning instructional materials. District leadership will ensure that instructional coaches and school leaders receive support in leading Bluebonnet Learning implementation.

3B. Structures for Internalization and PLCs

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

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

TAKE ACTION: Structures for Internalization and PLCs

Task: Explain the vision for unit and lesson internalization.

Response:

At Brownwood ISD, **internalization** is defined as the process by which teachers study and deeply understand an upcoming unit or lesson before delivering instruction. The goal is for teachers to clearly identify what students should know and be able to do by the end of the learning sequence and to determine how to most effectively deliver the lesson to meet the needs of all learners.

Internalization is not an isolated planning activity—it is an intentional, ongoing process that connects instructional vision, lesson preparation, and student outcomes. Teachers engage with the **Bluebonnet Learning internalization protocols** to analyze lesson components, anticipate student misconceptions, and plan for instructional moves that ensure equitable access to grade-level content.

- **Unit internalization** occurs approximately **1–3 weeks prior** to the launch of a new unit to allow for collaborative discussion, unpacking of standards, and alignment of assessments.
- **Lesson internalization** takes place **1–2 days in advance** of instruction to ensure readiness for daily delivery, differentiation, and student engagement.

By prioritizing consistent, intentional internalization, Brownwood ISD fosters teacher confidence, instructional coherence, and student mastery across all campuses.

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

Response:

Principals –

- Establish and communicate the vision for internalization and role-specific responsibilities.
- Support and encourage teachers through the process of change.
- Monitor progress towards the vision for internalization; reflecting and providing the support needed.
- Align schoolwide systems and structures with the vision for internalization.

- Build as much knowledge of the OER instructional materials as possible so that you can lead the process effectively.

Other instructional leaders (IC's, district administrators, etc.)

- Complete OER orientation training to gain a deep understanding of the product and unit/lesson internalization protocols
- Support teachers to improve their use of OER internalization protocols by modeling, providing 1:1 support, and co-planning.
- Plan and lead collaborative planning times with teams of teachers.

Teachers –

- Complete Bluebonnet overview training to gain a deeper understanding of the product and unit/lesson internalization protocols.
- Regularly use the product-specific unit/lesson internalization protocols to prepare teacher units and lessons.
- Participate in 1:1 &/or collaborative internalization meetings with mentors, IC's, &/or administrators.

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

Response:

To strengthen internalization practices and ensure consistent, high-quality implementation of Bluebonnet Learning materials across all campuses, Brownwood ISD will prioritize the following actions:

1. **Refine and Communicate the PLC Vision:**
Clearly define and communicate a shared district vision for Professional Learning Communities (PLCs) that emphasizes Bluebonnet Learning **best practices, design principles, and internalization protocols** as the foundation for instructional planning and collaboration.
2. **Develop PLC Agendas Aligned to Bluebonnet Learning Protocols:**
Equip instructional coaches and school leaders to design and facilitate PLC agendas that intentionally embed **Bluebonnet Learning protocols** (unit internalization, lesson internalization, student work analysis, and observation/feedback).
3. **Ensure Structural Support through Scheduling:**
Support principals in creating **master schedules and instructional calendars** that protect common planning time, enabling grade-level teams to engage in Bluebonnet internalization and collaborative planning on a routine basis.
4. **Clarify Roles and Responsibilities:**
Define and communicate clear **roles and responsibilities** for leaders, coaches, and teachers within the PLC process to ensure collective accountability and consistent implementation expectations across campuses.
5. **Create a Bluebonnet Protocol Calendar:**
Develop and disseminate a **protocol implementation calendar** for instructional leaders that outlines the sequence, pacing, and facilitation focus for each Bluebonnet Learning protocol

throughout the school year.

These priorities will ensure that internalization is both intentional and actionable—anchoring PLC practices in the use of high-quality instructional materials, fostering instructional coherence across the district, and ultimately improving student outcomes.

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

Response:

To effectively implement and sustain the district's priorities for internalization and PLC alignment, Brownwood ISD will ensure that the following systems and structures are in place:

1. **Time**

- Master schedules will include **protected weekly collaborative planning time** for teachers.
- Instructional coaches and school leaders will create a **districtwide calendar** identifying when they will attend PLCs, the purpose of their presence, and the specific Bluebonnet Learning protocol focus.
- The district will provide **additional common planning sessions** for grades K-5.

2. **Ownership**

- Each campus has designated **instructional coaches and/or school leaders** responsible for planning, facilitating, and supporting internalization and collaborative planning sessions.
- These leaders will engage in **1:1 and small-group planning cycles** with teachers, providing targeted feedback and coaching aligned to Bluebonnet Learning protocols.

3. **Protocols**

- Teachers, instructional coaches, and school leaders will be trained on all **Bluebonnet Learning protocols** (unit internalization, lesson internalization, and student work analysis) through ESC Region XV and/or BISD-led sessions.
- Consistent use of these protocols across PLCs will ensure instructional coherence, data-driven reflection, and alignment with Bluebonnet's design principles.

4. **Accountability**

- A clear system for **monitoring internalization fidelity** will be established through leadership walkthroughs, PLC observations, and review of teacher annotations.

- Teachers may **annotate directly within their Bluebonnet Learning teacher editions**, replacing traditional lesson plan templates, to demonstrate preparedness and alignment to unit goals.

Together, these conditions ensure that the vision for internalization is fully supported by a cohesive system of time, tools, and leadership accountability—allowing all Brownwood ISD teachers to plan, internalize, and deliver instruction with purpose and consistency.

3C. Supporting All Learners

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

TAKE ACTION: Supporting All Learners

Support: Bluebonnet Learning Embedded Supports

Guidelines:

Teachers will intentionally plan for and implement the **embedded supports** included within Bluebonnet Learning lessons to ensure equitable access to grade-level content for all students. During the internalization process, teachers will identify which embedded supports will be incorporated into instruction and **annotate these decisions directly in their teacher guides**.

Consistent use of embedded supports will help teachers anticipate and address potential barriers to learning while maintaining instructional rigor.

Support: Engagement Strategies

Guidelines:

Teachers will annotate their teacher materials to indicate the **engagement strategies** they plan to use during instruction to promote active learning and student ownership.

To meet the diverse needs of all learners, teachers may incorporate additional engagement strategies beyond those embedded in the Bluebonnet Learning materials, including but not limited to:

- **Flexible grouping** to differentiate and scaffold instruction.
- **Anchor charts** to reinforce key concepts and vocabulary.
- **Lead4Ward Instructional Strategies Playlist** and other approved district resources to vary delivery methods and support multiple learning modalities.

These strategies ensure that all students, regardless of learning profile, engage meaningfully with grade-level material in a dynamic and inclusive classroom environment.

Support: Instructional Flexibility

Guidelines:

Teachers will have **flexibility within a five-day instructional window** to adjust pacing, revisit key concepts, and provide targeted support to address student needs while maintaining the integrity of Bluebonnet Learning's scope and sequence.

Instructional flexibility includes the ability to:

- Modify strategies or pacing based on **formative assessment data**.
- Adjust instruction to meet the specific requirements of a student's **Individualized Education Plan (IEP)** or **other documented educational needs**.
- Collaborate with instructional coaches and campus leaders to ensure that adjustments remain aligned to the core lesson intent and learning objectives.

These structures ensure that instructional decisions remain responsive to student needs while maintaining coherence, rigor, and fidelity to Bluebonnet Learning's design principles.

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:

District and school leaders use FOI learning Walk and T-TESS tools to conduct instructional rounds to collect evidence of the fidelity of implementation and to measure attainment toward goals. School leaders and instructional coaches use the Bluebonnet Learning observation tool to engage in observation and feedback cycles to support continuous growth and development of teaching practices using Bluebonnet Learning instructional materials. Leaders and instructional coaches look beyond the surface of instruction to identify concrete evidence that the teacher has internalized the units and lessons taught. The most important purpose of observation and feedback cycles is to identify instructional strengths and needs to better support teachers delivering instruction in the classroom.

Next Steps:

- District leaders, school leaders, and instructional coaches have received training specific to the observation & feedback practices with Amplify Texas ELAR. These practices specific to Bluebonnet Learning will be reviewed before school starts in August 2025 and August 2026.
-

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

Decision/Expectations:

District Leader Roles and Responsibilities:

- Have high-level understanding of the observation tools that coaches and school leaders will use to provide feedback to teachers.
- Use Bluebonnet Learning Observation Tools and FOI Learning Walk Tools to co-observe with school leaders and establish norms on evidence of internalization and fidelity of implementation.
- Support school leaders in analyzing and responding to data collected during observations and instructional rounds.

School Leader Roles and Responsibilities:

- Participate in instructional rounds to ensure alignment on “look for’s” when observing instruction for evidence of internalization.
- Participate in feedback meetings with teachers, observe 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.

- Work with campus leadership teams to develop effective walk through/observation and feedback calendars; evaluate success of these plans and adjust as needed on a weekly basis.
- Support coaches in developing effective observation and feedback schedules; monitor implementation of these schedules and support coaches to adjust as needed.
- Use FOI Learning Walk Tools to supplement data on evidence of internalization instruction across classrooms and analyze this data at principal/instructional coach meetings to identify school wide trends and needs.

Next Steps:

- During summer 2026 a review of observation tools will be provided to school leaders and instructional coaches.

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

Decision/Expectations:

- Leverage training and professional development to regularly observe classroom instruction using the Bluebonnet Learning Observation tools.
- Review the Bluebonnet Learning lesson before classroom observations and reference the lesson as needed during the observation.
- Use See It-Name It-Do It coaching model as needed during feedback sessions. Facilitate learning walks &/or model for teachers when needed.
- 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.

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

Decision/Expectations:

Bluebonnet Learning observation tools and the FOI learning walk tools will be used for monitoring the fidelity of implementation and to provide ongoing, job-embedded support through effective feedback to teachers.

Next Steps:

- The C&I Department will ensure that all district/school leaders and instructional coaches have access to the Bluebonnet Learning observation tool.
- Principals and coaches will receive training on these tools before August 1.
- Principals will reference the observation tool alongside regular T-TESS observations & walk-throughs to align feedback; instructional coaches will use observation tools to guide coaching/observation/feedback cycles. Instructional coach observation tool checklists will be shared

with teachers. Teachers have the option of uploading observation tools into Strive for T-TESS evidence.

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

Decision/Expectations:

- Monthly observations
-

4B. Observation and Feedback Cycles

TAKE ACTION: Observation and Feedback Cycle Planning

Topic: School leader and instructional coach training and practice

Decision/Expectations:

To ensure consistent, high-quality implementation of Bluebonnet Learning and strengthen instructional leadership capacity across all campuses, **school leaders and instructional coaches** will participate in targeted professional learning focused on effective observation, feedback, and coaching practices.

Participants will receive **training on the Bluebonnet Learning Observation Tools** and have structured opportunities to **practice using these tools in authentic classroom settings**. These practice sessions will help leaders calibrate expectations, strengthen alignment to Bluebonnet Learning’s design principles, and build confidence in identifying effective teacher and student actions during instruction.

This work directly aligns with **Action 2D: Professional Learning Plan**, which outlines the comprehensive training sequence and schedule for all instructional leaders. Through ongoing training and guided practice, Brownwood ISD will ensure that observation and feedback processes are consistent, actionable, and grounded in the district’s vision for high-quality Tier 1 instruction.

Topic: Coaching Model

Decision/Expectations:

Brownwood ISD will implement a consistent, research-based coaching framework to strengthen instructional practices and support high-quality implementation of Bluebonnet Learning.

School leaders and instructional coaches will use the **Strong Foundations Implementation (SFI) Action Step Guides** in conjunction with the **“See It, Name It, Do It” coaching model** to provide focused, actionable feedback to teachers. This model ensures that feedback is clear, evidence-based, and immediately transferable to classroom practice. Coaching conversations will emphasize identifying specific

teacher actions (“See It”), naming their impact on student learning (“Name It”), and planning concrete next steps for improvement (“Do It”).

This approach provides a common language for instructional feedback across all campuses, ensuring that teachers receive consistent and job-embedded professional learning tailored to their needs.

Through this aligned coaching model, Brownwood ISD will foster a culture of continuous improvement, where feedback is actionable, professional learning is ongoing, and instructional excellence is achieved through reflective, data-driven practice.

Topic: Ongoing, Job-Embedded Support

Decision/Expectations:

Brownwood ISD is committed to providing **ongoing, job-embedded professional learning** that supports continuous growth and effective implementation of Bluebonnet Learning instructional practices.

Observation, feedback, and coaching cycles will serve as the primary structures for this support.

Instructional coaches and school leaders will engage in regular classroom observations, providing actionable feedback that reinforces the Bluebonnet Learning design principles and instructional strategies.

Topic: Measuring Impact

Decision/Expectations:

Brownwood ISD will monitor the impact of Bluebonnet Learning implementation through a **data-driven feedback system** that leverages information from observation, feedback, and coaching cycles.

School leaders and instructional coaches will review data monthly to determine:

- The degree to which teachers are implementing identified action steps with fidelity;
- Trends and patterns in teacher growth and instructional practices; and
- The overall impact of coaching supports to classroom instruction.

These data conversations will occur during **monthly leadership meetings**, ensuring that reflection and accountability are embedded within the district’s continuous improvement cycle. In addition PLCs and data planning times will be built into campus schedules periodically.

This structured, data-driven process allows Brownwood ISD to move beyond anecdotal feedback—using evidence to measure impact, celebrate growth, and identify targeted supports that advance both teacher development and student learning outcomes.

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:

During the Year 2 implementation of Bluebonnet Learning RLA & Math, Brownwood ISD teachers administered **Bluebonnet Unit Assessments** online across all grade levels and campuses.

In grades K-1, teachers expressed frustration with how long the end of unit assessments took to administer at the end of each unit. The decision was made that it was allowable to assess in chunks throughout the unit and at the end of the unit, check students who had not demonstrated mastery of skills and concepts. Across grades 3-5, teachers expressed **concerns about the alignment of CBAs to STAAR** and questioned whether the assessments adequately reflected the rigor and format of state assessments. Instructional coaches led unit internalization sessions throughout the year, and at these sessions used a backwards design process to internalize. Based on teacher feedback, some additions were made to the unit assessments to include more ECR/SCR items and STAAR formatted items within these assessments.

Grades 6-8 math and Algebra 1 will implement Bluebonnet Learning in the 26-27 school year. The priority objective for this first year of implementation will be transitioning for CBA's to Bluebonnet unit assessments.

Response:

Brownwood ISD has established a strong foundation for assessment practices through the development and implementation of a **comprehensive PK-5 district assessment calendar**. However, as the district transitions to Bluebonnet Learning RLA and Math, intentional refinement will be required to ensure full alignment with **curriculum-embedded assessments** and the **design principles** of the new materials.

Keys to Success Currently in Place:

- A PK-5 **districtwide assessment calendar** is in use, reflecting coordination among teachers, instructional coaches, campus administrators, and the Director of Curriculum and Instruction.
- **Common unit/module assessments** are administered consistently across campuses based on the calendar.

- Teachers and leaders **regularly analyze data** and develop intervention plans to address identified learning gaps.

Keys to Success Requiring Refinement:

- The district has already refined its calendar to incorporate **Bluebonnet Learning RLA and Math**.
- The **TCMPC**, along with updated **TEKS Resource and Texas Curriculum Resource System alignments**, will serve as valuable tools to guide this work.
- There is a need to **shift away from CBAs and benchmark exams** that are not aligned with the **Bluebonnet Learning scope and sequence**, ensuring instructional time is used for high-quality assessment and responsive teaching and also preparing for the elimination of benchmarks in 27-28.

By prioritizing curriculum-embedded assessments within Bluebonnet Learning, Brownwood ISD will strengthen alignment between instruction, assessment, and student learning outcomes while reducing redundancy and protecting valuable instructional time.

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:

The PK-5 **district assessment calendar** will be updated to fully integrate **Bluebonnet Learning curriculum-embedded assessments** for RLA and Math. Additionally, a clear plan will be developed to address assessment practices in classrooms **not yet implementing Bluebonnet Math**, ensuring coherence and consistency across all campuses.

To support fidelity of implementation, the district will establish and communicate **clear expectations and procedures** for the administration, adjustment, and modification of Bluebonnet Learning assessments. These expectations will be reviewed with all **teachers, instructional coaches, and campus leaders** prior to the start of the 2025–2026 school year to ensure consistent understanding and alignment. Continued PD will be provided summer of 2026 by ESCXV which will include strategies to strengthen assessment practices. Instructional coaches are also working with teachers to adapt the assessment/pacing calendar to reflect lessons learned in the 25-26 school year.

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

Response:

Beginning no later than the end of the first semester, Brownwood ISD will launch facilitated student work analysis sessions on all campuses to strengthen teacher capacity in using student evidence to inform instructional decisions. All instructional staff will receive initial training on the Bluebonnet Learning Student Work Analysis Protocol during back-to-school professional development sessions. Writing will be a primary focus of these sessions in K-5 RLA. Math will focus on highly missed items on unit assessments and/or student outcomes on STAAR.

Data analysis practices will evolve to include the routine use of student work analysis protocols within PLCs to guide instructional adjustments, reteach plans, and enrichment opportunities. Existing data practices—such as reviewing CBAs, benchmarks, screeners, and other interim assessments—will continue to be utilized, but with greater emphasis on connecting assessment results to student work evidence and instructional response.

This shift will ensure that assessment analysis moves beyond numbers and percentages to focus on the quality of student thinking and learning, reinforcing Brownwood ISD's commitment to data-informed instruction and continuous improvement.

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

Response:

District leadership, in collaboration with campus administrators and instructional coaches, will develop clear guidelines and sample communications outlining expectations for the use of Bluebonnet Learning curriculum-embedded assessments. These guidelines will specify:

- Which assessments are required and how they will be administered;
- Which previously used assessments (e.g., CBAs and benchmarks) will be discontinued; and
- The process and legal requirements for proposing, adjusting, or modifying Bluebonnet Learning assessments in compliance with state legislation regarding parent access to instructional materials.

Instructional coaches, with support from the Director of Curriculum and Instruction and campus administrators, will continue updates to the district assessment calendar to include all Bluebonnet Learning curriculum-embedded assessments and remove non-aligned CBAs for both RLA and Math. This update will ensure that all assessments administered districtwide directly support instructional coherence, reduce redundancy, and protect valuable teaching and learning time.

These next steps will establish a streamlined, high-impact assessment system that is fully aligned to Bluebonnet Learning materials, promotes consistent data use, and reinforces Brownwood ISD's commitment to instructional excellence and continuous improvement.

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

Response:

With the support of the **Superintendent**, the **Director of Curriculum and Instruction (C&I Director)** will communicate all **assessment strategy updates and implementation expectations** to school leaders and instructional coaches **prior to August 1**. This communication will ensure that all instructional leaders are equipped to model and reinforce consistent assessment practices across campuses.

During **back-to-school professional development**, all **teachers and instructional staff** will receive explicit training and guidance on:

- Expectations for administering **Bluebonnet Learning curriculum-embedded assessments**;
- Maintaining **assessment integrity** and consistency across classrooms; and
- Using **student work analysis** as a process for formative data review and instructional response.

Ongoing communication will occur through **monthly leadership meetings** and **campus PLCs**, where school leaders and instructional coaches will review data trends, address implementation questions, and ensure continued alignment across all grade levels and campuses.

This structured communication plan ensures transparency, consistency, and shared ownership of the district's assessment strategy, fostering a unified approach to high-quality, data-informed instruction.
