

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

Overview

The OER Transition Plan for Bluebonnet Learning Instructional Materials is designed to support local educational agencies (LEAs) in the planning, execution, monitoring, and evaluation of the adoption and implementation of State Board of Education (SBOE)-approved, state-developed OER instructional materials known as Bluebonnet Learning. The OER Transition Plan for Bluebonnet Learning Instructional Materials complies with Texas Administrative Code (TAC) §67.1315 for access to the funding entitlement in Texas Education Code (TEC), §48.308.

Bluebonnet Learning Pre-Launch Phase

Before broad implementation begins, district and school leaders work together to invest stakeholders in shared goals and establish conditions for successful implementation throughout the system. They ensure that all instructional staff have ready access to all necessary Bluebonnet Learning instructional materials and effective training, including onboarding and orientation, on how to use them. They establish clear expectations for who will do what with the materials and ensure that school and district structures—including scheduling, staffing, professional learning offerings, assessment practices, and more—support those expectations.

Key leadership actions during the pre-launch phase include:

- The development and communication of an implementation plan that clearly defines, roles, responsibilities, expectations, decision-making structures, and progress monitoring mechanisms
- Ensuring all instructional staff have received onboarding and orientation training on the Bluebonnet Learning instructional materials
- Alignment of systems, structures, and practices by establishing schedules, professional learning plans, and assessment practices consistent with the design of Bluebonnet Learning and district expectations for its use.
- Establishing structures and routines that prioritize Bluebonnet Learning implementation, including protected time for instructional coaches and teachers to plan collaboratively and for coaches and school leaders to observe and provide feedback to teachers on use of the materials.

Transition Plan Approval and Submission

Transition plans are adopted by the local Board of Trustees before the start of the academic school year and are locally maintained by the LEA. The adopted plan will not need to be submitted; however, plans could be requested for review by the commissioner. LEAs will report the completion of the transition plan through EMAT.

ACTION 1: Setting Implementation Goals

1A: Implementation Framework

Rains ISD stakeholders, including teachers, administrators, and board members, have recognized the need to enhance access to grade-level content and raise expectations for mathematics across all grade levels. The district has determined that selecting and implementing high-quality instructional materials is essential for ensuring the success of all students. After researching various HQIM options, the district chose to adopt Bluebonnet Learning. This program will be introduced in the upcoming school year as part of the initial implementation phase. District stakeholders collaborated to create the OER Transition Plan for Bluebonnet Learning.

1B. Implementation Goals

Goal Area: Bluebonnet Learning Implementation

- **Goal:** Ensure that all teachers consistently implement the materials by mid-year.
 - **Measure(s):** Classroom walkthroughs using the Bluebonnet Learning observation form.
 - **Frequency:** At least one walkthrough per classroom each month.
 - **Progress Monitoring:** Quarterly data reviews and reflections during campus leadership and district principal meetings.
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Goal Area: Stakeholder Investment

- **Goal:** Achieve 85% of teachers and leaders reporting high confidence in the Bluebonnet Learning instructional materials by the end of the school year.
 - **Measure(s):** Surveys administered to teachers, instructional coaches, and school leaders.
 - **Frequency:** Three times during the school year (September, January, and April).
 - **Progress Monitoring:** The technology team will analyze the survey data and provide reports to campus leadership teams within one week of survey completion. Campus leadership teams will review the data, analyze results, and plan next steps to support adaptive change management and ongoing investment in Bluebonnet Learning instructional materials.
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Goal Area: Teacher Practice

- **Goal:** Ensure 90% of teachers utilize unit or lesson internalization protocols at least once a week during collaborative planning time.
- **Measure(s):** PLC observations using the FOI Learning Walk Tool for Collaborative Planning and review of teacher annotations in Bluebonnet Learning materials.
- **Frequency:** School leaders will observe one PLC per grade band each quarter and review teacher annotations monthly.
- **Progress Monitoring:** Data will be reviewed quarterly, with reflections held at campus leadership and district principal meetings.

Goal Area: Student Outcomes

- **Goal:** Ensure 100% of students engage with grade-level content from Bluebonnet Learning and become familiar with the embedded routines and strategies.
 - **Measure(s):** Classroom walkthroughs using the Bluebonnet Learning observation form.
 - **Frequency:** At least one walkthrough per classroom each month.
 - **Progress Monitoring:** Quarterly data reviews and reflections during campus leadership meetings and district principal meetings.
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ACTION 2: Creating the Conditions for Success

2A. Materials Access

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: Executive Director of Academics and Campus Principal

Timeline: February–March 2025

Key Actions/Steps:

- The Campus Principal will confirm teacher/student counts for orders.
 - The Executive Director of Academics will process and submit the orders through EMAT.
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Task: Order or secure any related manipulatives needed. Identify items and quantity by grade level and campus. If applicable, procure related manipulatives in EMAT.

Task Owner/Manager: Executive Director of Academics and Campus Principal

Timeline: February–April 2025

Key Actions/Steps:

- The Campus Principal or designee will review the Bluebonnet Learning instructional materials guides and lists to identify necessary manipulatives by subject area and grade level.
 - The Executive Director of Academics will place orders for the required manipulatives to ensure they are delivered before the start of the school year.
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Task: Determine the process for receiving and distributing materials to campuses and classrooms.

Task Owner/Manager: Executive Director of Academics and Campus Principal

Timeline: March–September 2025

Key Actions/Steps:

- The Executive Director of Academics will inventory all Bluebonnet Learning instructional materials upon delivery.
 - The Executive Director of Academics will collaborate with the Campus Principal to coordinate the delivery of materials to each campus.
 - The Campus Principal or designee will verify that the delivered materials match the campus order form and ensure they are entered into the campus inventory.
 - Campus Principal will establish a process for distributing Bluebonnet Learning instructional materials and related manipulatives to staff and students.
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Task: Communicate the Bluebonnet Learning printed instructional materials and related manipulatives ordering and distribution process with appropriate stakeholders.

Task Owner/Manager: Executive Director of Academics and Campus Principals

Timeline: March–September 2025

Key Actions/Steps:

- The Executive Director of Academics will update the Campus Principal on the status of Bluebonnet Learning instructional materials delivery and distribution.
- The Campus Principal will inform all relevant stakeholders about the distribution process for materials to staff and students.

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

Timeline: March 2025–May 2026

Key Actions/Steps:

- The Campus Principal will ensure that all teachers, including general education and specialized teachers, instructional coaches, campus administrators, and other relevant staff have access to Bluebonnet Learning instructional materials and any other necessary materials for implementation.
- The Campus Principal will ensure that all students have access to Bluebonnet Learning instructional materials, along with any manipulatives or additional materials required.
- The Campus Principal or designee will develop a plan to maintain an inventory of teaching materials and establish a process for securing additional materials based on increased teacher allotments or student population growth.

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: Executive Director of Academics and Campus Principals

Timeline: April 2025–August 2025, then ongoing through May 2026

Key Actions/Steps:

- The Executive Director of Academics will coordinate training sessions for district leaders, campus principals and leadership teams, instructional coaches, and teachers on how to access and navigate Bluebonnet Learning instructional materials, focusing on scope and sequences, protocols, and observation tools.
- The Campus Principal or designee will provide this training to any new staff hired after the school year begins.

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

Task Owner/Manager: Technology Director

Timeline: April–September 2025

Key Actions/Steps:

- The Technology Director, with support from the Executive Director of Academics and Campus Principal or designee, will support staff in accessing and navigating digital versions of Bluebonnet Learning instructional materials.
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2B. Schedules and Calendars

Master Schedule(s):

Each campus will create master schedules that allocate the recommended instructional minutes for Bluebonnet Learning materials. While campuses may choose to allocate additional minutes, they must ensure that all other instructional programming requirements, as outlined in Rains ISD administrative regulations, are met.

- **Bluebonnet Learning RLA Grades K–2:** At least 120 minutes daily (60 minutes for foundational skills and 60 minutes for RLA).
 - **Bluebonnet Learning RLA Grade 3:** At least 120 minutes daily (with an optional 30 minutes for foundational skills).
 - **Bluebonnet Learning RLA Grades 4–5:** At least 90 minutes daily.
 - **Bluebonnet Learning Math Grades K–5:** At least 60 minutes daily.
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Instructional Calendar(s):

Campus instructional calendars will include **at least 200 minutes per week** for internalization and student work analysis, scheduled during common planning and teacher conference times. PLCs will be scheduled **once a week** to prioritize internalization and provide job-embedded support for teachers.

2C. Aligned Expectations

Alignment Item: Use of Bluebonnet Learning instructional materials.

- **Expectations:** Bluebonnet Learning instructional materials are to be used for daily Tier 1 instruction for all students, without substitution or supplementation with non-approved materials. Any approved supplemental materials must be approved by the Executive Director of Academics and/or Assistant Superintendent of Student Services.

- **Plan for Communication:** Expectations for the use of materials will be incorporated into the Bluebonnet Learning onboarding training for all stakeholders. Teachers, coaches, and school leaders will have the opportunity to review Bluebonnet Learning instructional materials during back-to-school in-service, where they can provide recommendations for modifications or the integration of additional materials.
 - **Timeline:** Recommendations for modifications or the addition of supplemental materials can be submitted at any time but will be implemented annually at the beginning of the school year.
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Alignment Item: Internalization protocol and process.

- **Expectations:** Teachers will prioritize internalization during common planning time and use Bluebonnet Learning protocols as the foundation for both common and individual planning. Teachers will annotate lessons to show alignment with the protocols and submit their annotated lessons to administrators for review **at least once a month**. Principals may require more frequent submissions. School leaders will observe PLCs weekly.
 - **Plan for Communication:** All expectations for protocol use will be communicated to stakeholders during onboarding and orientation training.
 - **Timeline:** Onboarding and orientation training will be scheduled throughout August, with repeat ongoing sessions for new hires.
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Alignment Item: Student work analysis protocols and process.

- **Expectations:** Teachers, coaches, and leaders will analyze student work using the Bluebonnet Learning protocol during common planning time **at least once per month**, starting in October.
 - **Plan for Communication:** All expectations for protocol use will be communicated to stakeholders during onboarding and orientation training. Instructional coaches and school leaders will model the student work analysis protocol and review expectations for its use during all PLCs in early October.
 - **Timeline:** Onboarding and orientation training will take place throughout August, with repeat ongoing sessions for new hires.
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Alignment Item: Curriculum-embedded assessment expectations.

- **Expectations:** Teachers will consistently administer the embedded assessments from Bluebonnet Learning. During the first year of implementation, all teachers are expected to administer all Bluebonnet Learning assessments as designed. Modifications and/or accommodations may be made to meet individual student needs based on IEPs or other educational plans. School leaders will monitor the fidelity of Bluebonnet Learning unit assessment administration.

- **Plan for Communication:** Expectations for the use of embedded assessments will be incorporated into Bluebonnet Learning onboarding training for all stakeholders.
 - **Timeline:** Onboarding and orientation training will be scheduled throughout August, with repeat ongoing sessions for new hires. Principals will report on the fidelity of Bluebonnet Learning assessment use at principal meetings.
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2D. 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 offered onsite in August and at the Education Service Center throughout the year.
 - **Who will lead/participate?**
The Education Service Center will offer multiple options for RBIS training. All classroom teachers, specialized teachers, instructional coaches, district curriculum and instruction coordinators and specialists (including all related programs), principal supervisors, principals, and school administrators are required to attend the training.
 - **What materials or resources are needed?**
The ESC will coordinate the training sessions at their location. The Executive Director of Academics and the Technology Director will collaborate with the ESC to organize the sessions and arrange necessary materials or resources for onsite training.
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Professional Learning Experience: Training that focuses on communicating expectations, implementation goals, and change management.

- **When will this happen?**
General expectations for the use of Bluebonnet Learning instructional materials and practices will be included in onboarding and orientation training. The implementation goals and rationale for adopting Bluebonnet Learning will be emphasized during the Convocation and beginning of the year meetings/training. Ongoing discussions about expectations and change management will continue at the district level during principal meetings and at the campus level during faculty meetings.
- **Who will lead/participate?**
Both district and campus level leadership will lead the development and delivery of these training experiences. All instructional staff will attend.

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

Leaders will use the Bluebonnet Learning Program resources, along with materials from the ESC, to develop communications for the meetings/training.

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

- **When will this happen?**

Rains ISD will collaborate with our Education Service Center to provide onboarding and orientation for Bluebonnet Learning instructional materials in August and September, which will include an introduction to the design principles of the materials. District curriculum and instruction staff will work with the service center to incorporate local context, expectations, and change management practices into the onboarding and orientation process.

- **Who will lead/participate?**

Sessions will be led by ESC partners. All participating instructional staff and leaders will attend the onboarding and orientation training.

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

The Executive Director of Academics will coordinate with the ESC to organize the sessions and ensure that all necessary materials and resources are arranged.

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

- **When will this happen?**

The first professional learning experience, focused on understanding the design principles of Bluebonnet Learning instructional materials, will be included in the onboarding and orientation process. Ongoing, job-embedded professional learning centered around these design principles will take place weekly during common planning, facilitated by instructional coaches and school leaders. Instructional coaches and school leaders will also participate in additional training from the ESC to support internalization, as well as observation and feedback cycles.

- **Who will lead/participate?**

Onboarding and orientation sessions will be led by ESC partners. All participating instructional staff and leaders will attend the onboarding and orientation training. All teachers will attend the internalization facilitation sessions, and all instructional coaches and administrators will attend coaching training from the ESC.

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

The Executive Director of Academics will coordinate with the ESC to organize the sessions and ensure the necessary materials and resources are in place. Campus staff will utilize the Bluebonnet Learning internalization protocols for the facilitation 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?**
Teachers and instructional coaches/school leaders will participate in **weekly** internalization facilitation for an upcoming unit or lesson. Additional internalization support sessions may be held at the teacher's discretion.
- **Who will lead/participate?**
Instructional coaches and school leaders will facilitate internalization practice **at least once a week** for each teacher/grade level using the Bluebonnet Learning internalization protocols. All teachers will attend internalization facilitation sessions, either with their grade level team or individually for departmentalized teachers.
- **What materials or resources are needed?**
Bluebonnet Learning instructional materials and protocols, along with available instructional coaches and school leaders for all teaching teams and 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 and instructional coaches/school leaders will engage in student work analysis **weekly**. Additional student work or data analysis support sessions may be scheduled at the teacher's discretion.
- **Who will lead/participate?**
Instructional coaches and school leaders will facilitate student work analysis sessions for all grade levels or vertical content teams using the Bluebonnet Learning student work analysis protocols. All teachers will participate in these facilitated sessions, either with their grade level, vertical team, or individually.
- **What materials or resources are needed?**
Bluebonnet Learning instructional materials and protocols, along with available instructional coaches and school leaders for all teams and teachers.

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

- **When will this happen?**
School leaders and instructional coaches will observe classroom instruction weekly, ensuring that each teacher receives at least one observation (with a feedback session) **every six weeks**.

- **Who will lead/participate?**
School leaders and instructional coaches will conduct observations of K–5 RLA and K–9 math general education and specialized teachers.
 - **What materials or resources are needed?**
Bluebonnet Learning observation tool and Bluebonnet Learning instructional materials.
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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 through weekly facilitated internalization sessions, facilitated student work analysis sessions, observation and feedback sessions, and optional additional support at the teacher’s discretion. In addition, principals will prioritize campus professional development time to focus on curriculum-based professional learning opportunities using Bluebonnet Learning instructional materials.
 - **Who will lead/participate?**
Instructional coaches and school leaders will facilitate ongoing support and will provide resources and support for the campus-based learning.
 - **What materials or resources are needed?**
School leaders will require specific training on facilitation and coaching with Bluebonnet Learning instructional materials which will be provided before the start of the school year, along with protocols and observation tools.
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2E. Adaptive Change and Communication

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

Message: Access to grade-level materials is crucial for student success. When students are provided with assignments that are appropriately aligned to the TEKS and paired with strong instruction, engagement, and high expectations, they achieve better outcomes. The materials we give students—such as assignments, texts, and assessments—reflect our expectations for their learning. Students will rise to meet those expectations. High standards lead to high performance and outcomes. Implementing rigorous instructional materials does not prevent teachers from supporting and accommodating the needs of individual learners.

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

Timeline: Summer training sessions, Convocation, back-to-school in-service events, 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 available for parent review as required by law (TEC §26.006). Any modifications must be reported to the Campus Principal and Executive Director of Academics, and made accessible to parents through an LMS or other specified means before the start of the school year.

Audience: All instructional staff, families, and external stakeholders

Timeline: Summer communication to all stakeholder groups; ongoing communication with internal stakeholders and families. The Campus Principal will submit their plan for this item to the Executive Director of Academics by July 31.

Considerations: This message aligns with 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 relevant staff are informed about the statutes concerning Access to Teaching Materials as outlined in TEC §26.006.

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

Message: Rains ISD is dedicated to ensuring alignment among stakeholders, promoting clear communication, highlighting the positive aspects of implementation, and actively gathering and responding to stakeholder feedback.

Audience: The Rains ISD community - all internal and external stakeholders

Timeline: Ongoing, beginning in the spring prior to implementation

Considerations: District and campus leadership teams will focus on the following strategies to support positive implementation efforts:

- We will build strong relationships and lead with empathy.
- We will remove technical barriers by ensuring the necessary conditions for success are in place.
- We will provide clear guidance on implementation expectations, explaining the purpose behind choosing Bluebonnet Learning instructional materials, and ensure the message is widely shared.
- We will send regular updates that celebrate growth and achievements seen through bluebonnet implementation as well as create opportunities for community and stakeholder input to build the best system and answer questions associated with the new curriculum.

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

3A. 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?

The district has implemented a PLC structure with campus leadership ensuring that time is protected for teachers to meet and plan. Campus leaders regularly attend PLC meetings. Some campus sessions are not currently guided by an agenda centered around the group's HQIM protocols. Training for campus leaders on how to create and utilize PLC agendas should be scheduled.

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

Vision: The PLC vision will be revised to better support the implementation of Bluebonnet Learning instructional materials, actively involving all internal stakeholders in the process.

Protected Time and Frequency: Common planning time is currently protected and held weekly.

Ownership: As previous PLC structures did not prioritize Bluebonnet Learning instructional materials, roles and responsibilities for all participants should be clearly defined.

Use of Time: Utilizing an agenda centered around Bluebonnet Learning protocols, including any necessary pre-work or post-work for teachers, will ensure time is used effectively.

Educative Practices: Revising the other Keys to Success will help foster more collaborative and productive PLCs within Rains ISD.

3B. Structures for Internalization and PLCs

Task: Explain the vision for unit and lesson internalization.

Internalization is the process of thoroughly examining a unit or lesson from Bluebonnet Learning instructional materials to fully understand the student learning objectives and how to effectively teach them

to achieve desired outcomes. This process ensures that the materials are implemented with fidelity. Teachers who deeply understand both the student expectations and the structure of the Bluebonnet Learning materials are better equipped to teach lessons effectively and make informed instructional decisions that promote engagement and success for all students.

Internalization occurs regularly and consistently before instruction begins:

- Unit internalization occurs at least **2 weeks prior** to the start of a new unit.
 - Lesson internalization happens for each lesson **at least 1–2 days** before it is taught.
1. Instructional coaches, school leaders, and teachers utilize Bluebonnet Learning internalization protocols to prepare for delivering units and lessons.
 2. All instructional staff participating in weekly or other collaborative sessions will complete any necessary pre-work or post-work as agreed upon by the team or facilitator.
 3. Teachers will annotate their Bluebonnet Learning teacher materials while following the protocols. The completion of a standardized lesson plan template is no longer required.
 4. Teachers will attend weekly collaborative internalization sessions led by instructional coaches or school leaders. This time is designated in the instructional calendar, and any pre-work is determined by consensus and communicated in advance.
 5. Teachers will receive regular, ongoing 1:1 support from an instructional coach or school leader to help refine and strengthen their internalization practices.

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

Principals:

- Set and communicate the vision for internalization, along with role-specific responsibilities.
- Monitor progress toward achieving the internalization vision, providing reflection and support as necessary.
- Align school-wide systems and structures with the internalization vision.

- Enhance understanding of Bluebonnet Learning instructional materials and internalization protocols.

Instructional Coaches and Assistant Principals:

- Complete Bluebonnet Learning onboarding and orientation training to gain a comprehensive understanding of the product and unit/lesson internalization protocols.
- Provide 1:1 support and co-planning with teachers to improve their use of Bluebonnet Learning internalization protocols.
- Organize and lead collaborative planning sessions with teacher teams.

Teachers:

- Complete Bluebonnet Learning onboarding and orientation training to gain a thorough understanding of the product and internalization protocols for units and lessons.
- Consistently apply the product-specific internalization protocols to prepare for teaching Bluebonnet Learning units and lessons.
- Participate in 1:1 internalization sessions and collaborative planning meetings led by an instructional coach or instructional leader.

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

Revise Rains ISD Vision for PLCs to emphasize Bluebonnet Learning best practices, design principles, and the use of protocols.

Train instructional coaches and school leaders to create PLC agendas centered around Bluebonnet Learning protocols.

Assist principals in creating master schedules and instructional calendars that allocate time for common planning to support Bluebonnet Learning practices.

Define and communicate the roles and responsibilities of stakeholders (leaders, teachers) within PLCs.

Develop a protocol calendar for instructional leaders to help guide the facilitation of each Bluebonnet Learning protocol.

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

Time: The master schedule allocates protected weekly meeting time for general education and specialized teachers to collaborate with instructional coaches or school leaders for at least 50 minutes each week focused on internalization practices.

Ownership: Schools have designated instructional coaches and school leaders to plan and facilitate 1:1 and collaborative planning sessions, offering teachers feedback and support on their lesson preparation.

Protocols: Teachers, instructional coaches, and school leaders are trained on the Bluebonnet Learning protocols for unit internalization, lesson internalization, and student work analysis.

Accountability: There is a process in place to monitor progress toward effective internalization, with aligned expectations for teachers. Teachers are expected to annotate within the Bluebonnet Learning instructional materials instead of completing a standardized lesson plan template.

3C. Supporting All Learners

Support: Bluebonnet Learning Embedded Supports

Teachers will determine which embedded supports to use during instruction when internalizing lessons. These supports will be annotated in the teacher guide and shared with instructional coaches and school leaders **at least three days** before the lesson is taught.

Support: Engagement Strategies

Teachers will annotate their materials to indicate which engagement strategies will be used during instruction. To support all students, additional strategies may be required, such as flexible grouping and the use of anchor documents and resources.

Support: Instructional Flexibility

Teachers have the flexibility to adjust the pacing within the four-day instructional scope and sequence to meet the needs of each student. They can modify instructional strategies and resources to support students' Individualized Education Plans (IEPs) or other specific educational needs. Furthermore, teachers

will have the opportunity to review materials and provide recommendations for the use of additional resources, as outlined in Action 2C: Use of Bluebonnet Learning instructional materials.

ACTION 4: Establishing Observation and Feedback Practices

4A. Observation Expectations

Action: Clearly define the purpose of observations.

At Rains ISD, district and school leaders utilize FOI Learning Walk tools for instructional rounds to gather evidence of the fidelity of implementation and track progress toward achieving goals. School leaders and instructional coaches use the Bluebonnet Learning observation tool to conduct observation and feedback cycles that support the ongoing growth and development of teaching and educational practices with Bluebonnet Learning instructional materials. Leaders and instructional coaches focus on identifying tangible evidence that demonstrates teachers have fully internalized the units and lessons they are delivering.

Next Steps:

- District leaders, school leaders, and instructional coaches will receive training on the observation and feedback practices specific to Bluebonnet Learning. The Executive Director of Academics will collaborate with the vendor to plan and deliver content for the leader implementation training.
 - District leaders, school leaders, and instructional coaches will engage in practice sessions with the observation tools.
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Action: Name the observation expectations and responsibilities for school leaders.

District Leader Roles and Responsibilities

- Gain a broad understanding of the observation tools used by coaches and school leaders to provide feedback to teachers.
- Utilize Bluebonnet Learning Observation Tools and FOI Learning Walk Tools to co-observe classroom instruction with school leaders, focusing on evidence of internalization and implementation fidelity.
- Assist school leaders in analyzing and responding to data collected from observations and learning walks.

School Leader Roles and Responsibilities

- Co-observe classroom instruction with coaches to ensure consistency in identifying key indicators of internalization during observations.

- Observe feedback sessions and coaching meetings to ensure they are rooted in Bluebonnet Learning instructional materials, with meaningful connections to planning and internalization.
- Support coaches in creating effective observation and feedback schedules, monitor the execution of these schedules, and assist in making adjustments as needed.
- Use FOI Learning Walk Tools to gather additional data on evidence of internalization across classrooms and collaborate with coaches to analyze schoolwide trends.

Next Steps:

- District leaders, school leaders, and instructional coaches will receive training on the observation and feedback practices specific to Bluebonnet Learning. The Executive Director of Academics will work with the vendor to coordinate planning and content for the leader implementation training.
- District and Campus Leaders will define expectations and develop plans for conducting learning walks and observation and feedback cycles.

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

- Utilize training and professional development opportunities to regularly observe classroom instruction using the Bluebonnet Learning Observation tools.
- Review the Bluebonnet Learning lesson prior to classroom observations and refer to the lesson during the observation as needed.
- Use the SFI Action Step Guides to provide targeted, content-specific feedback to teachers and link this feedback to planning and internalization when applicable.
- Assist teachers during feedback meetings to review upcoming lessons and identify areas to implement action steps.
- Gather and report data on evidence of internalization, ensuring alignment with progress monitoring expectations.

Next Steps: District leaders, school leaders, and instructional coaches will receive training on observation and feedback practices related to Bluebonnet Learning.

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

The Bluebonnet Learning Observation Tools and FOI Learning Walk Tools will be utilized to monitor the fidelity of implementation and offer continuous, job-embedded support through teacher feedback.

Next Steps:

- The Campus Principal will ensure that all district and school leaders, as well as instructional coaches, have access to the Bluebonnet Learning observation tool.
 - The ESC will present and share the FOI Learning Walk Tool with district and campus leaders.
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Action: Decide on the planning regarding the cadence, frequency, and scheduling of observations.

- All participating school leaders and instructional coaches will carry out weekly observations of Bluebonnet Learning instruction using the Bluebonnet Learning observation tools, ensuring that each teacher receives **at least one observation and feedback cycle every six weeks**.
- Campus principals and leadership teams are responsible for creating and scheduling observations on the Bluebonnet Learning observation calendar and for sharing this calendar with teachers and instructional staff.

Next Steps: The district will create the Bluebonnet Learning observation calendar for each campus and provide it to campus principals by the beginning of the school year.

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

All Bluebonnet Learning observations will be documented using the Bluebonnet Learning observation tool and shared with the teacher being observed. Documentation can be recorded either electronically or on paper, and all records will be uploaded to the district's observation platform.

Next Steps:

- **The Technology Director will update the district's observation platform to incorporate the Bluebonnet Learning observation tools.**
 - School leaders and instructional coaches will receive guidance on documentation and follow-up procedures for Bluebonnet Learning observations during the leader training on observation and feedback.
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4B. Observation and Feedback Cycles

Topic: School leader and instructional coach training and practice

District and school leaders, along with instructional coaches, will undergo training on the Bluebonnet Learning observation tools and will have opportunities to practice utilizing them. This is detailed in Action 2D: Professional Learning Plan.

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

Topic: Coaching Model

Decision/Expectations: School leaders and coaches at Rains ISD will use the **SFI Action Step Guides** alongside the **See It, Name It, Do It coaching model** to offer feedback and continuous professional learning to teachers implementing Bluebonnet Learning.

Next Steps:

- **District Leaders** will incorporate training on the SFI Action Step Guides training on the See It, Name It, Do It coaching model and resources into professional development sessions for leaders and instructional coaches before the school year begins and will conduct refresher training, as needed.
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Topic: Feedback Cycle Process

Decision/Expectations: Teachers will receive in-person feedback from their observer **at least once every six weeks**, using either the SFI Action Step Guide or the See It, Name It, Do It protocol to provide clear, actionable next steps that support the delivery of Bluebonnet Learning instructional materials. Observers will follow up by revisiting the classroom **within ten school days** to observe the implementation of the action steps. Feedback and action steps will be documented on the district's **observation platform**.

Next Steps: **District Leaders** will meet with campus leaders and instructional coaches to communicate the expectations and processes.

Topic: Ongoing, Job-embedded Support

Decision/Expectations: Teachers will receive continuous, job-embedded support through the **six-week** observation and feedback cycles. School leaders and instructional coaches will participate in co-observations and coaching sessions with their supervisors **once per semester** as part of their ongoing, job-embedded support.

Next Steps: Principal supervisors and principals will schedule co-observations with the leaders they supervise **once each semester**. During these sessions, they will observe **at least one full observation** and feedback cycle for Bluebonnet Learning and engage with their supervisor.

Topic: Measuring Impact

Decision/Expectations: School leaders and instructional coaches will assess impact using data from the district observation platform, focusing on the action steps identified and the extent to which teachers are successfully implementing these actions.

Next Steps:

- District Leaders will meet with leadership teams to review progress monitoring related to the action steps provided to teachers during Bluebonnet Learning observation and feedback cycles.
 - The Technology Director will offer training opportunities on the district observation platform for new leaders.
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ACTION 5: Aligning Assessment Strategy

5A. 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?

The District Testing Coordinator develops detailed assessment calendars that track universal screeners, district benchmarks, interim assessments, and other district-wide assessments, including STAAR, End of Course exams, and college readiness assessments.

Campuses follow a process for administering common unit assessments, created at the campus level, for each grade and course in the required curriculum.

Teachers and leaders regularly review student assessment data to make instructional adjustments and provide necessary student support.

Areas for improvement include transitioning to Bluebonnet Learning assessments across all campuses and eliminating local benchmark exams in Bluebonnet subjects, as they do not align with Bluebonnet Learning's instructional materials, scope, and sequences.

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

A key to success is the practice of maintaining an assessment calendar. Rains ISD will refine this process to include Bluebonnet Learning unit assessments and remove the district-created benchmark exams. Refinement is needed to clearly define expectations for using Bluebonnet Learning embedded assessments, with explicit guidelines on how and when assessments can be adapted or modified. Additionally, any changes must be communicated to campus principals to ensure that parents have access to the materials.

5B. Structures for Assessment Practices

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

Revise district assessment calendars to include Bluebonnet Learning embedded assessments, replacing the previously used district benchmarks or campus-created common unit assessments.

Clearly communicate expectations for using Bluebonnet Learning assessments, along with the process for making any adjustments or modifications.

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

Facilitated student work analysis sessions will begin by **October**. All instructional staff will receive initial training on student work analysis protocols during the Bluebonnet Learning onboarding and orientation sessions.

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

District leadership will communicate expectations regarding the prioritization of Bluebonnet Learning embedded assessments, identifying assessments that will no longer be administered, and outlining the process and legal requirements for any adjustments or modifications to Bluebonnet Learning assessments.

District Leaders and the District Testing Coordinator will revise the district assessment calendars to incorporate Bluebonnet Learning unit assessments and remove campus common assessments and district benchmarks.

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

The Superintendent and district leadership team will share updates on the assessment strategy and expectations with all school leaders and instructional coaches prior to the start of the school year.

All teachers and instructional staff will receive training and comprehensive information on expectations for Bluebonnet Learning assessments during onboarding and orientation sessions.

Distinct Leaders will maintain regular communication with school principals regarding the prioritization of Bluebonnet Learning embedded assessments, the preservation of assessment integrity, and the use of student work analysis as the primary process for data analysis in formative assessments.

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