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.

Each section of this transition plan provides context for action items, key questions to consider, and additional resources to support the development of a strong and effective transition plan. Read all the information provided carefully and provide clear, detailed responses under each 'TAKE ACTION' area.

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Before Getting Started

Before getting started on the transition plan, it is highly recommended to review the following resources:

OER Transition Plan for Bluebonnet Learning Instructional Materials Webinar

The OER Transition Plan for Bluebonnet Learning Instructional Materials webinar is an extensive resource with information about House Bill (HB) 1605, an overview of the transition plan, and a step-by-step breakdown of the transition plan template.

- Webinar [VIDEO]
- Webinar Slide Deck [PDF]

Crofton ISD Sample Transition Plan

The transition plan is intended to prepare LEAs for the successful implementation of Bluebonnet Learning. From goal setting to the procurement of instructional materials to student assessment strategy, successful implementation requires an extensive review of processes and procedures to ensure alignment across the district.

A completed sample of the OER Transition Plan for Bluebonnet Learning Instructional Materials has been created as a model for districts to use in understanding the purpose and expectations of each action item response. The completed sample document has been created using a sample district named Crofton ISD.

Please note that this sample document is just an example; each local educational agency (LEA) developing and adopting a transition plan needs to reflect and review its own district needs and respond accordingly.

- Crofton ISD Sample Transition Plan [PDF]

Bluebonnet Learning Access

Some Action Items require information (like instructional minutes and internalization protocols) from the Bluebonnet Learning instructional materials. Any information needed about Bluebonnet Learning K–5 Math, Bluebonnet Learning Secondary Mathematics, or Bluebonnet Learning Reading Language Arts (RLA) can be found in a ShareFile folder.

- OER Transition Plan for Bluebonnet Learning Instructional Materials ShareFile Folder

If you have trouble accessing any documents or cannot find the information you need, please submit an [Instructional Materials Helpdesk Ticket.](#)

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

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

Key Questions to Consider:

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

Resources:

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

TAKE ACTION: Implementation Framework

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

The Temple ISD Strong Foundations Math Framework Committee identified a need to support students with both procedural and conceptual understanding of Math in order to support students reach the rigor of the Math TEKS. The team decided that it was important for the district to adopt and implement high-quality instructional materials to support teachers with a framework for strong instruction and help students access grade level materials that will allow them to learn Math with rigor both conceptually and procedurally.

The district went through the Strong Foundations Planning process of building a roadmap, creating a communications plan, diving into collective learning, which included RBIS training, developed a framework, and decided to adopt Bluebonnet Learning materials for implementation.

Temple ISD will go through the initial implementation phase of Bluebonnet Learning for the 25-26 school year. The leadership team worked to create a strategic plan for implementation through the OER transition plan.

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1B. Implementation Goals

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

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

Key Questions to Consider:

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

Resources:

- [Fidelity of Implementation (FOI) Look-Fors](#) - This chart identifies key fidelity of implementation outcomes and look-fors associated with those outcomes.
- [Sample Implementation Goals](#) - This resource provides an example of implementation goals and progress monitoring.
- [FOI Learning Walk Tools](#) - Aligned with the Fidelity of Implementation Look-Fors, this resource can be used to evaluate the degree of fidelity and progress toward implementation goals.
- [FOI Learning Walk Companion Guide](#) - The companion guide provides leaders with a step-by-step process for conducting learning walk cycles.

TAKE ACTION: Implementation Goals
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Goal Area: Bluebonnet Learning Implementation

- **Goal:** By May 2026, 100% of teachers will implement Bluebonnet Learning materials for daily lesson instruction, as evidenced by lesson annotations, instructional walkthroughs, and PLC discussions.
- **Measure(s):** Implementation Walks
- **Frequency:** BOY / MOY / EOY district wide and monthly for campus leaders
- **Progress Monitoring:** Implementation checks in the BOY (October), MOY (January), and EOY (March). Data will be reviewed by the principal, AP(s), and ICs during their monthly meeting during this time feedback for the groups will be collected and adjusted for next steps.

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Goal Area: Stakeholder Investment

- **Goal:** By May 2026, at least 80% of teachers and leaders will report a positive experience with Bluebonnet implementation as measured by the stakeholder survey.
- **Measure(s):** Stakeholder survey

- **Frequency:** Twice a year to coincide with implementation walks
- **Progress Monitoring:** Implementation checks in the MOY (January) and EOY (March). End of grading period data checks will also incorporate the review of this data.

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Goal Area: Teacher Practice

- **Goal:** By May 2026, 100% of teachers will engage in weekly PLC meetings focused on lesson internalization, as evidenced by PLC agendas, attendance logs, and teacher reflections.
- **Measure(s):** Classroom Observations and PLC Observations
- **Frequency:** BOY / MOY / EOY and montly for campus leaders
- **Progress Monitoring:** Implementation checks in the BOY (October), MOY (January), and EOY (March). Data will be reviewed by the principal, AP(s), and ICs during their monthly meeting. During this time, feedback for the groups will be collected and adjusted for next steps.

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Goal Area: Student Outcomes

- **Goal:** By January 2026, 100% of students are engaging in grade-level content and participating in the embedded Bluebonnet Learning Math routines.
- **Measure(s):** Implementation Walks
- **Frequency:** BOY / MOY / EOY and monthly for campus leaders
- **Progress Monitoring:** Implementation checks in the BOY (October), MOY (January), and EOY (March). Data will be reviewed by the principal, AP(s), and ICs during their monthly meeting. During this time, feedback for the groups will be collected and adjusted for next steps. A new action step will be written following the MOY walks.

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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.

Key Questions to Consider:

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

Resource:

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

TAKE ACTION: Materials Access Planning

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

- Task owner/manager: Executive Directors / Secretaries / Purchasing Director
- Timeline: by May 20
- Key Actions/Steps:
    - Executive Secretaries will Complete the EMAT Spreadsheet for each Bluebonnet Resource
    - Purchasing Director will submit orders through EMAT

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Task: Order or secure any related manipulatives needed. Identify items and quantity by grade level and campus. If applicable, procure related manipulatives in EMAT.

- Task owner/manager: EDEE / Secretary / Purchasing Director
- Timeline: by May 20
- Key Actions/Steps:
    - Executive Secretary (Elementary) will complete the EMAT Spreadsheet for manipulatives
    - Purchasing Director will submit order through EMAT

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

- Task owner/manager: Purchasing Director / Executive Directors / Secretaries / Instructional Coaches
- Timeline: by June 30
- Key Actions/Steps:
    - Purchasing department will notify Executive Directors when materials arrive
    - Executive Directors will provide purchasing with a campus distribution list for delivery
    - Executive Directors will notify campus admin before items are delivered with instructions for storage and/or distribution
    - Instructional Coaches will inventory materials prior to campus distribution to ensure that materials were delivered to the campus in accurate quantities
    - Instructional Coaches will distribute materials to teachers and have them sign for receipt

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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 Directors
- Timeline: Monthly- May- July
- Key Actions/Steps:
  - Executives Communicate process to principals, APs in June and July
  - Executives Communicate process to warehouse staff
  - Instructional Coaches will communicate distribution process to staff

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Task: Determine the process for ensuring all teachers, instructional coaches, and school leaders who will be involved in the implementation of Bluebonnet Learning have access to all the necessary instructional materials and manipulatives.

- Task owner/manager: Campus Principals and Instructional Coaches
- Timeline: September 2025, then ongoing through May 2026
- Key Actions/Steps:
  - Campus principals / Instructional coaches will confirm that teachers have sufficient materials
  - Campus principals / instructional coaches will monitor to ensure that materials are available when teacher and student schedules change

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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: Executives / Instructional Coaches / Digital Learning
- Timeline: July 2025, then ongoing throughout the year
- Key Actions/Steps:
  - Academics Executives will provide training to introduce teachers and leaders to "hub" that houses Bluebonnet Learning planning and support resources (i.e. pacing calendars, internalization protocols, and observation tools)
  - Digital Learning will maintain/update "hub" as needed throughout the year.
  - Instructional coaches will provide this training experience to new staff hired after the start of the school year.

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

- Task owner/manager: Executives and Digital Learning
- Timeline: July 15, then ongoing throughout the year
- Key Actions/Steps:
  - Executives connect Digital Learning to Publisher to initiate technology integration
  - Digital Learning confirms successful technology integration no later than July 15
  - Digital Learning provides instructions / "click sheet" for teachers and leaders to access digital components of the resource

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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.

Key Questions to Consider:

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

Resource:

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

TAKE ACTION: Schedules and Calendars

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

Response/Resource:

Elementary

Each campus will develop master schedules that allocate the recommended instructional minutes for Bluebonnet Learning instructional materials. For Temple ISD, Bluebonnet Learning Math K-5, minimum of 90 minutes daily

Secondary

The high school master schedule allows for 47 minutes of instruction daily to implement Bluebonnet Learning Algebra 1.

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

Response/Resource:

Elementary

Each campus will embed PLC planning time within their master calendar to reflect the protected time for internalization and student work analysis. The PLC time should be schedule twice weekly, and the days of the week will be on Tuesdays and Thursdays**.**

Secondary

Each campus will have daily PLC time reflected in their master schedule. The campuses will determine which days of the PLC will consist of internalization, job-embedded supports, and data analysis that includes analyzing student work.

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2C. Aligned Expectations

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

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

Key Questions to Consider:

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

Resources:

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

TAKE ACTION: Aligned Expectations

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Alignment Item: Use of Bluebonnet Learning instructional materials.

- Expectations:
  Bluebonnet Learning instructional materials are used for daily Tier 1 instruction for all students without substituting or supplementing with other materials not approved for use. Other approved materials will be listed in the Approved Supplemental Materials List, maintained by the Elementary and Secondary Executive Directors.
- Plan for Communication:
  Expectations for required and supplemental materials use will be integrated into Bluebonnet Learning onboarding training for all stakeholders. Teachers, coaches and school leaders will have the opportunity to review Bluebonnet Learning instructional materials in May 2026 and during back-to-school in-service to ask clarifying questions prior to implementation. Executive Directors will collect ongoing feedback from teachers and leaders in order to make decisions about enhancing support for implementation of the Bluebonnet resource or adjusting the use of approved supplemental resources.
- Timeline:
  Written expectations will be in place by June 10.
  Expectations will be reiterated to instructional coaches and principals when they return in July.
  Expectations will be communicated by campus leaders and instructional coaches during August in-service / professional development and during PLCs throughout the school year.

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Alignment Item: Internalization protocol and process.

- Expectations: Instructional Coaches are expected to guide teachers through the internalization protocols during the designated PLC time according to the schedules created. Instructional Coaches will use the HQIM Protocols that have been created to ensure teachers understand the main components of the lesson and emphasize engagement strategies and embedded supports. Teachers are expected to annotate their teacher guides as evidence of internalization and incorporate the strategies discussed in PLC into their lessons. Campus leaders will review the evidence of lesson internalization during their walkthroughs and use the observation tools to determine to level of implementation.

- Plan for Communication: Expectations will be communicated to campus leaders during the summer retreat in July and to teachers during August Professional Development.

- Timeline: Finalizing and norming on the Bluebonnet protocols and the current district PLC systems will occur in May and June. Leaders will receive training in July, and teachers will receive training in August.

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Alignment Item: Student work analysis protocols and process.

- Expectations: Instructional Coaches are expected to guide teachers through the student work analysis protocols during the designated PLC time according to the schedules created. Instructional

Coaches will use the protocols to help teachers create an action plan in response to the trends that have been noticed. Teachers are expected to analyze the student work to identify trends of student misconceptions as well as adjustments in teacher practice. Teachers should then implement that actions agreed upon during the action planning. Campus leaders will join the analysis meetings and/or facilitate their own meeting with campus leadership to identify trends for how to coach teachers.

- Plan for Communication: Expectations will be communicated to campus leaders during the summer retreat in July and to teachers during August Professional Development.

- Timeline: Finalizing and norming on the student work protocols will occur in May and June at the district level. Leaders will receive training in July, and teachers will receive training in August.

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Alignment Item: Curriculum-embedded assessment expectations.

- Expectations: Teachers will administer the Bluebonnet curriculum-embedded assessments as written and intended in the curriculum. Any modifications to the assessments will be minimal and made by the district for district-wide use. Teachers and campus staff will be able to modify or create accommodations for the assessments based on the student's Individualized Education Plan (IEP) or education plan for services other than special education. Campus and district leadership will monitor the implementation and administration of unit assessments based on the district pacing calendar.
- Plan for Communication: Expectations will be communicated to campus leaders during the summer retreat in July and to teachers during August Professional Development.

- Timeline: Finalizing and norming on the student work protocols will occur in May and June at the district level. Leaders will receive training in July, and teachers will receive training in August.

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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.

Key Questions to Consider:
- Do general education teachers, specialized teachers, instructional coaches, and school leaders have opportunities to sufficiently orient themselves to the Bluebonnet Learning instructional materials?
- Is professional learning scheduled throughout the year grounded within the Bluebonnet Learning instructional material?
- Are systems in place to monitor and support professional learning attendance and efficacy?

- What are the expectations for routine observation and feedback cycles that focus on prioritizing fidelity of implementation, leveraging the Bluebonnet Learning observation tools, and providing feedback to teachers to support professional learning and growth?

Resources:

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

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

- When will this happen?
  Elementary teachers will receive RBIS training in May 2025
  Secondary and Elementary Instructional Coaches will receive training in April 2025
- Who will lead/participate?
  SustainED Leaders and Region 12 will lead the trainings for RBIS. All Math classroom teachers, instructional coaches, district specialists, assistant principals, and principals who have not already attended Math RBIS training are required to attend.
- What materials or resources are needed?
  The trainers will coordinate with the Executive Directors and provide the necessary materials and resources.

  Make-up sessions will be offered by October.
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Professional Learning Experience: Training that focuses on communicating expectations, implementation goals, and change management.

- When will this happen? Change management, math framework, and Bluebonnet implementation will take place during August PD. Principals, Assistant Principals, and Instructional coaches will receive ongoing training during their monthly meetings and norm on communication for teachers.
- Who will lead/participate? The district Academic team (directors/ICs) will lead the training, and the district math teachers will participate.
- What materials or resources are needed? District leaders will study and use the Bluebonnet Learning Program and Course Level Resources Bluebonnet learning program and course level resources, along with resources needed to launch the presentation.
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Professional Learning Experience: Bluebonnet Learning instructional material onboarding and orientation.

- When will this happen? August Back to School PD for all teachers
- Who will lead/participate? The district Academic team (directors/ICs) will lead the training, and the district math teachers and campus leaders will attend the onboarding training.
- What materials or resources are needed? Bluebonnet Math print materials will be used for training. The Ex Directors will work with the Digital Learning Director to ensure all digital materials are accessible to the teachers.

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

- When will this happen? The first professional learning experience around understanding the design principles will include an introduction of the design principles as part of the onboarding and orientation in the month of August. On-going job embedded professional learning focused on understanding the Bluebonnet math design and internalization of lessons will occur on the following district PD dates: September 2025, October 2025, January 2026, February 2026, and March 2026. Weekly grade level planning will occur with the instructional coaches and school leaders to support internalization of lesson plans. District and campus leadership teams will conduct observations and feedback cycles.
- Who will lead/participate? The district Academic team (directors/ICs) will lead the training, and the district math teachers and campus leaders will attend the onboarding training.
- What materials or resources are needed? The Bluebonnet Math materials and internalization protocols.

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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 will engage in weekly facilitation of internalization of an upcoming unit or lesson. Additional internalization support sessions may occur at the teacher's discretion.
- Who will lead/participate? Instructional coaches/school leaders will facilitate the internalization process of upcoming units and lessons. All teachers will participate in the internalization process with their content and grade level peers.
- What materials or resources are needed? The Bluebonnet Math materials and internalization protocols.

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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/School Leaders will engage in student work analysis either weekly or biweekly during PLCs. Additional student work data analysis will occur as needed or at the teacher's request.
- Who will lead/participate? Instructional Coaches/School Leaders will facilitate student work analysis protocols for all grade levels during PLC. All teachers will attend district professional development days throughout the school year.
- What materials or resources are needed? Bluebonnet Math materials, student work samples, and work analysis protocols.

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

- When will this happen? District level leaders/Instructional Coaches will observe all elementary and Algebra I classrooms 3 times a year using a district created implementation walk-through form. Campus Instructional Coaches/Campus Leaders will conduct classroom math instruction weekly. Each teacher will receive written feedback after every observation, and the frequency of formal coaching sessions will be determined by the proficiency of the teachers. Teachers will also receive coaching and feedback based on trends during the PLC time so the feedback can be implemented within the internalization process.
- Who will lead/participate? District Leaders, Campus Instructional Coaches, Campus Leaders, and teachers
- What materials or resources are needed? Implementation Walk-Through Form, action coaching form, and Internalization documents

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

- When will this happen? Teachers will receive on-going professional development during district professional development days throughout the year. Campus Instructional Coaches/Leaders will also provide on-going professional development through campus PD days and PLC.
- Who will lead/participate? District Leaders, Campus Instructional Coaches, Campus Leaders, and teachers
- What materials or resources are needed? Bluebonnet math materials, internalization protocols, student work analysis protocols

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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.

Key Questions to Consider:

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

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

Resources:

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

TAKE ACTION: Adaptive Change and Communication
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Key Message 1: What is our purpose for implementing Bluebonnet Learning?

- Message: We strive to develop confident learners who emerge as problem solvers, innovators, and critical thinkers that can competitively pursue opportunities for future success. The adoption and implementation of Bluebonnet Learning supports our mission by ensuring all students have access to grade-appropriate instructional materals that are aligned with the state standards and rigor.
- Audience: All district instructional and leadership staff, all elementary and secondary instructional staff
- Timeline: August back to school professional development
- Considerations: Ensure that all staff have buy-in and understanding of the purpose
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Key Message 2: What is our plan for stakeholder communication and public posting if any aspect of the materials is modified, as outlined in TEC §26.006?

- Message: Modifications to components of Bluebonnet Learning instructional materials, sequencing, and/or assessments will be available for parent review as outlined in statutes (TEC 26.006). Any modifications must be reported to the executive director and made available for parent access through any classroom using an LMS or in another manner specified before the start of the school year.

- Audience: Teachers and Administrators, Families
- Timeline: Initial communication released in May and Ongoing
- Considerations: Not all grade levels anticipate a need to modify the instructional materials.
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Key Message 3: Which adaptive strategies will we use to support positive change management?

Message: Temple ISD will highlight the connections to work that is already in place such as the Math Framework development through the LASO grant, teacher feedback on student learning experiences in math and student achievement data from across the district.
Audience: Teachers, Administrators
Timeline: Starting during the Principal's Retreat in June + Ongoing through principal and instructional coach meetings
Considerations:
- We will build relationships and lead with empathy.

- We will collect feedback from teachers and leaders throughout the year and make adjustments as necessary.
- We will provide guidance and establish our purpose
- We will celebrate our successes

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Other Key Messages:

Message:
Audience:
Timeline:
Considerations:

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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 *educative practices*. Note which elements of teacher planning and preparation practices are established, clear, and consistent across all grade levels and schools.

Key Questions to Consider:

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

Resources:

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

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

Response:

Culture of collaboration is a strength across the district. The PLC meeting structure has been established for the district. Teachers are collaborative and have built a culture to have a common understanding that teams work together to plan and to learn. There are measures and professional learning has occurred for teachers to have a deeper understanding of planning vs. A PLC and the purpose of a PLC overall.

While districtwide the systems and structures for PLC are in place, the consistency and effectiveness of practice varies depending on the experience and skill level of the IC. This is an area of improvement. An additional area of growth is monitoring of PLC meetings at the district level in addition to observing classroom instruction.

The next short-term focus will be supporting Instructional Coaches to facilitate a common PLC structure that is focused on teachers internalizing the curricula.

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

Response:

In Place: Protected time and frequency, vision (elementary)

Needs Refining: Vision (secondary), ownership, use of time

Not in place: Educative practices

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3B. Structures for Internalization and PLCs

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

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

Key Questions to Consider:

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

Resources:

- [Deciding What to Teach Versus How Best to Teach](#) - This handout provides a comparative description of lesson internalization and how it differs from lesson design.

- [Internalization Keys to Success](#) - This resource provides a list of criteria that are the keys to successful internalization and PLC practices; Strategies and potential action steps are also included.
- [Example: Internalization Vision, Roles, and Structures](#) - This example includes a detailed plan for internalization structures.
- [Guidelines and Considerations for Mapping Out PLC Topics](#) - This resource provides considerations and recommendations for curriculum-embedded PLC activities.
- [Bluebonnet Learning Resources](#) - This repository includes helpful leadership focused materials from Bluebonnet Learning instructional materials.

TAKE ACTION: Structures for Internalization and PLCs

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Task: Explain the vision for unit and lesson internalization.

Response:

Teachers will have a deep understanding of the aligned standards and expected student outcomes for both units and modules.

The internalization process used in PLC meetings can be replicated by teachers when internalizing lessons on their own. Teachers will be able to identify the highest leverage activities / components and embedded supports to focus on when facilitating daily lessons after completing the lesson internalization process. Teachers will consistently bring their understanding of the unit from content mapping / unit internalization to build coherence from lesson to lesson. At the end of a PLC meeting, teachers will have an exemplar for lessons including student work and guiding questions. The use of consistent unit / lesson internalization protocols will help address the gaps in facilitation of PLCs.

- All stakeholders will use the internalization protocols to prepare for unit/lesson internalization.
- All instructional staff will complete any pre-work or next steps identified by the team/facilitator during the weekly collaborative sessions.
- Teachers will have evidence of internalization through their annotations.
- Teachers will attend weekly PLCs led by an instructional coach or campus leader. Pre-work will be announced ahead of time.
- If teachers require or desire additional internalization support, they can work with the instructional coach.

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

Response:

School Leaders -

- Prioritize time in the master schedule and with other initiatives to ensure teachers have the time to plan / content map

- Prepare to lead PLCs depending on content area and campus need
- Build knowledge and investment of the curriculum by "talking the talk" of internalization
- Give feedback to the Instructional Coaches to ensure alignment in the vision, execution, and outcomes of internalization

Instructional Coaches -

- Support teachers by leading PLCs using the established protocols
- Utilize the Coach's Guide to facilitate meetings and encourage deeper internalization from teachers
- Plan for the PLCs according to the vision and expectations set by the district

Teachers -

- Complete the pre-work for the PLC to be prepared to dive into the internalization process
- Complete internalization for lessons not addressed in the PLC using the same protocol
- Create a completed or near completed teacher exemplar with annotations, student work solved using methods from lesson, and guiding questions

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

Response:

A theme that emerged from Action 3A is the consistency and effectiveness of internalization. Currently, the quality of internalization depends on the strength of the instructional coach and the protocols used for internalization vary by campus. Moving forward, aligned communication regarding the vision for internalization along with the use of consistent protocols will create more consistency and eliminate the gaps that exist across the district.

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

Response:

Pre-work expectations: Teachers will read 2-3 lessons prior to the PLC meeting. All lessons will connect back to unit internalization / content mapping.

Protocols: Instructional Coaches will use a consistent unit and lesson internalization protocol for each PLC. Teachers will follow the same process to internalize lessons individually outside of PLC meetings.

Roles & Responsibilities: Instructional Coaches will utilize the internalization coach guide to clarify their role in the facilitation of PLCs.

Schedule: Maintain current schedule in place for weekly PLC meetings. Leaders will play a role in ensuring teachers consistently have the time to plan collaboratively.

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3C. Supporting All Learners

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

Key Questions to Consider:

- How will we support teachers utilizing engagement strategies, Bluebonnet Learning embedded supports, and differentiating and adjusting with fidelity to meet student needs?
- What guidance is needed to support teachers with fidelity of implementation while maintaining instructional flexibility?

Resources:

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

TAKE ACTION: Supporting All Learners
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Support: Bluebonnet Learning Embedded Supports

Guidelines: During PLCs and modeling lesson internalization, instructional coaches will help teachers determine which embedded supports will be used during instruction. They will consider the different populations of students in the class to choose the best supports that meet their classroom needs. It is a non-negotiable for teachers to use the embedded supports that are provided within the curricula. Teachers will have flexibility in which of the embedded supports they choose to use; however, they must be annotated and planned for before facilitating the lesson.

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Support: Engagement Strategies

Guidelines: During PLCs and modeling lesson internalization, instructional coaches will also emphasize the use of engagement strategies. Instructional coaches will use the Coach's guides to help probe teachers in thinking of the best ways to keep students active in their learning. These engagement strategies should also complement the embedded supports that were chosen for the different populations of students.

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Support: Instructional Flexibility

Guidelines: With the desire to have fidelity of implementation of the HQIM, it is understood that there may be flexibility needed within pacing and differentiation. At this time, no supplemental resources will be allowed that are not directly related to or from the chosen HQIM. Teachers will have to use the written embedded supports and sidebar notes for engagement/differentiation within the teacher guide. Teachers are not expected to use all of the supports and will have flexibility in which supports are best for their classroom. Finally, teachers must align their units and instruction to the district assessment window.

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ACTION 4: Establishing Observation and Feedback Practices

4A. Observation Expectations

Develop observation expectations for Bluebonnet Learning implementation.

Key Questions to Consider:

- What is the purpose of implementation observations?
- What are the roles and responsibilities of school leaders and instructional coaches regarding observations?
- Which observation tool(s) will be used?
- What are the expectations for observation cadence, frequency, required participants, pre-work requirements, documentation requirements, and follow-up requirements?
- Who will coordinate and schedule observations?

Resources:

- [Fidelity of Implementation (FOI) Look-Fors](#) - This resource identifies key Bluebonnet Learning fidelity of implementation outcomes and look-fors associated with those outcomes.
- [Example: Observation Roles and Responsibilities](#) - This example provides a detailed list of responsibilities related to observation practices for various leadership roles.
- [Bluebonnet Learning Resources](#) - This repository includes helpful leadership-focused materials from Bluebonnet Learning instructional materials.

TAKE ACTION: Observation Expectations
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Action: Clearly define the purpose of observations.

Decision/Expectations:

The purpose of the observation and feedback process is to improve teacher practices in ways that directly impact student learning and outcomes. This process ensures that observers and instructional leaders understand not only how HQIM are being used, but whether they are being implemented as intended to drive meaningful instruction. It empowers leaders to recognize and address surface-level use versus deep instructional engagement, while also providing opportunities to affirm and model best practices, especially for new teachers. Through multiple types of observation, leaders will be informed of trends to support the work done in PLCs and professional development, as well as help teachers in their daily practice.

Next Steps:

- Executive Directors will communicate the vision and purpose of observations to all stakeholders during the Principal Retreat in July. This will be planned by the Academic Services team.
- During the training, the team will ensure systems are in place for the different types of observations.

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

Decision/Expectations:

Principals should engage in the following types of observations:

- Action Coaching: observing lessons, identifying high-leverage action steps, giving feedback, and checking for implementation
- Implementation Checks/ Calibration Walks: norming on trends across multiple classrooms
- Real-time Coaching: giving in-the-moment adjustments to improve facilitation or reinforce a previous action step
- PLC Observations: Observing the facilitation and effectiveness of PLCs
- Formal T-TESS Observations: for evaluation

Principals should also use their observations to give feedback to teachers and Instructional Coaches.

Next Steps:

- The Academic Services team will review observation types and expectations during strategic planning and BOY leader training.
- The Academic Services team will communicate the different types of observations to all stakeholders during the Principal Retreat in July. This will be planned by the Academic Services team.
- During the training, the team will ensure systems are in place for the different types of observations.
- Implementation checks and calibration walks will occur 3 times a year to determine the quality of implementation districtwide.

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

Decision/Expectations:

Instructional Coaches should engage in the following types of observations:

- Action Coaching: observing lessons, identifying high-leverage action steps, giving feedback, and checking for implementation
- Implementation Checks/ Calibration Walks: norming on trends across multiple classroom.
- Real-time Coaching: giving in-the-moment adjustments to improve facilitation or reinforce a previous action step

Next Steps:

The Academic Services team will review observation types and expectations during strategic planning and BOY leader training.

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

Decision/Expectations:

Leaders and Instructional Coaches will use the following tools based on the type of observation:

- Action Coaching:
  - TEA Action Step Guide
  - Get Better Faster Waterfall
- Implementation Checks/Calibration Walks:
  - Bluebonnet Observation Tool
  - Temple ISD Implementation Check Protocol

Next Steps:

- The Academic Services team will review observation tools and norm on the use/ratings during leader training.
- The Academic Services team will ensure all leaders have access to the protocols and observation tools during the training, as well as a common location to find tools.

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

Decision/Expectations:

Observations should be scheduled according to the tier of the teacher. School leadership teams are expected to tier their teachers based on support and proficiency. The higher the tier of the teacher, the more frequent the observations. Instructional Coaches are expected to have a higher frequency/cadence of observing teachers.

- Action Coaching:
  - Elementary ICs – more frequently (T3 - multiple times weekly)
  - Secondary ICs feedback – 1) trends in PLC, 2) action coaching based on teacher need, 3) real-time coaching
- Implementation Checks/Calibration Walks:
  - 3x a year – district
  - Campuses may complete more often

- Real-time coaching: as needed

Next Steps:

The Academic Services team will review observation cadence/frequency expectations during leader training.

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

Decision/Expectations:

Leadership teams should have documentation of the teacher tiers for BOY, MOY, and EOY to determine teacher growth.

Data meetings and data dives will help to inform teacher progress. Conversations on observation/feedback cycles and coaching are a part of the protocol to determine action planning to respond to data.

Campuses have their own observation/feedback tracker to review progress on observation/feedback cycles.

Next Steps:

During the leader retreat and BOY PD, instructional coaches will receive more information about the expectations of tiering and monitoring teacher progress.

After each assessment period, Principals will lead their campus teams through a data analysis and action plan, considering the observation and feedback cycle process.

District leadership will analyze data after interim assessments and discuss the evidence and impact of observation/feedback cycles with campus leadership.

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4B. Observation and Feedback Cycles

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

Key Questions to Consider:

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

Resource:

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

TAKE ACTION: Observation and Feedback Cycle Planning

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Topic: School leader and instructional coach training and practice

Decision/Expectations:

New leaders are trained twice a year in their first year.

Principal and Assistant Principals attend a retreat in July for training and expectations.

Instructional Coaches have weekly meetings at the district level for training and practice.

Next Steps:

District leadership has planned several meetings to plan these events and implement the expectations defined in this plan. These meetings are also mentioned within the Professional Learning Plan in Action 2.

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Topic: Coaching Model

Decision/Expectations:

Action Coaching

- Purpose: Completing the full observation cycle to coach teachers to improve their practice → observe, identify an action step, give feedback, check for implementation
- Duration: 10-20 min
- Owner(s): Principals, APs, Instructional Coaches

Implementation Checks/Calibration Walks

- Purpose: To norm on trends across multiple classrooms or campuses
- Duration: 60-90 min
- Owner(s): District Leadership, Principals, APs, Instructional Coaches

Real-time coaching

- Purpose: To improve instruction in the moment or easy in-the-moment adjustments to improve facilitation; reinforce previous action steps, usually for the highest need teachers

- Duration: varies
- Owner(s): Principals and Instructional Coaches

Next Steps:

The Academic Services team will review observation types and coaching model expectations during leader training.

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Topic: Feedback Cycle Process

Decision/Expectations:

Action Coaching
Before:
- Pull up the tracker to determine the last action step and teacher progression
- ICs - identify pacing; determine where teachers are compared to YAG/Roadmap

During:
- Look at the TE for evidence and depth of internalization
- Observing teacher delivery of the lesson – execution of plans

After:
- Identifying the action step
- Plan a feedback meeting with the teacher
- Deliver feedback
- Identify the date/time to observe the implementation of feedback

Implementation Checks / Calibration Walks
- Using the district protocol, observe several classrooms and norm on what was observed and action steps
- Debrief trends and create an action plan based on the trends

Real-time coaching
- If planned with the teacher, debrief the process and changes made with the teacher
- If not planned, return to the classroom on the same day to see if feedback is being implemented
- If same-day observation is not possible, there should be a debrief with the teacher on implementation within 24 hours

Next Steps:

The Executive Directors will communicate with campus leadership teams the expectations for supporting teachers and instructional coaches.

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Topic: Ongoing, Job-embedded Support

Decision/Expectations:

Principals receive training during the summer for the Summer Retreat. They will also have quarterly calibration walks and monthly principal meetings.

Instructional Coaches have weekly meetings to discuss trends and next steps. They will also have calibration walks with their campus leadership team and receive feedback/support from their campus principals.

Teachers will receive feedback from their observer within 24 hours of being observed.

Next Steps:

Principals will walk with Instructional Coaches weekly to bi-weekly to norm on action steps and teacher progress. Instructional coaches will receive feedback to support them in their coaching practices.

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Topic: Measuring Impact

Decision/Expectations:

Depending on the circumstances, there should be evidence of teacher growth throughout the year based on the teacher tiering system.

District interim assessments, MAP testing, and calibration walks will help to inform the effectiveness of observation/feedback cycles on campuses.

Next Steps:

The district leadership team will plan the data analysis opportunities that align with the assessment calendar to measure the impact. These will occur approximately every 6 weeks.

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ACTION 5: Aligning Assessment Strategy

5A. Analyzing Assessment Practices

Conduct a current state analysis of assessment practices to prioritize high-impact changes and next steps.

Key Actions to Consider:

- Review the resource **Assessment Keys to Success.** Annotate and take notes on the resource regarding the current state of each listed key to success.
    - Think about each element: *vision, protected time and frequency, assessment integrity, integration of other assessments, and analysis of student work* and *assessment data*. Note which assessment elements are established, clear, and consistent across all grade levels and schools and which are not.

Key Questions to Consider:

- What existing strengths and areas of alignment were identified?
- How can areas of strength be leveraged and reinforced?
- What areas of misalignment were identified?
- Which, if any, of the potential next steps might be applicable?

Resource:

- [Assessment Keys to Success](#) - This resource provides a list of criteria that are the keys to successful prioritization of curriculum-embedded assessments and an aligned assessment strategy.

TAKE ACTION: Analyzing Assessment Practices
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Task: Conduct a current state analysis of assessments and summarize the takeaways. What is working well? What is an area(s) for improvement?

Response:

- There are systems in place to support the planning and implementation of assessments across the district. On the district level, the district leadership team provides guidance and windows for assessments -- curriculum-based, interim assessments, state assessments, and college-readiness assessments. On the campus level, the teachers use the district windows to create roadmaps for when assessments will occur in their schools/classrooms.
- There is protected time for teachers and leaders to analyze data from assessments to determine next steps of how to support students.
- Areas of opportunity will include ensuring districtwide consistency and support of Instructional Coaches to ensure teachers are collecting real-time data for lessons to inform their instruction/internalization, and districtwide use of student work analysis protocols.

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

Response:

- Currently in place:
    - a vision for assessments that will need to be updated to include curriculum-embedded assessments.
    - specific protected time for reviewing upcoming assessment dates for planning, as well as analysis of assessment data.
- Focus areas:
    - Working with and supporting coaches for customizations to assessments being created for the district
    - Monitoring the use of curriculum-embedded assessments and use of data during/after analysis

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5B. Structures for Assessment Practices

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

Key Questions to Consider:

- What are the most impactful changes that must be made to effectively prioritize curriculum-embedded assessments and engage in student work analysis using Bluebonnet Learning protocols?
- What technical challenges (e.g., time) might be encountered, and how will these be overcome?
- What adaptive challenges (e.g., mindsets) might be encountered and how will these be navigated?
- What are a few high-leverage changes or adjustments that can be made?
- How are student assessment expectations going to be communicated?

Resource:

- [Assessment Keys to Success](#) - This resource provides a list of criteria that are the keys to successful prioritization of curriculum-embedded assessments and an aligned assessment strategy.
- [Bluebonnet Learning Resources](#) - This repository includes helpful leadership focused materials from Bluebonnet Learning instructional materials.

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

Response:

- Provide training for Instructional Coaches on quality assessments for them to fully understand the Bluebonnet Learning assessments and if/when assessments would need to be modified.
- Update the assessment calendar with the Bluebonnet assessment windows and the use of these assessments in lieu of grading period assessments for K-5.

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

Response:

- Student work analysis protocols will be included within the PLC time to monitor student work and the use of the curriculum-embedded assessments. This will include a focus on next steps to support teachers with actions after analyzing the work.
- All staff will receive training on the student work analysis protocols in August and throughout the school year.

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

Response:

- District leadership will emphasize the importance of consistent and frequent use of curriculum-embedded assessments as well as the analysis of student work/assessments to campus leadership.
- District leadership will evaluate the number of assessments outside of the curriculum as well as the quality of the assessments and use of the data.
- Campus leaders will support teachers with action planning after analysis of data from interim assessments and student work analysis.

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

Response:

- District leadership will communicate the assessment expectations and updates to campus leadership in July during the leadership retreat.
- Campus staff will receive training and communication of the updates for Bluebonnet Learning curriculum assessments during August training and throughout PLC times.
- District leadership will be monitoring and progress checking the implementation of the curriculum-embedded assessments and use of student work analysis protocols during the monthly principal meetings and the instructional coach meetings that occur three times a month.

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