



## OER Transition Plan for Bluebonnet Learning Instructional Materials

### **Purpose**

Terrell ISD is committed to ensuring all students have access to high-quality, TEKS-aligned instructional materials that support strong academic outcomes and high student achievement. This plan outlines the district's approach to adopting and implementing Bluebonnet Learning instructional materials, ensuring the integrity of implementation, instructional consistency across grade levels, campuses, and classrooms, and equitable access across all campuses.

### **Rationale**

The plan addresses implementation goals and tasks for success that include: instructional time requirements, alignment of expectations, professional learning, and communication strategies in accordance with TEA guidance for high-quality instructional materials (HQIM).

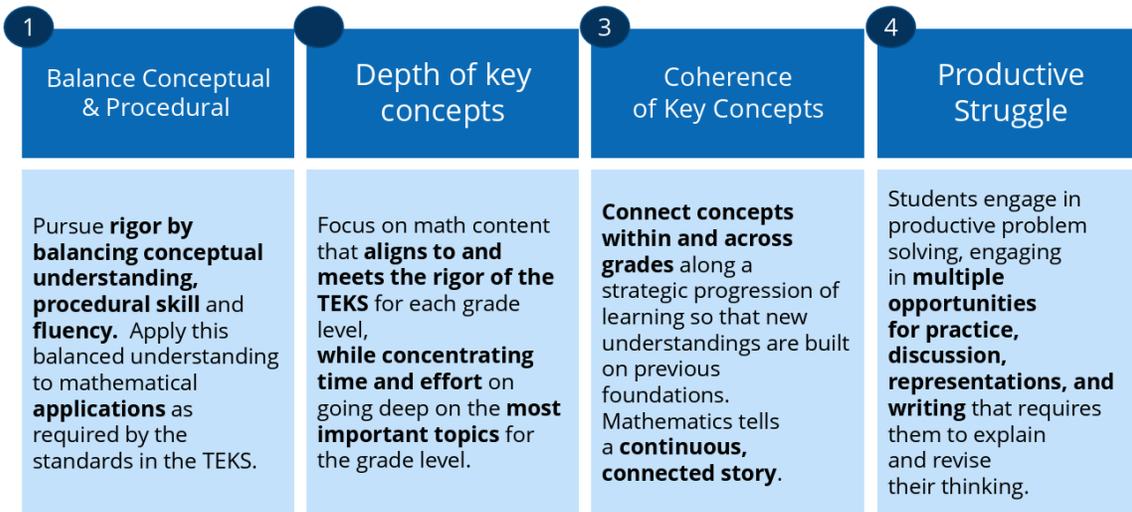
### **Goals**

The following goals are what Terrell ISD is working toward in the first year of implementation.

- 1) High Quality Instructional Materials Alignment
  - a) Implement TEKS-aligned Bluebonnet Learning materials with fidelity across grade levels.
  - b) Ensure instruction reflects the scope, sequence, and rigor embedded in Bluebonnet learning.
- 2) Equitable Access

- a) Provide staff and students with access to all Bluebonnet Learning print and digital materials.
  - b) Ensure materials meet the needs of diverse learners (Multilingual learners, students with disabilities, and students requiring acceleration or intervention, etc.)
- 3) Instructional Consistency
- a) Align curriculum, instruction, assessment, and intervention to Bluebonnet Learning expectations.
  - b) Establish consistent instructional practices and academic expectations across campuses.
- 4) Research-Based Instructional Strategies (RBIS)
- a) The district will prioritize instructional strategies recommended by TEA

## The Math RBIS



### Tasks for Success

#### 1) Planning for Materials

- a) After receiving instructional materials, run an inventory to identify gaps before distribution.
- b) Distribute all required student-facing and teacher-facing Bluebonnet Learning materials.
- c) Provide staff with instructional materials in accessible formats and with accommodations as required by student IEPs, 504 plans, and language proficiency needs.
- d) Create district-level processes for material management and replacement.
- e) Ensure all materials are accessible and available to all staff before implementation.

## **2) Clear District-Aligned Expectations**

- a) Bluebonnet Learning's scope and sequence are used as the primary curriculum.
- b) Establish PLC structures to reinforce shared expectations and instructional consistency.
- c) Ensure the alignment of lesson planning, unit pacing, and assessments
- d) Establish routines and structures that are tied to intervention and acceleration practices of Bluebonnet Learning
- e) Minimize the use of supplemental materials that are not provided by the district and conflict with Bluebonnet Learning

## **3) Assessments Planning and Alignment**

- a) Ensure the use of daily and weekly **formative assessments**.
  - i) With those assessments, adjust instruction, provide feedback, and identify students who need additional intervention or extension activities.

- ii) Daily checks for understanding can take the form of bell ringers, exit tickets, teacher questioning, etc.
    - iii) Weekly checks for understanding are based on the TEK or specific skill learned throughout the week.
  - b) Provide **unit assessments** aligned with the rigor of the TEKS
    - i) Assessments will be consistent across grade levels and campuses
    - ii) Student achievement data will be used in PLCs to plan for students who need targeted interventions
    - iii) Bluebonnet Learning will provide assessments
  - c) Provide **summative assessments** throughout the school year
    - i) State and district assessments will be provided (e.g., STAAR, Benchmarks, etc.).
    - ii) Student achievement data will be collected and used to identify the effectiveness of Bluebonnet Learning and curriculum implementation.
- 4) Ensure Adequate Instruction Time
  - a) Schedule daily instructional minutes aligned to TEA and Bluebonnet Learning recommendations.
  - b) Master schedules allow teachers to teach lessons as designed, incorporate student practice and discussions, and provide daily formative assessment.
- 5) Professional Development Planning Phases
  - a) **Leadership Preparation**

- i) Focus - Train district and campus administrators on: Bluebonnet Learning design, instructional “look-fors”, how to observe and provide feedback that is aligned to the curriculum use
- ii) Desired Outcome - District and campus leaders can provide consistent feedback and reduce variability across campuses

**b) Phase 2: Teacher Preparation**

- i) Focus - Provide grade-level and content-specific training for teachers, including:
  - (1) Curriculum structure and lesson components
  - (2) Instructional routines and student discourse expectations
  - (3) Assessment and progress monitoring tools
  - (4) Hands-on planning time using Bluebonnet Learning materials
- ii) Desired Outcome - Teachers and instructional coaches understand what Bluebonnet looks like. Increased confidence in the use of Bluebonnet Learning

**c) Phase 3: Ongoing Professional Learning and Coaching**

- i) Focus - Provide Bluebonnet Learning specific support throughout the school year, including:
  - (1) Instructional coaching for district curriculum leaders
  - (2) PLC support focused on lesson internalization
  - (3) Data-informed adjustments based on student outcomes
  - (4) Bluebonnet Learning personnel walkthrough and PLC visits
  - (5) Professional development once a month

- ii) Focus - Use instructional rounds and feedback cycles to refine instructional practice and address implementation challenges.
- iii) Desired Outcome - Continuous improvement and curriculum fidelity

6) Transparent Communication

**a) Internal**

- i) Communicate expectations and timelines to campus administrators and teachers.
- ii) Use district meetings, campus meetings, and digital platforms to reinforce communication.

**b) External**

- i) Inform families about the adoption of Bluebonnet Learning materials, the district goals, the purpose of the change, and the benefits of Bluebonnet
- ii) Utilize district and campus websites, parent meetings and newsletters, family engagement events, and social media for communication

7) Monitor and Adjust

- a) Review student achievement data regularly
- b) Review walkthrough data regularly
- c) Gather feedback from stakeholders
- d) Refine professional development based on the feedback

8) Build an Implementation Timeline

Timeframe	Key Activities	Responsible Parties
<b>Spring 2026</b>	<ul style="list-style-type: none"> <li>★ Board approval of Bluebonnet Learning materials</li> <li>★ Notification to campuses of curriculum adoption</li> <li>★ Initial implementation planning and needs assessment</li> <li>★ Inventory existing instructional resources</li> </ul>	Board of Trustees Superintendent C & I Department

	<ul style="list-style-type: none"> <li>★ Finalize materials order (print and digital)</li> <li>★ Develop district pacing guidance aligned to Bluebonnet Learning scope and sequence.</li> </ul>	
<b>Summer 2026</b>	<ul style="list-style-type: none"> <li>★ Teacher onboarding and curriculum overview training</li> <li>★ Planning for master schedules to protect instructional minutes</li> </ul>	C & I Department Campus Administrators ED of Schools
<b>August 2026</b>	<ul style="list-style-type: none"> <li>★ Distribution of teacher materials</li> <li>★ Grade-level/content-specific professional learning</li> <li>★ Collaborative planning using Bluebonnet Learning materials</li> <li>★ Communication to families regarding curriculum adoption</li> </ul>	Teachers Instructional Coaches Campus Administrators C & I Department
<b>Fall 2026</b>	<ul style="list-style-type: none"> <li>★ Begin classroom implementation</li> <li>★ Ongoing coaching and PLC support</li> <li>★ Classroom walkthroughs focused on implementation fidelity</li> <li>★ Professional learning for teachers</li> </ul>	Teachers Instructional Coaches Campus Administrators C & I Department
<b>Mid-Year Review</b>	<ul style="list-style-type: none"> <li>★ Review data and student progress</li> <li>★ Gather feedback</li> <li>★ Adjust professional learning and support as needed</li> </ul>	C & I Department Campus Administrators ED of Schools Teachers
<b>Spring 2027</b>	<ul style="list-style-type: none"> <li>★ Continued implementation with targeted supports</li> <li>★ Planning for Year 2 refinements and sustainability</li> </ul>	C & I Department Campus Administrators ED of Schools
<b>End-of-Year Reflection</b>	<ul style="list-style-type: none"> <li>★ Evaluate implementation outcomes</li> <li>★ Update transition plan and professional learning plan</li> <li>★ Plan materials replenishment and onboarding for new staff</li> </ul>	C & I Department