

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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Stephenville 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.

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

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

Stephenville ISD has been focused on strengthening instructional practices across its elementary campuses, with a particular emphasis on ensuring that all K–2 math and 1 RLA students have access to grade-level content and high academic expectations are consistent across all classrooms. Through this work, the district recognized the need for high-quality instructional materials that support equitable learning opportunities for every student. Teacher surveys also indicated a desire for one resource that 100% meets the TEKS. Teachers indicated that there were too many resources currently to pull from.

To guide the selection process, Stephenville ISD formed a committee. The committee heard presentations from the Region Service Center and then met as grade levels or department heads to determine if implementation of Bluebonnet was the direction they wanted to go. After thoughtful review and discussion, the team selected a pilot program of implementation for Bluebonnet Learning in K-2 Math and 1st grade RLA.

As the district prepares for the upcoming school year, Stephenville ISD will begin the **initial implementation** of Bluebonnet Learning. A detailed OER Transition Plan has been developed with the collaboration between the curriculum department and campus leadership team to ensure a smooth and intentional launch.

1B. Implementation Goals

Goal Area: Bluebonnet Learning Implementation

- Goal: By January, 100% of K–2 teachers will consistently implement Bluebonnet Learning materials with fidelity as measured by walkthrough and observation data.
- Measure(s): This year, Stephenville ISD will focus on the following look-fors associated with Bluebonnet Learning implementation utilizing the Bluebonnet Walkthrough Learning Form.
 - o Alignment to grade-level standards during core instruction
 - o Evidence of structured, daily use of Bluebonnet Learning lesson components (not including foundational skills)
 - o Student engagement in grade-level tasks
 - o Teacher use of embedded formative assessments and feedback tools

- Frequency: Minimum monthly walkthroughs of each classroom
 - Progress Monitoring: Monthly data review and reflection during campus leadership meetings with district leadership.
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Goal Area: Stakeholder Confidence

- Goal: By the end of the school year, at least 85% of Stephenville ISD teachers, instructional coaches, and campus leaders will express strong confidence in the effectiveness and usability of Bluebonnet Learning materials.
 - Measure(s): Feedback will be gathered through surveys administered to classroom teachers, instructional support staff, and campus administrators.
 - Frequency: Surveys will be conducted three times over the course of the year—in September, January, and May—to monitor shifts in perception and identify areas needing support.
 - Progress Monitoring: The district's curriculum team will compile and summarize the survey data within one week of each collection window. Campus leadership and district leadership teams will then review the reports, examine trends, and use the results to guide change management strategies and ensure ongoing engagement and trust in the Bluebonnet Learning rollout.
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Goal Area: Teacher Practice

- Teacher Practice Goal: By the end of the school year, 100% of Stephenville ISD 1 RLA / K-2 Math teachers will engage in lesson internalization protocols at least once per week during PLC meetings. This practice is intended to strengthen teacher content knowledge, support intentional lesson delivery, and ensure alignment to the rigor of grade-level standards.
- Measure(s): Evidence will be collected through direct observation of PLCs using the FOI (Fidelity of Implementation) Learning Walk Tool for Collaborative Planning, as well as bi-weekly review of annotated teacher materials within the Bluebonnet Learning platform.
- Frequency:
 - Campus administrators will conduct at least one PLC observation weekly, varying the grades and content observed.
 - Teacher annotations in Bluebonnet Learning materials will be reviewed bi-weekly by instructional coaches and / or campus leaders.
- Progress Monitoring:

- o Campus and district leadership teams will engage in monthly data reviews and provide targeted support to teams or individuals who need coaching around internalization routines.
- o Results will be discussed and follow-up action steps documented and tracked.
- o Ongoing coaching support will be aligned to areas of need identified through PLC and classroom observation. Further, celebrations of strong implementation will be recognized and observed collaboratively to enhance district wide implementation fidelity.

Goal Area: Student Outcomes

- Student Outcomes Goal: By May 2026, 100% of Stephenville ISD K-2 students will receive instruction with grade-level content through Bluebonnet Learning, demonstrating comfort with the program's routines and strategies.
- Measure(s): Observational data collected during classroom walkthroughs using the Stephenville ISD Bluebonnet Learning Observation Form.
- Frequency: Campus leaders will conduct at least one walkthrough per classroom each month.
- Progress Monitoring: Data will be reviewed monthly during campus and district principal instructional team meetings.

ACTION 2: Creating the Conditions for Success

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: Curriculum Director
- Timeline: April – May 2025
- Key Actions/Steps: The Curriculum Director/Department will submit orders through EMAT.

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

- Task owner/manager: Curriculum Director
 - Timeline: April – May 2025
 - Key Actions/Steps: Needed materials will be identified by the campus principal and curriculum director. Materials will be order by the Curriculum Director/Department
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Task: Determine the process for receiving and distributing materials to campuses and classrooms.

- Task owner/manager: Curriculum Director and Campus Principal
 - Timeline: May – August 2025
 - Key Actions/Steps:
 - o The Curriculum Department will inventory all Bluebonnet Learning instructional materials upon delivery.
 - o The Curriculum Department will coordinate with campus principals to arrange delivery of received materials to each campus.
 - o Campus principals will establish a process for the distribution of Bluebonnet Learning instructional materials and any 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: Curriculum Director and Campus Principal
 - Timeline: May – August 2025
 - Key Actions/Steps:
 - o The curriculum Department will communicate with the principal regarding the status of Bluebonnet Learning instructional materials delivery and distribution.
 - o The campus principal will communicate the process for the distribution of materials to staff and students to all relevant stakeholders.
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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 Principal
 - Timeline: May 2025 – May 2026
 - Key Actions/Steps:
 - o Campus principals will ensure that all teachers, including general education and specialized teachers, instructional coaches, campus administrators, and any other relevant staff have access to Bluebonnet Learning instructional materials and any other related materials necessary for implementation.
 - o Campus principals will ensure that all students have Bluebonnet Learning instructional materials and access to any manipulatives or other materials needed.
 - o Campus principals have developed a plan to maintain an inventory of teaching materials and a process for securing additional materials based on increased teacher allotments and/or student population increases.
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Task: Ensure that all teachers, instructional coaches, and school leaders can access essential Bluebonnet Learning planning and support resources including scope and sequences, internalization protocols, student work analysis protocols, and observation tools.

- Task owner/manager: Campus Principal and Instructional Coaches
 - Timeline: May 2025 – May 2026
 - Key Actions/Steps:
 - o Provide Professional Development on how to access and navigate Bluebonnet Learning instructional materials, specifically scope and sequences, protocols, and observation tools.
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Task: If applicable, determine the process and timeline for digital access and related technology support resources.

- Task owner/manager: Technology Department and Instructional Coaches
 - Timeline: May 2025 – May 2026
 - Key Actions/Steps:
 - o Develop training or resources for staff to access and navigate digital versions of Bluebonnet Learning instructional materials.
 - o Communicate resources and provide training opportunities for staff.
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2B. Schedules and Calendars

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

Response/Resource:

The campus will develop master schedules that allocate the recommended instructional minutes for Bluebonnet Learning instructional materials. The campus must ensure all additional instructional programming requirements are met as described in the Stephenville ISD administrative regulations.

- Bluebonnet Learning RLA Grades K–2, minimum of 120 minutes daily (60 minutes for Saxon Phonics and 60 minutes for Bluebonnet RLA) This will still allow teachers 50 minutes for small group instruction.
 - Bluebonnet Learning Math Grade K–2, minimum of 60 minutes daily. This will still allow teachers 30 minutes for small group instruction.
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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:

The campus will develop an instructional calendar reflecting time for internalization and student work analysis at least once a week teacher planning time.

PLC time should be during the school day and include time for job embedded professional development, lesson internalizations, and coaching.

2C. Aligned Expectations

Alignment Item: Use of Bluebonnet Learning instructional materials.

Expectations:

Bluebonnet Learning instructional materials will be used consistently as the primary resource for Tier 1 daily instruction for all students. Substitutions or additions of other instructional resources are permitted if they are on the Approved Supplemental Materials List. This list is maintained and updated by the Curriculum Director.

Plan for Communication:

Expectations for the use of instructional materials will be clearly outlined during Bluebonnet Learning onboarding sessions for all relevant stakeholders. Teachers, instructional coaches, and school leaders will engage with the Bluebonnet Learning resources during May 2025, summer 2025, and back-to-school in-service training.

Timeline:

Staff may submit recommendations for additional or modified materials at any time throughout the school year to the Curriculum Department. Formal updates to the Approved Supplemental Materials List will occur in December, March, and June.

Alignment Item: Internalization protocol and process.

Expectations:

Teachers are expected to prioritize lesson internalization during common planning time, following the Bluebonnet Learning protocols. Lesson annotations should clearly reflect alignment with these protocols and must be submitted to campus administrators weekly. School leaders will conduct weekly observations of PLCs using the FOI Learning Walk Tool for Collaborative Planning to monitor protocol implementation.

Plan for Communication:

Expectations related to planning protocols and annotated lesson submissions will be clearly communicated during back-to-school professional development time and as needed for new teachers.

Timeline:

Initial onboarding and orientation training will be provided during back-to-school professional development and as needed for new teachers.

Alignment Item: Student work analysis protocols and process.

Expectations:

Teachers, instructional coaches, and the campus principal will analyze student work using the Bluebonnet Learning protocol during common planning time at least once per month, beginning in October.

Plan for Communication:

Expectations for the use of the student work analysis protocol will be clearly communicated during back-to-school professional development and as needed for new teachers. Instructional coaches and the campus principal will model the protocol and review expectations during October.

Timeline:

Initial onboarding and orientation training will be provided during back-to-school professional development.

Alignment Item: Curriculum-embedded assessment expectations.

Expectations:

Teachers will administer all Bluebonnet Learning embedded assessments as designed during the first year of implementation. Modifications may be made to accommodate individual student needs as outlined in IEPs or other educational plans. Teachers may also utilize TRS assessment item banks to add to assessments.

Plan for Communication:

Assessment expectations will be clearly communicated during back-to-school professional development.

Timeline:

Training will occur during back-to-school professional development.

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 attended by instructional coaches at ESC Region 11 during May and June.

- **Who will lead/participate?**

Instructional coaches, will lead RBIS components during PLC lesson internalization times. SISD will train campus and lead teachers in RBIS throughout the 25-26 school year. SISD will also offer an in-district RBIS training the summer of 2026.

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

ESC Region 11 will coordinate the sessions. The Curriculum Director, Instructional Coaches, and Technology Director will manage materials and logistics as needed.

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

- **When will this happen?**

General expectations regarding the use of Bluebonnet Learning instructional materials and practices will be integrated into back-to-school professional development. Change management support will be ongoing during all campus leadership and PLC meetings.

- **Who will lead/participate?**

Superintendent, Curriculum Director, Instructional Coaches, Campus Leadership and all campus teachers.

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

Leaders will study and use the Bluebonnet Learning Program and Course Level Resources. District leaders will develop a protocol for recurring discussion of these topics at each campus meeting with leadership. The principal will receive template slides for use at recurring faculty meetings.

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

- **When will this happen?**

Stephenville ISD will partner with ESC Region 11 to provide onboarding and orientation for Bluebonnet Learning materials during back-to-school professional development.

- **Who will lead/participate?**

Sessions will be led by ESC Region 11 staff and the Stephenville ISD Curriculum Director. All elementary instructional staff and campus principals will attend.

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

The Curriculum Director, Technology Director, and Instructional Coaches will coordinate with ESC Region 11 to arrange sessions and materials.

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

- **When will this happen?**

During back-to-school professional development, Stephenville ISD will partner with ESC Region 11 to

introduce the design principles of Bluebonnet Learning instructional materials. Ongoing, job-embedded professional learning—focused on these design principles—will occur weekly during common planning sessions, facilitated by campus principals. Additionally, instructional leaders will attend ESC Region 11 training to support internalization practices and observation-feedback cycles.

- **Who will lead/participate?**

ESC Region 11 staff and the Stephenville ISD Curriculum Director will lead onboarding sessions. All elementary instructional staff and campus principals will participate in onboarding and weekly internalization sessions. Campus principals will also attend ESC Region 11 coaching training.

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

The Curriculum Director and Technology Director will coordinate with ESC Region 11 to organize sessions and arrange necessary materials. Bluebonnet Learning internalization protocols will be utilized during 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 will engage in weekly internalization sessions for upcoming units or lessons, facilitated by instructional coaches or school leaders. Additional support sessions may be scheduled at the teacher's discretion.

- **Who will lead/participate?**

Instructional coaches and school leaders will facilitate internalization practices at least once weekly per teacher or grade level, using Bluebonnet Learning internalization protocols. All teachers will attend these sessions, either with their grade level or individually for departmentalized subjects.

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

Bluebonnet Learning instructional materials and internalization protocols, along with available instructional coaches or school leaders, will be utilized 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/campus principals will engage in student work analysis during Professional Learning Community (PLC) meetings. Additional student work or data analysis support sessions may occur at the teacher's discretion.

Who will lead/participate?

Instructional coaches and campus principals will facilitate student work analysis sessions for all grade levels using the Bluebonnet Learning student work analysis protocols. All teachers will participate in these facilitated sessions with their grade level.

What materials or resources are needed?

Bluebonnet Learning instructional materials and protocols, along with instructional coaches and campus principals, will support all teachers.

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

When will this happen?

Campus principals and instructional coaches will observe classroom instruction weekly, ensuring each teacher receives at least one observation, accompanied by a feedback session, every six weeks.

Who will lead/participate?

Campus principals and instructional coaches will conduct observations of 1 Reading Language Arts (RLA) and K-2 math teachers.

What materials or resources are needed?

The Bluebonnet Learning observation tool and instructional materials, such as the teacher's guide, will be utilized during these observations.

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

When will this happen?

Teachers will receive ongoing, job-embedded, curriculum-based professional learning during facilitated internalization sessions (weekly), facilitated student work analysis sessions (every six weeks), observation and feedback sessions (every six weeks), and optional additional supports at the teacher's discretion. Additionally, campus principals will prioritize professional development time to focus on curriculum-based professional learning opportunities using Bluebonnet Learning instructional materials.

Who will lead/participate?

Instructional coaches and campus principals will facilitate ongoing support. The Curriculum Director will serve as resources, providing support on the campus.

What materials or resources are needed?

Campus principals will require training on facilitation and coaching with Bluebonnet Learning instructional materials and protocols and observation tools.

2E. Adaptive Change and Communication

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

Message:

Stephenville ISD is implementing Bluebonnet Learning to ensure that all students, especially in the foundational K–2 grade levels, have access to high-quality, TEKS-aligned instructional materials that support strong instruction and high expectations. A recent district-wide survey revealed that our teachers overwhelmingly expressed the need for a consistent, structured curriculum. In response, we selected Bluebonnet Learning to provide that support, knowing that students thrive when they are challenged with grade-level content and meaningful instruction. Stephenville ISD is committed and prepared to support teachers through this transition, providing the resources and professional development needed to ensure successful implementation and improved student outcomes.

Audience:

Elementary Instructional Staff and District Leadership

Timeline:

Summer and back-to-school professional development events

Considerations:

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:

Stephenville ISD is committed to transparency and parent engagement when it comes to instructional materials. In alignment with TEC §26.006, any modifications made to the Bluebonnet Learning materials—whether related to content, sequencing, or assessments—will be documented and communicated.

Audience:

Instructional staff and families

Timeline:

Summer and ongoing through the 2025-2026 school year

Considerations:

The principal must ensure that teachers and other relevant staff understand the statutes about Access to Teaching Materials as described in TEC §26.006.

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

Message:

Stephenville ISD is committed to fostering alignment among all stakeholders by communicating with clarity, emphasizing the positive impact of implementation, and actively seeking and responding to feedback from our school community.

Audience:

Internal and External Stakeholders

Timeline:

Spring 2025 and On-going 2025-2026

Considerations:

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

- **Lead with Empathy and Relationships**
We will build strong relationships and lead with empathy to foster a supportive environment for change.
 - **Remove Technical Barriers**
We will ensure the necessary technical conditions for success are in place by identifying and eliminating any barriers to implementation.
 - **Clarify Expectations and Purpose**
We will provide clear guidance on implementation expectations and communicate the "why" behind the adoption of Bluebonnet Learning instructional materials. This message will be shared across the district.
 - **Communicate Progress Quarterly**
We will distribute quarterly *Bluebonnet Learning Updates* that highlight implementation celebrations and summarize growth based on progress monitoring aligned to implementation goals.
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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?

Response:

The elementary campus has implemented PLC processes for the past 3 years. Teachers are allotted 45 minutes each week for participation, and campus leadership consistently attends these sessions. While the use of lesson internalization is not currently in place, there is a shared vision for using PLC time to improve instructional practices and student outcomes. Teachers are beginning to take greater ownership of the process, fostering a more collaborative and purposeful use of the time.

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

Response:

The vision of PLC's will be to support teachers in the use of Bluebonnet Learning Instructional materials as well as utilizing data to drive instruction.

Common planning times will be available for rotation groups, and grade-level planning is provided 4 times per year.

Utilizing an agenda can keep PLC on task and focused on the discussion points of the PLC.

3B. Structures for Internalization and PLCs

Task: Explain the vision for unit and lesson internalization.

Response:

In Stephenville ISD, internalization is a key part of ensuring strong instructional delivery using Bluebonnet Learning materials. This process involves thoughtfully analyzing upcoming units or lessons to clearly understand what students need to learn and how best to guide them toward those outcomes. By building a

deep understanding of student expectations and how the Bluebonnet materials are designed, teachers can make more purposeful instructional choices that drive engagement and support success for every learner.

Internalization is a proactive process that takes place consistently before instruction begins:

- Unit internalization typically occurs 2–3 weeks ahead of a new unit.
- Daily lesson internalization is completed 1–2 days prior to teaching.

To support this work:

1. Instructional coaches, campus leaders, and teachers in Stephenville ISD utilize Bluebonnet Learning internalization protocols to prepare for upcoming instruction.
2. Staff members participating in collaborative planning sessions are expected to complete any agreed-upon preparation or follow-up tasks.
3. Teachers annotate their Bluebonnet instructional materials using the internalization protocols. A standardized lesson plan template is no longer required.
4. Weekly collaborative planning time, facilitated by instructional coaches or campus leaders, is built into the master schedule. Pre-work is agreed upon and communicated in advance to all participants.
5. Teachers receive regular one-on-one support from an instructional coach or administrator, with a focus on practicing and strengthening internalization habits over time.

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

Response:

Principals – Stephenville ISD

- Set and share the vision for internalization and staff roles.
- Monitor progress, reflect, and provide support as needed.
- Align campus systems with the internalization vision.
- Build knowledge of Bluebonnet Learning and internalization protocols.

Instructional Coaches & Assistant Principals

- Complete Bluebonnet Learning training to understand materials and protocols.
- Support teachers 1:1 and during co-planning.
- Lead collaborative planning with teacher teams.

Teachers

- Complete Bluebonnet Learning training and understand internalization protocols.
- Use internalization protocols to prep lessons and units.
- Join 1:1 internalization meetings and team planning sessions.

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

Response:

- Redefine Stephenville's PLC vision to center on Bluebonnet Learning best practices, design principles, and protocols.
- Train instructional coaches and leaders to build PLC agendas using Bluebonnet Learning protocols.
- Support principals in creating schedules and calendars that allow for common planning time.
- Clarify and communicate PLC roles and responsibilities for leaders and teachers.
- Create a protocol calendar to guide instructional leaders in using Bluebonnet Learning protocols.

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

Response:

Time: Master schedule includes 45-minute weekly PLCs with coaches or school leaders for internalization.

Ownership: Coaches and leaders plan/facilitate sessions and provide teacher feedback.

Protocols: Staff are trained on Bluebonnet Learning protocols for units, lessons, and student work.

Accountability: Progress is monitored; teachers annotate directly in Bluebonnet materials.

3C. Supporting All Learners

Support: Bluebonnet Learning Embedded Supports

Guidelines:

Teachers will identify and annotate embedded supports during lesson internalization. Annotated teacher guides will be shared with instructional coaches and campus leaders at least three days before instruction.

Support: Engagement Strategies

Guidelines:

Teachers will annotate selected engagement strategies in their materials. To support all learners, additional strategies—such as flexible grouping and anchor resources—may also be included.

Support: Instructional Flexibility

Guidelines:

Teachers may adjust pacing within a five-day window to meet student needs. Instructional strategies and resources can be adapted for IEPs or other supports.

ACTION 4: Establishing Observation and Feedback Practices

4A. Observation Expectations

Action: Clearly define the purpose of observations.

Decision/Expectations:

Leaders and coaches will use the Bluebonnet Learning observation tool to support teacher growth and ensure internalization of units and lessons. Instructional rounds will collect evidence of implementation and progress toward goals.

Next Steps:

Leaders and coaches will be trained on observation and feedback practices. Practice walks using the observation tool will occur twice in September and October, coordinated by the Elementary Curriculum team.

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

Decision/Expectations:

District Leader Roles – Stephenville ISD

District leaders will have an understanding of the observation tools used by coaches and school leaders to provide feedback to teachers. They will co-observe with school leaders using Bluebonnet Learning and FOI Learning Walk tools to norm on internalization and fidelity of implementation. Additionally, they will support school leaders in analyzing and responding to data collected during observations and learning walks.

School Leader Roles – Stephenville ISD

School leaders will co-observe classroom instruction with coaches to align on what to look for when observing evidence of internalization. They will observe feedback meetings and coaching sessions to ensure these conversations are grounded in Bluebonnet Learning materials and tied to planning and internalization. School leaders will also support coaches in developing effective observation and feedback schedules, monitor the implementation of these schedules, and assist coaches in making adjustments as needed. They will use FOI Learning Walk tools to supplement data on internalization across classrooms and analyze this data with coaches to identify schoolwide trends.

Next Steps

District leaders, school leaders, and instructional coaches will receive training specific to the observation and feedback practices used with Bluebonnet Learning

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

Decision/Expectations:

Leaders and coaches will regularly observe classroom instruction using the Bluebonnet Learning Observation tools. They will review the Bluebonnet Learning lesson before classroom observations and reference it during the observation as needed. The SFI Action Step Guides will be used to provide content-specific feedback to teachers and connect this feedback to planning and internalization where appropriate. Leaders and coaches will support teachers during feedback meetings to examine upcoming lessons and identify opportunities to implement action steps. Data on evidence of internalization will be collected and reported in alignment with progress monitoring expectations.

Next Steps:

District and campus leaders will attend professional development at ESC Region 11.

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

Decision/Expectations:

Bluebonnet Learning Observation Tools and FOI Learning Walk Tools will be used to monitor fidelity of implementation and provide ongoing, job-embedded support to teachers through feedback.

Next Steps:

Ensuring that all district and school leaders, as well as instructional coaches, have access to the Bluebonnet Learning observation tool.

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

Decision/Expectations:

All elementary school leaders and instructional coaches will conduct weekly observations of Bluebonnet Learning instruction using the observation tools. Each teacher will receive at least one observation and feedback cycle every six weeks. Campus principals and leadership teams are responsible for scheduling observations on the Bluebonnet Learning calendar and communicating this schedule to teachers and instructional staff.

Next Steps: The district will develop the Bluebonnet Learning observation calendar.

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

Decision/Expectations:

All Bluebonnet Learning observations will be recorded using the Bluebonnet Learning observation tool and shared with the observed teacher. Documentation can be recorded electronically or on paper and will be uploaded to the district observation platform.

Next Steps:

Establish a protocol for documentation and train campus administration on the format and documentation.

4B. Observation and Feedback Cycles

Topic: School leader and instructional coach training and practice

Decision/Expectations:

District/school leaders and instructional coaches will receive training on the Bluebonnet Learning observation tools and have opportunities to practice using them, as outlined in Action 2D: Professional Learning Plan.

Next Steps

Next steps are detailed in Action 2D: Professional Learning Plan.

Topic: Coaching Model

Decision/Expectations:

School leaders and coaches will provide feedback and ongoing professional development to teachers implementing Bluebonnet Learning.

Next Steps:

Bluebonnet training from Region XI.

Topic: Feedback Cycle Process

Decision/Expectations:

Teachers will receive feedback, in person, from their observer at least once each six

weeks.

Next Steps:

Curriculum and Instruction Director will meet with campus leaders and instructional coaches to communicate expectations and processes.

Topic: Ongoing, Job-embedded Support

Decision/Expectations:

Teachers will receive ongoing, job-embedded support through the process of the six-week observation and feedback cycles. School leaders and instructional coaches will engage in calibration and coaching sessions once per semester as part of their leaderongoing, job-embedded support.

Next Steps:

Principal will schedule co-observations with instructional coach once a semester.

Topic: Measuring Impact

Decision/Expectations:

School leaders and instructional coaches will measure impact based on the data entered in the district observation platform specific to the action steps identified and the degree that teachers are implementing these actions successfully.

Next Steps:

Principals will meet with Instructional Coach and Curriculum and Instruction Director to review progress monitoring aspects as well as BOY, MOY, and EOY assessments of MClass and NWEA.

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?

Response:

A comprehensive assessment calendars that track universal screeners, district benchmarks, interim assessments, and other assessments administered across the district including STARR, End of Course, and college readiness related assessments.

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

Teachers and leaders frequently review student data from assessments to determine instructional adjustments and/or student support needed.

Areas that will need improvement include the shift to using Bluebonnet Learning assessments across pilot grade levels.

Teachers currently take TRS unit assessments. We have improved in our assessment practices and will continue to work on backward design and implementation of Bluebonnet assessments and the rigor of TRS assessment item questions.

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

Response:

The backward design model where teachers create assessment and then look at lessons to ensure that the rigor of classroom instruction matches the desired outcome on the assessment.

5B. Structures for Assessment Practices

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

Response:

Create a campus specific assessment calendar to reflect Bluebonnet assessments.

Communicate expectations regarding use of Bluebonnet Learning assessments and the process for any adjustments and modifications.

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

Response:

Facilitated student work analysis sessions will begin no later than October. All instructional staff will receive initial training on student work analysis protocols during the Bluebonnet Learning onboarding and orientation training.

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

Response:

Create a campus specific assessment calendar to reflect Bluebonnet assessments.

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

Response:

Curriculum and Instruction Director will communicate assessment protocols and expectations to all campus leaders and instructional coaches.

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

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