



**Bluebonnet  
Learning™**



**Kaufman ISD Transition Plan  
2026-2027**

## ACTION 1: Setting Implementation Goals

- ★ **1A: Review Implementation Framework and Fidelity of Implementation (FOI) Look-Fors to identify the phase of implementation and become familiar with key actions to support successful implementation efforts.**

Through Curriculum Management Audit Training and Research-based Instructional Strategy Training, Kaufman ISD determined the need for a curriculum that ensured grade-level instruction and set high expectations for our students. Teacher leaders and administrators visited an HQIM (High Quality Instructional Materials) Lab to observe classroom instruction, meet with administrators, and listen to a teacher panel that provided teacher feedback.

Through the Strong Foundations grant, Kaufman ISD RLA teachers were trained in Research-based Instructional Strategies and given an opportunity to view HQIM lessons, evaluate the Bluebonnet teaching model, and be exposed to vertical alignment documents and reasoning. We are in the initial phase of implementation.

- ★ **1B: Based on the implementation phase and local context, develop a specific SMART 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.**

GOAL AREA	Goal(s)	Measure(s)	Frequency	When will we analyze data?
HQIM Implementation	100% of K-5 RLA teachers implement consistently by the end of the first semester.	Classroom Walkthroughs	Minimum monthly walkthroughs for each classroom	Quarterly data review and reflection
Stakeholder Investment and Mindsets	80% of teachers and leaders report high confidence in OER by EOY.	Stakeholder surveys	Twice a year after implementation (MOY and EOY)	Analyze and synthesize survey data within one week of administration
Teacher Practice	90% of teachers use units/lesson internalization protocols at each weekly PLC.	PLC observations and review of annotations	Observe one PLC per grade-band per quarter; review teacher annotations monthly	Quarterly data review and reflection

Student Outcomes	100% of students engage with grade-level content from the OER and build familiarity with embedded routines and strategies.	Classroom walkthroughs	Minimum monthly walkthrough of each classroom	Quarterly data review and reflection
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## ACTION 2: Creating Conditions for Success

### ★ 2A: Develop a plan for timely access to print materials and related manipulatives through Bluebonnet Learning procurement and distribution.

TASK	OWNER/MANAGER	TIMELINE	ACTION STEPS
Order Bluebonnet Learning instructional print materials for:	Assistant Superintendent of Curriculum, Instruction, and Accountability	March - April 2026	<ul style="list-style-type: none"> <li>● Collect projected enrollment numbers</li> <li>● Submit orders through EMAT</li> </ul>
Order or secure any related supplemental materials needed.	Assistant Superintendent of Curriculum, Instruction, and Accountability	March - April 2026	<ul style="list-style-type: none"> <li>● Determine teacher count per campus</li> <li>● Submit orders through EMAT</li> </ul>
Determine the process for receiving and distributing materials to campuses and classrooms	Assistant Superintendent of Curriculum, Instruction, and Accountability	June - August 2026	<ul style="list-style-type: none"> <li>● Inventory Materials</li> <li>● Deliver to campuses</li> <li>● Distribute to teachers during in-service</li> </ul>
Communicate the Bluebonnet Learning printed instructional materials and related manipulatives ordering and distribution process with appropriate stakeholders	Assistant Superintendent of Curriculum, Instruction, and Accountability	July - August 2026	<ul style="list-style-type: none"> <li>● Equip instructional coaches with material descriptions and quantities</li> <li>● Train instructional coaches on materials</li> </ul>

Determine the process for ensuring that those implementing Bluebonnet Learning have access to all the necessary instructional materials and manipulatives.	Assistant Superintendent of Curriculum, Instruction, and Accountability	May - August 2026	<ul style="list-style-type: none"> <li>Attend Region 10 Bluebonnet training for Administrators, Coaches, and Teacher Leaders for onboarding training</li> <li>Develop a district implementation flowchart for roles/responsibilities</li> </ul>
Ensure that all teachers, instructional coaches, and school leaders can access essential Bluebonnet Learning planning and support resources, including scope and sequences	Instructional RLA Coaches and Tech Support	August 2026	<ul style="list-style-type: none"> <li>In-service training for the online portion</li> </ul>

★ **2B: 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.**

	<b>ALIGNMENT TO BLUEBONNET</b>	<b>TEACHER PLANNING TIME</b>
<b>MASTER SCHEDULE(S)</b>	K-3: Minimum of 120 Minutes 4-5 <sup>th</sup> : Minimum of 90 minutes	30 Minutes/Daily in addition to the required amount of planning/conference time for teachers
<b>INSTRUCTIONAL CALENDAR(S)</b>	Embedded PLC Time to include: <ul style="list-style-type: none"> <li>Internalization of Lessons/Modeled Lessons</li> <li>Student Work Sample Analysis</li> <li>Data disaggregation for module exams</li> <li>Module Overview</li> </ul>	<ul style="list-style-type: none"> <li>Common planning periods for subjects</li> <li>Embedded Planning days on District Calendar</li> </ul>

★ **2C: Develop and communicate clear expectations for using Bluebonnet Learning instructional materials with fidelity.**

ALIGNMENT ITEM	EXPECTATIONS	COMMUNICATION PLAN	TIMELINE
Use of Bluebonnet Learning instructional materials.	Full implementation	<ul style="list-style-type: none"> <li>● Campus meetings in the spring of 2026</li> <li>● R10 Product Training</li> <li>● Inservice</li> <li>● Documented Expectation</li> </ul>	May 2026 - ongoing
Internalization protocol and process	Teachers will prioritize internalization during common planning time and use Bluebonnet protocols as the planning and preparation process for both common and individual practices. Teachers will submit annotated weekly lesson plans to administrators.	All requirements for protocol use will be communicated to stakeholders as part of the onboarding and orientation training.	May 2026 - August 2026
Student work analysis protocols and process	Teachers, coaches, and leaders analyze student work using the Bluebonnet Learning protocol during common planning time at least once per month beginning in October.	All requirements for protocol use will be communicated to stakeholders as part of the onboarding and orientation training . Instructional coaches and school leaders will model the use of student work analysis protocol and review expectations for use during all PLCs in early October.	October - May 2026
Curriculum-embedded assessment expectations	Teachers consistently administer Bluebonnet Learning embedded assessments. Modifications and/or accommodations may be made to meet individual student needs based on IEP or another student's educational plan. School leaders will monitor the fidelity of administration for Bluebonnet Learning unit assessments.	Expectations for embedded-assessment use will be integrated into Bluebonnet Learning onboarding training for all stakeholders.	June 2026 - ongoing

★ **2D: 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.**

<b>PL EXPERIENCE</b>	<b>FACILITATOR</b>	<b>AUDIENCE</b>	<b>MATERIALS</b>
RBIS Training	Region 10	All K-5 Reading Teachers	RBIS Slides, Sample lessons. Learning Framework
Bluebonnet Onboarding & Orientation	Region 10	All K-5 Reading Teachers	Roadshows/Curriculum Materials/Manipulatives
Lesson Internalization	Reading Coaches	Reading grade level teams	Bluebonnet Curriculum
Student Work Analysis	Reading Coaches	Reading grade level teams	Student Work Samples
Observation & Feedback Cycles	Reading Coaches and Campus Administrators	All KISD K-5 RLA Teachers	Completed Bluebonnet Observation Tool Feedback
Curriculum-based Opportunities	Assistant Superintendent, Principals, and Reading Coaches	All KISD K-5 RLA Teachers	Scope and Sequence Bluebonnet Materials Region 10 offerings

## ACTION 3: Leading Internalization & PLCs

- ★ 3A: Analyze the current state of PLCs/teacher planning and preparation practices to prioritize high-impact changes and next steps.

STRATEGIES AND ACTION STEPS THAT SUPPORT THE KEYS TO SUCCESS	
<b>Establish a Vision for Bluebonnet/PLCs</b>	<ul style="list-style-type: none"><li>• Principals and instructional coaches will develop a vision for the structure(s) and their role in implementing Bluebonnet instructional materials</li><li>• With the vision developed, teachers and leaders will be trained on the vision and their roles within the structure.</li></ul>
<b>Prioritize and Protect PLC Time</b>	<ul style="list-style-type: none"><li>• Create a plan for future PLC meetings and prioritize high-need areas to be addressed</li><li>• Build PLC time into schedules and follow Bluebonnet PLC Internalization implementation protocols</li></ul>

**3B: Develop structures and systems to support internalization practices that include a vision, roles and responsibilities, and technical conditions needed.**

Leading Internalization: Action Plan			
Category	Specific Next Steps	Timeline	Owner
Establish and communicate the <b>vision</b> for internalization	<ul style="list-style-type: none"> <li>Summer Road Shows: 2-day implementation Training dates (\$300)</li> </ul>	May - Summer 2026 (Inservice for new teachers)	Asst. Supt.of C & I
Clarify specific <b>roles and responsibilities</b> related to internalization	<ul style="list-style-type: none"> <li>Instructional Coaches will create a written plan of expectations and internalization outcomes for teachers</li> </ul>	July 2026	Instructional Coaches
Align <b>systems and structures</b> to support internalization	<ul style="list-style-type: none"> <li>Ensure master schedules provide opportunities for regular, consistent PLCs</li> <li>Ensure master schedules provide the recommended uninterrupted time for Bluebonnet Curriculum</li> </ul>	May - August 2026	Principals
Build leader, coach, and teacher <b>knowledge</b> of the product and <b>skill</b> using internalization protocols	<ul style="list-style-type: none"> <li>Bluebonnet Leadership Training at Region 10 for all campus principals and instructional coaches</li> </ul>	May 2026 - August 2026	Asst. Supt.of C & I

- ★ **3C: Develop and communicate clear guidelines for teachers to support all learners and maintain instructional flexibility that outline acceptable teacher modifications to address student needs.**

<b>GUIDELINES FOR INSTRUCTIONAL ACCESS</b>	
<b>Guidelines for Bluebonnet Learning Embedded Supports</b>	Teachers will identify which embedded supports will be used during instruction when internalizing lessons. These supports will be annotated in the teacher guide and available to instructional coaches and school leaders at least three days prior to the lesson's instructional delivery.
<b>Guidelines for Engagement Strategies</b>	Teachers will annotate in their materials which engagement strategies will be used during instruction. To meet the needs of all students, additional engagement strategies may be necessary, including using flexible grouping and anchor documents and resources.
<b>Guidelines for Instructional Flexibility</b>	Teachers have flexibility within the scope and sequence of five instructional days to adjust pacing to address the needs of each student. Teachers can adjust instructional strategies and resources to meet the needs of a student's Individualized Education Plan (IEP) or other educational needs.

## ACTION 4: Establishing Observation & Feedback Practices

### 4: Develop observation expectations for Bluebonnet Learning implementation.

ACTION	EXPECTATIONS
<b>Action 1:</b> Clearly define the purpose of observations.	<p>District and school leaders use walkthroughs to:</p> <ul style="list-style-type: none"><li>• Conduct instructional rounds to collect evidence of the fidelity of implementation and to measure attainment toward goals.</li><li>• School leaders and instructional coaches use the Bluebonnet Learning observation tool to engage in cycles of observation and feedback to support the continuous growth and development of teaching and educational practices using Bluebonnet Learning instructional materials.</li><li>• Leaders and instructional coaches look beyond the surface of instruction to identify concrete evidence that the teacher has internalized the units and lessons taught.</li></ul>
<b>Action 2:</b> Name the observation expectations and responsibilities for school leaders.	<ul style="list-style-type: none"><li>• District leaders, school leaders, and instructional coaches will receive training specific to the observation and feedback practices used with Bluebonnet Learning.</li><li>• The Assistant Superintendent and Principals will develop expectations and outline planning related to conducting learning walks and feedback cycles.</li></ul>
<b>Action 3:</b> Name the observation expectations and responsibilities for instructional coaches.	<ul style="list-style-type: none"><li>• Leverage training and professional development to regularly observe classroom instruction using the Bluebonnet Learning Observation tools.</li><li>• Review the Bluebonnet Learning lesson before classroom observations and reference the lesson as needed during the observation.</li><li>• Provide content-specific feedback to teachers and connect this feedback to planning and internalization when appropriate.</li><li>• Support teachers during feedback meetings to examine upcoming lessons to identify opportunities to implement action steps.</li></ul>

<p><b>Action 4:</b> Explain which observation tool(s) will be used.</p>	<p>Bluebonnet Learning Observation Tools and the Learning Walk Tools will be used for monitoring the fidelity of implementation and to provide ongoing, job-embedded support through feedback to teachers.</p>
<p><b>Action 5 :</b> Decide on the planning regarding the cadence, frequency, and scheduling of observations.</p>	<p>Teachers will receive ongoing, job-embedded support through the process of the observation and feedback cycles. School leaders and instructional coaches will engage in coaching sessions with their supervisors/coach once per semester as part of their ongoing, job-embedded support.</p>
<p><b>Action 6 :</b> Name the requirements for documentation and follow-up.</p>	<p>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 to which teachers are implementing these actions successfully.</p>

## ACTION 5: Aligning Assessment Strategy

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

Task	Text
<b>Task 1:</b> Identify a priority action for curriculum-embedded assessments based on the current state analysis	<p>Update assessment calendars to reflect Bluebonnet Learning embedded assessments instead of previously used district interims or campus-created common unit assessments.</p> <p>Communicate expectations regarding the use of Bluebonnet Learning assessments and the process for any adjustments or modifications.</p>
<b>Task 2:</b> Identify a priority action for student work analysis based on the current state analysis.	<p>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.</p> <p>Data analysis practices will shift from the previous use of benchmark data analysis to a new practice of using the student work analysis protocol for data analysis purposes. Data disaggregation will continue to be used when analyzing one benchmark assessment.</p>
<b>Task 3:</b> Plan next steps that focus on high-impact changes to support effective assessment practices.	<p>District leadership will develop guidelines and samples for communicating expectations for the prioritization of Bluebonnet Learning embedded assessments, which assessments will no longer be administered, and the process and legal requirements for any adjustments or modifications made to Bluebonnet Learning assessments.</p> <p>The Assessment Director will update the district assessment calendars to include Bluebonnet Learning unit assessments and will remove campus common assessments and district benchmarks.</p>

**Task 4:** Explain the communication plan for ensuring all school leaders, instructional coaches, and teachers are on the same page regarding curriculum-embedded assessments.

The Assistant Superintendent will communicate assessment strategy updates and expectations to all school leaders and instructional coaches during the leadership retreat in July.

All teachers and other instructional staff will receive training and detailed information on expectations for Bluebonnet Learning assessments during in-service.

Principals will communicate regularly the expectation for prioritization of Bluebonnet Learning embedded assessments, maintenance of assessment integrity, and the use of student work analysis as the primary data analysis process for formative assessments with campus staff.