

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

## Splendora ISD Transition Plan Kindergarten- Algebra 1

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## 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.

#### 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 Splendora ISD strategic planning team identified inequitable instruction, specifically a lack of access to grade-level content and high expectations, as a practice observed throughout many K–Algebra 1 classrooms over the past few years. As a result, the district implemented Eureka Math in grades K-5 for the 2024-2025 school year and piloted Carnegie in 6th grade at Peach Creek Elementary and 8th grade. The team decided that it is critically important for Splendora ISD to adopt and implement Bluebonnet Math for the 25-26 school year. After several months of learning about research-based instructional strategies (RBIS), reviewing additional research, and studying instructional materials options, it was decided that we would adopt Bluebonnet Learning instructional materials for grade K-Algebra 1.

Splendora ISD will implement Bluebonnet Learning in the upcoming school year in the deeper implementation phase as a result of the implementation of Eureka and Carnegie for the 24-25 school year. The adoption team worked to develop the OER Transition Plan for Bluebonnet Learning instructional materials.

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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.

#### TAKE ACTION: Implementation Goals

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**Goal Area:** Bluebonnet Learning Implementation

- Bluebonnet Learning Implementation Goal: 100% of teachers implement the materials consistently by the middle of the school year.
- Measure(s): Classroom walkthroughs using the Bluebonnet Learning observation form.

- Frequency: Minimum monthly walkthroughs of each classroom
  - Progress Monitoring: Quarterly data review and reflection at campus leadership and district principal meetings.
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#### **Goal Area: Stakeholder Investment**

- Stakeholder Investment Goal: 85% of teachers and leaders report high confidence in Bluebonnet Learning instructional materials by the end of the school year.
  - Measure(s): Stakeholder surveys to teachers, instructional coaches, and school leaders
  - Frequency: two times a year (once in the fall and once in the spring)
  - Progress Monitoring: The technology team will synthesize the data and provide reports to campus leadership teams within one week of administration. Campus leadership teams will review, analyze, and plan the next steps to support adaptive change management and continued investment in Bluebonnet Learning instructional materials.
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#### **Goal Area: Teacher Practice**

- Teacher Practice Goal: 100% of teachers use unit or lesson internalization protocols at least once each week during collaborative planning time.
  - Measure(s): PLC observations - Collaborative Planning and review of annotations in Bluebonnet Learning teacher materials.
  - Frequency: School leaders will observe one PLC per grade band each quarter; school leaders will review teacher annotations monthly.
  - Progress Monitoring: Quarterly data review and reflection at campus leadership and district principal meetings.
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#### **Goal Area: Student Outcomes**

- Student Outcomes Goal: 100% of students engage with grade-level content from Bluebonnet Learning and are familiar with specific models and strategies.
  - Measure(s): Classroom walkthroughs using the Bluebonnet Learning observation form.
  - Frequency: Minimum monthly walkthroughs for each classroom.
  - Progress Monitoring: Quarterly data review and reflection at campus leadership meetings and at district principal meetings.
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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.

#### TAKE ACTION: Materials Access Planning

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**Task:** Order Bluebonnet Learning instructional print materials. Identify quantity by grade level and campus. Procure instructional materials through requisitions in EMAT.

- Task owner/manager: District Librarian and Math Coordinator
  - Timeline: March 2025
  - Key Actions/Steps:
    - The District Textbook Coordinator and Math Coordinator will create a campus order form for Bluebonnet Learning instructional materials. The District Textbook Coordinator and Math Coordinator will have campuses verify the amount of Bluebonnet Learning instructional materials to be ordered.
    - The Math Coordinator will complete the order forms and submit them to the District Textbook Coordinator.
    - The District Textbook Coordinator 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: Math Coordinator
- Timeline: March-May 2025
- Key Actions/Steps:
  - The Math Coordinator will review the Bluebonnet Learning instructional materials guides and materials lists to identify and create lists of any related manipulatives that need to be ordered by subject area and grade level.
  - The Math Coordinator will communicate this information to the instructional coaches
  - The Math Coordinator will order the related manipulatives to ensure delivery before the start of the school year.

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

- Task owner/manager: District Textbook Coordinator and Math Coordinator
- Timeline: March–September 2025
- Key Actions/Steps:
  - The campus Textbook Coordinator will inventory and barcode all Bluebonnet Learning instructional materials upon delivery.
  - The Math Coordinator will coordinate with campus Textbook Coordinators to arrange the delivery of received materials to each campus.
  - Campus Textbook Coordinators will ensure that delivered material matches the campus order form and is entered into the campus inventory.
  - Campus Textbook Coordinators 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: Math Coordinator and campus Textbook Coordinator
- Timeline: March–September 2025
- Key Actions/Steps:
  - The Math Coordinator will communicate with campus principals regarding the status of Bluebonnet Learning instructional materials delivery and distribution.
  - Campus Textbook Coordinator 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 Principals
- Timeline: March 2025–May 2026
- Key Actions/Steps:
  - 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.

- Campus principals will ensure that all students have Bluebonnet Learning instructional materials and access to any manipulatives or other materials needed.
- 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: Math Coordinator & campus principals
- Timeline: April 2025–August 2025 and then ongoing through May 2026
- Key Actions/Steps:
  - The Math Coordinator will provide training sessions for district leaders, campus principals and leadership teams, instructional coaches, and teachers on how to access and navigate Bluebonnet Learning instructional materials, specifically scope and sequences, protocols, and observation tools.
  - Instructional Coaches will provide this training experience to any 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: Instructional Technology Director
- Timeline: April–September 2025
- Key Actions/Steps:
  - The Instructional Technology Director, along with support from the Math Coordinator will develop training or resources for staff to access and navigate digital versions of Bluebonnet Learning instructional materials.
  - The Instructional Technology Director and the team will communicate resources and provide training opportunities to staff.

## 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.

### TAKE ACTION: Schedules and Calendars

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**Master Schedule(s):** Describe expectations and guidelines for the development of a 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.

Each campus will develop master schedules that allocate the recommended instructional minutes for Bluebonnet Learning instructional materials. Campuses may choose to allocate additional minutes but must ensure all additional instructional programming requirements are met as described in Splendora ISD administrative regulations.

- Bluebonnet Learning Math Grade K–5, minimum of 60 minutes daily
  - Bluebonnet Learning Math Grade 6-Algebra 1, a minimum of 90 minutes 2x a week (Depending on the A/B schedule, students may receive additional instructional minutes)
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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.

- Each campus will develop an instructional calendar reflecting time for internalization and student work analysis at least 75 minutes per week during common planning time and teacher conference times.
  - PLC should be scheduled once per week for prioritization of internalization and job-embedded supports for teachers. An additional 30 minutes of common planning per week will be scheduled.
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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).

### TAKE ACTION: Aligned Expectations

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#### 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 STEM Coordinator.
- **Plan for Communication:** Expectations for materials use will be integrated into Bluebonnet Learning onboarding training for all stakeholders. All teachers, coaches, and school leaders will have the opportunity to review Bluebonnet Learning instructional materials during back-to-school in-service and will be able to make any recommendations for modifications and/or integration of any additional materials. The Math Coordinator will identify a team of representative stakeholders who will review the requests for supplemental materials and update the Approved Supplementation Materials List accordingly.

**Timeline:** The supplemental materials committee will be identified no later than the first week of August. A review of the materials will take place during the August in-service. Recommendations for modifications and/or the addition of supplementation materials can be submitted at any time. Recommendations and updates to the supplementation materials list will be made once in the fall semester and once in the spring semester.

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#### Internalization protocol and process.

- **Expectations:** Teachers prioritize internalization during common planning time and use Bluebonnet Learning protocols as the planning and preparation process for both common and individual practices. Teachers will annotate lessons in a way that demonstrates alignment with the protocols and will submit annotated lessons to their administrator for review at least once per month. Principals may indicate a more frequent cadence for annotation submission. School leaders will observe PLCs weekly.
- **Plan for Communication:** All requirements for protocol use will be communicated to stakeholders as part of the onboarding and orientation training.
- **Timeline:** Onboarding and orientation training will be scheduled throughout August. The training will be repeated in October and January for new hires.



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### **Student work analysis protocols and process.**

- **Expectations:** Teachers, coaches, and leaders analyze student work using the Bluebonnet Learning protocol during common planning time at least once per month beginning in October.
- **Plan for Communication:** 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.
- **Timeline:** Onboarding and orientation training will be scheduled throughout August. The training will be repeated in October and January for new hires.

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### **Curriculum-embedded assessment expectations.**

- **Expectations:** Teachers consistently administer Bluebonnet Learning embedded assessments. During the initial year of implementation, all teachers will administer all Bluebonnet Learning assessments as designed by the STEM Coordinator. 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.
  - **Plan for Communication:** Expectations for embedded assessment use will be integrated into Bluebonnet Learning onboarding training for all stakeholders.
  - **Timeline:** Onboarding and orientation training will be scheduled throughout August. The training will be repeated in October and January for new hires. Principals will report on the fidelity of the use of Bluebonnet Learning assessments at principal meetings.
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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.

### **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?** August for all K-Algebra teachers. New hires will be trained in October and January.
- **Who will lead/participate?** Great Minds and the Math Coordinator will provide several options for receiving RBIS training. All classroom teachers, specialized teachers, special education teachers,

district curriculum and instruction coordinators, instructional coaches, and campus administrators are required to attend RBIS training.

- **What materials or resources are needed?** The Math Coordinator will organize the sessions and arrange any materials or resources needed.

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### **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 onboarding and orientation training. Implementation goals and purpose/reasons for implementation of Bluebonnet Learning. Additional expectations and change management supports will be an ongoing district-level focus at principal meetings (led by the Chief Learning Officer, STEM Coordinator, and Director of Professional Learning) and a campus-level focus at faculty/staff meetings (led by campus principals).
- **Who will lead/participate?** The Chief Learning Officer, STEM Coordinator, Director of Professional Learning, and campus principals will lead the development and delivery of these experiences. Attendees will include all instructional staff- including special education teachers.
- **What materials or resources are needed?** Leaders will study and use the Bluebonnet Learning Program and Course Level Resources along with resources from Great Minds. The Chief Learning Officer, Director of Professional Learning and the Math Coordinator will develop a protocol for recurring discussion of these topics at principal meetings.

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### **Bluebonnet Learning instructional material onboarding and orientation.**

- **When will this happen?** Due to the implementation timeline, most teachers will have already been trained in onboarding and orientation by the Spring 2025 semester. The Math Coordinator will determine training needs and design training based on implementation phases for teachers.
- **Who will lead/participate?** Sessions will be led jointly by Great Minds and Splendora ISD curriculum and instruction staff. All elementary and secondary math instructional staff and leaders will attend the onboarding and orientation training as determined by the STEM Coordinator.
- **What materials or resources are needed?** The Math Coordinator will communicate to organize the sessions and arrange any materials or resources needed.

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### **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 of Bluebonnet Learning instructional materials will include an introduction to the design principles as part of the onboarding and orientation. Ongoing, job-embedded professional

learning focused on understanding the design principles of Bluebonnet Learning materials will be the focus of instructional coach and school leader-facilitated internalizations and will occur weekly during common planning.

- **Who will lead/participate?** Onboarding and orientation sessions will be led by Great Minds (K-5) and Region 6 ESC (6th - Algebra) and the STEM Coordinator. All elementary instructional staff, including special education teachers, and leaders will attend the onboarding and orientation training. All teachers will attend internalization facilitation sessions. Instructional coaches and school leaders will attend additional training from Great Minds for K - 5th and Region 6 ESC for 6th - Algebra to support leading internalization and conducting observation and feedback cycles.
- **What materials or resources are needed?** The Math Coordinator will communicate with Great Minds and Region 6 ESC to organize the sessions and arrange any materials or resources needed. Campus staff will use the Bluebonnet Learning internalization protocols for facilitation sessions.

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#### **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 and school leaders will facilitate internalization practice at least once weekly per teacher/grade level using the Bluebonnet Learning internalization protocols. All teachers will attend internalization facilitation sessions either with their grade level or individually for those who are departmentalized.
- **What materials or resources are needed?** Bluebonnet Learning instructional materials and protocols and available instructional coaches/school leaders for all teaching teams/teachers.

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#### **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 during the additional 30 minutes of common planning time or once every nine weeks for a time-period of three hours during early release or professional development. Additional student work or data analysis support sessions may occur at the teacher's discretion.
  - **Who will lead/participate?** Instructional coaches and school leaders will facilitate student work analysis practice for all grade levels or vertical content teams using the Bluebonnet Learning student work analysis protocols. All teachers will attend facilitated student work analysis sessions either with their grade level, vertical team, or individually.
  - **What materials or resources are needed?** Bluebonnet Learning instructional materials and protocols and available instructional coaches/school leaders for all teams/teachers.
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### **Regular observation and feedback cycles with an instructional coach or school leader.**

- **When will this happen?** School leaders and instructional coaches will observe classroom instruction weekly with each teacher receiving an observation (with a feedback session) at least once every nine weeks.
  - **Who will lead/participate?** School leaders and instructional coaches will conduct observations of K–Algebra and math general education and specialized teachers.
  - **What materials or resources are needed?** Bluebonnet Learning observation tool, Bluebonnet Learning instructional materials (teacher’s guide)
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### **Additional ongoing, job-embedded, curriculum-based professional learning opportunities.**

- **When will this happen?** Teachers will receive ongoing, job-embedded, curriculum-based professional learning during the facilitated internalization sessions (weekly), facilitated student work analysis sessions (three hours every six weeks), observation and feedback sessions (every nine weeks), and optional additional supports at the teacher’s discretion. Additionally, principals will prioritize campus-professional development time to focus on curriculum-based professional learning opportunities using Bluebonnet Learning instructional materials.
  - **Who will lead/participate?** Instructional coaches and school leaders will facilitate ongoing support. The Teaching and Learning Department and elementary principal supervisors will serve as resources and support for the support provided at the campuses.
  - **What materials or resources are needed?** School leaders will need specific training on facilitation and coaching with Bluebonnet Learning instructional materials (which will be provided prior to the start of the school year), protocols, and observation tools.
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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.

## TAKE ACTION: Adaptive Change and Communication

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### **What is our purpose for implementing Bluebonnet Learning?**

- Message: Access to grade-level materials matters. When students are given grade-appropriate assignments, aligned to the TEKS, and combined with strong instruction, engagement, and high expectations, they achieve higher outcomes. Our expectations for student learning are reflected in the materials (assignments, texts, assessments) that we give them. Students will rise to the occasion and do what is asked of them. When expectations are high, student performance and outcomes are also high. Implementing rigorous instructional materials does not preclude teachers from supporting and accommodating individual learners.

- Audience: All district instructional and leadership staff, all K-Algebra 1 instructional staff

- Timeline: Summer training sessions, back-to-school in-service events, and ongoing throughout the school year

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### **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) upon request.

- Audience: All instructional staff, families, and external stakeholders

- Timeline: Communication will be available to all stakeholder groups through the Teaching and Learning website and upon request.

- Considerations: This message and communication item connects to Action 2C: the use of Bluebonnet Learning instructional materials and Action 3C: instructional flexibility to support all learners. Additionally, all principals must ensure that teachers and other relevant staff understand the statutes about Access to Teaching Materials as described in TEC §26.006.

### **Which adaptive strategies will we use to support positive change management?**

- Message: Splendora ISD is committed to ensuring alignment across stakeholders, communicating for clarity, focusing on positive aspects of implementation, and gathering and responding to stakeholder feedback.
  - Audience: The Splendora ISD community - all internal and external stakeholders
  - Timeline: On-going beginning in the spring before implementation
  - Considerations: The district and campus leadership teams will focus on these strategies to support positive implementation efforts:
    - We will build relationships and lead with empathy.
    - We will eliminate technical barriers: ensure the technical conditions for success are in place.
    - We will provide clear guidance on implementation expectations and the why/purpose behind choosing Bluebonnet Learning instructional materials and ensure the message is shared widely
    - The Math Coordinator will regularly share progress during monthly campus check-in meetings regarding Bluebonnet Learning celebrations and a summary of growth.
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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.

### TAKE ACTION: Analyzing PLC Practices

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**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 district has had a PLC structure in place for the last 3 years and it is a time protected by campus leadership for teachers to meet and plan. Campus leadership regularly attends PLCs. Training campus leaders to develop and use PLC agendas should be scheduled. A PLC refresh training will be provided to campus administrators during the curriculum workshop provided in the summer.

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

**Response:** Vision: The vision for PLCs will be refined to support the use of Bluebonnet Learning instructional materials by engaging all internal stakeholders in the process.

- Protected Time and Frequency: Common planning time is protected and currently in place for once weekly. An additional 30 minutes of common planning per week will be scheduled.
  - Ownership: The roles and responsibilities of the participants should be clearly defined for all Bluebonnet Learning stakeholders.
  - Use of Time: The use of an agenda focused on the Bluebonnet Learning protocols and outlining any required pre-work or post-work for teachers will ensure the most effective use of time.
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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.

### TAKE ACTION: Structures for Internalization and PLCs

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#### **Explain the vision for unit and lesson internalization.**

Internalization is the process of deeply studying a unit or lesson from Bluebonnet Learning instructional material to understand what students are expected to learn and how to teach it to achieve those outcomes. Internalization supports implementation with fidelity. Teachers who deeply understand student expectations and the design of the Bluebonnet Learning instructional materials can teach units and lessons more effectively and make intentional instructional decisions that support engagement and learning for all students.

Internalization happens consistently and regularly before instruction occurs.

- Unit internalization happens at least 2–3 weeks before a new unit begins.
- Lesson internalization happens for each daily lesson at least 1–2 days in advance.
  1. Instructional coaches, school leaders, and teachers use Bluebonnet Learning internalization protocols to prepare for teaching units and lessons.
  2. All instructional staff attending weekly or other collaborative sessions will complete any needed pre-work or post-work as agreed by the team or with the facilitator.
  3. Teachers annotate their Bluebonnet Learning teacher instructional materials and resources while following the protocols. Completion of a standardized lesson plan template is no longer required.
  4. Teachers attend weekly collaborative internalization sessions led by instructional coaches or school leaders. This time is protected in the instructional calendar and pre-work is determined ahead of time through consensus and communicated to all members.
  5. Teachers receive ongoing, regular 1:1 support from an instructional coach or school leader focused on practicing and improving internalization.

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

##### **Principals:**

- Establish and communicate the vision for internalization and role-specific responsibilities.
- Monitor progress towards the vision for internalization; reflecting and providing support as needed.
- Align schoolwide systems and structures with the vision for internalization.
- Build knowledge of the Bluebonnet Learning instructional materials and internalization protocols.



### **Instructional Coaches and Assistant Principals:**

- Complete Bluebonnet Learning onboarding and orientation training to gain a deep understanding of the product and unit/lesson internalization protocols.
- Support teachers to improve their use of Bluebonnet Learning internalization protocols by providing 1:1 support and co-planning.
- Plan and lead collaborative planning time with teams of teachers.

### **Teachers:**

- Complete Bluebonnet Learning onboarding and orientation training to gain a deep understanding of the product and unit/lesson internalization protocols.
- Regularly utilize the product-specific internalization protocols to prepare to teach units and lessons from Bluebonnet Learning.
- Participate in 1:1 internalization meetings and collaborative planning time led by an instructional coach or other instructional leader.

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

1. Train instructional coaches and school leaders to develop PLC agendas focused on the use of Bluebonnet Learning protocols.
2. Support principals in developing master schedules and instructional calendars that support common planning time for engagement in Bluebonnet Learning practices.
3. Determine and communicate stakeholder (leaders, teachers) roles and responsibilities for PLCs.
4. Develop a protocol calendar for instructional leaders to guide their facilitation of each of the Bluebonnet Learning protocols.

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

**Time:** The master schedule includes protected, weekly meeting time(s) for general education and specialized teachers to meet with instructional coaches or school leaders to meet for at least 45 minutes weekly for internalization practices.

**Ownership:** Schools have identified instructional coaches and school leaders who will plan and facilitate 1:1 and collaborative planning time and provide teachers feedback and support on their preparation.

**Protocols:** Teachers, instructional coaches, and school leaders are familiar with and have received training on the Bluebonnet Learning protocols for unit internalization, lesson internalization, and student work analysis.

**Accountability:** There is a process for monitoring progress towards effective internalization and aligned expectations for teachers. There is the expectation to annotate within the Bluebonnet Learning instructional materials instead of filling out a standardized lesson plan template.

### 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.

#### TAKE ACTION: Supporting All Learners

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##### **Guidelines for Bluebonnet Learning Embedded Supports**

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.

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##### **Guidelines for Engagement Strategies**

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.

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##### **Guidelines for Instructional Flexibility**

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. Additionally, teachers will have the opportunity to review materials and make recommendations regarding the use of additional materials as described in Action 2C: Use of Bluebonnet Learning instructional materials.

## **ACTION 4: Establishing Observation and Feedback Practices**

### **4A. Observation Expectations**

Develop observation expectations for Bluebonnet Learning implementation.

#### **TAKE ACTION: Observation Expectations**

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##### **Clearly define the purpose of observations.**

At Splendora ISD, district and school leaders Learning Walk tools built into Eduphoria to conduct instructional rounds to collect evidence of the fidelity of implementation and to measure attainment toward goals. School leaders and instructional coaches will use a walkthrough form based on the Bluebonnet Learning observation tool to engage in cycles of observation and feedback to support continuous growth and development of teaching and educational practices using Bluebonnet Learning instructional materials. Leaders and instructional coaches look beyond the surface of instruction to identify concrete evidence that the teacher has internalized the units and lessons taught.

##### **Next Steps:**

- District leaders, school leaders, and instructional coaches will receive training specific to the observation and feedback practices used with Bluebonnet Learning during the Curriculum Workshop on July 22, 2025. The Director of Professional Learning and Math Coordinator will coordinate with the vendor on the planning and content for the leader implementation training during the Curriculum Workshop.
- District leaders, school leaders, and instructional coaches will engage in practice opportunities with the observation instruments once in September and January. The Director of Professional Learning and Math Coordinator will coordinate these events.

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Name the observation expectations and responsibilities for school leaders.

##### **District Leader Roles and Responsibilities**

- Have a high-level understanding of the observation tools that coaches, and school leaders will use to provide feedback to teachers.
- Use Bluebonnet Learning Observation Tools and walk-through forms in Eduphoria to co-observe with school leaders and norms on evidence of internalization and fidelity of implementation.
- Support school leaders in analyzing and responding to data collected during observations and learning walks.

## **School Leader Roles and Responsibilities**

- Co-observe classroom instruction with coaches to ensure alignment on what to look for when observing instruction for evidence of internalization.
- Observe feedback meetings and coaching sessions to look for evidence that these conversations are grounded in the Bluebonnet Learning instructional materials and that meaningful connections are being made back to planning and internalization.
- Support coaches in developing effective observation and feedback schedules; monitor implementation of these schedules and support coaches to adjust as needed. This data will be used to analyze data 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 during the Curriculum Workshop.
- The Chief Learning Officer, Director of Professional Development, and Math Coordinator will develop expectations and outline planning related to conducting learning walks and observation and feedback cycles that will be shared as part of the training content during the July retreat.

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## **Name the observation expectations and responsibilities for instructional coaches.**

- Leverage training and professional development to regularly observe classroom instruction using the Bluebonnet Learning Observation tools.
- Review the Bluebonnet Learning lesson before classroom observations and reference the lesson as needed during the observation.
- Support teachers during feedback meetings to examine upcoming lessons to identify opportunities to implement action steps.
- Collect and report data on evidence of internalization in alignment with progress monitoring expectations.

### **Next Steps:**

Next Steps: District leaders, school leaders, and instructional coaches will receive training specific to the observation and feedback practices used with Bluebonnet Learning during the Curriculum Workshop on July 22, 2025.

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**Explain which observation tool(s) will be used.**

The district-developed walk-through form will be used for monitoring the fidelity of implementation and to provide ongoing, job-embedded support through feedback to teachers.

**Next Steps:**

- Math Coordinator will ensure access to all district/school leaders and instructional coaches have access to the district-developed walk-through form.
- Chief Learning Officer and the Math Coordinator will present and share the Bluebonnet Learning influenced walk-through tool to principals at the Curriculum Workshop.

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

- All school leaders and instructional coaches will conduct weekly observations of Bluebonnet Learning instruction using the Bluebonnet Learning observation tools with each teacher receiving at least one observation and feedback cycle session each nine weeks.
- Campus principals and leadership teams are responsible for scheduling observations on the Bluebonnet Learning observation calendar by August 29, 2025, and communicating this calendar to teachers and instructional staff.

**Next Steps:**

The district will develop the Bluebonnet Learning observation calendar for each campus and share these with campus principals by July 22, 2025.

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**Name the requirements for documentation and follow-up.**

All Bluebonnet Learning observations will be recorded using the Bluebonnet Learning observation tool and shared with each teacher observed. Documentation can be recorded electronically or on paper. All documentation will be uploaded or entered into Eduphoria.

**Next Steps:**

- The Digital Learning Coordinator will update the district observation platform to include the Bluebonnet Learning observation tools.

- School leaders and instructional coaches will receive information about documentation and follow-up for Bluebonnet Learning observations during the Curriculum Workshop on Bluebonnet Learning observation and feedback.

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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.

### TAKE ACTION: Observation and Feedback Cycle Planning

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#### School leader and instructional coach training and practice

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

#### Next Steps:

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

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#### Coaching Model Decision/Expectations:

Splendora ISD coaches and administrators who support and supervise grades K-5 will use the Bluebonnet observation tool that is found in the K-5 math program and implementation guide.

Splendora ISD coaches and administrators who support and supervise grade 6-Algebra 1 will use a separate observation tool. This tool is found in the 6-Algebra 1 implementation guide.

#### Next Steps:

Splendora ISD is currently gathering a committee to research coaching models, choose a model, and then plan for training.

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**Topic:** Feedback Cycle Process

#### Decision/Expectations:

The observation tool provides non-evaluative feedback to teachers on their progress, ensuring alignment with the program's objectives.

#### Next Steps:

Splendora ISD coaches will meet with the Math Coordinator once a month to review progress and implementation through the feedback cycle process.

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**Topic:** Ongoing, Job-embedded Support

**Decision/Expectations:**

The Math Coordinator will build into the math coach support agenda “look fors” and schedule walks with coaches three times a semester for calibration.

**Next Steps:**

The Math Coordinator will communicate the calibration dates by July 22, 2025.

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**Topic:** Measuring Impact

**Decision/Expectations:**

Impact will be measured by analyzing unit assessments and student work.

**Next Steps:**

Teachers will analyze data during PLC after every unit assessment is administered.

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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.

### TAKE ACTION: Analyzing Assessment Practices

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**Conduct a current state analysis of assessments and summarize the takeaways. What is working well? What is an area(s) for improvement?**

- The Assessment Coordinator creates 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.
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**Identify which Keys to Success are currently in place, which are not, and which ones need refining.**

- Keys to success include a vision for assessment developed by the Assessment Focus Group committee in 2021-22. This vision will need to be refined to reflect Bluebonnet Learning design principles and expectations regarding the use of curriculum-embedded assessments.
  - Another key to success is the practice of maintaining an assessment calendar. Splendora ISD will refine this to create assessment calendars that include the Bluebonnet Learning unit assessments.
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## 5B. Structures for Assessment Practices

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

### TAKE ACTION: Structures for Assessment Practices

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

- Update district assessment calendars to reflect Bluebonnet Learning embedded assessment.
  - Communicate expectations regarding use of Bluebonnet Learning assessments and the process for any adjustments or modifications.
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**Identify a priority action for student work analysis based on the current state analysis conducted in Action 5A.**

- Facilitated student work analysis sessions will begin no later than October. All instructional staff will receive initial training on student work analysis protocols.
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**Plan next steps that focus on high-impact changes to support effective assessment practices.**

- 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 for any adjustments or modifications made to Bluebonnet Learning assessments.
  - The Assessment and Accountability Coordinator and Math Coordinator will add the Bluebonnet Learning unit assessments to the district assessment calendar.
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**Explain the communication plan for ensuring all school leaders, instructional coaches, and teachers are on the same page regarding curriculum-embedded assessments.**

- The Chief Learning Officer and district leadership team will communicate assessment strategy updates and expectations to all school leaders and instructional coaches during the Curriculum Workshop on July 22, 2025.
- All teachers and other instructional staff will receive training and detailed information on expectations for Bluebonnet Learning assessments during onboarding and orientation training.

- Principal supervisors will communicate regularly with school principals 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.

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