

Regular May Board Meeting
Tuesday, May 20, 2025 5:30 PM

Slidell High School Library
1 Greyhound Lane
Slidell, Texas 76267

Agenda

- I. Call meeting to order, establish a quorum
- II. Welcome
- III. Public Comment Opportunity
- IV. Business to come before the Board
- V. **Consent Agenda Items**
All item(s) on the Consent Agenda are considered to be routine and will enacted with one motion and a majority vote of the governing body.
- VI. Informational Items
- VII. Action Items
- VIII. Closed Session per Texas Government Code(s):
- IX. Action Relevant to Items Covered During Closed Session
- X. Future Agenda Items
- XI. Adjournment



SLIDELL INDEPENDENT SCHOOL DISTRICT

"On track and leading the pack"

BOARD REPORT- MAY 2025

Mission: Our students are our most precious resource and will be inspired to excel and become leaders in our community and the world.

Vision: Dedicated educators inspiring our community's children to excel in a changing world.

In Slidell ISD, We Believe...

Students are accepted and appreciated for who they are and are inspired to excel in academics and activities within a safe and nurturing environment.

Parents and Families are an essential component of our school community and are true partners in their child's education.

Teachers and Staff are a family of dedicated educators who use their talents for collaboration with our families to inspire students to reach aspirational goals.

District leaders are servant educators who consistently and transparently expand our vision for the future while informing, supporting and empowering students, staff, and the community.

The Board of Trustees is a collaborative team dedicated to supporting our community and staff with a listening ear, open heart, and a strategic approach that prepares our students to be productive members of the Slidell community and beyond.

<u>Current Enrollment</u> <u>(4/22/25)</u>	<u>Attendance from 1st</u> <u>Day</u>	<u>Current 6 Weeks</u>
504	96.70%	98.19%

1.1 Academic Growth and Achievement

- 1st grade successfully completed their first Animal Habitat Exhibit

1.2 Safety and Well-being of Staff and Students

- Online registration has begun. As of right now, we have 167 students registered. Students will not receive a schedule on Day 1 if not registered.
- South vestibule quote submitted and approved

1.3 College, Career, and Military Readiness

- Stevens and Bradshaw took 11 students to get fingerprints for final certification steps. - As of 5/12/2025 we have 8 completed, 2 working on fixing expired identification to complete the fingerprinting process, and 3 waiting to turn 18 to apply.
- Ethan, Stover, and Bradshaw are finalizing our welding certification numbers and have 2 first ever animal science certifications (Kathryn Dirkson and Riley Alexander)
- Mrs. Bradshaw is doing all CCMR testing over the next month (TSI, SAT, etc.)

1.4 Student Involvement in Extra/Co-Curricular

- Mrs. Stevens is working closely with senior class representatives to ensure a successful graduation on May 22nd (slideshow @ 6:30/ceremony @ 7:00)
- Summer basketball camp is June 16th - 18th

2.1-2.2 Faculty and Staff Recruitment/Retention

- Continuing with Greyhound Wellness Program with Mrs. Howdeshell
- Secret spirit week for last week of school

2.3 Continuous Development and Training for all Staff

- Summer PD discussions for staff are beginning to be planned
- 17 Staff members left to reach 100% ESL certified staff.

3.1-3.3 Parent, Family, and Community Engagement

- The End of the year ESL/ EB Family Community meeting for May was a success. The families that showed up were helped with accessing summer scores and with registration for next year.

4.1 and 4.3 Financial Stewardship and Operational Efficiency and Transparency

- TASB HR Pay Systems Review in May-June

4.2 Systematic, Long-range Facility Planning

- Track completion: 5/2/25 - Due to weather, this date was not met. Update call on Monday 5/19 with proposal of timeline of final needs for completion.
- HS Addition completion: 5/25/25
- Elementary completion: 7/15/25 - Due to all weather conditions, and other circumstances, this date will not be met. We are working with WRA and Gallagher to confirm our new target date.
- Vo-ag/CTE completion: 1/2026

Certification of Provision of Instructional Materials Survey 2025–26

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Survey Pre-Work

2025–26 Certification of Provision of Instructional Materials

In accordance with [Texas Education Code 31.1011](#), local educational agencies (LEAs) are required to certify annually to the State Board of Education (SBOE) and the commissioner that students have access to instructional materials covering all Texas Essential Knowledge and Skills (TEKS) for all required subjects, except physical education.

Additionally, LEAs are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under (i) the Children's Internet Protection Act (Pub. L. No. 106-554); (ii) Section [28.0022](#); (iii) Section [43.22](#), Penal Code; and (iv) any other law or regulation that protects students from obscene or harmful content. The TEKS Certification 2025–26 Survey includes a section to allow LEAs to certify they meet this requirement.

Like last year's process, the agency will utilize the following tools:

Certification 2025–26 Form:

Printable, hard copy of the survey to be completed offline and presented to the board of trustees or governing body for ratification and signatures.

Certification 2025–26 Survey:

Web-based application where LEAs will submit their responses collected on the TEKS Certification 2025–26 Form, and where LEAs will upload the signature page of the Form.

This year's Certification Process requires:

- The completion of the Certification 2025–26 Form;
- Ratification by the LEA's board of trustees or governing body in an open, public-noticed meeting; and
- Submission of the Certification 2025–26 Survey and upload of the ratified Certification 2025–26 Form.

TEA recommends that LEAs complete these steps by **May 1, 2025**. The Certification 2025–26 Form can be accessed at the following link on the [Certification of Provision of Instructional Materials webpage](#).

The state online instructional materials ordering system, EMAT, will close for annual maintenance on March 28, 2025, and is scheduled to reopen on May 15, 2025. **Completion of the Certification Process is required to regain access to allotment funds when EMAT reopens in May of 2025.**

Certification 2025–26 Survey submissions received after May 15, 2025, will typically be processed within five business days, then access to EMAT provided.

Instructions to Complete the Certification Process for 2025–26

1. **Review the Certification 2025–26 Form:** Print the fillable TEKS Certification 2025–26 Form found on the [Certification of Provision of Instructional Materials webpage](#).
2. **Gather information:** The form may require consultation with content area leads or other LEA staff.

3. **Complete Certification 2025–26 Form:** Complete the TEKS Certification 2025–26 Form by hand or digitally.
4. **Obtain needed signatures:** Ratify the **Certification 2025–26 Form** by the LEA’s board of trustees or governing body in an upcoming, open board meeting.
5. **Submit Certification 2025–26 Survey:** Complete the online Certification 2025–26 Survey by answering the questions. Inside the survey you will upload the signed Allotment and Certification 2025–26 Form from Step 4. The survey will be open for submissions beginning Monday, March 17, 2025, and will be located on the [Certification of Provision of Instructional Materials webpage](#).

Additional Supports

- TEA will be hosting a webinar to review the Certification 2025–26 Process on *Monday, March 24th, at 2:00 p.m. CDT*. [Registration](#) is required.
- TEA will host office hours to support LEAs with the Certification of Provision of Instructional Materials process; registration is required.
 - Monday, March 31st at 11:00 a.m. CDT | [Register on Zoom](#)
 - Thursday, April 3rd, at 11:00 a.m. CDT. | [Register on Zoom](#)
- To facilitate completion of this year’s submission, LEAs may request a copy of their previous year’s submission by submitting a [Help Desk Ticket](#).
- For questions about the Certification 2025–26 Form, Survey, or Process, please submit a [Help Desk Ticket](#).

Review Terminology

Additional Supports

- **Scope and Sequence:** A document that provides a brief outline of the standards and a recommended teaching order for a particular course/grade-level over the course of a school year.
- **Full-subject materials** (often referred to as Tier 1 or core materials): instructional material designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.
- **Supplemental materials** (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional material designed to assist in the instruction of one or more of the essential knowledge and skills
- **SBOE-Approved Instructional Materials:** SBOE-approved instructional materials are any materials that go through the IMRA process and receive approval by the SBOE. In Texas, SBOE-approved instructional materials are considered HQIM and qualify for the SBOE-Approved Instructional Materials Entitlement as outlined in Section 48.307.
- **State-Adopted Instructional Materials:** state-adopted instructional materials were reviewed and adopted in the preceding Proclamation process. These materials have not been reviewed in the IMRA process, are not considered HQIM (per the Texas definition), and are not eligible for additional HB 1605 funding entitlements.

About the Qualtrics Survey

Within the Qualtrics survey you will be given a list of commonly known publishers and products. Should your LEA use a LEA-developed product, or the product is not listed, you will be asked to write in the name of the publisher and product.

You can find a list instructional materials on the [Certification of Provision of Instructional Materials webpage](#).

Certification 2025–26 Survey

Background Information

QUESTION 1.0: Name of person completing this form

Morgan Brown

QUESTION 1.1: Your email address

mbrown@slidellisd.net

QUESTION 1.2: Select the role that best describes your position at your district or charter: [Single Select]

- Instructional Materials Coordinator
- Curriculum Director
- Principal
- Administrative Assistant
- Superintendent
- Other

LEA Information

QUESTION 2.0: Region #

11

QUESTION 2.1: LEA name and number

Slidell ISD, 249908

QUESTION 2.2: Superintendent's name

Theresa Stevens

QUESTION 2.3: Superintendent's email address

tstevens@slidellisd.net

QUESTION 2.4: School board president's or governing body's name

Tim Fletcher

QUESTION 2.5: School board president's or governing body's email address

tfletcher@slidellisd.net

QUESTION 2.6: Date of the school board meeting at which the Certification Form was be presented and approved?

May 20, 2025

Reading Language Arts Certification

Scope and Sequence - All Grade Levels RLA

QUESTION 3.0:

Are instructional materials for English RLA and phonics managed at the LEA level and generally consistent across classrooms?

Yes

No

English Reading Language Arts K–5 TEKS Coverage Certification

QUESTION 4.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **English RLA TEKS grades K–5?** (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

English Reading Language Arts K–5 Instructional Materials

QUESTION 5.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your district will use regularly (once a week or more, on average) for **English RLA and/ or Phonics grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

English RLA and/ or Phonics grades K–5 full-subject and/or supplemental publisher(s)/ product(s) used:

HMH including phonics

QUESTION 5.1:

(If above answer includes SBOE-Approved Bluebonnet Learning instructional materials):

What is the estimated number of students in your LEA that are using *Bluebonnet Learning Reading Language Arts, Edition 1* (grades K–5) in their classroom on a regular basis?

N/A

QUESTION 5.2:

(If above answer includes SBOE-Approved Bluebonnet Learning instructional materials):

What is the estimated number of students in your LEA that are using *Bluebonnet Learning Foundational Skills, Edition 1* (grades K–3) in their classroom on a regular basis?

N/A

Spanish Reading Language Arts K–5 TEKS Coverage Certification

QUESTION 6.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **Spanish RLA TEKS grades K–5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

Yes

No

Spanish Reading Language Arts K–5 Instructional Materials

QUESTION 7.0:

Share the **full subject and/or supplemental** publisher(s)/product(s) that teachers in your district will use regularly (once a week or more, on average) for **Spanish RLA and/or Phonics grades K–5** instruction to ensure coverage of 100% of the TEKS. [Single select for each grade band]

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): Instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Spanish RLA and/or Phonics grades K–5 full-subject and/or supplemental publisher(s)/ product(s) used:

HMH- Spanish

QUESTION 7.1:

(If above answer includes *Aprendizaje Bluebonnet* pilot instructional materials instructional materials):

What is the estimated number of students in your LEA that are using *Aprendizaje Bluebonnet artes del lenguaje y lectura, piloto* (grados K–5) in their classroom on a regular basis?

N/A

QUESTION 7.2:

What is the estimated number of students in your LEA that are using *Aprendizaje Bluebonnet destrezas fundamentales, piloto* (grados K–2) in their classroom on a regular basis?

N/A

English Reading Language Arts (RLA) 6–8 TEKS Coverage Certification

QUESTION 8.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **English RLA TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

Yes

No

English Reading Language Arts (RLA) 6–8 Instructional Materials

QUESTION 9.0:

Share the **full subject and/or supplemental** publisher(s)/product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **English RLA grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

English RLA grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

EMC Mirrors and Window

English Reading Language Arts (RLA) 9–12 TEKS Coverage Certification

QUESTION 10.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **English RLA TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.

Yes

No

English Reading Language Arts (RLA) 9–12 Instructional Materials

QUESTION 11.0:

Are the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **English RLA grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

English RLA grades 9–12 full-subject and/or supplemental publisher(s)/ product(s) used:

EMC Mirrors and Windows

Mathematics Certification

Scope and Sequence - All Grade Levels Mathematics

QUESTION 12.0:

Are instructional materials for mathematics managed at the LEA level and generally consistent across classrooms? ?

Yes

No

Mathematics K–5 TEKS Coverage Certification

QUESTION 13.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **mathematics TEKS grades K–5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

Mathematics K–5 Instructional Materials

QUESTION 14.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **mathematics grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Mathematics grades K–5 full-subject and/or supplemental publisher(s)/ product(s) used:

Bluebonnet Learning

QUESTION 14.1:

(If above answers include *Bluebonnet Learning* instructional materials instructional materials):

What is the estimated number of students in your LEA that are using Bluebonnet Learning, Edition 1 (grades K–5) in their classroom on a regular basis?

230

Mathematics 6–8 TEKS Coverage Certification

QUESTION 15.0

For school year 2025–26, will your LEA provide materials to cover 100% of the **mathematics TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select “yes” even if not all classrooms use the same materials). [Single Select]

Yes

No

Mathematics 6–8 Instructional Materials

QUESTION 16.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **mathematics grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Mathematics grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

Bluebonnet Learning

QUESTION 16.0B:

(If above answers include Bluebonnet Learning instructional materials instructional materials):

What is the estimated number of students in your LEA that are using Bluebonnet Learning Secondary Mathematics, Edition 1 (grades 6–8, Algebra I) in their classroom on a regular basis?

110

Mathematics 9–12 TEKS Coverage Certification

QUESTION 17.0:

For School Year 2025–26, will your LEA provide materials to cover 100% of the **mathematics TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

Mathematics 9–12 Instructional Materials

QUESTION 18.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **mathematics grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Mathematics grades 9–12 full-subject and/or supplemental publisher(s)/ product(s) used:

Algebra 1- Bluebonnet Learning
Geometry- McGraw Hill
Algebraic Reasoning- Consenza & Associates
Algebra II- McGraw Hill
Pre-Calculus- McGraw Hill

Social Studies Certification

Scope and Sequence - All Grade Levels Social Studies

QUESTION 19.0:

Are instructional materials for social studies managed at the LEA level and generally consistent across classrooms?

Yes

No

Social Studies K–5 TEKS Coverage Certification

QUESTION 20.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **social studies TEKS grades K–5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Social Studies K–5 Instructional Materials

QUESTION 21.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Social Studies grades K–5 full-subject and/or supplemental publisher(s)/ product(s) used:

Social Studies Weekly

Social Studies 6–8 TEKS Coverage Certification

QUESTION 22.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **social studies TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Social Studies 6–8 Instructional Materials

QUESTION 23.0:

Select **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Social Studies grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

McGraw Hill

Social Studies 9–12 TEKS Coverage Certification

QUESTION 24.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **social studies TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Social Studies 9–12 Instructional Materials

QUESTION 25.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Social Studies grades 9–12 full-subject and/or supplemental publisher(s)/ product(s) used:

World Geography- McGraw Hill

World History- McGraw Hill

US History- McGraw Hill

Government- Pearson

Personal Finance and Literacy/Economics- Dave Ramsey

Science Certification

Scope and Sequence - All Grade Levels Science

QUESTION 26.0:

Are instructional materials for science managed at the LEA level and generally consistent across classrooms?

Yes

No

Science K–5 TEKS Coverage Certification

QUESTION 27.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **science TEKS grades K–5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Science K–5 Instructional Materials

QUESTION 28.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **science grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Science grades K–5 full-subject and/or supplemental publisher(s)/ product(s) used:

Accelerate Learning, Stemscopes

Think up (supplemental)

Science 6–8 TEKS Coverage Certification

QUESTION 29.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **science TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Science 6–8 Instructional Materials

QUESTION 30.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **science grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Science grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

Accelerate Learning, Stemscopes online/workbooks

Science 9–12 TEKS Coverage Certification

QUESTION 31.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **science TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Science 9–12 Instructional Materials

QUESTION 32.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your district or charter will regularly use (once a week or more, on average) for **science grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Science grades 9–12 full-subject and/or supplemental publisher(s)/ product(s) used:

Biology- Accelerate Learning/Stemscopes

Chemistry- HMH

Physics- HMH

Environmental Systems- HMH

Children's Internet Protection Act

The Children's Internet Protection Act

The Children's internet protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. (You may find more information on the FCC website.)

In accordance with Texas Administrative Code 19 TAC §66.105, school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C, Section [28.0022](#), [Section 43.22](#), Penal Code, and any other law or regulation that protects students from obscene or harmful content.

QUESTION 33.0: Does your district or charter school protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C), Section 28.0022, Penal Code, and any other law or regulation that protects students from obscene or harmful content?

Yes

No

Additional Informational Questions (Optional)*

QUESTION 35.0:

Has your LEA used, or do you plan to use, Instructional Materials Review and Approval (IMRA) Cycle 2024 reports to inform local decisions related to instructional materials adoption?

(Note: IMRA replaced the State Board of Education's Proclamation process and the Texas Resource Review (TRR))

Yes

No

QUESTION 35.1:

If "Yes" is selected: In which subject area(s) have you used the TRR to obtain information about the quality of products? *

English Reading Language Arts

Spanish Reading Language Arts

English Phonics

Spanish Phonics

Mathematics

QUESTION 35.2:

On a scale from 0 to 10, how effectively do you believe the IMRA reports support LEA adoption of high-quality instructional materials? 0 (Not at all) to 10 (Extremely effectively)*

0.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

QUESTION 36.0:

Assessment Platform: Select the assessment platform (if any) your LEA leverages for unit/module, diagnostic, or interim, and for which type of assessments.

Product	Interim	Diagnostic	Unit/Module Formatives
Eduphoria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DMCA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas Formative Assessment Resource	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STAAR Interim	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="Insert here"/>			
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="Insert here"/>			
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="Insert here"/>			

Certification 2025–26 Survey Ratification [Printed and uploaded PDF]

In accordance with [Texas Education Code §31.1011](#), school districts and open-enrollment charter schools are required to certify annually to the State Board of Education and the commissioner that, for each subject in the required curriculum other than physical education, students have access to instructional materials that cover all the Texas Essential Knowledge and Skills (TEKS) for the coming school year. Additionally, in accordance with Texas Administrative Code [19 TAC §66.105](#), school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C).

These certifications must be ratified by local school boards of trustees or governing bodies in public, noticed meetings. Districts and open-enrollment charter schools will be unable to order instructional materials through EMAT until the certifications have been received by the Texas Education Agency (TEA).

Other Certified Subject Areas

QUESTION 40.0:

Please select each subject in the required curriculum below for which your district provides each student with instructional materials that cover all elements of the essential knowledge and skills:
[multiple select]

- Career & Technical Education
- Fine Arts
- Health
- Technology Applications
- English Language Proficiency Standards
- Languages Other Than English
- None

District County Number (6-digit ID):

249908

District Name:

Slidell ISD

Date of Ratification by Local School Board of Trustees or Governing Body:

May 20, 2025

Signature of the Board President and Secretary or Governing Board Officer

Board President

Date

Board Secretary

After ratification, please scan the last page of this form and submit to TEA through the electronic Certification of Provision of Instructional Materials Survey.

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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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

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

The Slidell 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-5 and Secondary classrooms over the past few years. The team decided that it is critically important for Slidell ISD to adopt and implement high- quality instructional materials so that all students achieve success in school and beyond.

An adoption and leadership committee was established. After several months of researching research-based instructional strategies (RBIS), reviewing additional research, and studying instructional materials options, the team selected Bluebonnet Learning instructional materials.

Slidell ISD will implement Bluebonnet Learning for mathematics in the upcoming school year in the initial implementation phase.

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

Goal Area: Bluebonnet Learning Implementation

- Goal: 100% of teachers implement the materials consistently by the middle of the school year
- Measure(s): Classroom walkthroughs
- Frequency: Minimum monthly walkthroughs of each classroom
- Progress Monitoring: Quarterly data review and reflection at campus leadership meetings

Goal Area: 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: Three times during the school year (September, January, and April)
- Progress Monitoring: The campus administrators will synthesize the data and provide reports to campus leadership teams within one week of administration. Campus leadership teams will review, analyze, and plan next steps to support adaptive change management and continued investment in Bluebonnet Learning instructional materials.

Goal Area: Teacher Practice

- Goal: 90% of teachers use unit or lesson internalization protocols at least once each month during collaborative planning time.
- Measure(s): Review of annotations in Bluebonnet Learning teacher materials.
- Frequency: School leaders will observe one planning meeting 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.

Goal Area: Student Outcomes

- Goal: 100% of students engage with grade-level content from Bluebonnet Learning and build familiarity with embedded routines 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.

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

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: Dean of Instruction and Academics/Curriculum Coordinator
 - Timeline: May-June 2025
 - Key Actions/Steps:
 - The Dean of Instruction and Academics/Curriculum Coordinator will create a campus order form for Bluebonnet Learning instructional materials.
 - Administration will complete order forms and submit them to the Purchasing Department.
 - The Dean of Instruction and Academics/Curriculum Coordinator will submit orders through EMAT.
-

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: Dean of Instruction and Academics/Curriculum Coordinator
 - Timeline: May- July 2025
 - Key Actions/Steps:
 - The Dean of Instruction and Academics/Curriculum 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 Dean of Instruction and Academics/Curriculum Coordinator will communicate this information to campus administration.
 - The Dean of Instruction and Academics/Curriculum Coordinator will order the related manipulatives to ensure delivery before the start of the school year.
-

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

- Task owner/manager: Purchasing Director and campus principal
 - Timeline: July–September 2025
 - Key Actions/Steps:
 - The Purchasing Director/Department will inventory and barcode all Bluebonnet Learning instructional materials upon delivery.
 - The Purchasing Director/Department will coordinate with campus administration to arrange delivery of received materials to each campus.
 - Campus administration will ensure that delivered material matches the campus order form and is entered into the campus inventory.
 - Campus administration will establish a process for the distribution of Bluebonnet Learning instructional materials and any related manipulatives to staff and students.
-

Communicate the Bluebonnet Learning printed instructional materials and related manipulatives ordering and distribution process with appropriate stakeholders.

- Task owner/manager: Purchasing Director/Department and campus administration
 - Timeline: March–September 2025
 - Key Actions/Steps:
 - The Purchasing Director/Department will communicate with campus administration regarding the status of Bluebonnet Learning instructional materials delivery and distribution.
 - Dean of Instruction and Academics/Curriculum Coordinator will communicate the process for the distribution of materials to staff and students to all relevant stakeholders.
-

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 administrators
 - Timeline: March 2025~May 2026
 - Key Actions/Steps:
 - Campus administration 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 administration will ensure that all students have Bluebonnet Learning instructional materials and access to any manipulatives or other materials needed.
 - Campus administration 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.
-

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: Dean of Instruction and Academics/Curriculum Coordinator, campus administration
 - Timeline: April 2025–August 2025 and then ongoing through May 2026
 - Key Actions/Steps:
 - The district will provide training sessions for district leaders, campus administration 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.
 - Campus administration will provide this training experience to any new staff hired after the start of the school year.
-

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

- Task owner/manager: Technology Director
 - Timeline: August–October 2025
 - Key Actions/Steps:
 - The Technology Director, along with support from the Curriculum and Instruction Coordinator, will develop training or resources for staff to access and navigate digital versions of Bluebonnet Learning instructional materials.
 - The Technology Director and 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

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:

Each campus will develop master schedules that have a goal to allocate the recommended instructional minutes for Bluebonnet Learning instructional materials. Campuses may choose to allocate additional minutes.

- Bluebonnet Learning RLA Grades K–2, minimum of 120 minutes daily (60 minutes for foundational skills and 60 minutes for RLA)
 - Bluebonnet Learning RLA Grade 3, minimum of 120 minutes daily (plus an optional 30 minutes of foundational skills)
 - Bluebonnet Learning RLA Grades 4–5, minimum of 90 minutes daily
 - Bluebonnet Learning Math Grade K–5, minimum of 60 minutes daily
 - Bluebonnet Learning Math Grade 6–Alg 1 minimum of 45 minutes daily
-

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:

- 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.
 - Teacher collaboration and planning meetings should be scheduled during specials once per month for prioritization of internalization and job embedded support for teachers.
-

2C. Aligned Expectations

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

TAKE ACTION: Aligned Expectations

Alignment Item: Use of Bluebonnet Learning instructional materials.

- **Expectations:** Bluebonnet Learning instructional materials are used for daily Tier 1 instruction for all students. Other approved materials will be listed in the Approved Supplemental Materials List, maintained by the Dean of Instruction and Academics.
 - **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 inservice and will be able to make any recommendations for modifications and/or integration of any additional materials.
 - **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 quarterly (September, December, March, and June).
-

Alignment Item: 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.
 - **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 considered for another scheduling time in October and January for new hires.
-

Alignment Item: 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 campus administration.
 - **Timeline:** Onboarding and orientation training will be scheduled throughout August. The training will be repeated in October and January for new hires.
-

Alignment Item: 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. 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.
-

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

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 offered in June, July and August by the ESC Staff.
 - Who will lead/participate? Our Education Service Center will provide RBIS training for all classroom teachers, specialized teachers, instructional coaches, district curriculum and instruction coordinators and specialists.
 - What materials or resources are needed? Our ESC will coordinate the training sessions during the summer.
-

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

- When will this happen? Convocation for Slidell ISD staff.

- Who will lead/participate? The superintendent, Dean of Instruction and Academics and campus administration
 - What materials or resources are needed? Information provided by the ESC will be used to launch the presentation.
-

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

- When will this happen? Slidell ISD will partner with our Education Service Center to provide onboarding and orientation.
 - Who will lead/participate? Sessions will be led jointly by ESC partners and Slidell ISD curriculum and instructional staff.
 - What materials or resources are needed? The Dean of Instruction and Academics will communicate with the ESC to organize sessions and arrange any materials or resources needed.
-

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

- When will this happen? The first professional learning experience around understanding the design principles 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 during common planning. Instructional coaches and school leaders will attend additional training from the ESC to support leading internalization and conducting observation and feedback cycles.
 - Who will lead/participate? Onboarding and orientation sessions will be led jointly by ESC partners and Slidell ISD curriculum and instruction staff. All instructional staff and leaders will attend the onboarding and orientation training. All teachers will attend internalization facilitation sessions. All instructional coaches and curriculum administrators will attend coaching training from the ESC.
 - What materials or resources are needed? The Dean of Instruction and Academics will communicate with the ESC to organize the sessions and arrange any materials or resources needed. Campus staff will use the Bluebonnet Learning internalization protocols for 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 and school leaders will engage in facilitation of internalization of an upcoming unit or lesson. Additional 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 monthly 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.
-

Professional Learning Experience: Regular student work analysis in collaborative teams and/or individually with an instructional coach or school leader.

- When will this happen? Teachers and instructional coaches/school leaders will engage in student work analysis either weekly during the additional 30 minutes of common planning time or once every six weeks for a time-period of one hour during early release. 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.
-

Professional Learning Experience: 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 periodically with each teacher receiving an observation (with a feedback session).
 - Who will lead/participate? School leaders and instructional coaches will conduct observations of K-Alg 1 math general education and specialized teachers.
 - What materials or resources are needed? Bluebonnet Learning observation tool, Bluebonnet Learning instructional materials (teacher's guide)
-

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 the school year,, facilitated student work analysis sessions (as needed), observation and feedback sessions, 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 Curriculum and Instruction Department and campus administration 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 offered prior to the start of the school year), protocols, and observation tools.
-

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](#).

TAKE ACTION: Adaptive Change and Communication

Key Message 1: 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 elementary and secondary instructional staff
 - **Timeline:** Summer training sessions, Convocation, back-to-school in-service events, and ongoing throughout the school year
-

Key Message 2: What is our plan for stakeholder communication and public posting if any aspect of the materials is modified, as outlined in TEC §26.006?

- **Message:** Modifications to components of Bluebonnet Learning instructional materials, sequencing, and/or assessments will be available for parent review as outlined in statutes (TEC §26.006). Any modifications must be reported to the campus principal and Dean of Instruction and Academics.
 - **Audience:** All instructional staff, families, and external stakeholders
 - **Timeline:** Summer communication to all stakeholder groups; ongoing communication with internal stakeholders and families.
 - **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.
-

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

- **Message:** Slidell 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 Slidell 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 including the deck templates for principals to use at faculty meetings.
- We will send quarterly “Bluebonnet Learning Updates” that include celebrations and a summary of growth as measured by progress monitoring of the implementation goals.
- We will hold town hall-style meetings at each campus as needed to share updates and answer questions.

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.

TAKE ACTION: Analyzing PLC Practices

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?

The district has 2:30 Friday's which have been implemented as professional development. Campus leadership regularly attends PLCs, but the meetings are not guided by an agenda focused on the group's HQIM protocols.

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

- **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, but refinement may be necessary to accommodate the additional necessary time that will be allocated for student work and data analysis.
 - **Ownership:** Since the previous PLC structures were not focused on Bluebonnet Learning instructional materials, the roles and responsibilities of the participants should be clearly defined for all 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.
 - **Educative Practices:** Addressing the other Keys to Success that need revision will lead to collaborative PLCs for Slidell ISD.
-

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

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 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.

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

Principals/Campus Administration:

- 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.

- 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.

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

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

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 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. Additional common planning sessions will occur 30 minutes weekly or 1 hour every six weeks during early release time.

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

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 prior to the lesson's instructional delivery.

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.

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

Clearly define the purpose of observations.

At Slidell ISD, school leaders and instructional coaches use 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.
 - District leaders, school leaders, and instructional coaches will engage in practice opportunities with the observation.
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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 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.

Next Steps:

- District leaders, school leaders, and instructional coaches will receive training specific to the observation and feedback practices used with Bluebonnet Learning.
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Name the observation expectations and responsibilities of 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: District leaders, school leaders, and instructional coaches will receive training specific to the observation and feedback practices used with Bluebonnet Learning during the Leadership Retreat in July.

Explain which observation tool(s) will be used.

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

Next Steps:

- The Dean of Instruction and Academics will ensure access to all district/school leaders and instructional coaches have access to the Bluebonnet Learning observation tool.
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Decide on the coordination regarding the cadence, frequency, and scheduling of observations.

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

Next Steps: The district will develop the Bluebonnet Learning observation calendar for each campus before Convocation.

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 on the district observation platform.

Next Steps:

- The Technology Director 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 leader training on Bluebonnet Learning observation and feedback.

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

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.

Coaching Model.

Decision/Expectations: Slidell ISD school leaders and coaches will use the SFI Action Step Guides in conjunction with the See It, Name It, Do It coaching model to provide feedback and ongoing professional learning and development to teachers implementing Bluebonnet Learning.

Next Steps:

- The campus administration will integrate this in the professional development sessions that leaders and instructional coaches will attend before the start of the school year.
- The elementary principal supervisors will provide refresher training for the See It, Name It, Do It coaching model and resources during the school year as needed.

Feedback Cycle Process.

Decision/Expectations: Teachers will receive feedback, in person, from their observer at least once each semester using either the SFI Action Step Guide or the See It, Name It, Do It protocol to provide actionable, concrete next steps to support teacher delivery of Bluebonnet Learning instructional materials. Feedback and action steps will be recorded on the district observation platform.

Next Steps: All campus administration will meet with campus leaders and instructional coaches to communicate expectations and processes.

Ongoing, Job-embedded Support.

Decision/Expectations: Teachers will receive ongoing, job-embedded support through the process of the observation and feedback cycles. School leaders and instructional coaches will engage in co-observations and coaching sessions with campus leadership team.

Next Steps: Principal supervisors and principals will schedule co-observations with leaders they supervise once each semester to observe at least one full observation and feedback cycle for Bluebonnet Learning and will engage with their supervisor.

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:

- Principal supervisors will meet with leadership teams to review the progress monitoring aspects of the action steps provided to teachers during Bluebonnet Learning observation and feedback cycles.
- The Technology Director will provide opportunities for new leaders to receive training on the district observation platform.

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.

TAKE ACTION: Analyzing Assessment Practices

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.
 - Areas that will need improvement include the shift to using Bluebonnet Learning assessments across all campuses.
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Identify which Keys to Success are currently in place, which are not, and which ones need refining.

- Another key to success is the practice of maintaining an assessment calendar. Slidell ISD will refine this to create assessment calendars that include the Bluebonnet Learning unit assessments and will remove the district created benchmark exams.
 - Teachers and instructional staff have collaboratively developed common unit assessments and district benchmarks for many years and integrity of the use of these assessments is a strength of Slidell ISD. Refinement will be needed to explicitly outline expectations for the use of Bluebonnet Learning embedded assessments with clear guidelines for how and in what manner assessments may be adapted or changed. Also, any changes must be communicated to campus principals to ensure compliance with parents' access to the materials.
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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

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

- 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.

- All instructional staff will receive initial training on student work analysis protocols during the Bluebonnet Learning onboarding and orientation training and summer offerings
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Plan the 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 and legal requirements for any adjustments or modifications made to Bluebonnet Learning assessments.
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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 Superintendent and district leadership team will communicate assessment strategy updates and expectations to all school 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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