

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

## Overview

The OER Transition Plan for Bluebonnet Learning Instructional Materials is a required submission for local educational agencies (LEAs) adopting and implementing 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.

## Transition Plan Approval and Submission

Transition plans are adopted by the local Board of Trustees before the start of the academic school year and are locally maintained by the LEA. LEAs will report the completion of the transition plan through EMAT.

## Executive Summary

Our district is committed to implementing Bluebonnet Learning to ensure all students have access to rigorous, standards-aligned instructional materials and high-quality classroom experiences across every campus. During the initial implementation phase, the district will focus on building educator capacity, strengthening instructional systems, and establishing consistent expectations for teaching and learning.

This implementation plan prioritizes:

- High-quality instruction aligned to state standards
- Consistent and equitable student learning experiences
- Protected teacher planning and collaboration time
- Ongoing coaching and professional learning
- Data-informed continuous improvement

Success will be measured through implementation of fidelity, teacher and leader feedback, student performance data, and ongoing progress monitoring throughout the school year. District leadership will provide the resources, training, and support necessary to ensure successful implementation while maintaining instructional responsiveness to the diverse needs of students across our schools.

## ACTION 1: Setting Implementation Goals

### 1A. Implementation Framework

At the start of the upcoming school year, our district will be in the initial phase of implementing Bluebonnet Learning, with a focus on establishing foundational systems, building educator capacity, and ensuring consistent instructional expectations across campuses. Priority efforts will include onboarding, professional learning through PD days, collaborative planning and lesson internalization during planning periods, and

aligned observation and feedback systems that support effective classroom instruction through our spot forms.

District and campus leaders will monitor implementation through classroom spot observations, teacher feedback, and student performance data to refine support and strengthen instructional coherence throughout the year.

## 1B. Implementation Goals

Our district will establish measurable implementation goals that support successful adoption of Bluebonnet Learning across all campuses. A continuous improvement process will guide adjustments to professional learning, instructional supports, and implementation systems throughout the year.

### District Implementation Goals

Goal Area	Success Indicator	Target	Progress Monitoring Timeline
Stakeholder Investment	Positive teacher and stakeholder feedback regarding curriculum implementation and support	80% favorable survey responses	Fall, Mid-Year, Spring
Teacher Practice	Participation in collaborative planning and lesson internalization structures	95% participation rate	Monthly PLC monitoring
Student Outcomes	Student growth on district and state-aligned assessments	Measurable improvement across grade levels and content areas	Mid-Year and End-of-Year review

Progress monitoring will include baseline implementation checks at the beginning of the school year, mid-year analysis of teacher practice and student outcomes, and end-of-year evaluation to inform future implementation efforts. Support structures will include collaborative planning, demonstration lessons, coaching, and curriculum-aligned professional learning designed to strengthen instructional practice and improve student outcomes.

## ACTION 2: Creating the Conditions for Success

### 2A. Materials Access

Our district will implement a streamlined procurement and distribution process to ensure all campuses receive print materials, instructional resources, and related manipulatives in a timely and equitable manner. Inventory tracking systems, coordinated communication, and ongoing monitoring will support uninterrupted access to instructional materials throughout the school year.

The Cross-Functional Team Member (CTM) in Curriculum Inventory will collaborate with campus leadership, Procurement Services, and the Finance Department to ensure the following:

- (i) Validate campus and grade-level enrollment projections using district enrollment and staffing data

- (ii) Determine instructional material quantities, including teacher editions, student consumables, intervention materials, and replacement overage aligned to projected enrollment and TEC instructional materials allotment requirements
- (iii) Confirm all instructional print materials meet SBOE-approved Bluebonnet Learning specifications and district curriculum implementation requirements
- (iv) Submit requisitions through EMAT, when applicable, in compliance with TEC Chapter 31 and local procurement policies
- (v) Coordinate with Procurement Services to ensure cost-effective purchasing, vendor compliance, and timely fulfillment
- (vi) Maintain centralized inventory documentation and audit-ready procurement records

## 2B. Schedules and Calendars

Our district will design master schedules and instructional calendars that ensure students receive the required instructional minutes outlined in Bluebonnet Learning and consistent access to rigorous, standards-aligned instruction.

Scheduling structures will prioritize:

- Protected teacher planning and lesson internalization time
- Dedicated collaborative PLC time within the regular work week
- Consistent instructional blocks aligned to curriculum expectations
- Equitable access to instructional support and intervention services

District and campus leaders will work collaboratively to ensure schedules are sustainable, student-centered, and operationally effective across all schools. Campus schedules will include protected time for school leaders to conduct classroom observations, coaching, and feedback cycles.

## 2C. Aligned Expectations

Our district will establish and communicate clear expectations for implementing Bluebonnet Learning instructional materials to ensure all students experience rigorous, standards-aligned instruction across campuses.

Implementation guidance will clarify:

- Non-negotiable instructional components
- Expectations for collaborative planning and lesson internalization
- Appropriate instructional scaffolds and student supports
- Teacher flexibility to respond to student learning needs while maintaining alignment to district curriculum and standards

District and campus leaders will support implementation through professional learning, coaching, and consistent observation and feedback practices designed to strengthen instructional practice and improve student outcomes.

## 2D. Professional Learning Plan

Our district will implement a comprehensive professional learning plan that provides teachers, instructional coaches, and school leaders with onboarding and ongoing support for Bluebonnet Learning implementation.

Professional learning structures will include:

- Summer onboarding and curriculum orientation
- Ongoing job-embedded coaching through spot observations
- Weekly collaborative planning and PLC support
- Lesson internalization protocols
- Demonstration lessons (DEMO days)
- Quarterly leadership calibration and professional learning sessions

Professional learning will be differentiated, sustainable, and responsive to educator feedback and implementation data to ensure continued growth in instructional practice and leadership capacity. All instructional staff will receive access to required print and digital instructional materials and onboarding training prior to the beginning of instruction.

## **2E. Adaptive Change and Communication**

Our district will implement a strategic communication plan that supports adaptive change management and promotes stakeholder understanding of Bluebonnet Learning implementation.

Communication efforts will include:

- Accessible implementation resources and support materials through centralized platform
- Opportunities for teacher and administrator feedback and engagement
- Ongoing communication regarding implementation progress and student impact

In accordance with TEC §26.006, the district will maintain transparent processes for communicating and publicly posting any approved modifications to instructional materials.

## **ACTION 3: Leading Internalization and Professional Learning Communities (PLCs)**

### **3A. Analyzing PLC Practices**

Our district conducted a comprehensive review of current PLC and teacher planning practices, including the implementation of lesson internalization structures, to identify strengths, gaps, and opportunities for improvement.

This analysis will guide high-impact improvements focused on:

- Strengthening collaborative planning practices
- Improving instructional alignment across campuses

- Increasing effective use of student data during PLCs
- Supporting consistent implementation of rigorous instruction

District and campus leaders will use implementation data, campus spot observation forms, and teacher feedback to refine support systems and strengthen teacher capacity throughout the school year.

### **3B. Structures for Internalization and PLCs**

Our district will implement a coherent system of lesson internalization and collaborative planning practices that establishes a shared vision for high-quality instruction and clearly defines the roles and responsibilities of teachers, campus leaders, and district staff.

To support successful implementation, the district will provide:

- Aligned curriculum resources and planning tools including content support guides
- Dedicated collaborative planning structures including TOTs for upcoming material and content
- Accessible digital instructional resources
- Ongoing professional learning and coaching support through lead teachers and administrators
- Clear communication and implementation guidance including look-for guidance

### **3C. Supporting All Learners**

Our district is committed to ensuring every student has equitable access to rigorous, grade-level instruction through responsive instructional supports and flexible teaching practices that address diverse learner needs.

Teachers will receive guidance and professional learning focused on:

- Instructional scaffolds and accommodations
- Support for multilingual learners through scaffolds
- Support for students receiving special education services
- Intervention and enrichment strategies
- Student engagement strategies embedded in slides

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

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

Our district will establish clear and consistent observation expectations for Bluebonnet Learning implementation focused on instructional planning, student engagement, and classroom learning environments.

Observation systems will:

- Utilize common observation tools and protocols like the district spot observation form
- Prioritize instructional coaching and educator growth
- Provide timely, actionable feedback in the moment
- Support consistent implementation across campuses
- Promote reflective instructional practices

District and campus leaders will use observation data to identify trends, strengthen instructional support systems, and improve student learning outcomes through aggregated spot observation trends provided by the Performance Management team.

## **4B. Observation and Feedback Cycles**

Our district will implement ongoing observation and feedback cycles designed to support professional growth for school leaders, instructional coaches, and teachers.

The professional learning plan will include:

- On-the-spot coaching and feedback using district spot form
- Collaborative reflection opportunities and in-the-moment feedback
- Calibrated observation practices
- Differentiated professional development
- Leadership coaching and instructional support

Continuous analysis of implementation data, educator feedback, and student outcomes will guide adjustments to professional learning and instructional support throughout the school year.

## **ACTION 5: Aligning Assessment Strategy**

### **5A. Analyzing Assessment Practices**

Our district conducted a comprehensive review of current assessment practices, including local and state assessment systems, to evaluate alignment, coherence, and instructional usefulness across campuses.

The review examined how formative, interim, and summative assessments are used to:

- Inform classroom instruction
- Support data-driven PLC conversations
- Monitor student progress
- Identify instructional strengths and learning gaps

### **5B. Structures for Assessment Practices**

Our district will establish and communicate clear expectations that prioritize curriculum-embedded assessments and collaborative student work analysis as central components of instructional practice.

The district will:

- Provide aligned district assessments
- Implement common protocols for student work analysis during PLCs
- Support consistent assessment practices across campuses
- Use assessment data to inform instructional decision-making and targeted student support

District and campus leaders will provide ongoing professional learning, monitoring, and coaching to ensure assessment practices are used consistently to improve teaching and accelerate student learning outcomes across all schools.