



MANOR INDEPENDENT SCHOOL DISTRICT TURNAROUND PLAN

Decker Middle School

OVERVIEW: TURNAROUND PLAN REQUIREMENT

Following the release of the 2025 State Accountability Ratings, Decker Middle School received two consecutive unacceptable campus ratings (F). In accordance with 19 Tex. Admin. Code §97.1064(a), campuses with two consecutive unacceptable ratings are required to develop and implement a Turnaround Plan to address areas of low performance and ensure sustainable academic improvement.

GOAL: ATTAIN AN ACCEPTABLE (C) RATING OR BETTER.

Implementation and Expected Outcomes

During the first two years of the Turnaround Plan (2025–2026 and 2026–2027), Decker Middle School will prioritize student growth outcomes as measured in Domains 2A and 3 to achieve an overall C rating.

Domain 2A: Academic Growth Goal - At least 70% of students will demonstrate measurable academic growth in Domain 2A, including all evaluated demographic groups.

Domain 3: Closing the Gaps Goal - Consistently underperforming student groups as identified in Targeted Support and Improvement Information data table from TEA will meet the interim academic achievement targets in RLA and Math.

Component Points campus goal for the Academic Achievement Component of Domain III for 2025-2026:

- 16 points (16/32)

Component Points campus goal for the Growth Status Component of Domain III for 2025-2026:

- 16 points (16/32)

Component Points campus goal for the ELP Status Component of Domain III for 2025-2026:

- 2 points (2/4)

Component Points campus goal for the Student Success Status Component of Domain III for 2025-2026:

- 8 points (8/16)

Hispanic student group:

- student group interim RLA target: 35% Meets
- Student group interim Math target: 39% Meets

Emergent Bilingual student group (current & monitored):

- student group interim RLA target: 28% Meets
- Student group interim Math target: 36% Meets

Special Education student group (current):

- student group interim RLA target: 19% Meets
- Student group interim Math target: 21% Meets

Domain 1 and 2B: By the third year of implementation, the campus will expand its focus to accelerate student achievement so that performance in Domains 1 and 2B also meets the C-level accountability standard. Beginning in the 2027–2028 school year, Decker Middle School's performance targets in Domain 1 across all grades and subject areas will be as follows:

Campus-wide goal for the All Grades ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2027-2028 school year:

- 45% (38 on domain 1 component score scales to a 70)

Campus-wide goal for the All Grades Math Meets Grade Level or Above STAAR Performance rate for the 2027-2029 school year.

- 45% (38 on domain 1 component score scales to a 70)

These targets will guide the campus in establishing a culture of continuous improvement, ensuring that instruction, assessment, and intervention practices are systematically aligned to support sustained student success and accountability growth.

TEA SCHOOL IMPROVEMENT STRATEGY: IMPROVE CURRICULUM, INSTRUCTION AND ASSESSMENT

Effective Schools Framework (ESF) Focus Areas Identified For Improvement:

as determined from an on-site needs assessment and the Effective Schools Framework Diagnostic.

ESF LEVER 4: HIGH-QUALITY INSTRUCTIONAL MATERIALS AND ASSESSMENTS - All students engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor.

Foundational Essential Action 4.1 - Daily use of high-quality instructional materials

Root Cause #1

Inconsistent use of a coherent, standards-aligned math curriculum and limited implementation of research-based instructional practices have resulted in gaps in conceptual understanding and problem-solving skills across grade levels. Teachers have relied on a variety of unaligned resources, leading to variability in instructional quality, pacing, and rigor. Adopting Bluebonnet Math as the official curriculum will provide a unified, evidence-based framework to ensure instructional consistency, vertical alignment, and improved student outcomes in mathematics.

ESF LEVER 5: EFFECTIVE INSTRUCTION - Campus leaders provide teachers with job-embedded professional development, including observation and feedback cycles, and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students.

Essential Action 5.1 - Professional Development for Effective Classroom Instruction (Foundational)

Root Cause:

Professional development has not been systematically aligned to content-specific and research-based best practices, resulting in inconsistent instructional delivery and limited rigor across classrooms. Additionally, Insufficient training on inclusive practices and supports for special populations and Emergent Bilingual students has led to uneven instructional quality and student outcomes.

Essential Action 5.2 - Build Teacher Capacity Through Observation and Feedback Cycles

Root Cause:

Observation and feedback systems are not consistently implemented with clear structures or timely follow-up. Campus leaders lack a unified process for conducting observations, documenting data gathered, setting high-leverage goals, and monitoring progress, which limits teachers' opportunities for targeted feedback, practice, and instructional growth over time.

Essential Action 5.3 - Data-Driven Instruction

Root Cause:

Data review and analysis processes are inconsistent across grade levels and PLCs. Teachers and leaders need additional support in using disaggregated data to identify trends, address misconceptions, and plan responsive instruction. As a result, instructional adjustments based on student data are not systematically implemented, reducing the effectiveness of intervention and reteach cycles.

Essential Action 5.4 - MTSS for Students with Learning Gaps

Root Cause:

Systems for identifying, tracking, and monitoring students with learning gaps lack coherence, and communication with families about intervention supports is inconsistent. This limits timely and targeted intervention for students who need accelerated support.

ESF LEVER 3: POSITIVE SCHOOL CULTURE: Campus systems support positive school culture through explicit behavioral expectations, school-wide culture routines, proactive and responsive student support services, and involved families and communities.

Essential Action 3.1 - Explicit school-wide behavioral expectations and culture routines.

Root Cause:

Decker Middle School is entering Year Two of a comprehensive overhaul of campus culture designed to strengthen expectations, accountability, and a shared sense of purpose among both staff and students. Under new leadership and with the addition of many new teachers, the campus will focus on refining and reinforcing clear procedures, processes, and expectations for professionalism, supervision, lesson preparation, and collaboration within Professional Learning Communities. While student behavior has shown notable improvement, continued success will require a strategic refresh and reinforcement of PBIS and Restorative Practices, ensuring consistent expectations for conduct, peer interactions, and adherence to the student handbook. These systems will be intentionally monitored and supported to sustain progress in reducing office referrals, maintaining a safe, respectful, and inclusive learning environment, and preventing regression as Decker continues to build a positive, high-performing school culture grounded in consistency and mutual respect.

ESF LEVER 1: STRONG SCHOOL LEADERSHIP AND PLANNING - Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor campus systems and structures that are aligned to a compelling school mission, vision, values, and goals rooted in student achievement.

Root Cause: While campus leaders have clear, written roles and responsibilities and meet weekly as a team, focus is not consistently on student progress and formative data or debriefs of teacher performance as observed in classroom walkthroughs.

TARGETED IMPROVEMENT STRATEGIES

Targeted Improvement Strategies Overview:

- ★ Bluebonnet Secondary Mathematics 6-8, Algebra - Year 1 of implementation.
- ★ MISD Chief Schools Officer Principal Coaching and Professional Learning - Bi-Weekly.
- ★ MGW Consultants - Principal Coaching from Missy Wright utilizing GBF Rubric.
- ★ Bullseye Digital Platform to document/track classroom walkthroughs and coaching.
- ★ Papaya “outcomes-based” Tutoring for Grades 6-8.
- ★ LASO Grant: Strong Foundations Planning for Language Arts.
- ★ University of Texas “THRIVE” New Teacher Mentoring for first and second year teachers.
- ★ Monthly Instructional Leadership Meetings focused on Research-Based Instructional Practices, conducting classroom observations with actionable teacher feedback.
- ★ Weekly coaching/training site visits: MISD Bluebonnet Math Implementation coordinator, Language Arts coordinator, and Multilingual coordinator.
- ★ Ensemble Learning - partnership to improve quality of EB student services to improve reading and writing outcomes in English.
- ★ Implement Writing Across the Content Areas.
- ★ Plan for Student Growth: Accelerating Accountability Gains Through Domain 2A.
- ★ Strengthen Instruction for Emerging Bilingual Students through ELPS and SIOP Implementation.
- ★ Implement Restorative Practices and Positive Behavioral Interventions and Supports.
- ★ Professional Learning for all teachers on Kagan Cooperative Learning.
- ★ Embed weekly Social-Emotional Learning (SEL) activities during advisory periods.
- ★ Implement the SMART-PASS digital hall pass system to tighten up accountability for students.

Targeted Improvement Strategies: *In Detail:*

- ★ **Bluebonnet Secondary Mathematics Implementation grades 6-8.** *Complete 6-8 Bluebonnet math Implementation Plan: see Appendix A at end of Turnaround Plan starting on page 23.*

Manor ISD is fully implementing Bluebonnet Math for grades 6-8 in partnership with Education Service Center (ESC) Region 13. This partnership will include support and training for comprehensive planning, execution, monitoring, and evaluation processes to ensure consistent use of high-quality, TEKS-aligned instructional materials and builds teacher capacity to deliver rigorous, conceptually grounded math instruction. The implementation includes ongoing professional learning, instructional coaching, and data-driven progress monitoring to strengthen mathematics instruction and improve student outcomes across all elementary grade levels.

★ MISD Chief Schools Officer Principal Coaching and Professional Learning - Bi-Weekly

The Chief Schools Officer (CSO) will provide biweekly, job-embedded coaching and professional learning for campus principals focused on strengthening instructional leadership practices. Coaching sessions will center on conducting effective classroom walkthroughs and debriefs, using evidence-based observation protocols to identify instructional trends and determine next steps for teacher development. The CSO will also guide principals in cultivating a positive and collaborative school culture that supports high expectations and continuous improvement. Each session will include data-driven reflection and problem-solving to enhance principals' capacity to lead instructional data meetings, design responsive interventions, and monitor student progress. This consistent, hands-on support ensures that campus leaders build the skills and systems necessary to sustain effective teaching, targeted intervention, and strong student outcomes across their campuses.

★ MGW Consultants - Principal Coaching from Missy Wright utilizing GBF Rubric

Principal Coaching: Started in August 2025, the focus is on building the instructional leadership capacity of campus leaders by strengthening their ability to improve instruction through effective classroom observations and teacher coaching. Missy Wright from MGW will partner with leaders by walking classrooms and engaging in principal coaching to develop these essential skills. This work will build systemwide capacity to implement instructional improvement best practices using the Get Better Faster rubric and Leverage Leadership 2.0. Professional development sessions will be developed and facilitated for campus leaders to deepen their instructional improvement skills. Leadership development will also be supported through professional learning grounded in the tenets of Breakthrough Principals: A Step-by-Step Guide to Building Stronger Schools and The School Leadership Playbook. Additionally, professional development will target effective small-group accelerated instruction, with two visits organized to schools outside Manor ISD to observe high-quality implementation in practice.

★ Bullseye Digital Platform to document/track classroom walkthroughs and coaching

The district and campus instructional leadership teams will utilize the Bullseye Digital Platform to document and track classroom walkthroughs, coaching sessions, and feedback cycles. This platform serves as a centralized system for capturing observation data, coaching notes, and action steps aligned to instructional priorities and ESF levers. Bullseye allows leaders to monitor the frequency and quality of coaching interactions, ensuring that all teachers receive consistent, high-quality feedback. The platform's analytics tools support data-driven decision-making by identifying trends in instructional practices, areas of strength, and opportunities for growth across grade levels and content areas. By leveraging Bullseye, campus and district leaders can streamline instructional monitoring, increase transparency in coaching processes, and measure the impact of professional learning on student outcomes.

★ Papaya “outcomes-based” Tutoring for Grades 6 - 8 Math and Reading

Starting on October 21, 2025, Manor ISD will partner with Papaya Tutoring to provide targeted, outcomes-based tutoring in grades 6-8 with a focus on accelerating student achievement on STAAR. Tutoring will be delivered virtually in a live, one-on-one format by highly qualified bilingual tutors, ensuring equitable access for all students. Instruction will be explicitly aligned to individual student performance on each tested STAAR standard, with lessons tailored to address skill gaps and build mastery. The outcomes-based structure ties compensation for the tutoring company directly to measurable gains in student STAAR performance, ensuring accountability and a results-driven approach. This partnership is designed to provide intensive, personalized support that equips students with the skills and confidence needed to succeed on grade-level assessments and beyond.

★ LASO Grant: Strong Foundations Planning for Language Arts

Through the Strong Foundations Planning Grant, the district will engage in a comprehensive review of its current Language Arts curriculum to ensure alignment with state standards and best practices. This work will include examining the alignment of the district’s existing curriculum resources in consideration of other SBOE-approved materials, including Bluebonnet Reading.

The district will participate in high-quality professional learning (HQPL) focused on literacy research-based instructional strategies (RBIS) to strengthen instructional capacity. Additionally, the district will receive support in developing an instructional framework for literacy to guide key decisions about teaching and learning.

The grant will also support a diagnostic review of the current state of instructional materials and classroom instruction. Based on this analysis, the district will develop a rollout plan for the instructional framework and determine whether to adopt high-quality instructional materials (HQIM) to achieve identified instructional goals and improve literacy outcomes for all students.

★ University of Texas “THRIVE” New Teacher Mentoring for first and second year teachers

THRIVE New Teacher Mentorship program, a grant-funded partnership with the University of Texas that pairs experienced teacher mentors with first- and second-year teachers, as well as visiting international teachers. Through this program, mentors receive specialized training, and mentor-mentee pairs engage in ongoing support and monthly facilitated meetings to strengthen instructional practice and professional growth.

★ Ensemble Learning - partnership to improve quality of EB student services to improve reading and writing outcomes in English.

Work at middle school will expand the partnership with Ensemble Learning to overhaul the methods of support provided and use of teaching strategies that support the literacy learning of Emergent Bilingual learners at the middle school level. Participating staff will receive two

professional learning sessions and up to 15 hours of instructional coaching and two facilitated classroom observation cycles annually for campus and district leaders.

★ **Monthly Instructional Leadership Meetings focused on Research-Based Instructional Practices, conducting classroom observations with actionable teacher feedback.**

Campus leaders will learn the key components of ESF Lever 5, focusing on classroom observations, effective coaching, and feedback that drives instructional improvement. They will also learn to use classroom data to inform professional development at both individual and campus levels. Each campus will host a monthly “campus snapshot” meeting, where principals collaboratively visit classrooms, calibrate observation notes, and refine teacher feedback. Leaders will also engage in shared learning during which Research Based Instructional Strategies will be modeled. Held separately for principals, assistant-principals, and instructional coaches.

★ **Weekly coaching/training site visits: MISD Bluebonnet Math Implementation coordinator, Language Arts coordinator, and Multilingual coordinator**

MISD Coordinators will implement weekly, job-embedded coaching and professional learning cycles to strengthen teacher practice and improve the quality of classroom instruction. Instructional Leadership Teams (ILTs) will engage in frequent, consistent coaching aligned to the Effective Schools Framework (ESF), ensuring that all teachers receive actionable feedback and follow-up support. Coaching will include active participation in Professional Learning Communities (PLCs) to analyze student data, plan for instruction, and monitor progress toward campus goals. Teachers will receive targeted support with lesson internalization to ensure alignment to standards and effective use of instructional materials. ILTs will also provide classroom modeling, co-teaching, and observation cycles to demonstrate best practices, followed by data-driven feedback and reflection. This systematic coaching approach will ensure continuous improvement, instructional consistency, and stronger student outcomes across all grade levels.

★ **Implement Writing Across the Content Areas:**

Professional development at Decker Middle School will focus on strengthening teachers’ ability to embed writing across all content areas, ensuring students build critical thinking and communication skills in every classroom. Training will be delivered through collaborative workshops, modeled lessons, and team planning sessions that provide teachers with practical strategies for integrating writing into their daily instruction. Ongoing support will be offered through instructional coaching, classroom walkthroughs, and targeted feedback to help teachers implement the new practices with confidence. Accountability will be established through regular monitoring of lesson plans, observation of classroom instruction, collection of student writing samples, and follow-up PLC discussions to ensure fidelity and measure impact on student outcomes.

★ **Plan for Student Growth: Accelerating Accountability Gains Through Domain 2A**

Student growth is a key indicator of instructional effectiveness and directly reflects the impact of quality Tier I instruction and targeted interventions. By focusing on students with the smallest distance to the next performance level the campus can strategically accelerate learning gains and raise the overall accountability index. The instructional focus will remain on providing all students with rigorous, on-grade-level Tier I instruction supported by daily “Do Now” warm-ups, checks for understanding (CFUs), and small-group reteach sessions. Intervention time will be intentionally embedded within the master schedule daily for grades 6–8 and Algebra I, mainly during “Raven” Advisory time. Data-driven grouping will ensure that students receive personalized support during intervention, with all available personnel—including department chairs, interventionists, GT, SPED, TAs, assistant principals, and principals—supporting small-group instruction. Lessons will prioritize high-leverage, high-frequency TEKS and STAAR 2.0 released items to build familiarity and mastery. Students and teachers will track progress collaboratively using mastery charts and progress monitoring tools, ensuring consistent accountability and adjustment of instruction based on ongoing data. This structured approach aligns with HB 1416 accelerated learning requirements and reinforces a culture of data-driven accountability and continuous improvement focused on student growth.

★ **Strengthen Instruction for Emerging Bilingual Students through ELPS and SIOP Implementation:**

Decker Middle School teachers will participate in ongoing, job-embedded professional learning focused on the English Language Proficiency Standards (ELPS) and the Sheltered Instruction Observation Protocol (SIOP) framework. This training will equip teachers to intentionally integrate language acquisition strategies, clearly defined content and language objectives, and supportive classroom environments that promote both academic success and English language development for Emerging Bilingual students. Through continuous coaching, collaborative planning, and classroom observation feedback, teachers will refine their instructional practices to ensure equitable access to rigorous, grade-level content for all learners.

★ **Implement Restorative Practices and Positive Behavioral Interventions and Supports:**

Decker Middle School will implement Restorative Practices in conjunction with Positive Behavioral Interventions and Supports (PBIS) to promote a safe, supportive, and inclusive campus culture. All teachers (100%) will receive training in foundational restorative practices and will be expected to integrate strategies such as check-in circles, community-building circles, and restorative conferences to strengthen relationships, build trust, and proactively address student needs. Likewise, all students (100%) will be taught the purpose and process of restorative practices to empower them to resolve conflicts constructively and take ownership of their behavior both at school and at home. Through consistent implementation and monitoring, Decker Middle School aims to foster a more connected, respectful learning environment, resulting in a 15% reduction in campus-wide disciplinary referrals during the 2025–2026 school year and measurable gains in student engagement and well-being.

★ **Professional Learning for all teachers on Kagan Cooperative Learning:**

All Decker Middle School teachers participated in Kagan Cooperative Learning Day One Training at the start of the school year, establishing a strong foundation for student-centered, highly engaging classroom instruction. This professional learning equips teachers with evidence-based structures that promote collaboration, accountability, and active student engagement in processing teacher questions and mastering content. Follow-up support in January through PLC-based reflection and classroom walkthroughs conducted by Kagan-certified trainers will ensure fidelity of implementation and continuous growth in instructional practice. This initiative is designed to increase student participation, deepen comprehension, and build a culture of shared learning where every student is actively involved in academic discourse and problem-solving.

★ **Embed weekly Social-Emotional Learning (SEL) activities during advisory periods:**

To enhance students' emotional awareness, strengthen interpersonal skills, and promote a positive, inclusive school culture. Teachers will receive targeted professional development and ongoing support in implementing the Positivity Project curriculum, ensuring consistent delivery of high-quality SEL instruction. All Ravens' Nest teachers (100%) will implement Positivity Project lessons with fidelity, using structured, evidence-based activities that help students develop empathy, resilience, and positive character traits. This initiative will build a shared language of respect and connection across the campus, directly contributing to improved student engagement, behavior, and overall well-being.

★ **Implement the SMART-PASS digital hall pass system:**

To improve hallway safety and ensure effective monitoring of student movement, Decker Middle School will implement the SMART-PASS digital hall pass system to improve hallway safety and ensure effective monitoring of students. This tool provides a real-time, digital record of student locations and time spent outside the classroom, allowing staff to track patterns, reduce unsupervised movement, and respond quickly to safety or behavior concerns. Teachers and staff will receive training on consistent use of SMART-PASS to promote accountability, protect instructional time, and maintain a safe, orderly campus environment conducive to learning.

CURRICULUM RESOURCES

- **Mathematics:** Bluebonnet Math
- **English Language Arts:** Texas StudySync by McGraw-Hill
- **Spanish Language Arts:** Texas StudySync by McGraw-Hill

CAPACITY BUILDING

The principal manager is participating in his second year of the Texas Instructional Leadership Program and has attended Instructional Leadership training at Region 13 this year with the Shadowglen ES principal through the IL LASO 3 grant. The principal manager is seeking to have a coach assigned to him from TASA.

Principal Meetings (all levels): Principals meet monthly for professional development sessions led by the Superintendent and the Chief Schools Officer. These meetings aim to strengthen campus leadership by enhancing their ability to conduct high-quality classroom observations, provide actionable coaching feedback, align on research-based instructional practices, and analyze data effectively to guide instruction. Each meeting agenda begins with an instructional focus that features a mini-lesson and a demonstration from a principal, followed by classroom walks to observe and analyze instructional trends, and concludes with data-informed planning for campus actions intended to improve academic outcomes.

Assistant Principal Meetings: Assistant principals meet monthly for professional development sessions led by the Chief Schools Officer and the Director for Academics and Multilingual Services. These meetings aim to strengthen campus leadership by enhancing their ability to conduct high-quality classroom observations, provide actionable coaching feedback, align on research-based instructional practices, analyze data effectively to guide instruction, and contribute to a leadership pipeline for future school leaders. Each meeting agenda begins with an instructional focus that features a mini-lesson and a demonstration from a principal, followed by classroom walks to observe and analyze instructional trends, and concludes with data-informed planning for campus actions intended to improve academic outcomes. Leadership development is embedded and includes presentations by district leaders and principals on successful practices.

Department Chairs and Grade-Level Leaders: Department chairs and grade-level lead teachers meet throughout the year to receive key district and campus updates on curriculum, instruction, assessment, and professional development, and to build capacity for leading effective professional learning communities within their content areas and/or grade levels. The emphasis of these meetings is on the dissemination of important information and the development of systems for support of teachers in implementing the curriculum. These leaders are key in representing and making decisions for their teachers regarding high-quality instruction to improve student academic outcomes.

Teachers: Teachers participate in professional development that begins before the school year with two campus-based days led by principals and three district-wide days facilitated by central office departments. Campus sessions focus on reviewing data, establishing goals, understanding expectations, and planning for the first days of instruction. District sessions are content-based and emphasize research-based instructional strategies, curriculum tools, the implementation of curriculum, and student engagement. The district will also provide practice clinics that will focus on the district instructional absolutes to maximize instructional time and effectiveness. The instructional absolutes are warm-up routines, clearly defined learning

objectives, gradual release of responsibility, active student engagement, formative checks for understanding, and effective reteaching strategies. Each practice session will offer bite-sized, actionable learning opportunities that allow educators to immediately apply new skills, collaborate in planning, and refine their instructional approaches to meet the diverse needs of students. Additional professional development days built into the school calendar in the fall, spring, and following the winter break provide further opportunities for teachers to engage in both campus and district professional learning. Throughout the year, professional development continues through coaching cycles and campus-based training that reinforce high-leverage instructional practices. The primary delivery of instructional initiatives occurs through campus leadership with district department providing supplemental training and support in response to needs, data, and trends

Professional Learning Communities: The campus will implement a structured Professional Learning Community (PLC) protocol that focuses on collaborative planning, data analysis, and instructional alignment. Grade-level teams will meet weekly with a set agenda that includes reviewing student work and assessment data, identifying misconceptions, and planning reteach or enrichment strategies aligned to TEKS. Instructional leaders will facilitate the process using guiding questions, ensure alignment to curriculum and pacing, and document action steps for follow-up. This consistent PLC structure promotes data-driven decision-making, instructional coherence, and continuous improvement in student outcomes. PLCs meet two times per week, organized by grade level, focusing on lesson internalization, data analysis, intervention supports, just-in-time learning from master teachers, instructional coach, district bluebonnet math coordinator. Campus principal, AP, or IC will facilitate PLCs.

Special Education Training and Supports: The campus will implement a comprehensive professional development plan to strengthen instructional practices and inclusion for students with disabilities. General education teachers will receive training on co-teaching models, inclusive classroom strategies, accommodations and modifications, and differentiated instruction. Special education teachers will collaborate regularly with general education staff through PLCs to design targeted instruction, utilize data for progress monitoring, and access updated instructional and assistive technology tools. Administrators will receive guidance on maintaining compliant schedules of services (SOS), monitoring IEP implementation, and fostering a collaborative culture between general and special education teams. Additional training will include positive behavior supports, FBA/BIP implementation, and compliance responsibilities under IDEA and Section 504 to ensure consistent, high-quality instruction and support for all learners.

Back-to-School Professional Learning Dates			
Date	Session Title	Date	Session Title
7/31	Campus-Based Professional Learning on Data, Expectations, and Procedures	8/6	Bluebonnet Math Implementation Grades 6-8, Alg I Planning for Tiered Instructional Supports Content-Based Language Instruction: Empowering All Scholars
8/1	McGraw-Hill Science HQIM Implementation McGraw-Hill StudySync ELAR HQIM Implementation	8/7	Bluebonnet Math Implementation Grades 6-8, Alg I Navigating the New Science Standards and Instructional Approaches Increasing Engagement in the Secondary Social Studies Classroom
8/4	Campus-Based Professional Learning Communities and Preparation for First Days of School	8/8	Kagan Cooperative Learning Strategies
8/5	Introduction to ClassDojo 101 Beyond Basics ClassDojo 102	8/11	Campus-Based Professional Learning Communities and Preparation for First Days of School

Teacher and Teacher Leader Professional Learning Dates (working draft)			
Date	Session Title	Date	Session Title
10/1 & 10/8	Reading-Language Arts (RLA) Research-Based Instructional Strategies (RBIS)	11/5	Checks for Understanding Practice Session 2: Academic Monitoring of Student Learning
10/21	Checks for Understanding Practice Session 1: Using Individual Whiteboards for Quick Checks	11/6	Checks for Understanding Practice Session 3: Effective Questioning Techniques to Assess Understanding
10/21	Checks for Understanding Practice Session 1: Using Individual Whiteboards for Quick Checks	11/6	Checks for Understanding Practice Session 3: Effective Questioning Techniques to Assess Understanding
10/22	Checks for Understanding Practice Session 1: Using Individual Whiteboards for Quick Checks	1/6	Checks for Understanding Practice Session 3: Effective Questioning Techniques to Assess Understanding Effective Strategies for Reading and Writing Development Developing Conceptual Understanding with Proportional Reasoning in Mathematics
10/22	Checks for Understanding Practice Session 2: Academic Monitoring of Student Learning	2/4	Checks for Understanding Practice Session 2: Academic Monitoring of Student Learning

			Student Engagement Practice Session 1: Cooperative Learning with Kagan Structures
10/29	Checks for Understanding Practice Session 2: Academic Monitoring of Student Learning	2/11	Checks for Understanding Practice Session 2: Academic Monitoring of Student Learning Student Engagement Practice Session 2: Total Participation Techniques
10/30	Checks for Understanding Practice Session 2: Academic Monitoring of Student Learning	2/18	Student Engagement Practice Session 1: Cooperative Learning with Kagan Structures Student Engagement Practice Session 2: Total Participation Techniques
11/4	Checks for Understanding Practice Session 1: Using Individual Whiteboards for Quick Checks	2/25	Checks for Understanding Practice Session 3: Effective Questioning Techniques to Assess Understanding Student Engagement Practice Session 2: Total Participation Techniques
11/4	Checks for Understanding Practice Session 3: Effective Questioning Techniques to Assess Understanding	3/4	Gradual Release of Responsibility Practice Clinic 2: Facilitating Productive Struggle Student Engagement Practice Session 2: Total Participation Techniques

Additional sessions will be added to address the following instructional absolutes through after school practice clinics.

Gradual Release of Responsibility		
#	Title	Description
1	GRR: I Do	Effective instruction begins with intentional, explicit modeling. In this session, participants will explore how to plan and deliver clear, purposeful teacher modeling that sets the foundation for student success. We will unpack what it means to "make thinking visible," examine how to co-construct exemplars and success criteria with students, and consider how to communicate learning targets and expectations with clarity. Teachers will leave with tools for designing mini-lessons that are both engaging and instructionally sound.
2	GRR: We Do	Learning accelerates when students practice new skills with support. This session centers on designing scaffolded, collaborative learning experiences that allow students to take increasing responsibility. Participants will explore how to structure guided practice, leverage questioning strategies, and use aggressive monitoring techniques to provide real-time, actionable feedback. We will also examine how to gradually remove scaffolds while maintaining high expectations.
3	GRR: Y'all Do, You Do	The ultimate goal of instruction is for students to apply their learning independently in meaningful ways. In this final session, we'll focus on designing tasks that require students to synthesize knowledge, collaborate, problem-solve, and transfer learning to real-world or novel contexts.

		Participants will analyze the difference between "busy work" and authentic independent tasks, and explore strategies to assess deep understanding.
Student Engagement		
#	Title	Description
1	Engaging Students with Kagan Structures	This session introduces educators to Kagan cooperative learning structures as powerful tools to increase active participation and boost student engagement. Participants will explore how structured interaction strategies promote collaboration, accountability, and higher-level thinking for all learners. Through modeling, practice, and reflection, teachers will learn how to seamlessly integrate Kagan structures into daily instruction to create dynamic, student-centered classrooms where every learner is involved and invested in the learning process.
2	Engaging Students with Total Participation Techniques	This session focuses on practical strategies to ensure every student is actively engaged in learning. Participants will explore a variety of Total Participation Techniques (TPTs) that prompt all learners to process, respond, and demonstrate understanding throughout the lesson—not just the most vocal students. Through modeling, guided practice, and reflection, educators will learn how to embed quick, purposeful participation structures that increase accountability, amplify student voice, and provide clear evidence of learning in real time.
3	Engaging Students with Culturally Responsive Teaching	This session explores how connecting instruction to students' cultural backgrounds and experiences can increase engagement and strengthen learning outcomes. Participants will learn how to design lessons that integrate meaningful content with language development, ensuring all students can access and contribute to classroom learning. Through modeling, discussion, and hands-on practice, educators will build strategies to make instruction more relevant, foster authentic student participation, and create classroom environments where every learner feels valued and motivated to engage deeply with the content.
Checks for Understanding		
#	Title	Description
1	CFUs with Whiteboards	In this practice clinic, educators will explore practical strategies for using individual whiteboards to make student thinking visible and check for understanding in real time. Participants will learn how to design quick, targeted prompts that promote active engagement, reveal misconceptions, and inform instructional decisions on the spot. Whether you're using mini whiteboards, post-its, or index cards, this session will provide actionable techniques to maximize impact across grade levels and subject areas.
2	CFUs with Academic Monitoring	This session will equip educators with practical strategies to use academic monitoring as a powerful tool for real-time checks for understanding. Participants will learn how to purposefully circulate the classroom, gather targeted evidence of student learning, and respond strategically to what they observe. Through modeling, practice, and reflection, teachers will build their capacity to identify misconceptions early, provide in-the-moment feedback, and make informed instructional adjustments that drive student achievement.
3	CFUs with Effective Questioning Techniques to	In this interactive session, educators will explore and practice purposeful questioning strategies that deepen student thinking and provide real-time insights into learning. Participants will learn how to design and deliver questions that elicit meaningful responses, reveal misconceptions, and guide

	Assess Understanding	instructional decisions. Through modeling, collaborative practice, and reflection, teachers will leave with practical techniques to increase student engagement and accurately assess understanding throughout a lesson.
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RESOURCES

Resource	Cost	Funding Source
Bluebonnet Math Curriculum	\$25,000	SBOE Entitlement
Papaya Outcomes-Based Tutoring	\$119,000	Local funds
MGW Educational Consultants: Principal Coaching	\$12,000	Title II
Bullseye Classroom Observation Platform	\$5,000	Title II
Teaching Assistants-Bil (2)	\$65,000	Title III

MILESTONES/PERFORMANCE MANAGEMENT

District and campus leaders will implement a layered performance management system to monitor the success of this plan. The principal, supported by the Chief Schools Officer and executive leadership team, will conduct weekly data reviews focused on student progress, instructional practices, and intervention effectiveness to provide ongoing observation, feedback, and mentoring to ensure fidelity to high-quality Tier One instruction and targeted small-group reteach. Monthly campus performance reviews with district leadership will track progress toward key benchmarks, and adjustments will be made in real time to address gaps. Transparent progress monitoring will be shared with teachers, parents, and the board to ensure accountability and sustain momentum toward improved student outcomes.

For the implementation of secondary Bluebonnet Math, metrics and milestones have been delineated in the transition plan and align with metrics and milestones developed for the elementary transition plan. Progress toward milestones on all TAP strategies will be reviewed

collaboratively by the Decker Middle School principal and leadership team, with direct oversight from the Chief Schools Officer and the district's executive leadership team. Campus Leaders will monitor teacher and student progress at the classroom level and provide regular updates to campus leadership. District leaders will meet monthly with the campus team to review data, assess milestone attainment, and ensure timely adjustments to strategies and supports.

Progress toward milestones will be reviewed on a weekly, monthly, and quarterly cycle to ensure continuous improvement. At the campus level, the principal and leadership team will conduct weekly reviews of student achievement data, instructional practices, and intervention implementation. Monthly performance reviews with district leaders will provide deeper analysis of milestone progress, while quarterly reviews with executive leadership and the Board of Trustees will assess overall effectiveness and guide larger-scale adjustments. This layered approach ensures both rapid response to immediate needs and sustained accountability for long-term goals.

Milestone progress will be collected through multiple data sources, including weekly student assessment results, classroom observation feedback, lesson plan reviews, and progress monitoring tools, IXL for ELAR and mathematics, which are aligned to TEKS and STAAR expectations. Teachers and Multi-Classroom Leaders will submit student growth data and implementation evidence into a shared district platform, which will be reviewed by campus and district leaders on a set schedule. This combination of quantitative data (student performance) and qualitative data (instructional practice evidence) will provide a comprehensive picture of milestone attainment.

Milestone progress data will be shared through multiple structured channels to ensure transparency and accountability. Campus leaders will provide weekly updates to district leadership via a shared data dashboard and written summaries highlighting progress and gaps. Formal monthly performance review meetings utilizing the MISD Campus Leadership Scorecard will be used to analyze trends and determine adjustments, while quarterly reports will be presented to executive leadership and the Board of Trustees. Key progress updates will also be communicated to teachers and families through staff meetings, newsletters, and campus community events to maintain shared ownership of results.

TURNAROUND PLAN MILESTONES (2025–2027)

Timeline	Milestone / Action Step	Responsible Parties	Evidence of Success / Monitoring Tools
Year 1 – Q1 (Fall 2025)	Launch layered performance management system; establish data review protocols and observation schedules. Conduct baseline student achievement and instructional practice assessments.	Principal, Chief Schools Officer, Instructional Coach	Meeting agendas, baseline assessment data, district dashboard setup
Year 1 – Q2 (Winter 2025)	Implement weekly classroom observation and feedback cycles. Conduct first monthly and quarterly campus performance reviews using MISD Leadership Scorecard. Begin implementation of LASO 3 Bluebonnet Math and TIL milestones.	Principal, MCLs, Instructional Coaches, District Leadership	Observation logs, performance review summaries, fidelity checklists
Year 1 – Q3 (Spring 2026)	Use midyear student data to refine Tier One instruction and reteach strategies. Align PD with observed instructional needs. Communicate progress to staff and families.	Principal, Instructional Coach, MCLs	Midyear data reports, PD plans, staff/family communication logs
Year 1 – Q4 (Summer 2026)	Conduct end-of-year milestone review and student growth analysis. Identify Year 2 focus areas. Present progress to district leadership and Board.	Principal, Chief Schools Officer, Executive Leadership Team	End-of-year data, milestone report, Board presentation
Year 2 – Q1 (Fall 2026)	Recalibrate observation/feedback systems. Provide advanced PD on data-driven instruction and inclusive	Principal, District Leadership,	PD attendance records, calibration

	practices. Conduct cross-campus calibration walks.	Instructional Coaches	notes, revised observation tools
Year 2 – Q2 (Winter 2026)	Demonstrate measurable gains in math and literacy proficiency ($\geq 10\%$ increase). Increase teacher participation in PLCs and coaching cycles.	Principal, Teachers, MCLs, Instructional Coach	Benchmark assessment data, PLC attendance, coaching logs
Year 2 – Q3 (Spring 2027)	Ensure 100% teacher participation in observation-feedback cycles. Refine MTSS and intervention supports using data review outcomes.	Principal, MCLs, SPED/EB Coordinators	Observation records, MTSS documentation, intervention tracking
Year 2 – Q4 (Summer 2027)	Conduct comprehensive review of turnaround initiatives. Institutionalize milestone tracking systems. Develop sustainability and transition plan beyond turnaround period.	Chief Schools Officer, Executive Leadership Team, Principal	Final performance report, sustainability plan, leadership debrief

ASSESSMENT

Decker Middle School will utilize the following curriculum assessments:

- Bluebonnet module assessments
- StudySync Unit assessments
- IXL math BOY, MOY, EOY assessments along with IXL diagnostic 4 times per year.
- IXL ELAR BOY, MOY, EOY assessments along with IXL diagnostic 4 times per year.
- The Reading STAAR interim assessment will be administered in November
- The Reading and Math Interim assessments will be administered in February.

Middle School Assessments			
	Dates	Assessment	Grade or Content
August	August 18 - August 29 Extended to September 12	IXL BOY Reading Diagnostic	6-8
	August 18 - August 29 Extended to September 12	IXL BOY Math Diagnostic	6-8
September	September 3 - September 30	Credit by Exam (CBE)	6-8
	September 2 - October 3	GT Fall Nomination Window	6-8
	September 29 - December 12	GT Testing	6-8
October	October 21	PSAT 8/9	8
November	November 1 - November 29	Credit by Exam (CBE)	6-8
	November 3 - November 21	Fall TEA Interim Assessment	6-8 Reading
January	January 5 - January 16	GT Spring Nomination Window	6-8
	January 8 - January 31	Credit by Exam (CBE)	6-8
	January 12 - January 23	IXL MOY Reading Diagnostic	6-8
	January 12 - January 23	IXL MOY Math Diagnostic	6-8
	January 19 - February 20	GT Testing	6-8
	January 26 - March 20	National Assessment of Educational Progress (NAEP)	Grade 8, Decker Middle, Reading & Math
February	February 3	TEA Field Test	6-8 RLA
	Window: February 9 - February 20	Winter TEA Interim Assessment	6-8 RLA, 6-8 Math, 8 Science, 8 Social Studies, Algebra I, English I, English II
	February 16 - March 27	TELPAS	6-8
March	March 1 - March 31	TSIA2	8
April	April 8	STAAR Reading-Language Arts	6-8
	April 14	STAAR Science	8
	April 16	STAAR Social Studies	8
	April 21	STAAR Algebra I EOC	6-8
May	May 1 - May 27	Credit by Exam (CBE)	6-8
	May 4 - May 15	AP Testing	8
June	June 17 - June 27	STAAR EOC Retest Window	6-8 Reading, 6-8 Math, 8 Science, 8 Social Studies, Algebra I

STAKEHOLDER ENGAGEMENT

Stakeholders will have had four opportunities to provide feedback on Campus Turnaround Planning. The first opportunity was during the DMS Campus-based Decision Making Committee on August 21, 2025, where members gave input for the campus needs assessment in preparation for developing the Campus Improvement Plan. The second opportunity was on September 22, 2025, during parent/teacher conference night when parents were invited to provide input and share ideas for the Decker Middle School Turnaround planning effort. Notice of the September 22, 2025, public meeting was posted on the website on September 19, 2025. A third opportunity to provide feedback occurred during the School's Open House on October 8, 2025, which was posted on September 22, 2025. A fourth opportunity to provide feedback was posted on the district and campus websites with a google survey link on October 20, 2025, for people to review the drafted plan and provide feedback. The public hearing was held at the Manor ISD school board meeting on Monday, October 27, 2025. The DMS Turnaround Plan was approved by the Board at the October 27, 2025, Manor ISD school board meeting.

[Decker Middle School Stakeholder Feedback](#)

STRATEGIC PLANNING FOR THE FUTURE

★ 2026 - 2027: Strengthening Nonfiction Reading and Expository Writing

A targeted focus on nonfiction reading and expository writing is essential to improve literacy outcomes and academic performance across all content areas at the middle school level. Nonfiction and expository texts form the foundation of STAAR reading and writing assessments and are critical for students' success in science, social studies, and technical subjects. Strengthening these skills builds students' capacity to analyze information, construct evidence-based arguments, and communicate clearly—skills that directly support college and career readiness.

To achieve this, the campus will prioritize professional development on text structure analysis, evidence-based writing, and disciplinary literacy strategies, while incorporating cross-curricular writing routines in every classroom. Regular use of mentor texts, annotation strategies, and short constructed responses will give students repeated, scaffolded practice with real-world texts. A strong emphasis on nonfiction literacy will not only elevate STAAR performance but also cultivate critical thinkers prepared for the demands of high school and beyond.

★ 2027 – 2028: Potential Development of a Technology and Advanced Manufacturing CTE Pathway in vertical alignment with high school programming as well as potential elementary signature programs.

Decker Middle School will explore the establishment of a Career and Technical Education (CTE) pathway focused on Technology and Advanced Manufacturing, beginning with a Principles of Applied STEM course aligned to state-approved CTE programs of study. This initiative will create an early bridge between middle school coursework and high school CTE endorsements, equipping students with foundational skills in engineering design, robotics, automation, and digital literacy. The pathway will directly align with Central Texas's growing technology and manufacturing industries—including Samsung, Tesla, and Applied Materials—to prepare students for high-wage, high-demand careers in the regional workforce.

By integrating hands-on, inquiry-based learning and industry-relevant applications, Decker Middle School will cultivate students' problem-solving, collaboration, and technical competencies while expanding access to future STEM and CTE opportunities. Partnerships with local industry and regional higher education institutions will further strengthen the continuum from middle school exploration to advanced high school coursework and postsecondary readiness, ensuring students are well positioned for success in the evolving Central Texas economy.

APPENDIX A: BLUEBONNET MATH: MISD SECONDARY TRANSITION PLAN



Transition Plan for Bluebonnet Learning Mathematics Instructional Materials: Grades 6-8 & Algebra

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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The transition plan is intended to prepare LEAs for the successful implementation of Bluebonnet Learning. From goal setting to the procurement of instructional materials to student assessment strategy, successful implementation requires an extensive review of processes and procedures to ensure alignment across the district.

Bluebonnet Learning Access

Some Action Items require information (like instructional minutes and internalization protocols) from the Bluebonnet Learning instructional materials. Any information needed about Bluebonnet

Learning K–5 Math, Bluebonnet Learning Secondary Mathematics, or Bluebonnet Learning Reading Language Arts (RLA) can be found in a ShareFile folder.

- [OER Transition Plan for Bluebonnet Learning Instructional Materials ShareFile Folder](#)

If you have trouble accessing any documents or cannot find the information you need, please submit an [Instructional Materials Helpdesk Ticket](#).

Bluebonnet Learning Pre-Launch Phase

Before broad implementation begins, district and school leaders work together to invest stakeholders in shared goals and establish conditions for successful implementation throughout the system. They ensure that all instructional staff have ready access to all necessary Bluebonnet Learning instructional materials and effective training, including onboarding and orientation, on how to use them. They establish clear expectations for who will do what with the materials and ensure that school and district structures—including scheduling, staffing, professional learning offerings, assessment practices, and more—support those expectations.

Key leadership actions during the pre-launch phase include:

- The development and communication of an implementation plan that clearly defines, roles, responsibilities, expectations, decision-making structures, and progress monitoring mechanisms
- Ensuring all instructional staff have received onboarding and orientation training on the Bluebonnet Learning instructional materials
- Alignment of systems, structures, and practices by establishing schedules, professional learning plans, and assessment practices consistent with the design of Bluebonnet Learning and district expectations for its use.
- Establishing structures and routines that prioritize Bluebonnet Learning implementation, including protected time for department chairs and teachers to plan collaboratively and for coaches and school leaders to observe and provide feedback to teachers on use of the materials.

Transition Plan Approval and Submission

Transition plans are adopted by the local Board of Trustees before the start of the academic school year and are locally maintained by the LEA. The adopted plan will not need to be submitted; however, plans could be requested for review by the commissioner. LEAs will report the completion of the transition plan through EMAT.

ACTION 1: Setting Implementation Goals

1A: Implementation Framework

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.

Key Questions to Consider:

- What are the key actions and tasks associated with each phase of implementation?
- How do responsibilities compare across various stakeholder roles?
- Are we entering the upcoming school year at the initial or deeper phase of implementation?
- Which outcomes and look-fors are most relevant to our context?
- How might we use these two resources to engage stakeholders?

Resources:

- [Implementation Framework](#) - This framework highlights essential tasks associated with different stakeholder groups across the three phases of implementation.
- [Fidelity of Implementation \(FOI\) Look-Fors](#) - This chart identifies key fidelity of implementation outcomes and look-fors associated with those outcomes.
- [Implementation Best Practices](#) - This resource provides guiding information to system leaders new to implementation on best practices that support effective implementation.

TAKE ACTION: Implementation Framework

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

-  Manor ISD SFI-Self-Assessment-for-Bluebonnet-Learning Section 1.pdf

Manor ISD will implement Bluebonnet Learning in the upcoming school year. We are in the initial implementation phase. The district team is working collaboratively as we strategically plan to develop the OER. Our team is working on the implementation plan to ensure our scholar success.

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.

Please note that using the SMART (specific, measurable, achievable, relevant, and time-bound) goal format is recommended.

Key Questions to Consider:

- Which look-for(s) associated with each goal area will we focus on this year?
- What needs to be added to format the goals as SMART goals?
- For Progress Monitoring: How will data be collected and analyzed?
- For Progress Monitoring: When will goals be reviewed and adjusted?

Resources:

- [Fidelity of Implementation \(FOI\) Look-Fors](#) - This chart identifies key fidelity of implementation outcomes and look-fors associated with those outcomes.
- [Sample Implementation Goals](#) - This resource provides an example of implementation goals and progress monitoring.
- [FOI Learning Walk Tools](#) - Aligned with the Fidelity of Implementation Look-Fors, this resource can be used to evaluate the degree of fidelity and progress toward implementation goals.
- [FOI Learning Walk Companion Guide](#) - The companion guide provides leaders with a step-by-step process for conducting learning walk cycles.

TAKE ACTION: Implementation Goals

Goal Area: Bluebonnet Learning Implementation

- **Goal:** 100% of teachers will implement the materials consistently by the middle of the school year.
 - **Measure(s):** Classroom walkthroughs using the Bluebonnet Learning observation form as well as the Get-Better-Faster protocol
 - **Frequency:** Minimum monthly walkthroughs of each classroom
 - **Progress Monitoring:** Quarterly data review and reflection at campus leadership and district principal 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, department chairs, and school leaders
- **Frequency:** Three times during the school year (September (BOY), January (MOY), and April (EOY))

- **Progress Monitoring:** Survey data will be synthesized and reports will be provided 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

- **Teacher Practice Goal:** 90% of teachers use unit or lesson internalization protocols at least once each week during collaborative planning time.
- **Measure(s):** PLC observations using the FOI Learning Walk Tool for Collaborative Planning and review of annotations in Bluebonnet Learning teacher materials.
- **Frequency:** School leaders will observe one PLC per grade band each quarter; school leaders will review teacher annotations monthly (at minimum).
- **Progress Monitoring:** Quarterly data review and reflection at campus leadership and district principal meetings.

 FOI Learning Walk Tool: Collaborative Planning, Initial Implementation

Goal Area: Student Outcomes

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

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.

Key Questions to Consider:

- Is there a procurement plan that will ensure timely and accurate ordering of Bluebonnet Learning instructional materials?
- Is there a distribution plan that will ensure an efficient and organized delivery of materials?
- Do all teachers (including specialized teachers), department chairs, and school leaders have clear directions on accessing and navigating the materials?

Resource:

- [Bluebonnet Learning Resources](#) - This repository includes helpful leadership focused materials from Bluebonnet Learning instructional materials.
- [Technical Conditions Checklist](#) - This checklist provides a list of specific action steps that establish the technical conditions necessary to effectively launch and implement Bluebonnet Learning.
 - The term, technical conditions, refers to the defined systems, structures, and procedures that must be in place to support Bluebonnet Learning implementation.

TAKE ACTION: Materials Access Planning

Task: Order Bluebonnet Learning instructional print materials. Identify quantity by grade level and campus. If applicable, procure instructional materials through requisitions in EMAT.

- **Task owner/manager:** District Math Coordinators
 - **Timeline:** April - May 2025
 - **Key Actions/Steps:**
 - Verify numbers of student on PEIMS
 - Create PO based on those numbers
 - Consult ESL Coordinator for newcomer numbers
 - The District Math Coordinators will submit orders through EMAT.
-

Task: Identify & Inventory Items and quantity by grade level and campus. If applicable, procure related manipulatives in EMAT.

- **Task owner/manager:** District Math Coordinators
 - **Timeline:** Purchased in 2023
 - **Key Actions/Steps:**
 - Manipulative sets have been purchased for 6-Alg 1 in 2023
 - Inventory current manipulatives
-

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

- **Task owner/manager:** Warehouse Manager, District Math Coordinators, campus APs, and DCs
- **Timeline:** April–September 2025
- **Key Actions/Steps:**
 - The District Math Coordinators will inventory all Bluebonnet Learning instructional materials upon delivery.
 - The District Math Coordinators will coordinate with campus APs and DCs to arrange delivery of received materials to each campus.
 - APs and DCs will ensure that delivered material matches the campus order form and is entered into the campus inventory.
 - APs and DCs will establish a process for the distribution of Bluebonnet Learning instructional materials and any related manipulatives to staff and students.

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

- **Task owner/manager:** Warehouse Manager, District Math Coordinators, campus principal, campus APs, and DCs
 - **Timeline:** April–September 2025
 - **Key Actions/Steps:**
 - The District Math Coordinators will inventory all Bluebonnet Learning instructional materials upon delivery.
 - The District Math Coordinators will coordinate with campus APs and DCs to arrange delivery of received materials to each campus.
 - APs and DCs will ensure that delivered material matches the campus order form and is entered into the campus inventory.
 - APs and DCs will establish a process for the distribution of Bluebonnet Learning instructional materials and any related manipulatives to staff and students.
-

Task: Determine the process for ensuring all teachers, department chairs, and school leaders who will be involved in the implementation of Bluebonnet Learning have access to all the necessary instructional materials and manipulatives.

- **Task owner/manager:** Campus principals and APs
 - **Timeline:** April 2025–May 2026
 - **Key Actions/Steps:**
 - Campus principals and APs will ensure that all teachers, including general education and specialized teachers, department chairs, campus administrators, and any other relevant staff have access to Bluebonnet Learning instructional materials and any other related materials necessary for implementation.
 - Campus principals and APs will ensure that all students have Bluebonnet Learning instructional materials and access to any manipulatives or other materials needed.
 - Campus principals and APs 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.
-

Task: Ensure that all teachers, department chairs, 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:** District Math Coordinators, CSO, campus principals, APs, DC, R13
- **Timeline:** April 2025–August 2025 and then ongoing through May 2026
- **Key Actions/Steps:**
 - R13 will provide training sessions for district leaders, campus principals and leadership teams, department chairs, and teachers on how to access and navigate Bluebonnet Learning instructional materials, specifically scope and sequences, protocols, and observation tools.

- R13 and campus leadership will provide this training experience to any new staff hired after the start of the school year.

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

- **Task owner/manager:** Data Applications Manager/SIS and Math District Coordinator
 - **Timeline:** May–September 2025
 - **Key Actions/Steps:**
 - Data Applications Manager, along with support from the District Math Coordinators, will develop training or resources for staff to access and navigate digital supplemental instructional materials for students and teacher OER planning resources.
 - The Technology Director and team will communicate resources and provide training opportunities to staff.
 - Math District Coordinator will update Curriculum Page with link to Bluebonnet Hub.
-

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.

Key Questions to Consider:

- Does the daily instructional time allocated to meet the requirements outlined in the Bluebonnet Learning instructional material?
- Does the master schedule provide time for individual and collaborative lesson planning and preparation for teachers during the regular workday?
- Is the instructional calendar aligned with the Bluebonnet Learning instructional material pacing/scope and sequence guidance?
- Are specific windows of time designated for module/unit internalization before each curriculum-embedded assessment?

Resource:

- [Bluebonnet Learning Resources](#) - This repository includes helpful leadership focused materials from Bluebonnet Learning instructional materials.
- [Technical Conditions Checklist](#) - This checklist provides a list of specific action steps that establish the technical conditions necessary to effectively launch and implement Bluebonnet Learning.
 - The term, technical conditions, refers to the defined systems, structures, and procedures that must be in place to support Bluebonnet Learning implementation.

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 allocate the recommended instructional minutes for Bluebonnet Learning instructional materials. Campuses may choose to allocate additional minutes but must ensure all additional instructional programming requirements are met as described in Manor ISD administrative regulations.

- Bluebonnet Learning Math Grade 6-Alg, 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 department chairs and/or school leaders. 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 45-60 minutes per week during teacher professional work day.
 - Professional development days built into the Manor ISD academic calendar will incorporate dedicated PLC time into the schedule-minimum 25% of time allotted for collaborative time.
-

2C. Aligned Expectations

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

Please note that Action Items 3A-C and 5A-B complement and support this action item (2C).

Key Questions to Consider:

- How will fidelity of implementation be communicated and monitored? Refer to **Fidelity of Implementation (FOI) Look-Fors** for examples of implementation with fidelity.
- What are the expectations for Bluebonnet Learning as the core instructional material?
- What planning expectations require internalization and student work analysis protocols?

- What are the assessment expectations that prioritize the use of the curriculum-embedded assessments over other assessments not included in the Bluebonnet Learning instructional material?

Resources:

- [Technical Conditions Checklist](#) - This checklist provides a list of specific action steps that establish the technical conditions necessary to effectively launch and implement Bluebonnet Learning.
 - The term, technical conditions, refers to the defined systems, structures, and procedures that must be in place to support Bluebonnet Learning implementation.
- [Fidelity of Implementation \(FOI\) Look-Fors](#) - This chart identifies key Bluebonnet Learning fidelity of implementation outcomes and look-fors associated with those outcomes.

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 without substituting or supplementing with other materials not approved for use. Other materials will need to be approved by the CSO.
 - **Plan for Communication:** Campus leadership teams will receive the WWH of Bluebonnet Learning transition in May 2025. Instructional Leaders (with district leaders) will implement an exit plan for current HQIM to instructional staff prior to BOY. During BOY, all teachers will receive training around Bluebonnet Learning materials and internalization practices.
 - **Timeline:** April 2025-ongoing
-

Alignment Item: Internalization protocol and process.

- **Expectations:** Teachers prioritize internalization during PLCs and dedicated campus/district PL days within the Manor ISD academic calendar and use Bluebonnet Learning protocols as the planning and preparation process for both common and individual practices. Teachers will annotate lessons in a way that demonstrates alignment with the protocols and will submit annotated lessons to their administrator for review. School leaders will support PLCs weekly and observing at minimum monthly using the FOI Learning Walk Tool for Collaborative Planning.
 - **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 May–August 2025. The training will be repeated on an as needed basis.
-

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 January 2026.
- **Plan for Communication:** All requirements for protocol use will be communicated to stakeholders

as part of the onboarding and orientation training. DCs and school leaders will model the use of student work analysis protocol and review expectations for use during all PLCs in early October.

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

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, department chairs, and school leaders that includes 1) product onboarding and orientation, and 2) ongoing job-embedded, curriculum-based professional development.

Key Questions to Consider:

- Do general education teachers, specialized teachers, department chairs, and school leaders have opportunities to sufficiently orient themselves to the Bluebonnet Learning instructional materials?
- Is professional learning scheduled throughout the year grounded within the Bluebonnet Learning instructional material?
- Are systems in place to monitor and support professional learning attendance and efficacy?
- What are the expectations for routine observation and feedback cycles that focus on prioritizing fidelity of implementation, leveraging the Bluebonnet Learning observation tools, and providing feedback to teachers to support professional learning and growth?

Resources:

- [Technical Conditions Checklist](#) - This checklist provides a list of specific action steps that establish the technical conditions necessary to effectively launch and implement Bluebonnet Learning.
 - o The term, technical conditions, refers to the defined systems, structures, and procedures that must be in place to support Bluebonnet Learning implementation.
- [Professional Learning Plan Template](#) - This optional resource supports the development of a more comprehensive professional learning plan.

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?** All current staff are trained on Research Based Instructional Strategies (RBIS). New staff will be RBIS trained in July 2025.
 - **Who will lead/participate?** R13 will lead the RBIS training and all new math instructional staff and support will attend.
 - **What materials or resources are needed?** Our ESC 13 partners will coordinate the training sessions during the summer; the Elementary Curriculum and Instruction Coordinator and Technology Director will communicate with the ESC to organize the sessions and arrange any materials or resources needed.
-

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

- **When will this happen?** May 1st–Bluebonnet Learning “Why, What, How” presentation for all Principals; June 3-4 All Principals, APs, ICs/DCs will be trained in Bluebonnet materials.
 - **Who will lead/participate?** R13 will lead, all Principals, APs, ICs/DCs will participate.
 - **What materials or resources are needed?** Leaders will study and use the Bluebonnet Learning Program and Course Level Resources.
-

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

- **When will this happen?** August 6-7
 - **Who will lead/participate?** R13; all 6-Alg 1 teaching staff
 - **What materials or resources are needed?** R13 will provide materials; all staff will need access to Bluebonnet materials
-

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

- **When will this happen?** August 6-7
 - **Who will lead/participate?** R13; all 6-Alg 1 teaching staff
 - **What materials or resources are needed?** R13 will provide materials; all staff will need access to Bluebonnet materials
-

Professional Learning Experience: Regular unit and lesson internalization in collaborative teams and/or individually with an DC or school leader.

- **When will this happen?** Teachers, DCs and school leaders will engage in weekly facilitation of internalization of an upcoming unit or lesson. Additional internalization support sessions may occur at the teacher's discretion.
 - **Who will lead/participate?** DCs and school leaders will facilitate internalization practice at least once weekly per teacher/grade level using the Bluebonnet Learning internalization protocols. All teachers will attend internalization facilitation sessions either with their grade level or individually for those who are departmentalized. R13 will provide supplemental support.
 - **What materials or resources are needed?** Bluebonnet Learning instructional materials and protocols and available department chairs/school leaders for all teaching teams/teachers.
-

Professional Learning Experience: Regular student work analysis in collaborative teams and/or individually with department chairs or school leaders.

- **When will this happen?** Teachers and DCs/school leaders will engage in student work analysis beginning January 2026.
 - **Who will lead/participate?** department chairs 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 department chairs/school leaders for all teams/teachers.
-

Professional Learning Experience: Regular observation and feedback cycles with a school leader.

- **When will this happen?** School leaders will observe classroom instruction weekly with each teacher receiving an observation (with a feedback session) at least once every six weeks.
 - **Who will lead/participate?** School leaders will conduct observations of 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?** Ongoing throughout the 2025-2026 SY.
 - **Who will lead/participate?** R13 will facilitate that support based on campus and individual teacher needs.
 - **What materials or resources are needed?** Collaboration between R13 IA/PA and Campus leadership.
-

2E. Adaptive Change and Communication

Develop a communication plan that supports adaptive change management and ensures stakeholder understanding and commitment to the purpose of adopting and implementing Bluebonnet Learning. Include a plan for stakeholder communication and public posting if the materials are modified as outlined in TEC §[26.006](#).

Key Questions to Consider:

- **Messages:** What are the key messages we need to frame and communicate?
- **Audience:** Who needs to hear and buy into each of the messages?
- **Timeline:** How and when will we communicate each message initially and throughout implementation?
- **Considerations:** What are the connected technical conditions that must also be in place for this to go smoothly? What are other important aspects to consider regarding stakeholder change management?

The term, technical conditions, refers to the defined systems, structures, and procedures that must be in place to support Bluebonnet Learning implementation.

Resources:

- [Reflective Questions and Strategies for Adaptive Change](#) This resource outlines various adaptive strategies, questions, and considerations that support effective communication and change management.
- [Key Messages for Maintaining High Expectations for Students](#) - This resource from Instruction Partners (<https://instructionpartners.org/>) provides ideas to support conversations about high expectations for students.

TAKE ACTION: Adaptive Change and Communication

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

- **Message:** In Manor ISD, we believe that developing successful, confident scholars requires a balance of both conceptual and procedural mathematics instruction with a focus on real world connections and experiences.
- 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 secondary instructional staff
- **Timeline:** EOY 2025, 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 Elementary Curriculum and Instruction Coordinator and made available for parent access through any classroom using an LMS or in another manner specified before the start of the school year.
- **Audience:** All instructional staff, families, and external stakeholders
- **Timeline:** Summer communication to all stakeholder groups; ongoing communication with internal stakeholders and families. Each campus principal will submit their plan for this item to the CSO and District Math Coordinator by July 31.
- **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:** Manor 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 Manor 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.

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

3A. Analyzing PLC Practices

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

Key Actions to Consider:

- Review the resource **Internalization Keys to Success**. Annotate and take notes regarding the current state of each listed key to success.
 - Think about each element: *vision, protected time and frequency, ownership, use of time, and educative practices*. Note which elements of teacher planning and preparation practices are established, clear, and consistent across all grade levels and schools.

Key Questions to Consider:

- What is the current state of PLCs and planning practices in our system and at specific schools?
- Identify strengths: What is effective about PLCs and planning practices, and which characteristics of successful PLCs are already evident?
- Do we have special considerations such as departmentalized grade levels or one teacher per grade level where collaborative planning opportunities might not be available?
- How will specialized teachers engage in internalization along with general education teachers?
- What needs to be prioritized?
- Which, if any, of the potential next steps might be applicable?

Resources:

- [Internalization Keys to Success](#) - This resource provides a list of criteria that are the keys to successful internalization and PLC practices; Strategies and potential action steps are also included.
- [Deciding What to Teach Versus How Best to Teach](#) - This handout provides a comparative description of lesson internalization and how it differs from lesson design.
- [Characteristics of Successful PLCs](#) - This resource describes the four adaptive characteristics of successful PLCs.

TAKE ACTION: Analyzing PLC Practices

Task: Conduct a current state analysis of PLC/teacher planning and preparation practices and summarize the takeaways. What is working well? What is an area for improvement? What might be a short-term area of focus?

Response:

The district has had a PLC structure in place for the last 4 years and it is a time protected by campus leadership for teachers to meet and plan. Campus leadership regularly attends PLCs, but the meetings are not guided by an agenda focused on the group's HQIM protocols. Training campus leaders to develop and use PLC agendas should be scheduled.

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

Response:

- **Vision:** The vision for PLCs will be refined to support the use of Bluebonnet Learning instructional materials by engaging all internal stakeholders in the process.
- **Protected Time and Frequency:** In Manor ISD, common planning time during the teacher professional day is protected and currently in place for once weekly, but refinement may be necessary to accommodate the additional 30 minutes weekly (or 3 hours every six weeks) 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 Manor 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.

Key Questions to Consider:

- What is the vision for unit and lesson internalization?
- What are the roles and responsibilities of key stakeholders (e.g., general education teachers, specialized teachers, department chairs, school leaders) to realize the vision for internalization?
- What technical conditions, systems, and structures must be in place to realize the vision for internalization?
- What is the plan for communicating the intended structure and systems for internalization?

Resources:

- [Deciding What to Teach Versus How Best to Teach](#) - This handout provides a comparative description of lesson internalization and how it differs from lesson design.
- [Internalization Keys to Success](#) - This resource provides a list of criteria that are the keys to successful internalization and PLC practices; Strategies and potential action steps are also included.
- [Example: Internalization Vision, Roles, and Structures](#) - This example includes a detailed plan for internalization structures.
- [Guidelines and Considerations for Mapping Out PLC Topics](#) - This resource provides considerations and recommendations for curriculum-embedded PLC activities.
- [Bluebonnet Learning Resources](#) - This repository includes helpful leadership focused materials from Bluebonnet Learning instructional materials.

TAKE ACTION: Structures for Internalization and PLCs

Task: Explain the vision for unit and lesson internalization.

Response:

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. Department chairs, school leaders, and teachers use Bluebonnet Learning internalization protocols to prepare for teaching units and lessons.

2. All instructional staff attending weekly or other collaborative sessions will complete any needed pre-work or post-work as agreed by the team or with the facilitator.

3. Teachers annotate their Bluebonnet Learning teacher instructional materials and resources while following the protocols. Completion of a standardized lesson plan template is no longer required.

4. Teachers attend weekly collaborative internalization sessions led by department chairs 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 a school leader focused on practicing and improving internalization.

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

Response:

Principals:

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

Department Chairs and Assistant Principals:

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

Teachers:

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

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

Response:

1. Redefine Manor ISD's Vision for PLCs to focus on Bluebonnet Learning best practices, design principles, and use of protocols.
2. Train DCs 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. Calendar out collaborative module internalization for instructional leaders to guide their facilitation of each of the Bluebonnet Learning protocols.

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

Response:

Time: The Manor ISD master schedule includes protected, weekly meeting time(s) for general education and specialized teachers to meet with department chairs or school leaders to meet for at least 45 minutes weekly during the teacher professional day for internalization practices.

Ownership: Schools have identified department chairs 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, department chairs, 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.

Key Questions to Consider:

- How will we support teachers utilizing engagement strategies, Bluebonnet Learning embedded supports, and differentiating and adjusting with fidelity to meet student needs?
- What guidance is needed to support teachers with fidelity of implementation while maintaining instructional flexibility?

Resources:

- [Texas SPED Support](#) - This website features special education resources and learning opportunities from experts in the field.
- [Specially Designed Instruction Field User Guides](#) - Texas SPED Support provides specially designed instruction field user guides for instructional materials. Field Guides for Bluebonnet Learning are under development and will be available on the Texas SPED Support website in the 2025–26 school year.
- [The Opportunity Myth \(TNTP\)](#) - This resource examines the importance of ensuring equitable access to grade-appropriate content for all learners.

TAKE ACTION: Supporting All Learners

Support: Bluebonnet Learning Embedded Supports

Guidelines:

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 department chairs and school leaders at least three days prior to the lesson's instructional delivery.

Support: Engagement Strategies

Guidelines:

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.

Support: Instructional Flexibility

Guidelines:

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.

Key Questions to Consider:

- What is the purpose of implementation observations?
- What are the roles and responsibilities of school leaders and department chairs regarding observations?
- Which observation tool(s) will be used?
- What are the expectations for observation cadence, frequency, required participants, pre-work requirements, documentation requirements, and follow-up requirements?
- Who will coordinate and schedule observations?

Resources:

- [Fidelity of Implementation \(FOI\) Look-Fors](#) - This resource identifies key Bluebonnet Learning fidelity of implementation outcomes and look-fors associated with those outcomes.
- [Example: Observation Roles and Responsibilities](#) - This example provides a detailed list of responsibilities related to observation practices for various leadership roles.
- [Bluebonnet Learning Resources](#) - This repository includes helpful leadership-focused materials from Bluebonnet Learning instructional materials.

TAKE ACTION: Observation Expectations

Action: Clearly define the purpose of observations.

Decision/Expectations:

At Manor ISD, district and school leaders will use the Bluebonnet Fidelity of Implementation (FOI) learning walk tool, and Get-Better-Faster protocol to conduct instructional rounds to collect evidence of the fidelity of implementation and to measure attainment toward goals. School leaders will also use the Bluebonnet Learning observation tool to engage in cycles of observation and feedback to support continuous growth and development of teaching and educative practices using Bluebonnet Learning instructional materials. Leaders 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 department chairs will receive training specific to the observation and feedback practices used with Bluebonnet Learning during the Leadership Retreat in

June 2025. The District Math Coordinator will coordinate with the vendor on the planning and content for the leader implementation training during the June training.

- District leaders, school leaders, and department chairs will engage in practice opportunities with the observation instruments. The CSO and the District Math Coordinator will coordinate these events with R13.

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

Decision/Expectations:

District Leader Roles and Responsibilities

- Have a high-level understanding of the observation tools that school leaders will use to provide feedback to teachers.
- Use Bluebonnet Learning Observation Tools and the Get-Better-Faster protocol 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 APs in developing effective observation and feedback schedules; monitor implementation of these schedules and support APs to adjust as needed.
- Use FOI Learning Walk Tools to supplement data on evidence of internalization in instruction across classrooms and analyze this data with APs to identify schoolwide trends.

Next Steps:

- District leaders and school leaders will receive training specific to the observation and feedback practices used with Bluebonnet Learning during the June 2025 leadership training. The CSO and District Math Coordinator will coordinate with R13 on the planning and content for the June 2025 leader training.
- The Chief Schools Officer and District Math Coordinator will develop expectations and outline planning related to conducting learning walks and observation and feedback cycles that will be shared as part of the training content during the June 2025 leadership training.

Action: Name the observation expectations and responsibilities for campus leaders and department chairs.

Decision/Expectations:

- 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.
- Leverage the SFI Action Step Guides to provide content-specific feedback to teachers and connect this feedback to planning and internalization when appropriate.
- 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 department chairs will receive training specific to the observation and feedback practices used with Bluebonnet Learning during the June 2025 leadership training.

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

Decision/Expectations:

Bluebonnet Learning Observation Tools and the Get-Better-Faster observation protocol will be used for monitoring the

fidelity of implementation and to provide ongoing, job-embedded support through feedback to teachers.

Next Steps:

- The District Math Coordinator will ensure access to all district/school leaders and department chairs have access to the Bluebonnet Learning observation tool.
- The Chief Schools Officer and the District Math Coordinator will present and share the FOI Learning Walk Tool to principals at the August principal meeting.

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

Decision/Expectations:

- All secondary school leaders will conduct weekly observations of Bluebonnet Learning instruction using the Bluebonnet Learning observation tools with each teacher receiving at least one observation and feedback cycle session each six weeks.
- Campus principals and leadership teams are responsible for scheduling observations on the Bluebonnet Learning observation calendar by August 31 and communicating this calendar to teachers and instructional staff.

Next Steps: The district will develop the Bluebonnet Learning observation calendar for each campus and share these with campus principals by July 31.

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

Decision/Expectations:

All Bluebonnet Learning observations will be recorded using the Bluebonnet Learning observation tool and shared with 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 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, department chairs, and teachers through observation and feedback cycles.

Key Questions to Consider:

- How will school leaders and department chairs receive training and practice with the observation tool(s) including opportunities for calibration and norming?
- What coaching model will be used to support Bluebonnet Learning implementation?
- What are the expectations for when/how teachers will receive feedback and coaching in response to an observation?
- How will school leaders and department chairs receive ongoing support?
- How will the impact of coaching efforts on teacher practice be monitored and measured?

Resource:

- [Bluebonnet Learning Resources](#) - This repository includes helpful leadership focused materials from Bluebonnet Learning instructional materials.
- [SFI Action Step Guides](#) - The Action Step Guides feature a process for giving teachers feedback following observation with concrete next steps that will improve teacher practice and fidelity of implementation.

TAKE ACTION: Observation and Feedback Cycle Planning

Topic: School leader and department chair training and practice

Decision/Expectations:

District/school leaders and department chairs 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.

Topic: Coaching Model

Decision/Expectations:

Manor 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 secondary Curriculum and Instruction Coordinator will integrate training on the SFI Action Step Guides in the professional development sessions that leaders and department chairs will attend before the start of the school year.
- The secondary principal supervisors will provide refresher training for the See It, Name It, Do It coaching model and resources during the Leadership retreat in July and again in the October principal meeting.

Topic: Feedback Cycle Process

Decision/Expectations: Teachers will receive feedback, in person, from their observer at least once each six weeks 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. Each observer will follow up to observe the action steps in play within ten school days. Feedback and action steps will be recorded on the district observation platform.

Next Steps: The Chief Schools Officer and District Math Coordinator will meet with campus leaders to communicate expectations and processes.

Topic: Ongoing, Job-embedded Support

Decision/Expectations: Teachers will receive ongoing, job-embedded support through the process of the six-week observation and feedback cycles. School leaders and department chairs will engage in co-observations and coaching sessions with their supervisors once per semester as part of their leader ongoing, job-embedded support. Region 13 will also provide ongoing, job-embedded support to campuses and individual teachers based on needs.

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.

Topic: Measuring Impact

Decision/Expectations: School leaders and department chairs 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 campus leader 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.

Key Actions to Consider:

- Review the resource **Assessment Keys to Success**. Annotate and take notes on the resource regarding the current state of each listed key to success.
 - Think about each element: *vision, protected time and frequency, assessment integrity, integration of other assessments, and analysis of student work and assessment data*. Note which assessment elements are established, clear, and consistent across all grade levels and schools and which are not.

Key Questions to Consider:

- What existing strengths and areas of alignment were identified?
- How can areas of strength be leveraged and reinforced?
- What areas of misalignment were identified?
- Which, if any, of the potential next steps might be applicable?

Resource:

- [Assessment Keys to Success](#) - This resource provides a list of criteria that are the keys to successful prioritization of curriculum-embedded assessments and an aligned assessment strategy.

TAKE ACTION: Analyzing Assessment Practices

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

Response:

- The District Math 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 by Agile Minds
- 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 secondary campuses and removing benchmark exams since they do not align with Bluebonnet Learning instructional materials/scope and sequences.

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

Response:

- Keys to success include a vision for assessment developed by the assessment review committee in 2021-22. This vision will need to be refined to reflect Bluebonnet Learning design principles and expectations regarding the use of curriculum-embedded assessments.
- Another key to success is the practice of maintaining an assessment calendar. Manor ISD will refine this to create assessment calendars that include the Bluebonnet Learning unit assessments and will remove the district created benchmark exams.
- 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.

5B. Structures for Assessment Practices

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

Key Questions to Consider:

- What are the most impactful changes that must be made to effectively prioritize curriculum-embedded assessments and engage in student work analysis using Bluebonnet Learning protocols?
- What technical challenges (e.g., time) might be encountered, and how will these be overcome?
- What adaptive challenges (e.g., mindsets) might be encountered and how will these be navigated?
- What are a few high-leverage changes or adjustments that can be made?
- How are student assessment expectations going to be communicated?

Resource:

- [Assessment Keys to Success](#) - This resource provides a list of criteria that are the keys to successful prioritization of curriculum-embedded assessments and an aligned assessment strategy.
- [Bluebonnet Learning Resources](#) - This repository includes helpful leadership focused materials from Bluebonnet Learning instructional materials.

TAKE ACTION: Structures for Assessment Practices

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

Response:

- Update district assessment calendars to reflect Bluebonnet Learning embedded assessments instead of previously used district benchmarks or campus created common unit assessments.
- Communicate expectations regarding use of Bluebonnet Learning assessments and the process for any adjustments or modifications.
- Create a plan of who is going to be in charge of assigning curriculum-embedded assessments.

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

Response:

- Facilitated student work analysis sessions will begin no later than January 2026. All instructional staff will receive initial training on student work analysis protocols during the Bluebonnet Learning onboarding and orientation training.

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

Response:

- 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.

- The District Math Coordinator will update the district assessment calendars to include Bluebonnet Learning unit assessments and will remove campus common assessments and district benchmarks.

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

Response:

- The CSO and district leadership team will communicate assessment strategy updates and expectations to all school leaders and department chairs during the leadership retreat in July.
- All teachers and other instructional staff will receive training and detailed information on expectations for Bluebonnet Learning assessments during onboarding and orientation training.
- Principal supervisors will communicate regularly with school principals the expectation for prioritization of Bluebonnet Learning embedded-assessments, maintenance of assessment integrity, and the use of student work analysis as the primary data analysis process for formative assessments.