

## Technical Conditions for Successful VLA and HQIM Implementation

<p style="text-align: center;"><b>HQIM Access</b></p> <p style="text-align: center;"><i>Teachers and students have access to all materials needed to implement HQIM with fidelity.</i></p>	<p style="text-align: center;"><b>Schedules and Calendars</b></p> <p style="text-align: center;"><i>Master schedules and calendars are designed to provide required instructional minutes and adequate planning time.</i></p>	<p style="text-align: center;"><b>Explicit Expectations for HQIM Implementation</b></p> <p style="text-align: center;"><i>Systems and expectations for planning, and implementation are fully aligned to HQIM best practices and requirements.</i></p>	<p style="text-align: center;"><b>Aligned Expectations for Assessment</b></p> <p style="text-align: center;"><i>Systems and expectations for curriculum-embedded assessments, diagnostics and screeners, and student progress monitoring are fully aligned to HQIM best practices and VLA requirements.</i></p>	<p style="text-align: center;"><b>Teacher and Leader Development Structures</b></p> <p style="text-align: center;"><i>Professional learning and coaching plans are grounded in HQIM implementation.</i></p>
<ul style="list-style-type: none"> <li>● selection and adoption of an approved core program in K-5 by spring 2024</li> <li>● timely and accurate ordering of materials (procurement)</li> <li>● efficient and organized distribution of materials (distribution)</li> <li>● each school/classroom has the technology needed to implement the program with fidelity</li> <li>● all teachers and leaders have clear directions for how to access and set up any digital accounts (if applicable)</li> </ul>	<ul style="list-style-type: none"> <li>● daily instructional time meets minimum program-specific requirements</li> <li>● master schedule provides adequate individual and collaborative planning time</li> <li>● instructional calendar is aligned to program-specific pacing guidance and specifies time windows for:                             <ul style="list-style-type: none"> <li>● unit internalization prior to each unit</li> <li>● ongoing lesson preparation cycles</li> <li>● curriculum-embedded assessments</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● set and communicate clear expectations for what HQIM implementation with fidelity looks like (this can be iterative as your team’s understanding of effective HQIM implementation grows during walkthroughs)</li> <li>● planning expectations require use of unit and lesson internalization protocols</li> <li>● outside resources (<i>e.g. Teachers Pay Teachers</i>) are not utilized to replace or supplement the core program</li> </ul>	<ul style="list-style-type: none"> <li>● expectations prioritize curriculum-embedded assessments</li> <li>● ensure administration and analysis of <a href="#">VALLSS</a> literacy screener data and any other diagnostic assessments you will utilize</li> <li>● tiered systems of support and other student support systems are aligned to adopted HQIM</li> <li>● grading policy implications have been examined and guidance has been developed based on program specificity</li> </ul>	<ul style="list-style-type: none"> <li>● professional learning about EBLI aligned to SBRR is provided to all teachers and leaders</li> <li>● HQIM-specific professional learning is scheduled throughout the year</li> <li>● Walkthrough observation systems to track data and look at trends</li> <li>● Lesson preparation cycles and collaborative planning are prioritized</li> <li>● systems in place to monitor professional learning attendance and efficacy</li> <li>● observation and feedback/coaching expectations prioritize fidelity of HQIM implementation</li> </ul>

## Adaptive Conditions for Successful VLA and HQIM Implementation

<p style="text-align: center;"><b>Build and Maintain Investment</b></p> <p style="text-align: center;"><i>Carefully plan to invest all key stakeholders in the HQIM adoption process and newly adopted materials and implementation efforts.</i></p>	<p style="text-align: center;"><b>Stakeholder Feedback</b></p> <p style="text-align: center;"><i>Gather inputs from stakeholder groups and respond to that feedback in an ongoing and transparent way.</i></p>	<p style="text-align: center;"><b>Culture of Learning</b></p> <p style="text-align: center;"><i>Foster a culture of authentic learning, collaboration, and continuous improvement where it's okay to try new things, reflect, and adjust.</i></p>	<p style="text-align: center;"><b>Ongoing Supports</b></p> <p style="text-align: center;"><i>Provide reliable and ongoing support for leaders and teachers including training, lesson preparation cycles, walkthroughs, and feedback.</i></p>	<p style="text-align: center;"><b>Celebrate the Positives</b></p> <p style="text-align: center;"><i>Identify bright spots, and celebrate those publicly and frequently to build and maintain investment.</i></p>
<ul style="list-style-type: none"> <li>• Ground messaging in the division's vision</li> <li>• Build investment in HQIM generally (<i>use research from Chapter 2 of the Playbook</i>)</li> <li>• Build investment in your specific HQIM</li> <li>• Communicate "key messages" (p. 24-26 of the <a href="#">Playbook</a>)</li> <li>• Maintain investment (<i>strategies and resources on p. 26-27 of the Playbook</i>)</li> <li>• Communicate changes, timelines, and role-specific updates in a consistent and clear manner</li> </ul>	<ul style="list-style-type: none"> <li>• Identify key stakeholders and establish communication and feedback-gathering channels with each (<i>teachers, leaders, community partners, family members, students, and board members</i>)</li> <li>• Employ strategies to gather feedback from stakeholders regularly (e.g. through surveys, focus groups, etc.)</li> <li>• Be transparent about how feedback is being applied</li> </ul>	<ul style="list-style-type: none"> <li>• Message HQIM implementation as a multi-year process of growth and learning</li> <li>• Prioritize ongoing, regular opportunities for shared learning (e.g. around building expertise in science-based reading practices &amp; HQIM)</li> <li>• Support school leaders to foster collaboration in school buildings (e.g. through PLCs)</li> <li>• Share the division's goals, and update stakeholders on progress made towards those</li> </ul>	<ul style="list-style-type: none"> <li>• Clarify roles and responsibilities so all stakeholders are clear on how they will give support and be supported (<i>e.g. establish division and school level HQIM leads, lesson planning leads, norm on roles of reading specialists, etc.</i>)</li> <li>• Offer timely and relevant training on EBLI aligned to SBRR and HQIM</li> <li>• Provide ongoing support through lesson planning cycles, walkthroughs, and feedback</li> </ul>	<ul style="list-style-type: none"> <li>• In walkthroughs and conversations with stakeholders, identify "bright spots" where implementation is going well or improving</li> <li>• Regularly and publicly celebrate HQIM successes to build and maintain investment (<i>e.g. shoutouts, positive examples and feedback, noting successes in email blasts and newsletters, etc.</i>)</li> </ul>