

# IMPLEMENTATION GOALS

## HIGH-QUALITY INSTRUCTIONAL MATERIALS



**ELEMENT 3:** The school system has identified school and system implementation teams, clear goals for high-quality instructional materials implementation and clear roles and responsibilities.

### HOW TO CREATE GOALS for HQIM IMPLEMENTATION:

When setting goal(s), keep the following in mind: 1) who is responsible for the success of the goal(s); 2) what resources are available within my HQIM to meet this goal(s); 3) what outside support do I have, and are they willing to contribute as a part of the team to meet the goal(s)? These goals are the steps needed to develop a school-wide action plan that all stakeholders can utilize throughout the school year.



## SAMPLE GOALS for HQIM IMPLEMENTATION:

TARGET	MEASUREMENT	YEAR 1 GOAL	CONSIDERATIONS
<b>STUDENT AND STAFF INVESTMENT</b>	<p><b>Teacher and Leader Survey:</b> We will send an electronic survey to educators every six weeks. We will have a survey for teachers and a survey for principals or coaches. Surveys are on a 5-point scale (Agree, Somewhat Agree, Neutral, Somewhat Disagree, Disagree). Surveys will be anonymous.</p> <p><b>Student Survey:</b> We will ask all teachers to choose five students to take a pencil and paper survey each quarter. The survey will be on a 3-point scale (Yes, Kind of, No). Teachers should try to choose five new students each quarter.</p>	<p>A <b>1.5-point increase</b> on the scale from the beginning of the year to the end of the year.</p> <p>A <b>1-point increase</b> on the scale from the beginning of the year to the end of the year.</p>	<p>Early implementers shared that their levels of investment in the materials increased throughout the school year as they gained confidence in using them and saw their students rise to the level of rigor. Consider setting a goal around improvement in investment over time or incremental goals around growth.</p>
<b>TEACHER PRACTICE</b>	<p><b>Walkthrough Data:</b> As leaders conduct informal walkthroughs and formal observations, they will document the use (or evidence of the use) of strategies in classrooms on the walkthrough form.</p>	<p>Teachers will exhibit growth from baseline as measured by our walkthrough form. Each teacher will have a goal they are working towards and as a system, we'll see an average of <b>1 point improvement</b> across focus indicators on our walkthrough form.</p>	<p>As teachers become more familiar with the materials, systems and schools can shift their focus to ensuring that the materials are being used effectively. Consider establishing a focus area for teachers as defined by a shared walkthrough form (i.e., in ELA, that might be ensuring that students use precise and accurate evidence to support answers). This focus area can be system-wide or specific for individual teachers. In addition, using a walkthrough form that is aligned to the system's vision can be helpful as well, as it provides a concrete set of look-fors and can also be used as a coaching form for teachers, coaches, and leaders.</p>
<b>STUDENT OUTCOMES</b>	<p>Student performance on <b>curriculum-specific</b> assessments (i.e. End of Module/ Unit Assessments)</p>	<p>Students will exhibit <b>growth in proficiency</b> on curriculum-specific assessments.</p>	<p>When adopting materials, districts and schools may find it useful to complete an assessment inventory. The purpose of the assessment inventory is to take stock of all assessments currently administered to students. Decisions should be made to eliminate some assessments or clearly align others to the goals of the HQIM implementation.</p>

