



IMPLEMENTATION
BREAKDOWN

EIGHT ELEMENTS OF EFFECTIVE IMPLEMENTATION



MISSISSIPPI
DEPARTMENT OF
EDUCATION

HOW TO USE THIS TOOL

The High-Quality Instructional Materials (HQIM) Implementation Tool serves as a roadmap for implementing each aspect of HQIM. This document outlines essential actions and their corresponding success criteria, enabling district leaders, school leaders, and teachers to navigate each component effectively. These action steps can be applied across all content areas.

The MDE recommends that district leaders use this tool to:

- Preview and understand the entire HQIM selection and implementation journey.
- Identify the specific element of implementation among the eight that applies, regardless of the year of implementation.
- Once the element has been identified, the key actions required to effectively support teachers and leaders and monitor progress throughout the school year will be determined, advancing to the next element.

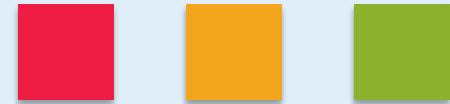
IMPORTANT NOTES

- Some groups or individuals within a group may simultaneously be in different elements.
- The transition to the next element occurs when most teachers and leaders meet the key indicators of the previous element.
- Even if a district has successfully navigated an element, new teachers and leaders will require professional learning and support specific to the HQIM and tailored to their initial implementation needs.
- The [Mississippi Instructional Materials Matter website](https://riveteducation.org/implementation-tool) provides additional tools, resources, and guidance to support educators in critical roles in implementing HQIM.

Implementation Tool | riveteducation.org/implementation-tool



Measure the Strength of Your Implementation



If you have fully implemented that element, mark that element as green.

If you are partially implemented in that element, mark that element as yellow.

If you have not yet implemented that element, mark that element in red.



Attend to the unchecked criteria for red and yellow actions within an element. Once 75% of your actions are green, you can begin looking ahead to the next element.

ELEMENTS AT A GLANCE

ELEMENTS	LEVELS		
	NOT YET IMPLEMENTED	PARTIALLY IMPLEMENTED	FULLY IMPLEMENTED
ELEMENT 1: The school system is using High-Quality Instructional Materials (i.e., materials on the state adopted lists)	<p>DOES NOT have high-quality instructional materials <i>or</i></p> <p>Has adopted and/or purchased high-quality instructional materials, but NO EVIDENCE that it is being used (i.e., vast majority of lessons are from other sources)</p>	Has adopted <i>and/or</i> purchased high-quality instructional materials, and it is being used SOMETIMES (some lessons are from the curricula; others are from supplemental resources)	Has adopted <i>and/or</i> purchased high-quality instructional materials, and they are being used CONSISTENTLY as designed for Tier I (supplementary materials are rarely used; approved intervention materials are not used as Tier I materials)
ELEMENT 2: The school system (district and school) has a clear vision of effective content instruction informing use of high-quality materials	The school system DOES NOT have an articulated vision for effective content instruction	The school system has an articulated vision for content instruction, but it is either NOT RESEARCH-BASED <i>or</i> NOT ACTIVELY REFERENCED	Educators can reference a CLEARLY ARTICULATED vision for content instruction and how it INFORMS materials selection, teacher support, and continuous improvement
ELEMENT 3: The school system has identified school and system implementation teams, clear goals for implementation and clear roles and responsibilities	<p>There are NO articulated teams, goals for high-quality instructional materials implementation success, <i>and/or</i></p> <p>NO articulated roles and responsibilities to support the implementation</p>	<p>The school system has articulated teams, goals, <i>and/or</i> roles and responsibilities, but NOT ALL</p> <p>There are teams, goals and roles and responsibilities articulated but they are NOT actively guiding actions</p>	The school system is CLEAR on teams, goals and roles and responsibilities and they GUIDE action
ELEMENT 4: The school system has clear expectations for use of the HQIM	There are NO articulated expectations for use	<p>There are expectations for use, but they are UNCLEAR <i>or</i></p> <p>There are clear expectations for use that have been articulated, but they are NOT FOLLOWED, <i>or</i></p> <p>There are COMPETING EXPECTATIONS for use (i.e., multiple, competing versions)</p>	Expectations for use are CLEAR and REFLECTED in practice



ELEMENT 5: All teachers (including support staff) and leaders (including administrators) complete launch training to understand how the materials are organized	There is NO plan in place to ensure new teachers or leaders receive launch training	Teachers OR leaders have COMPLETED launch training	Teachers AND leaders have COMPLETED launch training There is a plan in place to ENSURE new teachers and leaders receive training in the coming years
ELEMENT 6: The system and school teams support collaborative planning and preparation using HQIM	There is NO support for collaborative planning (unit launch, lesson preparation, student work analysis) <i>or</i> Collaborative planning does NOT incorporate attention to the high-quality instructional materials	Leaders support SOME parts of collaborative planning, such as unit launches, lesson preparation, and student work analysis	Leaders support ALL parts of collaborative planning, including unit launch, lesson preparation, and student work analysis
ELEMENT 7: The system and school teams support observation and feedback connected to HQIM	There is NO support for observation and feedback, <i>or</i> Observation and feedback routines do NOT incorporate attention to the high-quality instructional materials	Leaders support observation and feedback with SOME connection to high-quality instructional materials	Leaders CONSISTENTLY review instructional materials before observing lessons Leaders provide TARGETED feedback that reflects an UNDERSTANDING of the materials
ELEMENT 8: The system and school teams engage in a process of continuous improvement of implementation	There is NO process to support the continuous improvement of high-quality instructional materials implementation	The system <i>or</i> school engages in SOME parts of the continuous improvement process to support the implementation	The system and school conduct REGULAR checkpoints to support the continuous improvement of implementation



ELEMENT 1:

The school system is using High-Quality Instructional Materials (i.e., materials on the state-adopted lists).



DISTRICT LEADERS & IMPLEMENTATION TEAM



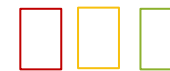
Adopt, purchase, and distribute HQIM.

SCHOOL LEADERS & IMPLEMENTATION TEAM



Create the initial enabling conditions for strong implementation.

TEACHERS



Open and organize materials.

ELEMENT 1 TOOLS

- [Quality Review Process](#)
- [Rubric Development](#)
- [Purchasing Key Messages](#)

DISTRICT IMPLEMENTATION TEAM

- Purchase all required materials and corresponding professional learning.
- Distribute and guide the organization of, and access to, new materials.
- Remove previous materials from ClassGather.
- Coordinate with district teams to ensure that all schools can manage deliveries and technology requirements, such as rostering or bandwidth needs for digital resources.

SCHOOL IMPLEMENTATION TEAM

- Ensure teachers and specialists have the required HQIM, have removed previous ones, and have the appropriate credentials to access digital materials.

TEACHERS

- Check materials to ensure all components are included and aligned to the correct grade level.
- Organize student materials to ensure easy access during instruction.
- Remove previous materials from the classroom.
- Confirm access to the appropriate digital materials for students and themselves.



ELEMENT 2:

The school system (district and school) has a clear vision of effective content instruction, informed by the use of high-quality materials.



DISTRICT LEADERS & IMPLEMENTATION TEAM



Create the initial enabling conditions for strong implementation.

SCHOOL LEADERS & IMPLEMENTATION TEAM



Communicate and invest stakeholders in content-specific visions for instruction.

TEACHERS



Connect vision to excellent, equitable instruction.

ELEMENT 2 TOOL

- HQIM Vision Statements

DISTRICT IMPLEMENTATION TEAM

- Communicate to all stakeholders the vision of excellent content-specific instruction and how the HQIM aligns with the vision.
- Implementation of the HQIM is the district's priority for the year.

SCHOOL IMPLEMENTATION TEAM

- Share with all stakeholders the vision of excellent, equitable content-specific instructions and how it aligns with HQIM.

TEACHERS

- Build an understanding of the approach, design principles, content, instructional strategies, and routines.
- Understand how the HQIM connects to a content-specific vision for excellent instruction.



ELEMENT 3:

The school system has identified school and system implementation teams, clear goals for implementation, and clear roles and responsibilities.



DISTRICT LEADERS & IMPLEMENTATION TEAM



Continue enabling conditions for strong implementation.

SCHOOL LEADERS & IMPLEMENTATION TEAM



Continue enabling conditions for strong implementation.

TEACHERS



Implement feedback and support from leaders to improve the implementation of HQIM.

ELEMENT 3 TOOLS

- [Goals for implementation](#)
- [Implementation Support Team Roles and Responsibilities](#)
- [Procurement Timeline](#)

DISTRICT IMPLEMENTATION TEAM

- Define the roles, expectations, and support for the implementation team at each system level to support materials implementation.
- Schedule regular implementation team meetings to review feedback and data.

SCHOOL IMPLEMENTATION TEAM

- Define roles and expectations for the school-based implementation team, including observation, coaching, feedback, and data analysis.

TEACHERS




- Incorporate initial feedback and guidance on instructional materials implementation into their practice.



ELEMENT 4:

The school system has clear expectations for the use of High-Quality Instructional Materials.



DISTRICT LEADERS & IMPLEMENTATION TEAM	SCHOOL LEADERS & IMPLEMENTATION TEAM	TEACHERS
 <p>Communicate expectations for strong implementation.</p>	 <p>Communicate expectations for strong implementation aligned with the school system's expectations.</p>	 <p>Prepare for shifts in instruction, unit, and lesson preparation and/or grading required by the new HQIM.</p>

ELEMENT 3 TOOLS

- [Sample Expectations for Use](#)

DISTRICT IMPLEMENTATION TEAM

- Develop a cohesive, school-wide professional learning plan for implementing the HQIM and communicate participation expectations.
- Align school system policies and procedures, such as professional learning and instructional time, grading, unit and lesson preparation, and resource allocation, to the HQIM.

SCHOOL IMPLEMENTATION TEAM

- Communicate the expectation that the HQIM should be used as designed, and implementation is the priority of the year.
- Communicate the expectation that unit and lesson preparation and student work analysis occur within collaborative planning time and independently.

TEACHERS




- Participate in grade- or content-level meetings to internalize initial units and lessons.
- Adjust classroom routines and schedules, preparation routines, and grading and assessment policies to align to the HQIM.



ELEMENT 5:



All teachers (including support staff) and leaders (including administrators) complete launch training to understand how the materials are organized.

DISTRICT LEADERS & IMPLEMENTATION TEAM	SCHOOL LEADERS & IMPLEMENTATION TEAM	TEACHERS
 <p>Establish expectations for launch training to provide leaders and teachers with a foundational understanding of the newly adopted materials.</p>	 <p>Create school-level launch training to introduce teachers to resources to support implementation.</p>	 <p>Improve the implementation of HQIM through an initial launch training.</p>

ELEMENT 5 TOOL

- [Launch Elements](#)

DISTRICT IMPLEMENTATION TEAM

- Partner with a Curriculum-Based Professional Learning provider to create a cohesive district-wide HQIM launch training plan for implementing the HQIM and communicate participation expectations.

SCHOOL IMPLEMENTATION TEAM

- Create a launch training plan tailored to the school to facilitate implementation.
- Reinforce the expectations for using HQIM by addressing roadblocks and concerns.
- Arrange annual implementation training for new teachers and administrators.

TEACHERS




- Navigate the program components, including their organization and how teachers and students can access them.
- Engage in professional learning to understand the HQIM's design, structure, and intended use.



ELEMENT 6:

The system and school teams support collaborative planning and preparation using the HQIM.



DISTRICT LEADERS & IMPLEMENTATION TEAM	SCHOOL LEADERS & IMPLEMENTATION TEAM	TEACHERS
 <p>Reinforce expectations for effective implementation and ensure that these expectations align with the HQIM.</p>	 <p>Reinforce expectations for effective implementation.</p>	 <p>Utilize the HQIM as intended by internalizing, practicing, and preparing for instruction aligned with the materials.</p>

ELEMENT 6 TOOLS

- [Sample Collaborative Preparation Protocols](#)
- [ELA Unit Internalization](#) and [Math Unit Internalization](#)

DISTRICT IMPLEMENTATION TEAM

- Reinforce protocols for unit and lesson preparation and curriculum-based professional learning (e.g., PLCs, coaching, PL days).
- Observe and give feedback on collaborative prep time, including unit and lesson preparation practices.

SCHOOL IMPLEMENTATION TEAM

- Strengthen unit and lesson prep expectations and student work analysis for both PLCs and independent planning using shared protocols.
- Protect PLCs or collaborative prep time from being used for initiatives unrelated to implementation.
- Adjust schedules to include instructional, teacher preparation, and collaboration time consistent with the HQIM requirements.

TEACHERS

- Ensure lesson coherence and intentional design; avoid modifying materials that could lead to ineffective instruction. Utilize embedded supports to deliver grade-level instruction to all students, catering to the diverse needs of learners.
- Implement a shared protocol to internalize lessons and units in grade-level, content-specific groups. Utilize student work and assessment data to pinpoint learning strengths and areas for improvement.



ELEMENT 7:

The system and school teams support observation and feedback connected to HQIM.



DISTRICT LEADERS & IMPLEMENTATION TEAM



Establish routines and processes for monitoring and supporting implementation.

SCHOOL LEADERS & IMPLEMENTATION TEAM



Establish routines and processes for monitoring and supporting implementation.

TEACHERS



Utilize a standardized tool for walkthroughs and observations aligned with the HQIM.

ELEMENT 7 TOOLS

- Observation and Feedback Loop
- English Implementation Progression Tool
- Math Implementation Progression Tool

DISTRICT IMPLEMENTATION TEAM

- Communicate walkthrough and observation expectations to focus on support and coaching rather than evaluation. Co-observe classrooms with school leaders using a standard tool for consistent observations and feedback.
- Establish data collection tools and routines for classroom visits, student work, HQIM-based assessments, and teacher feedback to share with the implementation team.

SCHOOL IMPLEMENTATION TEAM

- Develop tools and routines to collect and organize HQIM implementation data in collaboration with the school team, including classroom visits, student work, assessments, and teacher feedback.
- Conduct regular teacher observations with a standard instructional tool aligned to HQIM for feedback and implementation data.

TEACHERS




- Use student work and data from embedded assessments to identify strengths and areas of growth in learning.
- Incorporate initial feedback and guidance on the implementation of HQIM into their practice.



ELEMENT 8:

The system and school teams engage in a process of continuous improvement of implementation.



DISTRICT LEADERS & IMPLEMENTATION TEAM	SCHOOL LEADERS & IMPLEMENTATION TEAM	TEACHERS
 <p>Maintain routines to support and monitor implementation, fostering a culture of strong execution and continuous improvement. Shift oversight of HQIM implementation to school leaders.</p>	 <p>Support strong implementation and take ownership of the HQIM implementation.</p>	 <p>Regularly engage in continuous improvement to advance their practice and implementation of the HQIM.</p>

ELEMENT 8 TOOL

- Continuous Improvement

DISTRICT IMPLEMENTATION TEAM

- Develop and implement a unified, school-wide professional learning strategy that aligns with HQIM and caters to both seasoned and novice teachers and leaders.
- Gather, structure, and utilize data from embedded assessments to enhance the school-wide assessment strategy and its implementation. Data on students show progress across all subgroups.
- Provide school leaders consistent opportunities to collaborate, share ideas, and learn from each other as well as from the school system's leadership.
- Emphasize the ongoing significance of HQIM as a key element of core instruction alongside other school system initiatives.
- Evaluate student performance, focusing on subgroup data, to guarantee advancement toward grade-level proficiency and to modify academic and professional learning strategies.

SCHOOL IMPLEMENTATION TEAM

- Develop and implement a cohesive professional learning plan that aligns with HQIM and differentiates for both experienced and new teachers.
- Identify materials that need replenishing (e.g., consumables, digital licenses, kits) annually.



- Start shifting the responsibilities for unit and lesson preparation, learning, and collaboration to teacher leaders.
- Ensure school schedules provide sufficient time for teachers to collaborate, particularly for adapting HQIM to cater to student needs.

TEACHERS

- Skillfully implement the HQIM by making thoughtful adjustments that preserve its integrity while addressing student needs.
- Continue pursuing continuous professional development to enhance comprehension of the HQIM approach, content, and strategies.
- Start taking responsibility for collaboration in planning and feedback processes to enhance development and deliver grade-level instruction to every student.
- Convey the educational vision and conviction that every student can achieve success through challenging, grade-appropriate tasks.



