Implementation DASHBOARD

Policies and Procedures Review Checklist

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Purpose: This checklist is intended as general guidance for the policies and procedures system, and school leaders should review and adjust it (if necessary) to ensure alignment with the HQIM. Because each HQIM may have unique components, it is recommended that leaders work with a professional learning provider with expertise in their specific HQIM to ensure that all policies and procedures are addressed.

Planning & Instruction

- ☐ Pacing guides are established and aligned to the HQIM scope and sequence
- ☐ Guidance or expectations on the use of supplemental or other instructional materials not included in the HQIM
- ☐ Unit and lesson preparation expectations are aligned to HQIM-specific lesson and unit internalization protocols
- ☐ Master schedules provide sufficient instructional time for HQIM lessons
- ☐ Master schedules include time for PLCs or collaborative planning time by grade-level and/or content area

Assessments & Grading

- ☐ Review end of the unit/module assessments and determine expectations for use
- ☐ Review any other HQIM-related assessments and determine expectations for their use (e.g., exit tickets, mid-unit check-ins).
- ☐ Interim or benchmark assessments are aligned to the HQIM content and pacing
- ☐ Grading policies align with HQIM-embedded assessments
- ☐ Data review cycles are aligned to HQIM units/modules
- ☐ Report cards reflect the content and assessment structures in the HQIM

Intervention & MTSS Systems

- ☐ HQIM is explicitly defined at the foundation for Tier 1 materials
- ☐ Intervention programs are aligned with, not replacing, the HQIM
  - ☐ For example, in ELA, the phonics scope and sequence is aligned across tiers
- ☐ Entry and exit requirements for intervention include HQIM-embedded assessments
- ☐ Interventionists and classroom teachers have time to meet together to discuss student needs and ensure supports are aligned with student needs and the HQIM