



2025-2026 Phase Four: Professional Development Plan for Districts

2025-2026 Phase Four: Professional Development Plan for Districts (Implemented
2026-27 School Year)

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Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning](#).

The purpose of this diagnostic is to support the district in designing and implementing a professional development plan that aligns to the goals established in [KRS 158.6451](#) and the local needs assessment. [704 KAR 3:035](#) establishes the annual professional development plan.

Per Section 2. "each local school and district shall develop a process to design a professional development plan that meets the goals established in [KRS 158.6451](#) and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3 further provides, "Each school and local district professional development plan shall contain the following five (5) elements:

1. A clear statement of the school or district mission;
2. Evidence of representation of all persons affected by the professional development plan;
3. A needs assessment analysis;
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results."

1. Professional Development Plan

What is the district's mission?

The mission of Hopkins County Schools is to unite as one team to learn and inspire.

2. The needs assessment provides the framework for **all** districts to clearly identify their most critical areas for improvement that will be addressed in the planning process

through the development of goals, objectives, strategies, and activities. What are the **top two areas requiring professional development?**

Top Two Areas Requiring Professional Development

1. Instructional Excellence: Student Engagement and Cooperative Learning

- Rationale: Based on the district needs assessment, increasing student engagement has been identified as a critical lever for improving academic outcomes. Professional development will focus on the implementation of Kagan Cooperative Learning Structures. This area addresses the need for high-yield, research-based instructional strategies that ensure every student is actively participating and cognitively engaged during Tier 1 instruction. By prioritizing engagement, the district aims to reduce achievement gaps and improve the overall classroom learning environment.

2. Academic Proficiency: Evidence-Based Instruction in Reading and Mathematics

- Rationale: Analysis of state assessment data and local benchmark results indicates a significant need for growth in core proficiency levels for both Reading and Mathematics. Professional development in this area will focus on aligning classroom instruction with state standards, utilizing data-driven instructional cycles, and implementing targeted interventions. The goal is to equip educators with the pedagogical tools necessary to move students toward proficiency through rigorous, standards-aligned content delivery and scaffolded support.

Alignment Overview

These two areas are inextricably linked within the district's strategic framework:

- Kagan Structures serve as the instructional vehicle to facilitate peer-to-peer interaction and active processing.
- Reading and Math Improvement serves as the academic objective, ensured by the high-engagement strategies, HQIR, and online courseware implemented across all grade levels.

a. What are the specific **objectives** (long-term and short-term) for this professional development?

For your Cognia PD diagnostic, you can use the following text. It connects your focus on Kagan Engagement Structures directly to the mandatory accountability goals and defines clear, measurable objectives.

Area 1: Student Engagement (Kagan Cooperative Learning)

Supported District Goal(s) from the Comprehensive Improvement Plan:

- State Assessment Results in Reading and Math: Increased engagement leads directly to higher mastery of core content and improved performance on standardized assessments.
- Achievement Gap: Kagan structures are designed to ensure equitable participation, specifically targeting the performance of sub-groups (EL, IEP, and Free/Reduced Lunch) by increasing their "time on task" and peer-to-peer academic support.
- Quality of School Climate and Safety: Cooperative learning fosters positive social interactions, reduces behavioral incidents, and improves students' sense of belonging and safety within the classroom.

a. Specific Objectives for this Professional Development

Short-Term Objectives (Implementation and Process):

- Staff Training: 100% of certified instructional staff will complete foundational Kagan Cooperative Learning training (Day 1) by the end of the first semester.
- Instructional Fidelity: Within the first 90 days, classroom walkthroughs will provide evidence of at least two Kagan structures (e.g., RallyRobin, Numbered Heads Together) being used to facilitate student interaction with grade-level content.
- Planning: Teachers will incorporate specific engagement structures into weekly lesson plans for Reading and Math, as verified by PLC lead review.

Long-Term Objectives (Impact and Outcomes):

- Proficiency Growth: By the end of the academic year, the district will see an increase in students scoring "Proficient" or "Distinguished" in Reading and Math on state assessments.
- Gap Closure: The achievement gap between the highest-performing and lowest-performing sub-groups will decrease as measured by annual state assessment data.
- Sustained Climate Improvement: Student climate surveys will show a statistically significant increase in the "Engagement" and "Peer Relationships" domains compared to the previous year's baseline.

b. What are the **intended results** of this professional development (e.g. student outcomes, educator beliefs, practices)?

Changes in Educator Practices:

- **Shift to Student-Centered Instruction:** Teachers will transition from traditional "lecture-and-response" models to a student-centered approach where students spend more time talking to one another about the content than the teacher spends talking at them.
- **Fidelity of Implementation:** Educators will demonstrate proficiency in at least five core Kagan structures (such as Timed Pair Share, RallyCoach, and Stand Up, Hand Up, Pair Up) and apply them consistently across all content areas.
- **Data-Informed Grouping:** Teachers will use "Heterogeneous Team Formation" (Kagan's method of mixing high, medium-high, medium-low, and low achievers) to ensure equitable peer support during every lesson.

Changes in Educator Beliefs:

- **Collective Teacher Efficacy:** Educators will develop a stronger belief in their ability to engage every student, rather than just the "high achievers" who typically volunteer, by utilizing structures that require 100% participation.
- **Growth Mindset for Sub-groups:** Teachers will shift toward the belief that academic gaps can be closed through high-engagement instructional design rather than through remediation alone.
- **Value of Collaborative Learning:** A shift in the building culture where peer-to-peer interaction is viewed as a vital instructional necessity rather than an "add-on" or a distraction.

Student Outcomes:

- **Increased Academic Achievement:** Significant growth in "Proficient" and "Distinguished" levels on state assessments in Reading and Math due to increased cognitive processing of the curriculum.
- **Equity in Participation:** A measurable reduction in student "passivity" or withdrawal; every student—including English Learners and students with IEPs—will have equal "voice" and participation time in the classroom.
- **Improved Social-Emotional Competencies:** Students will demonstrate improved communication skills, conflict resolution, and empathy through the daily practice of cooperative social skills embedded in the Kagan structures.
- **Reduction in Behavioral Referrals:** As student engagement and "on-task" time increase, classroom disruptions and disciplinary incidents are expected to decrease significantly.

c. How will this professional development be monitored for **evidence of implementation**?

- i. What data will be considered and gathered (e.g. student work samples, curriculum-based assessments, classroom observations, teacher feedback)?
- ii. Who is responsible for gathering? (teachers, coaches, administrators, etc.)
- iii. How frequently will this data be analyzed? (monthly, quarterly, etc.)

Data to be Gathered:

- Classroom Observation Data: Utilization of standardized "Kagan Coaching Forms" and district walkthrough protocols to track the frequency and fidelity of specific structures (e.g., RallyRobin, Numbered Heads Together).
- Lesson Plans: Review of weekly plans to ensure the intentional integration of engagement structures within Reading and Math instructional blocks.
- Student Assessment Data: Analysis of formative assessment results, unit tests, and universal screener data to correlate engagement levels with academic growth.
- Teacher Reflection and Feedback: Surveys and "Plus/Delta" feedback gathered during PD sessions and PLC meetings to identify barriers to implementation.
- Student Voice Data: Brief "exit slips" or engagement surveys to measure student perception of their own active participation and peer support.

ii. Personnel Responsible for Gathering Data:

- Building Administrators (Principals/Assistant Principals): Responsible for formal and informal walkthroughs and ensuring school-wide compliance with the PD plan.
- Instructional Leaders: Responsible for non-evaluative "coaching cycles," modeling Kagan structures in the classroom, and gathering observational data to support teacher growth.
- Professional Learning Communities (PLC) Leads: Responsible for collecting and reviewing grade-level lesson plans and common assessment data.
- Teachers: Responsible for maintaining a "portfolio" of evidence, including student work samples and self-reflection on implementation.

iii. Frequency of Data Analysis:

- Monthly: Instructional Leaders and Administrators will review walkthrough data and teacher feedback during Monthly Leadership Team meetings to identify school-wide trends and immediate PD needs.
- Quarterly: Data from universal screeners and benchmark assessments will be analyzed to measure the impact of engagement strategies on student achievement in Reading and Math.

- Ongoing: Grade-level PLCs will meet to analyze student work samples and formative assessment results, adjusting instructional strategies based on real-time student performance.

d. What will be the **indicators of success** of this professional development (e.g. improved formative assessment data, teacher efficacy and perception data, ongoing classroom data points)? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved and **describe in detail**.

1. Improved Academic Achievement and Formative Data

The primary marker of success is the positive correlation between Kagan implementation and student mastery of core content.

- Proficiency Gains: A measurable increase in the number of students scoring "Proficient" or "Distinguished" on district-wide benchmark assessments (MAP) and end-of-year state testing in Reading and Math.
- Gap Reduction: A narrowing of the achievement gap for students in protected sub-groups (EL, Special Education, and Economically Disadvantaged). Success is marked by these groups showing "higher than average" growth rates compared to the baseline year.
- Formative Mastery: Evidence from daily "Exit Slips" and common formative assessments showing that students can articulate and apply the learning targets discussed during cooperative learning structures.

2. High-Fidelity Instructional Practices (Classroom Data)

Success is defined by the move from "occasional use" to "systemic implementation" of engagement strategies.

- Walkthrough Trends: Aggregated data from classroom observations showing that 80% or more of teachers are utilizing at least two Kagan structures per lesson with 80% or higher student participation (no "hiding" or "opting out").
- Student Engagement Frequency: Observation logs will show a decrease in "teacher talk time" and a corresponding increase in "student-to-student academic talk."
- Environmental Markers: Classrooms will demonstrate physical indicators of success, such as established "Kagan Teams" (heterogeneous groupings of four) and visible management tools (e.g., "Think Time" signals and "Teambuilding" prompts).

3. Teacher Efficacy and Perception Data

The shift in educator mindset is a critical indicator that the PD has "stuck."

- **Self-Efficacy Surveys:** Post-PD survey data will show that at least 90% of staff feel "confident" or "highly confident" in their ability to manage a cooperative classroom and engage struggling learners.
- **Collective Efficacy:** PLC meeting minutes will reflect a shift in focus from "what I taught" to "how the students engaged and learned," indicating a shared belief that instructional design directly impacts student outcomes.
- **Retention of Best Practices:** Success is marked when teachers report, through qualitative interviews or focus groups, that Kagan structures have become a "non-negotiable" part of their instructional identity rather than a temporary initiative.

4. Student Voice and School Climate

Because engagement impacts behavior, the following markers will indicate a successful PD rollout:

- **Student Engagement Surveys:** Annual surveys will show an increase in students reporting that they "feel heard" and "enjoy working with their peers" on academic tasks.
- **Disciplinary Data:** A 10-15% reduction in classroom-level behavioral referrals. Success is indicated when "off-task" behaviors are replaced by "active academic engagement."
- **Attendance Rates:** An increase in daily attendance percentages, as students are more likely to attend school when they feel socially and academically connected to their classroom community.

e. Who is the **specific targeted audience** for this professional development (e.g. elementary math teachers, those implementing high-quality instructional resources)?
All Pre K-12 Certified Instructional General and Special Education Staff: This includes all general education teachers across elementary, middle, and high school levels. Because Kagan structures are content-agnostic, the universal implementation ensures a consistent "language of engagement" for students as they transition through grade levels.

Building-Level Administrators (Principals and Assistant Principals): Targeted for "Administrator-specific" training to ensure they can identify high-fidelity implementation during walkthroughs and provide meaningful feedback to teachers.

Instructional Leaders: Targeted to become the "internal experts" who facilitate ongoing PLC support, model lessons, and lead peer-coaching cycles centered on the district's engagement and proficiency goals.

f. What specific **resources** are needed to support this professional development (e.g. staff, funding, technology, specific instructional resources, professional development from vendors, release time for professional learning)?

i. What funding source(s) will be utilized to support this professional development?

ii. What will be the start date and anticipated completion date for each professional development activity? If professional development is ongoing, specify the frequency of activity across the year.

iii. What supplies and resources will be needed to implement this professional development?

i. Title II will fund this professional development.

ii. Professional development will be held district wide on August 3 and 4 with ongoing follow up through PLCs regularly throughout the year.

iii. Kagan tools will be provided as a part of the cost to support implementation.

g. What specific **ongoing supports** will be provided for professional development implementation (e.g. district level coaches will work with teacher teams monthly, building level coaches will lead monthly professional learning communities using instructional resources from professional development, bi-monthly release time for teachers to analyze student work or cooperatively plan, monthly meetings with mathematics consultant)? The ongoing supports should be connected to the specific professional development area identified in question 3.

To ensure the high-fidelity implementation of Kagan Engagement Structures and the subsequent improvement in Reading and Math proficiency, the following ongoing supports will be provided:

- Monthly Instructional Coaching Cycles: Building-level instructional leaders will conduct non-evaluative coaching sessions. This includes modeling specific Kagan structures (e.g., RallyCoach for math problem-solving) and providing immediate, constructive feedback to teachers during their instructional blocks.
- PLC Structured Planning: Professional Learning Communities (PLCs) will meet with a dedicated focus on "Kagan-izing" upcoming High-Quality Instructional Resource (HQIR) lessons. Teachers will cooperatively plan which structures best fit specific learning targets in Reading and Mathematics.
- Data analysis: Educators will analyze student work samples and formative assessment data to determine the direct impact of engagement strategies on student mastery of standards.
- Leadership-Led Implementation Walkthroughs: Principals and instructional leaders will conduct intentional walkthroughs focused specifically on the "Seven Keys" of Kagan implementation. These leaders will utilize the walk

through tool to provide "high-frequency, low-stakes" feedback to teachers ensuring a continuous loop of support and accountability.

a. What are the specific **objectives** (long-term and short-term) for this professional development?

Short-Term Objectives (Full Fidelity Relaunch):

- Fidelity Audit & Gap Training: 100% of staff will participate in a "Fidelity Relaunch" workshop to identify and correct "program drift," ensuring that the core components of HMH (Into Reading/Literature) and Savvas (enVision) are being used as designed without omissions. Staff will also be trained on the Edmentum LMS courseware to support learning.
- Pacing & Scope Alignment: By the end of Quarter 1, all K-8 teams will demonstrate 100% alignment with the district-approved pacing guides, ensuring all "Power Standards" are addressed prior to state testing.
- Data-Driven Planning: Teachers will utilize the digital data dashboards (HMH Ed, Savvas Realize and Edmentum) to analyze Unit/Topic assessment results, using this data to drive the "Small Group" and "Intervention" blocks within the HQIR framework.

Long-Term Objectives (Impact and Outcomes):

- Systemic Instructional Consistency: By the end of the year, classroom walkthrough data will confirm "Full Fidelity" implementation in classrooms, defined by the consistent use of the HQIR and LMS core instructional routines.
- Academic Proficiency Growth: The district will realize an increase in students scoring "Proficient" or "Distinguished" in Reading and Math, directly attributed to the increased rigor and standards-alignment of the relaunched HQIRs.
- Tier 1 Transformation: A measurable decrease in the number of students requiring Tier 2 and Tier 3 interventions, as the "Full Fidelity" relaunch ensures that the majority of student needs are being met through high-quality, rigorous Tier 1 instruction.

b. What are the **intended results** of this professional development (e.g. student outcomes, educator beliefs, practices)?

Intended Results of Professional Development (HQIR Relaunch)

Changes in Educator Practices:

- Full-Fidelity Execution: Teachers will move away from "supplementing" or "cherry-picking" lessons and instead implement the HMH and Savvas frameworks in their entirety, ensuring students receive the full, researched-

based instructional sequence. The teachers will also use the Edmentum LMS to its fullest to supplement learning.

- **Mastery of Digital Data Tools:** Educators will demonstrate proficiency in using the HMH Ed, Savvas Realize, and Edmentum dashboards to pull real-time data, allowing them to group students dynamically for the "differentiated instruction" blocks built into the programs.
- **Standards-Aligned Rigor:** Teachers will utilize the "High-Level Questioning" and "Complex Text" prompts provided within the HQIRs, ensuring that daily instruction consistently reaches the depth of knowledge (DOK) required by state standards.

Changes in Educator Beliefs:

- **Trust in Research-Based Materials:** A shift in mindset from "I need to create my own materials" to "I can use these high-quality resources to effectively meet my students' needs," reducing teacher burnout and increasing instructional consistency across grade levels.
- **Commitment to Equity:** A shared belief that every student, regardless of their starting point, deserves access to grade-level, rigorous "Tier 1" content, with the HQIR and LMS providing the necessary scaffolds.
- **Collective Responsibility:** An increased sense of efficacy as grade-level teams use the same "instructional language" and resources, leading to more productive and collaborative PLC data discussions.

Student Outcomes:

- **Significant Growth in Proficiency:** A measurable upward trend in state assessment scores for Reading and Math, driven by the systematic exposure to grade-level standards and rigorous content.
- **Closure of Achievement Gaps:** Improved performance among sub-groups (Special Education, EL, and Title I) through the targeted use of the HQIR's and LMS' built-in linguistic supports and differentiated "small group" pathways.
- **Increased Content Mastery:** Students will demonstrate a deeper understanding of mathematical concepts (Savvas) and improved literacy/analytical skills (HMH), evidenced by higher performance on "Unit" and "Topic" assessments.
- **Instructional Continuity:** Students will experience a predictable and stable learning environment as they move from grade to grade, benefiting from a vertically aligned curriculum that builds on previous years' learning.

c. How will this professional development be monitored for **evidence of implementation**?

i. What data will be considered and gathered (e.g. student work samples, curriculum-based assessments, classroom observations, teacher feedback)?

ii. Who is responsible for gathering? (teachers, coaches, administrators, etc.)

iii. How frequently will this data be analyzed? (monthly, quarterly, etc.)

Data to be Gathered (Quantitative and Qualitative):

- HQIR Usage Reports: Digital "Fidelity Reports" pulled from HMH Ed and Savvas Realize to monitor teacher and student engagement with the digital platforms and assignment completion.
- Curriculum-Based Assessments (CBAs): Scores from HMH Module tests, Savvas Topic, and Edmentum assessments to track student mastery of the specific standards taught within the HQIR.
- Standardized Walkthrough Data: Observation data collected via a "Fidelity Checklist" that looks for core program components
- Student Work Samples: Artifacts from "Performance Tasks" within the HMH/ Savvas/Edmentum programs to verify that the level of rigor in student output matches the depth of the standards.

ii. Personnel Responsible for Gathering Data:

- Building Administrators (Principals/APs): Responsible for conducting fidelity walkthroughs and monitoring the school-wide implementation of pacing guides.
- Instructional Leaders: Responsible for pulling digital usage reports, facilitating "looking at student work" sessions in PLCs, and conducting non-evaluative "Fidelity Checks."
- District Curriculum Directors: Responsible for analyzing district-wide assessment trends from the HQIR and LMS platforms to determine if additional resources or PD are needed.
- Teachers: Responsible for inputting assessment data and maintaining digital student portfolios within the HMH, Savvas, and Edmentum platforms.

iii. Frequency of Data Analysis:

- Ongoing in PLCs: Teachers and Instructional Leaders will analyze formative data during PLC meetings to adjust "Small Group" instruction for the following week.
- Regularly: Principals and Instructional Leaders will review "Usage and Fidelity" reports to identify specific classrooms or grade levels requiring additional "Relaunch" support.

- Quarterly: The District Leadership Team will analyze "Summative Module/Topic" data at the end of each grading period to evaluate the correlation between HQIR fidelity and student growth.

d. What will be the **indicators of success** of this professional development (e.g. improved formative assessment data, teacher efficacy and perception data, ongoing classroom data points)? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved and **describe in detail**.

1. Improved Formative and Summative Assessment Data

Success is marked by a clear upward trend in data points generated directly from the HQIR platforms.

- Module/Topic Mastery: 80% or more of students achieving "Proficiency" on HMH Module tests and Savvas Topic assessments on the first attempt.
- Growth on Benchmarks: Statistically significant growth on mid-year and end-of-year universal screeners (e.g., HMH Growth Measure or Savvas Correlation Assessments) that predict success on state summative tests.
- Reduction in Tier 3 Identification: A decrease in the percentage of students requiring intensive intervention, indicating that the "Full Fidelity" Tier 1 instruction is effectively meeting more students' needs.

2. High-Fidelity Classroom Implementation (Fidelity Markers)

Success is defined by the physical and instructional evidence of the programs in action during daily walkthroughs.

- Routine Consistency: Classrooms observed are using the specific "Instructional Routines" unique to the programs
- Adherence to Pacing: Classrooms are within a one-week margin of the district-approved pacing guide, ensuring students receive the full scope of standards before state testing.
- Digital Integration: Usage reports from HMH Ed and Savvas Realize show that teachers are consistently assigning and grading the digital components

3. Teacher Efficacy and Perception Data

Success is indicated when teachers report feeling empowered by the resources rather than restricted by them.

- Expertise in Navigation: Post-PD surveys show that teachers feel "highly proficient" in navigating the digital platforms to pull data and assign differentiated content.

- Shift in Planning Culture: PLC meeting minutes show a shift from "finding resources" to "analyzing student response to the HQIR," indicating that teachers trust the resource to cover the standards.
- Confidence in Differentiation: Educators express increased efficacy in managing "Small Group" rotations using the pre-built scaffolds within HMH and Savvas, rather than spending time creating their own differentiated materials.

4. Student Ownership and Engagement

The final indicator of success is how the students interact with the rigorous content of the relaunch.

- Evidence of Rigor: Student work samples consistently demonstrate the use of "Evidence-Based Claims" in Reading and "Mathematical Justification" in Math, as prompted by the HQIR materials.
- Student Data Awareness: Students can articulate their own progress based on the feedback and reports provided within the HMH/Savvas/Edmentum digital portals.

e. Who is the **specific targeted audience** for this professional development (e.g. elementary math teachers, those implementing high-quality instructional resources)?
Specific Targeted Audience (HQIR Relaunch)

Primary Audience:

- K-8 English Language Arts (ELA) General and Special Education Teachers: Specifically those implementing the HMH "Into Reading" (Elementary) and "Into Literature" (Middle School) programs.
- K-8 Mathematics General and Special Education Teachers: Specifically those utilizing the Savvas "enVision" Mathematics curriculum.

Role-Specific Targets:

- Instructional Coaches (Reading and Math): Targeted to become the "Power Users" of the digital platforms (HMH Ed and Savvas Realize) so they can lead data-analysis sessions and assist teachers in navigating the curriculum's advanced features.

Leadership Audience:

- School Administrators (Principals and Assistant Principals): Targeted for "Fidelity Leadership" training. Their role is to understand the "look-fors" within the HMH and Savvas frameworks so they can provide accurate feedback during walkthroughs and hold staff accountable to the relaunch goals.

- District Curriculum Directors: Targeted to monitor the vertical alignment and ensure that the "Relaunch" is consistent across all school buildings in the district.

f. What specific **resources** are needed to support this professional development (e.g. staff, funding, technology, specific instructional resources, professional development from vendors, release time for professional learning)?

i. What funding source(s) will be utilized to support this professional development?

ii. What will be the start date and anticipated completion date for each professional development activity? If professional development is ongoing, specify the frequency of activity across the year.

iii. What supplies and resources will be needed to implement this professional development?

i. Title II will be used to fund any professional development costs.

ii. Relaunch training will occur at #TeamHopkinsTeachTogether August 5 and continue in job embedded PD through PLCs throughout the year.

iii. Teacher resource manuals and the digital access platforms will be needed.

g. What specific **ongoing supports** will be provided for professional development implementation (e.g. district level coaches will work with teacher teams monthly, building level coaches will lead monthly professional learning communities using instructional resources from professional development, bi-monthly release time for teachers to analyze student work or cooperatively plan, monthly meetings with mathematics consultant)? The ongoing supports should be connected to the specific professional development area identified in question 4.

To support the full-fidelity implementation of HMH Into Reading/Literature and Savvas enVision Mathematics, the following ongoing supports will be provided:

- PLC Data Protocols: Grade-level teams will meet regularly to engage in a "Data-to-Action" protocol. Teachers will analyze scores from the HMH Module, Savvas Topic, and Edmentum assessments and use the pre-built differentiation guides within the HQIR to plan targeted small-group instruction for the following two weeks.
- Monthly Coaching Sessions: Building-level instructional coaches will meet with teacher teams monthly to explore advanced features of the HQIRs. These sessions ensure that the more complex, high-rigor components of the programs are not being bypassed.
- Principal-Led Fidelity Walkthroughs: Principals and instructional leaders will conduct weekly walkthroughs using a specialized "HQIR Fidelity Look-for" checklist. These visits focus on ensuring the "Tier 1 Core" is being taught

according to the pacing guide and that the HQIR-specific instructional routines are visible in every classroom.

5. If there is additional professional development information you would like to include, you may upload an attachment(s) here. **If you do NOT wish to include an optional extension, please list N/A in the space provided below.**

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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