

The background of the slide is a composite image. The top left shows a line of yellow school buses with "SCHOOL BUS" written on their fronts. The bottom left shows a classroom with blue walls, desks, chairs, and colorful balloons. A white diagonal line separates the two images.

HQIR Coordinator Convening

October 16, 2024

Virtual Meeting Tips

- *Remember to mute your microphone if you are not the one talking. This will reduce additional background sound and enable meeting attendees to hear better.*
- *Utilize the chat box for specific questions or to share resources.*
- *Minimize distractions and be present.*



Kentucky Department of
EDUCATION

Welcome & Introduction



Agenda

Welcome and Introduction- Chrystal Rowland

The Curriculum Implementation Journey – Fox DeMoisey and Misty Higgins

HQIR Survey – Caryn Davidson

Read to Succeed Update – Christie Biggerstaff

KNCA Update – Jennifer Fraley

Breakout Rooms

Closing

The Curriculum Implementation Journey

Strengthening Tier 1 Instruction

FROM VISION TO IMPACT



Kentucky Department of
EDUCATION

Curriculum Development Process: Phase 4

Phase 1: Prepare for the Process

- Step 1: Develop a Timeline
- Step 2: Determine the Budget
- Step 3: Create a Curriculum Development Team

Phase 2: Articulate Instructional Vision

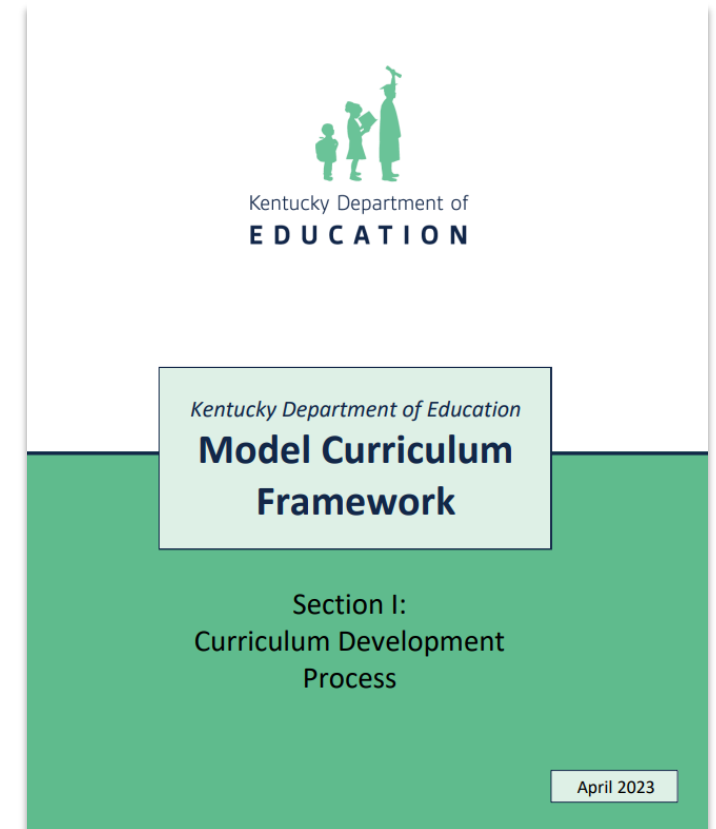
- Step 1: Analyze KAS, Content-Area Research and Local Needs
- Step 2: Articulate K-12 Instructional Vision

Phase 3: Develop the Curriculum

- Step 1: Identify, Evaluate and Select High-Quality Instructional Resources
- Step 2: Develop Local Curriculum Document

Phase 4: Implement and Monitor the Curriculum

- Step 1: Set Implementation Goals
- Step 2: Provide Ongoing Professional Learning
- Step 3: Gather Data to Monitor Progress
- Step 4: Analyze Data and Make Adjustments



Curriculum Development Process: Phase 4

Newest Resources:

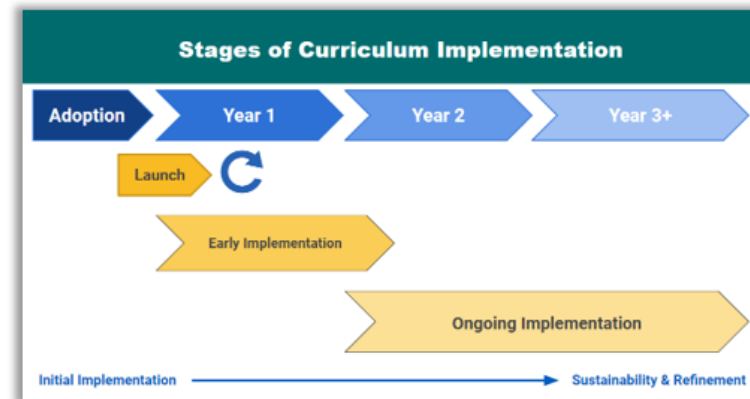
- Curriculum Implementation Framework
- CBPL Guidance Document
- CBPL Tools/Protocols



Phase 4: Implement and Monitor the Curriculum

Effective implementation of a local curriculum and supporting HQIRs is an ongoing process typically requiring 3-5 years to reach a point of refinement and established sustainability. The KDE has identified three critical stages, shown in Figure 2.4, of curriculum implementation: **Launch, Early Implementation** and **Ongoing Implementation**.

Figure 2.4: Stages of Curriculum Implementation



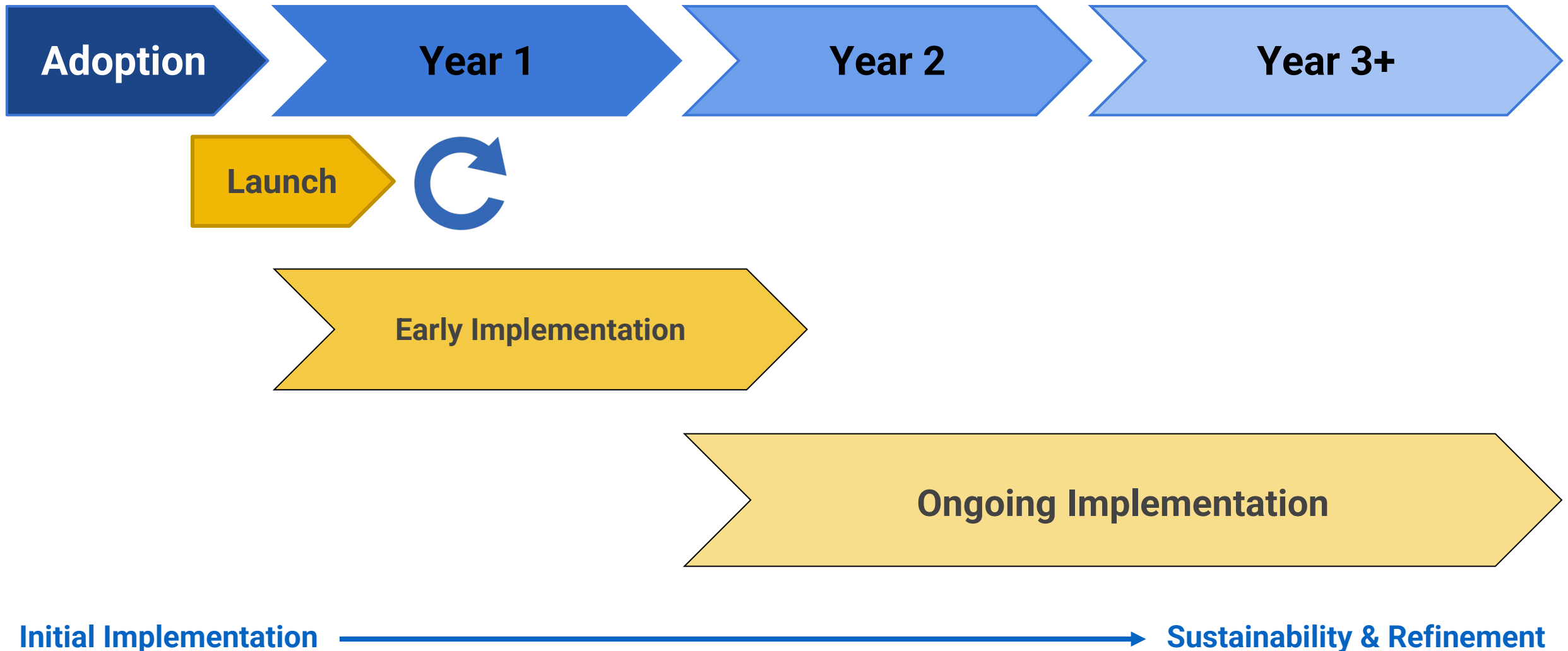
*Adapted from [Rivet Education](#)

Although all role groups contribute to effective implementation across its three stages, **research confirms district and school leadership play a vital part in ensuring an adopted curriculum and instructional resource(s) improve student outcomes.** Based on a review of the research, the Wallace Foundation (2021) states leadership is second only to teaching among school-related factors that can impact student learning. For a district or school to make the instructional vision a reality in all classrooms, there must be a sustained commitment and focus from leaders at all levels of the system.

[The Curriculum Implementation Framework](#) outlines roles and responsibilities aligned to each of the three stages of implementation, highlighting how leadership creates the enabling conditions for the actions of other role groups. While the framework outlines unique aspects within each stage, it also embodies **four core actions** district and school leaders should take each year to support successful implementation of a locally developed curriculum and its instructional resources:

- **Set Implementation Goals**—Establish clear goals each year aligned to the instructional vision and stage of implementation.

Stages of Curriculum Implementation



Curriculum Implementation Framework



Curriculum Implementation Framework

The purpose of this resource is to provide a roadmap for the major milestones in each phase of the effective implementation of a local curriculum and high-quality instructional resources (HQIR). The criteria in each phase are not intended to serve as a checklist. Instead, they are offered as considerations for district and school leaders to use for the purposes of developing more detailed implementation plans, with the ultimate goal of an improved, more vibrant student experience as outlined in the "Student(s)" column.

As you review each phase of this implementation framework, reflect on the current status of your district in relation to the identified milestones for district leaders, school leaders, teachers and students. The criteria and corresponding descriptors can be used as prompts for reflection in order to determine which implementation stage your district is currently in. Within that stage, identify areas of strength and those areas that need continued focus before moving into the next stage. As you reflect, focus on the actions that will have the biggest impact on improving the student experience and their ability to engage daily with grade-level content.

For additional tools and resources to support each stage of implementation, please refer to:

- [Phase 4 of the Curriculum Development Process](#) – leadership tools (e.g., setting implementation goals, developing a professional learning plan) to support continuous improvement
- [Curriculum-Based Professional Learning Guidance Document](#) – protocols (e.g., unit/lesson internalization, student work analysis) to support professional learning aligned to each stage

[Stage 1: Launch](#)

[Stage 2: Early Implementation](#)

[Stage 3: Ongoing Implementation](#)

Stage 1: Launch

As districts prepare for initial implementation of the local curriculum and HQIRs, the main focus is on developing or updating the systems, structures and protocols that will support the initial phase, or launch, of implementation.

District Leaders	School Leaders	Teachers	Students
District leaders ensure that HQIRs are adopted, purchased and distributed. <ul style="list-style-type: none"> • Ensure materials are ordered 	School leaders work with district leaders to ensure that HQIRs are purchased, delivered and distributed.	Teachers develop an understanding of the curriculum, HQIRs and how they can improve student outcomes.	Students are prepared for the shifts in expectations that will accompany curriculum implementation.

Provides detailed roadmap of responsibilities by role group for the three stages of curriculum implementation




Curriculum Implementation Framework

As you examine Launch, consider the following:

- What foundational prework does it require for implementation to be effective?

★ 5 minutes.



Curriculum Implementation Framework

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[Stage 1: Launch](#)
[Stage 2: Early Implementation](#)
[Stage 3: Ongoing Implementation](#)

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Curriculum Implementation Framework: Breakout Rooms

Team Discussion

- What foundational prework does Launch require for implementation to be effective?
- What might be some potential “pitfalls” if that pre-work has not been done?

★ 6 min.



Curriculum Implementation Framework: Whole Group Share Out

Please post in the chat:

- One piece of foundational pre-work you identified.
- One potential “pitfall” if that pre-work has not been done.



Strengthening Tier 1 Instruction

FROM VISION TO IMPACT



Curriculum Development Process (CDP)

Phase 1: Prepare for the Process

- Step 1: Develop a Timeline
- Step 2: Determine the Budget
- Step 3: Create a Curriculum Development Team

Phase 2: Articulate Instructional Vision

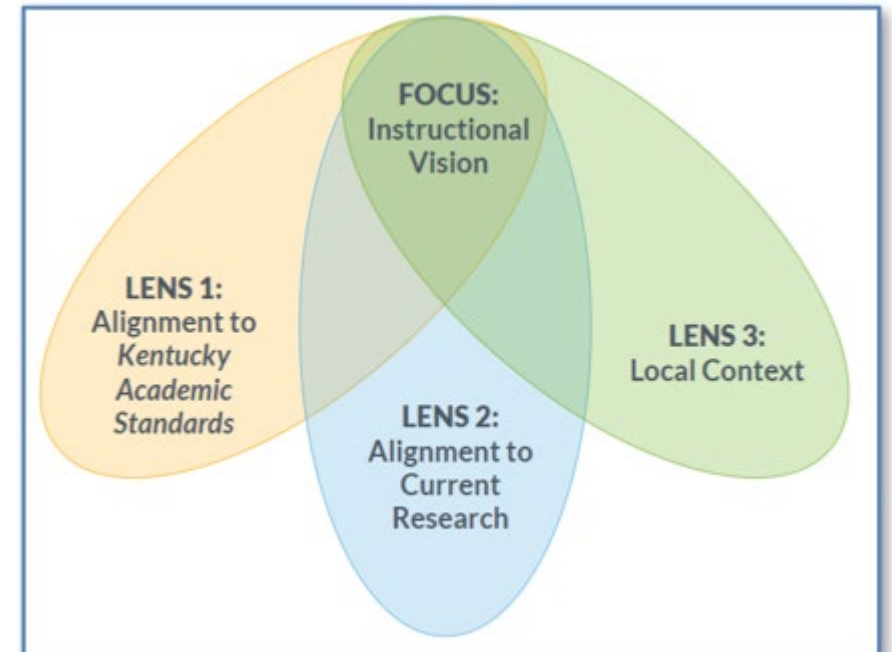
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Sample Instructional Visions

Anchorage Independent School District

11400 Ridge Road
Anchorage, KY 40223

Literacy Framework

Developed Spring 2021
Revised Winter 2022



Driving Questions

- What do students need?
- How can we fulfill those needs?
- What is needed to be effective?

Literacy Team

Andrew Terry, Principal
Kelly Haile, Assistant Principal
Amber Elder, K-1
Erin Bixler, 2-3
Rosie Robinette, 4-5

Bridget Just, 4-5
Amy Fisher, 6-8
Laura Sohl, Reading Interventionist
Kristy Crouch, Writing Coach
Leigh Turner, Anchor Time



Powell County Instructional Vision for Mathematics

Our Math Classrooms Nurture and Showcase the Traits of the Powell County Learner Profile.

Our vision for student success is one in which students become collaborators, communicators, contributors and critical thinkers. Our mathematics instruction is therefore intentionally designed to curate the enabling conditions that develop our students' into learners who embody the 4 C's as they shape their own future. With focus on higher-order thinking and real-world problems to solve, we are committed to delivering and understanding the mathematical practices required by our standards in a way that builds student confidence and makes them feel safe to make mistakes. Powell County educators are committed to cultivating a learning environment and relationships with students that support students in realizing the plan that each student has for his/herself.

Instructional Priority	Key Actions
<p>We make enthusiastic engagement of both teacher and students the goal of every lesson.</p> <p>The work of generating high engagement (behavioral, emotional, and cognitive) is the foundation on which we build students' academic growth, strong connection to school, and social-emotional well-being.</p>	<p>Students:</p> <ul style="list-style-type: none"> • Effectively collaborate with their peers, by discussing strategies, justifying answers and exploring concepts together. • Reflect on their own approach, critique others' reasoning and pose mathematical questions <p>Teachers:</p> <ul style="list-style-type: none"> • Create a safe and motivating environment • Provide immediate, affirming, and adjusting feedback to students. <p>Leaders:</p> <ul style="list-style-type: none"> • Provide targeted feedback to teachers to help them understand their strengths and how they can continue to grow as math instructors. • Maintain a positive work environment
<p>We use high-quality math material that ensures all students are challenged with high quality, grade level tasks.</p> <p>We strive for excellence every day. We understand very well that students will rise to the expectations that we set. Therefore, it is our duty to demonstrate our unwavering resolve on a daily basis by setting the highest expectations for our students and ourselves</p>	<p>Students:</p> <ul style="list-style-type: none"> • Utilize manipulatives, technology and other resources purposely to investigate math concepts. • Student activity and discourse demonstrate the eight mathematical practices. <p>Teachers:</p> <ul style="list-style-type: none"> • Consistently use the high quality instructional resources (HQIR) provided by the district. • Provide real-world tasks with purpose and differentiation • Provide opportunities for students to learn and use a variety of strategies to solve real world problems <p>Leaders:</p> <ul style="list-style-type: none"> • Provide ongoing professional development based on areas of need, led by experienced math teachers and other experts, with teachers sharing their best practices and expertise • Provide high quality instructional resources for staff
<p>We use research-proven instructional practices that allow all students to learn the content of the lesson with opportunities to work and discuss high quality, grade level tasks.</p> <p>A variety of instructional techniques and examples are used to make the mathematics of the lesson clear through the use of explanation, representations, tasks, and/or examples.</p>	<p>Students:</p> <ul style="list-style-type: none"> • Show critical thinking and expect productive struggle and persevere in solving problems in the face of difficulty. • Build confidence and fluency by practicing procedures and computations so that they are fast and accurate, and apply those skills to real-world problems • Contribute to the whole class by listening and teaching each other. <p>Teachers:</p> <ul style="list-style-type: none"> • Employ guided instruction/modeling to make the mathematics of the lesson explicit through the use of explanations, representations, tasks, and/or examples. • Provide and promote student choice within and between whole group, small group, and individualized learning structures • Create regular opportunities for students to practice mathematical discourse skills • Allow students to discover how to solve problems using multiple approaches and why mathematical procedures work <p>Leaders:</p> <ul style="list-style-type: none"> • Provide instructional coaching • Provide opportunities for educators to meet, plan and align



ROWAN COUNTY SCHOOLS INSTRUCTIONAL VISION FOR SCIENCE

Our Science classrooms will embrace the traits of the Rowan County Schools Learner Profile through authentic teaching and learning of phenomena to engage students to take ownership by questioning the natural world around them through inquiry. Students will explore many aspects of the scientific world through inquiry based lessons that allow students to explore, create, collaborate, and communicate their understanding of the world around them to engage in public discussions and be consumers of scientific information related to their everyday lives. They will use practices that all scientists and engineers used to solve real world problems while making connections to various content areas.

PRIORITY FOCUS:	KEY ACTIONS/RESPONSIBILITIES:
<p>STUDENT ENGAGEMENT</p> <p>Engaged students are more likely to be active participants in the learning process, leading to better retention and understanding of science content. When students are involved and interested, they are more likely to achieve higher academic success.</p>	<p>STUDENTS</p> <ul style="list-style-type: none"> • Effectively collaborate with their peers by discussing strategy and justify answers while exploring concepts. • Take initiative to be informed of the success criteria. • Reflect on your own processes while critiquing others' reasoning and pose questions. <p>TEACHERS</p> <ul style="list-style-type: none"> • Create a safe and motivating environment that encourages open discussion. • Provide opportunities for students to answer their own questions • Design thoughtful, relevant experiences • Experiment with various instructional strategies <p>LEADERS</p> <ul style="list-style-type: none"> • Provide targeted coaching and feedback to staff that promotes continued growth in science instruction
<p>PHENOMENA-BASED CORE INSTRUCTION</p> <p>Students engage in the application of knowledge to solve real problems or understand real phenomena. This application-oriented learning helps students transfer scientific concepts to practical situations, enhancing their ability to apply knowledge in various ways.</p>	<p>STUDENTS</p> <ul style="list-style-type: none"> • Generate questions and engage in discussions • Apply real-world concepts, • Figuring out why or how something happens using engineering practices • Appreciating the social and equitable relevance of science • Student centered • Actively listen and cooperate with members of the class to gain understanding of various perceptions. <p>TEACHERS</p> <ul style="list-style-type: none"> • Set learning intentions and success criteria planning and providing opportunities for • Provide equity • Provide access to materials and resources to promote learning • Allow students to discover how to solve real world problems, model understanding, and communicate their understanding <p>LEADERS</p> <ul style="list-style-type: none"> • Provide ongoing instruction professional development based on areas of need, led by experienced teachers and other experts. • Provide high quality instructional resources for staff.

Instructional Visions: Individual Exploration

As you take a few minutes to examine one now, note why an instructional vision would be a necessary driver of HQIR adoption and implementation toward an improved student experience and outcomes.

*Space on page 1 of participant handout to hold your thinking.



Instructional Visions: Whole Group Share Out

As you take a few minutes to examine one now, note why an instructional vision would be a necessary driver of HQIR adoption and implementation toward an improved student experience and outcomes.



Strengthening Tier 1 Instruction

FROM VISION TO IMPACT




Curriculum Implementation Framework: Key Leadership Responsibilities

As you explore key responsibilities for Early Implementation, consider:

- *How it could support understanding of a district leader's role in effective curriculum implementation?*
- *Which responsibilities seem familiar?*
- *Which responsibilities seem slightly different or new?*

* Space on page 1 of handout to hold your thinking.



Curriculum Implementation Framework

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Key Leadership Responsibilities: Breakout Rooms

Based on your exploration:

- *How did it support your understanding of a district leader's role in effective curriculum implementation?*
 - *Which responsibilities seemed familiar?*
 - *Which responsibilities seemed slightly different or new?*



Key Leadership Responsibilities: Whole Group

How might the Implementation Framework have shifted your overall sense of effective curriculum implementation and the role of leadership?

- *Need to rewind and “re-implement”?*

2024-2025 HQIR Survey & District HQIR Coordinator Dashboard

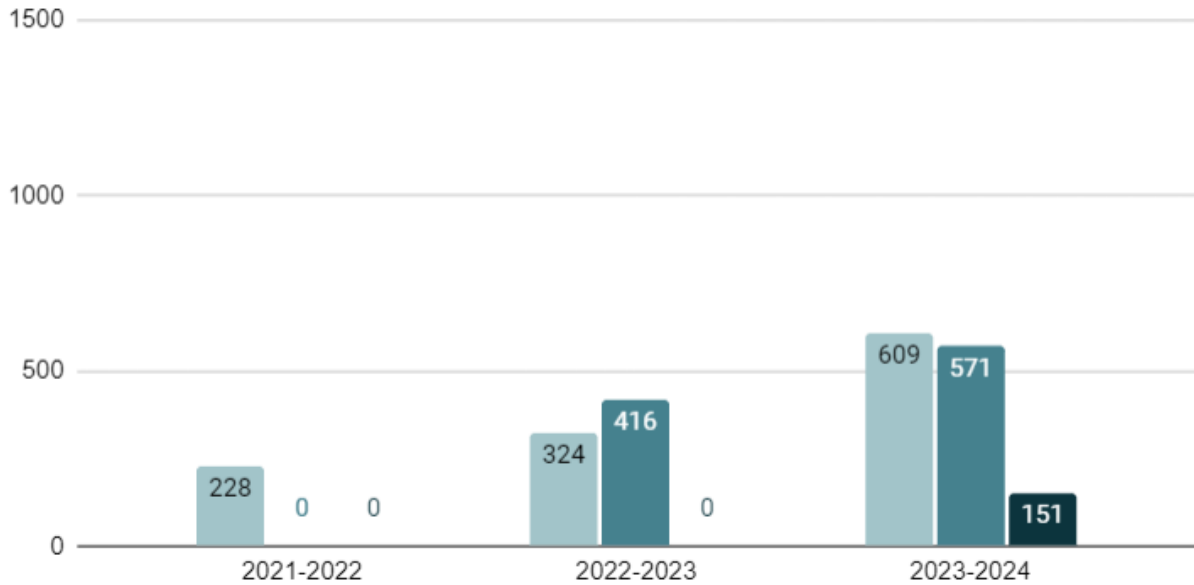
Results from Prior Surveys

- RW/ELA - three years
 - Mathematics –two years
 - Science – one year
-
- Take a look at the graphs
 - Type into the chat what you notice about the data!

Results from Prior Surveys - # and % of schools with HQIRs by Content Area

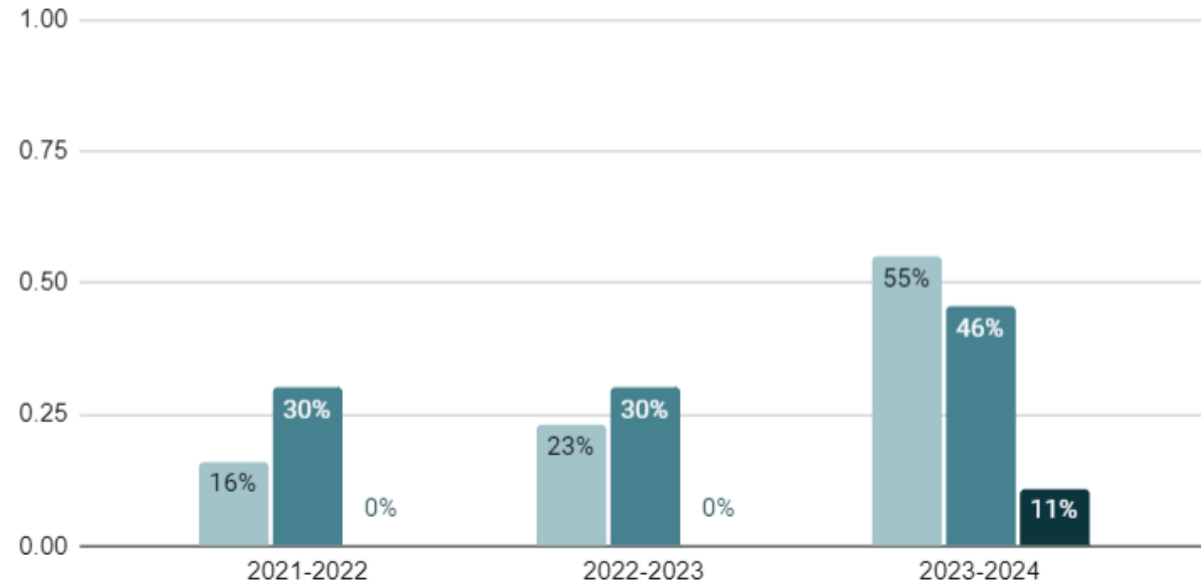
Number of Schools with HQIRs by Content Area

RW/ELA Math Science



Percent of Schools with HQIRs by Content Area

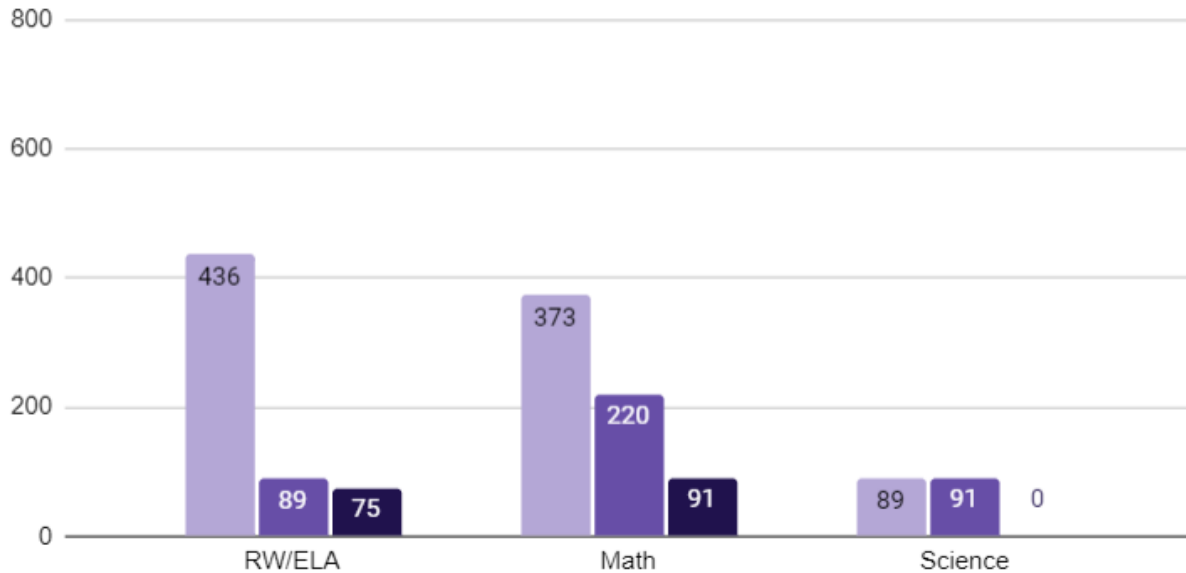
RW/ELA Math Science



Results from Prior Surveys - # and % of schools with an HQIR by Grade Band

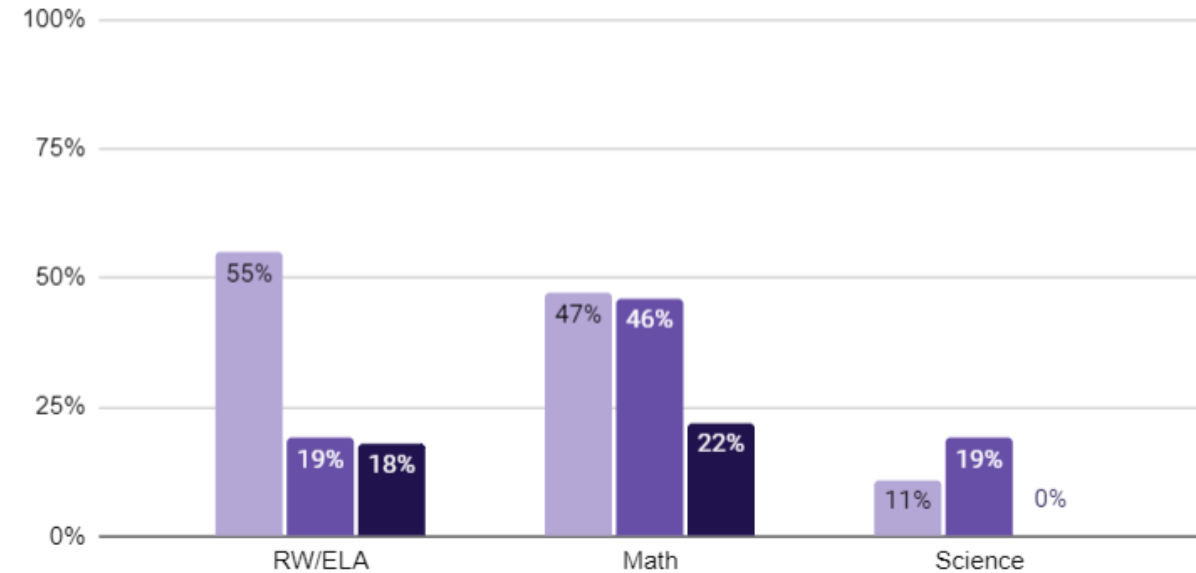
Number of Schools with an HQIR by Grade Band 2023-2024

■ K-5 Serving Schools ■ 6-8 Serving Schools ■ 9-12 Serving Schools



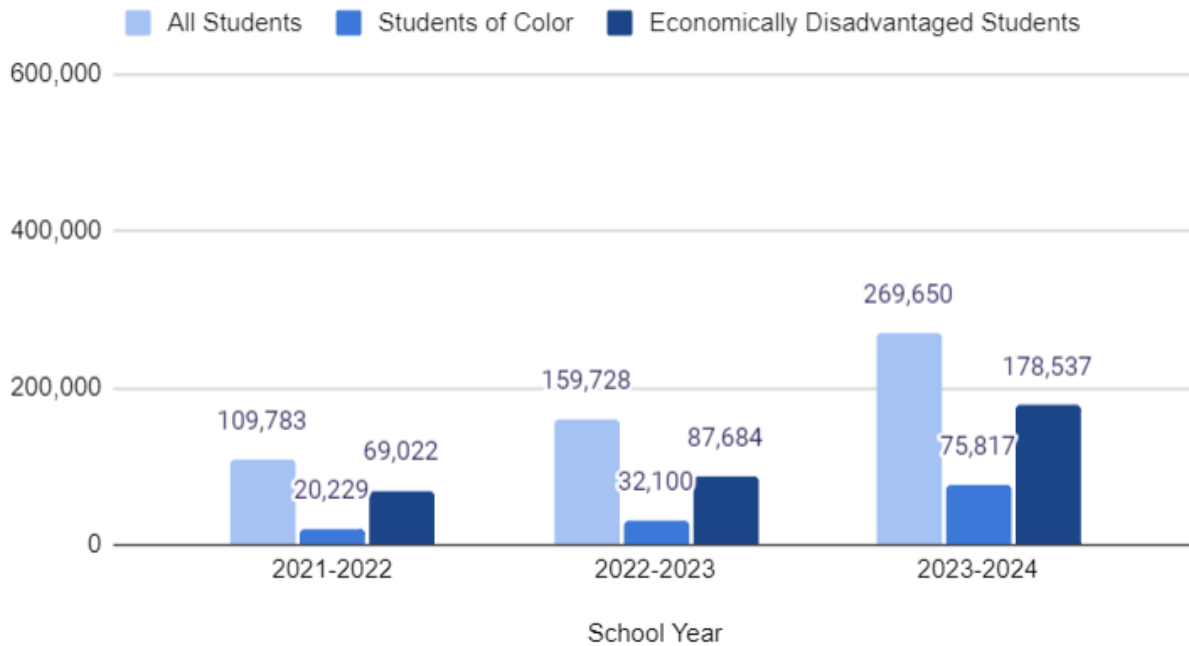
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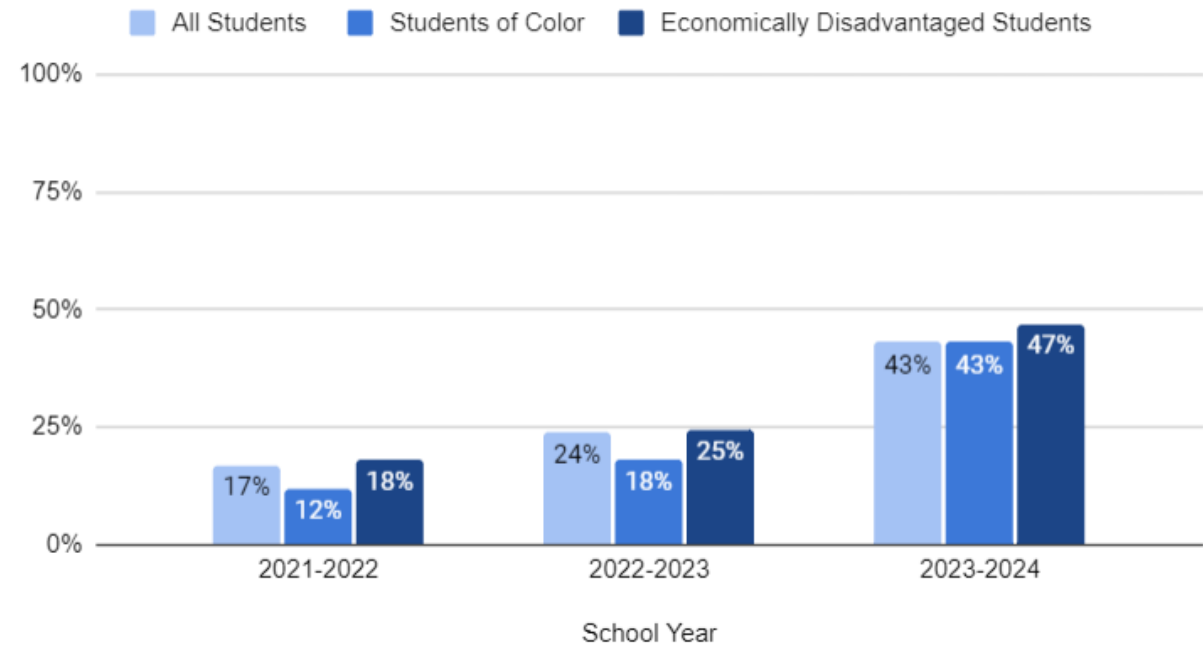


Results from Prior Surveys - # and % of Students with Access to RW/ELA HQIRs

Number of Students Statewide with Access to RW/ELA HQIRs

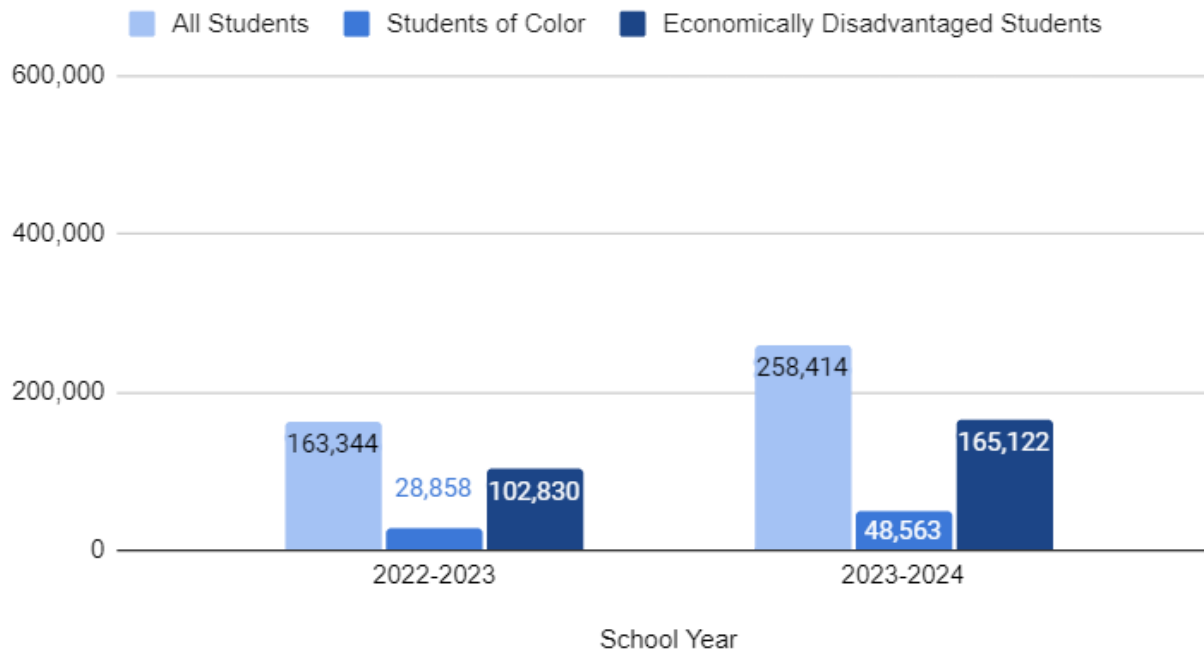


Percent of Students Statewide with Access to RW/ELA HQIRs

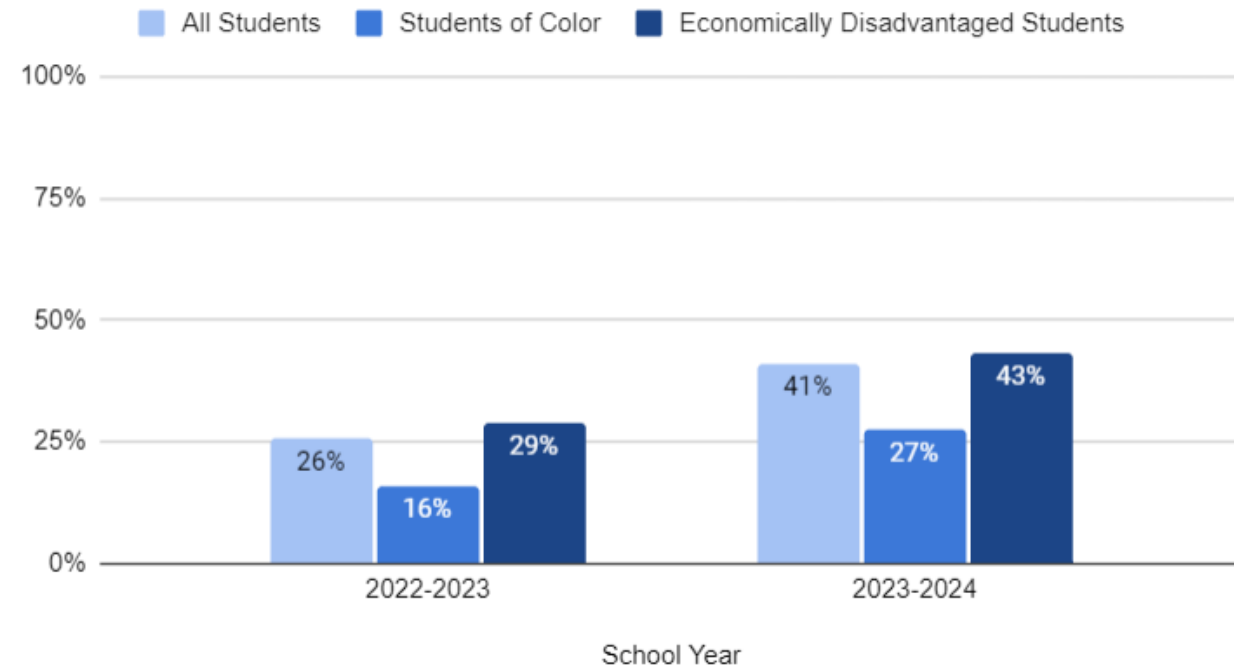


Results from Prior Surveys - # and % of Students with Access to Math HQIRs

Number of Students Statewide with Access to Math HQIRs

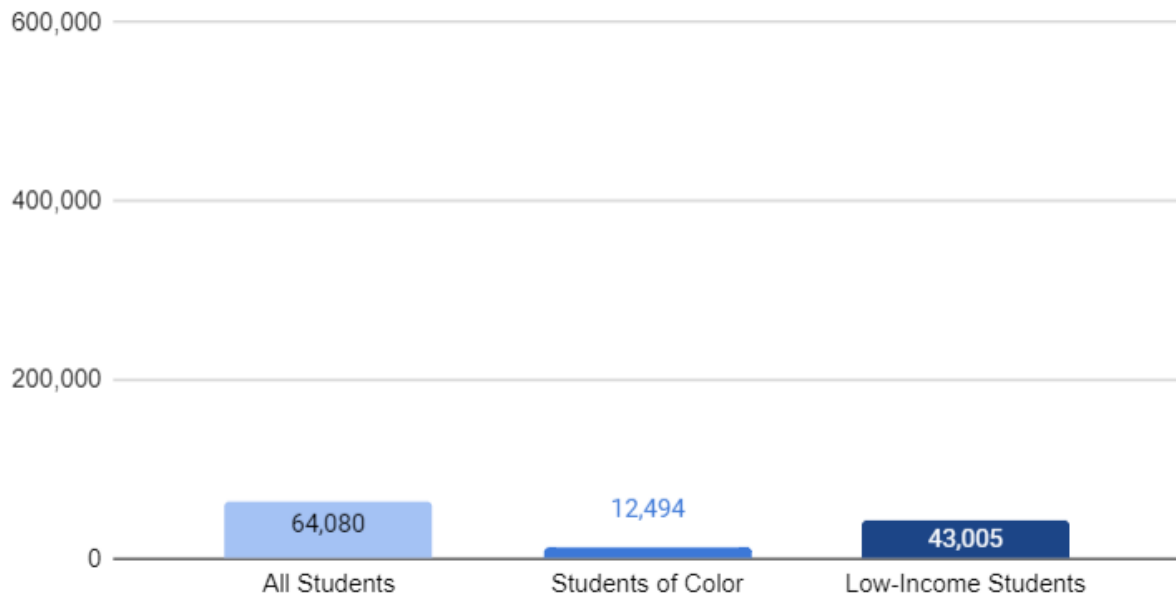


Percent of Student Statewide with Access to Math HQIRs

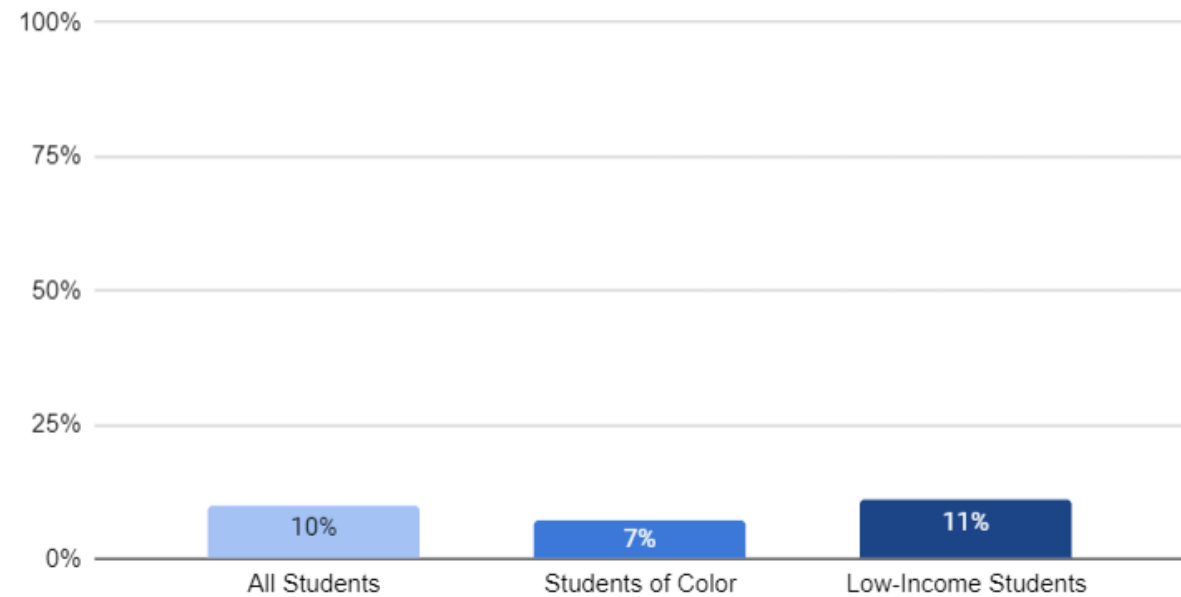


Results from Prior Surveys - # and % of Students with Access to Science HQIRs

Number of Students Statewide with Access to Science HQIRs in 2023-2024



Percent of Students Statewide with Access to Science HQIRs in 2023-2024



HQIR District Coordinator Hub

- Designed to help promote collaboration between districts
- Access is restricted to officially identified HQIR Coordinators in those districts that complete the survey
- Option to opt out at the district level
- Access will be given to new completers after the conclusion of the survey window - new year view ready in early 2025

HQIR District Coordinator Hub

- Quick hitting information about HQIR
- Find other HQIR-C's around the state to discuss and collaborate

HQIR Collection

Kentucky Department of EDUCATION RW/ELA & Mathematics

Choose a District ▾ Choose a School ▾

HQIR District Coordinator Hub

You are invited as the HQIR Coordinator for your district to use this resource to discover which High-Quality Instructional Resources (HQIRs) are being utilized in schools and districts across Kentucky. This information, coupled with other resources on the page, can help you and your district leverage the Curriculum Development Process when selecting primary instructional resources.

This resource is broken in to three pages by common grade bands to help narrow your search. The District and School filter at the top of the page will filter each page to the district and/or school you select. There are filters on each card of these pages dedicated to filter just that information.

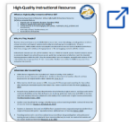
NOTE: The resources provided for each school and district on the following pages are their voluntary responses to the HQIR Survey for SY 2022-2023. The inclusion of responses does not necessarily constitute an endorsement of high-quality by the KDE but are intended to serve as a way for you to connect and collaborate with other coordinators about specific resources and facilitating the Curriculum Development Process.

What are High-Quality Instructional Resources?

The Kentucky Department of Education defines High-Quality Instructional Resources (HQIRs) as materials that are:

1. Aligned with the Kentucky Academic Standards (KAS);
2. Research-based and/or externally validated;
3. Comprehensive to include engaging texts (books, multimedia, etc.), problems and assessments;
4. Based on fostering vibrant student learning experiences;
5. Culturally relevant, free from bias; and
6. Accessible for all students.

How can HQIRs Benefit Our District and Schools?



1. Increased teacher content knowledge, provide guidance to inform strong instruction and support implementation of grade-level appropriate assignments.
2. Adapt lessons to meet the diverse needs of students and to focus teacher time, energy and creativity on bringing lessons to life and engaging students with the content.
3. Actionable foundation for improving the way students experience learning in the state of Kentucky
4. Enables districts and schools to make a marked shift toward equitable, vibrant learning experiences for all students.

How Can We Work to Adopt HQIRs?

Selecting instructional resources to support implementation of a locally developed curriculum is a key component of the Curriculum Development Process. The Kentucky legislature charged the Kentucky Department of Education (KDE) with creating a consumer guide to aid in local selection of HQIRs and to provide for public participation in the process (KRS 156.405). Overall, this consumer guide is intended to help decision-makers in Kentucky districts and schools select high-quality instructional resources that meet the unique needs of students, educators and families within their local communities. More information on the [Model Curriculum Framework](#) and [Consumer Guide](#) can be found on [KYstandards.org](#).

HQIR Coordinator Look Up

Did you find a school using a resource you have a question about? Use the Look Up tool to get the collaboration started.

SELECT A DISTRICT: Adair County (1) ▾

HQIR Coordinator 1 ▾	HQIR Coordinator 2
sarah.hatton@adair.kyschools.us	susan.pfefferman@adair.kyschools.us

KDE is committed to ensuring our online content is accessible to all, including individuals with disabilities. If you need the information on this site in an alternate format, contact standards@education.ky.gov

Pro Tip

Using the [Reset](#) button at the top-right of this page to undo all filters is the fastest way to get back to the beginning

Quick Links

[KYstandards.org](#)

[Reading & Writing Consumer Guide](#)

[Mathematics Consumer Guide](#)

[Model Curriculum Framework](#)

[EdReports](#)

Assistance

Contact Christine Patton for assistance related to HQIR use and adoption

[\(502\) 564-2106](#)

christine.patton@education.ky.gov

HQIR District Coordinator Hub

- RW/ELA and Math resources for three grade bands
 - K-5
 - 6-8
 - 9-12
- Select entire districts, search for schools, select resources to see who's using your resource, or the one you are considering

HQIR Collection RW/ELA & Mathematics

Choose a District | Choose a School

Scroll down to see how many schools selected each Green-rated Resource

Resource	# of Schools
McGraw-Hill Education Wonders 2020	47
Houghton Mifflin Harcourt Into Reading 2020	44
Savvas Learning Company (f/k/a Pearson) myView Literacy 2020	32

RW/ELA K-5 HQIR Meets Expectations

Select a K-5 HQIR | # of Schools: 178

Search: Type to search

Resource	# of Schools
McGraw-Hill Education Wonders 2020	47
Houghton Mifflin Harcourt Into Reading 2020	44
Savvas Learning Company (f/k/a Pearson) myView Lit...	32
Great Minds Wit & Wisdom 2016	11
Imagine Learning f/k/a LearnZillion Imagine Learning ...	9
Amplify Amplify CKLA Skills 2020	9
Houghton Mifflin Harcourt HMH Into Math 2020	8
Open Up Resources EL Education K-5 Language Arts 2...	7
Amplify Core Knowledge Language Arts (CKLA) 2015	6
William H. Sadlier, Inc. From Phonics to Reading 2020	2
Savvas Learning Company (f/k/a Pearson) ReadyGEN ...	2
American Reading Academy	1

Filters: Partially Meets, Does Not Meet

Math K-5 HQIR Meets Expectations

Select a K-5 HQIR | # of Schools: 253

District Name	School	HQIR Math K-5
Bullitt County	071070 Nichols Elementary	Achievement First Achievement First Mathemat...
Logan County	351013 Chandlers Elementary School	Curriculum Associates i-Ready Classroom Mat...
Pulaski County	501440 Shopville Elementary School	Curriculum Associates i-Ready Classroom Mat...
Ashland Independent	012080 Hager Elementary School	Curriculum Associates i-Ready Classroom Mat...
Pulaski County	501280 Nancy Elementary School	Curriculum Associates i-Ready Classroom Mat...
Johnson County	285320 W R Castle Memorial Elementary Sc...	Curriculum Associates i-Ready Classroom Mat...

Other Resources** Not Rated | Partially Meets | Does Not Meet

Search for a Math Common Resource: Enter a value

District Name	School	Other Primary Resource Titles
Mason County	391030 Mason County High School	AP Classroom, KUTA Software, DeltaMath
Simpson County	535030 Franklin-Simpson Middle School	All Things Algebra, All Things Algebra, All Things Algebra
Adair County	001010 Adair County High School	All Things Algebra, Dave Ramsey - Personal Finance, Mastery Prep, KUTA Software, McGraw Hill ALEKS (6-8), Odysseyware, Pearson MyLAB Math
Barren County	021027 Barren County High School	All Things Algebra, Math Medic, Teacher Created
Ohio County	461011 Ohio County Day Treatment	All Things Algebra, Pacemaker - credit recovery, Math Steps Program

*Commonly selected other resources as reported | **Other primary resources selected as reported

2024-2025 HQIR Survey Collection


Wednesday, Oct. 16, 2024 – Friday, Nov. 22, 2024

- District-Level Survey
 - Curriculum-Based Professional Learning Survey
- School-Level Surveys – A1s, A5s, A8s
 - Reading & Writing/ELA Resources
 - Mathematics and Science Resources
- Large district options for submission
- Office hours will be available in November
- Questions? caryn.davidson@education.ky.gov

Kentucky Numeracy Counts Act (KYNC)

Updates

KY Numeracy Counts

Action Item	Timeline
Published List of Universal Screeners and Diagnostics. HB 162, Section 2(1)(b)	List to be published in February 2025 (November-December assessment vendor submission window). District adoption in 2026-2027 school year.
Academies to support K-8 teachers with evidence-based mathematics instruction, instructional materials and assessment in mathematics. HB 162, Sections 4 and 6	<ul style="list-style-type: none"> • EPIC Numeracy Alliance (3-8) launch meetings scheduled for September 27th and October 17th. • AdvanceKY's Access to Algebra (MS) accepting participants. • Year One of KCM K-5 Teacher Academy and PIMSER Leadership Academy registration will both open April 2025 and begin July 2025
HQIR grants to purchase approved high-quality instructional resources aligned to the <i>KAS for Mathematics</i> and expenditures for curriculum-based professional learning to implement new resources. HB 162, Sections 4 and 6	Year 2 January 2025 RFA Process Awards Late Spring 

Key Resources

[House Bill 162](#)

[House Bill 162 \(2024\) Kentucky Numeracy Counts Act
Implementation Timeline](#)

[KYNC Webpage](#)

Questions and Conversations

Jennifer Fraley, Ed.D.

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Read to Succeed Updates

Christie Biggerstaff, Director of Early Literacy
Office of Teaching and Learning



Reading Improvement Plan, K-3 + grade 4

Beginning in the 2024-2025 school year, if a student does not score in the proficient performance level or higher in reading on the state annually required grade three assessment, the local school district shall provide:

- Enrichment programs in grade 4 using evidence-based reading instruction; or
- Intensive instructional services, progress monitoring measures and supports to students in grade 4; and
- Written notification of the interventions and supports to the parent or legal guardian of the student to include a reading improvement plan, as defined under KRS 158.305(1)(i)



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KY Reading Academies

- Over 2,000 participants in LETRS Cohort 3 for Educators and Administrators (over 6,000 KY educators total)
- Cohort 4 registration will open in May 2025
- KY Reads to Succeed Summer Conference ([Highlight reel](#) from June 2024 summer conference)
- KY Early Literacy Leadership Network



KY Reading Academies – HQIR Specific Professional Learning Opportunity

- **Who?** Kentucky educators that have completed LETRS for Educators or LETRS for Administrators.
- **What?** Six, two-hour synchronous sessions (12 total hours of content) facilitated virtually; Participants will be able to select a HQIR-specific cohort or a materials-neutral cohort. These sessions will not be recorded.
- **When?** Monthly sessions will be held from 3:30 – 5:30 p.m. CST (4:30 – 6:30 p.m. EST) based on the following schedule. Participation in each session is recommended but not required. (Note: Specific dates are subject to change.)



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Into Reading: October 29, November 12, January 8, February 11, March 18, and April 15

EL Education: October 30, November 13, January 15, February 12, March 12, and April 16

CKLA: November 6, December 10, January 14, February 11, March 18, and April 22

Wonders 2020: November 20, December 4, February 13, March 20, April 24, and May 14

Materials-Neutral: November 14, December 5, February 13, March 20, April 23, and May 14

Wit & Wisdom: December 12, January 23, February 13, March 20, April 24, and May 15

How? To reserve your spot in a cohort, use this [link](#). Following your completion of the form, you will receive calendar invites with Zoom information for each session directly. Those invites will be sent within 1-2 weeks following registration.

The deadline for registering for the Into Reading, EL Education, and CKLA cohorts is Friday, October 15th. The deadline for registering for the Wonders 2020, Wit & Wisdom, and materials-neutral cohorts is October 31st.



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Early Literacy Resources

The Division of Early Literacy provides resources to assist educators in providing high-quality instruction to improve reading proficiency for all students.

- [Why the Three-Cueing Model Hinders Reading Proficiency](#)
- [Literacy At a Glance Collection](#)
- [Key Actions for Meeting the Needs of ALL K-3 Readers and Writers](#)
- [Read to Succeed KRS 158.305 Implementation Frequently Asked Questions](#)
- [Reading Improvement Plan](#)
 - [Reading Improvement Plan: Resource Overview Video](#)
 - [Reading Improvement Plan: Resource Overview Video Slides](#)
 - [Video Participant Guide](#)
- [Read at Home Plan Family](#)



Sign up for the weekly Early Literacy newsletter



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Christie Biggerstaff, Director of Early Literacy

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BREAKOUT ROOMS

ROOM 1	ROOM 2	ROOM 3	ROOM 4
Curriculum Implementation Framework Q&A	HQIR Survey & Dashboard Support	Read to Succeed and Instructional Practice Guides	Kentucky Numeracy Counts Act

Contact Information

Feedback Survey & EILA Credit

Curriculum Implementation Framework	fox.demoisey@education.ky.gov misty.higgins@education.ky.gov
HQIR Survey & Dashboard	caryn.davidson@education.ky.gov
Kentucky Numeracy Act	jennifer.fraley@education.ky.gov
Read to Succeed	christie.biggerstaff@education.ky.gov

HQIR Coordinator Convening
Feedback Survey - Fall 2024

