

Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (TC)

1. What is the ILT/TC long-range plan to support literacy?
2. Is the ILT/TC long-range plan chunked into cycles that lead to the success of yearly goals?
3. How/when is the effectiveness of cycles monitored?
4. Is HQIM embedded in the cycles and long-range plans?
5. How do the LER indicators support HQIM implementation during cycles in ILT and TC?
6. Are ILT members trained to support literacy?

Potential Cycle Topic	Goal for Cycle	How is the success of the cycle monitored?
Unit Study Protocol	By Sept 2026, the ILT will build its instructional leadership capacity to define, model, and monitor high-quality ELA HQIM implementation through the unit study protocol resulting in improved teacher planning and instructional coherence as measured by student work analysis.	Student work and assessment analysis
Lesson Preparation Protocol	By October 2026, the ILT will build its instructional leadership capacity to define, model, and monitor high-quality ELA HQIM implementation through the lesson preparation protocol resulting in improved teacher planning and instructional coherence as measured by student work analysis.	Student work and assessment analysis
Writing Instruction	By March 2026, the ILT will build its instructional leadership capacity to define, model, and monitor writing embedded in ELA HQIM, resulting in improved delivery of writing instruction as measured by student work analysis.	Writing assessments