

Component	Requirements	Recommendations
<p>ILT Meeting Content/Scope & Sequence (i.e. what will ILT do during ILT Meetings)</p>	<ul style="list-style-type: none"> ● The majority of ILT meeting time is devoted to <ol style="list-style-type: none"> 1) norming Instructional Leadership on a common vision of instructional excellence, 2) monitoring & responding to student data, student grades, and learning, with specific disaggregation and attention paid to MLE and SPED students, 3) developing the capacity of Instructional Leaders to effectively coach and lead ● The Scope and Sequence of ILT should reflect the ARC of the year (ex: ILT stepbacks are scheduled, data analyses after key data drops such as ANet, etc) ● Sample activities that should feature in the ILT Scope & Sequence include: Data analysis & action planning, classroom walkthroughs, development opportunities like RTF practice and mock coaching meetings; Monitoring and accountability for follow through on coaching cycles; etc. ● All ILT meetings should have a process for monitoring coaching cadence, teacher phasing, & auditing action steps against a clear CFS. ● All ILT meetings leverage a pre-crafted agenda aligned to the scope and sequence and place to collect notes on discussions and decisions. The ILT lead is responsible for this. ● SpEd Admin and MLE admin report out at a regular cadence on the state of that specific data ● There is a consistent cadence where data is leveraged to assess the health and efficacy of academic support systems including gradebooks, academic intervention systems (tutoring, Wednesday school, MS Intervention, & Credit Recovery), and assessment data and to take action accordingly to strengthen the system ● Middle School ILT's evaluate progress of co-teaching pairs on the OSE Progression tool (in draft) monthly 	<p>-ILT team development should align to clear development goals and coaching priorities, and, when applicable, focus on the quarter look fors.</p>

Sample scope & sequence to support data analysis

I. Scope & Sequence: The Tiered Data Rhythm

To maintain a healthy MTSS ecosystem, the ILT follows a tiered calendar of data reviews to ensure instruction is responsive at every level of the system. Here are some suggestions of data to bring on each cadence

- **Weekly (Tier 3 intensive review & Fidelity Checks):**
 - Interventionists and the problem-solving team review progress monitoring for the highest needs students - bring a quick update to ILT
 - Observe classrooms to ensure high leverage instructional moves are in place (e.g. academic monitoring, targeted feedback, explicit modeling)
 - This can happen individually with reporting during ILT or as an ILT for the purpose calibration
- **Bi-weekly (Tier 2 targeted review):**
 - House leaders review progress monitoring for Tier 2 groups. This occurs typically every 2 weeks to prevent students from languishing and ineffective supports.
 - Bi-weekly check-in on gradebook health. This should not be a problem-solving session during ILT unless the team needs time to develop around these conversations
 - Analyze group progress monitoring:
 - if **fewer than 80% of students** in a class (or **70% in an intervention class**) are making growth then the ILT treats it as a system/instruction problem
- **Monthly (Tier 1 systems Health review):**
 - The ILT reviews “big picture” screening data. **If fewer than 80% of students** in a grade-level are meeting benchmarks, the team must prioritize improving Tier 1 universal instruction
 - Check-in from the owner of the office hours/Wednesday school system regarding system health
 - Check-in from the MLE & SpEd admin
 - Lesson-tuning to ensure rigor in the classrooms across multiple

Clear ownership ensures data is used for action rather than just tracking

ILT Lead owns:

-systems health (80% rule)

House Lead owns:

-fidelity & group efficacy (monitors the 70% growth rule for groups & reports to ILT as needed)

Interventionist (& coach of) owns:

-Skill-based data & delivers evidences-based interventions

ILT owns for teachers:

-Observation data (are teachers implementing evidence-based interventions with fidelity?)
-Instructional match (do the tasks match the standard?)
-progress monitor the efficacy of classes (70-80% rule)

grade-levels

- **Quarterly (Benchmark Analysis & Deep-Dive Trigger):**

- This is the trigger for a root cause deep dive for students showing a “dual discrepancy” (low performance and low growth) despite receiving two different Tier 2 interventions.
- This data analysis should include benchmark data, iready, and classroom assessment data → it will likely be a longer ILT meeting a may require pre-work

II. Analysis Protocols

The Collaborative Data Meeting Protocol

- This is the same protocol we use for coaching one-on-one, it can also be used in an ilt meeting to sort and analyze student work to see larger Trends across a grade level or multiple classes.
- All coaches should be familiar with this protocol

Triangulation: [RIOT/ICEL Matrix](#) & [The 5-Whys](#)

- Purpose: to validate or refute hypotheses when a student fails to respond to standard interventions.
- Triangulation Method (RIOT): gather data through **R**eview (records), **I**nterview (parents/teachers), **O**bserve (classroom), and **T**est (diagnostic).
- Contextual Domains (ICEL): analyze data across **I**nstruction, **C**urriculum, **E**nvironment, and **L**earner.
- Root Cause Protocol (The 5-Whys): identify a contributing factor (e.g., high referrals) and ask “why?” repeatedly until you reach an alterable root cause within the school sphere of influence (e.g., lack of specific staff training in relationship-building).

[Lesson Tuning Protocol](#)

- Purpose: The purpose of this protocol is to help teachers and leaders unpack and improve a created lesson plan. In particular, it can be used to ensure alignment with grade-level rigor and integration of

evidence-based intervention methods

- This protocol could be used in an ILT periodically to level set, but would also be a great protocol for a department team