

2023 Annual Implementation Plan

for improving student outcomes

Peter Lalor Secondary College (7217)



Submitted for review by Jason Bek (School Principal) on 15 December, 2022 at 12:49 PM
Endorsed by Losh Pillay (Senior Education Improvement Leader) on 15 December, 2022 at 01:10 PM
Endorsed by Colleen Monteleone (School Council President) on 15 December, 2022 at 03:22 PM

Self-evaluation summary - 2023

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	2022 has been an extraordinarily difficult year for the school and staff that have left us partially through many of our initiatives. There has been a significant amount of work been done in the Teaching and Learning space in Term 3 and 4 and the formation of the SEW team has led to a more coordinated approach to Student Wellbeing. Embedding this work in 2023 will be a significant focus as we feel we are working and focusing in the right areas but that we need to keep working on the right things for longer and get them bedded down in our daily practice.
Considerations for 2023	<p>We will be addressing the day structure and time allocation for each discipline across yrs 10-12 in 2023</p> <p>We will not have year 9s at Peter Lalor in 2023</p> <p>We will move to a model whereby we have a day structure that delivers 300 mins of instruction every day in the form of 4 x 70 minute sessions and 20 mins of Connection program (every day) - this is our Homegroup structure</p> <p>We will critically review the role of and how we implement WRS 1 and 2 at both Year 11 (VM) and in senior VCAL - giving students a far more active role in their set up</p> <p>We will need to zero in on two key priorities, the first is attendance and cutting back on both explained and unexplained absence rates for students - there will be engagement strategies built around this</p> <p>The second is the implementation of the new VM curriculum for 2023 at Yr 11, the college will continue to develop and</p>

	appropriate our instructional model that is accepted by staff and links well with the vocational nature of the school's teaching and learning program
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>To have 30% of students at Peter Lalor Secondary College achieve one year's growth or more, based on PAT Reading Comprehension Assessment, from 2022 to 2023. To have 25% of students at Peter Lalor Secondary College achieve one year's growth or more, based on PAT Maths Assessment, from 2022 to 2023. Improve the percentage positive endorsement for the "academic emphasis" factor (to 75%), and the "collective focus on student learning" factor (to 75%) in the School Staff Survey. Improve student attendance by a 20% reduction (9 days) in overall absences (44.6 in 2020, down to 35 in 2023). Move unexplained absence to 10 days a year in advance of the 2024 target (29.6 in 2020, down to 10 in 2023).</p>
Improve student learning outcomes.	No	<p>Improve literacy outcomes:</p> <ul style="list-style-type: none"> To have students at Peter Lalor Secondary College achieve one year's growth or more, based on Fountas and Pinnell data, from 40% in 2021 to 50% in 2024. To have 30% of students at Peter Lalor Secondary College achieve one year's growth or more, based on PAT Reading Comprehension Assessment, from 2021 to 2024. 	

		<p>Improve numeracy outcome:</p> <ul style="list-style-type: none"> To have 25% of students at Peter Lalor Secondary College achieve one year's growth or more, based on PAT Maths Assessment, from 2021 to 2024. 	
		<p>Improve the percentage positive endorsement for the following factors in the School Staff Survey:</p> <ul style="list-style-type: none"> academic emphasis from 59% (2019) to 80% (2024) collective focus on student learning from 64% (2019) to 80% (2024) 	
Improve outcomes in pathways and transitions.	No	Improve the percentage of positive pathways outcomes for students from 50% (2021) to 75% (2024)	
		Improve the percentage of students with Career Action Plans (CAPs) from 50% (2020) to 90% (2024)	
		Improve the percentage participation rate of students in Student Workplace Learning (SWL) from 32.25% (2020) to 80% (2024)	
Improve student engagement.	No	<p>Improve the levels of student positivity regarding their engagement in school programs with improved positive endorsement in the Attitudes to Schools Survey for Learner Characteristics and Disposition and Social Engagement</p> <p>Learner characteristics and disposition</p>	

		<ul style="list-style-type: none"> • Attitudes to attendance from 92 percent (2019) to 95 percent (2024) • Motivation and interest from 95 percent (2019) to 96 percent (2024) • Resilience from 92 percent (2019) to 95 percent (2024) • Self-regulation and goal setting from 91 percent (2019) to 95 percent (2024) • Learning confidence from 93 percent (2019) to 95 percent (2024) <p>Social Engagement</p> <ul style="list-style-type: none"> • Sense of connectedness from 94 percent (2019) to 95 percent (2024) • School staged transition (Year 10-12) from 96 percent (2019) to 97 percent (2024) • Student voice and agency from 95 percent (2019) to 96 percent (2024) 	
		<p>Improve staff attitudes regarding their capability to implement school-wide learning programs. Improvement will be determined by increasing the percentage of endorsement in the Staff Attitudes to Schools Survey in the following areas:</p> <ul style="list-style-type: none"> • School Climate: From 53.5 percent (2021) to 60 percent (2024) • Professional Learning: From 52.8 percent (2021) to 65 percent (2024) • Teaching and Learning- Practice Improvement: From 54.2 percent (2021) to 65 percent (2024) • Teaching and Learning-Planning: From 55.6 percent (2021) to 65 percent (2024) 	
		<p>Improve student attendance across all year levels.</p> <ul style="list-style-type: none"> • Decrease the average number of student absence days from 44.6 (2020) to 30 (2024) 	

		<ul style="list-style-type: none"> Decrease the average number of student unexplained absence days from 29.6 (2020) to 10 (2024). 	
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Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	
12-month target 1.1-month target	<p>To have 30% of students at Peter Lalor Secondary College achieve one year's growth or more, based on PAT Reading Comprehension Assessment, from 2022 to 2023.</p> <p>To have 25% of students at Peter Lalor Secondary College achieve one year's growth or more, based on PAT Maths Assessment, from 2022 to 2023.</p> <p>Improve the percentage positive endorsement for the “academic emphasis” factor (to 75%), and the “collective focus on student learning” factor (to 75%) in the School Staff Survey.</p> <p>Improve student attendance by a 20% reduction (9 days) in overall absences (44.6 in 2020, down to 35 in 2023). Move unexplained absence to 10 days a year in advance of the 2024 target (29.6 in 2020, down to 10 in 2023).</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	

Define actions, outcomes, success indicators and activities

Goal 1	<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
12-month target 1.1 target	<p>To have 30% of students at Peter Lalor Secondary College achieve one year's growth or more, based on PAT Reading Comprehension Assessment, from 2022 to 2023. To have 25% of students at Peter Lalor Secondary College achieve one year's growth or more, based on PAT Maths Assessment, from 2022 to 2023. Improve the percentage positive endorsement for the “academic emphasis” factor (to 75%), and the “collective focus on student learning” factor (to 75%) in the School Staff Survey.</p> <p>Improve student attendance by a 20% reduction (9 days) in overall absences (44.6 in 2020, down to 35 in 2023). Move unexplained absence to 10 days a year in advance of the 2024 target (29.6 in 2020, down to 10 in 2023).</p>
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> - Implementation of the new VCE VM curriculum. - Embed the consultatively developed PLSC instruction model. - Build teacher collective efficacy, data literacy, and collaboration through the establishment of PLCs and the PLC inquiry cycle.
Outcomes	<p>Students:</p> <ul style="list-style-type: none"> - Increased collaboration with teachers in the design of learning intentions that connect to their real world. - Improved student understanding of the expected outcomes for learning growth and attainment. - Increased attendance as universal tier 1 practices to support student learning are embedded across the school using the consultatively developed instructional model. <p>Teachers:</p> <ul style="list-style-type: none"> - Teachers will understand the new VCE VM curriculum and plan for teaching and learning activities that enable students to meet outcomes through a guaranteed and viable curriculum - Teachers will deliver high-quality lessons using evidence-informed practices (HITS and UDL principles). - Improved consistency in teacher practice and planning.

	<ul style="list-style-type: none"> - Improved teacher confidence and skill in the use of a range of student data to plan for responsive teaching and learning programs. - Improved differentiation in teacher pedagogy, lesson plans, and assessments, to ensure learners of all abilities can access the curriculum and engage in stimulating learning experiences that enable them to achieve learning growth. <p>Leadership:</p> <ul style="list-style-type: none"> - Leaders will develop a culture of, and consistently demonstrate, high expectations for every student's learning. - Leaders will build positive and trusting relationships among and between teachers, students, families/carers and the broader school community. - Leadership will create new middle leadership opportunities for PLC instructional leaders who will provide targeted guidance and support to teachers and staff, based on student outcomes and feedback, teaching, engagement and support practices, and contemporary research. - Establishing of sustainable processes for collaboration and professional development, including classroom observation and modelling of effective practice and feedback. - Leaders will establish effective systems to support development of staff data literacy and analysis capabilities. 			
<p>Success Indicators</p>	<p>All year 11- and 12-unit plans, and scope and sequence documentation will show direct links to the VCE VM curriculum.</p> <p>80% of staff using the PLSC instructional model as evidenced; in their lesson planning documentation, observed in learning walks, and on student- and self-report measures.</p> <p>80% of staff will rate the use of PLCs at PLSC as evolving on the dimensions of “building PLCs through a culture of collaboration for improvement”, “data used to focus and drive collaborative improvement and evaluate impact on learning”, and “building practice excellency” on the PLC maturity matrix, by the end of Term 2, 2023.</p> <p>Increased positive endorsement on the Staff Survey for the following indicators –</p> <ul style="list-style-type: none"> - School Climate: collective efficacy / guaranteed and viable curriculum / teacher collaboration - Teaching and Learning: use of high impact strategies / professional learning through peer observation / use pedagogical model 			
<p>Activities</p>	<p>People responsible</p>	<p>Is this a PL priority</p>	<p>When</p>	<p>Activity cost and funding streams</p>
<ul style="list-style-type: none"> - Redevelopment of staff unit and lesson planning templates to reflect new VCE VM curriculum and instructional model phases. 	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$20,000.00

			to: Term 2	<input checked="" type="checkbox"/> Equity funding will be used
- Structured whole-staff PL in the use of UDL principles and HITS within the instructional model.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00
- Whole staff training in the PLC cycle of inquiry approach, including the use of student data.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
- Establish the middle-leaders, structures, and documented processes, that will drive the PLC approach to effective staff collaboration across the school.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
- A documented structure and process to undertaking peer observation across the school.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> School leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ul style="list-style-type: none"> - All students will have a Learner Profile on Compass that captures student strengths / interests / challenges / supports / and learning goals. - Other Wellbeing Actions - The Berry Street Model 			
Outcomes	Students: <ul style="list-style-type: none"> - Enhance participation and engagement in processes that support development of learning and wellbeing goals, fostering a 			

	<p>greater sense of school connectedness.</p> <ul style="list-style-type: none"> - Improved attendance. - Student involvement in planning, monitoring, and evaluating their learning, appropriate to their specific learning needs. - Students able to articulate their IEP goals and their progress towards those goals. - All students, but especially those who need an IEP will have one. - Students are receiving the specific adjustments they need to support their learning. <p>Teachers:</p> <ul style="list-style-type: none"> - Greater teacher understanding of the characteristics and learning requirements of prioritised key cohorts of diverse learners. - Teachers read SSG minutes and know the details within their student's IEPs / learner profiles. - Teachers use the IEP / learner profile recommendations to plan and implement adjustments and differentiated curriculum content, teaching strategies, and learning environments. - Teachers take responsibility for providing input into the running of SSGs and writing of IEP / student learning goals. - Teachers regularly monitor and review the appropriateness of adjustments in relation to individual learning goals. <p>Leadership:</p> <ul style="list-style-type: none"> - Explicit documentation for staff around the expectations and processes for contributing to and/or running SSG meetings, and the development of learner profiles. - Clear and timely communication to staff around timelines/deadlines for input into SSG meetings and developing learner profiles. - Clear and timely communication to staff when SSG minutes have been uploaded or IEPs updated so they can be fully across them. - Documented process for how CRTs and covering teachers can access necessary information on individualised student learning requirements. - Develop a PL plan for staff that considers the knowledge/skills gaps in relation to disability, diversity, and inclusion, and provides opportunities to continually build capability in these areas.
<p>Success Indicators</p>	<p>Staff self-rating scale on level of understanding of the characteristics and learning requirements of prioritised key cohorts of diverse learners.</p> <p>90% of students requiring tier 2 and 3 adjustments have fully complete learner profiles on Compass.</p> <p>80% staff self-report on their use of learner profiles in the development of their teaching and learning plans.</p> <p>Growth in the number of students reporting (in focus group discussions) on improvements in the personalisation of their learning, and teacher understanding of their individualised learning needs.</p> <p>The running of SSGs and development of IEPs for REQUIRED students will rank level 2 or above on the DET Quality Checklist</p>

		rubric.			
Activities		People responsible	Is this a PL priority	When	Activity cost and funding streams
Use PLC structure to both monitor and reflect on progress-documented collaborative process for the facilitation of learner profile completion for ALL students	A	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00
Use SIT to both monitor and reflect on progress and data to understand, analyse, apply and monitor student progress via observation for monitoring		<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$10,000.00
- A user-friendly learner profile template on Compass that captures student voice and teacher “need to know” information on student learning needs (e.g., Compass Insights)		<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
- Review of whole-school assessment tools that capture data on student learning – including a writing assessment (to be developed using the ACARA NAPLAN writing rubrics)		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
- Build a digital library of resources and offer PL opportunities for staff on EBPs that support prioritised key cohorts of diverse learners.		<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 3	\$0.00

			to: Term 4	
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Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$210,661.10	\$210,661.10	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$27,861.25	\$33,661.25	-\$5,800.00
Total	\$238,522.35	\$244,322.35	-\$5,800.00

Activities and milestones – Total Budget

Activities and milestones	Budget
- Redevelopment of staff unit and lesson planning templates to reflect new VCE VM curriculum and instructional model phases.	\$20,000.00
Totals	\$20,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
- Redevelopment of staff unit and lesson planning templates to reflect new VCE VM curriculum and instructional model phases.	from: Term 1 to: Term 2	\$20,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services

Totals		\$20,000.00	
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Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Berry Street Education Model PL	\$10,000.00
VCE VM resoouces	\$5,800.10
Additional staff, to reduce class sizes and provide a targeted learning environment.	\$174,861.00
Totals	\$190,661.10

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Berry Street Education Model PL	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
VCE VM resoouces	from: Term 1 to: Term 1	\$5,800.10	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Additional staff, to reduce class sizes and provide a targeted learning environment.	from: Term 1 to: Term 4	\$174,861.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$190,661.10	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Berry Street Education Model PL	from: Term 1 to: Term 4		
VCE VM resoouces	from: Term 1 to: Term 1		
Additional staff, to reduce class sizes and provide a targeted learning environment.	from: Term 1		

	to: Term 4		
Totals		\$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Berry Street Education Model PL	from: Term 1 to: Term 4	\$27,861.25	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM)
VCE VM resoouces	from: Term 1 to: Term 1	\$5,800.00	
Additional staff, to reduce class sizes and provide a targeted learning environment.	from: Term 1 to: Term 4	\$0.00	
Totals		\$33,661.25	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
- Redevelopment of staff unit and lesson planning templates to reflect new VCE VM curriculum and instructional model phases.	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Student achievement Manager <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site
- Structured whole-staff PL in the use of UDL principles and HITS within the instructional model.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site

<p>Use PLC structure to both monitor and reflect on progress- A documented collaborative process for the facilitation of learner profile completion for ALL students</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team 	<p>from: Term 1 to: Term 2</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> Communities of practice <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Student achievement Manager <input checked="" type="checkbox"/> MYLNS initiative professional learning <input checked="" type="checkbox"/> MYLYNS Improvement teacher 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
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