

Annual Implementation Plan - 2021

Define Actions, Outcomes and Activities

Albany Rise Primary School (5427)



Submitted for review by Judith Drew (School Principal) on 09 December, 2020 at 09:49 AM
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Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>Improve whole school average attendance data by at least 1% compared to 2019 and 2020.</p> <p>improvements in student ATOSS measures for:</p> <ul style="list-style-type: none"> - resilience > 80% - learning confidence > 78% - classroom behaviour > 80% - student voice and agency > 66% - high expectations for success >95% <p>Improve and maintain Staff Opinion survey Data in:</p> <ul style="list-style-type: none"> - collective efficacy >64% positive - teacher collaboration- at least 93% positive - collective responsibility- at least 94% positive <p>-Increase parent opinion survey results in area of teacher communication.> 82% positive -Increase parent opinion survey results in area of behaviour management (promoting positive behaviour) >93% positive</p>
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<ul style="list-style-type: none"> * Initiate an EAL Committee to identify, assess, track and target the learning needs of EAL students by implementing EAL curriculum. * Build and further establish individualized and small group targeted learning initiatives to increase student outcomes and engagement, whilst maximising effective use of resources.
Outcomes	<p>Students Will:</p> <ul style="list-style-type: none"> * know their personal learning goals for reading, writing and number, and the reasons these goals were chosen * be able to comment on the growth they have made when acquiring new skills, based on evidence and data <p>Teachers Will:</p> <ul style="list-style-type: none"> * confidently and accurately identify student learning needs using evidence and data

	<ul style="list-style-type: none"> * meet in PLC teams to engage in reflective practice, evaluate and plan curriculum, assessments, lessons * collaborate with Equity, TLP, EAL and HAPL program leaders to share data, progress and teaching/learning strategies * Explicitly include students from Equity, TLP, EAL and HAPL programs in planning documentation * Collaborate to develop and regularly review IEPs for all targeted students, with input from students and parents <p>Leaders Will:</p> <ul style="list-style-type: none"> * provide structured opportunities for program facilitators to meet, plan and coordinate their programs based on data and classroom teacher input: Equity, Tutoring, EAL, HAPL * proactively support staff to engage in professional learning related to the facilitation of their intervention and extension programs 			
<p>Success Indicators</p>	<p>6 MONTHS</p> <ul style="list-style-type: none"> * Teachers' formative assessment data and teacher judgement data will be available to all * A documented & utilised assessment schedule with evidence of teachers inputting data and moderating assessments * IEPs for targeted students accurately indicate the targets and strategies employed to improve outcomes * timetable of access to support with students selected based on data and allocated to the appropriate program: <p>Equity</p> <ul style="list-style-type: none"> * collated data from F & P and Maths Ninja program shows high growth for students in the program over time * QuickSmart data collected and analysed to track student progress <p>Tutoring</p> <ul style="list-style-type: none"> * collated data from PAT M, PAT R, Essential Assessments, and Common Assessment tasks shows high growth in learning over time * English Online Interview, Maths Online Interview and Literacy and Numeracy Check-in Assessments utilised on the Insight Assessment Platform <p>EAL</p> <ul style="list-style-type: none"> * Reading and Vocabulary assessment for English as an Additional Language students completed for all identified students <p>HAPL</p> <ul style="list-style-type: none"> * NAPLAN, Teacher Judgements and common assessment tasks associated with the program show high learning growth over time 			
<p>Activities and Milestones</p>	<p>Who</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Budget</p>
<p>Equity program to commence from Term 1, with Level 1 and Level 2 funded students identified, their skills assessed, and a program of intervention outlined in individual IEP for each student. A dedicated staff member will lead this program.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> PLC Leaders 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$65,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used

Whole school professional learning to ensure EAL students are identified, assessed and a program of instruction developed by classrooms teachers with EAL team support, and evidenced in planning	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Further develop and embed High Abilities Program across the school promoting high levels of staff and student engagement	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> STEM Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <input type="checkbox"/> Equity funding will be used
Initiate Tutoring program (TLP) and establish processes for the allocation of support and resources for staff and students. QuickSmart	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <input type="checkbox"/> Equity funding will be used
Proactively provide Professional Learning for program leaders in: - Tutoring (DET and inclusion in local school network CoP) - HAPL (DET) - EAL (DET and internal supports)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

QuickSmart Mathematics intervention program implemented to target students 'at risk' in Numeracy	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$16,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	Implement a documented school wide approach to ensuring a safe, supportive and inclusive learning environment, where students will be motivated, collaborative, engaged and productive. Embed Tier 1 and implement Tier 2 components of SWPBS.			
Outcomes	Students Will: * understand and articulate the routine and components of SEL lessons * know and enact the school values and the SWPB matrix expectations * actively engage in opportunities to be active and mindful through PE, class sports, daily brain breaks, daily circle time * will be connected to allied health and mental health services (and families) as required Teachers Will: * explicitly teach school values, and collaborate with students to develop explicit class expectations for routines, bookwork and daily interactions in line with SWPB * embed brain breaks, circle time, mindfulness and physical activity into weekly planning and instruction * incorporate trauma informed practices in classes and in planning units of work in relation to weekly SEL instruction * utilize RRRR resources for planning and instruction Leaders Will: * Plan how whole school professional learning on trauma-informed practice will be implemented and revisited throughout the year * ensure at-risk students are identified and receive targeted support in a timely manner * ensure students with acute needs receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate * prioritise and promote opportunities for students to engage in Physical Education and Health learning			

	* strategically facilitate professional learning for SEL, SWPB, engagement and trauma for all staff			
Success Indicators	6 MONTHS: - shared PL goals for SEL in staff PDPs - curriculum units, scope and sequence and planning for SEL evident in term and weekly planners - LWT data indicates student and staff SEL learning, knowledge of SWPB matrix and engagement in physical activity at school - staff and student SEL and SWPB surveys and LWTs shows understanding and impact of programs - consistency of school wide process, policy and documentation for Engagement and Wellbeing evident in LWTs and feedback from stakeholders			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Review, communicate and extend the Physical Education and Health Scope and Sequence with explicit, individualized and cohort targets across the school	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Strengthen relationships with external support networks and agencies and feeder/secondary schools, early learning centres and community organisations. Establish regular opportunities for Wellbeing leaders to communicate (within and beyond the school) and respond to student wellbeing needs.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Implement, communicate and embed SWPB practices, including; Quality beginnings program, student Code of Conduct, eSmart expectations and expectations for weekly SEL in classes	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00

				<input checked="" type="checkbox"/> Equity funding will be used
Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions for SEL, SWPB, RRRR and whole school practices. Routinely prioritise time in staff meetings to review engagement data and identify students and parents/carers/kin at risk of disengagement.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Document engagements with parents/carers/kin and follow up when difficult situations arise.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	Implement a whole school approach to increase student learning engagement, home school partnerships and community voice. Strengthen engagement in regional and network communities of practice			
Outcomes	<p>Students Will:</p> <ul style="list-style-type: none"> * celebrate and track their high levels of attendance * celebrate and share their learning online (eg. Dojo portfolio, newsletter) * demonstrate and articulate their voice in curriculum development (eg. STEM/ Integrated learning) * aim to complete set tasks with reference to whole school expectations for quality work presentation and learning stamina <p>Teachers Will:</p> <ul style="list-style-type: none"> * be proactive, communicative and responsive when managing student attendance * engage in network CoP opportunities * develop documented practices for engaging frequently with parents/carers (including social media) and to celebrate learning success * Facilitate student opportunities to develop curriculum plans (eg. STEM/ Integrated learning) <p>Leaders & Student Wellbeing Officer & Counsellor will:</p>			

	<ul style="list-style-type: none"> * prioritise time for staff to communicate and build relationships with parents/carers/kin * implement an action plan to improve, follow up and track attendance for all students * lead, promote and encourage community involvement in whole school events (eg. 50th Anniversary, STEM week) * facilitate opportunities and resources for all staff to regularly engage with parents and school networks (eg. WebEx, Dojo, PL) * Provide professional learning for all staff in practices to engage students in curriculum development, community actions and program reviews 			
Success Indicators	<p>6 MONTHS:</p> <ul style="list-style-type: none"> - decreased absences for 6 months period - 50 years celebration plans and parent/community involvement evident - Integrated Curriculum & Student Voice (Sustainability, STEM) - Positive student survey data (internal surveys, AToSS) based on targets - Positive Parent opinion Survey data (based on targets set) 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Build on existing attendance Tracking and follow up practices, trauma triage and family supports	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Expand community access to school newsletters, social media, and information sessions and encourage regular feedback and involvement in special events: 50 years celebration, Whole School Musical, parent teacher interviews	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Invite local community members and leaders to school open days, assemblies, concerts and other school events	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> STEM Coordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Strategically plan and resource tools for communication and collaboration within and beyond the school, such as BYOD and ICT planning, Social Media and student portfolios	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> STEM Coordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop curriculum units collaboratively with wellbeing team members and measure impact through student feedback (Integrated Curriculum & Student Voice, input, student leadership, STEM, Sustainability).	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> STEM Coordinator <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$2,500.00 <input type="checkbox"/> Equity funding will be used
Prioritise collaboration time in PLCs/PLTs and share effective digital learning and relationship building strategies. Integrate opportunities for students to learn from the community across the curriculum through guest speakers, excursions and events.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To maximise student performance and learning growth in literacy and numeracy.			
12 Month Target 2.1	Improved student outcomes in NAPLAN growth from Years 3 to 5 in all areas, with low growth less than 25% and high growth at least 25%			
12 Month Target 2.2	All students demonstrating a minimum of 6 months growth from Nov 2020 to May 2021 according to teacher judgements against the Victorian Curriculum in Reading and Number with high growth at least 25%			
12 Month Target 2.3	Improve student performance in top two bands of NAPLAN reading, writing and number by 10% whilst decreasing the number of students in year 3 and 5 at or below NMS, for students deemed capable.			

12 Month Target 2.4	Improvements to staff opinion data in the area of academic emphasis >67% positive
KIS 1 Curriculum planning and assessment	Implement a highly effective and differentiated assessment and planning approach for teaching and learning.
Actions	Embed and assess the effectiveness of PLC cycle processes for planning, assessment and instruction school wide
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> * be engaged with work that is appropriate for their current skill level * have ownership of their learning through agency (setting personal goals, choice in texts and authentic tasks) * know what they are learning, why they are learning it and where to next * record and track their thinking and learning <p>Teachers will:</p> <ul style="list-style-type: none"> * provide opportunities for students to have agency in their learning (eg. conferencing, co constructed class libraries, individual book boxes and authentic tasks.) * develop and use a range of tools and evidence to reflect on, track and celebrate student personal learning progress (eg. VCOP student checklists, portfolios, rubrics, pre and post assessments). * model and provide the opportunity for students to track their thinking in their readers notebook. * their student progress in Maths Masters (Ninja) and feedback to students * consistently and explicitly implement the school's instructional model * consistently implement the agreed assessment schedule * work in PLC teams to use valid, current formative and summative assessment data to plan for the learning. <p>Leaders will:</p> <ul style="list-style-type: none"> * proactively support PLC team leaders to lead professional learning within their teams, and reflect on team progress based on the PLC maturity matrix * Lead the implementation of the whole school Assessment Schedule & data analysis * provide a budget and human resources for development of quality classroom libraries, mentor texts and student texts. * provide resources for students to access targeted differentiated teaching and learning opportunities
Success Indicators	<p>6 MONTHS</p> <p>Students have reading logs and Readers Notebooks showing variety, volume and growth in learning Victorian Curriculum Scope and Sequence and student data used to inform weekly planning in NFTF PLC meetings Students take part daily in one of: automatic response/ problem solving /NAPLAN style / Real life problems daily Data Wall UPDATED for Mathematics and Reading</p>

	<p>Evidence of student voice in Readers Notebook Students' goal progress evident in teacher conferring notes and in data tracking tools Explicit instruction in reading and number is evident through weekly programs, L.I. & S.C., anchor charts and observable in classrooms LWT data shows students able to articulate what they are learning, why and next steps Demonstrated capacity of staff to accurately measure and moderate student growth using normed tools (eg. PatR, Essential Assessment)</p> <p>12 MONTHS PLC meeting minutes show improvement of practice on PLC maturity matrix Data collection (formative and summative) matches PLC inquiry cycle and assessment schedule whole school agreed teaching practices for Reading and Number documented and evident in LWT data</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
PLC leader data discussions and individualized staff PL to effectively utilise data and assessment tools for planning and program review	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Whole staff reviews of LWT data based on follow up from PL in targeted learning areas	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Assessment schedule enacted and followed up in all PLC teams. Opportunity to review and update schedule to meet needs of stakeholders embedded in PL schedule	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used

Professional Learning: For and by Team leaders in data use, data tools, effective and constructive feedback, efficient PLC practices PL: FISO Numeracy CoP- moderation and PLC practices PL: PLC- using the maturity matrix to establish and enact next steps in PLC team development	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Performance and Development plans for all teaching staff to include agreed level cohort and teacher class cohort goals and targets for Reading and Number (Student Outcomes).	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Weekly PLC team Curriculum planning meetings incorporate student feedback, moderation of student work samples, and explicit data discussions (evidenced in team minutes).	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Embed the school's instructional model and reflective pedagogical practices schoolwide to enhance learning growth.			
Actions	Engage in Peer Observations of practice with a focus on High Impact Teaching Strategies (HITS).			
Outcomes	Students will: * develop broader vocabulary * understand and articulate the routine and components of Reading, Writing and Number lessons * know and articulate processes for giving and receiving feedback in the classroom * explain their progress against Individual Education Plans Teachers will: * explicitly include vocabulary development as part of instructional practice * use the swivl camera to film and then document reflections on their practice.			

	<ul style="list-style-type: none"> * participate in peer observations and document their reflections and next steps * utilise a range of processes to ensure specific and differentiated feedback to enhance student learning * Review and utilise ARPS Instructional Model for English and Maths sessions * Plan, implement and review the effectiveness of learning sequences which align to the instructional model and curriculum scope and sequence <p>Learning Specialist will:</p> <ul style="list-style-type: none"> * Further Develop agreed practices, protocols and knowledge to embed effective peer observations of practice * Provide support, resources and Professional Learning to embed HITS in instructional practice and identify HITS to be a focus for Peer Observations <p>Leaders will:</p> <ul style="list-style-type: none"> * provide staff with resources and opportunities to participate in learning walks, peer observations and reflective conversations. * Review and document agreed (collaboratively constructed) classroom practices (eg. environment) for Reading, Writing and Mathematics * provide school based professional learning opportunities to develop staff knowledge and understanding of HITS and protocols for peer observations and LWT 			
Success Indicators	<p>6 MONTHS</p> <ul style="list-style-type: none"> * Peer Observation notes and records show teacher self reflections leading to a change in practice (based on evidence/ HITS) * Students demonstrate the effectiveness of teaching through independent application to learning (LWT data and student feedback) * Explicit instruction in Reading, Writing and Number is evident through PLC growth data and assessments, weekly classroom planning and programs; LI & SC, quality and relevance of anchor charts * Evidence of student growth in vocabulary in Readers Notebook, VCOP wall and Mathematics anchor charts * Classroom observations and learning walks demonstrating take up of professional learning strategies 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Collect staff data on areas of expertise to be used for Peer Observations. Review Teacher survey each term.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Reinforce and review whole school agreed expectations for the classroom environment in Reading, Writing and Mathematics; Use	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

classroom displays and annotated student work to support goal setting and differentiation, including anchor charts, 'bump it up walls', student assessment rubrics, VCOP wall, Reading Logs, student work books, classroom library.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used
Performance and Development plans for all teaching staff to include agreed practices, undertaking Learning Walk and Talks, and Peer Observations of Practice using feedback and reflection tools, and HITS (Professional Practice).	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Engage consultant to model and guide staff instructional practice (eg. Rob Vingerhoets)	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$8,000.00 <input type="checkbox"/> Equity funding will be used
Include & review LWT and Peer Observations feedback in regular staff meetings	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used