**Westminster Literacy Plan for
the Division of Literacy**

Completion Date: August 21, 2024

East Baton Rouge School System's Literacy Vision Statement
East Baton Rouge Schools' commitment to excellent instruction for every student relies on a shared vision for literacy at every level including students, families, teachers, administrators, district leaders, and community stakeholders.

East Baton Rouge School System's Literacy Mission Statement
If we:
- Support the implementation of high-quality curricular resources in the hands of teachers, students, and families.
- Build structures to diffuse professional learning within the district and families in our community.
- Respond to emerging data.
- Center grade level assignments.
- Internalize writing opportunities in the curricular resource.

Then:
EBR schools are positioned to change student experience and improve outcomes.

EAST BATON ROUGE PARISH SCHOOL SYSTEM

Table of Contents

Section 1: Literacy Vision and Mission Statement

- Guiding Questions
  - What is the Division of Literacy's focus and mindset around literacy?
  - What is your primary, overarching goal and expected or intended outcomes for our district around literacy?
    - Be mindful of goals and expectations for leaders, teachers, students, and families to create an inclusive vision and mission statement.

Literacy Vision	At Westminster Elementary, we believe that all students deserve a fair and equitable opportunity to grow and evolve in their literacy skills to become strong readers to impact their overall ability to perform and compete in our global society. Our vision is to build learners capacity to become lifelong readers and learners who are confident readers in multiple content areas.
Literacy Mission Statement	If we: - Support the implementation of high-quality curricular resources in the hands of the teachers, students, and families at Westminster - Build structures to diffuse professional learning with Westminster stakeholders. - Respond to emerging data by developing instructional plans that indicate responsiveness to the literacy needs of all learners. - Center grade level assignments on the needs of all learners by differentiating instruction and assessment needs. - Internalize writing opportunities in the curricular resources across multiple grade levels.. Then: Westminster Elementary School, as a part of the entire EBR School System, will be positioned to change student experience and improve outcomes.

Section 2: District Literacy Goals (Strategic Plan)

Guiding Questions
- What are your overall literacy goals?
  - Consider specific goals for grade bands, subgroups, diverse learners , and teacher performance?
    - How are you measuring the performance of birth through grade 12?
    - What subgroups are most in need of literacy intervention?
    - How are you addressing the literacy and language needs of diverse learners?
    - How do you plan to measure teacher performance based on your literacy goals?

Goals (Student-Focused)	**EBR Strategic Plan 1.1**: Increase the number of available and enrolled **Pre-K** seats by 3-5 percentage points annually. **EBR Strategic Plan 1.2**: Increase the number of **second grade** students reading at or above grade level by 3-5 percentage points annually. **EBR Strategic Plan 1.3**: Students in grade bands **Pre-K** and **3-8** will demonstrate three to five percentage point annual growth on ELA benchmark assessments.
Goals (Teacher Focused)	**EBR Strategic Plan 4.3:** Increase the number of Professional Development opportunities for all Westminster Elementary teachers to grow in their professional capacities where teachers provide documentation that they have attended 50% all opportunities presented to them. **EBR Literacy Blueprint** Keystone 4: Professional Growth • Align coaching expectations to literacy goals and prioritize regular literacy coaching in ALL schools. • Utilize select data to drive instructional decisions.
Goal 3 (Program-Focused)	**EBR Literacy Blueprint** Keystone 2: Instruction and Intervention • Implement a common district core curriculum and

	intervention program in every school so that every child is getting access to high-quality, rigorous literacy instruction. ● Incorporate 120 minutes of literacy instruction (whole group and small group) for every child in grades PK-2 and 90 minutes of literacy instruction for every child in grades 3-12 into every school's master schedule. **EBR Literacy Blueprint Keystone 3: Equity in Literacy** ● Review school-level data and audit instructional practices; and identify schools that could benefit from additional resources or support.

Section 3: District Literacy Team

- Guiding Questions
    - Who will serve on the district's literacy team?
    - What is the role of each member?
    - What is your plan for conducting regular meetings, including location, time, availability, and topics?
    - How are you monitoring the effectiveness of the plan?

Member	Role
Richard Rattliffe	Principal
Arien Poole	School Literacy Coach
Maribeth Jasildo	School Math Coach
Kelli Lebeau-Zima	School Counselor
Ebony Mitchell	Dean of Students

Meeting Schedules			
Date	*Time*	*Location*	*Topic(s)*
August 2024	8:00AM - 9:30AM (Content) Teacher PLC Meetings (Daily - Times vary based on subjects taught/ancillary)	Westminster PLC Room	• Planning and Preparation
September 2024	8:00AM - 9:30AM (Content) Teacher PLC Meetings (Daily - Times vary based on subjects taught/ancillary)	Westminster PLC Room	• Planning and Preparation • Assessment During Instruction
October 2024	8:00AM - 9:30AM (Content) Teacher PLC Meetings (Daily - Times vary based on subjects taught/ancillary)	Westminster PLC Room	• Small Group Instruction • Assessment During Instruction
November 2024	8:00AM - 9:30AM (Content) Teacher PLC Meetings (Daily - Times vary based on subjects taught/ancillary)	Westminster PLC Room	• Small Group Instruction
December 2024	8:00AM - 9:30AM (Content) Teacher PLC Meetings (Daily - Times vary based on subjects taught/ancillary)	Westminster PLC Room	• Student Collaboration /Engagement
January 2025	8:00AM - 9:30AM (Content) Teacher PLC Meetings (Daily - Times vary based on subjects taught/ancillary)	Westminster PLC Room	• Student Collaboration /Engagement Using Questioning and Discussion Techniques
February 2025	8:00AM - 9:30AM (Content) Teacher PLC Meetings (Daily - Times vary based on subjects taught/ancillary)	Westminster PLC Room	• Student Collaboration /Engagement Using Questioning and Discussion Techniques

March 2025	8:00AM - 9:30AM (Content) Teacher PLC Meetings (Daily - Times vary based on subjects taught/ancillary)	Westminster PLC Room	• Writing Strategies
April 2025	8:00AM - 9:30AM (Content) Teacher PLC Meetings (Daily - Times vary based on subjects taught/ancillary)	Westminster PLC Room	• Writing Strategies
May 2025	8:00AM - 9:30AM (Content) Teacher PLC Meetings (Daily - Times vary based on subjects taught/ancillary)	Westminster PLC Room	• EOY Data Analysis/Pre planning for the 2025-2026 School Year

Success Criteria		
What are we doing?	*Why are we doing it?*	*How will we know it worked?*
Implementing high quality tier 1 curricular resources and monitoring usage through standard walkthrough tool (Keystone 2).	So that every child is getting access to high-quality, rigorous literacy instruction (Keystone 2).	Student data/work samples will indicate improvement over time based on progress monitoring, benchmark assessments, and screeners
Aligning coaching expectations to literacy goals and prioritizing regular literacy coaching in ALL schools (Keystone 4).	So that every child is getting access to high-quality, rigorous literacy instruction (Keystone 2).	Classroom walkthrough data will indicate increased levels of tier 1 curricular use tailored to the needs of students
Reviewing school-level data, auditing instructional practices, and identifying	To provide EBR employees ongoing training and support to improve instructional	Student data/work samples will indicate improvement from the baseline data over

schools that could benefit from additional resources or support.	practices (SP 4.3) so that every child is getting access to high-quality, rigorous literacy instruction (Keystone 2).	time based on progress monitoring, benchmark assessments, and screeners Classroom walkthrough data will indicate increased levels of tier 1 curricular use from the baseline data tailored to the needs of students

Section 4: Elementary Management/Action Plan (Grades PK-5)

Action Steps
- Provide professional development focusing on effective literacy instruction using Tier 1 curricular resources at all grade levels that will focus on research-based pedagogical practices grounded in the science of reading.

Pre-K OWL & Big Day
- Provide professional development focusing on the components of the literacy block(whole group/skills practice)
- Provide support with the implementation of Heggerty
- Provide training and support for the effective implementation of Teaching Strategies Gold

K-2 EL Education
- Provide Support with the Administration of Dibels Screener
- Provide strategic support with EL curricular resources whereby teachers understand this Tier 1 curricular resource's alignment with the DIBELS Screener
- Provide training and support for the administering of EL Education Benchmark Assessment
- Support with using screening and assessment data to inform small group instruction (Microphase groups & MClass Intervention Groups)
- Engage in school walkthroughs with school based coaches to guide and support literacy instruction and pedagogical practices grounded in the science of reading

Guidebooks 3-5
- Provide training and support using high-quality texts and meaningful tasks that build content knowledge (e.g., ELA, social studies, and science) and help students make connections
- Provide support and training on appropriate scaffolds and supports (e.g., Diverse Learners Guide, Supports Flow Chart and Student Look Fors within each lesson) for all students to meet the grade-level standards
- Provide training and support on unit and lesson internalization
- Support the use of a variety of instructional strategies, many of them focused on the importance in helping students make meaning of a text before they express their understanding through writing
- Provide training and support on assessment opportunities that allow teachers to check for understanding in a variety of ways and genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s)

Timeline
- Throughout the school year BOY-EOY

Person(s) responsible
- Classroom teachers
- School-based literacy team
- School-based instructional leadership team
- District literacy coaches
- Regional literacy coordinator,
- Chief of Literacy

Resources
- DIBELS Screener
- Amira
- EL Education
- Benchmark Assessment (LEAP 360)
- Tier 1 Curricular resources (EL Education, Guidebooks, Wit & Wisdom)
- LEAP 2025

Alignment to literacy goal(s)
- Evidence of success? Success will be evidenced by the following

- Data collected by the outlined screeners and assessment seen in the "Resources" area above.
- Through data collected during school support visits.
- The number of available and enrolled Pre-K seats increased by 3-5 percentage points annually
- An increase the number of second grade students reading at or above grade level by 3-5 percentage points annually.
- Students in grade bands Pre-K and 3-8 will demonstrate three to five percentage point annual growth on ELA benchmark assessments.
- There will be an annual 3-5 percentage point increase in the promotion rate of first-time ninth grade students.
- An increase in the number of Professional Development opportunities provided to all EBRPSS employees by three to five percentage points annually

When implementing literacy curriculum and assessments, how are you ensuring:
- Alignment to current research on foundations of reading and language and literacy?
    - Louisiana Department of Education Elementary Literacy Science of Reading PD Series
- Cultural responsiveness?
    - Guiding school staff through Guidebook and EL Education unit and lesson internalization and texts in advance each year
    - Supporting school staff to consider current students, their background and experiences, and current social issues and current events
- Connections across content areas?
    - Social Studies & Science: non-fiction text integration
    - EBR Division of Academics Department Webpages
- When utilizing literacy screeners, what are you plans for:
    - Progress monitoring?
        - Foundational skills (phonics, word recognition, oral reading fluency): DIBELS progress monitoring materials can be access at DIBELS 8th Edition Materials
        - Comprehension: DIBELS MAZE progress monitoring materials can be accessed at DIBELS 8th Edition Materials
- Screening and supporting students in upper grades effectively?
    - LEAP scores at BOY: Students scoring Basic, Approaching Basic, and Unsatisfactory are at risk and should be administered additional testing
    - Additional screening: DIBELS Oral Reading fluency and DIBELS MAZE EL Benchmark Assessments to determine level of risk (DIBELS 8th Edition Materials)
    - If additional screening shows student is at risk, then a diagnostic assessment should be

administered: LDOE LIFT assessment ([Literacy Interventions and Foundational Tools](#))
  - The results from the diagnostic assessment will determine student needs and gropings and will guide the initial formation of intervention groups
- Progress monitoring:
  - DIBELS can be used to progress monitor student progress and regroup students as needed
  - Intervention groups should be fluid and change as student group needs change

To improve family and engagement around literacy, how are you:
- Providing ongoing support and communication to families?
  - **Family Engagement Resources:**
    - **[LDOE Birth - 12 Framework for Engaging Parents, Families, and Communities](#)**
    - **[LDOE Family Literacy Engagement Strategic Plan for Schools and School Systems](#)**
    - **[LDOE Families Literacy Library](#)**
  - Utilize family feedback surveys to determine best ways to communicate
  - Follow up with families to evaluate whether or not services are helpful and effective
  - Inform families about policies and procedures
  - Establish a resource library
  - Invest in training opportunities for families/caregivers on how to support their children with literacy at home - EBR Literacy Blueprint

- Considering diverse families and their specific needs or challenges in regards to communication, technology, transportation, etc?
  - Make resources available in the languages represented by students and family
  - Provide bi-lingual staff and translation services
  - Meet with diverse families to learn about unique needs
  - Create joint training with community partners to learn how to best support student literacy in after-school programs, enrichment experiences and through mentoring - EBR Literacy Blueprint
  - Work collaboratively with outside organizations to ensure greater access to books at home and in the community - EBR Literacy Blueprint
  - Develop the technology infrastructure needed throughout the community to effectively support literacy in and out of school - EBR Literacy Blueprint
- Using communication methods that accommodate all families
  - Utilize multiple modalities of communication (e.g., paper, websites, social media, text updates, and emails)
  - Review all correspondence and replace the word parent with family
- Including families on focus groups and other discussions with teacher, students, and leaders

around:

specific programs to address the district's mission?

- Support implementation of high-quality curricular resources in the hands of families
- Build structures to diffuse professional learning within the district and families in our community

- families' concerns about literacy achievement?
  - Family Advisory Council meetings
  - Utilize family feedback surveys
  - Dispense family friendly data with families
- students' attitudes toward reading and writing?
  - Provide district-wide incentive for student growth in Lexile levels
  - Provide more opportunities to engage entire families in literacy experiences at community events to promote the joy of reading outside of the school - EBR Literacy Blueprint
- teachers' beliefs about student literacy and learning?
  - LETRS Training
  - DIBELS Training
- When planning for and providing literacy interventions for struggling readers and writers, are you including specifications for:
  - students with dyslexia?
    - How can we bring in multisensory aspects to DIBELS and LIFT?
    - Explicit and systematic instruction
  - the ELL population?
    - What diverse learners supports are included in Guidebooks (Whole-Class Instruction, small-group instruction, and intensive instruction)?
    - What training do teachers need to support ELLs with accessing grade level Tier 1 instruction?
    - Strategies: EBR ESL Department Instructional Resources and Flow Support
  - special education students?
    - EBR ESS Department Instructional Resources Webpage
  - cultural and dialectical sensitivity?
- When planning opportunities for ongoing professional development for teachers, are you including plans for :
  - ongoing training and support?
    - Literacy Coach Monthly Meetings to build capacity of school-based coaches to provide daily support to assigned school site(s)
    - Ongoing school site support visit by district literacy coach and coordinator
  - coaching?
    - Funding in place for all CIR/UIR/UIN schools to have full time school-based literacy coach

- - Where there are vacancies, some school-based coaches will travel between two schools
    - Where there are still vacancies, district literacy coaches will serve as the coach to teachers on the campus as often as schedule permits
  - various types of PD offerings?
    - Determined based on walkthrough data, student performance data, and teacher survey data
    - Provided through LCMMs (Literacy Coach Monthly Meetings), PLCs, Principal's Meetings, Executive Director's Meetings, District Leader Meetings, etc.
  - by whom, when, and how PD will be provided?
    - All members of the Division of Literacy will provide PD as needed outside of designated dates already established
  - PD specific to foundations of reading and language and literacy?
    - Can we look into providing LETRS Science of Reading training for middle school teachers through Lexia Learning?
    - Funding may be an issue
  - PD on high-quality interactions (such as CLASS for birth-grade 2)?
    - Teacher-led small group instruction vs collaborated small groups
    - Intervention groups
    - Progress monitoring
  - monitoring the implementation and effectiveness of professional development?
    - NIET clusters: identify the need, obtain new learning, develop new learning, apply new learning, analyze the impact on student performance
    - Observation/feedback cycles
    - Coaching cycles

Pre-K Action Plan					
Goal	*Timeline*	*Action Steps*	*Person(s) Responsible*	*Resources*	*Evidence of Success*
EBR Strategic Plan 1.3: Students in grade bands Pre-K and 3-8 will demonstrate three to five percentage point annual growth	August 2024 - May 2025	Provide teachers support with the implementation of TS Gold Provide support with using Gold data to inform small group	Literacy Innovation Coordinator, PreK Team, PreK Teachers	TS Gold online platform Observational documentation(work samples, anecdotal notes, pictures, etc.) Heggerty manual	EOY growth of 3-5% on assessment

on ELA benchmark assessments		instruction(literacy skills practice) Provide training and support for effective implementation of Heggerty		Big Day / OWL curricular resources	
Keystone 3: Equity in Literacy: Review school-level data and audit instructional practices; and identify schools that could benefit from additional resources or support	August 2024 - May 2025	Provide ongoing training and support with the CLASS observation tool (Focus on indicators and behavioral markers) Classroom walkthroughs with feedback Support with planning for instructional time(literacy block, centers, small groups, etc.)	Literacy Innovation Coordinator, PreK Team	CLASS Dimensions Guide Walkthrough Forms Curricular and supplemental resources (Big Day, OWL, Heggerty)	Growth on the Fall and Spring CLASS Observation Data

Grades K-2 Action Plan					
Goal	*Timeline*	*Action Steps*	*Person(s) Responsible*	*Resources*	*Evidence of Success*
EBR Strategic Plan 1.2: Increase the	August 2024 - May 2025	● Provide Support with the	● Classroom teachers ● School-base	● DIBELS Screener ● EL Education	EOY growth of 3-5% on

number of second grade students reading at or above grade level by 3-5 percentage points annually.		Administration of Dibels Screener • Provide training and support for the administering of EL Education Benchmark Assessment • Support with using screening and assessment data to inform small group instruction (Microphase groups & MClass Intervention Groups)	d literacy team, • District literacy coaches • Regional literacy coordinator, Chief of Literacy	• Benchmark Assessment Tier 1 Curricular resources (EL Education, Guidebooks, Wit & Wisdom)	benchmark assessments (DIBELS & EL Education Skills Block Assessments)
Grades 3-5 Action Plan					
Goal	*Timeline*	*Action Steps*	*Person(s) Responsible*	*Resources*	*Evidence of Success*
<u>EBR Strategic Plan 1.3</u>: Students in grade bands Pre-K and 3-8 will demonstrate three to five percentage point annual growth on ELA	August 2024 - May 2025	• Provide Support with the Administration of Dibels Screener • Support with using screening and assessment	Individual teachers, School-based literacy team, district literacy coach, regional literacy coordinator,	• DIBELS Screener • LEAP 360 Assessment • Tier 1 Curricular resources (Guidebooks, Wit & Wisdom)	EOY growth of 3-5% on benchmark assessments

benchmark assessments.		data to inform small group instruction (MClass Intervention Groups) • Data-driven classroom walkthrough with timely feedback • Support with creating data driven coaching cycles • Support with PLC planning and execution	Chief of Literacy	• LEAP	
All Grade Bands Action Plan					
Goal	*Timeline*	*Action Steps*	*Person(s) Responsible*	*Resources*	*Evidence of Success*
<u>EBR Strategic Plan 4.3:</u> Increase the number of Professional Development opportunities provided to all EBRPSS employees by three to five percentage points annually.	August 2024 - May 2025	• Use various methods to determine professional development needed such as teacher surveys, curricular use walkthrough data, student data, and instructional practices audit data • Choose lead on	• School-based literacy team • district literacy coach • regional literacy coordinator	• Ongoing, current literacy data • Curricular resources • Student work samples	We will see an increase in the number of professional development sessions provided as measured by end of session feedback surveys.

		each campus to build capacity to sustain daily support in absence of district • Train the lead and build capacity to support the ongoing literacy needs on the campus • Support professional development delivery as needed during PLCs			
EBR Literacy Blueprint Keystone 4: Professional Growth Align coaching expectations to literacy goals and prioritize regular literacy coaching in ALL schools.	August 2024 - May 2025	• Communicate the literacy goals of the district to all EBR staff (district level/EDs, school leaders, literacy coaches, teachers) • Train EBR staff from district to school level to support literacy goals/work as it relates to their area of expertise (school support (EDs), ESS, ESL, MTSS, admin, coaching)	• District Literacy Coaches and Coordinators • Chief of Literacy • All EBR Divisions Impacting Academics • School-Based Literacy Coaches • School Admin & Leadership Teams	• Copy of District Literacy Plan • Copy of School Literacy Plan • Copy of most recent literacy data & progress monitoring • Walkthrough data	We will know we are successful when our coaching conversations continue to point back to one or more of our literacy goals as outlined in this literacy plan (which is modeled after our district strategic plan and literacy blueprint) and as we see success in

		• Continue ongoing coaching cycles with literacy coaches and teachers in schools without coaches			those goals.
EBR Literacy Blueprint Keystone 2: Instruction and Intervention Implement a common district core curriculum and intervention program in every school so that every child is getting access to high-quality, rigorous literacy instruction.	August 2024 - May 2025	• Collect base-line data regarding tier 1 curricular use in schools across the district & use this data to determine levels of support to provide to each school • Provide curricular resource vendor training across the district to ensure all levels of staff have an appropriate understanding of the curricular resources & how to support implementation according to their role • Tier schools and develop coaching plan	• District Literacy Coaches and Coordinators • School-Based Literacy Coaches	• Division of Literacy Google Form Walkthrough form Additional materials needed for training for interventions: DIBELS LDOE LIFT	We will know we are successful when we see a 3-5% increase in the levels of curricular use per school as measured by the district walkthrough tool.

		to provide follow up training and site visits to support schools in improving implementation of common district core curriculum • Collect progress monitoring curricular use data to make ongoing support decisions			
EBR Literacy Blueprint Keystone 2: Instruction and Intervention Incorporate 120 minutes of literacy instruction (whole group and small group) for every child in grades PK-2 and 90 minutes of literacy instruction for every child in grades 3-12 into every school's master schedule.	Literacy Minutes August 2024 - May 2025 Small Group Instruction September 2024 - May 2025	• Collect base-line data regarding how the instructional minutes are spent in the ELA block in schools across the district & use this data to determine levels of support to provide to each school • Provide support during PLCs to look at BOY data for small group instruction & ongoing progress monitoring • Tier schools	• District Literacy Coaches and Coordinators • School-Based Literacy Coaches	• Division of Literacy Google Form Walkthrough form	We will know we are successful when we see a 3-5% increase in time spent appropriately in the ELA block according to the expectation of Keystone #2, as well as the levels of curricular use in small group instruction per school as measured by the district

		and develop coaching plan to provide follow up training and site visits to support schools in improving implementation of small group instruction • Collect progress monitoring data of small group instruction to make ongoing support decisions			walkthrough tool.
EBR Literacy Blueprint Keystone 3: Equity in Literacy Review school-level data and audit instructional practices; and identify schools that could benefit from additional resources or support.	Initial review & audit timeline: September 2023 - October 2023 Ongoing progress monitoring review & support timeline: November 2023-May 2024	*This Keystone (goal) is infused in several goals. See above for details regarding action steps, persons responsible, and success criteria.			

Section 5: Communicating the Plan

- Guiding Questions
  - What are the implementation expectations for the school district?
  - How will you communicate the plan to families and community members?
  - How will you communicate the progress being made throughout the school year?
  - How will you ensure ongoing monitoring and implementation of this plan at the district-level?
    - Will you hold monthly meetings?
    - How will you report on progress monitoring of the plan components and goals?

Communication Plan		
Stakeholder Group	*Plan for Communicating*	*Timeline*
Parents	Open House; Parent Meetings; Newsletters; School Website; School Events	August 2024-May 2025
Teachers	Ongoing (Back to School Meeting; Data meetings; PLC meetings; Weekly Newsletters; School Website)	August 2024-May 2025
Community Members	Open House; Parent/Community Meetings School Website;	September 2024

Section 6: Alignment to other District Initiatives

- Guiding Questions
  - To successfully implement, communicate, and monitor this literacy plan, what are some other school initiatives and plans to which you should be sure to connect? Consider:
    - District Strategic Plan
    - EBR Literacy Blueprint
    - Ready Start Network
    - Cross-Curricular/Cross-Divisional Connections
    - Community partnerships

Initiative Alignment		
Other Programs/Initiatives	*Connecting to Literacy*	*Plan to Monitor/Evidence of Success*
VIPS	Volunteers who come to support literacy initiatives on campus.	Sign-in sheets. Logs. Individual student data.
Weekly Data Meetings	Analyzing data to determine the impact of literacy programs and initiatives aligned to the EBR Literacy Instructional Core Framework.	Teacher data sets (CFAs). Student data from consistent quantitative and qualitative instruments which measure student performance over time (ANet; i-Ready; and Achieve 3000; Smarty Ants; and MClass).
Purposeful Planning Indicator List and Toolbox	To assist teachers in mindful instructional planning in alignment with the EBR Literacy Instructional Core Framework and targeted	Peer review forms; lesson plans; evaluation forms; and student performance data over time (9 Week Intervals)..

	instructional strategies.	
Literacy and Learning Collaborative (Google Classroom)	An online collaborative group hosted by the School-Based Literacy Coach for facilitating peer learning opportunities, communicating with faculty, and presenting varied resources to support instruction.	Peer review forms; instructional resources; lesson plans; evaluation forms; and student performance data over time (9-Week Intervals).