

## 2016-17 Cobb County School District Strategic Plan

### Board Goal 1: Vary learning experiences to increase success in college and career pathways.

<p><i>District Focus Priorities 2016-2019</i></p> <p><i>Focus Priorities: (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i></p>	<p><b>2016-17 Aligned Actions and Measurements</b> (Due September 1, 2016)</p>																									
	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Results Of Key Actions:</b></p>	<p><b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met</p>																				
<p>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. <b>(S) (AdvED)</b></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>																				
<p>2. Organize, examine, and adjust instruction based on student progress monitoring data. <b>(AD)</b></p>	<p>1. Use data collection from the data team process and Fall, Winter, Spring data sheets to adjust math and reading instruction and provide differentiation to meet the individual needs of the learners.</p>	<p>Common Assessments Pre/ Post Test DRA, RI,MI</p>	<p>Teachers Administration</p>	<p>None</p>	<p>Pre/ Post math common assessments were given at each grade level. During data team meetings data was analyzed and strategy implementation was discuss for each level of learner.</p> <table border="1" data-bbox="1457 943 1919 1336"> <thead> <tr> <th>Data Due From Common Assessment</th> <th>Data Team Meeting</th> <th>Common Assessment Post-Test</th> <th>Data Team Meeting</th> </tr> </thead> <tbody> <tr> <td>August 15<sup>th</sup></td> <td>August 16<sup>th</sup></td> <td>Sept. 8<sup>th</sup> or 9<sup>th</sup></td> <td>September 16<sup>th</sup></td> </tr> <tr> <td>Nov. 2<sup>nd</sup></td> <td>Nov. 3<sup>rd</sup></td> <td>Dec. 8<sup>th</sup> or 9<sup>th</sup></td> <td>Dec. 15<sup>th</sup></td> </tr> <tr> <td>Jan. 17<sup>th</sup></td> <td>Jan. 18<sup>th</sup></td> <td>Feb. 15<sup>th</sup> or 16<sup>th</sup></td> <td>Feb. 28<sup>rd</sup></td> </tr> <tr> <td>March 13<sup>th</sup></td> <td>March 14<sup>th</sup></td> <td>May 4<sup>th</sup> or 5<sup>th</sup></td> <td>May 10<sup>th</sup></td> </tr> </tbody> </table>	Data Due From Common Assessment	Data Team Meeting	Common Assessment Post-Test	Data Team Meeting	August 15 <sup>th</sup>	August 16 <sup>th</sup>	Sept. 8 <sup>th</sup> or 9 <sup>th</sup>	September 16 <sup>th</sup>	Nov. 2 <sup>nd</sup>	Nov. 3 <sup>rd</sup>	Dec. 8 <sup>th</sup> or 9 <sup>th</sup>	Dec. 15 <sup>th</sup>	Jan. 17 <sup>th</sup>	Jan. 18 <sup>th</sup>	Feb. 15 <sup>th</sup> or 16 <sup>th</sup>	Feb. 28 <sup>rd</sup>	March 13 <sup>th</sup>	March 14 <sup>th</sup>	May 4 <sup>th</sup> or 5 <sup>th</sup>	May 10 <sup>th</sup>	<p><b>M</b></p>
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<p>3. <i>Develop and deliver flexible formative assessments in all core content areas for monitoring student progress and adjusting instruction to meet individual student learning needs. (S)</i></p>	<ol style="list-style-type: none"> <li>1. Implement formative assessments and monitor the data during PLC meetings/ grade level meetings adjusting instruction where needed.</li> <li>2. Provide scheduled time for grade levels to meet and plan based on the data collected.</li> <li>3. Provide collaborative planning time for the teacher to review current data and plan with their team.</li> <li>4. Provide extension opportunities for students based on formative assessments.</li> </ol>	<p>Formative Assessments</p> <p>RI/ MI</p>	<p>Teachers Administration</p>		<p>Grade Levels met on the following dates to create assessments, analyze data and plan differentiated instruction. Our TARGET teachers participated in grade level meetings to support the planning of extension opportunities.</p> <table border="1" data-bbox="1457 347 1927 753"> <thead> <tr> <th>Date</th> <th>Meeting</th> </tr> </thead> <tbody> <tr><td>August 17<sup>th</sup></td><td>Grade Level</td></tr> <tr><td>August 31<sup>st</sup></td><td>Grade Level</td></tr> <tr><td>September 14<sup>th</sup></td><td>Grade level</td></tr> <tr><td>October 5<sup>th</sup></td><td>Grade Level</td></tr> <tr><td>November 16<sup>th</sup></td><td>Grade Level</td></tr> <tr><td>December 7<sup>th</sup></td><td>Grade Level</td></tr> <tr><td>January 18<sup>th</sup></td><td>Grade Level</td></tr> <tr><td>February 1<sup>st</sup></td><td>Grade Level</td></tr> <tr><td>February 15<sup>th</sup></td><td>Grade Level</td></tr> <tr><td>March 8<sup>th</sup></td><td>Grade Level</td></tr> <tr><td>March 22<sup>nd</sup></td><td>Grade level</td></tr> <tr><td>April 19<sup>th</sup></td><td>Grade Level</td></tr> <tr><td>May 3<sup>rd</sup></td><td>Grade Level</td></tr> </tbody> </table>	Date	Meeting	August 17 <sup>th</sup>	Grade Level	August 31 <sup>st</sup>	Grade Level	September 14 <sup>th</sup>	Grade level	October 5 <sup>th</sup>	Grade Level	November 16 <sup>th</sup>	Grade Level	December 7 <sup>th</sup>	Grade Level	January 18 <sup>th</sup>	Grade Level	February 1 <sup>st</sup>	Grade Level	February 15 <sup>th</sup>	Grade Level	March 8 <sup>th</sup>	Grade Level	March 22 <sup>nd</sup>	Grade level	April 19 <sup>th</sup>	Grade Level	May 3 <sup>rd</sup>	Grade Level	<p><b>M</b></p>
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4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)	Continue PBIS training Technology Training with Christopher Croom Differentiation, Rigor and Engagement Training with Sarah Kessel	Professional Learning Survey	Administration Teachers Academic Coach		Received training in PBIS, technology and student engagement.		<b>M</b>
					<b>Date</b>	<b>Meeting</b>	
					October 26 <sup>th</sup>	Professional Learning – Christopher Croom trains Staff on Edmodo, Seesaw And other technology Programs.	
					November 16 <sup>th</sup>	Grade Level – Respond to Data & Personalize Instruction By Sarah Kessel K-2 from 2:45 – 3:15 / 3-5 from 3:15 – 3:45	
					November 30 <sup>th</sup>	Professional Learning – Differentiation by Sarah Kessel And Katheryn Williams	
					January 25 <sup>th</sup>	Professional Learning Problem Based Learning By Christopher Croom	
					March 8 <sup>th</sup>	Fostering Creativity 3-5 from 2:45 – 3:15, K-2 from 3:15 – 3:45	
						CTLs Training with Nadia For all staff.	

5. Increase percentage of students reading on grade level. **(S)**  
 (Based on CCRPI 2014 Reading Scores)

1. Analyze data from DRA/ SRI and adjust guided reading groups and reading instruction.
2. Provide additional support to students in reading through the use of the System 44 /Read 180 Program.
3. Use our Chalker Morning Enrichment time to pull students and work on reading strategies.

RI / DRA  
 Read 180 /  
 System 44  
 data

Teachers  
 Administration

Staff regularly analyzed data. System 44 and Read 180 were implemented this year, our first year of implementation. CME was utilized to meet with small groups of students prior to the school day beginning. EOG data shows an increase in the percent of students reading on grade level or above, for both 3<sup>rd</sup> and 5<sup>th</sup> grade.

**IP**

On/Above Grade Level Reading on EOG	Spring 2016	Spring 2017
3 <sup>rd</sup>	83%	85%
4 <sup>th</sup>	70%	68%
5 <sup>th</sup>	81%	87%

RI Scores also show an increase in the percent of students scoring at proficient and advanced from the first test window in the Fall, to the last test window in the Spring.

2017 RI Scores % of students scoring proficeint or advanced				
	1st		3rd	
	n	%	n	%
Grade 1	28	17.9	44	79.5
Grade 2	109	26.6	101	72.3
Grade 3	114	52.6	118	77.1
Grade 4	117	52.1	123	71.5
Grade 5	123	56.9	121	71.9

<p>6. Increase percentage of student performance in math/algebra at every grade level. <b>(S)</b> (Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</p>	<p>1. Use Number Talks, First in Math and math journals to increase our student's skills in computation and problem solving. 2. Pull small groups of students during CME to provide them with additional support. 3. Integrate math exemplars into instruction.</p>	<p>Common Assessments  Usage in First in Math  MI scores</p>	<p>Teachers Administration</p>	<p>None</p>	<p>Math strategies such as journaling, Number Talks and problem solving were implemented and monitored by teachers. CME was utilized to provide math support and enrichment to students. EOG data shows an increase in the % of students demonstrating proficiency in math, for both 3<sup>rd</sup> and 5<sup>th</sup> grade.</p> <table border="1" data-bbox="1457 412 1919 594"> <thead> <tr> <th>% Proficient in Math ( Level 3 &amp; 4)</th> <th>Spring 2016</th> <th>Spring 2017</th> </tr> </thead> <tbody> <tr> <td>3<sup>rd</sup></td> <td>52%</td> <td>56%</td> </tr> <tr> <td>4<sup>th</sup></td> <td>56%</td> <td>55%</td> </tr> <tr> <td>5<sup>th</sup></td> <td>48%</td> <td>59%</td> </tr> </tbody> </table> <p>MI scores show that the percentage of students scoring at proficient or advanced increased from the Fall window to the Spring window in all grade levels.</p> <table border="1" data-bbox="1457 756 1919 1114"> <thead> <tr> <th rowspan="2">% proficient or advanced on MI</th> <th colspan="2">1st test window</th> <th colspan="2">3rd test window</th> </tr> <tr> <th>n</th> <th>%</th> <th>n</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>1st</td> <td>28</td> <td>21.40%</td> <td>44</td> <td>79.50%</td> </tr> <tr> <td>2nd</td> <td>109</td> <td>27.50%</td> <td>101</td> <td>72.30%</td> </tr> <tr> <td>3rd</td> <td>114</td> <td>52.60%</td> <td>118</td> <td>77.10%</td> </tr> <tr> <td>4th</td> <td>117</td> <td>51.30%</td> <td>123</td> <td>71.50%</td> </tr> <tr> <td>5th</td> <td>123</td> <td>57.70%</td> <td>121</td> <td>71.90%</td> </tr> </tbody> </table>	% Proficient in Math ( Level 3 & 4)	Spring 2016	Spring 2017	3 <sup>rd</sup>	52%	56%	4 <sup>th</sup>	56%	55%	5 <sup>th</sup>	48%	59%	% proficient or advanced on MI	1st test window		3rd test window		n	%	n	%	1st	28	21.40%	44	79.50%	2nd	109	27.50%	101	72.30%	3rd	114	52.60%	118	77.10%	4th	117	51.30%	123	71.50%	5th	123	57.70%	121	71.90%	<p><b>IP</b></p>
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<p>7. Increase number of students academically completing every grade.<b>(S)</b></p>	<p>1. Use data collection from the data team process to meet the individual needs of the students. 2. Analyze math and reading data from Fall, Winter and Spring to monitor student progress. 3. Work with parents and teachers in the RTI process to meet the child's individual needs.</p>	<p>Common Assessments  RTI Data</p>	<p>Teachers Administration Counselors Parents</p>	<p>None</p>	<p>Data was utilized to differentiate and adjust instruction. Teachers monitored their data consistently throughout the year. The staff and parents worked together to support student needs through the RTI process.</p>	<p><b>M</b></p>																																														

<b>8. Other:</b> <i>(Priorities specific to school, division, or area. Can be multiple.)</i>	1. Implementing PBIS (year 2) in order increase achievement and improve behavior outcomes for students.	Discipline data Surveys of the program	All Staff	Money for program materials and incentives \$500.	We continue to develop and solidify our PBIS program. We consult with the district PBIS coach, Kelly McNabb, regularly. Data shows that our students are demonstrating positive behaviors, resulting in a decrease in our behavior referrals to the office. <b>2015-2016</b> 139 referrals <b>2016-2017</b> 87 referrals	<b>IP</b>
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## Board Goal 2: *Differentiate resources for students based on needs.*

<i>District Focus Priorities 2016-2019</i>  <u>Focus Priorities:</u> (Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)	<b>2016-17 Aligned Actions and Measurements</b> (Due September 1, 2016)					<u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met							
	<b>Key Actions:</b> (List as many actions as needed in each box.)	<b>Measured by:</b>	<b>Owner(s):</b>	<b>Resources Needed:</b>	<b>Results Of Key Actions:</b> (Due June 30, 2017)								
Identify local school innovations through system flexibility to increase student achievement. (IE <sup>2</sup> )	Provide students access to a STEM Lab where they can investigate, create and problem solve.	Summative Data GA Milestones	Stem Lab Teacher	Money for future salary for teacher. We have gone from 1.0 to .5 in the STEM lab	We were able to provide our students with learning opportunities in the STEM Lab. EOG Science scores show an increase in the percent of students at proficiency and above. <table border="1" data-bbox="1556 1003 1850 1295"> <tr> <td><b>EOG Science</b></td> <td>% of 5<sup>th</sup> graders at or above proficiency</td> </tr> <tr> <td>Spring 2016</td> <td>48%</td> </tr> <tr> <td>Spring 2017</td> <td>51%</td> </tr> </table>		<b>EOG Science</b>	% of 5 <sup>th</sup> graders at or above proficiency	Spring 2016	48%	Spring 2017	51%	<b>M</b>
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Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE <sup>2</sup> )	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>		<b>N/A</b>						

<p>Provide targeted resources for students</p> <ol style="list-style-type: none"> <li>1. not reading on grade level (Lexile)</li> <li>2. unsuccessful in Math/Algebra (Based on 2014 CCRPI Math/Algebra scores)</li> <li>3. not on-track for graduation <b>(S)</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Offer Extended Day Tutoring to 4th and 5<sup>th</sup> graders that are struggling in reading or math.</li> <li>2. Implement System 44 and Read 180 to support students in reading in 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade</li> <li>3. Promote First in Math at school and home.</li> <li>4. Utilize the RTI process to implement support strategies for students and keep parents informed.</li> </ol>	<p>Formative Assessments such as RI / MI</p> <p>System 44 / Read 180 data</p>	<p>Teachers</p>	<p>none</p>	<p>2 classes in our 3rd grade, 4<sup>th</sup> grade and 5<sup>th</sup> grade utilized System 44/ Read 180 with their students that qualified for the program.</p> <p>During the school year approximately 640 students accessed First in Math. Estimated time on task (Hours spent utilizing the program) for Chalker is 8,282 hours.</p>	<p><b>M</b></p>
<p>Identify and provide resources to increase opportunities for advanced, on-level, and remedial students to earn initial credit, embedded credit, dual credit, recovered credit, distance learning, and certifications in areas of student interest. <b>(AD)</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/ A</b></p>
<p><b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>						

**Board Goal 3: *Develop stakeholder involvement to promote student success.***

*District Focus Priorities  
2016-2019*

**2016-17 Aligned Actions and Measurements**  
(Due September 1, 2016)

<p><u>Focus Priorities:</u> (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</p>	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Results Of Key Actions:</b> (Due June 30, 2017)</p>	<p><b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met</p>
<p>Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b></p>	<p>1. Seek parent involvement on committees such as school counselor advisory, school council and Foundation.</p> <p>2. Seek parent feedback on various surveys</p> <p>3. Provide parents with a way to have input on class placement</p>	<p>Meeting Minutes</p> <p>Advanced Ed. Survey</p>	<p>Teachers Counselors Administration</p>		<p>Stakeholders had multiple opportunities to provide feedback by serving on committees and responding to surveys.</p> <p><b>School Council Meetings:</b> September 2016 November 2016 January 2017 April 2017</p> <p><b>School Counselor Advisory Committee</b>, which consists of teachers, parents and community members, met twice this year.</p> <p><b>Chalker School Foundation</b> which consists of parents, teachers and administration met about every other month.</p>	<p><b>M</b></p>
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.<b>(S)</b></p>	<p>1. Provide multiple opportunities for parents to come to the school and participate in events with their child.</p> <p>2. Invite and involve parents in conferences and RTI meetings</p>	<p>Attendance at events</p> <p>RTI Minutes</p>	<p>All Staff Parents</p> <p>Teachers, parents &amp; counselors</p>		<p>Multiple opportunities were provided to the Chalker Families to participate in events at the school such as:</p> <p>Open House Bingo Night Movie Night International Night PTA/ Grade Level Performances(3) Arts in the Park Parent Nights with Guest Speakers (2)</p>	<p><b>M</b></p>



<p><b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>						
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**Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.***

<p><i>District Focus Priorities 2016-2019</i></p> <p><b>Focus Priorities:</b> (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</p>	<p><b>2016-17 Aligned Actions and Measurements</b> (Due September 1, 2016)</p>					<p><b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met</p>
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<p>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE<sup>2</sup>)</p>	<p>1. Utilize the Talented Ed system to hire highly qualified candidates.</p> <p>2. Consult with the HR department to ensure we are hiring teachers that meet the certification qualifications.</p>	<p>TKES Platform to evaluate teacher effectiveness</p>	<p>Administration HR Department</p>		<p>Talented Ed was utilized to identify highly qualified candidates.</p> <p>The administration worked with the HR department when hiring.</p> <p>The administration attend the district job fair in order to seek out highly qualified candidates.</p>	<p><b>M</b></p>
<p>Seek and hire school administrators who meet the qualifications for a highly effective school leader and who are best suited for the school's environment. (IE<sup>2</sup>)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/ A</p>
<p>Support local school teachers and leaders to improve retention rate. (IE<sup>2</sup>) (S)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/ A</p>

<p>Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. <b>(AD)</b></p>	<p>1. Provide scheduled times for grade level planning, PLCs and PL training.</p> <p>2. Our Academic Coach will also be providing training and working with teacher.</p> <p>3. Use the TKES commentary to provide feedback to the teachers.</p>	<p>Meeting Minutes</p> <p>Feedback from staff</p> <p>TKES Platform</p>	<p>Teachers Academic Coach Administrators</p>		<p>Master Calendar was created blocking out time for grade level meetings, data team meetings and PL meetings.</p> <p>Our academic coach provided training to our new staff in the areas of cloze reading, writing strategies and Think it Show it Math.</p>	<p><b>M</b></p>
<p>Fully implement and evaluate state system of teacher and leaders evaluation <b>(TKES and LKES)</b>.</p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/ A</b></p>
<p>Use results of TKES and LKES to improve professional performance <b>(IE<sup>2</sup>)</b></p>	<p>1. Provide specific and timely feedback to teachers in the TKES platform and through conferences.</p> <p>2. Participate in grade level meetings PLCs.</p>	<p>Formative Data Survey Data TKES platform</p>	<p>Teachers Administrators</p>		<p>Specific feedback was provided to the teachers during the TKES process in the platform and in face / face conferences as evidenced in the TKES portal.</p> <p>Meetings were held to review the TKES expectations at the beginning &amp; middle of the year.</p> <p>PLC framework was established and meetings were held consistently. Administration attended meetings to support and collaborate with the teams.</p>	<p><b>M</b></p>
<p><b>Other:</b> (Specific to school, division, or area. Can be more than one.)</p>						