

## School: Lassiter High School Strategic Plan Template

### 2016-17 Cobb County School District Strategic Plan

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

District Focus Priorities 2016-2019	2016-17 Aligned Actions and Measurements (Due September 1, 2016)						Focus Priority Status: NM = Not Met IP = In Progress M = Met
Focus Priorities: (Based on priorities identified by IE <sup>2</sup> , AdvancEd- AdvEd, Superintendent-S, and Academic Division- AD)	Key Actions: (List as many actions as needed in each box.)	Measured by:	Owner(s):	Resources Needed:	Results Of Key Actions: (Due June 30, 2017)		
1. Organize student performance data through CTLs for full accessible use by teachers and school leaders. (S) (AdvED)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)	<p>Increase CCRPI, EOC, AP, PSAT, SAT, and ACT scores, and strengthen college &amp; career readiness skills to compete nationally.</p> <p>Continue professional learning that is data driven by department.</p> <p>Increase stakeholder satisfaction and opportunities for involvement in regard to student instruction.</p> <p>Academic disciplines will focus on an area(s) that needs improvement and create a vertical team plan.</p> <p>Continue to integrate state benchmarks within our STEM program to achieve State certification.</p> <p>Incorporate ACT/SAT practice problems and readings into the curriculum to increase scientific literacy and align with the new SAT.</p> <p>Incorporate Universal Screener and Read 180 to identify student strengths and weaknesses.</p>	<p>Standardized formative and summative results provided by College Board, ACT and Georgia State Department of Education</p> <p>Documentation of professional learning activities and departmental collaborative meetings</p> <p>Stakeholder Survey results as part of the advanced/SACs review process</p> <p>Monitor the GADOE STEM progress for STEM certification.</p> <p>Compare and review practice questions, readings and assessments in Horizontal and Vertical Team meetings.</p> <p>Use reports from Universal Screener and Read 180 to create individualized instruction.</p>	<p>LHS Professional Learning Communities: Horizontal Teams, Vertical Teams, STEM Team and Administration</p> <p>LHS Faculty</p>	<p>Continued access to data, professional development opportunities, additional specialized reports to address specific areas of concern, ideally generated through Synergy</p> <p>Host SAT Prep courses at Lassiter.</p> <p>Continued professional learning development opportunities and current student data reporting</p> <p>Continue to provide staff the survey results and allow times in collaborative groups to reflect.</p> <p>Continued support from CCSD, PLTW, grants and community for the implementation process.</p> <p>Continued access to Universal Screener and Read 180.</p>	<p>Lassiter CCRPI increased from 98.7% to 100.6%.</p> <p>EOC trends are positive with a focus of moving more students into the Distinguished category.</p> <p>English PSAT score increase: 10<sup>th</sup> - 23 points 11<sup>th</sup> - 8 points</p> <p>Teachers requested and received professional learning based on PLC data.</p> <p>English Department vertical team focused on SAT/ACT grammar and writing; met with 8<sup>th</sup> grade – will also focus on grammar.</p> <p>STEM Department incorporated collaboration work days for cohort teachers to create integrative and cross-curricular lessons and assignments.</p> <p>Science Department utilized online resources (newsela.com) to integrate SAT text analysis skills into assignments.</p> <p>Social Studies department utilized practice PSAT questions containing humanities related passages to develop critical reading and test taking strategies.</p> <p>9<sup>th</sup> grade college prep classes implemented Universal Screener.</p>	IP	

<p><i>3. 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>	<p>Sound and solid syllabi and pre-planning of formative assessments and timelines.</p> <p>Maintaining regular communication between horizontal teams to review pacing and the development of formative assessments.</p> <p>Create a Vertical Team Plan in core areas.</p> <p>Provide meaningful summer assignments.</p> <p>Create PSAT Student Data Teams</p>	<p>Utilization of Skype for Business for collaboration especially for teachers with singleton courses</p> <p>Documentation of Horizontal Team Meetings and Vertical Team Meetings</p> <p>Feedback of summer assignment assessments</p> <p>Documentation of Data Team Minutes/Charts of Progress</p>	<p>LHS Faculty</p>	<p>Access to Skype for Business</p> <p>Professional Development on formative assessments</p>	<p>Science – vertical team alignment between levels of the same course</p> <p>Science/STEM – integrated summer readings with ELA</p> <p>ELA –grammar vertical team plan 8-12</p> <p>US History classes are using USA Testprep assessments throughout the year to pinpoint content areas that need review. The focus on test taking strategies is also ongoing.</p> <p>WL – World Languages are using Schoology, Kahoot and Quizlet to assess students' understanding of content. (vocabulary and grammar structures)</p> <p>Student Data team was created with a focus PSAT/SAT strategies.</p>	<p>IP</p>
<p><i>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<p>Provide deliberate and meaningful professional learning opportunities during collaborative meetings and in -service days.</p> <p>Revisit College Board Training -integration of PSAT/SAT strategies.</p> <p>Schedule common planning periods within departments.</p>	<p>Lunch and Learn participation</p> <p>Usage of CTLS</p> <p>Use of time during advisement for PSAT strategies</p>	<p>Administration</p>	<p>Access to Khan Academy</p> <p>Access to CTLS</p> <p>Access to School Strategic Plan Blog</p>	<p>Social studies teachers attended AP Summer Institute related to the revision of the AP World History course.</p> <p>Science – Representatives attended GSTA conference and STEM Innovation Academy.</p> <p>World Languages representative went to National ACTFL Conference and distributed information on best practices and current WL instructional and assessment techniques.</p> <p>Local Professional Development Technology Plan was developed and implemented.</p> <p>PSAT strategies incorporated throughout all subject areas.</p> <p>Common Planning scheduled.</p>	<p>IP</p>
<p><i>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</i></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>		

<p>6. Increase percentage of student performance in math/algebra at every grade level. <b>(S)</b>  <i>(Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</i></p>	<p>Strategic student scheduling.</p> <p>Administrative involvement in horizontal team meetings.</p> <p>Create Support Block course for Algebra Foundations.</p> <p>Utilize time in Academic Support Enrichment (ASE).</p> <p>Identify weaknesses on PSAT and integrate strategies in class, ASE, and advisement.</p>	<p>Grade Profile Reports</p> <p>EOC Scores</p> <p>SLO Scores</p> <p>Pre/Post Formative Assessment Scores reported to Horizontal Team Lead</p>	<p>Administration and Faculty</p>	<p>Common Planning Time</p> <p>Academic Support Enrichment Schedule</p>	<p>Teachers looked at CogAT/ITBS scores to determine courses for individual students. Registration and Scheduling process is efficient and few changes are needed at the beginning of the semester giving teachers more instructional time to accomplish our school goals.</p> <p>Administrators participate weekly in PLC meetings and feedback is shared at admin meetings.</p> <p>Block Algebra Foundations course was created and Algebra scores increased.</p> <p>Some highlights of our ASE program:</p> <ul style="list-style-type: none"> <li>•Language Arts has diverse offerings: extra help, newspaper, literary magazine, SAT Prep, senior support.</li> <li>•ASE classes in math are offered for all levels: on-level, honors, accelerated, AP, and smaller group (led by special education teachers in math teamed classes).</li> <li>•ASE classes in World Language are assigned by differentiating language and ability levels.</li> <li>•Adaptive PE ASE - continue to integrate regular education students to assist with special needs students during physical activities.</li> <li>•Science ASE courses continue to focus on preparing students for assessments such as the AP exam and EOC, as well as in-class assessments.</li> <li>•Fine Arts ASE courses: Orchestra: chamber music, small ensembles (string quartets/ quintets). Band: Jazz Band and jazz history. Additionally, Band rehearses small ensembles (woodwind quintet, brass quintet, and choirs (i.e. clarinet, flute). -Chorus: Choraliers rehearsal. Art - will continue AP Studio Art. Tri-M (Music Honor Society) ensembles also rehearse during ASE.</li> <li>•Social Studies teachers use ASE time to review tests with students on a more individual basis and review content for students who need further assistance.</li> <li>•CTAE ASE are used to prepare students for CTSO competitions.</li> </ul>	<p>IP</p>
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<p><b>7. Increase number of students academically completing every grade.(S)</b></p>	<p>Strengthen lessons with critical thinking, reading skills, vocabulary integration including academic vocabulary, and Marzano’s Instructional Strategies.</p> <p>Strengthen Academic Support Enrichment (ASE) Schedule with very intentional scheduling.</p> <p>Development of Lassiter Summer Academy to remediate and retake courses students failed.</p> <p>Re-incorporate 9<sup>th</sup> week progress report with student conferencing.</p> <p>Intensive intervention with students who are failing two or more classes.</p>	<p>On-track reports</p> <p>ASE scheduling</p> <p>Summer Academy data</p> <p>Usage of Academic Vocabulary list on shared network drive</p> <p>Documentation of 9 Week Progress Conferences</p>	<p>LHS Horizontal Teams, Faculty, Counselors and Administrators</p>	<p>Access to reports in On-track</p> <p>Summer Academy Program</p> <p>Access to Online courses</p> <p>School Strategic Plan Google Doc</p> <p>9 Week Progress Report Conference Form</p> <p>Use of Athletic Academic Coach position</p>	<p>Lassiter Student Data Team “PSAT Boys” created lesson plans and videos for all students that include higher-order thinking skills.</p> <p>Students were scheduled into ASE based on teacher recommendation and student performance data.</p> <p>Lassiter’s Summer Academy continues to be successful for credit recovery and obtaining PE and Health requirements.</p> <p>Failures in courses are conferenced using the Student Progress Conference form.</p> <p>Counselors and Administrators made failure calls and mailed letters home to students’ failing courses. Those failing two or more were required to attend a conference. Administrators also met with students who had multiple failures. Caseload Managers met with the multiple failures and implemented plans for improvement.</p>	<p>IP</p>
<p><b>8. Other:</b> <i>(Priorities specific to school, division, or area. Can be multiple.)</i></p>	<p>Use of PSAT 8/9 data for placement of rising 9th graders.</p> <p>Establish goals that address SSP &amp; align to Common Core standards, instruction, &amp; assessments (technology integration included).</p> <p>Create Common Summer Reading that incorporates English, SS and Science.</p>	<p>Continue horizontal &amp; vertical teaming to strengthen best practices</p> <p>Community Service Hours Contract</p> <p>Teacher feedback on current 9<sup>th</sup> grade summer reading model</p> <p>Professional Learning and/or subject area book studies on Project Based or Problem Based learning</p> <p>Horizontal grade teams will create assignments based on the current 9<sup>th</sup> grade model.</p>	<p>Administration, STEM Team, Counselors, and Teachers</p>	<p>PLTW Grant</p> <p>Common Planning</p> <p>Community Service Opportunities</p> <p>PSAT, AP and SAT</p> <p>Comprehensive Data Reports</p> <p>On-going grant applications</p> <p>Community Service Reporting Form</p>	<p>PSAT data and CogAT scores along with teacher recommendations were used for 9th grade placement.</p> <p>Teachers included more differentiated problem and project based learning. Common core reading and writing development is emphasized through the use of primary document analysis and free response assessments of student knowledge. Instructional Technology Plan was well designed to add additional access to student computers. Reading resources will continue to be utilized throughout courses, in conjunction with technology, to improve reading skills in all areas.</p> <p>Teachers worked collaboratively between departments and with administrators to create summer reading assignments that connect to multiple subjects.</p>	<p>IP</p>

**Board Goal 2: Differentiate resources for students based on needs.**

<p><i>District Focus Priorities 2016-2019</i></p> <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>2016-17 Aligned Actions and Measurements</b> (Due September 1, 2016)</p>						<p><u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met</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>Identify local school innovations through system flexibility to increase student achievement. <b>(IE<sup>2</sup>)</b></p>	<p>Review CogAT scores and utilize to properly place students in appropriate classes.</p> <p>Develop, implement, and support new plans and/or programs that focus on student-centered learning, higher-order thinking, and problem solving in the classroom.</p> <p>Place current AP students in need of support &amp; enroll in ASE AP class to focus on necessary skills; Identify weaknesses on AP exams and integrate skill-building in AP classes.</p> <p>Utilize Advisement time for PSAT strategies (Khan Academy).</p>	<p>Number of students taking honors and AP courses. Include duplicated and unduplicated.</p>	<p>Administration and Faculty</p>	<p>Continued access to student assessment reports</p> <p>Access to Kahn Academy</p>	<p>US History students identified as needing extra support for the upcoming Milestones test were grouped in an intensive ASE class.</p> <p>A student data team was created to provide standardized test practice in ASE through the video series "PSAT Boys".</p> <p>All student placements in ASE classes are made with student performance data.</p> <p>Khan Academy was utilized during advisement time.</p>	<p><b>IP</b></p>	
<p>Divisionally support local school innovations identified through system flexibility for increasing student achievement. <b>(IE<sup>2</sup>)</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>Provide targeted resources for students 1. not reading on grade level (Lexile) 2. unsuccessful in Math/Algebra (Based on 2014 CCRPI Math/Algebra scores) 3. not on-track for graduation <b>(S)</b></p>	<p>Increase student achievement in common core literacy skills by continuing to focus on critical thinking &amp; reading skills &amp; argumentative writing Continue to offer Block Support Math Course.</p> <p>Offer credit recovery online.</p> <p>Create opportunity for interdisciplinary teacher collaboration.</p>	<p>Time spent during, Saturday School, and detention for tutoring opportunities</p> <p>Create more opportunities for credit recovery through flexible scheduling.</p>	<p>Horizontal Teams, Math Department Administration, Department Chairs and Counselors.</p>	<p>20 Day Money</p> <p>Continued access to credit online recovery</p>	<p>Student achievement has increased in reading and writing skills.</p> <p>Student achievement in math has increased.</p> <p>Students are on track for graduating.</p> <p>Teachers have been able to collaborate across content areas through professional learning days.</p>	<p><b>IP</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> Enhance existing programs to further develop college and career paths</p> <p>Increase enrollment in Advanced Placement courses and increase Advanced Placement test scores</p> <p>Cultivate cross curricula STEM activities, communication, and collaboration among our staff</p>	<p>Increase number of students in Work-Based Learning Program.</p> <p>Post activities and professional resources on STEM Blackboard. Distribute individual AP Potential reports to students during registration.</p>	<p>Recruiting efforts.</p> <p>Enrollment in AP courses and exam scores Career Pathway Participation and Completion and number of Industry Credentials</p>	<p>CTAE teachers, Administration and Counselors</p>	<p>CCRPI</p> <p>AP, EOC and SLO reflection sheet for horizontal team meetings</p>	<p>Significant increase in WBL enrollment.</p> <p>STEM certified. Teachers are collaborating effectively with in and across the math, science and English departments.</p> <p>AP enrollment and test administration has increased with the AP Potential reports.</p>	<p>IP</p>
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**Board Goal 3: Develop stakeholder involvement to promote student success.**

<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>
<p>Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b></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>IP</p>
	<p>Increase stakeholder satisfaction and communication.</p> <p>Increase stakeholder participation in PTSA, School Council, &amp; school events.</p> <p>Continue to strengthen communication via PTSA Newsletter, email blasts, website, Twitter and new Lassiter APP for mobile devices.</p>	<p>Surveys and parent participation</p> <p>Re-post updates of SSP on website quarterly</p>	<p>Administrators and Counselors</p>	<p>Continued access to communication venues</p>	<p>Only high school in Cobb to receive a 5 start rating on the GA DOE climate survey.</p> <p>Increase in administration participation with PTSA meetings and communication.</p> <p>School Council meetings experienced a more diverse agenda that included school operations, budget, as well as academics.</p> <p>New Twitter account added for communication.</p> <p>Eblast is being updated this summer.</p>	<p>IP</p>

<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>Collaborate with PTSA</p> <p>Increase key Parent Nights</p> <p>Gather feedback forms</p> <p>Encourage parent(s) to keep student academically involved over summer break through workshops, classes, etc.</p>	<p>PTSA meetings and elbast.</p> <p>Participation at Parent Nights</p> <p>Survey Data</p>	<p>Administrators and PTSA</p>	<p>Continued access to communication venues</p>	<p>Regular PTSA, Board and School Council meetings were held with all stakeholders represented.</p> <p>Admin and counseling department developed an additional parent night meeting that involved 10<sup>th</sup> and 11<sup>th</sup> grade parents as well.</p> <p>Freshman advisement format was changed, and was more effective with time as well as academic expertise; parent survey feedback was positive.</p> <p>Parent meeting that included Ga Prevention Project and many other community resources for drug awareness well attended. Summer Academy Health class was well attended.</p>	<p>IP</p>
<p><b>Other:</b></p> <p>Advance innovative ways to engage the community and parents in the educational process: Realities of Rigor, Grade Level parent night meetings, freshman orientation, 9<sup>th</sup> and junior advisement.</p> <p>Increase strategic partnerships with businesses, post-secondary institutions, and community leaders to fully integrate college and career</p> <p>Expose students to a unique and explicit curriculum for STEM students</p>	<p>Encourage students to attend summer workshops, competitions and program specific camps.</p> <p>Increase participation of parent business owners to allow students work site visits and/or job shadowing.</p> <p>Create communication and efficient processes for instructional information.</p> <p>Teachers attend STEM workshops &amp; AP institutes for cross curricula development involved with math, science, and CTAE competitions.</p> <p>Train STEM Cohort English and Science teachers through the STEM Academy.</p> <p>Cultivate partnerships with business/community/ and post-secondary. Start Lassiter Ambassador Program/Continue Renaissance Program.</p>	<p>Participation in Parent Nights</p> <p>Business owner parents "sign up" at PTSA meetings.</p> <p>Quarterly minutes of School Council posted on website</p> <p>STEM Blog</p>	<p>Administrators and Counselors</p>	<p>Partnerships with business/community and post-secondary</p>	<p>Acquisition and implementation of the Naviance platform for college and career planning.</p> <p>Parent info meeting about Naviance well attended.</p> <p>STEM Internship Program is starting the first cohort group.</p> <p>Two additional ELA teachers trained at STEM ACADEMY.</p> <p>Lassiter Ambassador program continues to grow and support our students.</p> <p>Student interns continue to be active in the Northeast Cobb Business Association.</p>	<p>IP</p>

**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><u>Focus Priorities:</u> (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><u>Focus Priority Status:</u></b> NM = Not Met IP = In Progress M = Met</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>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE<sup>2</sup>)</p>	<p>Administration attends CCSD Job Fair.</p> <p>Administration meets to analyze critical needs of school when making hiring decisions and Include content specific department chair in recruiting and hiring process.</p> <p>Create selection committee that includes appropriate stakeholder representation for filling high profile jobs.</p> <p>Administrative assignments to specific departments to maintain academic focus.</p>	<p>Attendance at Job Fairs</p> <p>TKES Platform data from Self-evaluations, Goal setting and review</p> <p>Student survey data</p> <p>Survey and minutes from Selection Committee</p> <p>Use PSAT data questions and EOC teacher reflection for goal setting</p>	<p>Administration and Department Chairs</p>	<p>Access to STAR</p> <p>Time to attend job fairs</p> <p>Communication and strong relations with key stakeholders</p> <p>Survey for Stakeholder input for hiring high profile positions</p>	<p>Administrators attended CCSD Job Fair and met many potential candidates.</p> <p>TKE summative results indicated a high percentage of teachers attaining a score of 3 or 4.</p> <p>Highly qualified candidates identified, interviewed and hired for 2017-18 school year.</p> <p>Identified and made internal employee shifts to help maximize teacher effectiveness.</p>	<p>IP</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>Provide teachers with the resources and training needed to enhance instruction.</p> <p>Provide common planning so that seasoned or veteran teachers have opportunities to work one on one with new teachers.</p> <p>Encourage teachers to attend AP summer institute.</p> <p>Update SSP Office 365 shared document.</p>	<p>Usage of AP Teacher reflection sheet with goal setting and results.</p> <p>Horizontal team notes and reflections</p> <p>Attendance at AP Summer Institute</p> <p>Use of SSP Google Doc</p>	<p>Administration, Department Chairs, and Horizontal Team Leaders</p>	<p>Access to professional development including in person and webinars.</p> <p>SSP Google Doc</p>	<p>Professional Learning Communities within each department took place on a consistent basis which consistently addressed the standards, assessments and progress monitoring.</p> <p>Veteran teacher mentors were strategically put into place to guide and mentor their peers of lesser experience. Common planning was strong.</p> <p>All AP teachers have attended Summer Institute.</p> <p>SSP Office 365 shared document was utilized throughout the year by the SSP Team.</p>	<p><b>IP</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>Professional development based on TKES and LKES results.</p> <p>Engage teacher leaders to lead certain staff development to help increase TKES performance.</p>	<p>TKES and LKES results</p>	<p>Administration and Teacher Leaders</p>	<p>Continued access to reports on TKES and LKES Dashboard</p>	<p>Professional Development plan was implemented and engaging.</p> <p>Administrative team met as a group on a consistent basis to process and analyze the TKES platform data and Individual admin utilized TKES platform to address professional issues and topics with their assigned teachers.</p>	<p><b>IP</b></p>
<p><b>Other:</b> Maintain an environment where strong relationships between teachers and administrators is supportive and an environment that empowers staff.</p>	<p>Encourage both teachers and students to take ownership in their role in education.</p>	<p>Faculty and Student Recognition Programs</p>	<p>LHS Staff</p>	<p>Common Planning, Student and Teacher awards and recognition</p>	<p>Students were recognized in awards assemblies and in classrooms for accomplishments.</p> <p>Staff were recognized in end of year celebration for awards and accomplishments.</p> <p>Admin were present and engaged in the PLC process with teachers.</p>	