



<p>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<ul style="list-style-type: none"> <li>• Develop and implement with fidelity data team protocols for consistent review and monitoring</li> <li>• Create norms for building common assessments school wide.</li> <li>• Collaboration Planning meetings according to core subject area</li> <li>• Administer diagnostics at beginning of semester to include: Reading Index/ Math Index/ CTLS pre-assessment data, locally developed pre-assessment for SLO courses</li> <li>• track data before/after instructional intervention</li> <li>• Review testing data and adjust student instruction</li> <li>• Use formative assessment to determine student progress, and adjust instruction accordingly</li> <li>• Math collaborative teams will collect daily data with lesson adjustment and key strategies for students that are not meeting standards (for one class only)</li> </ul>	<ul style="list-style-type: none"> <li>• Diagnostics (pre-SLO or common pre-summative test)</li> <li>• Common formative checks during each lesson</li> <li>• Common post summative test/questions</li> <li>• Remediation: USA Test Prep</li> <li>• Diagnostics (beginning of semester/ unit)</li> <li>• formative checks after each lesson</li> <li>• summative test (common assessment)</li> <li>• Utilize tutor.com</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Academic Coaches</li> <li>• Department Chair</li> <li>• Collaborative Teams</li> <li>• Admin</li> <li>• Principal</li> </ul>	<p>Licenses for RI / 9-10<sup>th</sup> grade</p> <p>Licenses for MI/ 9-10<sup>th</sup> grade</p> <p>CTLS training</p> <p>Tutor.com</p>	<p>IP- Collab team protocols were introduced to staff, meeting was not consistent across all disciplines.</p> <p>IP- Math did collaborate weekly and review data specifically in Geometry- there was an increase in student performance in Geometry as a result of the process</p> <p><b>Updated 6/30/2017 – M- Core subject areas were adequately trained on the data team process. Common assessments were develop. Data was shared widely and progress was monitored consistently throughout the school year.</b></p>	
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<p>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)</p>	<ul style="list-style-type: none"> <li>• Re-teach, remediate or accelerate for individual students or whole class based on results</li> <li>• Check frequently for content mastery using data points derived through data teams</li> <li>• Develop teachers on assessment uses.</li> <li>• Collaborative department meetings to create common assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Summative / common assessment</li> <li>• Formative Assessments</li> <li>• Research based proven alternate assessments (departmentally decided)</li> <li>• Daily Data-Math team specific</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Academic Coaches</li> <li>• Department Chair</li> <li>• Collaborative Teams</li> <li>• Admin</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Planning Time</li> <li>• Professional Development - Depth of Knowledge</li> <li>• CTLS, USA Test Prep, and other digital resources where banks of questions are housed</li> <li>• CTLS, USA Test Prep, and other digital resources where banks of questions are housed</li> <li>• Trend Data</li> </ul>	<p>IP- Collaborative teams developing common assessments</p> <p>Schoolwide movement to assessment through CTLS</p> <p>Mass RI/MI Screenings</p> <p><b>Updated 6/30/2017- Common assessments developed across all core disciplines</b></p> <p><b>Core subjects utilized the CTLS platform to assess students and drive the practices for intervention and acceleration.</b></p> <p><b>RI- Screenings conducted for grades 9-11. MI/ Conducted in the Algebra and Geometry courses.</b></p>	
<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<ul style="list-style-type: none"> <li>• Assign Instructional Coaches to specific departments and create a plan to address the implementation of our data teams and instructional framework adoption</li> <li>• Develop a Teaching Tuesdays professional learning calendar to provide work sessions by departments / groups</li> <li>• Implementation of Professional Learning Communities to support teacher selected professional growth topics</li> <li>• Use School CCRPI Organizational committees to develop teacher leaders</li> <li>• Offer Title Funded Math and Science Blended model courses for students with patterns of math deficit and repeat course attempters.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development calendar</li> <li>• Collaborative Team /Agendas Minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Academic Coaches</li> <li>• Department Chair</li> <li>• Collaborative Teams</li> <li>• Admin</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Topic Experts</li> <li>• Access to resources or personnel</li> </ul>	<p>IP – School Professional Learning Calendar developed after initial data review checkpoint – 9/16/2016</p> <p><b>Updated 6/30/2017 IP- Professional learning was specific to discipline.</b></p> <p><b>Teaching Tuesday Calendar was not utilized during the 2016/17 school year for the whole body.</b></p>	

<p>5. Increase percentage of students reading on grade level. <b>(S)</b> (Based on CCRPI 2014 Reading Scores)</p>	<ul style="list-style-type: none"> <li>Develop a school-wide literacy program</li> <li>Adopt a school-wide RTI process to address deficits relative to reading</li> <li>Implement targeted instructional plans for each level of RTI reading process.</li> <li>Implement Read 180 with fidelity for the lowest level readers.</li> <li>Determine current Lexile levels using Universal Screener (RI).</li> <li>Actively move students to a lexile level of 1275 through use of our structured schoolwide literacy protocol</li> <li>Strengthen teachers' instructional strategies in reading through Academic Coaching and collaboration.</li> <li>Development of schoolwide reading strategies as literacy interventions.</li> </ul>	<ul style="list-style-type: none"> <li>RI Lexile Data</li> <li>EOC data</li> </ul>	<ul style="list-style-type: none"> <li>Academic Coaches</li> <li>Literature Team</li> <li>Literacy Committee</li> <li>Title 1 Reading Teacher</li> <li>Admin</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>Technology access</li> <li>Personnel</li> <li>Common Book or Reading Materials</li> </ul>	<p>In Progress- Revamped school Response to Intervention Process</p> <p>8/2016 – SSA primarily responsible for implementation and facilitation</p> <p><b>Updated 6/30/2017</b></p> <p><b>School wide literacy protocol developed and implemented.</b></p> <p><b>Students reading within the instructional band for 11<sup>th</sup> grade as follows:</b></p> <p><b>2015 – 56.2</b> <b>2016- 66.2</b> <b>2017 – 77.3</b></p> <p><b>School will continue with implementation of the School wide literacy plan – One School/One Book Model for the 2017/18 school year.</b></p>	
<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>	<ul style="list-style-type: none"> <li>Building RTI protocols to address deficits relative to math</li> <li>Offer a course, Foundations of Algebra that will target the first quartile of students for remediation of foundational algebraic skills</li> <li>Utilize the data team process to identify weaknesses within course and design and implement a targeted remediation plan to close performance gaps</li> <li>Incorporating a weekly rigor enriched task within the work session of the instructional framework</li> </ul>	<ul style="list-style-type: none"> <li>MI Data</li> <li>Pass/Fail Data</li> <li>CTLS and SLDS data</li> <li>Common assessment data</li> <li>RTI Records</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Academic Coaches</li> <li>Department Chair</li> <li>Collaborative Teams</li> <li>Admin</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>Technology access</li> <li>Personnel</li> <li>Opportunities for afterschool learning</li> </ul>	<p>In Progress- Milestones 2015 Level III percent passing:15.6</p> <p>Milestones 2016 Level III percent Passing: 13.5</p> <p><b>Updated 6/30/2017</b></p> <p><b>IP – Although the school did meet the goal to increase the student performance in Algebra as measured by the MI data and the Common Assessments. We acknowledge that there is still much room for growth.</b></p>	

<p><b>7. Increase number of students academically completing every grade.(S)</b></p>	<ul style="list-style-type: none"> <li>Implement standards based grading policies that allow for checking for understanding of content</li> <li>Utilize 20 day funds to support before and after school to provide remediation and reassessment opportunities for student performing below standard</li> <li>Course Recovery – Online Learning Options</li> <li>Allow students the option to take course extension when performing in the 60 -69 range</li> <li>Offering individualized tutoring with mytutor.com</li> <li>Counselors will continuously monitor at-risk students to determine risk for failure – Project G.R.A.D – Granting Remediation through Academic Development</li> </ul>	<ul style="list-style-type: none"> <li>Progress Reports</li> <li>Data Team Summaries</li> <li>Pass/Fail Data</li> <li>CTLS and SLDS data</li> <li>Common assessment data</li> <li>Walkthroughs and review of lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Academic Coaches</li> <li>Department Chair</li> <li>Collaborative Teams</li> <li>Admin</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>Technology access</li> <li>Personnel</li> <li>Opportunities for afterschool learning</li> <li>Resources to prep for exams (books, online programs, etc)</li> </ul>	<p>9<sup>th</sup> Grade Lit – 3 point gain Am Lit- 3 point gain Algebra – 2 point decrease Geometry – 9 point gain Biology – 2 point gain U.S. – 4 point gain Econ – 17. 5 point gain</p> <p>In progress- Levels III and IV – Milestones data</p>	
<p><b>8. Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	<ul style="list-style-type: none"> <li>Title Funded Blended model courses in high needs core content areas for students with patterns of deficit and repeat course attempters.</li> <li>Develop an online platform designed as a resource for parents to utilize to support their students with difficult concepts at home.</li> <li>Parent University Online</li> </ul>	<ul style="list-style-type: none"> <li>Parent Surveys</li> <li>Parent perceptual Info</li> <li>Feedback from PTSA</li> </ul>	<ul style="list-style-type: none"> <li>Title 1 Parent Liaison</li> <li>Title Funded: Reading, Math and Science Instructors</li> <li>Admin</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>Technology access</li> <li>Personnel</li> <li>Opportunities for afterschool learning</li> </ul>	<p>IP – Launched 8/2016</p> <p><b>Updated 6/30/2017</b></p> <p><b>M- Blended learning courses established for the following content areas:</b></p> <p><b>Biology</b> <b>Physics</b> <b>Algebra</b> <b>Geometry</b></p>	

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

<p><b>District Focus Priorities 2016-2019</b></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 (Due September 1, 2016)</b></p>						<p><b>Focus Priority Status:</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>NM = Not Met IP = In Progress M = Met</p>	

<p>Identify local school innovations through system flexibility to increase student achievement. <b>(IE<sup>2</sup>)</b></p>	<ul style="list-style-type: none"> <li>• The first Cobb County school to offer dual enrollment on site with Chattahoochee Technical College</li> <li>• Implement AP US History and AP Lang "skinny" throughout the year (ELA)</li> <li>• Flexible scheduling AP Resource Room Tutoring opportunities (Social Studies)</li> <li>• Allow native speaking students to test out of Foreign Language courses (ESOL)</li> </ul>	<ul style="list-style-type: none"> <li>• Formative/ Summative Data</li> <li>• pass/fail rates</li> <li>• survey of students</li> <li>• AP Exam Data</li> </ul>	<ul style="list-style-type: none"> <li>• AP Teachers</li> <li>• Admin</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• AP Classroom</li> <li>• Personnel</li> </ul>	<p>IP – Level four data from CTLS</p> <p>U.S. – 4 point gain Am Lit- 3 point gain</p> <p><b>Updated 6/30/3017</b></p> <p><b>IP- The results of this intervention is both fluid and continuous.</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>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>	<p>Reading/Literacy</p> <ol style="list-style-type: none"> <li>1. Continual Lexile monitoring through Reading Index.</li> <li>2. Support for literature and reading growth through school literacy plan.</li> <li>3. Title Funded Reading Course (Read 180) for students with severe reading deficits.</li> </ol> <p>Numeracy</p> <ol style="list-style-type: none"> <li>4. Continual numeracy monitoring through Math Index.</li> <li>5. Foundations of Algebra: a course that is taught in addition to Algebra I to remediate student who have deficits in algebra. Placement is determined based on CRCT scores and 8th grade teacher recommendations.</li> <li>6. myTutor.com: an online one-on-one 24 hour web-based program that will allow student to find assistance for any core subject</li> <li>7. Daily data protocols for math, results drive immediate remediation practices</li> <li>8. Title Funded Math Blended model course for students with patterns of math deficit and repeat course attempters.</li> </ol>	<ul style="list-style-type: none"> <li>• RI Data</li> <li>• MI Data</li> <li>• CTLS Data</li> <li>• Pass/Fail Rates</li> <li>• Attendance Data</li> <li>• Formative/ Summative Data</li> <li>• Online Program Data</li> <li>• Progress Monitoring Data</li> <li>• RTI Records</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Coaches</li> <li>• Literature Team</li> <li>• Literacy Committee</li> <li>• Title 1 Reading Teacher</li> <li>• Title 1 Math Teacher</li> <li>• Admin</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• My-tutor.com</li> <li>• Lexile Data</li> <li>• CVA</li> <li>• Gradpoint</li> <li>• Personnel</li> <li>• Counseling Department Support</li> <li>• Funding for hourly pay</li> </ul>	<p>IP- Hired Title 1: Reading Instructor/ Math Gradpoint Instructor/ Science Gradpoint Instructor/School Literacy Coach/ Science Coach/Math Coach</p> <p>See data table</p> <p><b>Updated 6/30/3017 -</b></p> <p><b>M- Students performing within the lexile band increased at both the 9<sup>th</sup> and 11<sup>th</sup> grade levels.</b></p> <ul style="list-style-type: none"> <li>- <b>Reduction in course failures in literature courses</b></li> <li>- <b>School wide literacy plan implemented.</b></li> </ul>	
<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>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	<ul style="list-style-type: none"> <li>• Offer curriculum nights and online math videos to parents via Parent University</li> <li>• Student tutorial videos offered online through teacher blogs</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Sign In Sheets</li> <li>• Website Traffic Records</li> </ul>	<ul style="list-style-type: none"> <li>• Title 1 Parent Liaison</li> <li>• Admin</li> <li>• Principal</li> <li>• Academic Coaches</li> <li>• PTSA</li> </ul>	<p>Funding for resources and materials</p>	<p>IP – Two curriculum nights offered during 2015-16 school year.</p> <p>Planning phases for the 2016-17 school year</p> <p><b>Updated 6/30/2017 – NM- The school did not offer curriculum nights for the 2016/17 school year.</b></p> <p><b>Parent University – Online module- was not regularly updated with useful information for parents.</b></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><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 evaluate stakeholder input for critical processes. <b>(AdvED)</b></p>	<ul style="list-style-type: none"> <li>• Develop a Title One Parent Liaison facilitated parent advisory board. Meetings held monthly.</li> <li>• Conduct Principal roundtable discussions/ Coffee with Principal/ Virtual Meetings</li> <li>• Engage parents for input at every school event (Parent Liaison accessible via athletic events and major performances.</li> <li>• Use the school council committee to provide input</li> <li>• Student Surveys</li> <li>• Teacher Surveys</li> <li>• Use the PTSA to provide input</li> <li>• Parent Liaison days in the community at local apartment complexes and grocery stores.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Sign In Sheets</li> <li>• Survey Data</li> <li>• Climate Survey Data</li> <li>• State survey data</li> </ul>	<ul style="list-style-type: none"> <li>• Title 1 Parent Liaison</li> <li>• Admin</li> <li>• Principal</li> </ul>	<p>Funding for meeting materials</p>	<ul style="list-style-type: none"> <li>• IP - PTSA feedback sessions offered.</li> <li>• Development of Parent Advisory Council - 9/2/2016</li> <li>• A monthly Title I parent meeting offered.</li> </ul> <p><b>Updated 6/30/2017 – IP- Progress was made toward the development of a structured continuum of support for parents.</b></p> <ul style="list-style-type: none"> <li>• <b>Parent Advisory Council</b></li> <li>• <b>Quarterly Title I parent meeting.</b></li> </ul>		



<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<ul style="list-style-type: none"> <li>Parents and Pound cake</li> <li>Title 1 -Parent Advisory Board</li> <li>School Advisory Council</li> <li>PTSA</li> <li>Parents as Parents</li> <li>The creation of Parent University – Online learning platform for parents to become more connected with academic services and strategies to support their students</li> </ul>	<ul style="list-style-type: none"> <li>Parent Sign In Sheets</li> <li>Website Traffic Records</li> </ul>	<ul style="list-style-type: none"> <li>Title 1 Parent Liaison</li> <li>Admin</li> <li>Principal</li> <li>PTSA</li> </ul>	<p>Funding for meeting materials</p>	<ul style="list-style-type: none"> <li>IP - PTSA feedback sessions offered.</li> <li>Development of Parent Advisory Council - 9/2/2016</li> <li>A monthly Title I parent meeting offered.</li> </ul> <p><b>Updated 6/30/2017 -IP - Continual Pursuit</b></p>	
<p><b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	<ul style="list-style-type: none"> <li>Teacher websites</li> <li>Social Media Platforms</li> <li>Podcasts/Blogs</li> <li>Blackboard Communication</li> <li>Mailings/Robo-Calls</li> </ul>	<ul style="list-style-type: none"> <li>Website Traffic Records</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Academic Coaches</li> <li>Department Chair</li> <li>Collaborative Teams</li> <li>Admin</li> <li>Principal</li> </ul>	<p>N/A</p>	<p>IP- Teacher websites</p> <p><b>Updated 6/30/2017 –</b></p> <p><b>M - All teachers created blogs to attach to their email address in an effort to provide continuous communication about course expectations.</b></p> <p>Mailings/Robo-Calls were regularly utilized.</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><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><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>		

Seek and hire teachers who meet the qualifications for a highly effective teacher. <b>(IE<sup>2</sup>)</b>	<ul style="list-style-type: none"> <li>Involve members of the department and administrative team in the interview process.</li> <li>Establish relationships with local colleges / universities to identify potential candidates early</li> <li>Request and review annual evaluations before interviewing candidates</li> <li>When appropriate, utilize a performance based interview protocol for potential candidates</li> </ul>	<ul style="list-style-type: none"> <li>Annual Evaluations</li> <li>Panel Rubrics</li> <li>Transcripts</li> <li>Assessment Scores</li> </ul>	<ul style="list-style-type: none"> <li>Academic Coaches</li> <li>Department Chair</li> <li>Admin</li> <li>Principal</li> </ul>	Access to HQ Candidates	IP – Fully staffed by 8/31/2016  <b>Updated 6/30/2017 – IP-Goal- To be fully staffed by 8/31/2017</b>	
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. <b>(IE<sup>2</sup>)</b>	N/A	N/A	N/A	N/A	N/A	
Support local school teachers and leaders to improve retention rate. <b>(IE<sup>2</sup>) (S)</b>	N/A	N/A	N/A	N/A	N/A	
Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. <b>(AD)</b>	<ul style="list-style-type: none"> <li>Use instructional coaches to conduct informal observations and support teachers systematically and consistently.</li> <li>Provide ongoing professional learning through our school wide - Teaching Tuesday Professional Development Series.</li> <li>Use data from the TKES walks and formative assessments to determine additional areas of focus through professional development</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Plans</li> <li>Professional Learning Records</li> <li>Formative / Summative Data</li> <li>Progress Monitoring Data</li> </ul>	<ul style="list-style-type: none"> <li>Academic Coaches</li> <li>Department Chair</li> <li>Admin</li> <li>Principal</li> </ul>	Strategy Guides CDLS Platform Training Online Progress Monitoring Programs	IP – Admin Synchronization discussion held 8/2016  Learning Walks scheduled with Instructional Coaches/Department Chairs/Admin  <b>Updated 6/30/2017 –IP – Continual Pursuit</b>	
Fully implement and evaluate state system of teacher and leaders evaluation <b>(TKES and LKES).</b>	N/A	N/A	N/A	N/A	N/A	
Use results of TKES and LKES to improve professional performance <b>(IE<sup>2</sup>)</b>	<ul style="list-style-type: none"> <li>Conduct team walks to identify common concerns/areas of growth</li> <li>Determine trends and tailor professional learning opportunities to address them</li> <li>Utilize Instructional Coaches to help strengthen individual teacher performance through individualized coaching and modeling sessions.</li> </ul>	<ul style="list-style-type: none"> <li>TKES Walk-through Data</li> </ul>	<ul style="list-style-type: none"> <li>Academic Coaches</li> <li>Department Chair</li> <li>Admin</li> <li>Principal</li> </ul>	Instructional Coach Support  Professional Development	IP – Admin Synchronization discussion held 8/2016  Learning Walks scheduled with Instructional Coaches/Department Chairs/Admin  <b>Updated 6/30/2017 –IP – Continual Pursuit</b>	
<b>Other:</b> (Specific to school, division, or area. Can be more than one.)						

