Table #	Think about a time when you or a student was academically successful. What did the school, a teacher, or another adult do that helped make that success possible?	Based on the data shared, what student groups or programming efforts do you believe LT should prioritize?	How can we use the core and elevating indicators to better support the needs of all LT students, while also providing targeted support for the specific student group(s) identified in Question 2?
5	- Active learning(Group formatted classrooms) - Passionate and engaged teaching	- Black, Latinx, students w/ special needs, dual-language - In class or within clubs, ACT/SAT testing support for marginalized/lower testing groups - Revised testing or emotional support for ESL students taking the language aptitude tests	- Parent education, ex; "why is this class important?", "how can you take advantage of course offerings?" -"Middle-of-the-road" student help, as to not get lost in a large school - Subsidize funds towards school lunch for all students
4	Teachers forming a bond with students and forming stronger relationships can help engage students in learning and make them more interested in the class. Interactive learning where students can talk to one another and share ideas can make them more engaged in the class.	Test prep for the SAT and ACT can be helpful for students to help prepare for exams. Focusing on materials for the standardized tests during classes can be useful for students who do not have access to outside resources for test prep. How can students in the middle income between being comfortable and being subsidized or in free programs be supported. Would it be possible for students to get free lunch or subsidized lunch to give an even playing field to all students and ensure that all students have access to food at school no matter their income level.	Encouraging more students to take advanced classes such as AP and Accel and Honors classes could get them to continue to take these classes in the future.
1	- teachers being open to meeting with students 1 on 1 before, during, or after school days - teachers giving many options of review resources for tests - teachers creating a fun and engaging environment for the students	- First time ap students - African American/Black -Hispanic/Latinx -low income students	Provide more resources to these groups for standardized testing in all years not just upperclassman. Help for PACT9 and PACT10 in upcoming years and support for the PSAT in grade 11. We could also provide more financial support for students in national testing like the SAT and ACT and AP testing. Students may be unable to take these tests because of financial issues, so financial support for lower income students could encourage participation in these tests.

Table #	Think about a time when you or a student was academically successful. What did the school, a teacher, or another adult do that helped make that success possible?	Based on the data shared, what student groups or programming efforts do you believe LT should prioritize?	How can we use the core and elevating indicators to better support the needs of all LT students, while also providing targeted support for the specific student group(s) identified in Question 2?
2	- A sense of belonging not only defines extracurricular participation, but also a sense of equity and belonging within our classrooms. If students do not feel affirmed or have a sense of connection within the classroom, they won't succeed as much. Important areas: Affirming classroom environment and people's identities within the classroom space and establishing peer connection A teacher mentioned that she asks a question every day at the beginning of class, and she affirms everyone's identities and has other students affirm each others responses Values within students' culture and what is affirmed at home affects sense of belonging LT has great opportunities for students to find a sense of belonging, including clubs, student voice opportunities and community engagement	- Groups that have scored low on SAT and ACT performance should have an emphasis placed on them - In minority groups, one student who is performing significantly better will greatly bring up the score, and in response, the score doesn't represent the group - We need to foster discussions with harder topics including politics and other touchy subjects - We need to be able to share more vulnerable information to be able to foster a better school community.	- Culture clubs are the clubs with the highest level of participation = a great indicator that shows how much students have an opportunity for a sense of belonging. - How can we involve multiple cultural clubs to have a larger club that allows for greater exposure? - Reshaping the school to be more inclusive and have more student participation - Having a multicultural fair during the school day, so every student has the opportunity to not only see their culture represented, but others - Having a dedicated club spotlight to showcase different clubs
3	The school offering an early on ramp to those who performed very well in a subject to take a harder course before high school along with encouragement to take harder courses for those in high school has leveled up a students rigor considerably	LT should prioritize programs on those with a low income to give them a fair opportunity of academic success	The core and elevating indicators can be used to support a student to reach higher academic levels so the student can increase academic ability and expand their future options that are backed up by a robust successful academic history