

W.C. Abney Elementary School



School Improvement Plan 2021 -2022

Scott Brock, Principal

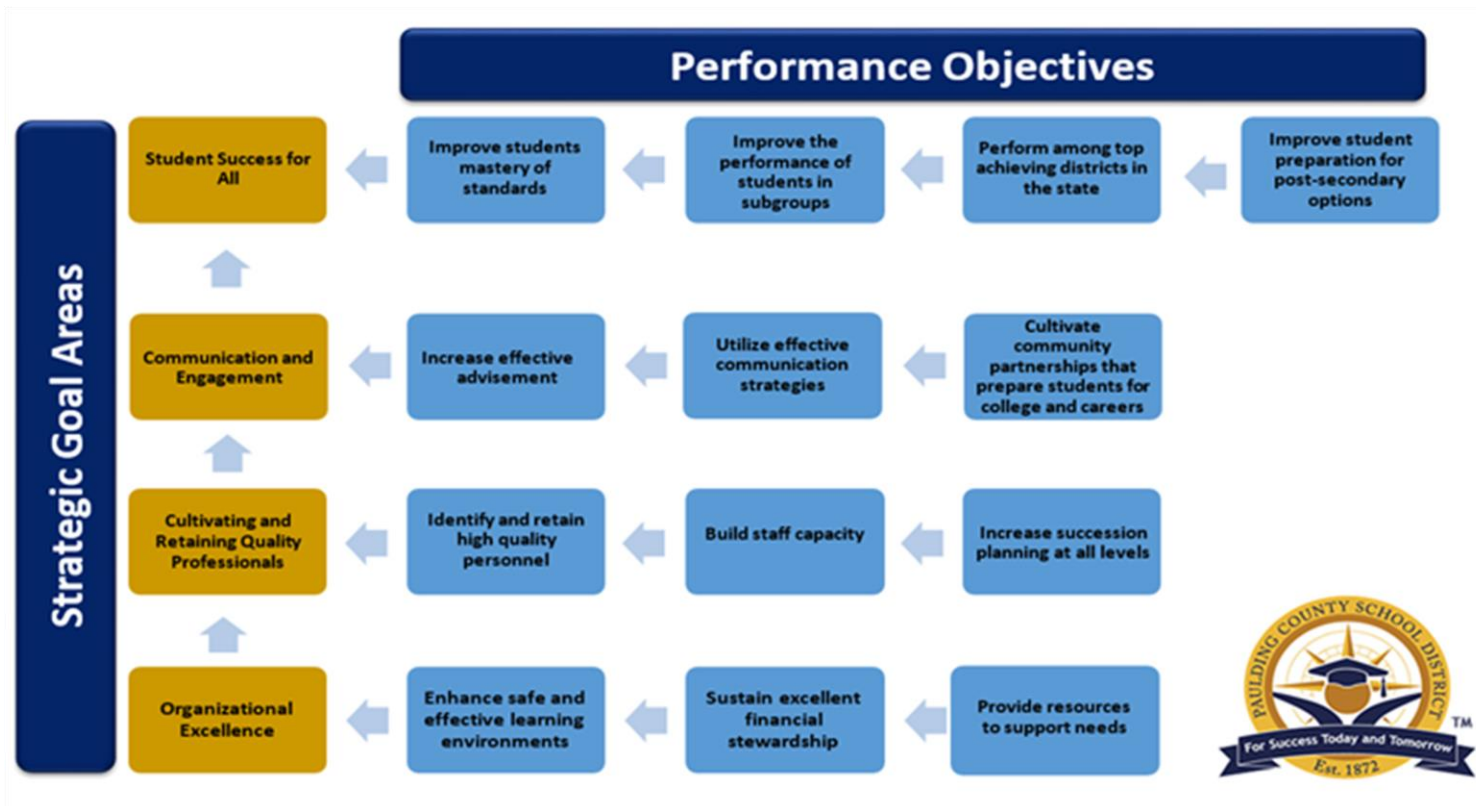
PCSD VISION

The vision of the Paulding County School System is to prepare ALL students for success today and tomorrow.

PCSD MISSION

Engage. Inspire. Prepare.

PCSD STRATEGY MAP



SCHOOL MISSION & VISION

Mission Statement: At Abney, we are EAGLES!!!

Educated, Achievers, Growing, Learning, and Eager to Succeed!

Vision:

The vision of Abney Elementary is to work together as we engage and inspire respectful, responsible students who are motivated and prepared to be lifelong learners.

Beliefs:

- We believe in collaboratively working as a community to develop the whole child.
- We believe in focusing on student achievement through data driven instruction, best practices, and collaborative learning communities.
- We believe students learn best in a safe, healthy, supportive environment.
- We believe in preparing all students for success in the 21st century by aligning instruction to real world applications.
- We believe that preparing students for graduation is the responsibility of all stakeholders.



W.C. Abney Elementary School Improvement Action Plan

SMART Goal 1: By the end of the year, 60% (113 of 188) of our Kindergarten students will be at benchmark or above on Nonsense Words/Correct Letter Sounds Fluency using Acadience data assessments. 63% (95 of 158) of our 1st grade students will reach benchmark or above on Oral Reading Fluency by the End of Year assessment in Acadience. By the end of the year, using Acadience data, 90% (159 of 176) students will reach benchmark or above on Oral Reading Fluency.

Strategy/Initiative: Teachers will provide effective ELA and Differentiated Instruction using Bookworms, Heggerty, and Word Study to support and monitor the progress of students.

Strategic Goal Area	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Strategic Goals: 1,3,4	Professional Learning: <ul style="list-style-type: none"> All new classroom teachers will participate in Bookworms training provided by EAC, Literacy Coach and county throughout the year. Coaching in Shared Reading, Interactive Read Aloud, and Differentiated Instruction block by the EAC and Literacy Coach. K-2 grade classroom teachers will be coached throughout the year in iRead. All grade levels will conduct a Reevaluation of Assessments being used during PLC meetings weekly led by PLC Lead and Data Lead. Heggerty training by district personnel 	L4GA, Title II A Days and PL funds for substitute costs.	Admin., EAC, Literacy Coach, PLC Leads, Teachers, Students, County Personnel, HMH Coaches	August – October <ul style="list-style-type: none"> Fall FRA/RI/PI Administrations in August and October for grades 1-5 Acadience data collected and entered into platform IDIs conducted BOY Data Collection for Data Day K-5 Hold Grade Level Curriculum Map Review in August for First 9 weeks and Beginning of October for Second nine weeks 	<ul style="list-style-type: none"> PL agendas and Sign In sheets PD Express Transcripts Walk-throughs TKES Observations Assessment data Lesson plans PLC meeting 	School Leaders Demonstrate: <ul style="list-style-type: none"> Understanding of ELA instruction and implementation in the classroom. Provide observational feedback. Facilitate data analysis.

Planning/Implementation:

- All teachers will participate in Grade Level Professional Learning Communities (PLCs) three times per week (2x during the week/1x per week after school).
- All classroom teachers will participate in Grade Level Data Days and review data collected such as Acadience, IDI, and RI data for review and placement of students for DI Block provided by EAC & Literacy Coach.
- Administration will monitor the data from Data Days through TEAMS and the data saved by each classroom teacher.
- Classroom teachers will use and add to Bookworms Writing/IRA (Interactive Read Aloud) and Shared units to include higher DOK and grade level standards during weekly PLC grade level meetings.
- All Gifted Endorsed teachers will implement higher level lessons during DI Block to better meet the needs of Gifted students.
- The Virtual Data Spreadsheet will be utilized during planned Grade Level PL days and by Leadership PLC to monitor progress and review quarterly updates from PLC leads, Literacy Coach, & EAC.
- Vertical planning 3xs this year
- Individual and/or Monthly MTSS meetings with administration and teachers to utilize data to make informed decisions regarding student growth.
- Implement Heggerty program K & 1st grade

Admin.,
EAC,
Literacy
Coach,
PLC
Leads,
Teachers,
Students,
County
Personnel

- Review MTSS data on current SST3/RTI 2 students to become familiar with goals and data collection.
- Administrative Data Review Monthly
- Hold Bookworms PL for all New teachers in August.
- Begin TKES Evaluations
- Monthly DI Observations
- Establish SOAR folders for each student with beginning RI data.
- HMH coaching begins for 44/180
- Vertical planning after 1st 9 weeks

November – February

- Winter FRA/RI/PI administration in January for grades 1-5
- Acadience Data collected and entered into platform
- Continue 3-week Data Day Collections and Review Data in TEAMS
- Hold Grade Level Curriculum Map Review January for Third Nine Weeks.
- Update Virtual data spreadsheet with MOY FRA/RI and DI cycle data.
- Continue Monthly DI observations with a focus on struggling areas.
- Students update SOAR folders with MOY RI Data.
- Review Checkpoint data for SIP based on MOY RI data.
- Vertical Planning after 2nd 9 weeks

Minutes

- SOAR folders
- Written Response Journals
- Teacher Observation
- Acadience Data

Teachers**Demonstrate:**

- Understanding of ELA instruction and how to implement in the classroom.
- Implementation of school wide reading strategies with fidelity.
- Data used to drive instruction.
- Collaboration to meet the needs of all students.
- Effective DI instruction including iRead
- Understanding of interpreting Acadience Data
- Utilization of MTSS & Administration's support when necessary

Students**Demonstrate:**

- Positive movement along the literacy Continuum with GA standards.
- Positive movement in Acadience
- Understanding of Lexile Level, fluency and goal in SOAR folder.

Strategic Goal Area	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
				<ul style="list-style-type: none"> • Add students to MTSS as necessary and continue to monitor students' growth in MTSS. Adjust tiers, goals & interventions as necessary. <p>March - May</p> <ul style="list-style-type: none"> • Spring RI/FRA/PI administration • Continue 3 weeks Data Day Collections and Review Data in TEAMS • Acadience Data collected and entered into platform • Hold Grade Level Curriculum Map Review in March for 4th Nine Weeks. • Update Virtual data spreadsheet with EOY RI/Acadience/FRA/DI data. • Continue Monthly DI observations with a focus on struggling areas. • Update SOAR folders with EOY RI Data. • Review Checkpoint data for SIP based on EOY RI/Acadience data. • Vertical planning after 3rd 9 weeks • Add students to MTSS as necessary and continue to monitor students' growth in MTSS. Adjust tiers, goals & interventions as necessary. 		

Strategic Goal Area	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Strategic Goals: 1,3,4	Monitoring: <ul style="list-style-type: none"> • All classroom teachers will participate in 15 day DI Cycle rotations and Data Day meetings. Classroom teachers will also update Data Spreadsheet in TEAMS. • All classroom teachers will administer the RI Assessments up to 4 times a year with focus on students above or below Midpoints at each grade level, with the exception of K giving it twice. • All Educators at Abney will utilize the virtual data spreadsheet to monitor RI Midpoints and student progress after each RI administration. • SOAR (Students Owning Academic Results) folders will be used by students in grades First through Fifth to self-monitor progress of goal setting for RI and Acadience. • Administration will conduct Observations for TKES purposes and monthly DI checks. 					

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SMART Goal 2: At the end of the 20-21 school year, 41% (179 out of 439) 3rd-5th grade, face to face students reached Average to Optimal Growth on the Reading Inventory from the Beginning of the Year to the End of the Year administrations. For the 21-22 school year 51% (306 out of 601) of our 3rd-5th grade students will reach their individual expected Average to Optimal Growth on the Reading Inventory.

Strategy/Initiative: Teachers will provide effective ELA and Differentiated Instruction using Bookworms to support students as well as the RI and Acadience to monitor the progress of students.

Strategic Goal Area & GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Strategic Goals: 1,3,4	Professional Learning: <ul style="list-style-type: none"> All new classroom teachers will participate in Bookworms training provided by EAC, Literacy Coach and county throughout the year. Coaching in Shared Reading, Interactive Read Aloud, and Differentiated Instruction block by the EAC and Literacy Coach. System44/Read 180 teachers will be coached throughout the year by HMH. K-2 grade classroom teachers will be coached throughout the year in iRead. All grade levels will conduct a Reevaluation of Assessments being used during PLC meetings weekly led by PLC Lead and Data Lead. 	L4GA, Title II A Days and PL funds for substitute costs.	Admin., EAC, Literacy Coach, PLC Leads, Teachers, Students, County Personnel, HMH Coaches	August – October <ul style="list-style-type: none"> Fall FRA/RI/PI Administrations in August and October for grades 1-5 Acadience data collected and entered into platform IDIs conducted BOY Data Collection for Data Day K-5 Review MTSS data on current SST3/RTI 2 students to become familiar with goals and data collection. Hold Grade Level Curriculum Map Review in August for First 9 weeks and Beginning of October for Second nine weeks Administrative Data Review Monthly 	<ul style="list-style-type: none"> PL agendas and Sign In sheets PD Express Transcripts Walk-throughs TKES Observations Assessment data Lesson plans PLC meeting Minutes SOAR folders Written Response Journals 	School Leaders Demonstrate: <ul style="list-style-type: none"> Understanding of ELA instruction and implementation in the classroom. Provide observational feedback. Facilitate data analysis. Effective DI instruction including System 44/Read 180 Teachers Demonstrate: <ul style="list-style-type: none"> Understanding of ELA instruction and

Planning/Implementation:

- All teachers will participate in Grade Level Professional Learning Communities (PLCs) three times per week (2x during the week/1x per week after school).
- All classroom teachers will participate in Grade Level Data Days and review data collected such as Acadience, IDI, and RI data for review and placement of students for DI Block provided by EAC & Literacy Coach.
- Administration will monitor the data from Data Days through TEAMS and the data saved by each classroom teacher.
- Classroom teachers will use and add to Bookworms Writing/IRA (Interactive Read Aloud) and Shared units to include higher DOK and grade level standards during weekly PLC grade level meetings.
- All Gifted Endorsed teachers will implement higher level lessons during DI Block to better meet the needs of Gifted students.
- The Virtual Data Spreadsheet will be utilized during planned Grade Level PL days and by Leadership PLC to monitor progress and review quarterly updates from PLC leads, Literacy Coach, & EAC.
- Individual and/or Monthly MTSS meetings with administration and teachers to utilize data to make informed decisions regarding student growth.
- Vertical planning 3xs this year

- Hold Bookworms PL for all New teachers in August.
- Begin TKES Evaluations
- Monthly DI Observations
- Establish SOAR folders for each student with beginning RI data.
- HMH coaching begins for 44/180
- Vertical planning after 1st 9 weeks

November – February

- Winter FRA/RI/PI administration in January for grades 1-5
- Acadience Data collected and entered into platform
- Continue 3-week Data Day Collections and Review Data in TEAMS
- Hold Grade Level Curriculum Map Review January for Third Nine Weeks.
- Update Virtual data spreadsheet with MOY FRA/RI and DI cycle data.
- Continue Monthly DI observations with a focus on struggling areas.
- Students update SOAR folders with MOY RI Data.
- Review Checkpoint data for SIP based on MOY RI data.
- Vertical Planning after 2nd 9 weeks
- Add students to MTSS as necessary and continue to monitor students' growth in MTSS. Adjust tiers, goals & interventions as necessary.

March – May

- Teacher Observation

- how to implement in the classroom.
- Implementation of school wide reading strategies with fidelity.
 - Data used to drive instruction.
 - Collaboration to meet the needs of all students.

Students Demonstrate:

- Positive movement along the literacy Continuum with GA standards.
- Positive movement through Lexile bands.
- Understanding of Lexile Level, fluency and goal in SOAR folder.

Strategic Goal Area & GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
				<ul style="list-style-type: none"> • Spring RI/FRA/PI administration • Continue 3 weeks Data Day Collections and Review Data in TEAMS • Acadience Data collected and entered into platform • Hold Grade Level Curriculum Map Review in March for 4th Nine Weeks. • Update Virtual data spreadsheet with EOY RI/Acadience/FRA/DI data. • Add students to MTSS as necessary and continue to monitor students' growth in MTSS. Adjust tiers, goals & interventions as necessary. 		
Strategic Goals: 1,3,4	Monitoring: <ul style="list-style-type: none"> • All classroom teachers will participate in 15 day DI Cycle rotations and Data Day meetings. Classroom teachers will also update Data Spreadsheet in TEAMS. • All classroom teachers will administer the RI Assessments 4 times a year with focus on students above or below Midpoints at each grade level, with the exception of K giving it twice. • All Educators at Abney will utilize the virtual data spreadsheet to monitor RI Midpoints and student progress after each RI administration. • SOAR (Students Owning Academic Results) folders will be used by students in grades First through Fifth to self-monitor progress of goal setting for RI and Acadience. • Administration will conduct Observations for TKES purposes and monthly DI checks. 					

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SMART Goal 3: *Currently 21% (204 out of 968) of our 1st-5th grade students are performing at Proficient/Advanced on the Math Inventory and will be at 50% (484 out of 968 students) Proficient/Advanced by mid-administration in December and at 70% (678 out of 968 students) Proficient/Advanced by post administration in May 2022.*

Strategy/Initiative: *Teachers will provide effective Math instruction to support and monitor the progress of students.*

Strategic Goal Area & GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Strategic Goals: 1,3,4	Professional Learning: <ul style="list-style-type: none"> • Various teachers will participate in Math Workshop training and coaching with the district and redeliver to their teams. • All grade levels will conduct a Reevaluation of Assessments being used during PLC meetings weekly led by PLC Lead and Data Lead. • All teachers will attend a PL day given by EAC to establish resources available for student monitoring for acceleration and remediation. • County provided DTM training during pre-planning for new teachers and those new to DTM • PL centered on Talk Moves and using them effectively in the math classroom. 	Title II A Days and PL funds for substitute costs	Admin., EAC, PLC Leads, Teachers, Students, County Personnel	August – October <ul style="list-style-type: none"> • Fall MI Administration • Hold Grade Level Curriculum Map Review in August for First and Beginning of October for Second nine weeks • New Teacher Math Workshop Training • Do the Math training/facilitation for implementation • Begin daily math NBI following the first MI • Complete BOY Data on virtual data spreadsheet with MI scores. • Begin TKES Evaluations • Establish SOAR folders for each student with beginning MI data. • Review Checkpoint data for SIP based on BOY MI data. • Continual data day to adjust NBI groups 	<ul style="list-style-type: none"> • PL agendas and Sign In sheets • PD Express Transcripts • Walk-throughs • TKES Observations • Assessment data • Lesson plans • PLC meeting Minutes • SOAR folders 	School Leaders Demonstrate: <ul style="list-style-type: none"> • Understanding of Math instruction and implementation in the classroom. • Provide observational feedback. • Facilitate data analysis. Teachers Demonstrate: <ul style="list-style-type: none"> • Understanding of Math instruction and how to implement in the classroom. • Implementation of school wide Math strategies with fidelity. (Number Talks, MWS, Common Models, NBI, DTM,

Strategic Goal Area & GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
	Planning/Implementation: <ul style="list-style-type: none"> All teachers will participate in Grade Level Professional Learning Communities (PLCs) three times per week (2x during the school day/1x per week after school). All grade levels will use daily NBI time to accelerate and remediate students on standards using the Do The Math remediation program based on student needs. A Virtual Data Spreadsheet will be utilized during planned Grade Level PL days and by Leadership PLC to monitor progress and review MI updates from PLC leads and EAC. Teachers will implement daily Math NBI time using Do The Math resources as needed to meet the needs of students based on information from the Math Inventory as well as classroom assessments in grades 2-5. Teachers will plan effective use of Talk Moves during lessons. All classroom teachers will use Math Inquiry Based Lessons with Real World problems for students to solve on a daily basis and include Number Talks to increase Math Reasoning skills. Individual and/or Monthly MTSS meetings with administration and teachers to utilize data to make informed decisions regarding student growth. Teachers in K-1st will implement the program Building Fact Fluency to increase students' fluency and number sense. Utilization of assessments in Share Point. 		Admin., EAC, PLC Leads, Teachers, Students, County Personnel	<ul style="list-style-type: none"> Hold PL for teachers during planning time for Resources available for student monitoring discussing how to interpret findings and scheduling based on GMA percentages for grades 3-5. Review MTSS data on current SST3/RTI 2 students to become familiar with goals and data collection. Vertical planning after 1st 9 weeks Begin the use of Building Fact Fluency in K-1st during NBI to increase number sense and fact fluency. November – February <ul style="list-style-type: none"> Winter MI administration Hold Grade Level Curriculum Map Review January for Third Nine Weeks. Update Virtual Data Spreadsheet with MOY MI data. Update SOAR folders with MOY MI Data. Review Checkpoint data for SIP based on MOY MI data. Continual data days to update NBI groups Monthly math trainings per the county for DTM 		Building Fact Fluency) <ul style="list-style-type: none"> Groups for NBI time per domain based on MI, DTM benchmarks, and classroom data Data used to drive instruction. Students Demonstrate: <ul style="list-style-type: none"> Positive movement along the math continuum with GA standards. Positive movement through Quantile bands. Understanding of Quantile Level and goal in SOAR folder. Fact Fluency Number Sense

Strategic Goal Area & GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
	Monitoring: <ul style="list-style-type: none"> • All classroom teachers will administer the MI Assessment 3 times a year, with the exception of K giving it twice. • All educators at Abney will utilize a Virtual Data Spreadsheet and monitor the progress of MI scores of students. • SOAR (Students Owning Academic Results) folders will be used by students in grades First through Fifth to self-monitor progress of goal setting for MI. • Administration will conduct Observations for TKES purposes. • Monitor student progress based on MI reports and Math data days. 		Admin., EAC, PLC Leads, Teachers, Students, County Personnel	<ul style="list-style-type: none"> • Vertical planning after 2nd 9 weeks • Add students to MTSS as necessary and continue to monitor students' growth in MTSS. Adjust tiers, goals & interventions as necessary. • Begin the use of Building Fact Fluency in K-1st during NBI to increase number sense and fact fluency. March – May <ul style="list-style-type: none"> • Hold Grade Level Curriculum Map Review in March for 4th Nine Weeks. • Review Checkpoint data for SIP. • Update SOAR folders with EOY MI Data. • Vertical planning after 3rd 9 weeks • Complete BOY Data on virtual data spreadsheet with MI scores. • Add students to MTSS as necessary and continue to monitor students' growth in MTSS. Adjust tiers, goals & interventions as necessary. • Begin the use of Building Fact Fluency in K-1st during NBI to increase number sense and fact fluency. 		

W.C. Abney Elementary School Improvement Action Plan

SMART Goal 4: During the 2021-2022 school year, we will decrease the number of referral incidents to be less than 200, with the 20-21 school year ending at 240 incidents, and increase the number of students “not feeling threatened” from 89% in 19-20 to 95% as measured by the Georgia Student Health Survey.

Strategy/Initiative: By focusing on Morning Meetings taking place daily, communication and engagement of staff and students will build better communities, social-emotional learning, and acceptance across the school.

Strategic Goal Area	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Strategic Goal 2	Professional Learning: <ul style="list-style-type: none"> CKH Training Diversity Committee PBIS Committee Breakout PL sessions on ER days focused on teacher needs for classroom management and behavior management PBIS Coach trainings 		Staff Admin PBIS Team County Support	As needed	Committee Minutes	School Leaders Demonstrate: Understanding of staff and student SEL needs Teachers Demonstrate: Understanding of school focus and student SEL needs Students Demonstrate: Understanding of acceptance of others and decrease discipline
Strategic Goal 2	Planning: <ul style="list-style-type: none"> Monthly PBIS and Diversity Committee meetings attended by representatives across the school Creation and implementation of each 9-week Morning Meeting PowerPoints 		Homeroom Teachers Admin PBIS Team	Monthly	9-week Morning Meeting PowerPoints Surveys	School Leaders Demonstrate: Understanding of staff and student SEL needs Teachers Demonstrate: Understanding of school focus and student SEL needs Students Demonstrate: Understanding of acceptance of others and decrease discipline
Strategic Goal 3	Implementation: <ul style="list-style-type: none"> Teachers will hold daily morning meetings as indicated by the school schedule from 8:05-8:15AM. Teachers will use the provided 9-week PowerPoints to provide meaningful discussions. 		Homeroom Teachers Admin PBIS Team	Monthly Check ins	9-week Morning Meeting PowerPoints	School Leaders Demonstrate: Understanding of staff and student SEL needs Teachers Demonstrate: Understanding of school focus and student SEL needs Students Demonstrate: Understanding of acceptance of others and decrease discipline

Strategic Goal 2,3	Monitoring: <ul style="list-style-type: none"> Guidance Counselor discussions Admin Discipline reports from IC Georgia Student Health Survey results 		Admin PBIS Team Staff	Monthly walkthroughs Semester Surveys	Walkthrough Data Survey Data	School Leaders Demonstrate: Understanding of staff and student SEL needs Teachers Demonstrate: Understanding of school focus and student SEL needs Students Demonstrate: Understanding of acceptance of others and decrease discipline
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W.C. Abney Elementary Professional Learning Plan

Professional Learning Strategy/Support	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
				Artifacts	Evidence
SMART GOAL 1 (Acadience) <ul style="list-style-type: none"> Continual Bookworms Training Reevaluation of Assessments being used Gifted Endorsement PL MTSS Support iRead training support Observations and feedback with coaching from Admin 	Title II A Days and PL funds for substitute costs	Admin., EAC, Literacy Coach, PLC Leads, Teachers, County Personnel	August-May	Same as Smart Goal 1	Same as Smart Goal 1
SMART Goal 2 (RI) <ul style="list-style-type: none"> Continual Bookworms Training Reevaluation of Assessments being used Gifted Endorsement PL MTSS Support iRead training support Observations and feedback with coaching from Admin 	Title II A Days and PL funds for substitute costs	Admin., EAC, Literacy Coach, PLC Leads, Teachers, County Personnel	August – May	Same as Smart Goal 2	Same as Smart Goal 2
SMART Goal 3 (MI) <ul style="list-style-type: none"> MWS training for new teachers Continued NBI/Do The Math Training/Collaboration Gifted Endorsement PL Math Inquiry Based Lessons with Real World problems Quantile understanding and resources MI data review 	Title II A Days and PL funds for substitute costs	Admin., EAC, PLC Leads, Teachers, County Personnel	August – May	Same as Smart Goal 3	Same as Smart Goal 3
SMART Goal 4 (PBIS) <ul style="list-style-type: none"> Professional Learning: CKH Training Diversity Committee PBIS Committee PBIS Coach trainings Morning Meeting PowerPoints Staff Survey 	Local School Funds if necessary	Admin., EAC, PLC Leads, Teachers, County Personnel	August - May	Same as Smart Goal 4	Same as Smart Goal 4

Professional Learning – Mentors/Mentees Mentors will observe and record planning minutes with their mentees. Mentors will share up to 6 research-based Reading strategies with their mentee. As these are discussed the mentor will record the strategy within the planning/observation minutes.	Mentor Handbook Reading Strategies	Mentors Mentees	August – May	Mentor/Mentee signatures on meeting minutes, observation notes	School Leaders Demonstrate: Coverage of classroom so that observations can be completed as necessary to fulfill the duties of being a mentor. Teachers Demonstrate: Understanding of the mentor/mentee relationship and providing support as needed.
Professional Learning – New Teachers Familiarization of the TKES process/standards will be provided to all new teachers through videos, discussions, conferences, fact sheets, and observation.	TKES Fact Sheets Videos SLDS~TKES	Admin, New Teachers	August – May	Agendas Sign in sheets	School Leaders Demonstrate: The scheduling of time to familiarize new teachers with the TKES process. Teachers Demonstrate: An understanding of the TKES process.
Professional Learning – Para Educators Para Educators have been required to write one PLG. Based on their performance goals, professional learning through PDNow Videos & activities will be provided. The EAC and Lead EIP teacher will offer training on Reading Strategies and Bookworms on Early Release days.	PDNow access Activity handouts	Para Educators, EAC, Literacy Coach, EIP Lead	3 session dates TBD	Agendas Sign in sheets PDExpress transcripts	School Leaders Demonstrate: Analyzing goal sheets to determine professional learning needs and planning professional learning opportunities. Teachers (Paras) Demonstrate: An increase of knowledge in particular areas of interest to support performance and/or personal growth goals.