

# **W.C. Abney Elementary School**



## **School Improvement Plan 2019 -2020**

**Scott Brock, Principal**

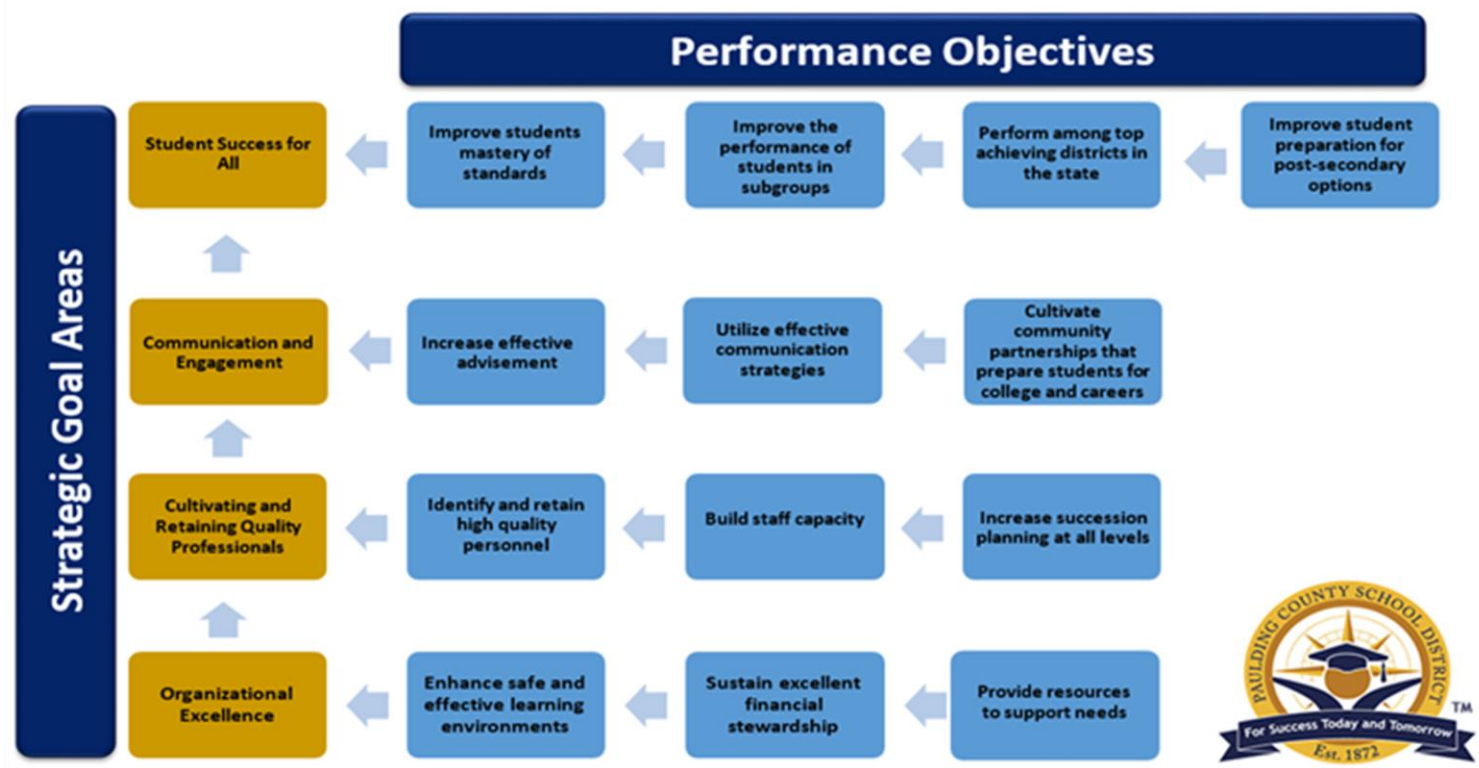
# PCSD VISION

*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 21<sup>st</sup> 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:** K-5 students performing at or above midpoints Proficient/Advanced on the Reading Inventory will increase from 43% at EOY in 2019 to 50% in 2020 on/before the RI post administration in May 2020, with 45% at the mid-year administration as a checkpoint in January 2020.

**Strategy/Initiative:** Teachers will provide effective ELA 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
<b>Strategic Goals:</b> <b>1,3,4</b> <b>GSPS:</b> <b>AS2</b> <b>AS3</b> <b>IS2</b> <b>IS4</b> <b>IS5</b> <b>IS6</b> <b>IS7</b> <b>IS8</b>	<b>Professional Learning:</b> <ul style="list-style-type: none"> <li>All new classroom teachers will participate in Bookworms training provided by EAC throughout the year.</li> <li>All grade levels will conduct a Reevaluation of Assessments being used during PLC meetings weekly led by PLC Lead and Data Lead.</li> <li>All Gifted Endorsed teachers will meet for one full day planning in November to address lesson planning and Vocab./Comp. DI group planning as well as acceleration in math during NBI as provided by EAC and Gifted Resource teacher as well as meeting once per month on our weekly PLC meeting after school.</li> </ul>	Title II A Days and PL funds for substitute costs	Admin., EAC, PLC Leads, Teachers, Students, County Personnel	<b>August 2019 – Oct. 2019</b> <ul style="list-style-type: none"> <li>Fall RI Administration in August and October for grades 1-5</li> <li>BOY Data Collection for Data Day K-5</li> <li>Hold Grade Level Curriculum Map Review in August for First 9 weeks and Beginning of October for Second nine weeks</li> <li>Administrative Data Review Monthly</li> </ul>	<ul style="list-style-type: none"> <li>PL agendas and Sign In sheets</li> <li>PD Express Transcripts</li> <li>Walk-throughs</li> <li>TKES Observations</li> <li>Assessment data</li> <li>Lesson plans</li> </ul>	<b>School Leaders Demonstrate:</b> <ul style="list-style-type: none"> <li>Understanding of ELA instruction and implementation in the classroom.</li> <li>Provide observational feedback.</li> <li>Facilitate data analysis.</li> </ul>

Strategic Goal Area & GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
<b>PLS2</b> <b>PLS5</b> <b>LS3</b> <b>LS4</b> <b>LS5</b> <b>LS6</b> <b>POS1</b> <b>POS2</b> <b>POS3</b> <b>SCS3</b> <b>SCS4</b>	<b>Planning/Implementation:</b> <ul style="list-style-type: none"> <li>All teachers will participate in Grade Level Professional Learning Communities (PLCs) three times per week (2x during the week/1x per week after school).</li> <li>All classroom teachers will participate in Grade Level Data Days and review data collected such as DIBELS, IDI, and RI data for review and placement of students for DI Block provided by EAC.</li> <li>Administration will monitor the data from Data Days through TEAMS and the data saved by each classroom teacher.</li> <li>Classroom teachers will use and add to Bookworms IRA (Interactive Read Aloud) and Shared units to include higher DOK and grade level standards during weekly PLC grade level meetings.</li> <li>All Gifted Endorsed teachers will implement higher level lessons during DI Block to better meet the needs of Gifted students.</li> <li>A Data Wall will be utilized during planned Grade Level PL days and by Leadership PLC to monitor progress and review quarterly updates from PLC leads and EAC.</li> </ul>			<ul style="list-style-type: none"> <li>Hold Bookworms PL for all New teachers in August.</li> <li>Complete BOY Data Wall based on RI scores in Aug. and update in October.</li> <li>Weekly Lesson Plan monitoring by Admin.</li> <li>Completion of GLIP from each grade level will be submitted by End of August.</li> <li>Begin TKES Evaluations</li> <li>Monthly DI Observations</li> <li>Establish SOAR folders for each student with beginning RI data.</li> </ul> <b>November 2019 – Feb.2020</b> <ul style="list-style-type: none"> <li>Winter RI administration in January for grades 1-5</li> <li>Continue 3-week Data Day Collections and Review Data in TEAMS</li> <li>Hold one Gifted Endorsement PL - November</li> </ul>	<ul style="list-style-type: none"> <li>PLC meeting Minutes</li> <li>SOAR folders</li> </ul>	<b>Teachers Demonstrate:</b> <ul style="list-style-type: none"> <li>Understanding of ELA instruction and how to implement in the classroom.</li> <li>Implementation of school wide reading strategies with fidelity.</li> <li>Data used to drive instruction.</li> <li>Collaboration to meet the needs of all students.</li> </ul>

Strategic Goal Area & GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
	<p><b>Monitoring:</b></p> <ul style="list-style-type: none"> <li>All classroom teachers will participate in 15 day DI Cycle rotations and Data Day meetings. Classroom teachers will also update Data Spreadsheet in TEAMS.</li> <li>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.</li> <li>All Educators at Abney will utilize a Data Wall with Midpoints for Monitoring student progress after each RI administration.</li> <li>Each Grade level will create a (GLIP) Grade Level Improvement Plan with a Reading focus based on GA Milestone and RI data to establish a goal and checkpoints using classroom assessments for performance on grade level standards.</li> <li>SOAR (Students Owning Academic Results) folders will be used by students in grades First through Fifth to self-monitor progress of goal setting for Bookworms and RI.</li> <li>Administration will monitor Lesson Plans and provide Observations for TKES purposes and monthly DI checks.</li> </ul>			<ul style="list-style-type: none"> <li>Hold Grade Level Curriculum Map Review January for Third Nine Weeks.</li> <li>Update Data Wall with MOY RI data.</li> <li>Continue Lesson Plan Monitoring.</li> <li>Continue Monthly DI observations with a focus on struggling areas.</li> <li>Students update SOAR folders with MOY RI Data.</li> <li>Review Checkpoint data for SIP and GLIP based on MOY RI data.</li> </ul> <p><b>March 2020 – May 2020</b></p> <ul style="list-style-type: none"> <li>Spring RI administration</li> <li>Continue 3 weeks Data Day Collections and Review Data in TEAMS</li> <li>Hold Grade Level Curriculum Map Review in March for 4<sup>th</sup> Nine Weeks.</li> <li>Update Data Wall with EOY RI data.</li> <li>Continue Lesson Plan Monitoring.</li> <li>Continue Monthly DI observations with a focus on struggling areas.</li> <li>Update SOAR folders with EOY RI Data.</li> <li>Review Checkpoint data for SIP and GLIP based on EOY RI data.</li> </ul>		<p><b>Students Demonstrate:</b></p> <ul style="list-style-type: none"> <li>Positive movement along the literacy Continuum with GA standards.</li> <li>Positive movement through Lexile bands.</li> <li>Understanding of Lexile Level and goal in SOAR folder.</li> </ul>

# W.C. Abney Elementary School Improvement Action Plan

**SMART Goal 2: K-5 students performing Proficient/Advanced on the Math Inventory will be at 50% by post administration in May 2020.**

**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
<b>Strategic Goals:</b> 1,3,4  <b>GSPS:</b> AS2 AS3 IS2 IS4 IS5 IS6 IS7 IS8 PLS2 PLS5 LS3 LS4 LS5 LS6 POS1 POS2 POS3 SCS3 SCS4	<b>Professional Learning:</b> <ul style="list-style-type: none"> <li>All new teachers will participate in MWS training provided by the County.</li> <li>All grade levels will conduct a Reevaluation of Assessments being used during PLC meetings weekly led by PLC Lead and Data Lead.</li> <li>All Gifted Endorsed teachers will meet during one full day planning in November to address lesson planning and OA standards group planning for Math NBI as provided by EAC and Gifted Resource teacher as well as meeting once per month on our weekly PLC meeting after school.</li> <li>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.</li> <li>Vertical Math PLCs will be trained by EAC on Quantile understanding and resources to share with grade levels.</li> <li>All teachers will attend a PL day given by EAC to establish resources available for student monitoring for acceleration and remediation.</li> <li>Teachers 3-5 will attend DTM trainings provided by the county and HMH 8 times throughout the year to become familiar with the components and procedures for DTM manipulatives and kits.</li> </ul>	Title II A Days and PL funds for substitute costs	Admin., EAC, PLC Leads, Teachers, Students, County Personnel	<b>August 2019 – Oct. 2019</b> <ul style="list-style-type: none"> <li>Fall MI Administration</li> <li>Hold Grade Level Curriculum Map Review in August for First and Beginning of October for Second nine weeks</li> <li>New Teacher Math Workshop Training</li> <li>Do the Math training/facilitation for implementation</li> <li>Begin daily math NBI following the first MI</li> <li>Complete BOY Data Wall based on MI scores.</li> <li>Weekly Lesson Plan monitoring by Admin.</li> <li>Completion of GLIP from each grade level will be submitted by End of August.</li> <li>Begin TKES Evaluations</li> <li>Establish SOAR folders for each student with beginning MI data.</li> </ul>	<ul style="list-style-type: none"> <li>PL agendas and Sign In sheets</li> <li>PD Express Transcripts</li> <li>Walk-throughs</li> <li>TKES Observations</li> <li>Assessment data</li> <li>Lesson plans</li> <li>PLC meeting Minutes</li> <li>SOAR folders</li> </ul>	<b>School Leaders Demonstrate:</b> <ul style="list-style-type: none"> <li>Understanding of Math instruction and implementation in the classroom.</li> <li>Provide observational feedback.</li> <li>Facilitate data analysis.</li> </ul> <b>Teachers Demonstrate:</b> <ul style="list-style-type: none"> <li>Understanding of Math instruction and how to implement in the classroom.</li> <li>Implementation of school wide Math strategies with fidelity. (Number Talks, MWS, Common Models, NBI)</li> </ul>

Strategic Goal Area & GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
	<p><b>Planning/Implementation:</b></p> <ul style="list-style-type: none"> <li>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), and at least one representative from each grade level a Vertical Teams/Content PLCs for ELA meeting once a month provided by PLC leads to unpack Math Standards and as Vertical Teams/Content PLCs align standards, review weights for GA Milestone testing, create common language and strategies.</li> <li>All Gifted Endorsed teachers will participate in PL meetings every nine weeks to work on Algebra lessons for 1<sup>st</sup> – 5<sup>th</sup> grade.</li> <li>Parents receive letters explaining math each 9 weeks</li> <li>All grade levels will use daily NBI time to accelerate and remediate students on standards.</li> <li>A Data Wall 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.</li> <li>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.</li> </ul>			<ul style="list-style-type: none"> <li>Continual data day to adjust NBI groups</li> <li>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.</li> <li>Monthly Math Trainings per county for DTM <b>November 2019 – Feb.2020</b></li> <li>Winter MI administration</li> <li>Hold one Gifted Endorsement PL</li> <li>Hold Grade Level Curriculum Map Review January for Third Nine Weeks.</li> <li>Update Data Wall with MOY MI data.</li> </ul>		<ul style="list-style-type: none"> <li>Groups for NBI time per domain based on MI, DTM benchmarks, and classroom data</li> <li>Data used to drive instruction.</li> </ul> <p><b>Students Demonstrate:</b></p> <ul style="list-style-type: none"> <li>Positive movement along the math continuum with GA standards.</li> <li>Positive movement through Quantile bands.</li> <li>Understanding of Quantile Level and goal in SOAR folder.</li> </ul>



Strategic Goal Area & GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
	<p><b>Monitoring:</b></p> <ul style="list-style-type: none"> <li>All classroom teachers will administer the MI Assessment 3 times a year, with the exception of K giving it twice.</li> <li>All educators at Abney will utilize a Data Wall and monitor the progress of MI scores of students.</li> <li>Each Grade level will create a (GLIP) Grade Level Improvement Plan with a Math focus based on GA Milestone and MI data to establish a goal and checkpoints using classroom assessments for performance on grade level standards.</li> <li>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.</li> <li>Administration will monitor Lesson Plans and provide Observations for TKES purposes.</li> </ul>			<ul style="list-style-type: none"> <li>Continue Lesson Plan Monitoring.</li> <li>Update SOAR folders with MOY MI Data.</li> <li>Review Checkpoint data for SIP and GLIP based on MOY MI data.</li> <li>Continual data days to update NBI groups</li> <li>Monthly math trainings per the county for DTM</li> <li><b>March 2020 – May 2020</b></li> <li>Hold Grade Level Curriculum Map Review in March for 4<sup>th</sup> Nine Weeks.</li> <li>Continue Lesson Plan Monitoring.</li> <li>Review Checkpoint data for SIP and GLIP.</li> </ul>		

## *W.C. Abney Elementary School Improvement Action Plan*

*SMART Goal 3: 3<sup>rd</sup> - 5<sup>th</sup> grade students scoring at least 3 of the 4 points on the GA Milestone Extended Writing Score 1 (Idea Development, Organization, and Coherence) and Narrative Response will increase 5% points from the 2019 administration for each grade level.*

*Strategy/Initiative: Teachers will provide effective writing 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
<b>Strategic Goals:</b> <b>1,3,4</b>  <b>GSPS:</b> <b>AS2</b> <b>AS3</b> <b>IS2</b> <b>IS4</b> <b>IS5</b> <b>IS6</b> <b>IS7</b> <b>IS8</b> <b>PLS2</b> <b>PLS5</b> <b>LS3</b> <b>LS4</b> <b>LS5</b> <b>LS6</b> <b>POS1</b> <b>POS2</b> <b>POS3</b> <b>SCS3</b> <b>SCS4</b>	<b>Professional Learning:</b> <ul style="list-style-type: none"> <li>Each Grade Level 1<sup>st</sup> through 5<sup>th</sup> will implement units with a focus on Idea Development, Organization, and Coherence with GA Milestone rubric as reference and will present to EAC during Curriculum Map Review sessions.</li> <li>All classroom teachers in 3<sup>rd</sup> – 5<sup>th</sup> grade will attend trainings on Assesslets as set up by the County.</li> </ul>	Title II A Days and PL funds for substitute costs	Admin., EAC, PLC Leads, Teachers, Students, County Personnel	<b>August 2019 – Oct. 2019</b> <ul style="list-style-type: none"> <li>Hold Grade Level Curriculum Map Review in August for First and Beginning of October for Second nine weeks</li> <li>3<sup>rd</sup> – 5<sup>th</sup> grade teacher Assesslets training?</li> <li>Weekly Lesson Plan monitoring by Admin.</li> <li>Completion of GLIP from each grade level will be submitted by End of August.</li> <li>Begin TKES Evaluations</li> <li>Establish SOAR folders for each student with a writing goal.</li> <li>Administer 3<sup>rd</sup> – 5<sup>th</sup> grade narrative Assesslets in November</li> </ul>	<ul style="list-style-type: none"> <li>PL agendas and Sign In sheets</li> <li>PD Express Transcripts</li> <li>Walk-throughs</li> <li>TKES Observations</li> <li>Assessment data</li> <li>Lesson plans</li> <li>PLC meeting Minutes</li> <li>SOAR folders</li> </ul>	<b>School Leaders Demonstrate:</b> <ul style="list-style-type: none"> <li>Understanding of ELA instruction and implementation in the classroom.</li> <li>Provide observational feedback.</li> <li>Facilitate data analysis.</li> </ul>
<b>Planning/Implementation:</b> <ul style="list-style-type: none"> <li>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), and at least one representative from each grade level a Vertical Teams/Content PLCs for ELA meeting once a month provided by PLC leads to create and implement writing units and align standards, review rubrics for GA Milestone testing, create common language and strategies.</li> <li>All classroom teachers will use breaks in DI to have school-wide Writing units on Idea Development, Organization, and Coherence.</li> <li>All classroom teachers will use Daily Writing Responses during DI, IRA, and across content areas.</li> <li>Teachers in grades 3-5 will administer Assesslets for narrative writing as outlined by the County to serve as a checkpoint.</li> <li>All classroom teachers in grades 2-5 will administer a 9-week writing assessment to monitor student progress towards development of ideas, organization, and coherence.</li> </ul>	<b>November 2019 – Feb.2020</b> <ul style="list-style-type: none"> <li>Hold Grade Level Curriculum Map Review January for Third Nine Weeks.</li> <li>Continue Lesson Plan Monitoring.</li> <li>Update SOAR folders with writing goal progress</li> </ul>			<b>Teachers Demonstrate:</b> <ul style="list-style-type: none"> <li>Understanding of ELA instruction and how to implement in the classroom.</li> <li>Implementation of school wide Writing strategies with fidelity.</li> <li>Data used to drive instruction.</li> </ul>		

Strategic Goal Area & GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
	<p><b>Monitoring:</b></p> <ul style="list-style-type: none"> <li>• Each Grade level will create a (GLIP) Grade Level Improvement Plan with a Writing focus based on GA Milestone data to establish a goal and checkpoints using classroom assessments for performance on grade level standards.</li> <li>• SOAR (Students Owning Academic Results) folders will be used by students in grades First through Fifth to self-monitor progress of goal setting for Writing.</li> <li>• Administration will monitor Lesson Plans and provide Observations for TKES purposes.</li> <li>• Classroom teachers and administration will utilize results from Assesslets writing assessments for grades 3<sup>rd</sup> – 5<sup>th</sup></li> <li>• Classroom teachers will utilize Writing prompts that mirror expectations for GA Milestones.</li> <li>• The grade level PLC will evaluate rubrics, prompts and units being created by each grade level to make sure that a continuum is being developed to carry students from one grade level to the next.</li> </ul>			<ul style="list-style-type: none"> <li>• Review Checkpoint data for SIP and GLIP based on end of 9 week data and Assesslets data.</li> </ul> <p><b>March 2020 – May 2020</b></p> <ul style="list-style-type: none"> <li>• Hold Grade Level Curriculum Map Review in March for 4<sup>th</sup> Nine Weeks.</li> <li>• Continue Lesson Plan Monitoring.</li> <li>• Update SOAR folders with EOY writing goal progress.</li> <li>• Review Checkpoint data for SIP and GLIP based on GA Milestone and Assesslets data.</li> </ul>		<p><b>Students Demonstrate:</b></p> <ul style="list-style-type: none"> <li>• Positive movement along the Literacy Continuum with GA standards.</li> <li>• Daily Writing Responses demonstrating quality not quantity</li> <li>• Students self-check with rubric</li> </ul>

*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
<ul style="list-style-type: none"> <li>Continual Bookworms Training</li> <li>Reevaluation of Assessments being used</li> <li>Gifted Endorsement PL</li> </ul>	Title II A Days and PL funds for substitute costs	Admin., EAC, PLC Leads, Teachers, County Personnel	August 2019 – May 2020	Same as Smart Goal 1	Same as Smart Goal 1
<ul style="list-style-type: none"> <li>MWS training for new teachers</li> <li>Gifted Endorsement PL</li> <li>NBI/Do the Math trainings/collaboration</li> <li>Math Inquiry Based Lessons with Real World problems</li> <li>Quantile understanding and resources</li> </ul>	Title II A Days and PL funds for substitute costs	Admin., EAC, PLC Leads, Teachers, County Personnel	August 2019 – May 2020	Same as Smart Goal 2	Same as Smart Goal 2
<ul style="list-style-type: none"> <li>Lucy Calkins training for new teachers</li> <li>Grade Level units with focus on Idea Development, Organization, and Coherence with GA Milestone rubric as reference</li> <li>Grade level consistency and expectation grading</li> </ul>	Title II A Days and PL funds for substitute costs	Admin., EAC, PLC Leads, Teachers, County Personnel	August 2019 – May 2020	Same as Smart Goal 3	Same as Smart Goal 3
<p><b>Professional Learning – Mentors/Mentees</b> 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.</p>	Mentor Handbook Reading Strategies	Mentors Mentees	August 2019 – May 2020	Mentor/Mentee signatures on meeting minutes, observation notes	<p><b>School Leaders Demonstrate:</b> Coverage of classroom so that observations can be completed as necessary to fulfill the duties of being a mentor.</p> <p><b>Teachers Demonstrate:</b> Understanding of the mentor/mentee relationship and providing support as needed.</p>
<p><b>Professional Learning – New Teachers</b> Familiarization of the TKES process/standards will be provided to all new teachers through videos, discussions, conferences, fact sheets, and observation.</p>	TKES Fact Sheets Videos SLDS~TKES	Admin, New Teachers	August 2019 – May 2020	Agendas Sign in sheets	<p><b>School Leaders Demonstrate:</b> The scheduling of time to familiarize new teachers with the TKES process.</p> <p><b>Teachers Demonstrate:</b> An understanding of the TKES process.</p>
<p><b>Professional Learning – Para Educators</b> Para Educators have been required to write one PLG. Based on their performance goals, professional learning through PDNow Videos &amp; activities will be provided. The EAC and Lead EIP teacher will offer training on Reading Strategies and Bookworms on Early Release days.</p>	PDNow access Activity handouts	Para Educators, EAC, EIP Lead	3 session dates TBD	Agendas Sign in sheets PDExpress transcripts	<p><b>School Leaders Demonstrate:</b> Analyzing goal sheets to determine professional learning needs and planning professional learning opportunities.</p> <p><b>Teachers (Paras) Demonstrate:</b> An increase of knowledge in particular areas of interest to support performance and/or personal growth goals.</p>