Bibb County – Riley Elementary School

Goal		Principal Reported & Solution Tree Documented
30 Day	Develop highly effective collaborative teams focused on the right work to meet the needs of all students	• Collaborative teams have worked through one PLC process and have made evidence-based decisions that inform practice
	Develop effective instruction strategies, including formative assessment practice and an intervention plan	• Classroom observations are targeted to learned instructional strategies and there is evidence of practice and implementation of these strategies
	Administration team to increase professional relationships and instructional leadership skills	• Four formative observations are done each week and feedback is provided to the teachers in person
60 Day	Develop highly effective collaborative teams focused on the right work to meet the needs of all students	• Teachers collect evidence of student learning that provides them with accurate information about what adult actions must be taken to ensure all students have every opportunity to learn
	Develop effective instruction strategies, including formative assessment practice and an intervention plan	• Students are more engaged in their learning and progress monitoring data reflects increased effectiveness of instructional strategies • Parents are receiving regular communication with academic vocabulary
	Administration team to increase professional relationships and instructional leadership skills	• Team keeps log of classroom observations for two months • Relationships and professional discussions are focused on instruction for learning
90 Day	Develop highly effective collaborative teams focused on the right work to meet the needs of all students	• Student achievement is increasing and teachers are more confident in their collaborative work
	Develop effective instruction strategies, including formative assessment practice and an intervention plan	• Student engagement and achievement is increasing and teachers are more confident in their instructional decisions
	Administration team to increase professional relationships and instructional leadership skills	• Data collected by administrators from classroom observations shows the strengths and challenges in classroom practice and can be used to plan next steps
Additional Comments Reported by Principal		
Goal Progress		• Narrowing the scope on student needs • Providing strategies and intervention to meet student areas of deficiency • Richer conversation exists around student data and progress monitoring • Teachers are less intimated by data use • Use more relevant resources for instruction
Progress in School		• Teachers know students' academic needs better • Demonstrating higher levels of accountability • Differentiating instruction using data • Grouping students appropriately • More intentional about "the work"
Goals for Continuing the Work		• Continuing to favorably impact student learning • Classroom observations with embedded coaching • Enhance teacher practice and student achievement

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Georgia Milestones Data *Green highlight indicates positive movement.*			
Beginning: does not yet demonstrate proficiency	Developing: demonstrates partial proficiency	Proficient: demonstrates proficiency	Distinguished: demonstrates advanced proficiency
3rd Grade ELA	Beginning – decrease Developing – increase	Proficient – increase Distinguished – no change	
4th Grade ELA	Beginning – increase Developing – decrease	Proficient – decrease Distinguished – decrease	
5th Grade ELA	Beginning – increase Developing – decrease	Proficient – decrease Distinguished – no change	
3rd Grade Math	Beginning – decrease Developing – increase	Proficient – increase Distinguished – no change	
4th Grade Math	Beginning – increase Developing – increase	Proficient – decrease Distinguished – no change	
5th Grade Math	Beginning – no change Developing – decrease	Proficient – increase Distinguished – decrease	

Solution Tree

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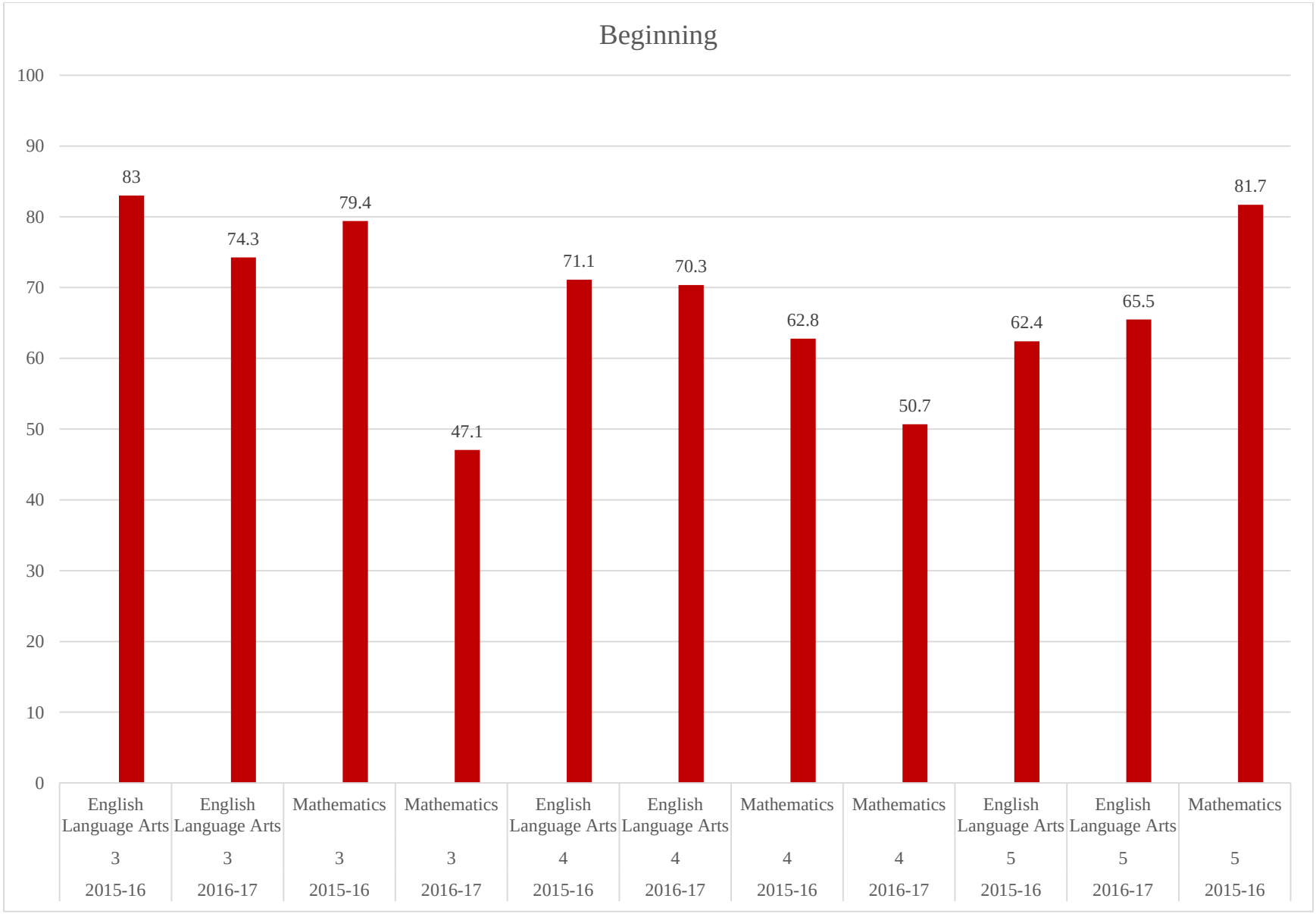

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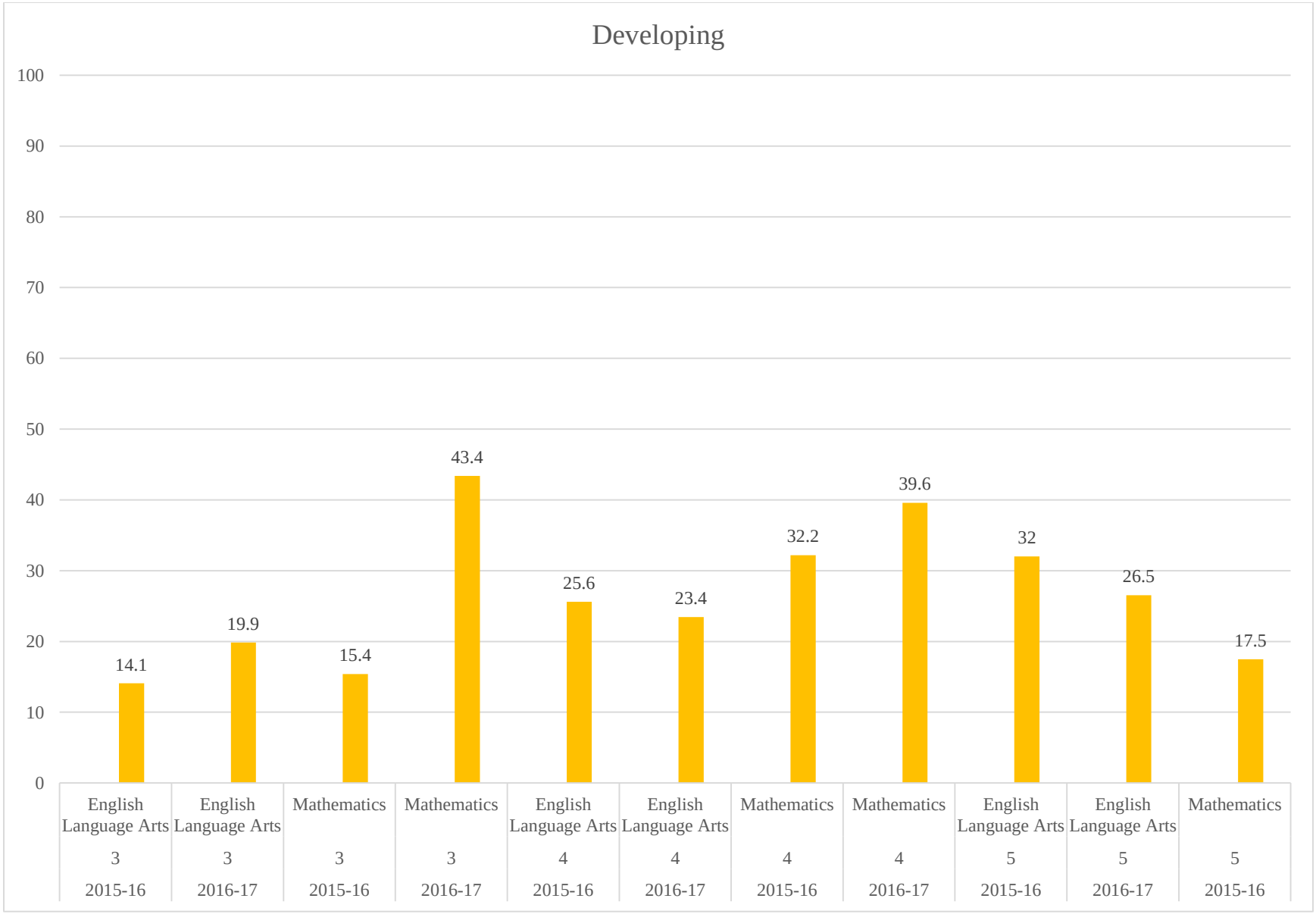

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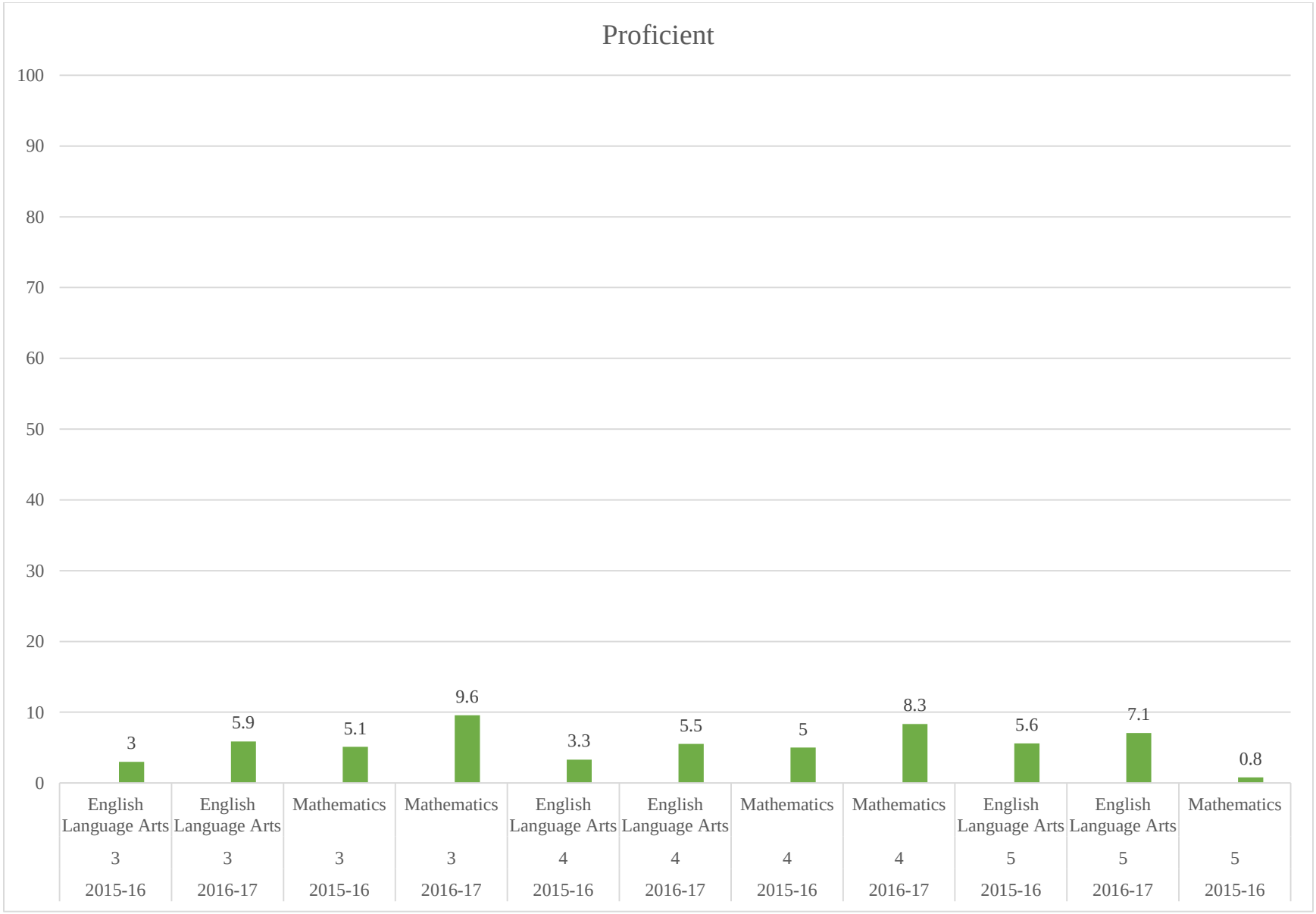

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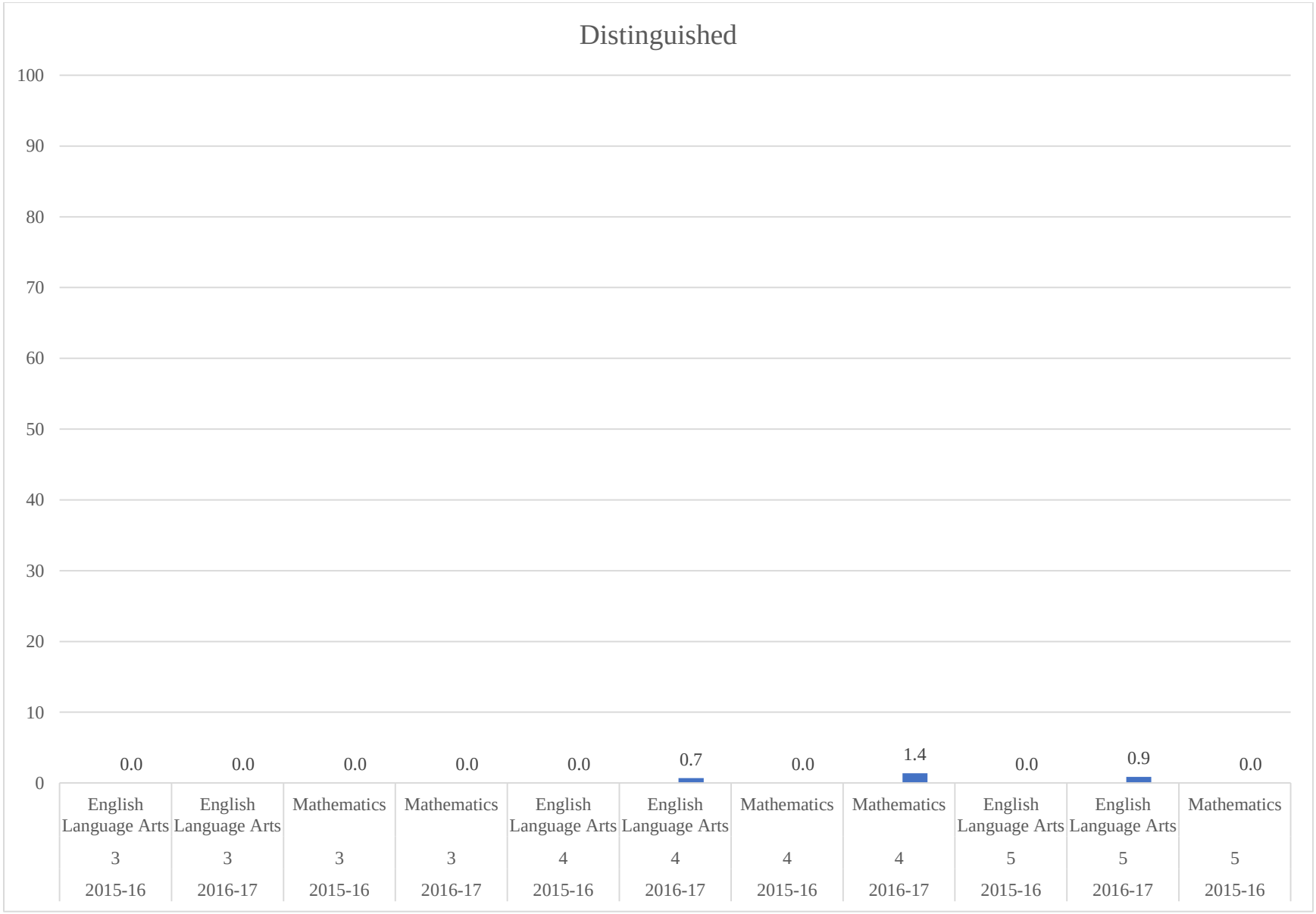

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