



Bibb County Mid-Year Associate Reflection

Please provide feedback about each of the following categories over the first semester of work in your school in Bibb County. Feel free to be succinct and use bullet points. You may be contacted for additional information as needed.

School: Ballard-Hudson Middle School

Solution Tree Coach: Michelle L. Dillard

| | Plus | Delta |
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| Principal | <ul style="list-style-type: none">• Receives Coaching and Feedback• Effective Leader• Attends collaborative team meetings• Follows and implements plans created collaboratively with team• Open to suggestions and new ideas for teachers• Growth mindset for school improvement strategies, implementation and professional learning that needs to take place• High Expectations for staff, scholars and champions including administrators• Implements all coaching strategies• Leads teachers, but allows some autonomy• Hardworking, dedicated• Committed to Ballard-Hudson• Identified Collaborative Team (PLC) Leads• Developed a schedule for teachers to provide professional learning (Tiger Talks) of effective teaching and learning strategies for other teachers during faculty meetings and followed up during the PL day | <ul style="list-style-type: none">• Implementing too many initiatives and need to narrow them down to focus on no more than three to be really effective over a period of time• Create a new teacher sustainability plan• Not able to hire certified teachers before others in the district, therefore he has to take and hire teachers that are alt-cert with no content knowledge or experience |

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| | <ul style="list-style-type: none"> Teachers are creating student data notebooks | |
| Teachers | <ul style="list-style-type: none"> Hardworking and stay after school to work A majority of teachers care about the scholars and build authentic relationships with them Several teachers are committed to Ballard-Hudson and believe the mission and vision A majority of teachers want to learn new strategies and are open minded to the coaching Open to try new instructional strategies in the classroom Some of the veteran teachers know how to create common formative assessments effectively Open to all coaching and feedback given to try and improve teaching and learning Several teachers have high expectations for their scholars Several teachers present effective teaching strategies during Tiger Talk Teachers creating student data notebooks | <ul style="list-style-type: none"> Some teachers lack the content knowledge and skills because they are alt-cert Several teachers need to connect the how and what to the why with the protocols. They understand the why, but it is implementing them effectively in the classroom afterwards to improve teaching and learning Implementing PBIS 100% Believing in themselves they can do the job (those who have the skills and content knowledge) Analyzing Data and how to make modifications to instructional strategies to improve teaching and learning (some new teachers and a few veterans, we have been working on this and it is an ongoing process) Creating common formative assessments (new ones, but we are working on this) |
| Students | <ul style="list-style-type: none"> A majority of the scholars want to learn Love the PBIS celebrations The scholars are happy to know adults care for them and believe they can be successful They keep coming everyday Behavior has improved and expectations 360 degree turn around from last year Scholars are beginning to learn how to track their own data | <ul style="list-style-type: none"> A large percentage of students bring outside (neighborhood) barriers to school, but the school works hard to put support systems in place to not allow these barriers to interfere during the regular school day Several don't have the necessary skills because of being behind in reading and math, but the school has put in an intervention period during the day to help provide the kids with extra support |

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| | | <ul style="list-style-type: none"> Some scholars attitude towards teaching and learning is they don't care no matter what the staff tries to do to build relationships, holding them to high expectations and they are determined they are not going to follow directions |
| Goals | <ul style="list-style-type: none"> Aligned with the school's improvement plan On track with the goals so far The leadership team, the state person, and myself helped create the goals which made it a great collaborative process | <ul style="list-style-type: none"> Develop goals that will be more attainable in the time period in the future |
| Other Outside Support | <ul style="list-style-type: none"> Positive and aligns with the school's vision and mission Works hard to communicate with myself and the state person comes on the days I am in the building (we have a great working relationship) Several district personnel have come as well and the support is to ensure we are on the same page with the message and resources provided Allowing me to be able to access the schools SharePoint to provide feedback when I am not there and still being able to look at their data, documents have been very helpful in keeping the coaching and processes streamlined | <ul style="list-style-type: none"> Needs additional resources for curriculum expected to implement (science) |