



## 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: Ingram-Pye**

**Solution Tree Coach: Maria Nielsen**

	Plus	Delta
Principal	<p>It is a joy to work with Dr. Howard. She is focused on student learning and works hard to ensure that everyone in her building is on the same page. She is willing to have difficult conversations and ensures that all teachers know her expectations. She is energetic and finds time to consistently monitor teaching and learning.</p> <ul style="list-style-type: none"><li>• Principal Howard is present and seeks guidance in the PLC process.</li><li>• Teacher teams are monitored to ensure that lesson plans align with essential standards and learning targets.</li><li>• Lesson plans are stored in an online template ensuring that grade level plans are available for all team members.</li><li>• Teachers are expected to embed common assessments throughout the unit of study.</li><li>• Engagement strategies, aligned with the rigor of the standards, have been implemented.</li><li>• Data collected on questioning is consistent with the rigor of the standard.</li><li>• Principal Howard seeks best practices when it comes to reading and literacy.</li><li>• Classroom walkthroughs are</li></ul>	<ul style="list-style-type: none"><li>• Professional learning communities are an ongoing process that takes consistent effort over time. Ingram-Pye is making great strides.</li></ul>

	<p>conducted together in order to debrief and check for rater reliability.</p>	
Teachers	<ul style="list-style-type: none"> <li>• Grade level teams design units of study and plan lessons aligned with essential standards.</li> <li>• Grade level teams are receptive to feedback.</li> <li>• Grade level teams are advancing in their knowledge of using common assessment data to guide student and adult learning.</li> <li>• Teachers plan engagement strategies to check for understanding throughout the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Teams are emerging in their understanding of professional learning communities and will need continued support from administration and coaches.</li> <li>• Teacher teams need additional scaffolding in planning formative assessment to guide learning at a higher rigor level.</li> </ul>
Students	<ul style="list-style-type: none"> <li>• Principal Howard expects all students to behave in a courteous manner.</li> <li>• Principal Howard expects that all adults will speak to students with respect.</li> <li>• Students are learning to monitor their progress toward attainment of the standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-efficacy is evident when students don't believe they can learn at high levels.</li> </ul>
Goals	<ul style="list-style-type: none"> <li>• The 30-60-90 Plan was completed at the beginning of the school year.</li> <li>• The overarching goal is to increase student mastery of essential standards through the implementation of the learning-assessing cycle.</li> </ul>	<ul style="list-style-type: none"> <li>• It may be advisable to review the plan each time we meet to ensure attainment of our goals.</li> </ul>
Other Outside Support	<ul style="list-style-type: none"> <li>• The school has support from the state and the district.</li> </ul>	<ul style="list-style-type: none"> <li>• It may be taxing for a principal to juggle multiple teams coming to the school to offer support.</li> </ul>