



## 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: Riley Elementary School**

**Solution Tree Coach: Karen Power**

	Plus	Delta
Principal	<ul style="list-style-type: none"><li>-Principal Coley works closely with Coach Power during every visit</li><li>-Principal Coley is supporting the PLC process by attending all meetings that she can, coaching both the teams and Coach Boynton and accepting coaching from Coach Power</li><li>-During the day, leadership coaching is also fit in as part of the work together</li><li>-Principal Coley reaches out for resources and coaching between visits as needed</li></ul>	<ul style="list-style-type: none"><li>-Principal Coley has had to start from the ground up as she had almost 100% staff turn around (very few teachers had had PLC experience)</li><li>-Principal Coley is also providing support to her new instructional/academic coach as ongoing work in the PLC process (this is a plus and a delta- the work is great but it is taking much time)</li></ul>
Teachers	<ul style="list-style-type: none"><li>- Consistent expectations for the teachers have been created for their collaborative work together</li><li>-The teachers have shown growth in their understanding of the collaborative work. During my November visit, the conversations during PLC time was more focused on instruction, response to student needs and what the evidence was providing them for information</li><li>-In November, the teachers were beginning to work on common formative assessments and I look forward to seeing their progress in January</li></ul>	<ul style="list-style-type: none"><li>-So much new learning for all of the teachers has felt very overwhelming (collaborative teams, student management, instructional expectations, etc.)</li><li>-Addressing the overwhelming needs of students will be an ongoing need at Riley Elementary to close the achievement gap and will require deep learning on how to identify root cause and meet the needs of each student</li></ul>

Students	<ul style="list-style-type: none"> <li>-There is a stronger sense of student-focused learning at Riley Elementary School this year</li> <li>-Students appear to be happier as Riley students</li> <li>-Coach Boynton and Principal Riley use their STAR data and other evidence to progress monitor and to plan next steps</li> </ul>	<p>(as stated above)</p> <ul style="list-style-type: none"> <li>-Addressing the overwhelming needs of students will be an ongoing need at Riley Elementary to close the achievement gap and will require deep learning on how to identify root cause and meet the needs of each student</li> </ul>
Goals	<ul style="list-style-type: none"> <li>-30/60/90 day goals were established in September and are progress monitored during each visit</li> <li>-Principal Coley has remained consistently focused on the work described in the goals</li> </ul>	<ul style="list-style-type: none"> <li>-Going slow to go fast is the work plan at Riley and I am sure that Dr. Coley feels overwhelmed at times by the goals that must be met</li> </ul>
Other Outside Support	<ul style="list-style-type: none"> <li>-DOE and District support seem to be appreciated and welcomed at Riley Elementary School</li> <li>-The district provides templates for collaborative planning and instructional walkthroughs</li> <li>-The district provides feedback from instructional walkthroughs</li> <li>-Dr. Watkins continues to use research and resources to build common understanding of effective practices</li> <li>-Dr. Coley also participates in SAM</li> </ul>	<ul style="list-style-type: none"> <li>-I am sure for Dr. Coley, this support may, at times, seem overwhelming however she seems to balance it very well</li> </ul>