



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: Southfield

Solution Tree Coach: Maria Nielsen

	Plus	Delta
Principal	<p>Principal Sharp has been wonderful to work with at Southfield. She has been proactive in the scheduling of professional development in regards to professional learning communities. Classroom walkthroughs are then conducted to provide feedback to the teachers on a consistent basis.</p> <ul style="list-style-type: none">• Principal Sharp is present and seeks guidance in the PLC process.• Teacher teams create lesson plans aligned with essential standards and learning targets through the 15-Day Challenge, unit design format.• Lesson plans are stored in online templates ensuring that grade level plans are available for all team members.• Teachers are expected to embed common assessments throughout the unit of study.• Engagement strategies aligned with the rigor of the standards have been implemented.• Data is collected on questioning that is consistent with the rigor of the standard.• Classroom walkthroughs are conducted together in order to debrief and check for rater reliability.	<p>Engaging in professional learning communities is an ongoing progress that takes time. We are well on our way.</p>

Teachers	<ul style="list-style-type: none"> • Teachers have received training on the 15-Day Challenge (unit planning aligned with essential standards.) • Teachers have received training on Common Assessments. • Teachers have received training on engagement strategies and questioning. • Grade level teams are receptive to feedback. • Grade level teams are advancing in their knowledge of using common assessment data to guide student and adult learning. 	<ul style="list-style-type: none"> • Teams are emerging in their understanding of professional learning communities and will need continued support from administration and coaches. • Teacher teams need additional scaffolding in planning formative assessment to guide learning at a higher rigor level.
Students	<ul style="list-style-type: none"> • Students are learning to monitor their progress toward attainment of the standards. • Students are eager to learn. • Students want to do well in school. 	<ul style="list-style-type: none"> • Students at Southfield are respectful and usually only act out when they are not engaged in the learning.
Goals	<ul style="list-style-type: none"> • The 30-60-90 Plan was completed at the beginning of the school year. • The comprehensive goal is to increase student mastery of essential standards through the implementation of the learning-assessing cycle. 	<ul style="list-style-type: none"> • It is a good idea to review the plan each time we meet to ensure attainment of our goals.
Other Outside Support	<ul style="list-style-type: none"> • The school has support from the state and the district. 	<ul style="list-style-type: none"> • It may be necessary to coordinate efforts to ensure that all support teams are on the same page.