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| **Goals for coaching support**   * What we are hoping to accomplish and why: * Which Standards does this align to? * What will this look like at the end of the year? | **Theory of Action**   * What are we going to do to get there? (critical actions & timeline) * Why do we think it will work? | **Indicators of Progress**   * What will we see along the way to show we are on track? (benchmarks, sub goals, scaffolding steps that provide evidence of progress) * By when can we expect to see it? (timeline) | **Goal Status**  **As of:** |
| **Goal 1** | **Theory of Action (1)** | **Indicators of Progress (1)** | **□ Goal Met**  **□ Approaching Goal**  **□ Goal In Progress**  **Evidence:** |
| **Goal 2** | **Theory of Action 2** | **Indicators of Progress 2** | **□ Goal Met**  **□ Approaching Goal**  **□ Goal In Progress**  **Evidence:** |
| **Goal 3** | **Theory of Action 3** | **Indicators of Progress 3** | **□ Goal Met**  **□ Approaching Goal**  **□ Goal In Progress**  **Evidence:** |
| **Supporting Factors that will help you to reach these goals** (for coach, coachee and/or principal mentor)    Seeking feedback on assignments back in a timely manner  Research articles on how to engage staff and strengthen lesson plan development to ensure/impact student success  Shared guidelines and handouts around equity expectations. | | | |

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| **Goals for coaching support**   * What we are hoping to accomplish and why: * Which Standards does this align to? * What will this look like at the end of the year? | **Theory of Action**   * What are we going to do to get there? (critical actions & timeline) * Why do we think it will work? | **Indicators of Progress**   * What will we see along the way to show we are on track? (benchmarks, sub goals, scaffolding steps that provide evidence of progress) * By when can we expect to see it? (timeline) | **Goal Status**  **As of:** |
| **Goal 1**  Increase capacity to perform effective public presentations (and use storytelling as a trust building tool) | **Theory of Action (1)**   1. We will review the standards and identify areas of strength and concern 2. We will review rubrics for Personal Identity and Presentations and identify areas of strength and concern 3. We will identify models or examples of good work in all of the areas of challenge 4. We will practice presentations together and/or view presentation video and debrief afterwards   T of A: **If** we review the standards for quality presentations along with examples and practice striving to meet those standards, **then** the coachee will be able to internalize best practices and increase capacity.  (Why is this important?)  Student Impact: | **Indicators of Progress (1)**   * Increase in the grade or points scored on presentations * Increase in confidence around presentations * Ability to articulate the key components of a strong presentation * Ability to name challenge areas when debriefing a presentation * Indicator to show how this impacts the student | **□ Goal Met**  **□ Approaching Goal**  **□ Goal In Progress**  **Evidence:**   * High scores on rubric after 3 out of 4 presentations * Well planned presentation documents and agendas * Achieved presentation goal as evidenced through audience feedback 3 out of 4 times * Evidence of student impact |
| **Goal 2**  Ensure that all teachers use rigorous, standards-based instruction | **Theory of Action 2**   1. We will create an assignment to help us fine-tune a strategy for increasing teacher capacity 2. We will work with the leadership team to craft and roll out the plan 3. We will create teacher professional development around standards-based instruction that provides clear examples of real lessons 4. We will identify meeting times and agenda templates that allow teacher teams to collaborate, share best practices and support each other around standards-based instruction 5. We will hold non-evaluative classroom walkthroughs with both grade level peers and the site administration team and provide feedback based on the co-created rubric to both individual teachers and staff as a whole   Tof A: **If** we formally use the inquiry process to track progress and refine goals throughout the year and allow staff to collaboratively engage in the process on multiple levels **then** we will increase staff buy-in and school wide coherent practice.  Student impact: | **Indicators of Progress 2**   * Principal supporting teachers who are not posting or writing powerful SWBATs * Increase in number of students able to answer questions about what they are learning and how learning relates to previous learning and to their lives * Collaboratively developed or reviewed walkthrough rubric * Leadership team agenda time dedicated to checking in on this work | **□ Goal Met**  **□ Approaching Goal**  **□ Goal In Progress**  **Evidence:**   * Data from classroom walkthroughs showing an increase in number of teachers using standards-based instruction * Positive feedback results on a staff survey about Grade level meeting time and walkthroughs * Data from classroom walkthroughs showing increased number of students able to answer questions about what they are learning and how learnibng relates to previous learning and to their lives |
| **Goal 3**  Create systems for equity accountability & support | **Theory of Action 3**   1. We will review school equity data, past action plans and meet with the school equity team (if one exists) to identify school site strengths and concerns 2. We will identify best practices on site through walkthroughs and use colleague led professional development to support the widespread use of these practices 3. We will highlight equity successes in school newsletter and on office bulletin board   T of A: **If** we clarify equity expectations and where we stand in relation to them and highlight our best practices collaboratively **then** we will be able to use an asset based frame to increase staff morale, spread best practice and strengthen commitment/will to address remaining challenges.  Student Impact: If … then … | **Indicators of Progress 3**   * Equity team identified and meeting * Equity team meeting agendas are focused on ensuring that timelines are met and best practices are shared and celebrated * Substitutes are in place to allow teachers to participate in walkthroughs * A school wide conversation is held to share information about successes and work being done * Indicator to show how this impacts the student | **□ Goal Met**  **□ Approaching Goal**  **□ Goal In Progress**  **Evidence:**   * In comparison to last year the same or more areas checked positively on the Equity checklist after walkthroughs * Increase in the number of teachers using identified best practices * Evidence of student impact |
| **Supporting Factors that will help in reaching these goals** (for coach, coachee and/or principal mentor)    Seeking feedback on assignments back in a timely manner  Research articles on how to engage staff and strengthen lesson plan development to ensure/impact student success  Shared guidelines and handouts around equity expectations. | | | |