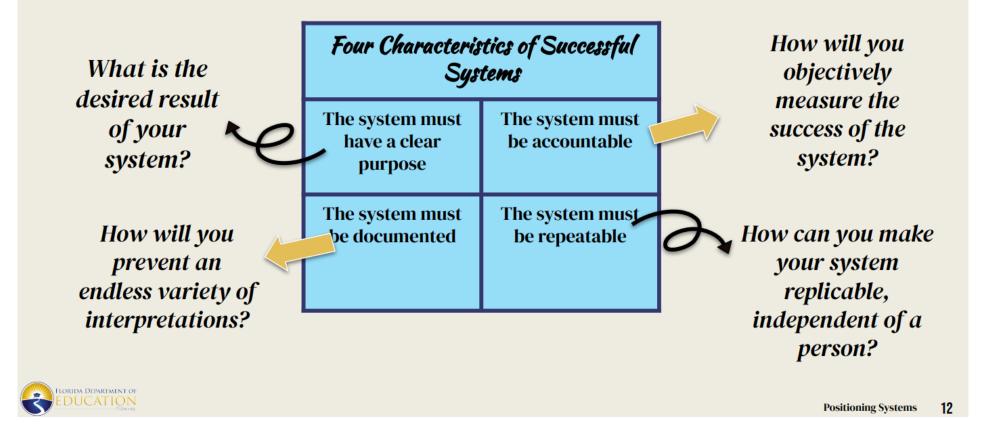
CHARACTERISTICS OF A SYSTEM



School B ture of Coaching	Not Present	Beginning	Refining	Optimizing	
I. We have identified and defined our instructional priorities				Ø	t
2. We have identified and defined specific look-fors connected to our instructional priorities			Ø		
3. Our look-fors drive our system for coaching			Ø		i
 Administrators, Coaches and Teachers understand that everyone is a coach with a goal to improve teacher capacity and improve student outcomes 				Ø	b p
 5. Our coaching process: Identifies a focus for coaching and Determines a method to coach and Reflects on coaching and refines the process as a result o reflection/admin feedback 	r	Ø	/	9	
 6. Our coaching system is visible through completion and submission of evidence in the form of: Support logs & Schedules & Teacher reflection & Coach reflection & Coaching Support Plans & Tiering Document 	Ø	4			
 I measure individual <i>teacher</i> successes through documented walkthroughs, feedback, and reflection 			Ø		
8. I measure individual <i>coach</i> successes through documented walkthroughs, feedback, and reflection			Ø		
We use evidence to determine if current supports should continue or if adjustments are necessary			Ø		
10. Administrators, Coaches and Teachers understand their roles in monitoring coaching	2			Ø	
II. I measure success of my coaching system through: Walkthrough trends over time Reflections over time		Ø			

<u>AoF</u>: Improve Instructional practice specifically relating to benchmark-aligned instruction

Action Step 1: Build teacher capacity in delivering nstruction aligned to the intended learning of the penchmarks through the use of a strategic coaching process which includes an identified focus and coaching method

<u>/lonitoring</u>:

- Coaching plans that include:
 - Identified focus for coaching aligned with the school's instructional look-fors
 - Method by which coaching will be provided
- Coaching Logs that include:
 - Actions taken by the coach and the teacher
 - Outcomes as a result of coaching
- Admin will schedule time to review coaching documentation and provide feedback and support to coaches

Consensus Gap Analysis

Coaching for School Improvement ~Components of an Effective System~					
Culture of Coaching	Not Present	Beginning	Refining	Optimizing	Notes
1. We have identified and defined our instructional priorities					
2. We have identified and defined specific look-fors connected to our instructional priorities					
3. Our look-fors drive our system for coaching					
4. Administrators, Coaches and Teachers understand that everyone is a coach with a goal to improve teacher capacity and improve student outcomes					
 5. Our coaching process: Identifies a focus for coaching and Determines a method to coach and Reflects on coaching and refines the process as a result of reflection/admin feedback 					

Consensus Gap Analysis

Monitoring	Not Present	Beginning	Refining	Optimizing	Notes
 6. Our coaching system is visible through completion and submission of evidence in the form of: Support logs Schedules Teacher reflection Coach reflection Coaching Support Plans Tiering Document 					
7. I measure individual <i>teacher</i> successes through documented walkthroughs, feedback, and reflection					
8. I measure individual <i>coach</i> successes through documented walkthroughs, feedback, and reflection					
9. We use <i>evidence</i> to determine if current supports should continue or if adjustments are necessary					
10. Administrators, Coaches and Teachers understand their roles in monitoring coaching					
 I measure success of my coaching system through: Walkthrough trends over time Reflections over time Feedback over time Student outcomes over time 					

SIP Planning Tool
Step 1: Area of Focus - Identify Instructional Practice as the Area of Focus in which a system/process will be implemented and/or revised. Next, select a targeted element within the Area of Focus.
Area of Focus: Instructional Practice - elements of effective teaching methods that come together to achieve student success.
 B.E.S.T Standards Career & Technical Education Collaborative Planning Differentiation ELA Graduation Student Engagement Instructional Coaching/Professional Learning Math Professional Learning Communities Science
 Small Group Instruction Social Studies Standards-aligned Instruction
Step 2: Area of Focus - Description and Rationale Include a rationale that explains how it was identified as a critical need from the data reviewed.

Step 3: Measurable Outcome - State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Step 4: Monitoring - Describe how this Area of Focus will be monitored for the desired outcome. Who will be responsible for monitoring the desired outcome?