

FLORIDA ATLANTIC UNIVERSITY



OFFICE OF EDUCATIONAL LEADERSHIP LEARNING

Leading a School District Coaching System

Thursday, February 27, 2025
11:10 AM to 12:30 PM



Jennifer Shepard, Ed.D.

***Director of School Improvement,
Professional Learning and Assessment, Clay
County District Schools***

Consultant, OELL

Clay County District Schools 2002-Present

- Director of School Improvement, Professional Learning, and Assessment
- Elementary and Junior High School Administrator
- Instructional Coach
- Exceptional Student Education Teacher
- General Education Teacher

Accomplishments

- State, National, and International Facilitator: Learning Forward, Learning Forward Florida, Florida Association of School Administrators (FASA), Leadership for Professional Learning, National Association of School and University Partnerships (NASUP)
- Thomas Mulkeen Dissertation Award
- Teacher of the Year for Clay Hill Elementary



Breakout Session Agenda

Time	What	Why	How
11:10 AM	Opening/Introductions	To get to know the facilitator	Personal Narrative
11:20 AM	Purpose: Coaching for Student Outcomes	To articulate a theory of action for our coaching system	Written Reflection and Discussion
11:35 AM	Implementing a Clear Coaching Structure	To explore strategies for strengthening our coaching system	Written Reflection and Discussion
12:05 PM	Monitoring and Reflecting on Coaching Impact	To discuss strategies for monitoring and reflecting on our coaching system	Written Reflection and Discussion
12:20 PM	Action Planning, Reflection, and Closing	To apply ideas to our own context	Written Reflection and Discussion



Breakout Session Professional Learning Objectives

- I can articulate a ***theory of action*** for my district coaching system that positively impacts student outcomes.
- I can identify strategies for strengthening ***vertical and horizontal coherence*** in my district coaching system.
- I can identify strategies for strengthening ***logistical and conceptual coherence*** in my district coaching system.
- I can identify strategies for ***monitoring and reflecting on coaching impact***.





Welcome and Connection

Please share your:

2:00

- Name
- District/Organization
- Role
- Learning objective you are most interested in



Learning Objectives

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- I can identify strategies for strengthening ***vertical and horizontal coherence*** in my district coaching system.
- I can identify strategies for strengthening ***logistical and conceptual coherence*** in my district coaching system.
- I can identify strategies for ***monitoring and reflecting on coaching in***



Professional Learning Norms



Equity of Participation	Active Listening	Respect for All Perspectives
Pause <ul style="list-style-type: none">• Leave quiet time for others to think and process Pay attention to self and others <ul style="list-style-type: none">• Let everyone get their hands on the materials• Step up and step back Place ideas on the table <ul style="list-style-type: none">• "Here is one option..."• "One thought I have is..."	Paraphrase <ul style="list-style-type: none">• "So are you saying...?"• "I think I heard... is that right?" Be Present <ul style="list-style-type: none">• "I'm just going to turn my phone off so I can really listen to you."	Presume positive intentions <ul style="list-style-type: none">• "What ideas do you have about how we can improve?"• "Tell me more about your thinking" Probe <ul style="list-style-type: none">• "Please say more about..."• "I'm curious about..."

Adapted from Adaptive Schools <http://www.thinkingcollaborative.com/norms-collaboration-toolkit/>
and the New Teacher Center www.newteachercenter.org

Teacher Institute
on Science
and Sustainability



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I can articulate a ***theory of action*** for my district coaching system that positively impacts student outcomes.



Purpose: Coaching for Student Outcomes

2:00

"The ultimate goal of instructional coaching is not to improve teacher practice for its own sake, but to create the conditions for all students to learn at high levels. Effective coaching is a relentless focus on student outcomes, using teacher practice as the lever to achieve those outcomes."

- synthesized from the work of Jim Knight



District Coaching System Theory of Action:

If.... [the actions that will take place]

Then.... [the changes you expect to see as a result of the actions]

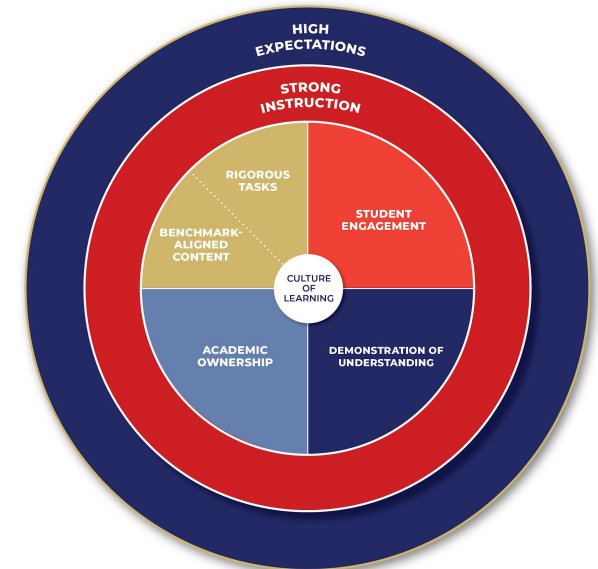




CCDS Coaching System Theory of Action:

If.... all CCDS coaches work alongside teachers in classrooms, using evidence-based coaching practices to support the implementation of the OneClay Vision instructional practices

Then... student learning will increase.





CCDS Coaching System Theory of Action:

If....



all CCDS coaches	
work alongside teachers in classrooms	
using evidence-based coaching practices	
to support the implementation of the OneClay Vision instructional practices	

Then...student learning will increase.





What is your District Coaching System Theory of Action?

Leading a School District Coaching System

District Coaching System Theory of Action:

If.....

Then.....

Vertical & Horizontal Coherence

Barriers:

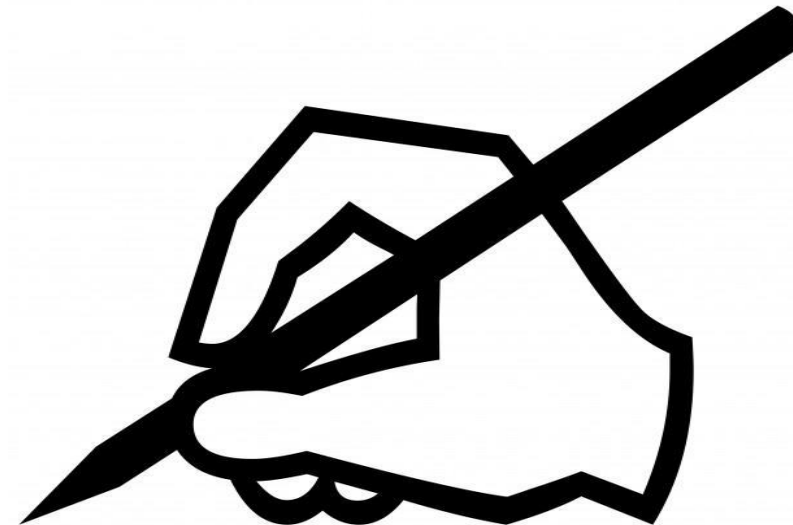
Possible Solutions:

Next Steps for Strengthening Logistical Coherence:

Next Steps for Strengthening Conceptual Coherence:



2:00





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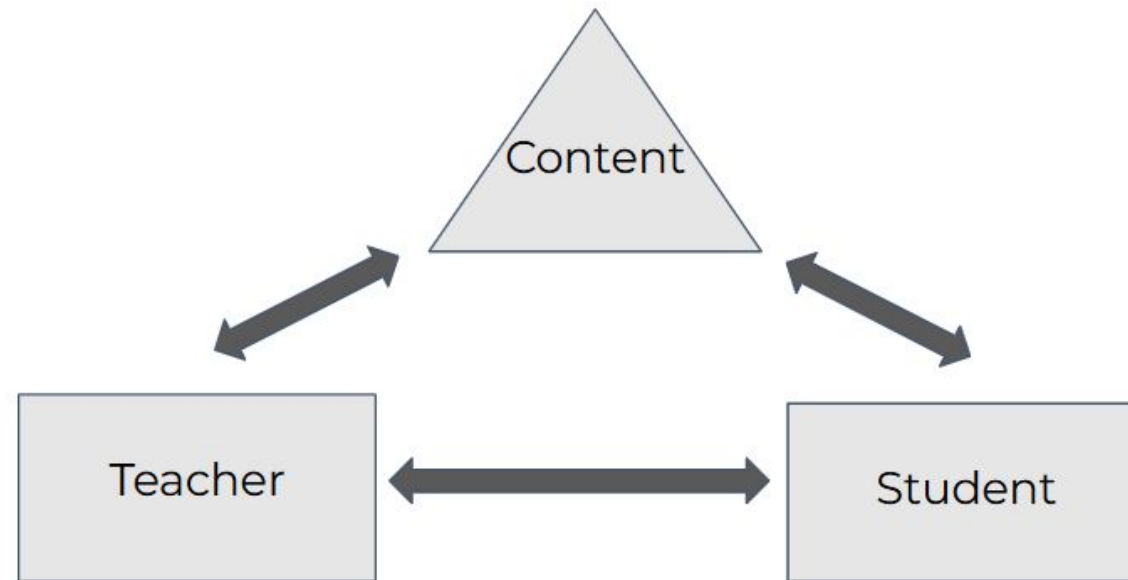
- I can identify strategies for strengthening ***vertical and horizontal coherence*** in my district coaching system.
- I can identify strategies for strengthening ***logistical and conceptual coherence*** in my district coaching system.



The level of content, skill and knowledge of teachers, and level of student engagement define a school's instructional core.

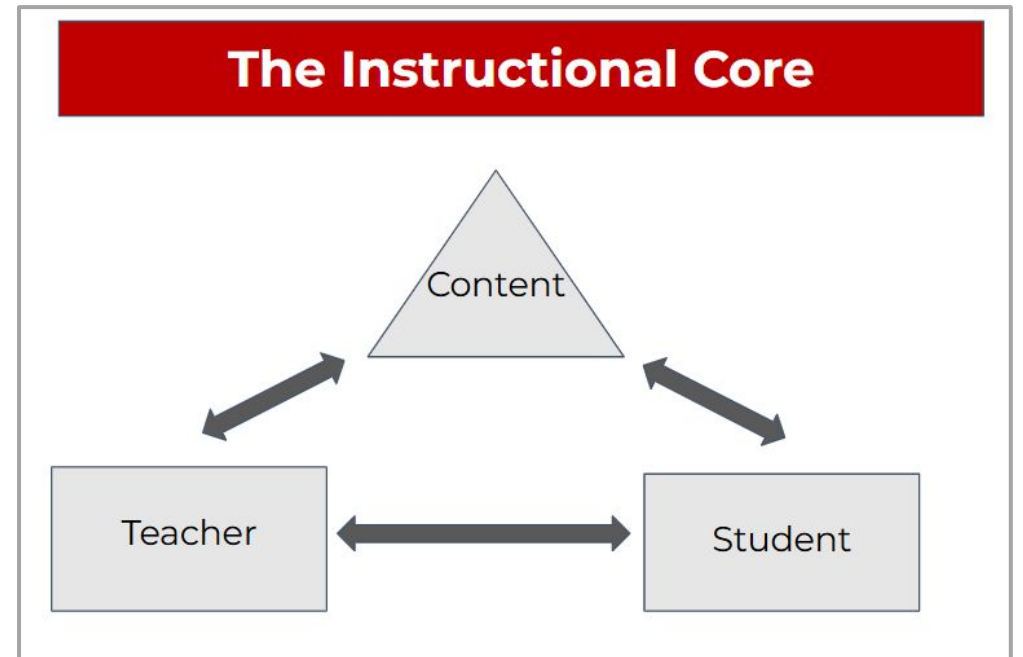
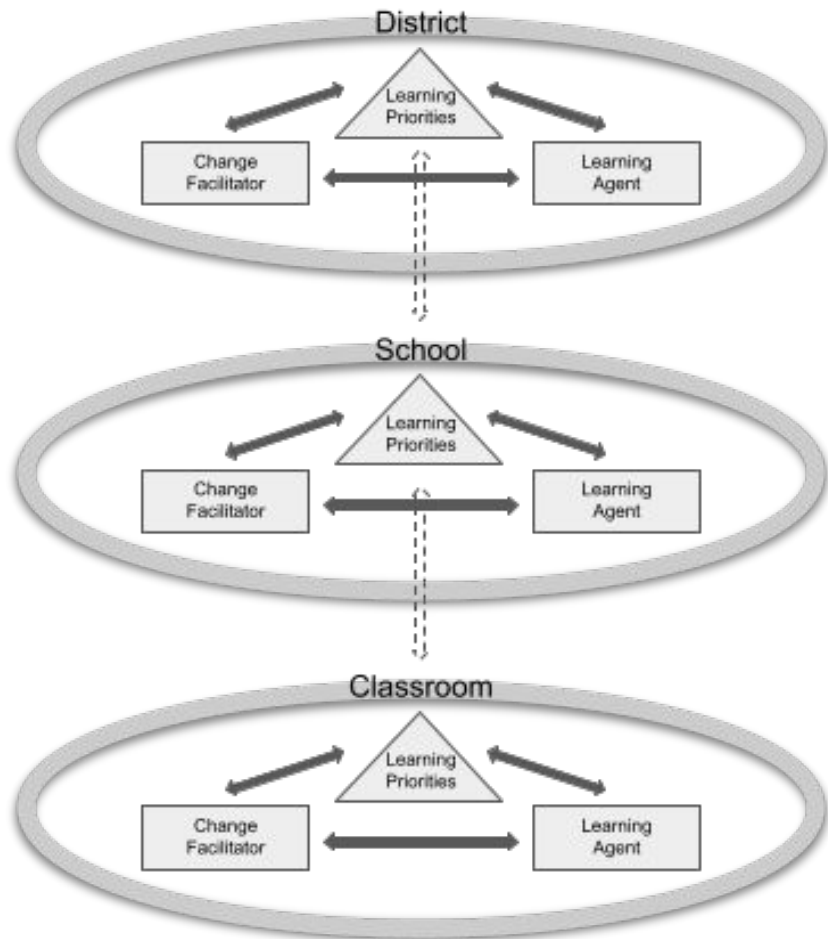
-Richard Elmore, 2008

The Instructional Core



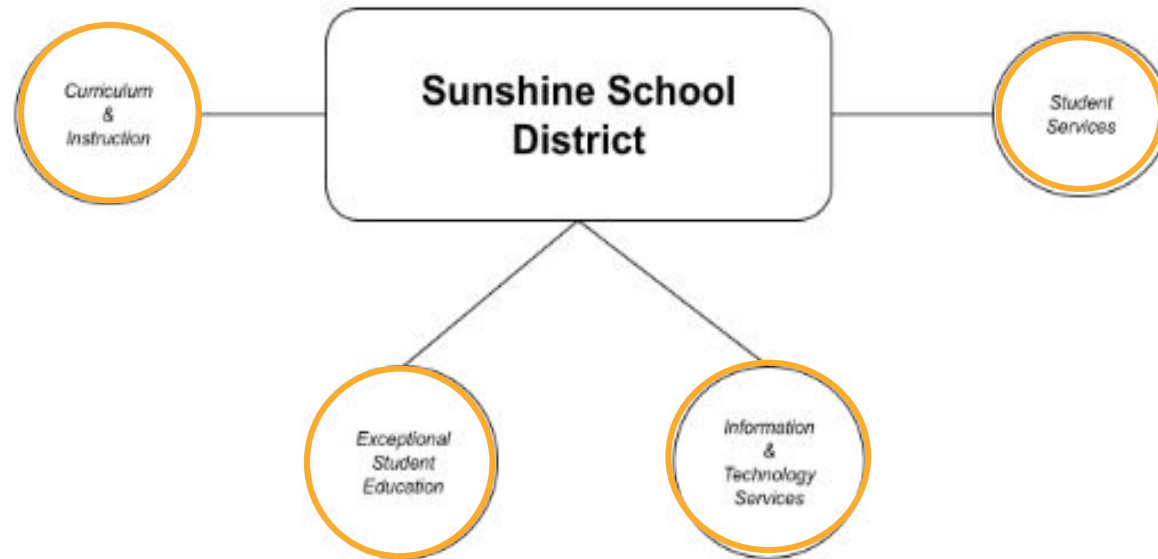
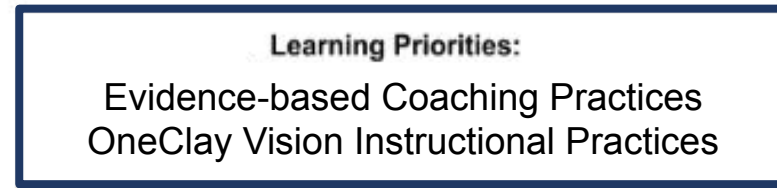
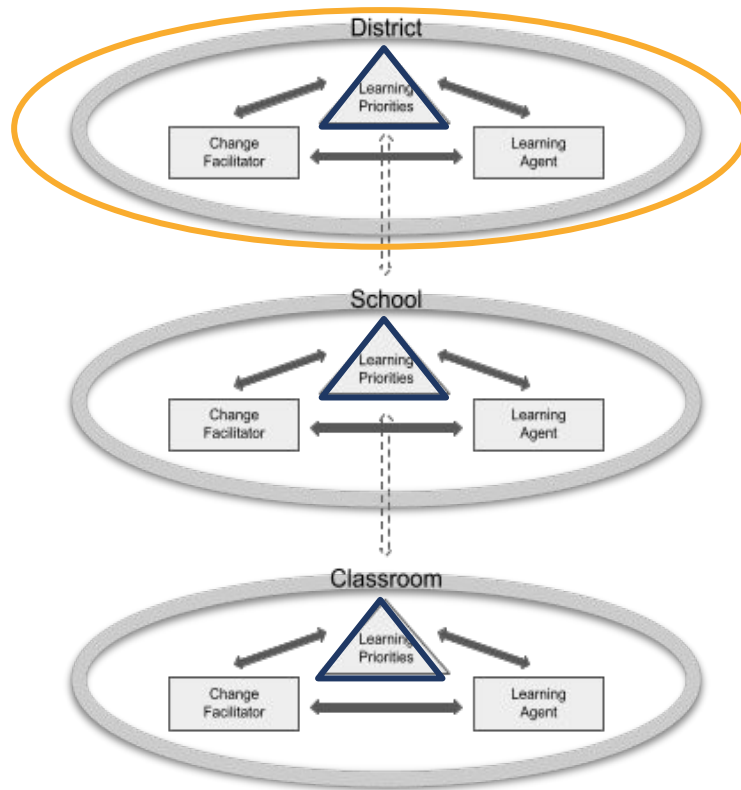


Organizational Learning Core- Vertical Coherence



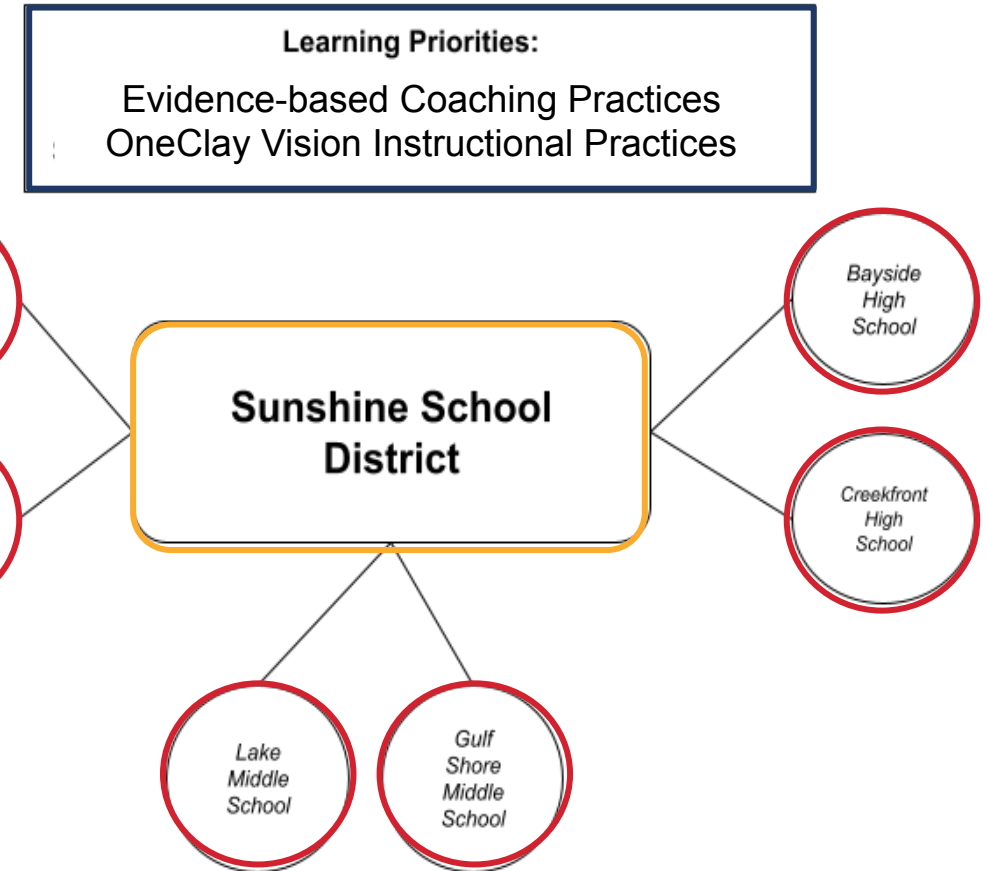
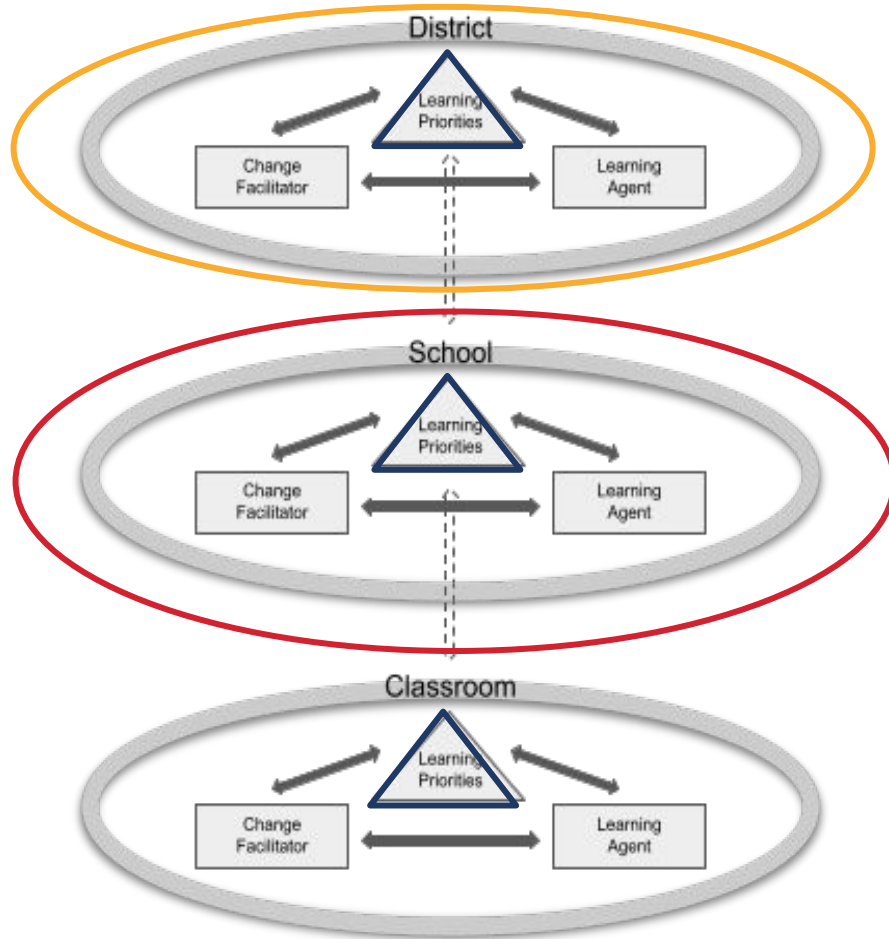


Horizontal Coherence- District Level



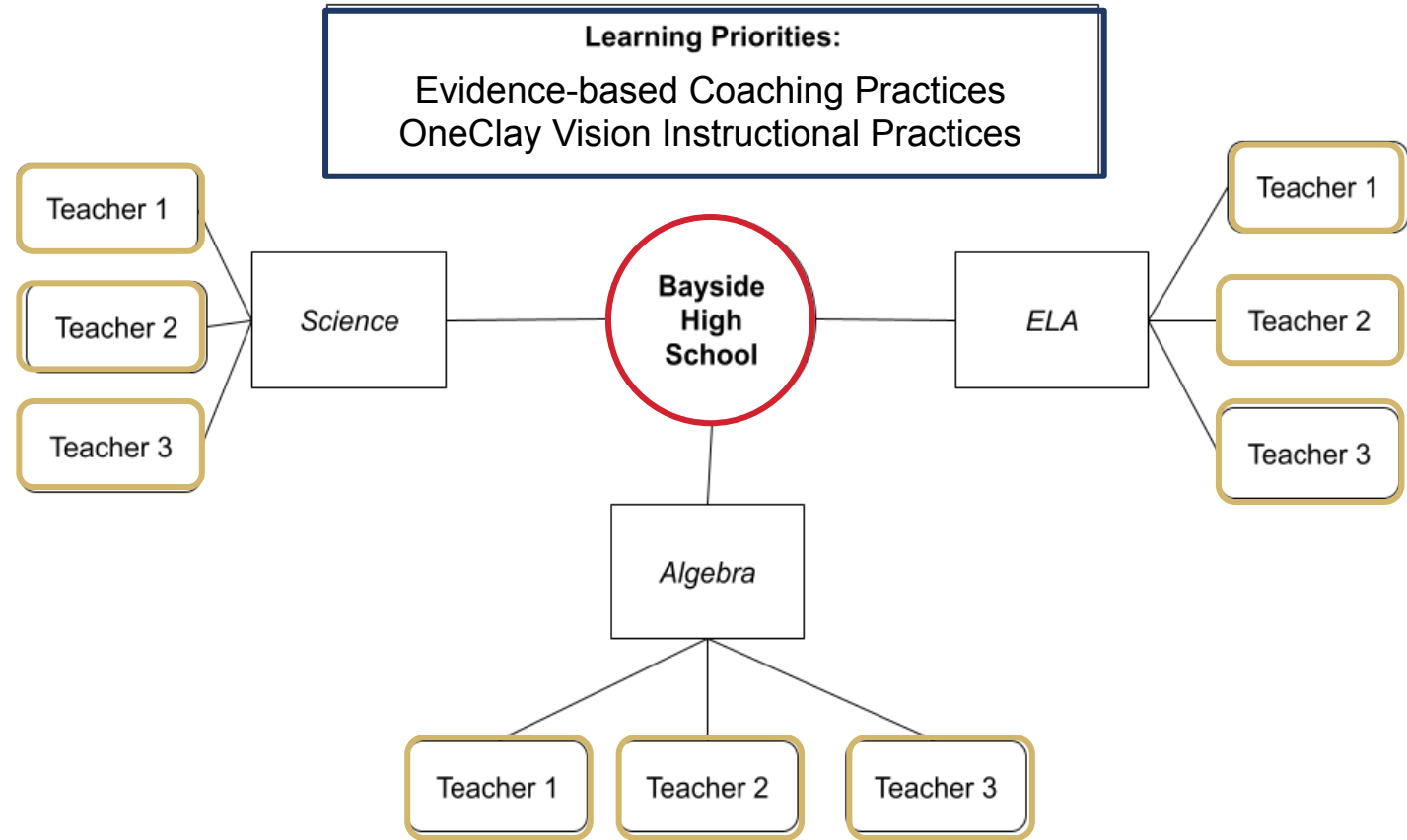
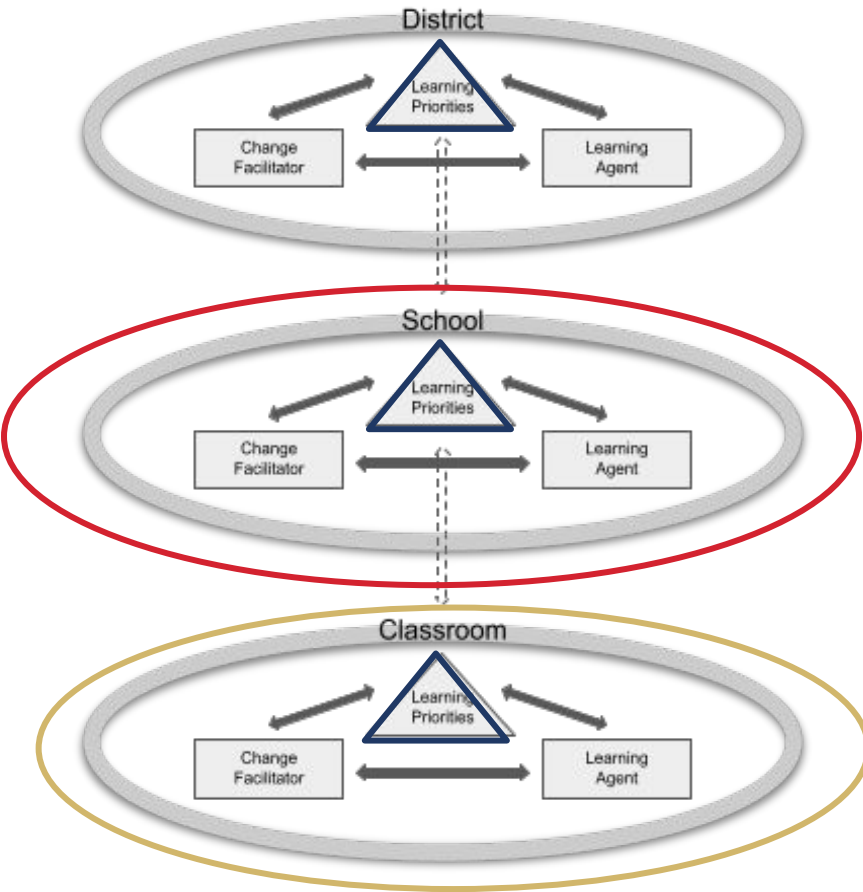


Horizontal Coherence- School Level





Horizontal Coherence- Classroom Level





What are barriers to vertical and horizontal coherence in your system?

Leading a School District Coaching System

District Coaching System Theory of Action: If..... Then.....		
Vertical & Horizontal Coherence Barriers:	Organizational Learning Core 	
Possible Solutions:		
Next Steps for Strengthening Logistical Coherence:		
Next Steps for Strengthening Conceptual Coherence:		

1:00





3:00

**What are common
barriers to vertical and
horizontal coherence
across systems?**



Lack of Focus

Lack of Knowledge & Understanding

Lack of Resources



Establishing Focus

3:00

The What



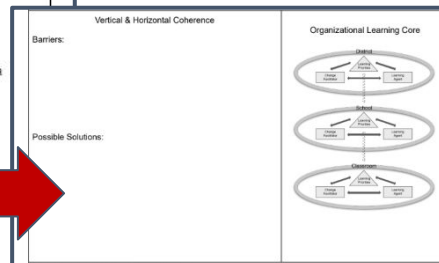
The How

Coaching Cycle Planning Support



Planning Conversation Tool- For the Beginning of Coaching Cycle

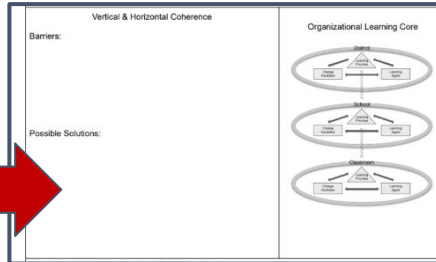
Key Components	Purpose/Rationale	Coaching Questions/Moves
Application of Growth Mindset and setting the purpose for coaching cycles	<p>Set the context of the planning conversation to make the purpose transparent.</p> <p>Build from assets/strength-based coaching. This supports the establishment of attainable goals.</p>	<p>The purpose of this conversation is to discuss an area of focus that aligns with the school's goals and your intended outcomes. We plan upfront what we want to accomplish to be clear about the process and the evidence we're going to be looking for as we work together over the next few weeks.</p> <p>We also want to build from your strengths. So tell me a little bit about what you're seeing in your classroom and what has been going well so far?</p>
Develop a Coaching Cycle Focus Question aligned to increasing student achievement.	<p>Determine an area the teacher wants to collect data around. This should link a teaching action to a student outcome.</p> <p>This can be generated through discussion of areas of opportunity for students, and current actions the teacher is taking regarding their area of interest.</p> <p>Utilize the school improvement goals, FEAPs expectations, and/or the OneClay Vision are connected to this focus question.</p>	<p>What is the area of student learning that you would like to gather more information about during this cycle?</p> <p>What have you learned or tried so far in this area of focus?</p> <p>How has student learning improved as a result of what you have tried?</p> <p>What question when answered would help you monitor the impact of an instructional strategy/practice on this area of student achievement?</p> <p>How does this align to the school's SIP, FEAPs and/or Instructional Vision?</p> <p>What bite size action step would you like to try in the next few weeks related to this focus area? Questions Stems for Coaching</p>





Strengthening Knowledge & Understanding

2:00



Aligned Meeting Schedule for District Specialists and Coaches

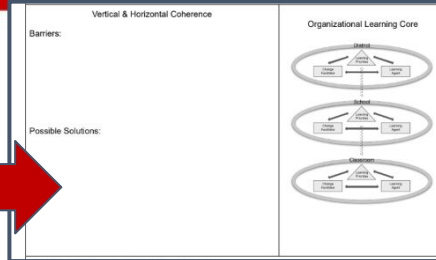


Audience	Frequency of Meeting	Day & time	Duration of Meeting	Purpose	Facilitator
Professional Learning 12-month Specialists (Content, Reading, ESOL)	2x a month	Every other Monday morning (the same day as district specialists) 8:30am-11:30am	3 hours	- Foster a K-12 perspective of supporting student learning - Collaborate & problem solve around content priorities - Connect across content areas for a coherent way of work and comprehensive support for schools	PL Director & Supervisor
All District Specialists	2x a month	Every other Monday afternoon 12:30-3:00	2.5 hours	- Foster a common district language and focus on the OneClay Vision - Connect across departments for coherent support for schools - Learn from others across departments	PL Director & Supervisor
SIPLA (all content, reading, and ESOL specialists and coaches)	1 x a month (last Friday)	Friday morning 8:00am-10:30am	2.5 hours	- Build community among all coaches and specialists - Learn together to develop our understanding of designing and facilitating meaningful professional learning experiences- book study?	PL Director & Supervisor
Content Teams	3 x a month	Friday mornings 8:00-10:30am	2.5 hours	- Communicate priorities with coaches in content teams - Learn together as a content team about ways to support teachers in your content	12 Month Content Specialists
Teacher Support	3 x a month	Friday mornings 8:00-11:00am	3 hours	- Learn together to develop an understanding of designing and facilitating meaningful support for beginning teachers - Collaborate & problem solve around ways to support beginning teachers	Teacher Support Coordinator
District Literacy Leadership	1 x a month	2nd Tuesday 11-12:30	2 hours	- Check in on literacy data each month - use data to inform next steps for support	Reading Supervisor





Developing Resources

3:00

Noticing Guide for Walkthroughs: Teachers Support Continuum

Stage 1: Surviving				
Characteristics that Define This Stage	Management Indicators	How to Move Forward	Instructional (Rigor) Indicators	How to Move Forward
Feeling Overwhelmed; Begins to Implement Strategies with Varying Levels of Success	- Teacher creates classroom rules - Teacher acknowledges there are unwanted behaviors/lack of engagement and tries various methods to address	- Plan and practice critical routines and procedures for all parts of the instructional day (Routines 101: GBF p.89)	- Teacher leads the majority of the lesson, and does the majority of the thinking - Teacher asks few, if any questions throughout the lesson - Teacher provides interesting facts, details, and/or related stories about the content	- Utilize standards and curriculum resources to plan (Develop effective lesson plans 101: GBF p.110) - Internalize (script, practice, and write higher order questions) for existing lesson plans (GBF p.120)
Stage 2: Emerging				
Characteristics that Define This Stage	Management Indicators	How to Move Forward	Instructional (Rigor) Indicators	How to Move Forward
Recognizes the Need to Create a Classroom Structure Conducive to Learning; References Curriculum Resources	- Teacher notices when specific students are not engaged - Teacher physically occupies all quadrants of the room - Refers to expectations (may be implied) with redirects/reprimands/or consequences	- Develop "Strong Voice" (GBF p.98)	- Teacher has materials organized in advance - Teacher provides clear directions for instructional activities - Teacher includes whole group response opportunities for engagement - Teacher asks recall or basic comprehension questions - Student responses are not tracked/built upon - Use of technology/lab equipment (teachers & students)	- Write precise learning targets (GBF p. 112 & Q1 Continuum) - Monitor student work in real time (GBF p. 205) - Plan aligned checks for understanding/exit tickets (GBF p.117 and Q2 Continuum)
Stage 3: Managing				
Characteristics that Define This Stage	Management Indicators	How to Move Forward	Instructional (Rigor) Indicators	How to Move Forward
Awareness of classroom climate, allows opportunities for student engagement and participation	- Explicitly states expectations - Teacher exhibits presence and "Strong Voice" - Teacher recognizes and responds to behavior (reactive)	- Monitor (develop teacher radar) and adjust (Routines 201: GBF p.149-172)	- Teacher communicates high expectations - Teacher references the learning goal and explains why the upcoming content is important - Teacher asks higher order questions - Students respond with short answers	- Plan checks for understanding aligned to learning targets (Q2 Continuum) - Develop success criteria (ideal student responses (GBF p.185) - Teach students to respond to



Data Collection

Student Engagement		
	If you're looking for...	try this collection tool:
	Student Participation	<ul style="list-style-type: none">Verbal Flow ChartEffective Oral Communication ToolSelective Verbatim Data CollectionObservation Scripting ToolEquity of Participation ChartAt Task Tool
	Group Interactions	<ul style="list-style-type: none">Verbal Flow ChartSelective Verbatim Data CollectionEffective Oral Communication ToolObservation Scripting Tool
	Classroom Community	<ul style="list-style-type: none">Proactive Behaviors ChartRoutines ChartBehavior Expectations ChartAuthoritative StanceHigh Expectations ChartClassroom Management Look Fors



Professional Learning Clay County District Schools

Resources for District Professional Learning Facilitators

[Professional Learning Session Dashboard](#)
[School Support Professional Learning Visits](#)
[Demonstration Classrooms](#)
[Coaching Cycle Resources](#)
[OneClay Learning Library Notebooks](#)
[Planning for Professional Learning](#)
[Annual Professional Learning Survey](#)
[Professional Learning Catalog](#)
[Funding Requests for Professional Learning Activities](#)
[District Approval of Supplemental Resources](#)
[Summer New Hire Professional Learning](#)

[SIPPLA Department Resources](#)
[SIPPLA Strategic Planning](#)
[SIPPLA Department Meetings](#)
[SIPPLA Budgets & Expenses](#)

2024-2025 Meeting Schedule



[2024-2025 Specialists & Coaches Meeting Schedule](#)

Refer to this spreadsheet for the dates of all District Specialist and Coach Meetings

District Professional Learning Calendar



[Link to District Professional Learning Calendar](#)

Use this calendar to see district professional learning events.



[District Professional Learning Calendar Directions](#)

Follow these directions to add events to the District Professional Learning Calendar.



[Year-at-a-Glance Spreadsheet for SIPPLA Core Support Sessions](#)

Use this spreadsheet to see when SIPPLA Core Support sessions are planned for the 2024-2025 School Year.



Establishing Focus

**Strengthening
Knowledge &
Understanding**

Developing Resources

Logistical
Coherence

Conceptual
Coherence



Logistical Coherence

Having all the "nuts and bolts" of a process organized in a way that supports its intended purpose

- *Everything fitting together:* Ensuring all the necessary components (resources, schedules, actions) work in a coordinated way.
- *Smooth operation:* Minimizing disruptions and ensuring efficient flow.
- *Logical arrangement:* That the plan of how things are done, makes logical sense.

2:00



What are next steps you might take to strengthen logistical and conceptual coherence?

Conceptual Coherence

Aligning the ideas, principles, and beliefs within a system to logically support one another

- *Meaningful connections:* Ensuring that all the underlying concepts fit together in a way that makes sense.
- *Internal consistency:* Avoiding contradictions and ensuring that the core ideas are mutually reinforcing.
- *Shared understanding:* That the core ideas of a system are understood, and have logical connection between each other.



Logistical Coherence

Having all the "nuts and bolts" of a process organized in a way that supports its intended purpose



Conceptual Coherence

Aligning the ideas, principles, and beliefs within a system to logically support one another

2:00

Leading a School District Coaching System

District Coaching System Theory of Action:

If.....

Then.....

Vertical & Horizontal Coherence

Barriers:

Possible Solutions:

Organizational Learning Core

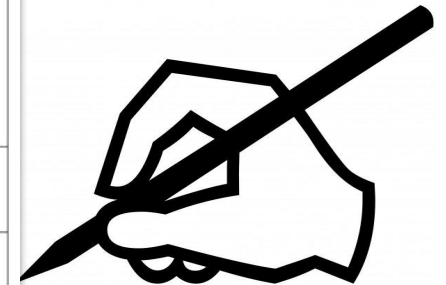
District

School

Classroom

Next Steps for Strengthening Logistical Coherence:

Next Steps for Strengthening Conceptual Coherence:





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I can identify strategies for *monitoring and reflecting on coaching impact*.

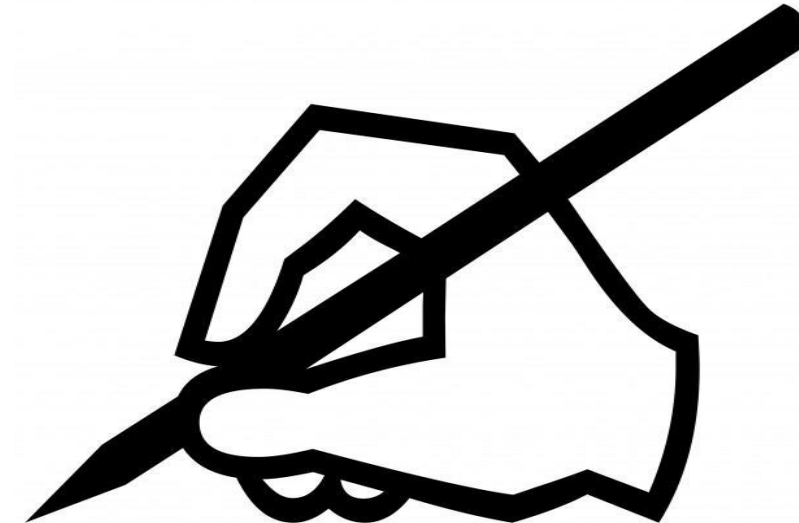


What types of data do you use to monitor and reflect on coaching impact?

1:00



What types of data do you use to monitor and reflect on coaching impact?	Next Steps for monitoring and reflecting on coaching impact:
Your Action Plan for Leading a Coaching System to Improve Student Outcomes	
Identify next steps for strengthening a clear coaching structure district-wide and techniques to monitor and track its effectiveness.	
<input type="checkbox"/> Who needs to be a part of the district coaching system leadership team?	
<input type="checkbox"/> When would be a good time to start the district coaching system leadership conversations?	
<input type="checkbox"/> What data, research, and resources would support the work of the district coaching system leadership team?	
Other notes:	





What data sources are in place to monitor each element of our theory of action?

**Theory of
Action**



**Monitoring
Impact**





CCDS Coaching System Theory of Action:

If....



all CCDS coaches	
work alongside teachers in classrooms	
using evidence-based coaching practices	
to support the implementation of the OneClay Vision instructional practices	

Then...student learning will increase.





Coaching Log and Professional Learning Session Follow-Up



2024-2025 CCDS Instructional Support Visit Follow-Up

Complete this form as your visit log. A copy of your responses will be automatically emailed to you.

The information that you enter into the first section will be automatically emailed to the teacher and administrators.

All responses will be automatically recorded on the Instructional Support Visit Follow-Up response sheet and dashboard.

jennifer.shepard@myoneclay.net [Switch account](#)

* Indicates required question

Which District department do you represent? *

- ☐ Climate and Culture
- ☐ ESE
- ☐ ESOL
- ☐ SIPPLA/MTSS



OneClay Vision Clay County District Schools

2024-2025 Professional Learning Multi-School Session Follow-Up

Complete this form as your session log. A copy of your responses will be automatically emailed to you.

The information that you enter into the first section will be automatically emailed to the administrators of the teachers who attended your session.

All responses will be automatically recorded on the Multi-School Session Follow-Up response sheet and dashboard.

jennifer.shepard@myoneclay.net [Switch account](#)



The name, email, and photo associated with your Google account will be recorded when you upload files and submit this form

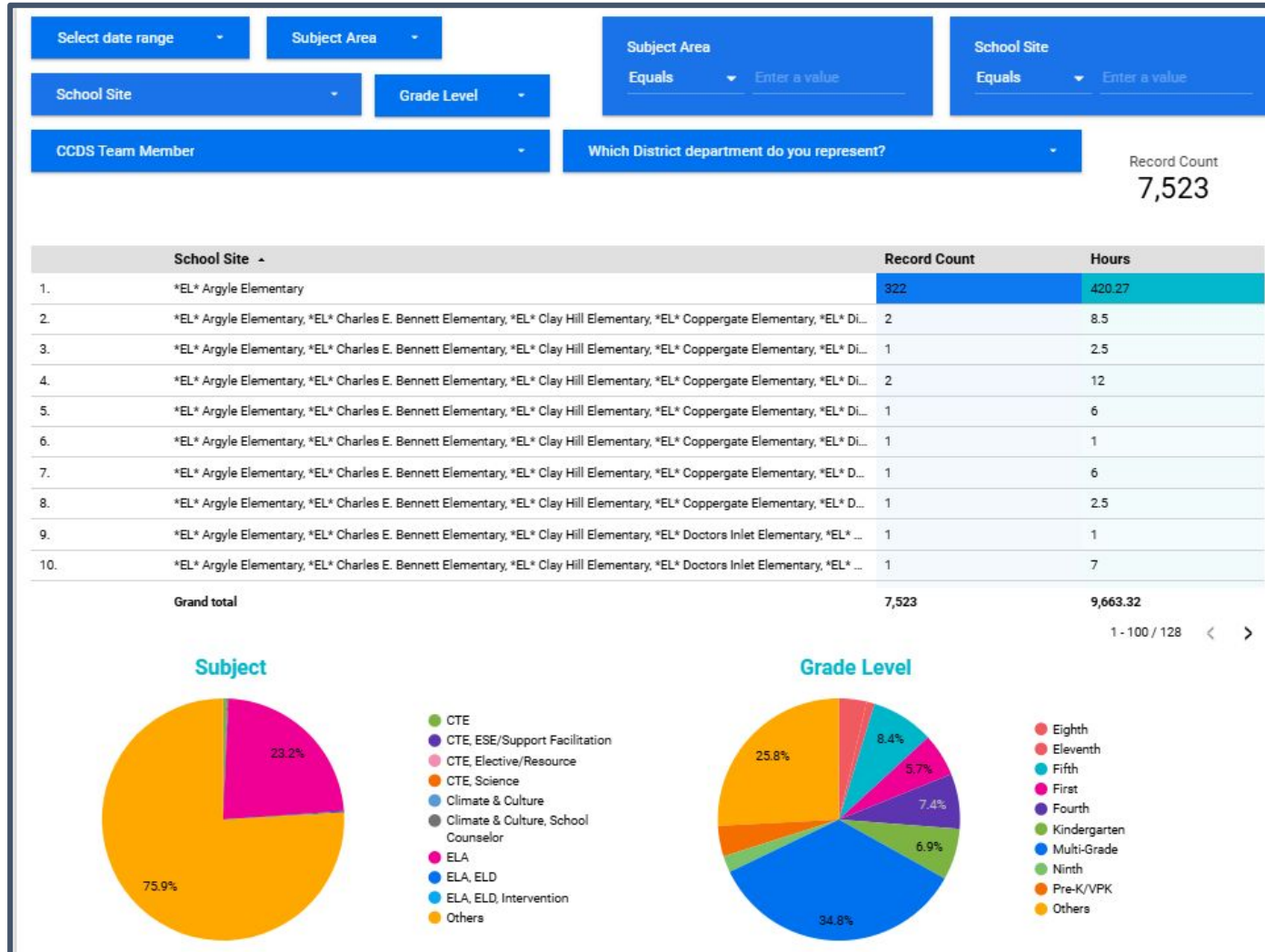
* Indicates required question

**Consistent
Communication
with School
Leaders**

**Document
Support by
School,
Teacher, Topic,
and Coach**



Coaching Dashboards



2:00

What are possible next steps for monitoring coaching support in your schools?





CCDS Coaching System Theory of Action:

If....



all CCDS coaches	Coaching Log & Dashboard
work alongside teachers in classrooms	
using evidence-based coaching practices	
to support the implementation of the OneClay Vision instructional practices	School Walkthrough Dashboards School Improvement Walks



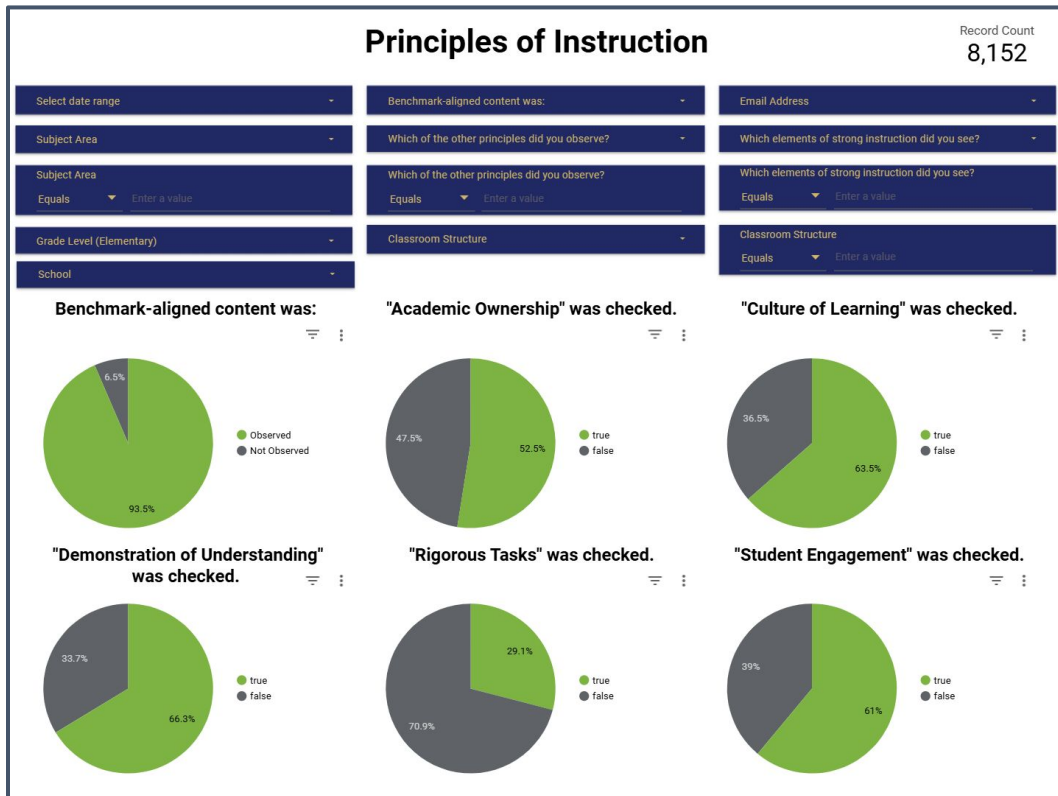
Then...student learning will increase.





Classroom Walkthrough Dashboards

District Walkthrough Dashboard



School Walkthrough Dashboard

24-25 AES Walkthrough Feedback

District PL Visit Feedback

Teacher Name: District Staff: Date of Visit:

	Teacher Name	OneClay leadership priorities supported by this visit:	Date of Visit	Focus of Visit	Summary of Visit (1-2 sentences)	Next Steps (1-2 sentences)	Hours
1.	ESE Team	Building a Data-Responsive Culture	Feb 14, 2025	null	Met with ESE teachers (support facilitators, self-contained, and prek) to plan Specially Designed Instruction based on individual student strengths.	ESE School Site Specialist will continue on campus SDI support and reach out if additional resources are needed.	0.1
2.	B. Holmes	Evolving as a Professional Learning Community, Being Inclusive Through Collective Responsibility, Building a Data-Responsive Culture	Feb 13, 2025	Classroom Management/Learning Environment, Coaching Cycle- planning together, Coaching Cycle- feedback conversation, Curriculum Support, Lesson Planning, Lesson Reflection, Small Group Planning, Specially Designed Instruction for SWDs	I joined Ms. Holmes for multiplying decimals in second and third block. During planning, we met with Ms. Vandyke to plan small groups and establish roles during that time in the classroom together. After school, we determined the focus skill and material for the small group routine to begin next week and talked through setting up students for the expectations of the routine.	Continue weekly support	3.5
3.	M. Spina	Evolving as a Professional Learning Community, Being Inclusive Through Collective Responsibility, Building a Data-Responsive Culture	Feb 13, 2025	Classroom Management/Learning Environment, Coaching Cycle- planning together, Curriculum Support, Lesson Reflection	I met with Ms. Spina during her planning where we debriefed noticings and questions from the model lesson. Some takeaways were classroom management strategies like counting down and providing clear and concise directions. This impacted students being able to engage in the lesson and keep the flow of learning.	Class visit 2/20 to provide live coaching during the EM2 lesson.	0.5

Reflect on Impact in Classrooms

Inform Next Steps for Support



School Improvement Walks

Reflect on Impact in
Classrooms

Inform Next Steps
for Support



- Federal ESSA Accountability Status by Sub-group (SWD, ESOL, Title I)
- RAISE Status (ELA Priority)
- Math Priority
- Science Priority
- Social Studies Priority

Clay County District Schools School Improvement/RAISE/Title One Walk Spring 2025			
Date: 2/12/25 12:30-2:30 P.M.			
School Name: Clay Hill Elementary			
Team Members: Heather Teto, Jennifer Shepard, Adele Reed, Kathryn Wright, Kellie Rodifer, Tiffany Bazemore,			
ATSI School (Y/N): Yes	RAISE School (Y/N): N	Title I School (Y/N): Y	
Subgroups below FPI 41%: SWD			
School Improvement Plan Goals: 1. ELA Through the practice of evidence-based, direct, and explicit instruction, Clay Hill Elementary will increase our overall proficiency in ELA from 54% to 59% on the F.A.S.T. PM3 ELA Assessment in 2025. 2. MATH Through the implementation of evidence-based strategies Clay Hill Elementary will increase our overall proficiency in math from 49% to 55% on the F.A.S.T. PM3 Math Assessment in 2025. 3. SWD By the end of the 2024-2025 school year, Students with Exceptionalities will earn at least 41% of the Federal Points Index on the PM3 F.A.S.T. ELA assessment. 4. DISCIPLINE By the end of the 2024-2025 school year, Clay Hill Elementary will reduce the number of discipline referrals from 352 to 150 or fewer.			
Principal Update/Action Step Review			
Action Step	Principal Update	Notings	Next Steps
Ensure that students have the opportunity to engage in the content and that teachers release the work to them.	Admin led PL and instructional feedback has been delivered to teachers emphasizing: <ul style="list-style-type: none">Student ownershipLess teacher talk, more student talkThe use of simultaneous response mechanismsCollaboration among students to promote understanding and	<ul style="list-style-type: none">All students working in many classroom-chorally, independently, common, IC, ready, etc.Collaboration in one roomRunning practiceThink, pair, shareStudents looking for anchor chart information displayed (is being used)	Increase opportunities for students to engage in benchmark aligned tasks with all title teacher support as necessary



CCDS Coaching System Theory of Action:

If....



all CCDS coaches	Coaching Log & Dashboard
work alongside teachers in classrooms	
using evidence-based coaching practices	
to support the implementation of the OneClay Vision instructional practices	School Walkthrough Dashboards School Improvement Walks

Then...student learning will increase.





Student Achievement Data: PM1, PM2, PM3



Reflect on
Impact in
Classrooms

Inform Next
Steps for
Support

PM Data Meetings to realign coaching support based on student need.


School Specific Walkthrough Indicator							
Evidence of annotation strategy							
Grade/Course	Level of Support	Specialist or Coach	Support Notes (Completed at meeting with Admin & Teachers)	Baseline Data	Q1 Data	Mid-Year Data	End of Year Data
7th ELA							
8th ELA							
7th Reading							
8th Reading							
9th Reading							
10th Reading							
7th Math	Upon request	Ashlei Harrington				JH FAST PM2	
8th Math	Intermittent	Ashlei Harrington	KHH Math Support Meeting Notes				
Algebra I	Frequent	Ashlei Harrington				Alg 1	Alg 1A
Geometry	Intermittent	Ashlei Harrington				Geo	Alg 1B
7th Science	Frequent	Leslee Bryan				KHJ Science Data	
8th Science	Frequent	Leslee Bryan					
Environmental	Upon request	Ruelas				KHH Biology Data	
Biology	Upon request	Ruelas					
7th US History	Frequent	Rachel	KHH SS Support Meeting Notes		MJ USH Q1	MJ USH Midterm	
Civics	Intermittent	Stephanie			Civics Q1	Civics Midterm	
11th USH	Intermittent	Stephanie			USH Q1	USH Midterm	



What data sources are in place to monitor each element of your theory of action?

What are next steps for monitoring and reflecting on coaching impact?



What types of data do you use to monitor and reflect on coaching impact?	Next Steps for monitoring and reflecting on coaching impact:
	

**Theory of
Action**



**Monitoring
Impact**



Breakout Session Agenda

Time	What	Why	How
11:10 AM	Opening/Introductions	To get to know the facilitator	Personal Narrative
11:20 AM	Purpose: Coaching for Student Outcomes	To articulate a theory of action for our coaching system	Written Reflection and Discussion
11:35 AM	Implementing a Clear Coaching Structure	To explore strategies for strengthening our coaching system	Written Reflection and Discussion
12:05 PM	Monitoring and Reflecting on Coaching Impact	To explore strategies for monitoring and reflecting on our coaching system	Written Reflection and Discussion
12:20 PM	Action Planning, Reflection, and Closing	To apply ideas to our own context	Written Reflection and Discussion

I can identify strategies for *monitoring and reflecting on coaching impact*.



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Action Planning

Your Action Plan for Leading a Coaching System to Improve Student Outcomes
Identify next steps for strengthening a clear coaching structure district-wide and techniques to monitor and track its effectiveness.
<input type="checkbox"/> Who needs to be a part of the district coaching system leadership team?
<input type="checkbox"/> When would be a good time to start the district coaching system leadership conversations?
<input type="checkbox"/> What data, research, and resources would support the work of the district coaching system leadership team?
Other notes:

3:00





Breakout Session Professional Learning Objectives

- I can articulate a ***theory of action*** for my district coaching system that positively impacts student outcomes.
- I can identify strategies for strengthening ***vertical and horizontal coherence*** in my district coaching system.
- I can identify strategies for strengthening ***logistical and conceptual coherence*** in my district coaching system.
- I can identify strategies for ***monitoring and reflecting on coaching impact***.



Session Feedback

FEPLN Convening 2025 Breakout Session 4B Exit Survey

