

***ATHENS CITY BOARD OF EDUCATION
WORK SESSION
February 13, 2025
5:00 P.M. Central Office Board Room***

This meeting was conducted in full compliance with § 36-25A-1, et seq. of the *Code of Alabama*, commonly referred to as the “Alabama Open Meetings Law”. Present were approximately 24 members of the public.

CALL TO ORDER: Beverly Malone – Board President called the work session to order.

ROLL CALL: **Members Present:** Anthony Townsend
 Beth Patton, Superintendent
 Shannon Hutton, Board Vice-President
 Toby Harrison

Absent: Karen Clem

1. There was no public input.
2. Mrs. Clem was added to the Roll Call at 5:07 P.M.
5. The Bailey Group provided a project update on Athens City Schools. The PowerPoint presentation is attached to the minutes.

ADJOURNMENT: After the presentation; the work session adjourned at 5:35 p.m. on a motion by Mrs. Hutton.

Ruth Pactor

Mrs. Beth Patton
Superintendent

Beverly Malone

Mrs. Beverly Malone, President

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*Athens City Schools
Project Updates
February 13, 2025*



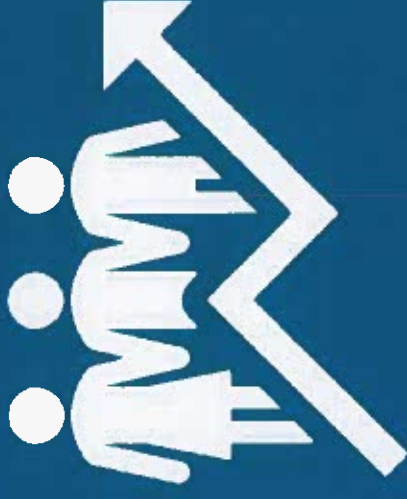
Our Vision

*Improving The Lives
Of All Children*



Our Mission

Bailey Education Group is committed to partnering with all schools and districts to improve the lives of all children through **customized professional development** and **side-by-side coaching**, performed by certified leadership and instructional coaches with a deep understanding of state standards.



Our Comprehensive Services

We are **NOT** a product, package, or program.

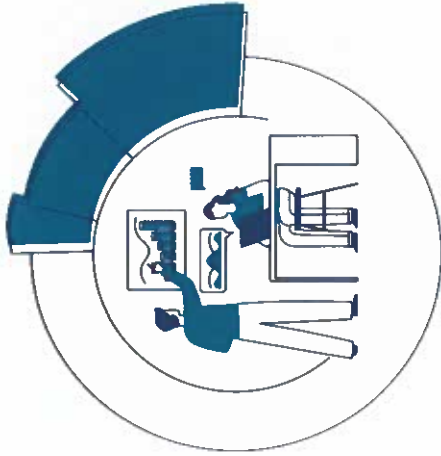
We are a **highly-qualified group of educators who specialize in coaching and training teachers and leaders.**

- ACT Support
- CCEIS Support Classroom Management & Behavioral Support
- Counselor Support
- Cultural Diversity Curriculum Development & Support
- Data Analysis
- Direct Student Support
- Early Childhood
- **English Language Arts**
- English Learners
- Federal Programs
- **Comprehensive Instructional Review**
- Instructional Technology & Learning Management Systems
- **Leadership Support**
- **Mathematics**
- Multi-Tiered Systems of Support
- Positive Behavior Interventions & Supports
- Science
- Social Studies
- Social Emotional Learning
- Special Education
- Teacher Coaching



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A Year with Bailey in Athens City Schools



September 2024: Comprehensive Instructional Review

- Systematic process to review district and school planning, alignment, curriculum, teaching methods, and student outcomes.
- Data Collection and Analysis**



October – March: Teacher Coaching & Leadership Support

- Side-by-side teacher coaching in ELA and math classrooms at Cowart Elementary, AIS, and AMS
- Data analysis professional development for all administrators
- Supporting leaders with School Improvement Plans, Rtl, PST Meetings, Intervention Schedules

Point of Reflection: Train, Coach, Model, and Adjust



March - May

- Review work reports for growth areas from fall 2024 Instructional Review recommendations and reflect on overall growth areas

Point of Reflection: Data Analysis, Feedback, and End-of-Year Adjustments

Ongoing



- Weekly work reports from each coaching session
- Identification of strengths and evidence of changes occurring
- Recommendations and focus for next visit



Point of Reflection: Feedback, Monitor, and Adjust



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What Happens During an Instructional Review?



The Bailey team comes onsite to look at the systematic processes involved in district planning, teaching methods, curriculum, and student outcomes.

The team reviews district and school documents, conducts interviews, reviews district and school continuous improvement plans, and analyzes student performance data

The team debriefs with superintendent and develops Executive Summary report with strengths and recommendations to improve instructional strategies and enhance student learning

The Bailey coaches use the Executive Summary to guide their planning for side-by-side coaching, which reduces prep time to learn about the schools being supported.

Benefits include improved teaching effectiveness, enhanced student engagement, alignment with systematic goals, and streamlining planning for continuous improvement



Bailey's Teacher Coaching Model

Our teacher coaching model represents the actions our partners can expect from our instructional coaches when working with teachers in a school or school district.



What Happens During Teacher Coaching Onsite Days?



The coach checks in with building leaders to set the agenda and focus of the work.

The coach works with assigned teachers and leaders by observing lessons, delivering planned modeling, and providing solutions.

The coach debriefs with the teacher on lesson observations, works with teachers to plan for instruction, or discusses possible instructional strategies or classroom management strategies to implement.

The coach may lead a Professional Learning Community, a Professional Development, or observe either and give feedback.

The coach debriefs with school leadership to highlight strengths, areas of growth, and makes recommendations to be implemented prior to the next visit.



What Does This Look Like in ACS?



COWART ELEMENTARY SCHOOL



Planning an upcoming fractions lesson with a new teacher (just graduated December 2024)



Helping an advanced student work a problem on comparing 2 fractions in iReady lesson.



Planning with administration and IPs to prevent gaps in instruction and support individual teacher needs



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ATHENS INTERMEDIATE SCHOOL



SHIFTING FROM A MORE
TEACHER-CENTERED
(MOSTLY LECTURE) TO
STUDENT-CENTERED
CLASSROOM (HANDS-ON
DISCOVERY OF CONTENT)



ALIGNING DAILY LESSONS
WITH ACAP STRUCTURE &
FOCUS AREAS
TO FAMILIARIZE STUDENTS
THROUGHOUT THE YEAR



PLANNING WITH SCIENCE &
HISTORY TEACHERS TO
INCORPORATE MATH
STANDARDS THAT
DIRECTLY ALIGN TO THEIR
COURSE CONTENT AND
LESSONS





Athens Middle School



Model the use of CPA (concrete, pictorial, and abstract) in math classrooms to help students with mathematical practices

Students are using algebra tiles to solve equations & talking with each other about how to solve the math problems.

Work with teachers to pull small groups and assist one-on-one with students to clarify or reinforce lesson

Students are able to receive additional help while the teacher is working with another student or a small group to reinforce a

Plan with administrators to align structures and procedures with district initiatives.

Principal and Bailey coach are debriefing after classroom co-teaching observations.



STRENGTHS

- Cowart Elementary School administration is committed to personal and professional growth through openness to feedback and guidance.
- A Cowart Elementary teacher stated, "This has been the best professional learning year I have ever had! It has been so practical and connected my academic learning with what I need to do in the classroom every day."
- Second grade teachers are planning together as a more cohesive team, and assessment data indicate student growth is consistent in all 4 of their classrooms.
- Third grade teachers are growing in their ability to unpack a standard and align their lessons to better prepare students for fourth grade.
- AIS teachers are using current iReady data to analyze and plan for small group instruction;.
- AIS has a very strong administrative team committed to learning and growing to support the teachers and the students.
- AMS math teachers are using more small groups to help individualize instruction, and some classes are moving from teacher centered (mostly lecture) to more student-centered (hands-on problem solving).
- The AMS administration team takes the work of BEG seriously and leans on our expertise to make or revise plans for school growth.

FOCUS AREAS

- Third grade has high number of inexperienced teachers & transiency during the year (3 of 4 teachers have less than 2 years of experience)
- Continued support and modeling in Cowart's ELA classrooms to aid teachers in understanding how to teach the categorizing of syllable types and multisyllable word division as basic “word attack” strategies.
- Plan for morphology professional development for first through third grade (based upon the AL ELA COS) to support teacher instructional knowledge.
- Specific strategies and planning are needed for student transitions to AIS as fourth grader and from AIS to AMS as a sixth grader
- Establishing a strong alignment across grade levels in math to more consistently teach math concepts to provide a cohesive approach to teaching and learning in AIS.
- Some of the middle school math teachers lead a more traditional style classroom from the front of the room, which limits student engagement through discussions, real world connections, videos, and concrete examples.
- Teachers need more direct questioning of students within the lesson. A simple guided method of involving all students more will benefit engagement.



BUILDING CAPACITY: EVIDENCE OF CHANGE

□ Cowart's ELA teachers are seeing their students' success. They have a positive attitude about their own learning and a desire to improve their craft which in turn will improve outcomes for their students. They are excited to learn the specific and targeted ways for practical application of the Science of Reading.

□ Cowart teachers are using student data to make decisions about what their students need to be taught next to help close learning gaps.

□ AIS sponsored a "Growth Celebration" dance for students who made progress on midyear iReady assessments. Only 35 of the 465 students did not meet the criteria to attend the dance!

- The AIS data room is now fully functional for teachers to analyze, reflect and plan next steps for instruction.
- AMS teachers are incorporating more engaging activities to increase student participation during delivery of classroom lessons.
- AMS teachers are willing to change their instructional strategies to meet needs of changing demographics.

Q&A

"This has been the best professional learning year I have ever had! It has been so practical and connected my academic learning with what I need to do in the classroom every day."

~A Cowart Elementary Teacher

