

EMBEDDED COACHING REFLECTION and Summary of Visit- February 13, 14, 2017
Martin Luther King Jr Elementary School
Bibb County, Macon GA

<p>PLC TEAMS Circle Grade: Pre-k K 1 2 3 4 5 6 7 8 <input type="checkbox"/> Math <input type="checkbox"/> Reading <input type="checkbox"/> Intervention Common Formative Assessments <input type="checkbox"/> Data Analysis <input type="checkbox"/> Instructional Practices Other:</p> <p>Team Focus February 13- No Team meetings</p> <p>Team Focus February 14- 5th grade- K Power discussed the team's progress assessment data (ELA) with Ms. Green and the apparent growth that the team is having. Two root causes of continued progress were identified:</p> <ol style="list-style-type: none"> 1. Differentiated small groups that are flexible based on evidence 2. Student data being posted and owned by students <p>Kindergarten- The K team explained the Dibels data and also explained the two new requirements that were assessed. The team also explained the plan that was made with Ms. Glissen to address the skills needed. The "reds" are being "double-dosed" for the skills needed.</p>	<p>Leadership/Guiding Coalition Focus</p> <p><u>Leadership Team Meeting- February 13, 2017</u></p> <p>The leadership team met on February 13th. Their first task was to review a "Test Tips" brochure. The leadership team had several changes to make. The test tips brochure will be used one on one with each student and Dr. Yarbrough is considering ways to involve parents in this discussion.</p> <p>The team worked with Ms. Henry, State School Improvement Coach and Dr. Yarbrough to review the state's <i>School Status Review</i> (January 31) and the coaching comments posted to review. Ms. Henry has asked for the questions to be answered for Monday. One requirement is to have the PLCs do a self-assessment, (step 5 from page 1) using the district collaborative planning rubric. K. Power also referenced the resource, "Learning by Doing" which the school team has and is an excellent tool with many continuums for self-reflection. This book can guide the instructional coach and principal as they continue to build collaborative teams. The book was pulled from the shelf and shared with the coach and principal on Tuesday, February 14. K. Power reminded the team that they are able to use the Solution Tree Needs Assessment goals/action plans as a resource as they revisit their SIP goals.</p> <p>Focus Walks are also identified as a school improvement need and will be reported out as well by Dr. Yarbrough. The Focused Walks were also discussed during leadership coaching and some next steps are listed below.</p> <p>The leadership team also discussed how they would like to handle the Recruitment Day on Saturday. They have a video being prepared and the team discussed the logistics needed.</p> <p>Leadership Coaching – February 13 Instructional Coach Walker-</p> <p>The morning of February 13 was spent with Coach Walker. The Dibels data and the Data Progress Assessment data were reviewed. The Dibels data is updated on the data wall and Coach Walker is adding the Progress Assessment data so it is visual. In the Dibels data, there are some concerns highlighted, especially in 3rd grade and Kindergarten. In 3rd grade, 15 students moved from green to yellow (4) or red (11). It is critically important to have discussions immediately with teachers about each of these students and plan appropriate adult responses</p>
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The team sees a difference in the phonemic work that is being done. They remain concerned that students are truly struggling with the 4th sounds (versus three sound words). The team is passionate about ensuring that students move to green.

The team demonstrated an understanding of the link between PLC discussions, evidence of student needs and the instructional changes that are needed based on the data. They know that there is more to learn and do instructionally.

The K team also shared their completed Data Team Meeting Template from January 17, 2017. It was a follow up from the PLC meeting in January with K. Power. The team demonstrated an understanding of working student by student/skill by skill.

2nd Grade- The team shared their completed Data Team Protocol template with K. Power and explained the strategies that they identified. They agreed to continue to use the template to inform their practice.

The team worked on ELA 2. RL.1 for planning. The standard requires students to “ask and answer questions” and the team recognizes the different skill level when students ask questions versus just answers the questions.

immediately. There is also a need to focus on kindergarten where only 27 students in 4 classes are in green. One class has 0 students in green. The 2nd grade team did not have too many changes- positive or negative. On a positive note, 1st grade has moved several students to green from yellow and red and very few students dropped to a lower score. (see notes in PLC column about Dibels discussions with teams).

District Data Progress Evaluation

Grade/Subj ect	Pre- Assessment	1 st Nine Weeks	2 nd Nine Weeks
3 rd grade ELA	98.9% below target 1.1% approaching target	91.7% below target 7.4% approaching target 1.09% on target	86.7% below target 8.8 % approaching target 4.4% on target
3 rd grade Math	98.8% below target 1.2 % approaching target	82.6% below target 12.8% approaching target 2.8% on target 1.8% above target	73.3% below target 16.7% approaching target 7.1% on target 1.8% above target
4 th grade ELA	94.2% below target 4.7% approaching target 1.2% on target	89.8% below target 9.3% approaching target 0.9% on target	87.6% below target 11.4% approaching target 1% on target
4 th grade Math	98.7% below target 1.3% approaching target	95.3% below target 3.8% approaching target 0.9% on target	96.3% below target 3.7% approaching target
5 th grade ELA	88.2% below target 9.8% approaching target 2% on target	85.1%below target 11.9% approaching target 3% on target	45.2% below target 21.9% approaching target 21.9% on target 11% above target
5 th grade Math	100% below target	74.6% below target 16.4%	77% below target 20.3%

The 2nd grade team was also willing to share their thoughts on their Dibels data. They are paying attention to the data and understand the need to continue to progress monitor and address student concerns.

4th Grade- The 4th grade team shared their work from their day spent on using evidence from the Progress Evaluation Monitoring. They have created intervention groups based on the data and they expressed their understanding that they must continue to use the data protocol template on a regular basis to ensure that they are using evidence to plan their actions to meet student needs. They also discussed the guided reading training that several attended and how they can apply this to learning.

Coach Walker reviewed the standard 4.RI.6 with the team to determine the teacher's understanding of the standard. She asked the team to consider what informational text can be used to support this standard? Is there Social Studies text that will support this standard? The team looked for primary documents on Lewis and Clark, for example, that they could use to support this standard.

Next Steps - PLCs-

- To self assess using the Learning by Doing resource, "18 Critical Issues for Team Consideration"

		approaching target 6% on target 2.7% above target	approaching target 3% on target
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Coach Walker also reviewed the most recent district Status Update/Quarterly Performance Review with Coach Power. The assessment includes a focus on the Bibb County Strategic Priorities:

1. Get Students Reading on Grade Level
2. Be Successful on the Georgia Milestones
3. Increase the Number of Students in School Each Day
4. Respond to Individualized Student Needs
- 5. Work Hard to Support Your Staff**
6. Establish a Culture of Accountability for Everyone

The ratings for each action identified are:

Greater than 0- No progress

Greater than 1- Progressing not at Expected Rate

Greater than 2- Progressing at Expected Rate

Greater than 3- Fully Implemented with Quality

MLK Jr. scores as of January 31:

Priority #1- 2.5

Priority #2- 2.29

Priority #3-2.33

Priority #4- 2.54

Priority #5- 1.96

Priority #6-2.29

When reviewing this data and comparing it to the **SMART goals established following the Needs Assessment**, it is interesting that number **5 is the lowest score, representing culture** which is also the SMART Goal listed as the first priority in the Needs Assessment. To date, the 30 and 60 day plans have not been fully implemented which may help the score in Priority #5.

Leadership Coaching- Coach Walker- February 14

Ms. Walker and Ms. Power reviewed the state's **School Status Report** and went through the suggested next steps (similar to the discussion at the leadership team meeting the night before but Ms. Walker had missed). Each standard that is a focus for MLK Jr. was reviewed and action items were addressed for Coach Walker. In particular, the focused walk-throughs, lesson plans, collaborative videos and the collaborative planning rubric were discussed for action items for Coach Walker. K. Power shared the Global PD site with Coach Walker, who does have a site license. Several videos were reviewed that can be used to model PLC discussions as a way to support deep implementation. Coach Walker will consider videotaping the team discussions to support

- Teams consider the flexible, differentiated small group instructional practice that 5th grade uses
- Student ownership of learning is a high yield strategy (Hattie). 5th grade has done an excellent job of having data/evidence posted- this should be viewed by all teams
- PLCs should be working through the data protocol template on a regular basis (3 week, 6 week, 9 week, etc.)
- Coach Walker continue to focus the discussions around understanding the rigor of the standard, the success criteria and the alignment of assessment questions to the standard
- Continue to require the teams to use data from their assessments and progress monitoring to determine next steps for students (interventions, differentiated instruction, small groups, corrective instruction, etc.)
- All PLCs should be using the available resources- including the Georgia state planning documents
- Coach Walker should encourage and support grades 3-5 to

learning. *Learning by Doing* was also shared again at this point as an excellent resource. The “**18 Critical Issues for Team Consideration**” was looked at as a possible rubric if the school does not use the district’s collaborative planning rubric. (Discussed below with Dr. Yarbrough) The assessment and instructional standards were also considered non-operational and both can be impacted by stronger PLC focus. Some teams are demonstrating stronger understanding of the cycle however many teams will need continuous guidance in deepening the conversations around the evidence of aligned common assessments.

Dr. Yarbrough- February 13

A few minutes were spent with Dr. Yarbrough reviewing the current reality of the school including her resignation as principal. Dr. Yarbrough understands the need for her to lead this school for the remainder of this school year and ensure that the school improvement plan and continuous support continues for staff and students.

Dr. Yarbrough- February 14

Dr. Yarbrough was able to join the team discussions and have leadership discussions with Coach Power in the afternoon. She reviewed the district collaborative rubric and will use that as an administrative team to determine the current reality of PLC implementation and the teams will complete the 18 Critical Issues for Team Consideration (page 69, 70) from *Learning by Doing*. Dr. Yarbrough will summarize the team results as part of the response to the state’s School Status Report. This will be done on Monday, February 20 during staff development day.

Next Steps for Dr. Yarbrough:

- To respond to the state’s Status Review Report in a timely manner
- To discuss with Coach Walker the current reality data collected from the teams and her next steps in terms of focus with each team
- To meet with 3rd grade to discuss the 15 students who moved from green to either yellow or red in the last Dibels data. Students by student, a plan must be made to correct this direction
- To continue plan with Ms. Walker and Ms. Glissen to increase instructional focus and student achievement in Kindergarten
- To review the Solution Tree Needs Assessment SMART goals and actions and to consider progress and next steps for school improvement planning
- Focus Walks should reflect the instructional strategies identified in the PLC work by each team. This intentional look and feedback to teachers of what was determined by the team can impact the alignment and connection between evidence from student data collected by PLCs to what happens in classrooms

continuously prepare for the Georgia Milestone Assessments with all students	<ul style="list-style-type: none">Review with Coach Walker the recommendations made on page 3 of the state’s Status Report with a focus on improving instruction
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Complete each section that represents the session you attended.

REFLECTION: What did I learn? Based on what I learned, what will have the greatest impact on student learning? (Dr. Yarbrough to complete as reflection)