

**EMBEDDED COACHING REFLECTION and Summary of Visit-March 9, 2017**  
**Martin Luther King Jr Elementary School**  
**Bibb County, Macon GA**

<p><b>PLC TEAMS</b></p> <p>Circle Grade: Pre-k <b>K 1 2 3 4 5</b> 6 7 8</p> <p><input type="checkbox"/> Math</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Intervention</p> <p><input type="checkbox"/> Common Formative Assessments</p> <p><input type="checkbox"/> Data Analysis</p> <p><input type="checkbox"/> Instructional Practices</p> <p>Other:</p> <p><b>Team Focus</b>  <b>March 9</b></p> <p><b>5<sup>th</sup> grade-</b> K Power discussed the team's Georgia Milestone preparation with the team. The 5<sup>th</sup> grade team is very focused, works diligently and has good knowledge of where their students are on their learning journey. The ELA teacher was absent so this discussion focused on Math, Science and Social Studies. Math pacing has been a concern expressed. The "blueprint document" was discussed. The teacher's perception was that the document that she used for Math was not aligned to the pacing guide and the latest benchmark. Coach Power discussed this with Dr. Yarbrough following the meeting. There seems to be some confusion on which blueprint document was to be used for planning.</p> <p><b>1<sup>st</sup> grade-</b> Discussed data from the pre assessment (used the data protocol sheet). From the data, the team determined that direct, whole group instruction would be used and a mid course assessment will be done following this whole group instruction.  The teachers feel that they will be able to create flexible groupings from the mid course instruction.  The team has agreed to share their results from the mid course assessment and their next steps with K. Power when she visits in April. They also hope to complete one more PLC cycle before Mrs. Power returns.</p> <p><b>Kindergarten-</b> The kindergarten team discussed the growth and opportunities that they currently seeing with their students. They have used the data protocol document with their common assessments and Dibels data. The team feels that the protocol document is helpful.  The k team discussed their writing progress and what they how they are using the word wall to support writing. The team is working hard to have the students know the minimum of 75 sight words and to be able to write in complete sentences.  The team is also very focused on ensuring that the students can add and subtract and count to 100. The Friday assessments are supporting formative practice in ensuring that the teachers know where the students are at and what</p>	<p><b>Leadership/Guiding Coalition Focus</b></p> <p><b>District Monitoring Meeting:</b></p> <p>Coach Power was able to attend the presentation made by MLK Jr. team to Superintendent Jones and his team. The team assessed the current reality with a SWAT analysis and identified next steps for school improvement planning for 2017-2018. The team included both the current and incoming principals. This collaborative effort will set the tone for an effective transition.</p>
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the teachers need to do next.

The kindergarten closed their meeting with a discussion of some individual students.

**2<sup>nd</sup> Grade-** The 2<sup>nd</sup> grade team was able to explain their progress since the February meeting. They are continuing to use the data protocol document and have committed to meeting on Friday to review their latest data. Most of the team is using data on a regular basis to progress monitor and adjust their instruction and interventions. This should be the continuous focus of this team. The team was reminded to continue to use templates and documents that have been provided to track their meeting discussions, student data and their next steps as a continuous cycle of work.

**3<sup>rd</sup> Grade-** The team shared their preparation for the Georgia Milestone Assessments. They have been accessing the “End of Grade Test Guide” from the State of Georgia and the website “Experience Georgia On Line”.

They were able to also discuss the needs of students based on the sample assessments. Coach Power reminded the team that the purpose of the PLC process is to use the evidence from their data points to determine next steps for the adults in order to meet the needs of the students. For example, the teachers identified “how to write more persuasively” as a student need however the team is not yet using PLC time to plan an instructional strategy that they all can use to meet this need of students.

The team spent the rest of the time discussing the “test talk” form and the plan to have the discussions with the student.

**4<sup>th</sup> Grade-** The 4<sup>th</sup> grade team is focusing on Georgia Milestones with attention to the standards that students were having difficulty. Writing is also a focus. The team is using the “End of Grade Test Guide” for interventions and small groups. The team is seeing some growth however they are concerned about the overall grade level proficiency.

K Power left this meeting early to accompany the MLK Jr team to the district office for the school presentation to the district staff.

#### **Next Steps - PLCs-**

- Continue to provide time for teachers to collaborate working through the four PLC critical questions. Some teams are further along in their understanding of this work; other teams will need more support than other
- Consistent use of the collaborative planning document as well as the data protocol form should be part of the PLC work for every meeting. It should be a continuous flow depending on the step that the team is on at each meeting
- The teachers appreciate consistency in knowing what the plan is for their time. Most teams would like to lead this work now and do not feel that it is necessary for an agenda to be made for them. If the teams could authentically be following the PLC process that is aligned to the 4 critical questions of PLCs, then it would be time to allow the teams to set

<p>their agendas and lead their own work</p> <ul style="list-style-type: none"> <li>• For the beginning of the 2017-2018 school year, it will be important to reintroduce the PLC process to teams and ensure that grade level leaders understand their role in the process</li> </ul>	
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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)
