

## EMBEDDED COACHING REFLECTION and Summary of Visit

<b>SCHOOL</b> Riley Elementary School	
<b>DATE:</b> March 16 and 17, 2017	
<b>VISIT FOCUS</b> Collaborative Team Time (all six teams) Leadership Coaching	
<b>Team Focus</b> Circle Grade: Pre-k <b>K 1 2 3 4 5</b> 6 7 8 Math Reading Intervention Common Formative Assessments Data Analysis Instructional Practices Other  <p><b>5<sup>th</sup> grade- ELA- March 16-</b> The 5<sup>th</sup> grade team had just completed a data dig and shared their findings with Coach Power. ELA data from progress monitoring was reviewed. The 5<sup>th</sup> grade team had their data team template complete including naming the students in each performance group. The instructional strategies identified by the teachers were not as specific as needed so this was reviewed by Coach Power and revised. The revisions included close reading, highlighting important text information, test-taking strategies. Some individual student's needs were discussed. The district progress monitoring math data was also discussed with district coach, Dr. Dupree.</p> <p><b>3<sup>rd</sup> grade- ELA-March 16 –</b> The 3<sup>rd</sup> grade team celebrated their recent growth observed in their Math progress monitoring data. Students were no longer all in "red". Two students moved to green and fourteen to yellow. The teachers expressed understanding that they were making better use of their data to determine individual student needs and to inform small group instruction. The team continued their planning for Math review for state assessments based on pre and post assessment data. Instructional strategies were identified and small groups (review stations) are being planned to use appropriate strategies based on needs. The team also identified fractions, area and perimeter as fundamentals issue with 3<sup>rd</sup> grade students. They expressed their frustration with basic skills (addition and subtraction) that need to be addressed prior to third grade.</p> <p><b>2<sup>nd</sup> Grade- March 16-</b> The second grade team planned from Math standard MCC2. G. 2. This standard of partitioning leads to fraction study. Coach Power shared with the group the highlights of the third grade discussion about the basic knowledge needed from second grade in order to impact standards. Ms. Dorsey modeled an instructional strategy for the team for partitioning. The team has identified formative assessments (checks for understanding) that</p>	<b>Leadership/Guiding Coalition Focus</b>  Leadership Coaching  <p><b>Leadership Coaching</b>          Much of the time on Friday, March 17 was spent supporting the development of the School Improvement Plan that will be presented to district on Monday, March 20. Coach Power worked along side of Coach Dawson and Principal Malone to use the SWOT Analysis, Perception Data and other documents to finalize the presentation.</p> <p>Coach Power also shared the Global PD site with Dr. Dupree and suggested to Coach Dawson that she gain access to the site for work with the PLC teams.</p> <p><b>Next Steps:</b>          1. Dr. Malone to schedule a</p>

<p>scaffold the learning. Journaling is used for constructed response/reflection for students self-check. The teachers discussed different ways to use the journal entries for number talks, instructional planning, parent conferencing, etc. The team discussed different Mathematic manipulatives to support partitioning and reviewed several on line documents to find the most appropriate tool to use to support partitioning.</p> <p><b>Kindergarten- March 16-</b> The Kindergarten team came prepared to work with their DRA data and other data points to assess the current reality of their students. They worked to ensure that their students were in “G kids”. The teachers created their small groups and made instructional plans based on the data. Coach Power received feedback from one K teacher that she had been able to use the suggestions made to her by Coach Power during a classroom observation in February.</p> <p><b>1<sup>st</sup> Grade- March 16-</b> Their ELA planning was shared with Coach Power by Ms. Jones (only teacher presented today). This included their data from the past assessment. It was noted that a majority of the students are still reading below grade level. Several strategies to support the “high frequency words” were discussed with Ms. Jones. Coach Dawson supported this thinking with effective practices. There was also some discussion about how to have more parent support with the high frequency words and the use of books so that the students could see the words in context. Ms. Jones recognizes the drill down use of the data to identify root cause of student needs.</p> <p><b>4<sup>th</sup> Grade-March 16</b> -The 4<sup>th</sup> grade team worked with Dr. Dupree, District Coach to review Math progress monitoring data. The team did error analysis, question by question. The Math teacher was encouraged to use her data protocol sheet to understand the performance groups and to make targeted plans for specific students. There will also be an opportunity to share the assessment results with the class. Fractions were identified as the most critical priority.</p> <p><b>PLC Next Steps: (revisited from February’s coaching document)</b></p> <ol style="list-style-type: none"> <li>1. Based on the recommendations for next steps in the State’s Status Report, it is important that the grade level teams are consistently engaged in a <b>common assessment cycle</b> that provides timely data for teams to work from in order to plan instruction, intervention and remediation. This cannot just be done during benchmarks, START or Dibels data collection. During this visit, all teams reported a deeper understanding of the data and the evidence that it provides and this work should continue to be part of every PLC cycle. Many teams used School City to create assessments and Coach Power was encouraged by the level of conversation around the alignment of assessment questions to the standard. Several teachers commented that they do use the data from their weekly assessments to create small groups and modify their lesson</li> </ol>	<p>transition day with the new principal, Coach Power and Dr. Malone (suggested date is June 8)</p> <ol style="list-style-type: none"> <li>2. Coach Power to be on site on May 4 and May 5</li> </ol> <p><b>Instructional Coach Dawson- Next Steps:</b></p> <ol style="list-style-type: none"> <li>1. Vertical team discussions must be considered in both ELA and Math so that background knowledge and essential skills are identified. Grade level mastery of these essential skills are needed to ensure that the next grade is able to address their standards.</li> <li>2. See PLC Next Steps</li> </ol>
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<p>plans. It just is not being done as a grade level team as a consistent part of the PLC cycle.</p> <ol style="list-style-type: none"> <li>2. Ensure that teams are using the district's data team protocol document to focus on student by student/skill by skill needs. This must be done more often and common formative assessment data should be examined in the same way as the teams have worked to use the data from STAR, Dibels and District Progress Evaluations.</li> <li>3. All teams should visit their norms at the start of each meeting to ensure that they are arriving on time and ready to work.</li> <li>4. Continue to focus on the alignment of the standard to assessment and instructional strategies to ensure the level of rigor of the standard is addressed.</li> <li>5. Georgia Milestone and state documents as well as other resources should be used during PLCs to ensure that there is deep understanding of the skills and concepts to be mastered as well as the most effective instructional strategies to ensure mastery.</li> <li>6. Continue to deepen understanding of effective instructional strategies in response to the needs identified in common assessment and formative daily practices.</li> <li>7. Lastly, since much of the PLC collaborative time is dedicated to planning of lessons it will be important to continue to revisit the PLC planning schedule and allocation of time for 2017-2018 to ensure that the entire PLC cycle is the work of the teams on a consistent basis.</li> </ol>	
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**REFLECTION:** What did I learn? Based on what I learned, what will have the greatest impact on student learning? (For Dr. Malone to complete for her own use)
