

EMBEDDED COACHING REFLECTION

SCHOOL Brookdale Elementary	
DATE May 8-9, 2017	
VISIT FOCUS XX <input type="checkbox"/> Collaborative Team Time XX <input type="checkbox"/> Collaborative Coaching Reflection (Principal Collaboration) XX <input type="checkbox"/> Leadership/Guiding Coalition Meeting XX <input type="checkbox"/> Staff Meeting	
Team Focus - 05/08/17 Grade: 3 XX <input type="checkbox"/> Math XX <input type="checkbox"/> Reading XX <input type="checkbox"/> Intervention <input type="checkbox"/> Common Formative Assessments XX <input type="checkbox"/> Data Analysis XX <input type="checkbox"/> Instructional Practices	Team Focus - 05/08/17 Grade: 4 XX <input type="checkbox"/> Math XX <input type="checkbox"/> Reading XX <input type="checkbox"/> Intervention <input type="checkbox"/> Common Formative Assessments XX <input type="checkbox"/> Data Analysis XX <input type="checkbox"/> Instructional Practices
Team Discussion The team reviewed student data from the most recent Georgia Milestones Assessment. ELA data was reviewed last week, the team was encouraged to see a 10% improvement or shift of student performance in the right direction. The data report format was reviewed and expectations for students who need remediation, monitoring, and acceleration were discussed. The team shared their perspectives on their student's performance, what surprised them, what encouraged them, what barriers are for students who did not perform well.	Team Discussion The team reviewed student data from the most recent Georgia Milestones Assessment. ELA data was reviewed last week, the team was encouraged to see improvement from last year, the number of students at level 1 decreased and percent at level 2 or 3 increased. The data report format was reviewed and expectations for students who need remediation, monitoring, and acceleration were discussed. The team shared their perspectives on their student's performance, what surprised them, what encouraged them, what barriers are for students who did not perform well.
Next Steps The team has a plan in place to provide focused support for students who will be retaking the Georgia Milestone Assessment in a week. Teachers are dividing classes up by their academic needs to provide support and feedback on their work. The leadership team will be meeting to review the data in more detail to determine priority standards to strengthen and monitor. Mrs. Tolbert shared that the school will be working to tie Milestone scores to each team's most important learning targets and assess students in shorter cycles to increase knowledge of which students have mastered which skills.	Next Steps The team has a plan in place to provide focused support for students who will be retaking the Georgia Milestone Assessment in 10 days. Teachers are dividing classes up by their academic needs to provide support and feedback on their work. The leadership team will be meeting to review the data in more detail to determine priority standards to strengthen and monitor. Mrs. Tolbert shared that the school will be working to tie Milestone scores to each team's most important learning targets and assess students in shorter cycles to increase knowledge of which students have mastered which skills.

<p>Team Focus - 05/08/17 Grade: 1-1 Instructional Specialist <input type="checkbox"/>Math <input type="checkbox"/>Reading XX<input type="checkbox"/>Intervention XX<input type="checkbox"/>Common Formative Assessments XX<input type="checkbox"/>Data Analysis XX<input type="checkbox"/>Instructional Practices XX<input type="checkbox"/>PLC Tenants</p>	<p>Team Focus - 05/08/17 Grade: Professional Staff - Staff Meeting 3:45-5:00 <input type="checkbox"/>Math <input type="checkbox"/>Reading XX<input type="checkbox"/>Intervention XX<input type="checkbox"/>Common Formative Assessments XX<input type="checkbox"/>Data Analysis XX<input type="checkbox"/>Instructional Practices XX<input type="checkbox"/>PLC Tenants</p>
<p>Team Discussions Highlighted aspects of scheduled staff meeting. Discussed connecting the current planning and data practices to communicate more clearly and concretely to students. Highlighted the questions students typically ask about their class and explored how teams currently answer and ways they could answer more clearly.</p> <p>We discussed the work of John Hattie and the importance knowing the effect of our instruction. Also, that the most effective schools organize around the perspectives of their students. I shared a copy of the training planned for staff.</p>	<p>Team Discussion The staff meeting was held with all professional staff in the media center. We discussed that their PLC learning to this point has been focused on adult practices and understanding the work from their perspective. The next level of their PLC work is to take the work being done with planning, data, and learning targets and share with students in engaging ways.</p> <p>We explored the power of their influence on students and the power of this work being visible and public.</p>
<p>Next Steps Plan to help teams answer the questions of - What do I need to do to pass? What happens if I can't do that? Do you believe I can do that? Would it be easier in the other class?</p>	<p>Next Steps Staff will work to apply the discussions to their daily work. Teams will work to answer the questions of - What do I need to do to pass? What happens if I can't do that? Do you believe I can do that? Would it be easier in the other class?</p>

<p>Team Focus - 05/09/17</p> <p>Grade: 2</p> <p><input type="checkbox"/>Math</p> <p>XX<input type="checkbox"/>Reading/Writing</p> <p><input type="checkbox"/>Intervention</p> <p><input type="checkbox"/>Common Formative Assessments</p> <p><input type="checkbox"/>Data Analysis</p> <p>XX<input type="checkbox"/>Instructional Practices</p> <p>XX<input type="checkbox"/>PLC Tenants</p>	<p>Team Focus - 05/09/17</p> <p>Grade: 1</p> <p><input type="checkbox"/>Math</p> <p>XX<input type="checkbox"/>Reading/Writing</p> <p>XX<input type="checkbox"/>Intervention</p> <p>XX<input type="checkbox"/>Common Formative Assessments</p> <p>XX<input type="checkbox"/>Data Analysis</p> <p><input type="checkbox"/>Instructional Practices</p> <p>XX<input type="checkbox"/>PLC Tenants</p>
<p>Team Discussions</p> <p>The team discussed the status of writing samples collected throughout the year. Shared strategies and expectations for students who moved into Brookdale after the start of the school year.</p> <p>We reinforced the importance of monitoring a small number of their more important learning targets and organizing their limited support around those skills.</p>	<p>Team Discussion</p> <p>The team asked questions about effective ways to manage and monitor the large number of learning targets and standards. We discussed focusing on a small number to monitor as a team. We also discussed different team structures self-contained vs departmentalized. The coach reinforced that regardless of structures all teachers should have at least one other adult that delivers the same content to support their growth and professional learning.</p>
<p>Next Steps</p> <p>Continue to utilize their planning template and data protocol to elevate their monitoring of student performance of specific learning targets.</p>	<p>Next Steps</p> <p>Continue to utilize their planning template and data protocol to elevate their monitoring of student performance of specific learning targets. Also continue their work of breaking down standards/learning targets into “I can” statements that can be shared and monitored by students.</p>

Team Focus - 05/09/17 Grade: 1 - 1 with Karen Mitcham - SIP Specialist <input type="checkbox"/> Math XX <input type="checkbox"/> Reading/Writing <input type="checkbox"/> Intervention XX <input type="checkbox"/> Common Formative Assessments <input type="checkbox"/> Data Analysis XX <input type="checkbox"/> Instructional Practices XX <input type="checkbox"/> PLC Tenants	Team Focus - 05/09/17 Grade: K XX <input type="checkbox"/> Math XX <input type="checkbox"/> Reading/Writing <input type="checkbox"/> Intervention <input type="checkbox"/> Common Formative Assessments <input type="checkbox"/> Data Analysis <input type="checkbox"/> Instructional Practices XX <input type="checkbox"/> PLC Tenants
Team Discussions We discussed school improvement efforts in the Bibb Focus Schools as identified from Georgia Milestone performance data. Discussed the benefits of the planning template and data protocol as well as the embracing of key PLC tenants such as well defined learning targets and priority standards. We also shared experiences and strategies to help increase the visibility of the work of staff with the guaranteed and viable curriculum they are working to establish.	Team Discussion The team worked to prepare the communication materials for the upcoming kindergarten orientation meeting with parents. The team worked to provide details about their curriculum and instruction that would answer the questions we explored during the staff meeting.
Next Steps If we work together in the future we agreed to review key messages and align our work and support with schools that we share for support.	Next Steps Increase the specificity of what is communicated to students and parents with a focus on the skills needed to pass grade kindergarten and details of how the team provides additional time and support for the most critical skills throughout the year.

Team Focus - 05/09/17 Grade: Leadership Team <input type="checkbox"/> Math <input type="checkbox"/> Reading/Writing <input type="checkbox"/> Intervention XX <input type="checkbox"/> Common Formative Assessments XX <input type="checkbox"/> Data Analysis <input type="checkbox"/> Instructional Practices XX <input type="checkbox"/> PLC Tenants
Team Discussions The team reflected on the recently released Georgia Milestone student performance data. The team also reflected on team practices with planning and data in relation to the staff meeting the day before focused on sharing their work with students in a meaningful and engaging way.
Next Steps The agreed that the professional development they provide for teams over the summer and next school year should link directly to high value power standards based on the weight of their focus on the Georgia Milestone Assessment. Trainings should help teachers use Milestone data, Lexile, System 44, etc. data and help teachers connect this information to specific standards and learning targets to make the data more actionable in the classroom. The team also agreed that hiring for teacher vacancies and moving staff to grade levels that best suit their instructional strengths are top priorities as they prepare for the 2017-2018 school year.

PRINCIPAL REFLECTION: What did I learn? Based on what I learned, what will have the greatest

impact on student learning?

In reflecting on the school year, the work that was done during the 2015-2016 school year of deconstructing the standards helped us adapt quickly to the planning template, data protocol, and use of learning targets to focus our instructional efforts during the 2016-2017 school year. It was very helpful to understand how important it is to help teachers focus on student data from the common formative assessments linked to the learning targets they identified and defined as a team.

As we prepare for next year we will work to tie assessment data to our learning targets and assess those targets more frequently so we have a better sense of which students have mastered which skills.

NEXT STEPS: What are the actions needed before next coaching meeting?

Teams will continue their professional growth with their planning templates, data protocols, and defining learning targets to focus their instruction with students. Teams will work to strengthen their ability to monitor which students are learning the skills that they are teaching and know the effectiveness of their instruction.

AGENDA ITEMS: Topics for next coaching visit.

Coaching visits concluded for the 2016-2017 school year