

EMBEDDED COACHING REFLECTION and Summary of Visit

<p>SCHOOL Riley Elementary School</p> <p>DATE: May 8 and 9, 2017</p> <p>VISIT FOCUS Collaborative Team Time (all six teams) Leadership Coaching</p>	
<p>Team Focus – Each team adapted the generic student profile sheet to meet their needs.</p> <p>Circle Grade: Pre-k K 1 2 3 4 5 6 7 8</p> <p>Math Reading Intervention Common Formative Assessments Data Analysis Instructional Practices Other</p> <p>5th grade- Both 5th grade teachers are leaving Riley. For transition, the 5th grade team spent time with Ms. Power discussing the root cause of student deficits that continue to show up on Georgia Milestone results.</p> <p>For Reading: basic reading skills are still missing- the students are missing skills to attack new words, they seem to have trouble with phonics, letter sounds, decoding. They highly recommend that as a school there is more a focus on phonics and phonemic awareness and that the reading foundational standards be prioritized in the K-2 grades.</p> <p>For Math: Fractions is the number one concern in 5th grade. Fraction work prior to 5th grade needs to be prioritized where it appears in grade level standards. Fractions can be included in everyday practice- number talk and fractions every day and every grade where appropriate.</p> <p>3rd grade- Both 3rd grade teachers are leaving Riley. They spent their collaborative time with Coach Power and Ms. Dawson reviewing Georgia Milestones, adjusting the student profile sheet that they will complete for incoming teachers and discussing the root cause analysis of overall student needs in 3rd grade. The following needs were identified as still apparent coming from 2nd grade:</p> <ul style="list-style-type: none"> -Scaffolding reading and writing to see connections between reading and writing strategies -Foundational reading skills -Subtraction and addition <p>The teachers are pleased with the overall preliminary Georgia</p>	<p>Leadership/Guiding Coalition Focus</p> <p>Leadership Coaching</p> <p>Leadership Coaching Coach Power attended the State Monitoring meeting at the school on May 3. On May 8, the monitoring formed the basis of the planning with Dr. Malone, Ms. Daniels, District Coach Dupree and some teachers. A transition plan was made to include some student profile sheets being created for incoming teachers as well as other documents being transferred to Dr. Coley, incoming principal. On May 9, Coach Power was able to meet with every PLC with Ms. Dawson, Instructional Coach. Milestone data was reviewed as well as transition planning was started (see notes under PLC column).</p> <p>Next Steps:</p> <ol style="list-style-type: none"> 1. See attached transition plan and notes in the PLC column. 2. Teachers have all committed to having their profile sheets done by Friday, May 19. They all worked to modify the template to work best for students and teachers. 3. Ms. Daniels will use the student profile sheets to create classes (as per

Milestone data for 3rd grade. Currently, it looks like an increase in ELA from 11% success to about 40%. In Math, there is an overall increase from 25% to 71%. (as presented by the instructional coach with preliminary data).

Ms. Richardson made a very important observation with the 3rd grade data: **Almost all students who had Systems 44 as an intervention passed the Georgia Milestones.** The teachers noted, going forward, when they select the students for Systems 44, the students who are highest of the low need to be in Systems 44. The lowest students need a different intensive intervention. It did not appear to work as well for them because they were missing too many fundamental skills.

When asked about the overall success in Math the teachers were able to speak of their focus one skill at a time and their work with Number Talks and Small group instruction.

2nd Grade- The teachers **did not come on time** for collaborative planning so there was little time to work with them. All teachers on this team are leaving Riley Elementary. They worked with Ms. Dawson and Coach Power to ensure that the student data profile sheet will reflect the best information for the incoming teachers. The teachers were sent the form by Ms. Dawson to begin working on it.

Kindergarten- None of the full time K teachers are returning but they hope that the long-term supply teacher will return. The Kindergarten team worked diligently with Coach Power and Ms. Dawson to create an appropriate student data profile sheet. They discussed mastery level for DRA testing and are committed to completing the student profile sheets by May 19. They understand that this will be a good help to incoming teachers.

1st Grade- One of the two teachers on the team will be returning next year. The teachers reviewed Dibel's Data to date and noticed the increase in green and yellow scores in several categories. For Jones, for example, Word Fluency (whole word read) is now at 63%, Nonsense word fluency correct letter sounds is 46% and Oral Reading Fluency is 38%. McLendon's class has not all been tested but to date there is not the growth except in Nonsense Word Fluency Correct Letter Sounds (from 15-55% in green). The teachers agreed that more attention to foundational skills is needed in order to help meet student needs. More attention to fluency will be impactful. The teachers worked together to redo their student data profile sheet and committed to completing this by May 19.

4th Grade- At this time, one teacher is planning to stay at Riley from this team. The 4th grade team revised the data profile sheet

transition plan)

4. The teachers who are returning should be invited to explain the focus on root cause and data analysis that they were able to become more successful at in 201-2017
5. K Power to schedule a meeting with Dr. Coley to go over coaching notes, transition documents and to plan next steps. There is one day to schedule in the current contract
6. A communication plan for parents as part of Georgia Milestone work will need to be corrected for next year
7. Training for teachers on phonics and phonemic awareness- understanding the difference and how to implement effective strategies
8. Intensive Interventions for students in 4 and 5th grade will be needed to support missing foundational skills

and started working to complete it.

PLC Next Steps:

1. Teams will complete student data profile sheets by May 19
2. The 2017-2018 teachers should work from the data sheets to group students and plan instruction and interventions
3. The teams will work from prioritized grade level standards to do instructional planning
4. A team leader should be trained to lead PLC teams for each grade level for 2017-2018
5. The new teams will need to revisit the PLC process and data protocols for 2017-2018

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)