

## EMBEDDED COACHING REFLECTION

<b>SCHOOL: Appling Middle School</b>	
<b>DATE: 5/9/2017 (visit #10)</b>	
<b>VISIT FOCUS</b> <input type="checkbox"/> Collaborative Team Time <input type="checkbox"/> Collaborative Coaching Reflection (Principal Collaboration) <input checked="" type="checkbox"/> Leadership/Guiding Coalition Meeting	
<b>Team Focus</b> Circle Grade: PreK K 1 2 3 4 5 <b>6 7 8</b> <input type="checkbox"/> Math <input type="checkbox"/> Reading <input type="checkbox"/> Intervention <input type="checkbox"/> Common Formative Assessments <input type="checkbox"/> Data Analysis <input type="checkbox"/> Instructional Practices	<b>Leadership/Guiding Coalition Focus</b>  <input checked="" type="checkbox"/> Data Analysis <input type="checkbox"/> PD Planning <input type="checkbox"/> Team Reflections <input checked="" type="checkbox"/> Other – <b>Student conferences 8<sup>th</sup> grade</b> <b>GA Milestones Assessment Results</b>
<b>Team Discussions</b>	<b>Leadership/Guiding Coalition Discussion</b>  <p>Met with Dr. Ridley to review <i><b>preliminary</b></i> GA Milestones data. (Only 8<sup>th</sup> grade and 6<sup>th</sup> grade preliminary results are available). We discussed the achievement levels and the implications on CCRPI. We discussed the points that would be for an increase in overall proficiency, as well as the points for a growth from one achievement level to the next.</p> <p>Dr. Ridley and I met with individual 8<sup>th</sup> grade students that did not pass ELA, Mathematics, or both. Students will retake the GA Milestones on May 18<sup>th</sup> and 19<sup>th</sup> for ELA and on May 22<sup>nd</sup> and May 23<sup>rd</sup> for Mathematics. In addition to the retake option, students will need to enroll in summer school to be considered for promotion to high school. A barrier we discussed was that many of the students that tested just recently returned from an alternative school setting (SOAR academy). 15 out of the 187 (approximately 8%) of the 8<sup>th</sup> graders were affected.</p> <p>In looking deeper into why students were not successful on the GA Milestones this we identified that that constructive response (citing textual evidence) for ELA and Geometry (conceptual understanding) for Mathematics were areas of</p>

weakness for these students.

Suggestions included:

- Strategic small grouping during intervention time
- Increasing problem analysis tools for students
- Increasing test taking strategies for retake sessions
- Students monitoring their progress to identify skill
- Explicit instruction for constructive response/reading retakes
- Explicit instruction for fractions, integers, slope, calculation skills
- PBIS motivation and reward for students to participate in after school/Saturday tutoring sessions

I met with Mr. Philips (AP) to review the impact of the PBIS changes we implemented this year.

Recent data indicated that student referrals (8<sup>th</sup> graders) have decreased significantly from last year. There were 464 referrals for 2015-16 SY compared to 212 to date for 2016-17 SY. This is a reduction of 252 referrals or a reduction of approximately 54%. Also, the school as a whole is using the SLDS (State Longitude Data System) to track student engagement/behavior with 100% participation this year. The school will receive challenge points for this effort on the CCRPI.

Suggestions included:

- Identifying strategies for transition times (class changes, bus, arrival, etc.)
- Identify supports to ensure full implementation consistency in classroom environments
- Reinforce non-negotiables with staff as determined with "by-in"
- Identify common engagement/motivation strategies for all students
- Continue to modify (as data dictates) support structures for reinforcement
- Consider a school culture audit to support a positive school environment

Dr. Ridley, Mr. Philips, and I then met with 6<sup>th</sup> grade teachers after school to review and provide **preliminary** results from the GA Milestones.

Teachers were provided individual rosters and were asked to identify through a collaborative

	<p>process where the areas of weakness are for transition and planning purposes for next year. Suggestions included:</p> <ul style="list-style-type: none"> <li>• Identify student goals for Lexile level growth</li> <li>• Identify and provide resources for the writing process with consistent instructional strategies</li> <li>• Compare results with CFA data to identify areas for support</li> </ul> <p>Dr. Ridley and I debriefed and compared these results as it relates to the plan we developed in October 2016.</p> <p><b>Goal 1:</b> Leadership team will facilitate and monitor consensus on non-negotiables (PBIS, RtI, and FIP) with all staff to support a positive school culture and an increase in student engagement.</p> <ul style="list-style-type: none"> <li>• PBIS – Positive Behavioral Intervention and Supports</li> <li>• RtI – Response to Intervention</li> <li>• FIP – Formative Instructional Practices</li> </ul> <p><b>Goal 2:</b> Teachers will understand and plan in authentic collaborative teams to develop weekly common formative assessments in ELA and Mathematics that support specific learning targets and monitor individual student progress.</p> <p><b>Goal 3:</b> Teachers will understand the importance of and deliver rigorous classroom lessons with increasing depth of knowledge levels to support all students learning at high levels.</p> <p>Once the progress monitoring data, AIMSWeb data, and the remainder of the GA Milestones results are available we will determine and re-evaluate next steps and goals for next year.</p>
<b>Next Steps</b>	<p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Look at 7<sup>th</sup> grade preliminary data when available to determine areas of growth and areas of need</li> <li>• Analysis of data as it relates to CCRPI</li> <li>• Classroom observation feedback</li> </ul>

*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?

Based upon this visit I learned today that teachers need to have expectations that all students will learn at high levels and support teaching to mastery. This will have the greatest impact on student learning. Continuing to work in collaboration with Ms. Cano will help to align initiatives and unify positive school culture next year. I would like to have Ms. Cano conduct a school culture audit in August to gather additional information and assist in supporting non-negotiables with staff next year (if budget allows).

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

- Set priorities for school culture review (tentative date 8/16/17)
- Develop next steps to increase awareness of CCRPI for teachers (continued)
- Ms. Cano will contact Solution Tree regarding culture audit
- Determine critical areas of instruction support for all grade levels

**AGENDA ITEMS:** Topics for next coaching visit.

- Identify professional learning opportunities that support student engagement/motivation for staff
- Identify areas of need for planning (next year)
- Determine coaching support schedule for the 2017-18 SY