

EMBEDDED COACHING REFLECTION

SCHOOL: Williams Elementary School	
DATE: 5/10/2017 (visit #10)	
VISIT FOCUS <input checked="" type="checkbox"/> Collaborative Team Time <input type="checkbox"/> Collaborative Coaching Reflection (Principal Collaboration) <input type="checkbox"/> Leadership/Guiding Coalition Meeting	
Team Focus Circle Grade: PreK K 1 2 3 4 5 <input type="checkbox"/> Math <input type="checkbox"/> Reading <input type="checkbox"/> Intervention <input type="checkbox"/> Common Formative Assessments <input checked="" type="checkbox"/> Data Analysis <input checked="" type="checkbox"/> Instructional Practices <input type="checkbox"/> Other	Leadership/Guiding Coalition Focus <input type="checkbox"/> Data Analysis <input type="checkbox"/> PD Planning <input type="checkbox"/> Team Reflections <input type="checkbox"/> Other
Team Discussions Dr. Griffin-Stewart (Principal), Mrs. Houston (Academic Coach) and I met with grade groups during their common planning time to review the preliminary results from the recent GA Milestones assessment and the implications on instructional practices for the retakes which will take place on May 23 rd and May 24 th . Passing score for both ELA and Mathematics is 475. Only 5 th grade students participate in Science and Social Studies (SS) GA Milestone assessments. Each teacher reviewed their preliminary scores and compared results to last year results. Percent in the attachment is the passing rate of the students on their	Leadership/Guiding Coalition Discussion

<p>rosters.</p> <p>Teachers then individually reviewed students that did not pass. Dr. Griffin-Stewart reminded teachers to have parents enroll their students in summer school for those who did not receive a passing score even though they may cleared through the retake process.</p> <p>Suggestions included closely reviewing the reasons why these students did not pass. Many of the 3rd, 4th, and 5th grade students were within points of passing and how teachers can strategically target those students for retake preparation.</p> <p>In addition to reviewing the GA Milestones data we also met with KG, 1st and 2nd grade teachers to review AIMSWEB data and consider any students that might be retained next year based on assessment results.</p> <p>Suggestions included how to transition these students into next year academic requirements, as well as, what tools and summer support for transitioning 2nd grade students should be considered prior to the end of the school year.</p>	
<p>Next Steps</p> <ul style="list-style-type: none"> • Review retake data • Review retake schedule and intervention needs • Review best practices and testing strategies 	<p>Next Steps</p>

Complete each section that represents the session you attended.

<p>REFLECTION: What did I learn? Based on what I learned, what will have the greatest impact on student learning?</p>
<p>I learned that ensuring common instructional strategies and making sure that all students have a complete understanding of how to effectively use the constructive response writing strategies will have the greatest impact on student learning. By looking at the data with Ms. Cano, we could determine that we will need to increase our proficiency in writing next year. This will be our school wide focus.</p>

NEXT STEPS: What are the actions needed before next coaching meeting?
<ul style="list-style-type: none">• Ensure teachers are reviewing test taking strategies with students• Ensure we are delivering strategic instruction prior to the GA Milestone retakes
AGENDA ITEMS: Topics for next coaching visit.
<ul style="list-style-type: none">• Review our goals for next year• Review any updated assessment results• Review the CIP