

EMBEDDED COACHING REFLECTION

SCHOOL: Appling Middle School	
DATE: 10/11/16	
VISIT FOCUS <input type="checkbox"/> Collaborative Team Time <input checked="" type="checkbox"/> Collaborative Coaching Reflection (Principal Collaboration) <input checked="" type="checkbox"/> Leadership/Guiding Coalition Meeting	
Team Focus Circle Grade: PreK K 1 2 3 4 5 6 7 8 <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Intervention <input checked="" type="checkbox"/> Common Formative Assessments <input checked="" type="checkbox"/> Data Analysis <input checked="" type="checkbox"/> Instructional Practices <input checked="" type="checkbox"/> Other Classroom Walk-Throughs	Leadership/Guiding Coalition Focus <input checked="" type="checkbox"/> Data Analysis <input checked="" type="checkbox"/> PD Planning <input checked="" type="checkbox"/> Team Reflections <input type="checkbox"/> Other _____
Team Discussions <ul style="list-style-type: none"> Classroom Walk-Throughs Intervention Suggestions Essential Standards Progress Assessment Data Created SMART GOALS for Math and Reading How do we know if the Intervention Block is working? Mini Assessments, Common Assessment Data 	Leadership/Guiding Coalition Discussion <ul style="list-style-type: none"> How is the work we are doing impacting student achievement? <ol style="list-style-type: none"> Old Business----- -----Group <ol style="list-style-type: none"> Collaborative Planning Intervention Schedule Data (Common Assessments) Vending (Meeting will be held with vendors) PBIS Teachers and Students (Counselors) Instructional Rounds (Completed) Data Disaggregation for AIMSWEB and Progress Assessments <ol style="list-style-type: none"> ELA Math Compare to top school in Bibb Discuss lowest 25% of students How do we make sure our Intervention Time works? <ol style="list-style-type: none"> Monitoring Process Focus on changing the school's culture (PBIS for Students and Teachers) Designing Professional learning for teachers (Differentiated Instruction, Academic Rigor, and Student Engagement)

Next Steps <ul style="list-style-type: none"> • Make sure everything that we do aligns with our three Professional Learning Goals. (Continue) • Create PBIS for teachers (Continue) • Create Raider Room for PBIS (Finalize) • Survey Results for PBIS Interest (Mr. Vicks) 	Next Steps <ul style="list-style-type: none"> • Share this information with the full leadership team and get suggestions from the group about how to make the intervention block better. Everyone must understand that we have to work together as a team to accomplish our goal of remediating and accelerating students during the intervention block.
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REFLECTION: What did I learn? Based on what I learned, what will have the greatest impact on student learning?

We discussed the benefits of revamping our Intervention Time by having every faculty and staff to work with a group of students during the Intervention Block. Providing an open and closed session schedule will allow our teachers to focus on small groups of students which will allow students to receive one on one instruction from their teachers. The small group instruction will have a huge impact on student learning because students will ask and answer questions and be more engaged in the learning activity.

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

- Review Common Assessment Data for each Team
- Continue to monitor and revise Intervention Time
- Classroom Walk-Throughs and Feedback to Teachers
- Focus on PLC for 3 Areas of Interest
- Continue to ask the question, "How are our actions impacting student achievement?"
- Review All Survey Data
- Raider Room Walk-Through

AGENDA ITEMS: Topics for next coaching visit.

- Data Disaggregation for Common Assessments and Progress Assessments
- Discuss lowest 25% of students
- Revision of Intervention Time by including all teachers and staff (All Hands on Deck)
- Focus Walk Data
- Focus on changing the school's culture (New Raider Room, Student Perception Survey, ODRs)
- Professional learning Communities for teachers (Differentiated Instruction, Academic Rigor, and Student Engagement)