

## EMBEDDED COACHING REFLECTION and Summary of Visit

<b>SCHOOL Riley Elementary School</b>	
<b>DATE November 10, 2016</b>	
<b>VISIT FOCUS</b> <input type="checkbox"/> Collaborative Team Time (all six teams) <input type="checkbox"/> Leadership Coaching	
<b>Team Focus 2<sup>nd</sup> grade- pre assessment and instructional planning based on data</b>  Circle Grade: Pre-k <b>K 1 2 3 4 5</b> 6 7 8 Math <input type="checkbox"/> Reading Intervention Common Formative Assessments Data Analysis Instructional Practices Other : <b>PLC PROCESS</b>	<b>Leadership/Guiding Coalition Focus</b>  <input type="checkbox"/> Leadership Coaching <input type="checkbox"/> Needs Assessment Report
<b>Team Discussions</b> -Each team reviewed the PLC process with Coach Power -Discussion was focused on making ELA a priority and working to identify root cause of student deficits in order to plan interventions and instruction to meet these needs -Collaborative time for the week will be adjusted to be a two-day PLC planning cycle a week focused on ELA. This should include planning the 90-minute literacy block. The other two days will be for continuous ELA planning or Math and other subjects as needed by the team -Coach Power worked with 5 <sup>th</sup> , 3 <sup>rd</sup> , 2nd, K teams, modeling the presentation for Ms. Dawson, Dr. Malone and Ms. Daniels. Ms. Dawson led the 1 <sup>st</sup> grade through the presentation. Dr. Malone and Assistant Principal led the 4 <sup>th</sup> grade team through the presentation	<b>Principal Malone, Assistant Principal Daniels, State Representative Miles</b> -Coach Power presented the Needs Assessment report to this team. The discussion focused on the overall observations, the successes and challenges and the SMART goals established. The team agreed that the SMART goals and action plans align to the School Improvement Plans and state monitoring -The report will be shared with the Academic Coach on Monday as we build understanding of the work required for coaching at Riley Elementary School -Dr. Malone started to work through role clarification of all support staff to the school (district, state and internal support) with the goal of understanding what expertise can be shared and developed in the school to deepen literacy instruction -Dr. Malone and Coach Power reviewed the “homework” that Dr. Malone had agreed to do in October and it was very obvious that she understood the value in this work

<p><b>Next Steps</b> <b>PLCs-</b></p> <ul style="list-style-type: none"> <li>• On Monday, November 14, Coach Power will be with each team again. The teams are going to share what they feel are essential learnings for their grades with Coach Power and they are going to bring their student lists by Lexile level to the meeting. (K will bring according to G checklist.)</li> <li>• Teams will implement a PLC process focused on ELA and will be guided by Coach Dawson, Principal Malone and Assistant Principal Daniels. The will spend time deepening their understanding of PLC critical question #1 – What do we want students to know and be able to do? Their next steps is to understand what success criteria is for this work and then begin working towards question #2- How will we know if students have learned what they expected mastery of?</li> <li>• As the teams become more evidence based in identify the <b>needs of students</b>, they are moving in to the third and forth PLC critical questions- what will we do for students who do not know this or are already proficient?</li> <li>• The deep discussion necessary at Riley must include a focus on root cause of student deficits and they must begin to plan very intentional interventions, small group instruction and an overall instructional plan for the literacy blocks. This work should be done collaboratively as a team</li> <li>• There is a need to continue to build shared ownership of all students on the team</li> </ul>	<p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Working from the Needs Assessment, the administrative team will work to implement the first 30 day plans for the 3 SMART goals</li> <li>• Administration and Academic Coach will support PLC teams as they deepen their understanding of how to align standards, assessments and use data to plan instruction and intervention</li> <li>• Guided reading and other literacy instructional strategies will be strengthened through training, coaching and monitoring of expected practices</li> <li>• Planning for success will include how to monitor classroom practices and interventions with effective feedback to teachers</li> <li>• Coach Power will be on site on November 14, December 12 and 13. November 14 and December 13 will be with PLC teams. December 12<sup>th</sup> will include classroom observations and leadership coaching</li> </ul>
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*Complete each section that represents the session you attended.*

<p><b>REFLECTION:</b> What did I learn? Based on what I learned, what will have the greatest impact on student learning?</p>