

EMBEDDED COACHING REFLECTION and Summary of Visit

SCHOOL Riley Elementary School	
DATE November 14, 2016	
VISIT FOCUS	
<input type="checkbox"/> Collaborative Team Time (all six teams) <input type="checkbox"/> Leadership Coaching	
Team Focus 2nd grade- pre assessment and instructional planning based on data Circle Grade: Pre-k K 1 2 3 4 5 6 7 8 <input type="checkbox"/> Math <input type="checkbox"/> Reading Intervention Common Formative Assessments <input type="checkbox"/> Data Analysis Instructional Practices Other : PLC PROCESS	Leadership/Guiding Coalition Focus <input type="checkbox"/> Leadership Coaching <input checked="" type="checkbox"/> Needs Assessment Report <input checked="" type="checkbox"/> Meeting with Betsy Glisson, Jamie Ray (Ms. Glisson's supervisor), Ms. Daniels, Dr. Malone and Coach Dawson <ul style="list-style-type: none"> - The focus of this meeting was to review the three SMART goals from the Needs Assessment - The listed next steps in the following section to determine actions were discussed Non negotiables for leaders: <ol style="list-style-type: none"> 1. Honor the time with no other meetings taking place in the PLC room during PLCs 2. Honor the time by having lunch from 11:30-12:30 not while teachers are in the room 3. PL will not be done during PLC time unless it is by the instruction coach and Ms. Glisson and links to the work at hand 4. Students will not be brought in to the room for discipline during the PLC meetings 5. Norms will be adhered to for all PLCs. Principal Malone and AP Daniels will address teachers individually if they are not following the norms 6. Administrators will support PLCs (Daniels- k-2 and Malone 3-5) 7. Coach Dawson will focus on Instruction and PLC leadership 8. Ms. Glisson will focus on building literacy instruction

Team Discussions

Used STAR reader, data, Dibels data and System 44, Aimsweb Plus to group students

K: will be revisited by Ms. Dawson

ELA- Root causes of struggles- oral language, attention span, no prior knowledge, exposure, experiences, unable to comprehend (connecting words to meaning)

K grade level goals:

- Letter recognition (52)
- Letter sounds (31)
- Rhyming including recognizing and producing rhyming words
- Recognize, use 75 sight words in oral language and in sentences

Math- Root causes of struggles- No prior knowledge, not able to connect the number to the value of the number

K grade level goals:

- Number recognition
- 0-20
- Understanding the value of numbers and the connection between the number and the value
- Add and Subtract
- Begin to solve word problems

1st grade: will be revisited by Ms. Dawson

ELA-Root cause of struggles: phonetics, stamina, connecting words to text, comprehension, letter recognition, sound

1st grade goals:

- Grade level comprehension strategies
- Communicate effectively- written and orally
- Recognize and use 220 sight words
- Write at grade level (exemplars)

Math

Math- Root cause of struggles: number sense, number reversals, use of operations, problem solving, number sequence

1st grade goals:

- Read and write numbers to 120
 - Connect numbers to the use of numbers
 - Add and subtract within 20
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School Wide Next Steps:

- A two-week plan for readers workshop that builds stamina should be a non-negotiable
- Move data to room where PLCs meet (put faces to data and monitor closely)
- Data needs to be closely monitored for growth
- Vocabulary (site words- based on Frye words- word walls, as a school must be a focus)
- Phonics program needed – teachers need to know how to teach phonemic awareness and must be addressing this everyday
- Decoding- must be addressed as a school wide issue
- Comprehension strategies and close reading strategies must be taught to all teachers and all students
- Basic math skills must be addressed with all students
- Parents will help but must have tools to support site words, basic math skills
- Parents should be invited in for an **urgent**, independent meeting to see the urgency of basic foundational skills
- Consider changing homework to be a review of basic foundational skills in Math and ELA
- Teachers, students and parents must see the building of sight words, close reading, number sense, phonics and math facts as critical needs at Riley Elementary School

2nd grade: Will be revisited by Ms. Dawson

ELA-

Root causes of struggles- vocabulary, spelling sight words, phonemic awareness, decoding, comprehension strategies

2nd grade goals:

- Read 100 words (based on Dibels/fluency)
- Lexile 425 level minimum
- Read grade level text
- Comprehend informational text
- Write at grade level (exemplars)

Math-

Root causes of struggles-reading and comprehend word problems, stamina to persevere in solving problems, number sense (10s, 100s), addition and subtraction

2nd grade goals:

- Repeated addition (beginning of multiplication)
- Subtraction
- Place value – 3 digit 100/10/1
- Start analysis of data (graphing)
- Persevere in problem solving through modeling

3rd grade: Will be revisited by Ms. Dawson

ELA-

Root causes of struggles- increasing vocabulary, site words, decoding/phonics/comprehensive strategies, stamina, short wins needed

3rd grade goals:

- Use comprehension strategies independently
- Read and comprehend text at grade level
- Write at grade level
- Increase stamina and growth mindset

Math-

Root causes of struggles-understanding place value, make 10s, math foundations, operations, number sense

3rd grade goals:

- Addition and subtraction
- Multiplication and division,
- Word problems (2 steps)
- Fractions- define/compare,
- Rounding (number sense)

4th grade: Ms. Dawson will revisit

ELA:

ELA: root cause of struggling learners-lack of

phonics, vocabulary, access to text,
comprehension strategies, summarization, cite
text evidence/going into texts to find answers,
sentence structure, sight word recognition

4th grade goals:

- Read on grade level (comprehend and explain text)
- Write on grade level (sentence structure, grammar, punctuation)

Math:

Math: root cause of struggling learners- addition and subtraction facts, understanding place value

4th grade goals:

- Word problems (1 and 2 step)
 - Fractions (add and subtract equivalent)
 - Multiplication and Division
 - Add and Subtract using standard algorithm
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5th grade:

ELA-

Root causes of struggles- decoding (phonemic awareness, word recognition) and comprehension (vocabulary, background knowledge, comprehension strategies)

5th grade goals:

- Increase vocabulary to 5th grade expectations
- Increase comprehension strategies through instruction and practice
- Stamina
- Cite text evidence
- Writing at 5th grade level (exemplars)

Math-

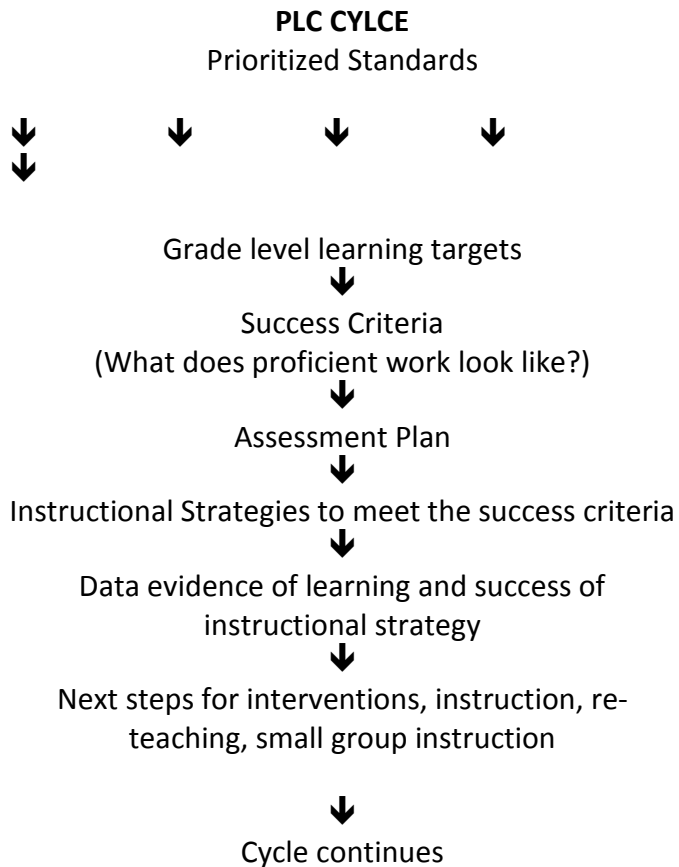
Root causes of struggles- making 10/counting, foundations, all operations

5th grade goals:

- Multiplication – multi-digit
- Long division (modeling)
- Fractions- all operations
- Multi-step word problems

Next Steps

-All teams will implement the PLC process. This was presented to them on Friday, November 10. It is important for the teachers to have collaborative planning time to do this work together and to remember the grade level expectations that **they determined as they do their planning**



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? (For Dr. Malone to complete for her own use)
