

EMBEDDED COACHING REFLECTION
Applying MS – Dr. Christopher Ridley, Principal

SCHOOL: Applying Middle School	
DATE: 8/21/2017 & 8/22/2017	
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 type="checkbox"/> Math <input type="checkbox"/> Reading <input type="checkbox"/> Intervention <input checked="" type="checkbox"/> Common Formative Assessments <input checked="" type="checkbox"/> Data Analysis <input checked="" type="checkbox"/> Instructional Practices	Leadership/Guiding Coalition Focus <input checked="" type="checkbox"/> Data Analysis <input type="checkbox"/> PD Planning <input type="checkbox"/> Team Reflections <input checked="" type="checkbox"/> Other – staffing changes, SY 17-18 30/60/90 planning
Team Discussions 8/22/17 Dr. Ridley and I conducted some classroom observations specifically targeted to instruction with constructive response and if teachers were implementing questioning techniques with increasing levels of rigor. The observations are as follows: <ul style="list-style-type: none"> Ms. Bacon (8th grade ELA) She was dividing students into groups for writing instruction. All students would rotate between each of the five stations using different strategies for writing. Two of the five stations reinforced new learning while the other three focused around reinforcement of prior knowledge. The co-teacher was working with struggling students in certain groups and both teachers used the RACE (Restate the question, Answer the question, Cite evidence from text, Explain or add examples) Ms. Dunn (8th grade SS) She was doing whole group instruction on effective note taking as it relates to the current chapter on Georgia history. The students would work independently to cite informational 	Leadership/Guiding Coalition Discussion 8/21/17 <i>NOTE: Some of this afternoon was spent on solar eclipse activities outside. Mr. Jolly from the district office was also in attendance. The district extended the school day to 4:50pm to accommodate.</i> I met with Dr. Ridley to review the staff adjustments for the 2017-18 SY. Mr. Allen, Executive Director Secondary Schools, was also in attendance. Ms. Thompson is the new Literacy Coach and replaces Ms. J-Walker who is now a 7 th grade Math/Science teacher. Mr. Dawson, former Math teacher, who is now the Raider Recovery Center (ISS). The following are the staff changes by grade: <u>6th Grade</u> Mr. Goosby (ELA) <u>7th Grade</u> Mr. Dyer (SS) Ms. J-Walker (Math/Sci) Former AMS Lit. Coach Ms. Smith (SS) <u>8th Grade</u> Ms. Black (Science) Ms. Holloman (SS) Ms. Dunn (SS) Mr. Mitchell (Math)

text from the book. She explicitly modeled the use of the graphic organizer prior to students working in pairs)

- Ms. Askew (7th grade ELA) She and the co-teacher were working on textual evidence to support analysis and inferences. She was using the SMARTBOARD for reinforcement of instructional strategies, as well as, gave many examples of how to complete the assignment
- Ms. Maynard (6th grade Math) She was having students work in groups to review algebraic equations. She was having students complete problems and then having them make a problem for their partner to solve.
- Mr. Mitchell (8th grade Math) He was having students use manipulatives to reinforce angles, triangles, and how to solve for problems that relate to this. Students worked independently to create triangle samples and take notes at the same time.

Suggestions included:

- Effectively use common instructional strategies schoolwide. No more than 3-5 so students will benefit from consistency through grade levels
- Use CFA at least weekly and ensure they are uploaded and data is available in SchoolCity
- Ensure teachers understand the school's non-negotiables regarding culture
- Develop a crosswalk to align initiatives (Cano will initiate)
- Develop professional learning topics based on data results for an embedded model supported by Literacy Coach, Administration, Cano

Based upon the results of the GA Milestones we looked at needing support with Writing skills cross-content and grade level. The leadership team will continue to strategically support teachers (Ms. Childers will focus on 6th and 7th and Mr. Phillips will focus on 8th grade for extended learning time and RtI supports). Ms. Thompson, the Literacy Coach, will lead up Access and Think Cerca which is an online writing program to assist students with literacy and the writing process. There is also a school wide focus, especially in 8th grade, with constructive response.

I met with Ms. Thompson at the end of the day to review how I could support these initiatives and effectively align our efforts. *See attached notes/summary of our meeting.

I debriefed Dr. Ridley to review the 2016-17 goals and establish 2017-18 goals related to:

- 1) School Culture
- 2) Literacy
- 3) Mathematics

Each goal will support an increase in student achievement, proficiency, and student growth data as measured by quarterly progress monitoring assessment provided by the district. Applying will continue to focus improved outcomes by supporting the following goals as included in their continuous improvement plan.

Goal 1: (Strategic Priority #3)

AMS will decrease the number of student absences of 6 or more days from a baseline of 20% in 2017 to 15% in 2018.

Goal 2: (Strategic Priority #4)

AMS will increase the number of teachers using CFA aligned with standards to monitor student progress, inform instruction, and improve teacher practices on a weekly basis from 50% in 2017 to 60% in 2018.

Goal 3: (Strategic Priority #6)

AMS teachers will effectively use data within PLC to establish a culture of accountability that leads to improved student performance as measured by the CCRPI from 52.3% in 2017 to 62% in 2018.

8/22/17

After our classroom walkthroughs we concluded by discussing our next steps as we move forward this year. In order to support improvement with

	<p>CCRPI this year we will begin our focus on continuing to improve the PBIS from implementing to emerging (even though AMS received an increase from last year this will continue to support improved student engagement). Attendance will be 80% or higher and a 8th grade ELA, especially writing, will be a priority. AMS will now use STAR 360 instead of AIMSWeb plus this year for benchmark assessments. Progress monitoring assessments will be “pushed” from district through SchoolCity and will be delivered every nine weeks with monitoring from the content coordinators.</p> <p>Suggestions included:</p> <ul style="list-style-type: none"> • Create and deliver CFA in SchoolCity to have comparative data points • Align CCRPI, CIP, 30/60/90, actionable steps along with using universal data to monitor all • Have Literacy Coach manage data within SchoolCity to support our efforts with Literacy and Mathematics • Monitor daily attendance rates and the impact on content areas in all grades (i.e. if the same students are tardy/absent in core classes) • Have leadership team continue with book study (Transforming School Culture) to support goals • Align all district and school initiatives for teachers to ensure a deeper understanding of our mission
<p>Next Steps</p>	<p>Next Steps</p> <ul style="list-style-type: none"> • Create and upload CFA weekly for each teacher/content area • Analyze Lexile levels to ensure extended learning time/READ 180 is effectively supporting struggling learners • Have teachers work with Literacy Coach for common planning • Have Ms. Childers deliver refresher training on SchoolCity and ensure all teachers are active and have login information • Meet with Leadership team and provide summary review on Dr. Muhammad’s book (Cano provided) to initiate book study

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 that supporting teachers to ensure they are looking at weekly CFA data to drive instruction along with common instructional strategies will have the biggest impact on student learning. Continuing to work in collaboration with Ms. Cano will help to align initiatives (crosswalk), unify positive school culture, and the ongoing support with raising student achievement outcomes. I would like to have Ms. Cano continue support in the areas of school culture, increasing literacy and writing, and going deeper with data driven decision making to provided embedded professional learning to teachers is imperative.

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

- Determine instructional strategies school wide implementation and support from new academic coach
- Determine critical areas of instruction support for all grade levels
- Develop professional learning sessions for teachers during next visit in September in collaboration with Ms. Cano to align actions to CIP
- Work with Literacy Coach to gather holistic data for each grade level
- Ensure teachers can log into SchoolCity and upload CFA

AGENDA ITEMS: Topics for next coaching visit.

- Embedded PD sessions with each grade group and/or content teachers
- Review any new data as it relates to attendance, student lexile levels, CFA
- Identify areas of strategic support for Literacy Coach based upon current data sources
- Identify students in area of support based on attendance/tardy data
- Review curriculum in Raider Recovery Room with Mr. Dawson

***Appling Middle School Meeting with Kimberly Cano District Solutions – Solution Tree Instructional Review Session 8.21.17 Dr. Ridley, Principal Samantha Thompson, Literacy Coach**

Items Discussed:

- Role of Literacy Coach – Monitor the data
- o Choose top three strategies for visible learning
 - Using data to inform instruction
 - Common Formative Assessments
 - Culture of Accountability (Increasing Rigor and Depth of Knowledge in Planning Lessons)
- Curricular Alignment of Work for the 2017-2018 schoolyear
- o PBIS o RTI o FIP o TKES/LKES
- o Get Better Faster o Attendance
- o Enrollment o Discipline
- Improved Outcomes
- o Culture of Accountability
- o Data o All students can learn (All means all!)
- Sources Used o Visible Learning (Hattie)
- o FIP/TKES Alignment
- o PD Session on Rigor