

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

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| SCHOOL: Applying Middle School | |
| DATE: 11/6/2017 | |
| 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 6 7 8 <input type="checkbox"/> Math <input 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 | Leadership/Guiding Coalition Focus <input type="checkbox"/> Data Analysis <input type="checkbox"/> PD Planning <input type="checkbox"/> Team Reflections <input checked="" type="checkbox"/> Other – Book Study |
| Team Discussions <p>As a reference the school goals are as follows:</p> <ul style="list-style-type: none"> • <i>Goal 1: (Strategic Priority #3)</i> AMS will decrease the number of student absences of 6 or more days from a baseline of 20% in 2017 to 15% in 2018. • <i>Goal 2: (Strategic Priority #4)</i> 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. • <i>Goal 3: (Strategic Priority #6)</i> 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. <p>With a focus on collaboration, learning, and results, groups considered the following questions:</p> <ul style="list-style-type: none"> • <i>How do you currently use this time for planning?</i> • <i>How do you ensure there are enough rigorous tasks embedded in learning?</i> • <i>How do you currently ensure ALL students are engaged?</i> <p>I met with each grade group to facilitate team collaborative meetings around the four essential questions of the PLC process and to determine areas of need around the barriers to using CFA to drive instructional practices. Each grade group was given time to work together to problem-solve</p> | Leadership/Guiding Coalition Discussion <p>I met with Leadership Team prior to school as they are conducting a book study on “Transforming School Culture” by Anthony Muhammed. Discussions included overcoming resistance with the Fundamentalists and how it applies to areas of concern at Applying MS. Mrs. Thompson, the Literacy Coach, facilitated the meeting to include an activity in which she engaged the team into descriptors of the groups (Believers, Fundamentalists, Tweeners, Survivors) and how administration can strategically move to a more positive school culture.</p> <p>Suggestions included:</p> <ul style="list-style-type: none"> • How AMS can align these strategies outlined in book to other district initiatives (i.e. new teacher mentoring support) • Supporting the “Tweeners” with differentiated support • Provide “Fundamentalists” additional opportunities that engage them in the “right work” • Overcoming barriers with each group to ensure effective collaboration |

around how to use time more efficiently and effectively to improve student outcomes. Each grade group was provided suggestions for next steps.

After meeting with all content teachers it was determined that a resource they had in common was that each team feels that they collaborate effectively and are willing to share resources, however a barrier is that they feel overwhelmed and feel that there is a time constraint.

Suggestions included:

7th grade

- Use CFA data more consistently to effectively plan instruction
- Lesson plan with the “end” in mind
- Share best practices and instructional strategies that work
- Make students accountable for their learning
- Lexile scores for struggling readers as focus

6th grade

- Increase the use of CFA data to ensure more students are participating
- Use technology to implement additional assessment opportunities
- Use the focus calendars as a guide, but effectively plan for students that are struggling
- Establish common instructional strategies to ensure students are engaged
- Awareness of Lexile scores and engage students in taking ownership

8th grade

- Continue to increase the number of CFA data
- Look at strategies for quality instructional practices to ensure students are adhering to expectations
- Maximize the support of the Literacy Coach to support constructive response
- Strategically look at skill set deficits with students now (do not wait until January)
- Work with other content teachers for consistency with writing content

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| <p>I met with Connections teachers to determine how as “singletons” they can support content areas teachers to improve student achievement outcomes. They were also given time to work together to problem-solve.</p> <p><u>Connections</u></p> <ul style="list-style-type: none"> • Support content areas teachers by implementing common instructional strategies • Use the business computer lab for students to utilize while working on content writing assignments • Engage the Family and Consumer Science, Art, Physical Education to not only support writing, but pull in Mathematics and problem solving skills • Use of common planning time to align content standards within instructional time <p>During the debriefing with Dr. Ridley, he again reiterated that the root cause was establishing a consistent school culture with all staff. There are new teachers, as well as, a shift in roles that may need to be address in order to maximize results for all students.</p> <p>We continued to brainstorm on implementation strategies where we can move the school to a unified approach.</p> | |
| <p>Next Steps</p> <ul style="list-style-type: none"> • Ensure teachers understand the school’s non-negotiables regarding accountability • Work with teams to develop a more frequent use of CFA • Have Literacy Coach and AP monitor the use of data to plan ELA and Mathematics instruction • Monitor Lexile and growth opportunities for all students • Provide additional professional learning for teachers to ensure a deeper understanding of the importance of a positive school culture | <p>Next Steps</p> <ul style="list-style-type: none"> • Continue with the book study with Leadership Team • Work on a plan to share with staff • Work with Ms. Cano to deliver a workshop during next available faculty meeting |

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 providing a school culture that is focus on student learning will have the biggest impact on student achievement. Continuing to work in collaboration with Ms. Cano will help to unify a positive school culture, increase the use of CFA, and establishing common instructional practices will continue to help us meet our goals.

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

- Continue book study on School Culture with Leadership Team
- Develop a “plan” to train staff and facilitate ownership of non-negotiables with regards to school culture
- Continue to monitor CFA data and support strategically with Literacy Coach for classroom support
- Adjust schedule to support “Think Circa”
- Adjust schedule to support collaborative teams analyzing CFA data

AGENDA ITEMS: Topics for next coaching visit.

- Meet with grade groups to determine areas of strategic support with non-negotiables & school culture
- Follow up with Literacy Coach to look at CFA data for each grade level (Literacy & Mathematics) and look at ways to adjust “Think Circa” schedule
- Plan professional learning for whole group (staff) for delivery during next faculty meeting
- Look at monitoring plan for administration