

**EMBEDDED COACHING REFLECTION**  
**Appling MS – Dr. Christopher Ridley, Principal**

<b>SCHOOL: Appling Middle School</b>	
<b>DATE: 1/22/18 &amp; 1/23/18</b>	
<b>VISIT FOCUS</b> <input checked="" type="checkbox"/> Collaborative Team Time <input checked="" type="checkbox"/> Collaborative Coaching Reflection (Principal Collaboration) <input type="checkbox"/> Leadership/Guiding Coalition Meeting	
<b>Team Focus</b> Circle Grade: PreK K 1 2 3 4 5 <b>6 7 8</b> <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	<b>Leadership/Guiding Coalition Focus</b>  <input checked="" type="checkbox"/> Data Analysis <input checked="" type="checkbox"/> PD Planning <input checked="" type="checkbox"/> Team Reflections <input checked="" type="checkbox"/> Other – Classroom Walk-throughs
<b>Team Discussions</b> <b>1/22/18</b> I met with each grade group to deliver a professional learning session on using CFA data to effectively plan quality instructional practices as it relates to flexible grouping. We determined how the data is currently being used and the resources/barriers to using this data and the School City platform. I also provided all grade level teams with information on how to use Global PD. I also provided them with resources and the information from both book resources <i>on "Common Formative Assessment: A Toolkit for Professional Learning Communities at Work"</i> and <i>"Simplifying Common Assessment"</i> by Chris Jakicic and Kim Bailey and how they can utilize the tools to assist them with implementing the PLC process with fidelity. Each grade group was provided suggestions for next steps and to combine efforts with suggestions and considerations provided during my last visit. Suggestions included: <u>7<sup>th</sup> grade</u> <ul style="list-style-type: none"> <li>• Use CFA data more consistently to effectively plan instruction</li> <li>• Lesson plan with the "end" in mind</li> </ul>	<b>Leadership/Guiding Coalition Discussion</b> <b>1/23/18</b> I met with Dr. Ridley in the morning to determine the "look-fors" prior to conducting classroom walk-throughs. We visited all grade levels and were specifically looking for an increase in the level of rigor in instruction, as well as, student engagement in collaborative learning structures. There was much improvement in some areas and looked to also identify how we can strategically support those classrooms where there can be some adjustments to the pacing and group work. Suggestions included looking at how to plan for learning and taking into consideration those students that are struggling.  Dr. Ridley and I also reviewed the Needs Assessment results from January 8 <sup>th</sup> that was conducted by a state review team. The results of this needs assessment will also be taken into consideration in future planning with Appling Middle School. The school will also be supported by an assigned instructional coach and will use CCRPI data to improve outcomes from 48% overall to 54.1% within the next school year.

<ul style="list-style-type: none"> <li>• Share best practices and instructional strategies that work</li> <li>• Make students accountable for their learning</li> <li>• Lexile scores for struggling readers as focus</li> </ul> <p><u>6<sup>th</sup> grade</u></p> <ul style="list-style-type: none"> <li>• Increase the use of CFA data to ensure more students are participating</li> <li>• Use technology to implement additional assessment opportunities</li> <li>• Use the focus calendars as a guide, but effectively plan for students that are struggling</li> <li>• Establish common instructional strategies to ensure students are engaged</li> <li>• Awareness of Lexile scores and engage students in taking ownership</li> </ul> <p><u>8<sup>th</sup> grade</u></p> <ul style="list-style-type: none"> <li>• Continue to increase the number of CFA data</li> <li>• Look at strategies for quality instructional practices to ensure students are adhering to expectations</li> <li>• Maximize the support of the Literacy Coach to support constructive response</li> <li>• Strategically look at skill set deficits with students now (do not wait until January)</li> <li>• Work with other content teachers for consistency with writing content</li> </ul> <p>After debriefing with Dr. Ridley we determined that follow up professional development should be considered in the near future to ensure that we are addressing the staff needs as we move forward. Support documents were provided to Dr. Ridley to send out to staff as appropriate. Bertha Caldwell, the Director of Professional Learning was also in attendance during one of our team meetings and was also provided the materials from the sessions.</p>	<p>Suggestions included:</p> <ul style="list-style-type: none"> <li>• Review and align efforts from state plan, CCRPI, CIP, &amp; 30/60/90</li> <li>• Review resources to include “<i>School Improvement for ALL</i>” by Dr. Kramer and Sarah Schuhl</li> <li>• Continue to align efforts and utilize district resources</li> <li>• Ensure teachers are improving the use of CFA data to plan</li> <li>• Review schedule for ELT time to flexibly schedule students</li> <li>• Allow additional opportunities for staff involvement</li> </ul>
<p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Work with teams to develop a more frequent use of CFA</li> <li>• Have Literacy Coach and AP monitor the use of data to plan ELA and Mathematics instruction</li> <li>• Revise schedule for ELT time</li> </ul>	<p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Continue to look for resources, especially with Global PD</li> <li>• Work on aligning efforts with all plans in place</li> <li>• Identify areas of strategic support for teachers that are struggling with rigor and collaborative learning</li> </ul>

**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 focusing on aligning efforts between all plans and monitoring teachers' use of CFA to plan instruction 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. Also not trying to take on doing many things, but doing a couple things really well this school year.

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

- Continue with looking at different resources and using Global PD play lists
- Develop a "plan" to align efforts between all of the support
- Continue to monitor CFA data and support strategically with Literacy Coach for classroom support
- Adjust schedule to support ELT flexible grouping
- Monitor schedule to support collaborative teams analyzing CFA data

**AGENDA ITEMS:** Topics for next coaching visit.

- Review all plans
- Determine next steps before the upcoming GA Milestones
- Debrief on learning from the SAM conference
- Meet with Leadership Team to monitor progress of CFA data