

## EMBEDDED COACHING REFLECTION

<b>SCHOOL</b> Riley Elementary School									
<b>DATE:</b> February 5, 6, 2018									
<b>VISIT FOCUS</b> <input checked="" type="checkbox"/> Collaborative Team Time <input checked="" type="checkbox"/> Collaborative Coaching Reflection (Principal Collaboration) <input checked="" type="checkbox"/> Leadership Coaching/ <del>Guiding Coalition Meeting</del> Instructional Rounds									
<b>Team Focus</b> Circle Grade: PreK <b>K 1 2 3 4 5 6 7 8</b> <input checked="" type="checkbox"/> Math <input checked="" 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 <input checked="" type="checkbox"/> Other: <b>SMART GOALS</b>	<b>Leadership Coaching</b> <input type="checkbox"/> Data Analysis <input type="checkbox"/> PD Planning <input type="checkbox"/> Team Reflections <input checked="" type="checkbox"/> Other- 30/60/90 day plans								
<b>February 6, 2018</b> <b>Team Discussions-</b> All teams met with Coach Power. The purpose of collaboration was reviewed and SMART goals were set for the next month for each team.									
<b>2<sup>nd</sup> Grade: Ms. Turner and Ms. Allen</b> <b>The team reviewed their grade level reading data and determined the following for their students:</b>									
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Students who are above grade level</th> <th style="padding: 5px;">Students are at grade level</th> <th style="padding: 5px;">Close</th> <th style="padding: 5px;">Far</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">6</td> <td style="padding: 5px;">6</td> <td style="padding: 5px;">11</td> <td style="padding: 5px;">20</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>The team worked with Coach Power to review the foundational reading standards and agreed to focus on 2RF.4 (fluency) and to target the 11 students who are close to reading level with focused intervention support on fluency</li> <li>The team also agreed to use a flexible grouping model for their intervention time and Ms. Allen will work with the students who are close. Ms. Turner will take the higher students and a third adult will work with the students needing more support during intervention time.</li> <li>The team also discussed their understanding of the need to focus on foundational reading skills during core instruction (not just during intervention time)</li> </ul> <p><b>SMART goal:</b> By March 15, at least 11 more students will be closer to reading proficiency through more intensive focus on fluency. This will be measured with common formative assessments that measure understanding, accuracy, self-correction and expression in on-grade level text passages.</p> <ul style="list-style-type: none"> <li>On March 15, data from the formatives will be shared with Coach Power and the team will refocus their SMART goal and their plan for the next 30 days with the students who are close to reading at grade level.</li> <li>The team left with a commitment to plan their assessment, instruction and interventions aligned to this foundational skill standard (2RF.4)</li> </ul>		Students who are above grade level	Students are at grade level	Close	Far	6	6	11	20
Students who are above grade level	Students are at grade level	Close	Far						
6	6	11	20						
<b>Leadership Coaching</b> Coach Power and Principal Coley met for most of the day, February 5 to review progress to date, revise the 30/60/90 day goals and consider next steps with the PLCs. This included a reflective discussion with Coach Boynton. <u>Review of 30/60/90/ day goals and action plans (updated below in red)</u> The following three priorities were established for the 30/60/90 days: <ol style="list-style-type: none"> <li>1. <i>To build common understanding and focus of the Professional Learning Community protocol (aligns with District Strategic Goal #3) and develop processes to guide and improve this practice with the overall goal being to increase literacy achievement. (as per School Improvement Goal and aligns with District Strategic Goal #1) Adjustment for the second semester:</i></li> </ol>									

**Next Steps:** This team may need support in building stronger fluency instruction and practice with on-grade level text in to their daily literacy plan to ensure alignment of instruction and assessment to the standard.

**3<sup>rd</sup> Grade: Mrs. Scott, Mrs. Cunningham, Mrs. Richardson**

- The team had a great discussion about the ELA needs of their students. The made a group decision that they wanted to focus on supporting the students in citing text evidence with great explanations, summarizing in quality constructed response. They feel that this is a priority with the Georgia Milestones
- The team identified 27 students who are close to being at grade level and would benefit from targeted support of intervention time focused on the above key skills and concepts
- The team agreed to create a scoring guide/rubric prior to assessing and instructing that will describe what exactly the students will do
- The team agreed to give a pre-assessment on Friday, Feb 9 and two/three weeks later they will give a mid- assessment and a final formative before March 15
- They will plan instruction to include this focus as well as their intervention block
- They are considering some flexible grouping to ensure that they target these 27 students with more time on these skills and concepts

**SMART Goal:** By March 15, at least 27 more students will be proficient in citing text evidence with quality explanations, summaries in constructed responses. We will know that this has happened because we are creating a common scoring guide that will show what proficiency looks like and we will give a pre-assessment (Feb 9), a mid-course assessment, 2/3 weeks, from now and a final formative assessment prior to March 15.

**Next Steps:** This team may need support in creating the scoring guide, selecting the on-grade level text passages and developing some anchor charts to support student understanding of what the quality constructed response includes.

**4<sup>th</sup> Grade: Ms. Quebec Jacobs**

- Ms. Jacobs reviewed her data and determined the following for expected reading levels:

Students are at grade level	Close	Far
6	14	22

- Based on a discussion about current student needs and what she knows to be critically important for students to be able to do prior to writing the ELA GA Milestones, Ms. Jacobs feels that working on citing text evidence with strong summaries in constructed response is important. She understands that this has to be done with on-grade text passages
- We reviewed the GA Milestone rubrics/scoring guides for writing a constructed response and she feels that she can use this with her students as a scoring guide
- She wants to follow the same plan as 3<sup>rd</sup> grade with a pre-test this Friday, a mid- assessment in 2 or 3 weeks and a formative prior to March 15
- Ms. Jacobs was reminded that the planning and focus of rigor from

To further develop the use of the professional community processes to collaboratively focus on learning and results for student success and to establish a guiding coalition that can support deeper understanding and collective ownership of student learning.

2. To implement common formative assessments that are aligned to grade level essential standards (skills and concepts) (*aligns with District Goal #3 and #4*) and specific learning targets with the overall goal being to increase literacy achievement. (*as per School Improvement Goal and aligns with District Strategic Goal #1*) **Adjustment for the second semester: To use the evidence from data points, including common formative assessments to identify and target student needs with aligned effective strategies and to progress monitor student success of key skills and concepts from prioritized standards.**
3. To establish non-negotiable literacy strategies that will be consistently used to respond to the needs of students with the overall goal being to increase literacy achievement (*as per*

the unpacked standard and alignment of assessment, instruction and intervention needs is critically important

**SMART Goal:** By March 15, at least 14 more students will be proficient in citing text evidence with quality explanations, summaries in constructed responses. We will know that this has happened because I will use the GA Milestones rubric for constructive response that will show what proficiency looks like and I will give a pre-assessment (Feb 9), a mid-course assessment, 2/3 weeks from now, and a final formative assessment prior to March 15.

**Next Steps:** Ms. Jacobs may need support in planning grade level instruction and intervention for all students that is aligned to the expectations for 4<sup>th</sup> grade writing of a constructed response.

#### 5<sup>th</sup> Grade: Mrs. Hall and Mrs. Dudley

- Math- will target solving real world word problems with fractions
- ELA- writing constructed response that are based on the GA Milestones rubric

The teachers reviewed their data and determined:

	Students are at grade level	Close	Far
5 <sup>th</sup> grade Math	2	14	29
5 <sup>th</sup> grade ELA	5	23	17

**SMART GOAL:** MATH: By, March 15, at least 14 more students will be proficient in solving real world problems with fractions and I will know this because they will successfully pass the post-test with at least 75%.

**SMART GOAL:** By March 15, at least 23 more students will be proficient in writing constructed responses that demonstrates their ability to move from main idea to specific details, to summary and analysis/compare and contrast. I will know that this has happened because I will use the GA Milestones rubric for constructive response that will show what proficiency looks like and I will give at least three formative assessments prior to March 15.

**Next Steps:** Ms. Hall may need support in understanding how to build this in to a rigorous instruction and intervention plan. From our discussion, I wonder if she is scaffolding too much and not getting to analysis, summarize, etc. and assessing writing that is at grade level.

#### 1<sup>st</sup> Grade: Ms. Midimmo, Ms. Henderson, Ms. McClendon, Ms. Hall

- The team agreed to use their STAR 360 data to determine where their students are in reading proficiency:

Students are at grade level (probable)	Close (transitional)	Far (Late and Early)
11	22	26

- The team discussed and recognized that the skills that differ from what the probable students were capable of doing that the transitions students could not do include reading independently, fluency and their ability to infer
- The team agreed to work on building fluency and independent reading with the transitional students during intervention and small group instruction (they will focus on inferencing after March 15)
- The team agreed to try a flexible grouping model- Ms. Henderson is going to

*School Improvement Goal and aligns with District Strategic Goal #1 and #3)). This priority includes coaching, professional learning, observation and feedback of specific strategies (guided reading, close reading, shared reading, writers workshop, vocabulary, phonics) Adjustment for the second semester: To continue to build common understanding of effective literacy practices with modeling, observation, feedback and ongoing professional learning. This literacy focus should be aligned to the discussion of professional learning communities as they discuss the strategies needed in both instruction and intervention to meet the needs of students.*

**30-day Overall Goal:** To create collective ownership of students through authentic collaboration that truly models a belief in a student-centered environment.

**60-day Overall Goal:** To respond collaboratively and appropriately to the evidence from progress monitoring to meet the needs of the students targeted by each grade level demonstrating an overall focus on being student-centered in all decisions made by everyone in the school.

**90-day plan-** To review the results of the 60-day plan, celebrate successes and build

work with the 22 transitional students during interventions, Ms. Hall and McClendon are going to split the emerging and probable students (probable students are going to work on writing responses and emerging will work on foundational reading skills, decoding, phonics, letter recognition, etc.)

- The team also agreed to build word problems in to their math intervention time to support more independent reading and fluency
- They are going to use the Dibels assessment three times to determine their effectiveness
- The groups will start on Monday, February 12

**SMART Goal:** By March 15, at least 22 more students will be proficient in reading independently for understanding with greater fluency and we will know this because we will use Dibels to monitor three times prior to March 15.

**Next Steps:** The team may need support as they work to create the flexible groupings and especially the transition plan for moving the students

**K Team: Mrs. Winfrow, Mrs. French, Mrs. Pickett (The team time was shortened by a fire drill)**

- The team agreed that they would like to focus on Phoneme Segmentation Fluency with their targeted students
- The team decided to use their Dibels data and record the students based on red, yellow and green data:

Green	Yellow	Red
16	23	15

- Coach Power explained to the team that they should be determining and planning what high yield strategies that they all agree to use to work on phoneme segmentation fluency (Ms. French clearly understood this and offered great suggestions)

**SMART Goal:** By March 15, at least 23 more students will be proficient in phoneme segmentation fluency and we will know this because we will monitor with Dibels three times prior to March 15.

**NEXT STEPS:** This team will need support, guidance and encouragement in giving the goal “legs” in instructional planning in their classroom. This team may need to have help ensuring that their strategies are effective. They seem to have lots of ideas but I was not sure what would be the most effective strategy.

collective capacity and understanding of an overall action plan for the 2018-2019 school year that demonstrates a collaborative, student-centered focus as a school

Action plans were established for each of the goals. Coach Power worked with each team (as indicated in the notes under PLCs), set SMART goals and established a plan for the 30 days with each team.

#### Next Steps

- Please see individual next steps for each team. This is the area that they will need coaching and leadership support
- Please provide ongoing support and encouragement of their work towards these goals so they can see them through
- Continue to build common understanding of the purpose of collaboration in the spirit of meeting the needs of students

#### Next Steps-

-see Next Steps in the PLC column  
 -Empower the teams to meet their established 30 day SMART goals  
 -Continue to build a culture of understanding of evidence-based decision making for adult actions

*Complete each section that represents the session you attended.*

<b>REFLECTION:</b> What did I learn? Based on what I learned, what will have the greatest impact on student learning?
<b>Principal Coley's Response:</b> <ul style="list-style-type: none"><li>• I learned that it is important to empower the teachers to accomplish a short cycle SMART goal</li><li>• I learned that it will be important to continue to build common understanding and confidence with the teachers as they become more evidence based in their collaborative practice</li></ul>
<b>NEXT STEPS:</b> What are the actions needed before next coaching meeting?
See next steps identified in the above columns
<b>AGENDA ITEMS:</b> Topics for next coaching visit.
<ul style="list-style-type: none"><li>• March 14,15- all teams will report out on their SMART goals, revisit data and plan next steps with Coach Power for the next thirty days</li><li>• This work will complete our 60-day action plan and lead us to some summer pre-planning work for 2018-2019</li><li>• This is tentatively scheduled for June 6,7</li></ul>