

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

SCHOOL: Applying Middle School	
DATE: 3/20/18	
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 type="checkbox"/> Other – Classroom Walk-throughs
Team Discussions I met with each grade group to facilitate further professional learning and follow up on how teachers are effectively using CFA data to establish flexible grouping of students in all classroom environments and especially during ELT (Extended Learning Time). I presented “Action Planning in a PLC” which covered how teachers are effectively planning based on current data, keeping in mind there are 13 instructional days on the calendar before the GA Milestones assessment period begins. The emphasis is on the relevant review of essential learning targets and how we can assure that students are best prepared. Each team session focus was as follows: <ul style="list-style-type: none"> • CFA data review & Instructional Focus Calendar • Strengths (+) and Barriers/Challenges(-) charts were developed by cross content grade groups • Citing Evidence of Progress (Data used) • Teams developed next steps and identified key components to focus he students themselves. We learn that students need to be motivated throughout the assessment process, and that the adults 	Leadership/Guiding Coalition Discussion

need to help them take an active role

- Flexible Grouping – “Temperature Check”
- Questions & Next Steps

Each grade group developed (+) (-) charts and all teams provided suggestions for next steps.

6th Grade

Team 6.1

Math (+) & ELA (+)

- Effective Flexible Groups (students approaching target and GA Milestones Predictor, STAR 360)
- Resource used during ELT (Study Island, Rigor checks, Accel Math 2.0)
- Resources (MAX strategies, reciprocal reading)
- Lexile specific vocabulary

Math (-) & ELA (-)

- Student Focus (Engagement)
- Time

Suggestions for Next Steps:

- Bell to Bell planning
- Continue with vocabulary
- Increase flexible small group instruction

Team 6.2

Math (+) & ELA (+)

- Schedules are in place
- Assignments are assigned (data driven)
- Smaller groups increased focus
- Immediate feedback
- Students work for home
- Organized by standard
- Khan Academy

Math (-) & ELA (-)

- Add ELA for PEC students
- More time (start earlier in year ELT)

Suggestions for Next Steps:

- Common Student Engagement Strategies (PBIS)
- High Priority Standard focus

7th Grade

Team 7.1

Math (+) & ELA (+)

- Accountability in team
- Effective Flexible Groups (students approaching target and GA Milestones

Predictor, STAR 360

- Resource used during ELT (Study Island, Accel Math 2.0)
- Use of technology

Math (-) & ELA (-)

- Student Focus (Engagement)
- Time

Suggestions for Next Steps:

- Common Student Engagement Strategies
- Standard based grouping
- Increase flexible small group instruction
- Writing focus

Team 7.2

Math (+) & ELA (+)

- Use of flexible grouping and differentiation
- ELT targeting “bubble” students
- Use of Kahoot and quizzes for review
- Use of Accel Math2.0
- Varied teaching strategies
- Reciprocal teaching

Math (-) & ELA (-)

- Student motivation/will
- More HOT strategies
- Literacy skills
- Student engagement (increase)

Suggestions for Next Steps:

- Common Student Engagement Strategies (PBIS)
- Generalize skills for students (interest)
- Increase focus and flexible grouping
- Maximize opportunities for students to use problem solving skills in all content areas
- Review priority standards

8th grade

Team 8.1

Math (+) & ELA (+)

- Effective Flexible Groups and differentiation
- Targeting “bubble” students
- Reciprocal teaching
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Math (-) & ELA (-)

- Inconsistent data based on student performance
- Need immediate feedback
- Instructional time vs. test preparation

<p>Suggestions for Next Steps:</p> <ul style="list-style-type: none"> • Bell to Bell instruction • Test preparation for spring break • Focus on priority standards • Increase flexible small group instruction <p>Team 8.2</p> <p>Math (+) & ELA (+)</p> <ul style="list-style-type: none"> • Targeting “bubble” students during ELT • Technology • All content areas have standard packets for students (at home) • Max strategies • Accelerated Math overall increase • Reciprocal teaching <p>Math (-) & ELA (-)</p> <ul style="list-style-type: none"> • Increase Lexile scores • After school tutoring attendance • Student motivation <p>Suggestions for Next Steps:</p> <ul style="list-style-type: none"> • Common Student Engagement Strategies (PBIS) • Create sense of urgency with students (involvement) • Continue writing strategies • Revise priority standards • High Priority Standard focus <p>Dr. Sharon Kramer was on site to offer her expertise and support with all grade teams. She followed up with Hattie’s work around highly effective strategies. She focused on student efficacy and also provided additional resources for teams.</p> <p>Betty Davis, the state instructional coach, and Bertha Caldwell, Director of Professional Learning were also in attendance for part of the school day.</p>	
<p>Next Steps</p> <ul style="list-style-type: none"> • Have Literacy Coach support teachers based on specific CFA data and Lexile measures • Continue to revise and monitor schedule for ELT time • Review current data for May visit • Review plan for next school year 	<p>Next Steps</p>

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 what I learned, continuing to be consistent with common instructional strategies and analyzing CFA data to modify flexible grouping will have the greatest impact on student learning, especially with the upcoming GA Milestones testing. I also learned that there are improved PLC structures in place at Appling MS and teachers are improving practice based on the continued coaching support with Ms. Cano. Alignment of efforts with Solution Tree, State Level Support, and our district will also have an impact on teachers working "smarter not harder". I appreciated the support from Dr. Kramer during this visit as well.

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

- Continue to monitor ELT time (small groups)
- Continue to monitor data
- Follow up with plan for spring break home reinforcement

AGENDA ITEMS: Topics for next coaching visit.

- Determine critical topics for next coaching visit via telephone with Ms. Cano