

EMBEDDED COACHING REFLECTION

SCHOOL Southwest	
DATE 4/13/18	
VISIT FOCUS <input type="checkbox"/> Collaborative Team Time <input checked="" type="checkbox"/> Collaborative Coaching Reflection (Principal Collaboration) <input type="checkbox"/> Leadership/Guiding Coalition Meeting <input type="checkbox"/> Instructional Rounds	
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 type="checkbox"/> Common Formative Assessments <input checked="" type="checkbox"/> Data Analysis <input type="checkbox"/> Instructional Practices <input type="checkbox"/> Other:	Leadership/Guiding Coalition Focus <input type="checkbox"/> Data Analysis <input type="checkbox"/> PD Planning <input type="checkbox"/> Team Reflections <input type="checkbox"/> Other:
Team Discussions <ul style="list-style-type: none"> ● Senior F List ● Interventions during the year to prevent course failures ● Summer school grant ending/implications ● Trailer classes ● Econ offering 1st semester vs 2nd semester and the retake window ● monitoring of Algebra 1 to prevent the high failure rate ● master schedule ● offering repeat Algebra 1 B simultaneously with Geometry A ● number of trailer courses required to be in master schedule because of Algebra failure rate ● Unsuccessfully monitoring of student academic progress for 9th grade ● Incremental grading of projects ● Read 180 and Bibb Literacy criteria ● Cap of 26 for class size hasn't included the PEC students 	Leadership/Guiding Coalition Discussion

<p>Next Steps</p> <ul style="list-style-type: none"> ● Evaluate the effectiveness of Foundations versus Enhancement ● set criteria for which students will be allowed to take Algebra 1 B and Geometry A ● Ensure that class size caps include PEC ● Discuss the benefits of offering Econ 2nd semester and decide what the best option is ● Add monitoring of Algebra 1 and senior academic progress to the principal's calendar at every grading cycle ● Identify who and how often will be responsible for monitoring academic progress 	<p>Next Steps</p>
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Complete each section that represents the session you attended.

<p>REFLECTION: What did I learn? Based on what I learned, what will have the greatest impact on student learning?</p>
<ul style="list-style-type: none"> ● Students can take Algebra 1 B and Geometry A simultaneously ● A progress monitoring must occur to ensure that students are making academic progress to eliminate the need for multiple sections of trailer courses ● Early monitoring of student that have academic deficiencies must be done and interventions must be systematic ● A concerted effort must be made to provide Instructional Coach, Counselors, and Administrators with clear roles and require action when students are not being successful ● Trailer courses eliminate the enhancement course that can be offered due to decrease in sections available

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

- Produce a master schedule that accommodates students taking both Algebra 1 B and Geometry A simultaneously
- Add monitoring of student academic progress to the Sams calendar
- Evaluate the effectiveness of Enhancement courses using student data
- Set master schedule platform to ensure that the class size cap includes PEC students
- Define and communicate leadership roles and responsibilities for monitoring academic achievement
- Produce a progressive intervention plan with multiple interventions for academic deficiencies
- Produce a monitoring calendar for Instructional Coaches to ensure that early interventions in Algebra 1 are being done
- Summer PL should progress a school wide grading policy
- Add grading to the collaborative planning time agenda in a consistent manner
- Provide new teachers with PL on the 9 plus 1 cycle

AGENDA ITEMS: Topics for next coaching visit.

- Milestone results desegregated by teacher, student, and standard
- Master schedule
- Monitoring system for academic progress