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

SCHOOL: Appling Middle School	
DATE: 5/08/18	
VISIT FOCUS ☑ Collaborative Team Time ☑ Collaborative Coaching Reflection (Principal Collaboration) ☐ Leadership/Guiding Coalition Meeting	

Team Focus	Leadership/Guiding Coalition Focus
Circle Grade: PreK K 1 2 3 4 5 **6** 7 **8** ☐Math ☐Reading ☐Intervention ☐Common Formative Assessments ☑Data Analysis ☑Instructional Practices	 ☐Data Analysis ☐PD Planning ☐Team Reflections ☐Other
Team Discussions In attendance: Dr. Ridley (Principal) Ms. Childers (AP) Ms. Jones (GA DoE) Ms. Thompson (Literacy Coach) 6th grade teams 8th grade teams I met with Dr. Ridley and Ms. Jones to review preliminary data results from the recent GA Milestones assessment. **Only 6th ELA and 8th grade ELA and Mathematics preliminary data was available**. Upon an overall review of the data that was available, there appears to be a more substantial increase in ELA results than Mathematics. Both 6th and 8th grade data revealed that this increase will improve the CCRPI data as most students showed growth and a small percentage of students scored in the distinguished level. Also, PEC students overall performed better with approximately 67% of them making growth in 6th grade ELA and some moving up one achievement level as compared to last year. 30% of 8th grade PEC students showed growth in ELA. 8th grade Mathematics data showed that 95% (38 of 40 students) made gains from the lowest 25% sub-group.	**Leadership/Guiding Coalition Discussion**

In meeting with the 6th and 8th grade teams, Ms. Childers and Mrs. Thompson also facilitated an opportunity for individual teachers to review data for areas of strength and weakness. I suggested that teams review Lexile measures as well to determine how this impacted their overall student achievement data. The school's goal for students was to reach a Lexile score of 1050 or more. The reported Lexile scores show that almost all students improved their score this past year, many making significant gains. We looked at our goals for each grade team from last visit to determine what evidence could document the improvements based on our collaborative instructional approach. Teams also shared out data findings and how these will impact instructional practices for the greatest impact on student learning. Teams reflected on how the use of CFA data, flexible grouping, impact of increasing rigor, and how the PLC process drives quality instructional practices. With the preliminary data Ms. Jones, Dr. Ridley, and myself debriefed and estimated that Appling's CCRPI could show an increase of at least an overall of 10 points (CCRPI score was 48.8 last year).	
Next Steps • Analyze data as it becomes available to determine additional areas of growth • Continue to revise and monitor schedule • Review current data for next visit • Review plan for next school year	**Next Steps**

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 provide teachers with opportunities to review data, meet with grade level colleagues, and continue to participate in the PLC process with consistency will have the greatest impact on student learning as measured by the preliminary data from the GA Milestones. I also learned that our improved PLC structures are making a difference with our students and teachers. The continued coaching support and professional learning opportunities with Ms. Cano are definitely improving student achievement outcomes.
NEXT STEPS: What are the actions needed before next coaching meeting?
• Review GA Milestones data as it becomes available • Plan for summer/SY 2018-19
AGENDA ITEMS: Topics for next coaching visit.
Determine topics for next coaching visit via telephone with Ms. Cano. Last visit TBA (late May/early June).