

## Individualized Coaching Service Delivery Plan Template

This document provides a template for coordinators and coaches to record their Individualized Coaching Service Delivery Plan(s).

**Coach:** Hermoine Granger      **School:** We Rock Elementary      **Date Created:** 10/01/2020

**Area of Focus:** Tier 1 Reading

**Baseline Data:** *What does data indicate are areas for improvement in order to keep implementation moving forward (e.g., using most recent TFI data, installation checklists, observations, product reviews, outcome data)?* **Our baseline Reading TFI Total Score is 24%; Tier 1 score is 46%; Tier 1 Teams is 90%; Tier 1 Implementation is 50%; Tier 1 Resources is 50% and Tier 1 Evaluation is 20%. The following Tier 1 items scores reflect that we are at the 1-point and 0-point criterion, respectively, on items 1.8 (The school has a school-wide Reading plan) & 1.9 (Grade-level instructional plans include an emphasis on Tier 1 instruction) which fall within the Installation Stage activities. These items are also in progress on our Tier 1 Reading installation checklist. Our installation checklist for T1 Reading Systems Total is 65% complete; 35% in progress. We suspect that our Acadience Benchmark data is reflective of not having these pieces of our Tier 1 Reading model installed and implemented as we do not have 80% of our students meeting grade level benchmark goals. Additionally, across our building we have inconsistent implementation (use) of the core reading materials and instructional strategies that target the important reading skills (Big Ideas of Reading) across all grade levels. All data sources appear to be accurate/valid.**

**SMART Goal(s):** *What is the goal for improved implementation as a result of coaching support? Frame the goal around the concepts / skills from the coaching service delivery plan for the area(s) of focus and identify effectiveness measures (e.g. TFI Items, Observation, Product Reviews, Survey results).* **By the winter break of December 2020, we will finalize the School-wide Reading Plan and develop, for each grade level, instructional plans that meet the 2-pt. criterion for the Reading TFI 1.8 and 1.9 items. Additionally, product reviews will be utilized routinely to ensure these plans are of high quality.**

**Supports and Preparation:** *Outline strategies and support needed to develop the team's knowledge, skills, and abilities. Develop a step-by-step process for how coaching support will be provided to coach each concept.*

<b>Coaching Concept</b>	<b>Coaching Supports</b> ( <u>Type of Support:</u> Fluency building (e.g., teaching), Feedback, Adaptation, Prompting)	<b>Preparation Required</b>
1. School-wide Reading Plan	<ul style="list-style-type: none"> <li><input type="checkbox"/> Prompt SLT to develop an action plan during the next SLT meeting that includes specific timelines for completing the School-wide Reading plan</li> <li><input type="checkbox"/> Identify opportunities to provide fluency building (reteaching) of the Tier 1 Systems training concepts as needed</li> <li><input type="checkbox"/> Provide feedback to team members as each part of the plan is developed to ensure it includes all components for the 2-pt criterion for R-TFI item 1.8.</li> <li><input type="checkbox"/> Monitor timelines with the principal to ensure the SLT is staying on track with their installation work</li> <li><input type="checkbox"/> Prompt team to update the Tier 1 Reading Systems installation checklist (#1) at each meeting to monitor progress</li> <li><input type="checkbox"/> Prompt the scheduling of Grade Level team meetings</li> <li><input type="checkbox"/> Assist the SLT to provide learning on what skills should be taught at each grade level</li> <li><input type="checkbox"/> Identify additional resources (e.g. MiMTSS website, Explicit Instruction resources, examples of 90-minute reading block schedules, etc.) as needed to support the development of the SW reading plan</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Organize the Tier 1 Reading Systems and Grade Level training materials to support the installation and implementation of Grade Level</li> <li><input type="checkbox"/> Determine what resources the SLT will need to complete the plan</li> <li><input type="checkbox"/> Work with principal to provide time for team to work on the plan</li> <li><input type="checkbox"/> Plan for weekly check in's with Principal and SLT members who are working on the plan</li> <li><input type="checkbox"/> Monitor timelines with principal to ensure we will meet the goal deadline</li> <li><input type="checkbox"/> Review the Reading Systems training materials as needed for reteaching purposes</li> <li><input type="checkbox"/> May need to ask for support from the MTSS Coordinator/Coach Coordinator if the team hits a barrier in completing this task.</li> </ul>
2. Grade Level Instructional Plans	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review (reteach if necessary) with the SLT the Instructional Support Focus Tool provided</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Organize the Tier 1 Reading Systems and Grade Level training</li> </ul>

Coaching Concept	Coaching Supports ( <u>Type of Support</u> : Fluency building (e.g., teaching), Feedback, Adaptation, Prompting)	Preparation Required
	<p>by MiMTSS during SLT training</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prompt the SLT to determine which core reading materials/supplemental materials will be used at each grade level and assist them in adapting those materials as needed for each grade level team.</li> <li><input type="checkbox"/> Prompt the SLT to review the instructional routines that can be used to teach each focus skill at each grade level both in whole group and small group instruction and provide guidance to the grade level teams on selecting the instructional routines</li> <li><input type="checkbox"/> Find opportunities for fluency building (reteaching) for the SLT with regard to instructional routines as needed</li> <li><input type="checkbox"/> Work with the SLT to identify engagement strategies (verbal, written, action) responses that will be embedded into the instructional routines</li> <li><input type="checkbox"/> Assist SLT to determine what each grade level team needs in order to use, daily, the selected instructional routine</li> <li><input type="checkbox"/> Assist team to communicate the above decisions and prompt the SLT to monitor the development of grade level instructional plans for each grade level team (add this activity to the SW Reading plan)</li> </ul>	<p>materials to support the installation and implementation of Grade Level instructional plans</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Plan for periodic check-ins with the principal as grade level teams are developing their plans</li> <li><input type="checkbox"/> Determine how communication with the coach coordinator/MTSS-C will occur for updates or if barriers are identified</li> <li><input type="checkbox"/> Work with the principal to determine what coaching supports will be needed for grade level teams while developing their plans</li> </ul>

Coaching Concept	Coaching Supports ( <u>Type of Support</u> : Fluency building (e.g., teaching), Feedback, Adaptation, Prompting)	Preparation Required
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review and provide feedback on the grade level instructional plans and then have the SLT provide feedback to each grade level team</li> <li><input type="checkbox"/> Prompt the SLT to share with the DIT any barriers they encounter during implementation</li> <li><input type="checkbox"/> Confirm that action items are added to the MTSS implementation plan</li> <li><input type="checkbox"/> Prompt SLT to update Tier 1 Reading, Installation checklist #2, during each meeting to monitor progress</li> </ul>	

**Coaching Plan Adherence:** Review and update your coaching plan monthly. Consider the level of progress toward your SMART objective. Are coaching supports on track? Are adjustments necessary? If yes, refine components of the plan.

Date	Plan Progress	Are coaching supports on track?
November 5, 2020	<p>Concept 1: The plan is half-way completed with the portion that is finished meeting expectations outlined in the R-TFI along with observations of the products being developed. 6 of 8 (75%) coaching supports have been completed or in progress of being completed.</p> <p>Concept 2: We are still working on setting up grade level team meetings. 4 of 11 (36%) of coaching supports have been completed or in progress.</p>	<p><b>Concept 1:</b> Yes, we seem to be on track for having the plan completed by December.</p> <p><b>Concept 2:</b> We are behind a little due to scheduling issues, lack of substitutes to cover teachers for grade level team meetings and other building priorities. If we continue to hit up against this barrier, we may need to lift this barrier to the MTSS-C/DIT.</p>

Date	Plan Progress	Are coaching supports on track?
December 20, 2020	<p>Concept 1: The SW Reading Plan is complete and it meets the 2-pt criterion for the R-TFI item 1.8. 8 of 8 (100%) coaching supports have been completed.</p> <p>Concept 2: We have been able to hold the lower elementary grade level team meetings and they are currently working on their instructional plans. We still need to schedule the upper elementary grade level team meetings. 9 of 11 (81%) of coaching supports have been completed or are in progress.</p>	<p><b>Concept 1:</b> Yes, we met the goal!</p> <p><b>Concept 2:</b> No, the SLT was not able to meet the deadline to have all grade level instructional plans completed by this time. The SLT is going to share this barrier with the DIT.</p>

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