



Tier 1 School-wide Content Area Reading Coaching Service Delivery Plan

The purpose of this document is to outline the focus of coaching supports for schools working to install the Tier 1 secondary reading components of an MTSS model.

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District: _____ Date: _____

Monitoring Plan: The District Implementation Team will monitor the adherence to the coaching concepts outlined in this Coaching Service Delivery Plan three times per year. This will occur by speaking to the school’s coaches to understand how the coaching concepts or skills are contextualized based on the school’s outcome and fidelity data.

Table 1. Coaching Concepts or Skills by Stage of Implementation and listed in order of priority.

Exploration	Installation	Implementation
<ol style="list-style-type: none"> 1. Assess need and context 2. Relationship development 3. Promote buy-in and readiness for a School-wide Content Area Reading Model that includes the components of the IES recommendations for Adolescent Reading and Big Ideas of Adolescent Reading 4. School Leadership Team (SLT) 	<ol style="list-style-type: none"> 1. School Leadership Team (SLT) development (e.g., roles & responsibilities, meeting notes, action plan) – make any refinements since the reading components of an MTSS model are being layered-on to the existing SLT structure formed during the PSC installation period 2. School-wide Content Area Reading Model Fluency: <ol style="list-style-type: none"> a. IES Practice Guide Recommendations for Adolescent Reading – content area reading strategies 	<ol style="list-style-type: none"> 1. Data support: <ol style="list-style-type: none"> a. Reading Tiered Fidelity Inventory Secondary Level Edition b. Early Warning Indicators (EWI) 2. Data-based problem solving (school-level, grade level) <ol style="list-style-type: none"> a. On-going use and adjustments to the Content Area Reading Plan b. On-going adjustments and use to the Department

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Exploration	Installation	Implementation
<p>formation – team is already formed from Positive School Climate (PSC) work; however, it is good to confirm member selection after understanding more about the reading components of an MTSS model the SLT will work to support implementation</p>	<ul style="list-style-type: none"> b. Big Ideas of Adolescent Reading c. EWI data interpretation and R-TFI training d. Selection and use of common content area reading strategies within core subject areas <p>3. Development of School-wide Assessment System</p> <ul style="list-style-type: none"> a. Critical assessments used across the district b. General parameters for using these data to make important decisions <p>4. Development of the Content Area Reading Plan</p> <p>5. Communication protocol development and use: - make any additions / refinements now that the reading MTSS components are being layered-on</p> <ul style="list-style-type: none"> a. SLT to DIT b. Coach coordinator (if size of district warrants this role) c. School work groups / teams d. Other stakeholders (e.g., families, Parent Teacher Group, Board of Education) <p>6. Development of Department Teams</p> <p>7. Development of Department Level Plans</p>	<p>Instructional Plans</p> <ul style="list-style-type: none"> c. On-going adjustments to training and coaching supports <p>3. Use and refinements of communication protocols</p>

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Table 2. Additional components of the Coaching Service Delivery Plan

Component	Description of Activities or Resources
Coaching Supports	Continuum of coaching supports that will be used to support SLTs depending on the prioritized concepts the coach is focusing efforts: <ul style="list-style-type: none"> • Observations • Product reviews • Teaching (professional learning) • Modeling • Co-facilitation with SLT member • Fluency building • Prompting team and / or specific team members • Assistance with adaptation with local context • Providing feedback (verbal and written)
Coaching Frequency / Schedule	Coaches will participate at a minimum in the following: (Participation can mean a variety of things like direct involvement or observation of the SLT.) <ul style="list-style-type: none"> • SLT professional learning sessions • Monthly SLT meetings • At least 3 SLT events (e.g., presentations to school staff or other stakeholders)
Coach Preparation	Coaches will need to allocate time to adequately prepare to support the district in their implementation efforts by: <ul style="list-style-type: none"> • Reviewing concepts / skills provided during SLT professional learning sessions • Allocating time to review products prior to meetings / trainings • Allocating time to prepare for an observation of the SLT by identifying “look fors” to share with the team prior to the observation and / or creating a tool to frame observations and feedback
Mechanisms to Provide Feedback	Coaches will provide feedback (recognition and suggestions for continuous improvement) during SLT meetings and other SLT events either verbally or in written form to the team or specific team members <ul style="list-style-type: none"> • Feedback to be provided (e.g., from observations, product reviews): <ul style="list-style-type: none"> - during SLT meetings

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Component	Description of Activities or Resources
	<ul style="list-style-type: none"> - during training meetings (e.g., group reflection) - meetings with individual SLT members
Timeline for Written Feedback	<ul style="list-style-type: none"> • When written feedback is required (e.g., product reviews, response to questions, following SLT meetings), it will be provided within 5 business days of the meeting / event
Coaching Effectiveness Measure	<ul style="list-style-type: none"> • Reading Tiered Fidelity Inventory (R-TFI) Secondary Edition • Student outcome data (EWI data) • Staff Satisfaction of Coaching Surveys (twice per year)

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