MIBLSI

School-Wide Reading Model (Tier 1)
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 elementary 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

1. **Assess need, fit, and context**
2. **Relationship development**
3. **Promote buy-in and readiness for a School-wide Reading Model** that includes the components of Scientifically-Based Reading Research (SBRR)
4. **School Leadership Team (SLT) formation** – team is already formed from PBIS work; however, it is good to confirm member selection after
	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 PBIS installation period
	2. **School-wide Reading Model Fluency:**
	    a. Scientifically-Based Reading Research (understanding components)
		1. **Data support:**
		    a. MIDATA use
		    b. DIBELS Data Interpretation
		    c. Reading Tiered Fidelity Inventory Elementary Level Edition
		2. **Data-based problem solving** (school-level, grade level)
		    a. On-going use and adjustments to the School-wide Reading Plan
		    b. On-going adjustments and use to the Grade

Exploration	Installation	Implementation

understanding more about the reading components of an MTSS model the SLT will work to support implementation	b. DIBELS data interpretation and R-TFI training
	c. School-wide Reading Schedule (e.g., 90-minute reading block)
	d. Use of curriculum materials / resources
	3. Development of School-wide Assessment System
	  a. Critical assessments used across the district
	  b. General parameters for using these data to make important decisions
	4. Development of the School-wide Reading Plan
	5. Communication protocol development and use: - make any additions / refinements now that the reading MTSS components are being layered-on
	  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
		Level Instructional Plans
		c. Problem-solving training and coaching supports using data
		3. Use and refinements of communication protocols

Exploration	Installation	Implementation
	Teacher Group, Board of Education) **6. Development of the Grade Level Instructional Plans**	

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: • 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.) • 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: • 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

Component	Description of Activities or Resources

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
	
	• Feedback to be provided (e.g., from observations, product reviews):
	  - during SLT meetings
	  - during training meetings (e.g., group reflection)
	  - meetings with individual SLT members

Timeline for Written Feedback	• 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	• Reading Tiered Fidelity Inventory (R-TFI) Elementary Edition • Student outcome data (e.g., DIBELS data) • Staff Satisfaction of Coaching Surveys (twice per year)

Tier 1 Elementary Reading Systems Coaching Service Delivery Plan (July 2017)
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