

SYSTEM COACHING SERVICE DELIVERY PLAN TEMPLATE

Background

The Coaching Service Delivery Plan (CSDP) is a proactive approach to purposeful and supportive coaching. It specifies the coaching elements that will promote quality service delivery and serve as the basis for continuous MTSS improvement. The CSDP details the responsibilities within a continuum of coaching supports and is adjusted over time - always with the goal of aligned systems and improved services and outcomes for all.

When developing the coaching service delivery plan, consider the following:

1. **DATA TO SUPPORT THE NEED:** What data points led us to decide upon the given focus areas, such as qualitative and quantitative data that informs or requires the further action addressed in the plan?
2. **FOCUS AREAS:** What are the concepts, skills, or areas to be coached? What is the goal for improved implementation as a result of coaching support? Frame the goal(s) around the focus areas and identify effectiveness measures (e.g., DCA items, observation, product reviews, survey results).
3. **DESCRIPTION OF SYSTEMS & SUPPORT STRUCTURE FOR COACHING:** What supports are required at each level of the coaching infrastructure within the division?
4. **COACHING PROCESS:** What coaching process or processes (e.g., direct observation, documentation/data review, modeling, co-facilitating, coaching conversations, fading process, consultation) will be used? Outline strategies and support needed to develop the team's knowledge, skills and abilities. How will coaching support be provided for the Focus Area(s) selected?
5. **FREQUENCY:** How often will the coaching processes be used? How will the frequency be adjusted as practitioners or instructional staff gain experience and grow in their skill competency?
6. **FEEDBACK & COMMUNICATION PLANS:** How will bidirectional feedback take place between the levels? What - if any - documentation will be provided for feedback? Is there a specific form the team has committed to? What is the timeline for providing feedback?
7. **PLAN FOR MONITORING ADHERENCE:** Review, document, and update your coaching plan at a minimum two times per year. Review the progress toward your SMART objective. Are you on track to meet your SMART goal within the identified timeline? Are adjustments necessary? If yes, refine components of the plan in the documentation.

Coaching Service Delivery Plan for Division-Wide MTSS

Division Name	Super Excited Division		
Date Initiated	October 31, 2022		
Gradual Release Model	<input type="checkbox"/> CSDP completed by State coaches	<input checked="" type="checkbox"/> CSDP completed in collaboration with State coaches	<input type="checkbox"/> CSDP completed by Division coach with support from State coaches
1-Data to Support the Need	<p>Quantitative: DCA Total Score= 36% o Organizational Leadership= 37% o Data System for Decision Making= 40% o Competency= 29%</p> <p>TFI Total Aggregated Score (N= 5)= 15% o Tier 1 Aggregated Score=47% o Teaming= 50% o Implementation= 39% o Evaluation= 38% o This is a 50% decrease from the previous year.</p> <p>Qualitative Observations: Our team has completed some installation components, but most have not started. Our team operating procedures need strengthening, including adhering to norms and consistently following up on action items. Meetings are only occurring about 3 times per year with less than 80% attendance at each meeting. Turnover in the division has caused challenges with a coaching structure leading implementation efforts to decline at the site-based level. Informal feedback from school teams is that additional communication is needed to all staff about the work that is occurring at the district level and how the DLT is supporting schools.</p>		
2-Focus Areas/Goal(s) Select a maximum of 3	<input checked="" type="checkbox"/> Leadership/Teaming (1A, 1B) <input type="checkbox"/> Stakeholder Engagement (4A, 4B) <input type="checkbox"/> Organizational Alignment (1C, 1D, 1E, 1F, 5A) <input type="checkbox"/> Data Systems and Decision-making Processes (2A, 2B, 2C)		

- Coaching (1H)
- Professional Learning (1G, 3E)
- Continuum of Evidence-based Tiered Supports/Practices (3A, 3B, 3C, 3D)
- Evaluation of Process (6A, 6B)
- Universal Screening (5B, 5C)
- Progress Monitoring (3D, 5D, 5E)
- Advanced Tiers (3B, 5E)

SMART GOAL(S):

1. By June 2023, the DLT will demonstrate strong team operating procedures as measured by a score of 2 on item 4 of the DCA, a minimum of 6 meetings scheduled with 80% in attendance, and documentation of these processes. This score will be consistent with coach observation and meeting minutes.
2. By June 2023, the DLT will explore developing a coaching system to support schools in their implementation to ensure equitable access to high-quality coaching as measured by a score of 1 on item 25 of the DCA and a 49% increase in Tier 1 Total TFI aggregated scores (i.e., implementing with fidelity)

3-Description of Systems & Support Structure for Coaching

Division Leadership Team

- State systems coaches will provide support to the leadership team to assist in the development of operating procedures and development of a coaching structure.
 - Schedule meetings on the division calendar for 6 meetings with decision rules for when cancellations are allowable
 - Add a standing agenda item to review previous action items
 - Review and identify current norms for team meetings to create a vision/shared purpose for a new way of work
- State systems coaches will co-facilitate the DLT with the division coordinator with the intention by mid-year to transition to a you-do with the division coordinator to transition supports.

District Coordinators/Coaches

- Review organizational structure to identify FTE for division coaching role
- Identify what coaching will look like in the division through the development of roles/responsibilities
- Allocate time to send pre-meeting reminders
- Develop plan for interim coaching supports to school buildings and communicate to school leads
- Attend Systems Coaching Institute 101
- Set up progress monitoring for goals

School Building Coaches

- School coaches will receive coaching support from the state systems coaches until a division coach is identified

	<ul style="list-style-type: none"> Targeted professional learning provided to school-based leadership teams on targeted TFI components under Teaming & Implementation Individualized support to schools with targeted TFI components under Implementation 		
4-Coaching Process	<table border="1"> <tr> <td> <p><u>Division Coaches (State to Division)</u></p> <ul style="list-style-type: none"> State Coach 1 will attend and provide interim support to 2 schools until division coach is allocated. State coach 2 will attend and provide interim support to 3 schools until the division coach is allocated. Model (i.e., I do) how to coach school-based teams to division coach for 3 assigned schools, while providing direct support for 2 schools. Utilize Coaching Reflection Protocol for feedback/discussion within 3 days. Review aggregated data for progress monitoring and assist in the allocation of coaching supports and professional learning accordingly based on needs Review/modify division coaches' roles and responsibilities and provide feedback to adjust as needed. Assess strengths and needs of division coach to support implementation across schools Provide feedback and direct observation with the division coordinator with the creation and facilitation of the DLT. State coaches will observe and provide feedback to the division coordinator on the DLT use of operating procedures and adherence to norms </td> <td> <p><u>Building Coaches (Division to Site)</u></p> <ul style="list-style-type: none"> Division coach will observe state coaches in 3 assigned schools when the position is allocated Assess strengths and needs of the school coach to support implementation at the building level Debrief meetings using Coaching Reflection Protocol monthly within 3 days of meeting Support Building Teams in designing and delivering professional development to staff focused on increasing understanding of MTSS and capacity to implement related classroom practices (TFI 1.7-1.9) </td> </tr> </table>	<p><u>Division Coaches (State to Division)</u></p> <ul style="list-style-type: none"> State Coach 1 will attend and provide interim support to 2 schools until division coach is allocated. State coach 2 will attend and provide interim support to 3 schools until the division coach is allocated. Model (i.e., I do) how to coach school-based teams to division coach for 3 assigned schools, while providing direct support for 2 schools. Utilize Coaching Reflection Protocol for feedback/discussion within 3 days. Review aggregated data for progress monitoring and assist in the allocation of coaching supports and professional learning accordingly based on needs Review/modify division coaches' roles and responsibilities and provide feedback to adjust as needed. Assess strengths and needs of division coach to support implementation across schools Provide feedback and direct observation with the division coordinator with the creation and facilitation of the DLT. State coaches will observe and provide feedback to the division coordinator on the DLT use of operating procedures and adherence to norms 	<p><u>Building Coaches (Division to Site)</u></p> <ul style="list-style-type: none"> Division coach will observe state coaches in 3 assigned schools when the position is allocated Assess strengths and needs of the school coach to support implementation at the building level Debrief meetings using Coaching Reflection Protocol monthly within 3 days of meeting Support Building Teams in designing and delivering professional development to staff focused on increasing understanding of MTSS and capacity to implement related classroom practices (TFI 1.7-1.9)
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	building teams	
7-Plan for Monitoring Adherence	<p>Mid-Year Review (January): <i>Review should include progress on plan components (systems & support structure for coaching, coaching process, frequency of coaching support, feedback & communication) along with assessing movement within each identified focus area and toward SMART Goals. For each identified focus area, review the Implementation Matrix (i.e., 1A, 1B, 1H). SMART Goal 1 would at a minimum include reviewing DCA Item 4 scoring, coaching observations, and DLT meeting minutes (scheduling, attendance, processes). SMART GOAL 2 would at a minimum include reviewing DCA Item 25 scoring and Tier 1 TFI scores for implementation and teaming. Modifications to CSDP will be made if necessary.</i></p> <p>End-Year Review (May/June): <i>Review should be similar to Midyear adjusting for any modifications made at Midyear.</i></p>	