Coaching Service Delivery Plan

School: <u>Gibbs Leadership School (Grades 3-5)</u>   Coach: <u>Jen Griffing, SST9 FEL</u>   Date Initiated: <u>May 2019</u>

School Leaders Being Coached: <u>Principal, Assistant Principal, Literacy Coach, Title 1 Team, BLT (if needed)</u>

Planning	Action Step I: *As an Early Literacy Ohio Pilot School, Gibbs will implement consistent Partnerships for Literacy Team meetings beginning Fall of 2019, including identified school, family and community stakeholders.*
What part of the Partnerships for Literacy process is being coached?	The SST9 Coach will support the priority areas of communication, supporting language and literacy at home and strategic community partnerships with a focus on implementation and monitoring of the Partnership for Literacy Team's identified action steps, utilizing resources from the state literacy network and Epstein's School, Family and Community Partnerships as needed.
What coaching process will you use to coach this?	SST9 coaching will employ listening, modeling, questioning, and feedback as strategies to support the growth of both school and Partnerships for Literacy Teams.
How often will you provide this coaching?	Coaching will take place during regularly scheduled Partnerships for Literacy Team meetings and/or planning meetings with the school team, at a minimum of once per month.
What will need to be prepared to provide this coaching?	The team will need a regular meeting schedule along with an established communication protocol that includes priority areas and action steps, meeting notes, next steps for all stakeholders (school, family, community) along with clear Building Leadership/MTSS Team talking points to fully engage in the coaching process.
How will you document progress?	As a team, we will revisit the plan quarterly, while utilizing the above mentioned communication protocol that clearly aligns of the work of the Partnerships for Literacy Team with the identified priority areas and action steps, to ensure focused conversation and shared leadership toward common goals.
How and when will you provide feedback?	The coach will provide oral or written feedback during and/or after Partnerships for Literacy Team meetings, as well as through planning/reflection sessions with school leaders.
How will you know if your coaching is effective?	Effective coaching will be evident through the implementation of action steps, the engagement of the school team in the coaching process, feedback from the Partnerships for Literacy and other school teams and the results of the Spring 2020 administration of the Family and Community Engagement for Early Literacy Inventory.

Planning	Action Step 2: **As a result of the Family and Community Engagement for Early Literacy Inventory and building language and literacy data, Gibbs Leadership School will create a Family Resource Room as an approach to meeting the diverse needs of their students and families.* This inviting space will focus on literacy resources and materials to build the capacity of families in supporting their children's learning, while also allowing the school to provide families with intentional and meaningful experiences that will facilitate responsive interactions to enhance relationships and communication between school, home and the community.
*Please note: This is primarily where implementation funding will be utilized.	

What part of the Partnerships for Literacy process is being coached?	The SST9 Coach will support the priority areas of communication, supporting language and literacy at home and strategic community partnerships, with a focus on implementation and monitoring of the Partnership for Literacy Team's identified action step, utilizing resources from the State Literacy Network and Epstein's School, Family and Community Partnerships Model as needed.
What coaching process will you use to coach this?	SST9 coaching will employ listening, modeling, questioning, and feedback as strategies to support the growth of both school and Partnerships for Literacy Teams.
How often will you provide this coaching?	Coaching will take place during regularly scheduled Partnerships for Literacy Team meetings and/or planning meetings with the school team, at a minimum of once per month.
What will need to be prepared to provide this coaching?	The team will refer to the communication protocol data/feedback from the Partnerships for Literacy Team, the resource and material inventory (including current and future needs assessment), Family Resource Room sign-ups/log forms and a mid-year survey of stakeholders.
How will you document progress?	The Partnerships for Literacy team will identify clear goals for the Family Resource Room and ensure that the schedule and logs align with the purpose for which it was established. Feedback will also be elicited from those spending time in the room to assess the effectiveness of physical space, such as room arrangement, as well as the language and literacy materials and resources provided.
How and when will you provide feedback?	The coach will provide oral or written feedback during and/or after Partnerships for Literacy Team meetings, as well as through planning/reflection sessions with school leaders.
How will you know if your coaching is effective?	Effective coaching will be evident through the implementation of action steps, the engagement of the school team in the coaching process, feedback from the Partnerships for Literacy and other school teams and the results of the Spring 2020 administration of the Family and Community Engagement for Early Literacy Inventory. Family surveys and room schedules and logs may also be analyzed.
Planning	**Area 3 (optional):** *The Gibbs Partnerships for Literacy Team will intentionally engage with strategic community partners to support needs communicated by families* *through surveys, the Family and Community Engagement for Early Literacy Inventory and anecdotal feedback. The inclusion of strategic community partners, including Walsh University, SPARK, the Stark County District Library, the YMCA/YWCA and Calvary Mission will encompass the needs of the whole child and family by providing on-site supports in the areas of basic and educational needs, while offering social-emotional and academic supports to impact the health of not only Gibbs school, but the surrounding community. The Family Resource Room, described in Action Step 2, will provide a consistent environment to facilitate the provision of services and supports to families and caregivers.*

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What part of the Partnerships for Literacy process is being coached?	The SST9 coach will support the priority area of strategic community partnerships, with a focus on implementation and monitoring of the Partnership for Literacy Team's identified action step, by leveraging relationships established through the Great Starts for Great Futures Team and facilitating communication between other building, district and community partners.
What coaching process will you use to coach this?	SST9 coaching will employ listening, modeling, questioning, and feedback as strategies to support the growth of both school and Partnerships for Literacy Teams.
How often will you provide this coaching?	Coaching will take place during regularly scheduled Partnerships for Literacy Team meetings and/or planning meetings with the school team, at a minimum of once per month.
What will need to be prepared to provide this coaching?	The team will define and write out clear goals and expectations for engaging community partners through these experiences. Coaching for establishing written protocols and progress monitoring support may be provided as needed.
How will you document progress?	Evidence of progress will be measured by documentation of opportunities provided by community partners and family engagement with resources, both in-person/on-site and via technology. The team will also evaluate the types of experiences offered, along with the frequency and days/times that lead to the highest engagement from families.
How and when will you provide feedback?	The coach will provide oral or written feedback during and/or after Partnerships for Literacy Team meetings, as well as through planning/reflection sessions with school leaders.
How will you know if your coaching is effective?	Effective coaching will be evident through the implementation of action steps, the engagement of the school team in the coaching process, feedback from identified community partners, Partnerships for Literacy and other school teams and the results of the Spring 2020 administration of Family and Community Engagement for Early Literacy Inventory.

Plan for Monitoring Adherence to Coaching Service Delivery Plan: (who, how, frequency, and schedule):

The Coaching Service Delivery Plan will be assessed each quarter for strengths and areas of growth and may be edited to support the needs of the Partnerships for Literacy Team as they implement and monitor the identified action steps. Potential review dates may be on or before: October 31, 2019, January 31, 2020, March 27, 2020 and May 15, 2020.