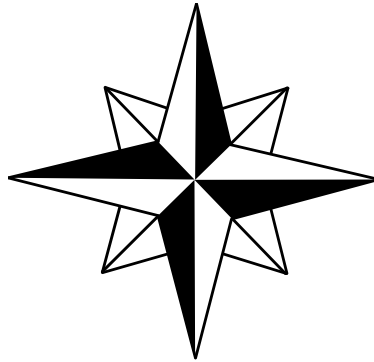


FY10 Title I
Support Services Plan
Instructional Coach Initiative
Targeted Assistance Schools



Baltimore County Public Schools
Office of Title I

August 2009

Purpose:

The purpose of this document is to determine the teacher capacity priority needs related to the implementation of the Instructional Coach (IC) Initiative at Title I Targeted Assistance schools. This information should be used to inform the Targeted Assistance IC's delivery of compliant services (see Targeted Assistance IC Handbook).

Because there are many stakeholders whose input is central in the development of a full understanding of school performance, the Support Services Plan (SSP) includes the following features:

- Targeted Assistance Selection Criteria (TASC) Sheet
- Principal Interview Component
- Teacher Survey Component

Review the TASC Sheet (selection criteria data worksheet) completed during allocated EYE days. The other two components are to be completed after.

The final product should be completed by the third week of the school year. The Targeted Assistance IC will use the outcomes of each of the above named components to develop an ***“Executive Summary Action Plan of Services”*** that he/she will execute until the quarterly review/revision of the plan which will be derived via consultation with other support services personnel, the School Principal and the Title I Instructional Program Specialist.

Completion Process:

Step 1: Upon receipt of this document obtain a copy and review the TASC Sheets for each of your assigned schools. Identify a series of dates within the first three weeks of school that you both will be at the school so a joint meeting with the School Principal and Title I Instructional Program Specialist can be determined.

Step 2: Contact the principal proposing several meeting dates (save this email for your records).

Step 3: Forward principal's response to your identified Program Specialist in the Office of Title I (Johari Toe: schools A-H; Michele Stansbury: schools L-W).

Step 4: Title I Instructional Program Specialist will verify and confirm meetings.

Step 5: Send a draft of the proposed ***“Executive Summary Action Plan of Services”*** to the school principal and the Title I Instructional Program Specialist **at least 3 days prior** to the meeting for review.

Step 6: Attend the meeting, and discuss the proposed ***“Executive Summary Action Plan of Services.”*** Document any requests or concerns noted. Make revisions to the plan based on the discussion.

Step 7: Complete a *"Final Draft Executive Summary of Action Plan of Services"* identifying a follow-up review date.

Step 8: Send *"Final Draft Executive Summary of Action Plan of Services"* to the Title I Instructional Program Specialist and School Principal by no later than the **3rd week of September**.

Targeted Assistance Selection Criteria

Part I:

Review the data within the school's Targeted Assistance Selection Criteria (TASC) Sheet.

Part II: Summary Action Steps

Briefly summarize the above data. Based on the data, identify a priority list of grades and academic skills that would benefit teachers of Title I targeted students.

Principal Interview

Part II: Summary Action Steps

Briefly summarize the outcome of the principal interview. Based on the principal interview, identify a list of priority areas and teachers/grades.

Compare this list to the TASC sheet. Briefly describe the similarities and differences.

Targeted Teacher Survey

Part I: Questions:

Directions: Survey all teachers who teacher targeted assistance students anonymously by copying and disseminating.

Circle 1 (strongly disagree) to 5 (strongly agree) your level of agreement with the statements below:

1. I am really comfortable with using assessment data (DIBELS/Short Cycles/Benchmarks etc.) to drive the instructional program (circle below)

1	2	3	4	5
Strongly Disagree	Disagree		Agree	Strongly Agree

Comments:

2. I'm highly comfortable differentiated instructional strategies to meet targeted students' diverse needs.

1	2	3	4	5
Strongly Disagree	Disagree		Agree	Strongly Agree

Comments:

3. Implementing flexible grouping in math is relatively simple for me.

1	2	3	4	5
Strongly Disagree	Disagree		Agree	Strongly Agree

Comments:

4. Implementing flexible grouping in reading is relatively simple for me.

1	2	3	4	5
Strongly Disagree	Disagree		Agree	Strongly Agree

Comments:

5. Integrating technology in my instructional practice for targeted students occurs often.

1	2	3	4	5
Strongly Disagree	Disagree		Agree	Strongly Agree

Comments:

Teacher Survey

Part II: Summary Action Steps

OUTCOME OF TEACHER SURVEY DATA

Directions: Briefly summarize the outcome of teachers' responses to the enclosed survey.

Preliminary Draft
Executive Summary
Action Steps—Support Services Plan

Directions: Combine information from all three parts of the support services plan into one document. Identify (1) each of the parts, (2) a summary of the key findings (strengths and areas of concern), and (3) proposed professional development.

This document will be used during the meeting with the principal, and Title I Instructional Specialist to discuss Targeted Assistance IC services.

Date Reviewed: (meeting required) _____
Coach's Signature: _____
Principal's Signature: _____
Title I Instructional Specialist's Signature: _____

Final Draft
Executive Summary
Action Steps—Support Services Plan

Directions: Summarize the agreed upon professional development action plan responsive to the data analysis completed and the consultation meeting held. Be sure that information contained herein accurately describes the agreement among the stakeholders involved in this program. You are expected to implement this plan until the first quarter review and revision meeting occurs.

Date Reviewed: (see preliminary draft date) _____

Date Revised: _____

Coach's Signature: _____

Principal's Signature: _____

Title I Instructional Specialist's Signature: _____

(no meeting required)