If you need to switch for a Tuesday PD time, please coordinate with the other principal.

Please make sure Rosa has a work space and a copy code.

She will only be at your school for the time designated above, please plan strategically and accordingly. Hours 7:30 – 4:30.
MTSS Coach-ELLP Support Plan

Goal: Provide support to 5-6 schools at a time in five-week cycles to help strengthen ELLP Literacy Academy implementation.
- Cycle 1: September 25, 2017 – October 27, 2017
- Cycle 2: October 30, 2017 – December 8, 2017
- Cycle 3: December 11, 2017 -- February 2, 2018
- Cycle 4: February 5, 2018 – March 9, 2018
- Cycle 5: March 12, 2018 – April 20, 2018
- Cycle 6: April 23, 2018 – May 25, 2018

Support Provided:
- Leadership/ELLP Team Facilitation
- Data Analysis & Chats/Data Walls
- Data Driven Instruction
- Academy Structure & Implementation
- Academy Class Foci based on student need & continuums
- Differentiated, targeted, and flexible small group instruction
- Homogeneous Groupings
- Best Practices Implementation
- Progress Monitoring aligned to instruction
- Grade-level collaboration
- Use of Purposeful Resources
- Classroom Management/Environment
- Positive Behavior Plan Implementation

How:
- Identify ELLP Lead Team (Who are the team members?)
- Identify systems already in place
  1. Academy Implementation (Grades participating? Days/week? Minutes/day?)
  2. Support Staff available (RST, T.A., Intervention Teacher)
3. PD Opportunities (before/after school, Banked-Time, Grade-level release, Sub-day)

- Create an ELLP Academy School Plan (after meeting with ELLP Team)
- Implement a Literacy Academy schedule (help create one, if needed)
- Ensure Progress Monitoring is implemented (recommend a possible schedule)
- Provide Needs Survey (at the beginning of support cycle)
- Offer a PD Menu (Topics: needed/recommended/requested)
  1. Foundational Skills Continuums (Phonological Awareness & Phonics)
  2. Amplify Platform (data analysis & Progress Monitoring)
  3. 95% Group Kits (small group differentiated instruction)
  4. PASI (purposeful grouping)
  5. CORE (skill-specific groups)
  6. Florida Center for Reading Research activities (independent groups)
  7. Comprehension (strategies/skills & Literature Circles)
  8. Fluency (Reader’s Theater)
  9. Guided Reading (small group)
 10. TRC administration
 11. Classroom Management
- Recommend a Teacher PD schedule (dates, times, and topics based on need)
- Suggest a T.A. PD schedule (topics to support academy implementation)
- Provide Lesson Demonstration & Planning schedule (to support purposeful and intentional differentiated small group instruction)
- Perform classroom observations during Academy time (to observe current academy implementation)
- Share Feedback Form (to confirm what’s working & make recommendations to improve small group instruction)
- Provide resources & web-links (for mini-lessons, small group instruction, and Professional Reading)

**Data Driven Practices:**

- Create Data Walls
- Facilitate Data dialogues after BOY & MOY
- Support Progress Monitoring

**Small Group Formation:**

- By Composite Score
- By sub-measure
- By error analysis of student probe and additional assessments (CORE/PASI)
- Same-grade homogeneous grouping
- Cross-grade homogeneous grouping, as needed

Rosa Leon-MTSS Coach, LDE
Revised: 9/20/17
**Targeted Small Group Instruction:**
- Differentiated based on student need
- Build strong/consistent routines, procedures, and expectations
- Identification of target skill and Progress Monitoring measure
- Opportunity to receive prevention, intervention, and acceleration

**Allocation of Resources:**
- Small flexible grouping
- Students with the most intensive needs will have lower student to teacher ratio
- Intensive groups will have more personnel support (T.A.’s, etc.)
- Teacher collaboration and planning time
**Early Language & Literacy Plan**

**ELLP PD Topics Menu**

To better support ELLP Academy implementation at your school site, please select from the PD topics available. Professional Development will be delivered during your school's five-week support cycle.

<table>
<thead>
<tr>
<th>PD Topics</th>
<th>Whole Staff</th>
<th>K-2&lt;sup&gt;nd&lt;/sup&gt; Grade</th>
<th>Kinder</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>T.A.</th>
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<tbody>
<tr>
<td>1. Foundational Skills Continuums (Phonological Awareness)</td>
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<td>3. Amplify Platform (Data analysis &amp; PM)</td>
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<td>5. PASI (purposeful grouping)</td>
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<td>6. CORE (skill-specific groups)</td>
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<td>7. Florida Center for Reading Research Centers (Independent groups)</td>
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<tr>
<td>8. Comprehension (strategies/skills &amp; Literature Circles)</td>
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<td>9. Fluency (Reader's Theater)</td>
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<td>10. Guided Reading (small group)</td>
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<td>11. TRC administration (reading level)</td>
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<td>12. Classroom Management</td>
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