

Site Application for Participation in the Professional Development Sequence through the Oklahoma SSIP Part B, Cohort 2

Oklahoma State Department of Education

Purpose

The State Systemic Improvement Plan (SSIP) is a comprehensive, ambitious, yet achievable multi-year plan for improving results for children with disabilities. Each state must develop its own SSIP to improve a student outcome selected by local stakeholders.

Oklahoma has selected early literacy (kindergarten through third) as the state's target area. The Office of Special Education Services is working with several OSDE offices and grants to improve early literacy at struggling school sites by implementing a tiered intervention framework (modeled as a multi-tiered system of support). The three tiers in the framework will provide different types of evidence-based interventions to site personnel who will implement those practices in their classes to benefit all students.

Submitting Site:

Date:



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Submit this application via google form by **June 1st, 2023**, with late entries to be accepted until **August 1st, 2023**, or when capacity is reached whichever occurs first. For more information regarding application please reach out to alexa.hudak@sde.ok.gov or Kristen.coleman@sde.ok.gov. Capacity limit, once reached, will be indicated on the website.

I. What is the Oklahoma State Systemic Improvement Plan (SSIP)?

The Oklahoma State Systemic Improvement Plan (SSIP) is a comprehensive, multi-year plan for improving academic results for children with disabilities. Each state must develop an SSIP and determine the focus based on local stakeholders. Oklahoma's SSIP focus is K-3 early literacy outcomes. The targeted school sites include sites that serve K-3 students, are committed to the three-year improvement plan, and are preferentially designated for additional targeted supports and improvement (ATSI) through the Office of School Support.

Districts and sites interested in the program will need to consider specific sites that would benefit from the program. Directors of Special Education Services may complete the application with the desired site administrator.

II. Overview of Application for Site Cohort 2

The purpose of this application is to identify and select up to 200 participants from approximately 20 school sites who would most benefit from the services and resources provided by the SSIP supports for cohort 2 of implementation. Participants may include educators of K-3 students such as: general educators, special education educators, reading interventionists, paraprofessionals, library media specialists, instructional coaches, site administrators, and others based on their professional connection to K-3 students. SSIP staff will provide access to universal supports, sequenced self-paced professional development, paired synchronous professional development support, and an in-person data literacy training through the use of a full-day professional retreat. For more information on the training and resources, please refer to section *V. Benefits of Participation*.

The outcomes sought from the implementation of this plan are intended to positively impact student achievement in early reading at participating school sites. School sites should consider the educators who support K-3 students and base their application as a K-3 site where all educators supporting students participate in the program. The



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program is sequenced and designed to encourage teams to work together to create a comprehensive system to support students.

This application is open to all school sites who educate students K-3, within the State of Oklahoma, who are designated as Additional Targeted Support and Improvement (ATSI) as determined by the state's ESSA plan. Sites should complete [this application](#) in full, with a signature from the district special education director verifying that the application is accurate and comprehensive.

For questions regarding all application concerns, please contact Alexa Hudak at 405-521-2081 or alexa.hudak@sde.ok.gov

III. Application timeline and selection process

All school site cohort 2 applications must be submitted via google form (see top page) to Alexa Hudak for on-time consideration by June 1st, 2023. Late applications will be accepted until August 1st, 2023, or until capacity is reached whichever occurs first. Applications will be reviewed following a standardized rubric to measure capacity and readiness for SSIP implementation. Selected sites will be contacted to schedule a site virtual meeting during the weeks of August 1st-15th, to establish a professional relationship and begin implementation.

The rubric selection will award additional points for the following areas:

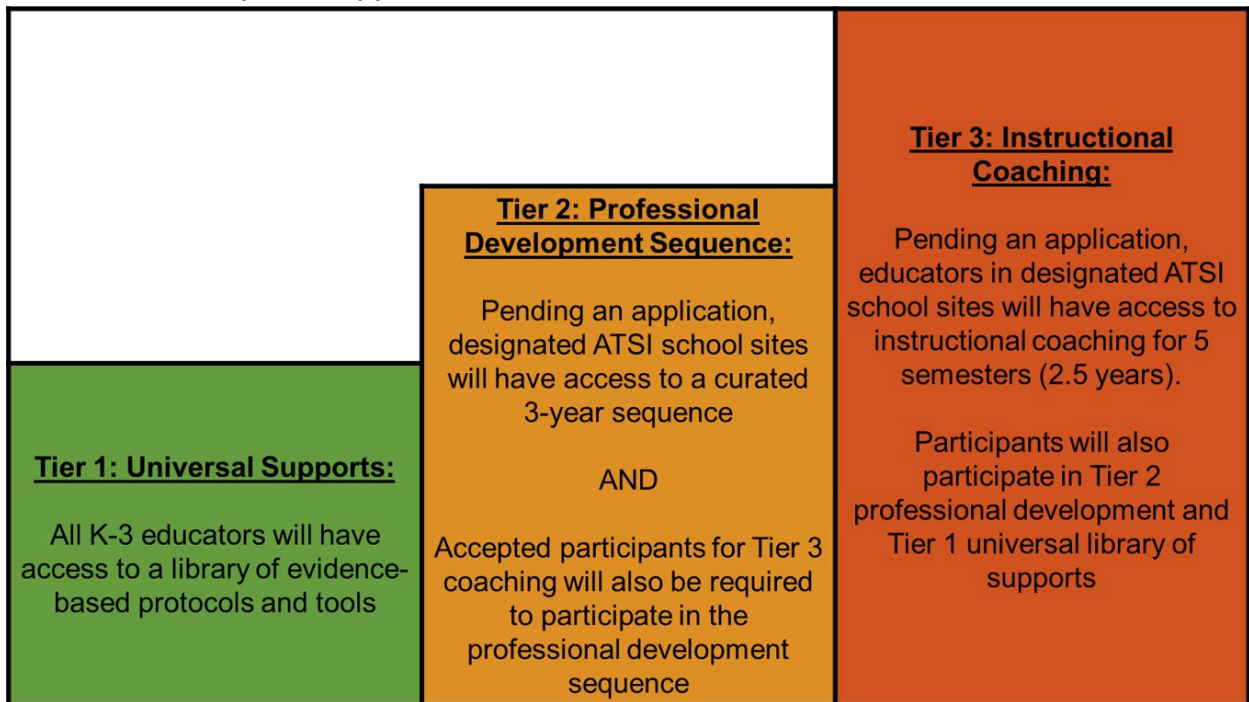
- Designation of ATSI as defined by the Office of School Support
- Higher percentage of K-3 educators participating in the program from the school site
- Demonstration of need based on current reported practices



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IV. Benefits of Participation

Sites statewide have access to SSIP materials, tools, and trainings via the state learning management system, virtual connections, and in-person experiences. Sites selected to participate in the professional development sequence will be granted additional rubric points to be used towards the separate application to participate in instructional coaching beginning August 2023. Capacity for instructional coaching will be highly limited. More information regarding instructional coaching opportunities is described in the paired application.



Tier 1: Universal Supports

All school sites in the state of Oklahoma will have access to provided universal supports. The supports will be directly related to the content in provided professional development experiences. Supports will be categorized into the following categories:

1. Evidence-Based Practices
2. Sustainable Teaming
3. Continuous School Improvement
4. Data Based Decision Making

Supports include protocol descriptions for evidence-based instructional strategies and intervention, templates for school support, and additional pre-made professional development tools sites can utilize as needed.



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Tier 2: Professional Development
Self-Paced Modules

SSIP has developed three years of sequenced professional development in the form of self-paced modules that are intended to support the needs of K-3 students and educators (see below). Each professional development is approximately **45 minutes** of self-paced learning. Modules will be available for participants on the first of every month, excluding December, June, and July. Modules are supported with real-time virtual professional development opportunities that support educator collaboration and deeper resource understanding.

Each module begins with a content assessment to determine participant understanding before the module. The module is comprised of recorded instruction with opportunities for reflection. The last step of the module is the completion of a content assessment and professional development feedback survey.

Optional modules will also be available during the summer (June/July). The optional modules will focus on additional information specific to participant role. The content included in these modules is not included in the sequenced professional development and are considered additional support. Content in the optional modules could alter after the first cohort providing a wide range of relevant K-3 early literacy content for educators.

Tier 2: Professional Development
Synchronous Events

SSIP professional development asynchronous modules are structured to provide information in paired groups. Following each pair of modules, a half-day synchronous virtual professional development will support the content learned independently. These pairs allow for a total of **four half-day** virtual professional development opportunities that dive deeper into the module content and provide collaborative experiences with other educators.

Module	Aug. 1	Sept. 1	Oct. 1	Nov. 1	Jan. 1	Feb. 1	Mar. 1	Apr. 1	May 1
Synchronous PD	Sept. 25 (AM) Sept. 27 (PM)		Dec. 4 (AM) Dec. 6 (PM)		Feb. 26 (AM) Feb. 28 (PM)		April 29 (AM) May 1 (PM)		N/A



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Two days will be offered to accommodate schedules. Participants will be expected to attend one of the following sessions for each synchronous PD opportunity:

Day 1: 8:00-11:30am

Day 2: 12:00-3:30

Information to utilize funding for substitutes can be provided as needed.

Self-Paced Modules			
Year 1	Content	Year 2	Content
August	Universal Design for Learning	August	Science of Reading: Recap
September	Accommodations & Modifications	September	Science of Reading: Fluency
October	MTSS Framework	October	Science of Reading: Vocabulary
November	Implementing Interventions	November	Science of Reading: Reading Comprehension
January	Science of Reading: Oral Language	January	Science of Reading: Implementation & Support
February	Science of Reading: Phonology	February	Professional Learning Communities (PLCs)
March	Science of Reading: Phonics	March	Data Analysis
April	Science of Reading: Word Study	April	Unpacking Standards
May	Instructional Coaching Practices	May	Target Task Alignment
Year 3 Option 1	Content	Year 3 Option 2	Content
August	Sustainable Leadership	August	Classroom Management
September	Engaging Families	September	Creating Your Instructional Playbook
October	Data Driven Decisions	October	Grouping Students for Success
January	Plan of Improvements	January	Impactful Questioning
March	A Whole School System	March	Early Writing Instruction



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Tier 2: Professional Development
Data Literacy Retreat

School sites selected to participate will gain access to participate in a two day, in-person data literacy training that focuses on site and classroom-based data analysis. This will be located at a OKC Metro Tech Center. The event will occur October 23 and 24, 2023. Participants will have time to register in advance. Training registration information will be communicated to participants.

Tier 3: Instructional Coaching

Instructional coaching will begin in August 2023 with a separate application to be available in the Spring of 2023. Participants in the full scope of the professional development opportunities for the pilot year of 2022-2023 will be offered additional points towards selection. ATSI designated sites will also receive an additional point toward selection. Concurrent participation in the professional development sequence will be a requirement for coaching applications.

Instructional coaching will run for 5 semesters or two academic years and one semester per cohort. Participants will receive weekly coaching based on Jim Knight's Instructional Coaching Model and specifically curated additional supported resources. Additional information regarding specific implementation will be provided on the subsequent application available in Spring 2023.

V. Expectations of Participation

Participants should represent a high percentage of the site's K-3 general educators, special educators, reading interventionists, administrators, library media specialists, paraprofessionals, site instructional coaches, and other educators working with K-3 students focused on literacy and should participate fully in:

- Modules and synchronous learning opportunities
- Implementing instructional strategies taught in professional development opportunities with fidelity
- Utilizing the provided family newsletters to engage families
- Providing feedback to the SSIP team to promote improved learning opportunities
- Participating in the data retreat held in October
- Allowing occasional observational walkthroughs to support implementation data collection



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- Requesting support when expectations may not be met prior to a request for dismissal

Data Collection Requirements

Because services are provided via a federal grant, the Oklahoma SSIP must collect specific data to report our project outcomes and effectiveness to the United States Department of Education Office of Special Education Programs.

Each professional development self-paced module will contain the following assessments:

1. A pre-assessment regarding the content taught in the module
2. A post-assessment regarding the content taught in the module
3. A professional development feedback survey to assess the quality of the professional development

The registration for the synchronous professional development training will contain the following assessments:

1. An implementation survey assessing the implementation of the instructional practices taught in the module

Additionally, participating schools agree to provide accurate data regarding the following information:

1. Percentage of students on IEPs at risk for reading: Beginning of Year, End of Year
2. Percentage of students not on IEPs at risk for reading: Beginning of Year, End of Year

Attendance and Participation

Because the project is operated under a federal grant with limited capacity, it is expected that district staff and participants make use of all training opportunities offered. This includes self-paced modules and synchronous trainings. For more detailed information, please refer to *V. Benefits of Participation*.

Additionally, the focus of implementation is dependent on the outcomes seen from each site. Therefore, continued participation for the entire duration of the program (3 consecutive years) is expected. The SSIP leadership team recognizes the challenges of



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staff turnover every year and have developed “Onboarding” modules with the intention of updating staff who are new to the site and have not participated in the previous professional development. However, since the module is a modified onboarding experience and will not account for all of the anticipated learning outcomes, sites that have a significant shift in participants will be considered for either dismissal or reengaging in the same cohort based on specific circumstances.

VI. Potential Costs Associated with Implementation

The Oklahoma SSIP is a professional development project; therefore, our funds are used to support training and coaching activities. This project does not have the capacity to cover all other costs associated with SSIP implementation, such as the purchase of appropriate evidence-based curriculum and assessment products. However, applicants are highly encouraged to leverage existing funding sources to offset implementation costs to develop, implement, and sustain district capacity for implementation of the program. For more information on using multiple funding streams, please refer to the [Oklahoma Edge Consolidated ESSA Plan, pages 40-42](#).

As districts enter the SSIP participation process with differing levels of readiness, the following is a list of potential, but not exhaustive, costs that districts/sites may incur through the implementation process. Many districts/sites will already have in place some or all these components and would not consider them additional costs.

- Universal screening tools for math, reading, and behavior (K-3) or all qualifying grade levels)
- Evidence-based adoptions, addendums, and/or modifications to reading instruction (at minimum K-3)
- Professional learning (other than what is provided via SSIP support)

VII. Administrative Commitments

Please review the district level and site level commitments below. The site administration must initial each commitment. The Director of Special Services must sign the completed application in the spaces below.

SITE LEVEL	
	Ensure that communications from the OSDE SSIP staff are responded to in no more than five (5) school days.



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	Allocate time and funds in the annual site budget to cover incidental costs associated with maintenance of SSIP implementation.
	Send participants and administrative representatives to SSIP professional development opportunities.
	Provide data related to SSIP participation/implementation and student outcomes as requested.
	The site administration will ensure that the individual participants will release faculty from regularly assigned duties when meeting with an SSIP representative. (<i>Meetings will be scheduled in advance.</i>)
	The site administration will ensure that the school site will utilize the tools included in the SSIP Universal Supports to support evidence-based practices, continuous school improvement, data-driven decision making, and sustainable teaming.
	The site administration will ensure that they will provide literacy data consistent with the Reading Sufficiency Act (RSA) timelines related to SSIP participation and implementation.

VIII. One-Party or Mutual Contract End

Through the completion of this application, both parties (SSIP Team and application site) agree to meet the expectations and actions set forth in the document. However, if one or both parties are unable to uphold their agreement to the expectations, it is requested that the following actions are taken to mutually end the contract agreement. School sites that end the contract or are asked for dismissal may not be considered for additional participation based on their rationale and reason for dismissal.

Application Site Initiating Contract End

If the school site has determined that the program no longer serves their goals, and an end of the program would best suit their needs the applying school must complete the following:

1. Submit a written letter including the following information:
 - a. Rationale for request for dismissal
 - b. Ending participation date
 - c. Participant signatures



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- d. Site Administration signature(s)
- e. Director of Special Education signature
2. Submit requested data to SSIP team such as but not limited to:
 - a. Percentage of students on IEPs at risk for reading: Beginning of Year, End of Year
 - b. Percentage of students not on IEPs at risk for reading: Beginning of Year, End of Year

School sites determining a mutual contract end recognize that with dismissal from the program they will not have access to the *V. Benefits of Participation*.

SSIP Initiating Contract End

If the SSIP team has determined that the program expectations are no longer being met from the application site, and an end of the program would best suit their needs the SSIP team will complete the following:

1. Send a written letter to the applying site including the following information:
 - a. Rationale for request for dismissal
 - b. Ending participation date
 - c. SSIP Team signatures
2. Submit requested data to SSIP team such as but not limited to:
 - a. Percentage of students on IEPs at risk for reading: Beginning of Year, End of Year
 - b. Percentage of students not on IEPs at risk for reading: Beginning of Year, End of Year

School sites dismissed recognize that with dismissal from the program they will not have access to the *V. Benefits of Participation* beginning from the date indicated on the written letter sent to the applying site.



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IX. Interviews

If your site is selected as a finalist, SSIP staff will complete a virtual site interview with the site administration. All site visits within the applying district will be conducted the weeks of August 1st- 15th. Each interview will be approximately 30 minutes and will offer opportunities for both parties to ask and answer questions.

X. Site Level Administration Signatures

Printed Name	Signature	Site