



Site Application for Participation in the Oklahoma SSIP Part B, Cohort 2024-2025

Oklahoma State Department of Education
Office of Special Education Services

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 [Microsoft](#) form by **June 1st, 2024**, with late entries to be accepted until **August 1st, 2024**, or when capacity is reached whichever occurs first. For more information regarding application please reach out to alexa.hudak@sde.ok.gov. Capacity limit, once reached, will be indicated on the website.

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

The Oklahoma State Systemic Improvement Plan (SSIP) is a comprehensive, multi-year plan for improving results for children with disabilities. Each state must develop a SSIP and determine the focus based on local stakeholders.

Oklahoma's SSIP focus is K-3 early literacy outcomes. Specifically for all school sites who educate students K-3, within the State of Oklahoma, and based on the proficiency for students with IEPs, who have scored 0% proficiency for third-grade reading. 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.

I. Overview of Application for Site Cohort 2024-2025

The purpose of this application is to identify and select sites serving K-3 students in early literacy who meet the target subgroup to receive Strategic Leadership Coaching for three years. Strategic Leadership Coaching will begin with defining a site level leadership team comprised of educators who work with students in K-3rd grades:

- The site administrator,
- A general education K-3 teacher
- A special education K-3 teacher
- A parent with a child in K-3, and
- Any other key personnel the site wishes to include (i.e., any additional educators of K-3 students such as: general educators, special education educators, reading interventionists, paraprofessionals, library media specialists, instructional coaches, etc.).

SSIP staff will provide access to universal supports, sequenced self-paced professional development, paired synchronous professional development support, an in-person data literacy training through the use of a full-day professional retreat, on-site and virtual leadership coaching, and networking opportunities throughout the state. For more information on the training and resources, please refer to section *III. Benefits of Participation*.



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

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

II. Application timeline and selection process

All school site cohort 2024-2025 applications must be submitted via [Microsoft](#) form (see top page) to Alexa Hudak for on-time consideration by **June 1st, 2024**. Late applications will be accepted until August 1st, 2024, 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 DMR 3 or 4
- Designation of MRI, CSI, ATSI, TSI, from the Office of School Support
- Site participation in the universal supports prior to application
- Demonstration of need based on current reported practices

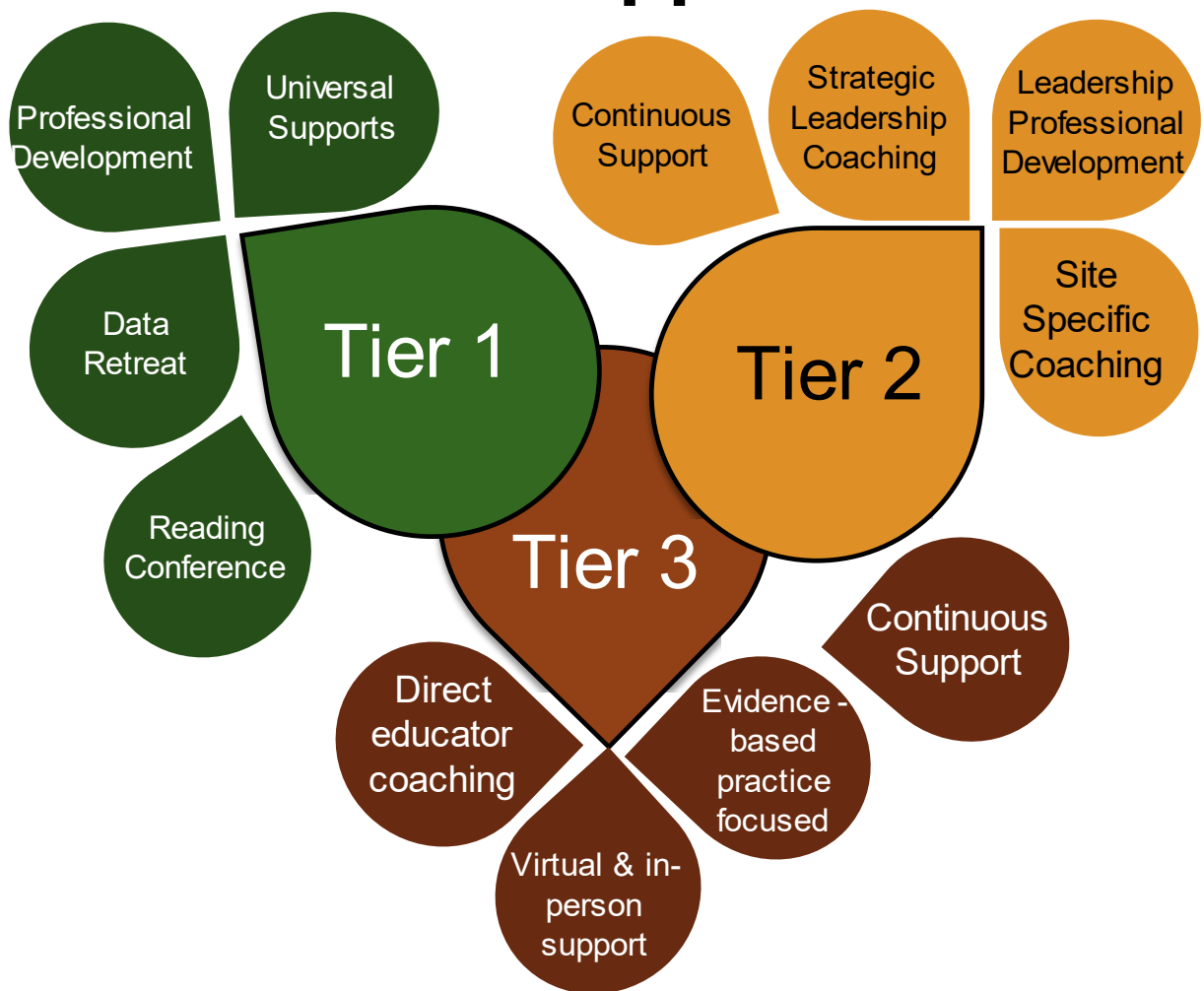


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III. Benefits of Participation

Sites statewide have access to SSIP materials, tools, and trainings via the state learning management system, virtual connections, and in-person experiences. The deliverables from this project are layered for sites to access as requested. One application will suffice for the layers of support and sites will be able to complete the portions of the application that meet their desired level of support.

SSIP Supports





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Tier 1:

The Tier one supports listed below are accessible for all school sites serving students in Oklahoma. The following sections outline the resources indicated in the graphic below. While there is not a formal application process to access these services, each offering will have a registration process independently of the other supports. Those choosing to participate in each of these supports will determine to what capacity they will participate. The registrations for these events will be posted on the Office of Special Education Services Listserv accessible to superintendents and the Oklahoma Department of Education-Special Education Services Facebook.

SSIP Tiered Supports Tier 1

Asynchronous and synchronous virtual events to support site collaboration regarding literacy implementation.

Professional
Development

Reading
Conference

Annual conference focused on early literacy. Community of practices focus on book and podcast studies.

Online library of evidence-based practices for tier 1 and intervention.

Universal
Supports

Data Retreat

Two-day retreat focused on root cause analysis, theory of action development, and action planning.



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Professional Development

The SSIP is comprised of self-paced, asynchronous professional development, synchronous, virtual, live events, an in-person early literacy conference, and an in-person data literacy retreat. To enroll in these opportunities, participants will access the sequence through the state department's OSDE Connect platform. Once enrolled, the professional leader participating will complete an initial quiz. This quiz is to ensure that the school participants have a keen understanding regarding the implementation of the professional development opportunity and how it will benefit their site. A rubric for the quiz scoring will be attached at the bottom of this application description (Appendix A).

Self-Paced, Asynchronous

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. 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.

See the table below indicating the topics and which months the topics will be released.



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Self-Paced Modules			
Year 1	Content	Year 2	Content
August	Universal Design for Learning	August	Instructional Recap
September	Accommodations & Modifications	September	Fluency Instruction
October	MTSS Framework	October	Vocabulary Instruction
November	Implementing Interventions	November	Reading Comprehension Instruction
January	Oral Language Instruction	January	Implementation & Support
February	Phonology Instruction	February	Professional Learning Communities (PLCs)
March	Phonics Instruction	March	Data Analysis
April	Word Study Instruction	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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Synchronous, Virtual, Live Events

SSIP professional development asynchronous modules are structured to provide a deeper understanding regarding the content from the modules. 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.

Two opportunities will be offered to accommodate schedules. Information to utilize funding for substitutes can be provided as needed. Participants will be expected to attend one of the following sessions for each synchronous PD opportunity:

Day AM: 8:00-11:30am

Day PM: 12:00-3:30pm

See the table below indicating the dates for each phase of the sequence for the 2024-2025 school year. The dates for these trainings will be updated annually to account for updated school schedules and adjustments to the annual calendar.



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Module	Aug. 1	Sept. 1	Oct. 1	Nov. 1	Jan. 1	Feb. 1	Mar. 1	Apr. 1	May 1
	Universal Design for Learning & Accommodations & Modifications		MTSS Framework & Implementing Interventions		Oral Language & Phonology Instruction		Phonics & Word Study Instruction		
Year 1 Cohort 2024- 2027	Monday, September 23 rd 2024		Monday, December 2 nd 2024		Monday, February 24 th 2025		Monday, April 28 th , 2025		
	Recap & Fluency Instruction		Vocabulary & Comprehension Instruction		Implementation & PLCs		Data Analysis & Unpacking Standards		
Year 2 Cohort 2023- 2026	Wednesday, September 25 th 2024		Wednesday, December 4 th 2024		Wednesday, February 26 th 2025		Wednesday, April 30 th , 2025		
	Sustainable Leadership, Engaging Families, & Data-Driven Decision Making				A Plan of Improvement and A Whole School System				
Year 3 Cohort 2022- 2025 Leadership Track	Monday, November 11 th 2024				Monday, March 10 th 2025				
	Classroom Management, Instructional Playbook, Grouping Students				Questioning & Early Writing Instruction				
Year 3 Cohort 2022- 2025 Instructional Track	Wednesday, November 13 th 2024				Wednesday, March 12 th 2025				



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Universal Supports

All school sites in the state of Oklahoma will have access to the 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; literacy, math, and behavior
2. Sustainable Teaming
3. Continuous School Improvement
4. Data Based Decision Making

Each provided universal support is housed in a digital library located on <https://sde.ok.gov/okmtss>. Each 'card' indicates the lesson plan/intervention protocol, a fidelity checklist, and relevant resources to support implementation of the tools described.

See example of a protocol below:

Tier 2 & 3 Targeted Supports
Instructional Strategy

Daily
5+ minutes
Small group (6 or less)
or whole group

Instructional Strategy: Arm Blending

Skill Support: Phonemic Awareness

Rationale: Blending words with the arm is a strategy that builds phonemic awareness by providing students with a multisensory approach to verbally blending phonemes.

Materials:

- List of words matching the targeted phonics skill

Intervention Implementation Steps:

Cool: To help students increase their phonemic awareness by

1. Select an appropriate list of words that will be used in the intervention. Develop a list of words matched to the targeted phonics skill. Use student data to determine highest skill mastered and instructional need. The list should get gradually more challenging.
2. When introducing this strategy to students utilize "I Do, We Do, You Do" to guide student understanding.

- o **I Do**
 1. Say the word that will be blended in segments so the student is able to hear each sound. (ex; /k/ /a/ /t/). Pause between sounds. Say it slow enough the student can hear each individual phoneme.
 2. Tell the student that you are going use your arm to help you blend the word together to make a word. /k/ /a/ /t/. Gesture with your left hand the initial sound at right shoulder, medial at the antecubital space (the inside crease of the elbow), and final at right inside wrist.
- o **We Do**
 1. Tell the student that you are going to do it together now. Ask the student to repeat the segmented sounds with you " /k/ /a/ /t/".
 2. Have the student blend the phonemes with you while they are also gesturing to their shoulder, elbow, and wrist as they blend the sounds.
- o **You Do**
 1. Tell the student it is their turn to do the strategy on their own.
 2. Give the student a segmented word with the same number of phonemes as practiced and have them independently verbally blend the word using their arm.
- o **Do Again**
 1. Each time you revisit the intervention you will not need to utilize "I do, we do, you do" but ensure the student is able to use their arm to segment appropriately. Remodel the strategy as needed and increase the length of phonemes as appropriate.

Tier 2 & 3 Targeted Supports
Intervention Protocols

Error Correction Procedures:

Procedural Errors

- If the student is not correctly gesturing at their arm as they blend the sounds, model the gestures to the student again.

Content Errors

- If the student is not correctly blending sounds correctly, model the correct procedure and blend the word correctly to the student.

Data Collection Process:

Regularly collect data on student performance regarding:

- **Accuracy** – Are students able to correctly blend the phonemes in the word?
- **Consider:** If students are not accurately blending the phonemes, what are they struggling with (digraphs, blends, certain letters, etc.)?

Modifying Intensity:

To reduce intensity:

- Offer simple two phoneme words to students such as: am, it.
- Increase the number of opportunities to practice the strategy.

To increase intensity:

- Offer words which have an increasing number of phonemes. (ex; if you start with 2 phoneme words, increase to 3-4+ phoneme words as appropriate.)

Modifications:

- This strategy can be used as is with an arm but can also be used with other methods of blending such as Elkonin Boxes for visual support.

Resources and Citations:

Reading Rockets | Blending and Segmenting Games. (n.d.). Reading Rockets | Blending Games. https://www.readingrockets.org/strategies/blending_games

Elkonin Boxes | Reading Rockets. (n.d.).
Elkonin Boxes https://www.readingrockets.org/strategies/elkonin_boxes

Phonological Awareness: Blending. (n.d.). Phonological Awareness: Blending. <https://intensiveintervention.org/resource/virtual-lesson-example-building-phonological-awareness-elkonin-boxes>



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Data Literacy Retreat

School sites in the state will be able to participate in the two day, in-person data literacy training that focuses on school system data analysis. Below are the dates and locations of the data literacy retreat opportunities for districts to select from to send their leadership team:

1. September 30- October 1, Metro Technology Center Springlake, OKC
2. October 7-8, Donald W. Reynolds Library & Community Center, Durant
3. October 14-15, Great Plains Technology Center, Lawton
4. October 17-18, Central Technology Center, Sapulpa

Participants who are receiving additional supports with the SSIP will be prioritized for attendance. Training registration information will be communicated to participants via online platforms where participants access their selected supports. Capacity will be limited and thus the following priority lists will be honored to determine those who are required to attend and those who may determine attendance is preference to their needs.

Support Received	Invitation to Data Retreat
SSIP Provided: Instructional Coaching & Strategic Leadership Coaching	Must attend per application, sending 2 participants
SSIP Provided: Strategic Leadership Coaching	Must attend per application, sending 2 participants
SPDG (State Personnel Development Grant) Recipients	Must attend per application, sending 2 participants per site: and district team)
Designated Sites (MRI, CSI, ATSI, TSI) as defined by the Office of School Support	Must attend per guidance from School Support Specialist, sending 2-4 participants
Professional Development Sequence	May attend, with priority to sites who have enrolled in the sequence, sending 2 participants per site
Intervention Library	May attend, sending 2 participants per site



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Reading Conference

An annual reading conference will be held in the summer/early fall focused on implementation of evidence-based practices for K-3 early literacy. Pre and post conference activities will support ongoing engagement and sites will have a focus on MTSS implementation of the supports indicated. Registration will be posted in common locations for OSDE presented conferences.



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Tier 2:

Tier two supports include the following as described below. The Tier two sequence is by application only and all the listed supports will be included in the application. Applicants must consider the longevity of the project as this project encompasses three years of consecutive support. Schools that are participating are expected to make growth in K-3 literacy. There is one application to complete for the supports listed below. Those who complete the application for Tier 2 supports are expected to fully participate in the Tier 1 supports offered above.

SSIP Tiered Supports Tier 2

Site created, MTSS focused, teams with site administration, K-3 educators, special education teachers, and parents.

Strategic
Leadership
Coaching

Continuous
Support

Ongoing access to coaching and support through the development of tools.

Paired professional development, complimentary of the professional development Tier 1 sequence.

Leadership
Professional
Development

Site Specific
Coaching

Implementation focused, intentional effort to implement evidence-based instruction and intervention.



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Strategic Leadership Coaching

Strategic Leadership Coaching provides sites with support in developing a site level MTSS leadership team. A coach will provide a monthly meeting specific to the site's needs. The coach will provide monthly **leadership professional development** with relevant information that links the conversations to the professional development sequence offered in the Tier 1 supports. The tables below indicate the topics for support relevant to the Tier 1 modules offered. However, within these specific topics, the Strategic Leadership Facilitator will engage sites with **site specific coaching** in relation to these relevant topics.

The application will require the school to indicate the participants for their MTSS leadership team. The site should determine specifically who will represent the following roles:

- Site administrator representative
- Site K-3 general education teacher
- Site K-3 special education teacher
- K-3 parent/guardian of a student currently in K-3 (not employed with the school)

Optional:

- District representative
- Additional members as listed above
- Instructional Coach
- Reading interventionist
- Library Media Specialist
- Others as described

The team indicated on the application will need to attend the monthly meetings scheduled for the site. These meetings will be in-person or virtual as needed. Each meeting will be approximately one hour at a predetermined, recurring time that accommodates schedules as best as possible.

The application will also inquire about current instructional practices. It is important for the site to be open regarding participation in other school-wide initiatives. The team and site once selected will receive **continuous support** through the implementation of the topics indicated in the professional development modules and in relation to K-3 early literacy practices.



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Year 1 Strategic Leadership Coaching		
Professional Development	Leadership Focus	Artifacts for Submission
<i>Universal Design for Learning Module</i>	<ul style="list-style-type: none"> • Reading TFI • Agendas • Scheduling • Program Planning 	<ul style="list-style-type: none"> • Reading TFI, • Agendas • Schedules • Attendance
<i>Accommodations & Modifications Module</i>	Review of current IEP/504 Practices	<ul style="list-style-type: none"> • Agendas • Attendance
<i>MTSS Framework Module</i>	Systems Analysis	<ul style="list-style-type: none"> • Agendas • Attendance • Procedures
<i>Implementing Interventions Module</i>	Systems Analysis	<ul style="list-style-type: none"> • Agendas • Procedures • Attendance
<i>Oral Language Instruction Module</i>	Resource Audit	<ul style="list-style-type: none"> • Resource audit • Agendas • Attendance
<i>Phonology Instruction Module</i>	“Train the provider” Fidelity/ Integrity	<ul style="list-style-type: none"> • Agendas • Attendance • Trained EBP
<i>Phonics Instruction Module</i>	“Train the provider” Fidelity/ Integrity	<ul style="list-style-type: none"> • Agendas • Attendance • Trained EBP
<i>Word Study Instruction Module</i>	Selecting tools and supports	<ul style="list-style-type: none"> • Agendas • Attendance • Protocols
<i>Instructional Coaching Practices Module</i>	Leveraging Leadership	<ul style="list-style-type: none"> • Agendas • Attendance



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Year 2 Strategic Leadership Coaching		
Professional Development	Leadership Focus	Artifacts for Submission
<i>Literacy Implementation Recap Module</i>	<ul style="list-style-type: none"> • Reading TFI • Agendas • Scheduling • Program Planning 	<ul style="list-style-type: none"> • Reading TFI • Agendas • Schedules • Attendance
<i>Fluency Instruction Module</i>	Low intensity vs. high intensity teaching	<ul style="list-style-type: none"> • Agendas • Attendance
<i>Vocabulary Instruction Module</i>	More than literacy, EBP training	<ul style="list-style-type: none"> • Agendas • Attendance
<i>Reading Comprehension Instruction Module</i>	DOK Questioning	<ul style="list-style-type: none"> • Agendas • Attendance
<i>Implementation Instruction & Support Module</i>	Alignment	<ul style="list-style-type: none"> • Agenda • Attendance • Procedures
<i>Professional Learning Communities (PLCs) Module</i>	Collaborative time beyond plan time	<ul style="list-style-type: none"> • Agendas • Attendance • Procedures
<i>Data Analysis Module</i>	DBI & Decision Rules	<ul style="list-style-type: none"> • Agendas • Attendance • Procedures
<i>Unpacking Standards Module</i>	Task Alignment and generalization	<ul style="list-style-type: none"> • Agendas • Attendance • Procedures
<i>Target Task Alignment Module</i>	Leveraging Leadership	<ul style="list-style-type: none"> • Agendas • Attendance • Procedures



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Year 3 Strategic Leadership Coaching		
Professional Development	Leadership Focus	Artifacts for Submission
<i>Sustainable Leadership & Classroom Management</i>	<ul style="list-style-type: none"> • Reading TFI • Agendas • Scheduling • Program Planning 	<ul style="list-style-type: none"> • Reading TFI • Agendas • Schedules • Attendance
<i>Engaging Families & Instructional Playbook</i>	<ul style="list-style-type: none"> • Engaging families with support • Building an Instructional Playbook 	<ul style="list-style-type: none"> • Agendas • Attendance
<i>Data-Driven Decision Making & Grouping Students</i>	<ul style="list-style-type: none"> • Tiers of data analysis and a system of evaluation • EBP training 	<ul style="list-style-type: none"> • Agendas • Attendance
<i>A Plan of Improvement & Questioning</i>	<ul style="list-style-type: none"> • Planning future actions • DOK Questioning 	<ul style="list-style-type: none"> • Agendas • Attendance
<i>A Whole School System & Early Writing Instruction</i>	<ul style="list-style-type: none"> • Reading TFI • Determining next steps 	<ul style="list-style-type: none"> • Agenda • Attendance • Procedures



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Tier 3:

The tier three level of support is also application based. The sites participating in receiving this level of support should also participate in the tier 1 and tier 2 supports. One application will be available for all of these supports and the applicant will complete the portions of the application they see fit. Each applicant wishing to receive instructional coaching as listed will complete a self-assessment to return with the application. More details for participation are indicated below.

SSIP Tiered Supports Tier 3

K-3 educators, both general and special education, can apply for direct coaching.

Direct
educator
coaching

Continuous
Support

Ongoing access to coaching and support through the development of tools.

Using Jim Knight's model of instructional coaching, participants will receive an hour a week of support.

Virtual and
in-person
support

Evidence -
based
practice
focused

Implementation focused, intentional effort to implement evidence-based instruction and intervention.

Direct Educator Coaching

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. They will access one hour of support per week either via **in-person or virtually** through an online platform. Within the hour of support, they will access personally curated resources, **evidence-based instructional strategies** that support instructional change, and **continuous support** in their practice.



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IV. Expectations of Participation

Tier 1:

Participants should register promptly for access to the events they wish to participate in.

Intervention Library

Available for access

[OK Multi-Tiered System of Supports | Oklahoma State Department of Education](#)

Reading Conference:

Posted registration in the summer/early fall

Data Retreat:

Posted registration in the fall

Professional Development Sequence:

The professional development sequence can be accessed on OSDE Connect. A site administrator should be the initial applicant for a site. They will enroll, complete a short quiz indicating their understanding of the sequence, duration, and expectations. Following the quiz, they will be provided an access code that they can provide to their participants at their site to bypass the quiz and begin the sequence.

The sequence will be self-paced, but the synchronous modules will follow a structure; therefore, recommended deadlines will be provided to complete the course. Semesterly updates to participation will occur and participants who have not participated for 90 days or more will be automatically dropped to maintain adequate capacity for new participants.

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



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- Providing feedback to the SSIP team to promote improved learning opportunities
- Participating in the data retreat held in October
- Requesting support when expectations may not be met prior to a request for dismissal
- *Utilizing OKMTSS Data Management System through the Oklahoma State Department of Education**

Tier 2:

All requirements from the prior tier and the following additional requirements:

Strategic Leadership Coaching

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
- 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
2. A post-assessment regarding the content
3. A professional development feedback survey to assess the quality of the professional development



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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

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 III. *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 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.

Tier 3:

All requirements from the prior tier and the following additional requirements:

Instructional Coaching

Coaching data requested includes:

1. Logged interactions between coach and collaborating educator.
2. Completed Impact Cycles as defined by Jim Knight
3. Formative assessment scores as related to the Impact Cycle outcomes
4. A coaching feedback survey to assess the quality of the professional development

***Utilizing OKMTSS Data Management System through the Oklahoma State Department of Education**



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All tiers of support should participate in the usage of the Oklahoma State Department of Education's OKMTSS Data Management System. This system is free for districts to use and has three specific features:

1. Early Warning Dashboard

- a. An embedded tool that displays student's relevant data into one dashboard to proactively identify student status and needs

2. Intervention Management

- a. An embedded tool that organizes students by teacher-created groups to indicate intervention plans for students with ability to track progress monitoring for all students on an intervention plan. All the interventions available on the platform mimic the interventions on the OSDE library.

3. Advanced Reporting

- a. Reports that are populated with intervention data to determine the effectiveness of interventions, allocations of resources, and larger initiatives

This tool is a portion of the data collection for the implementation of this project. More information regarding usage will be provided August 2024.



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V. 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)



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VI. 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.

TIER 1: SITE LEVEL PROFESSIONAL DEVELOPMENT SEQUENCE	
	Ensure that communications from the OSDE SSIP staff are responded to in no more than three (3) school days.
	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; through OKMTSS or submitted documentation.
	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 indicated above.</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.



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TIER 2: SITE LEVEL	
	Must participate in all Tier 1 supports in addition to the Strategic Leadership Coaching.
	Ensure that communications from the OSDE SSIP staff are responded to in no more than three (3) school days.
	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; through OKMTSS or submitted documentation.
	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 indicated above.</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.



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TIER 3: SITE LEVEL	
	Must participate in all of the Tier 1 and Tier 2 supports in addition to direct instructional coaching.
	Ensure that communications from the OSDE SSIP staff are responded to in no more than three (3) school days.
	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; through OKMTSS or submitted documentation.
	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 indicated above. Coaching meetings will accommodate site level schedule as best as possible.)</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.



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VII. 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
 - 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 *III. 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



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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 III. *Benefits of Participation* beginning from the date indicated on the written letter sent to the applying site.



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VIII. 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- 31st. Each interview will be approximately 45 minutes and will offer opportunities for both parties to ask and answer questions.



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Appendix A: Professional Development Sequence Questions

Question	Possible Answers
Name of District/Site	<ul style="list-style-type: none"> • Open Response
Name of Administrator	<ul style="list-style-type: none"> • Open Response
Are you the administrator?	<ul style="list-style-type: none"> • Yes • No
If not the administrator, please type in the provided code from the administrator.	<ul style="list-style-type: none"> • Specific text
Urban/Suburban/Rural	<ul style="list-style-type: none"> • Urban • Suburban • Rural
Total K-3 Population	<ul style="list-style-type: none"> • 0-99 • 100-199 • 200-299 • 300-399 • 400+
Total K-3 Staff	<ul style="list-style-type: none"> • 0-3 • 4-5 • 5+
Do you have a reading specialist?	<ul style="list-style-type: none"> • Yes, full time. • Yes, half time. • No.
Do you have an instructional coach?	<ul style="list-style-type: none"> • Yes, full time. • Yes, half time. • No.
What does your school use for screening in Reading?	<ul style="list-style-type: none"> • Acadience • Amira • ExactPath • FastBridge • i-Ready Diagnostic • Istation • MAP Reading Fluency • mCLASS DIBELS 8th edition • Star Early Learning Suite • aimswebPlus • Early Learning Quick Assessment (ELQA) – Kindergarten ONLY • MAP Growth



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	<ul style="list-style-type: none"> • Other
How often is it given, and in which grades?	<ul style="list-style-type: none"> • 3+ times a year, K-3+ • 3 times a year, K-3 ONLY • Other
What is your district's core curriculum for literacy in PK and elementary school levels?	<ul style="list-style-type: none"> • Open response
What is your district's supplemental curriculum for literacy in PK-elementary?	<ul style="list-style-type: none"> • Open response
Do you have an established 90-minute uninterrupted literacy time for K-3?	<ul style="list-style-type: none"> • Yes • No
Do you implement interventions for students demonstrating "at risk" for not meeting grade level proficiency?	<ul style="list-style-type: none"> • Yes, full time interventionist. • Yes, half time interventionist. • Yes, general education teacher • Not currently.
What goals do you have that could be achieved by participating in this project?	<ul style="list-style-type: none"> • Open response
What existing initiatives, if any, is your school participating in?	<ul style="list-style-type: none"> • Open response
Who would be participating in this project from your school site? Names, emails, and roles provided:	<ul style="list-style-type: none"> • Open response

Appendix B: Strategic Leadership Questions:

Applicant Profile
School Information
Tier 1 Information & OKMTSS Registration
What does your school use for screening in Reading? How often is it given, and in which grades? Describe the 2022-2023 school year.
What RSA approved screener for reading will your district use for the 2023-2024 school year?
How is reading screening data utilized to identify "at-risk" students? (If your school is adopting a new screener, address the previous screener and how the new changes will be implemented)
What is your district's core curriculum for Reading/Literacy at the K-3 elementary levels? Does it include a writing component?



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(If your school is adopting a new curriculum, address the previous curriculum and how the new changes will be implemented)
What supplemental curriculum does your district, site, and/or teachers use for Reading/Literacy at the K-3 elementary levels?
(If your school is adopting a new curriculum, address the previous curriculum and how the new changes will be implemented)
Do you have an established 90-minute uninterrupted literacy block for grades K-3?
What additional Tier 2 Reading/ELA supports are available outside the 90-minute literacy block for "at-risk" K-3 students? Who provides these supports and/or interventions?
What additional Tier 3 Reading/ELA supports are available outside the 90-minute literacy block for "at-risk" K-3 students? Who provides these supports and/or interventions?
Do you collect data to measure student outcomes in Reading/ELA? If so, what do you collect and how is it used?
I have identified the following leadership team members: - Site Administrator, -K-3 General Educator -K-3 Special Educator -Parent of a K-3 student -Other, as desired
Please provide their names and email addresses below:
What site goals do you have that could be achieved through implementation of the SSIP Supports?
What initiatives has the school previously successfully implemented? (Within the last four years)
What district/site initiatives are currently in place, including initiatives written in required state plans (i.e., RSA, School Improvement, etc.)?
(Within the last four years)
Do any of the current initiatives align with the SSIP Framework? If so, how do they align?
What funding streams are available in your district (i.e., Title funds, existing grants)?
How will your site involve and support staff in SSIP implementation, including principals, assistant principals, teaching staff, and families?
How will you disseminate decisions regarding SSIP processes to school staff, including administration, teaching staff, and families?

Appendix C: Direct Leadership Educator Questions:

What is your highest degree of education?
Where did you receive your bachelor's degree, and what was your major?
Are you currently in a graduate degree program?



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What university are you attending for your graduate degree?
What degree are you seeking?
What is your anticipated graduation date?
In what area are you certified? Select all that apply.
How were you certified?
What certification type do you currently have?
How many years have you worked in education in any capacity?
How many years have you worked in education as a certified teacher?
How many years have you worked as a special education teacher (if any)?
What is your current position?
Are you setting professional goals?
How are you tracking progress towards your professional goals?
How frequently is student progress monitoring occurring in your classroom?
How frequently are interventions occurring in your classroom?
Do you know how to find materials and resources in your school?
What types of assessments do you utilize in your classroom?
How confident are you in your ability to instruct your students?
How effective is your instruction for your students?
How confident are you in handling disruptions in the classroom?
In what ways do you handle disruptions in the classroom?
How effective is your classroom management?
Would you be willing to allow an instructional coach into your room?
Are you willing to engage in some coaching activities through a virtual format?
Do you intend to remain in the field of teaching for at least another 3 years?
Why do you want instructional coaching?
How will you benefit from instructional coaching?
I have read and understand the commitments and expectations outlined in the Application for Coaching Support.