District Cohort 1: Application for SPDG MTSS Implementation Support
## Cohort 1, 2023-24

OKLAHOMA Education

I. BACKGROUND INFORMATION ON THE OKLAHOMA MULTI-TIERED SYSTEM OF SUPPORTS (OKMTSS)

A Multi-Tiered System of Supports (MTSS) is a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students' needs, with regular observation to facilitate data-based instructional decision making (ESEA, Title IX, Sec. 8002(33)). The Oklahoma State Department of Education (OSDE) has further defined MTSS as including four components of *Sustainable Teaming*, *Evidence-Based Practices*, and *Data-Driven Decision Making* all operating within a *Continuous Improvement Cycle*. The OKMTSS framework is intended to support all students and to limit the over-identification of students with a disability by providing timely intervention for behavioral and academic difficulties. This framework creates a system of prevention, early intervention, and support to ensure all students benefit from instruction.

The Oklahoma State Personnel Development Grant (OK-SPDG) provides support for the implementation of OKMTSS through three levels of services. The OK-SPDG develops and makes freely available implementation tools and resources and asynchronous professional development opportunities. At a limited capacity, OK-SPDG provides support through synchronous/virtual workshops and professional development sessions. At the highest level of support, OK-SPDG provides direct implementation coaching support to district teams and their school sites. Interested districts are selected for this support through an objective application process.
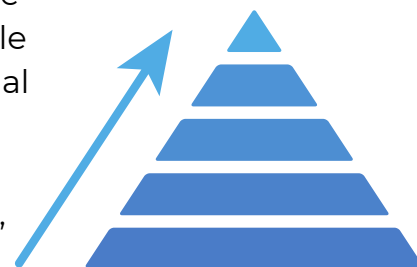
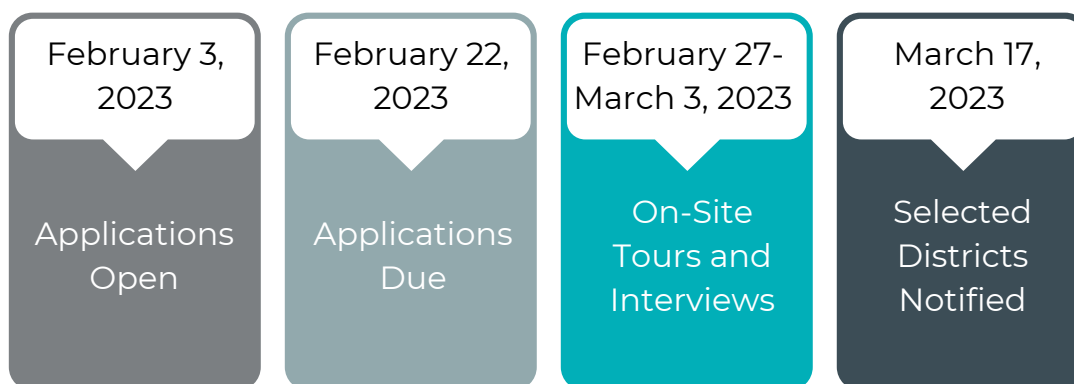## II. APPLICATION TIMELINE AND SELECTION PROCESS

The purpose of this application process is to identify at least two school districts that could most benefit from the resources and services provided by the OK-SPDG to implement OKMTSS. SPDG staff and consultants will provide technical assistance, professional development, and coaching on the implementation of OKMTSS. For more information on the training and resources provided through this project, please refer to **Section III. BENEFITS OF PARTICIPATION**.

Application for support is open to all Oklahoma districts serving students Kindergarten through 12th grade. To be considered for SPDG Cohort 1 Coaching Support, the application must be completed in its entirety. All applications will be reviewed using a standardized rubric to measure capacity and readiness for MTSS implementation.

Following application review, top districts will participate in an On-Site Tour with SPDG staff. If selected for an On-Site Tour and Interview, SPDG staff will tour at least one elementary school, one middle school, and one high school. The interview portion will

II. Application Timeline and Selection Process, cont.

include the superintendent, a district leadership team, and any other personnel who contributed to application development.
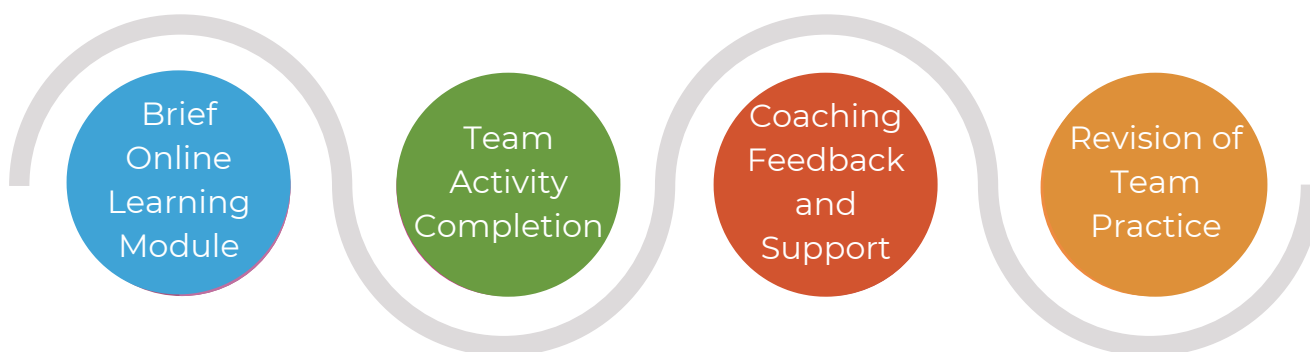
February 3, 2023	February 22, 2023	February 27-March 3, 2023	March 17, 2023
Applications Open	Applications Due	On-Site Tours and Interviews	Selected Districts Notified

[The application response form can be accessed here.](#)

III. BENEFITS OF PARTICIPATION

The OK-SPDG has been designed to provide districts, schools, and professionals with three layers of support. At the initial layer, SPDG-developed resources and implementation tools will be made freely available on our website at https://sde.ok.gov/state-personnel-development-grant-spdg. At the secondary layer, asynchronous professional development modules and synchronous Summer and Winter MTSS conferences will be provided statewide, with priority given to grant-supported sites and professionals. At the tertiary layer, at least two districts will receive direct coaching support to implement MTSS, with layer 1 technical assistance and layer 2 professional learning serving as the foundation of coaching work.

Below is a graphic representation of a month-long cycle of the integrated professional development and coaching model that will be used to support your implementation coaching. Each month, site and district teams will participate in a process of building background knowledge through asynchronous learning and hands-on implementation practice and feedback via coaching support.

Brief Online Learning Module	Team Activity Completion	Coaching Feedback and Support	Revision of Team Practice

III. BENEFITS OF PARTICIPATION, CONT.

Additionally, districts will identify a staff member to serve as an employed "facilitator" or implementation "lead" to support ongoing efforts. Districts will be provided with a $5,000.00 stipend to support this extra duty assignment.

Finally, SPDG-supported districts will receive priority consideration for all other grant activities and initiatives, including direct coaching support for early career (less than 5 years) special education teachers.

IV. REQUIREMENTS FOR PARTICIPATION

Selected districts will work with their SPDG-provided Coach to collaboratively design a roll-out plan for district implementation. Although SPDG will provide a specific sequence of professional development to support implementation, SPDG coaches and district teams will work together to identify areas of strengths and weaknesses and differentiate coaching support to meet the individualized needs of your context.

Research in the field of implementation science makes clear that successful school improvement efforts take multiple years to demonstrate growth and improvement. Because of this, districts are asked to commit at least 2 years to receive SPDG support for MTSS implementation. Below is a brief draft of anticipated time commitments for professional development. Please remember, this does not account for time engaged in direct implementation activities.

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- July 2023: 2-day MTSS Summer Conference
- August 2023: Coaching Planning Meeting
- September 2023-May 2024: Monthly coaching meetings and asynchronous learning
- December 2023: 1-day MTSS Winter Conference
- May 2024: Data Evaluation Training

Year 1 SY 2023-24

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- July 2024: 2-day MTSS Summer Conference
- August 2024: Coaching Planning Meeting
- September 2024-May 2025: Monthly coaching meetings and asynchronous learning
- December 2024: 1-day MTSS Winter Conference
- January 2025: Sustainability Planning Training
- May 2025: Implementation Evaluation

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IV. REQUIREMENTS FOR PARTICIPATION, CONT.

Because this support is provided in the context of a grant, supported districts will also be required to provide data for SPDG staff to include in an Annual Performance Report. This data will also be used to develop an evaluation report for the district's implementation team to support ongoing decision-making. Collected data includes:

- Teacher survey data, administered by SPDG staff annually;
- OKMTSS implementation fidelity data, administered by SPDG Coach and with the district and site implementation teams 2 times per year;
- Student screening data for literacy, math, and behavior aggregated by grade level, provided by district and site implementation teams 3 times per year; and
- District OSTP data, accessed annually by SPDG Coach.

Data collection, review, and analysis will be built into the district's implementation plan to naturally support data-driven decision making within district and site teams. Support for analysis will be provided by the SPDG Coach and direct training in data use will be provided.

V. POTENTIAL COSTS ASSOCIATED WITH IMPLEMENTATION

The Oklahoma SPDG is a technical assistance and professional development project with limitations to allowable expenses. Therefore, our funds are designed to support professional development, coaching, and small stipends for district leads. While these are primary costs that districts incur when implementing multi-tiered system of supports (MTSS), it is important to note that there may be other costs associated with implementation. These costs might include the purchase of evidence-based intervention and assessment materials.

The SPDG Coaches and Staff work to provide high-quality resources and materials that meet several of these needs, but in the event that our resources are insufficient, supported districts are highly encouraged to leverage existing funding sources to offset any implementation costs. Identifying appropriate funding sources will be an important activity for the district implementation team to engage in with their SPDG Coach to ensure implementation sustainability.

VI. ENDING SPDG SUPPORT

The Oklahoma SPDG asks that applying districts commit to two years for SPDG support. However, our staff understands that some districts may experience extenuating circumstances that make it difficult or impossible to continue engaging in SPDG

VI. ENDING SPDG SUPPORT, CONT.

activities. Participation in a SPDG implementation cohort is completely voluntary, and districts can choose to end their partnership at any time. We ask that districts work directly with their SPDG Coach to eliminate any barriers to continued participation. If these attempts are unsuccessful, a district representative should email the SPDG Project Director and express in writing their desire to end SPDG support. The Project Director will work with the district to pay out any outstanding stipend reimbursements and develop a plan for sustainability of existing work.

Additionally, because SPDG support is possible through grant funding, it is important for selected districts to continue to engage with grant activities. If your district demonstrates difficulty in attending and fully participating in activities and data collection as outlined in **Section IV. REQUIREMENTS FOR PARTICIPATION,** the SPDG Coach will work directly with the district to identify and remediate any barriers. In the event these efforts are ineffective, the SPDG Project Director will notify the district of intent to remove the district from cohort support and identify what other layers of service may be appropriate for the district.

For all districts who complete a two-year cohort, the SPDG Coach will work with district personnel to develop a sustainability plan, establish plans for continued implementation activities, and assist in identification of ongoing resources. All outstanding stipends and services will be completed by June 30, 2025.

VII. ACCESSING THE APPLICATION

<u>The application response form can be accessed here.</u>

If your district needs the application in an alternate digital or print format, please contact current SPDG Project Director, Kristen Perez-Rickels at kristen.perez-rickels@sde.ok.gov.

To prepare for completion of the application, please refer to **Section IX. APPLICATION QUESTIONS.**

VIII. CONTACT INFORMATION

For additional questions or technical assistance, please contact:

Kristen Perez-Rickels
SPDG Project Director
405-522-4513
kristen.perez-rickels@sde.ok.gov

IX. APPLICATION QUESTIONS

The application is organized into 5 sections:
1. District Profile
2. Current Curricular Resources
3. Current Behavioral Resources
4. District Readiness
5. District Understanding and Digital Signature

To assist you in gathering the necessary information to complete the application, we have included the application questions here. <u>Please remember to respond directly on the digital form here.</u> If you need a print version, contact kristen.perez-rickels@sde.ok.gov.

Section 1: District Profile

1. School District
2. District Office Mailing Address
3. Superintendent Name
4. Superintendent Phone Number
5. Superintendent Email
6. District Type (urban, suburban, rural)
7. Total Number of School Sites in District
8. Total Student Population
9. Percentage of Students on Free/Reduced Lunch
10. Percentage of Students Receiving an Individualized Education Program (IEP)
11. Percentage of English Learners
12. Total Number of Certified Teaching Staff in District
13. Total Number of Emergency Certified Staff in District
14. Total Number of Instructional Coaches in District
15. Total Number of Non-Certified Support Staff

Section 2: Current Curricular Resources

16. What literacy/ELA curriculum is utilized for elementary, middle school, and high school? What, if any, additional intervention materials are available in your district for ELA/literacy?
17. What reading screening measures/tools are available for K-3rd, intermediate elementary, middle school, and high school? How do you measure student progress in ELA/Literacy? Please name the specific tools/assessments that are used at each level.

Section 2: Current Curricular Resources, cont.

18. What math curriculum is utilized for elementary, middle school, and high school? What, if any, additional intervention materials are available in your district for math (e.g. resources provided by the district to supplement core curriculum)?
19. What math screening measures/tools are available for elementary, middle school, and high school? How do you measure student progress in math? Please name the specific tools/assessments that are used.

Section 3: Current Behavioral Resources

20. What personnel are employed in your district? (school psychologist, psychometrist, school counselor, and/or behavior interventionist)
21. Which of the following is currently in place in your district? (character ed, PBIS, other, none)
22. What behavioral programming, if any, is currently in place in your district?

Section 4: District Readiness

23. What is your vision for education in your district? How does MTSS implementation support this vision?
24. In the past 7 years, how many superintendents has your district hired?
25. In the past 5 years, how many attempted school board recalls did your district experience?
26. District and school administrators actively engage in and provide instructional leadership. (often, sometimes, rarely)
27. District and school administrators develop, implement, and evaluate district and school systems and policies. (at least annually, occasionally, as needed)
28. Provide examples of administrator involvement and responsibilities for current district initiatives.
29. What percentage of your certified staff have three or more years of teaching experience?
30. Who will act as the district-level facilitator for MTSS implementation? What person/positions will serve the role of facilitator within school buildings?
31. Are you able or willing to assign at least 20% of the FTE for these positions to implementation activities?
32. The district has scheduled time for collaboration between different team types or has the ability to adjust the schedule to allow for grade-level and implementation teams to review data and make decisions. (fully in place, partially in place, not yet in place)
33. Briefly provide examples of district processes and/or supports currently in place for scheduling.

Section 4: District Readiness, cont.

34. The district has a system of communication and collaboration in place that involves all stakeholders in district plans for improvement. (fully in place, partially in place, not yet in place)

35. Provide examples of current practices of informing and engaging all stakeholders, including how you solicit input from families, community members, and your school board.

36. Staff understand the purpose and intent of different team meetings, and there is a defined protocol/agenda for each team to ensure meetings run effectively.

37. Please describe existing teams and the protocols in place.

38. The district has access to data systems and student assessment measures necessary to inform decisions to meet students' academic and behavioral needs and teachers utilize these systems.

39. If in place, what data system is in used? How is data shared/distributed to staff? What data is shared and in what format?

40. How do district staff collaboratively review and analyze district-level data to develop shared improvement plans?

41. The district and its staff have a consistent understanding of "evidence-based" and evaluate curriculum and instructional practices to ensure they meet this standard.

42. The district is committed to educator growth and provides quality professional learning in evidence-based practices.

43. Please share your professional development plan/calendar for SY 23-24. Briefly write a description or link your district plan.

Section 5: District Understanding and Digital Signature

44. Who supported and contributed to the development of this application?

45. On what days are you UNAVAILABLE for an On-Site Tour and Interview with our team?