



STATE PERSONNEL DEVELOPMENT GRANT
OKLAHOMA

Application for Participation in the Oklahoma Tiered Intervention System of Supports, District Cohort 2



Submitting District:

Date:



Submit this application via email to bethan.langlois@sde.ok.gov or via fax (405)522-1590 by March 12th at 5:00pm.

I. WHAT IS THE OKLAHOMA TIERED INTERVENTION SYSTEM OF SUPPORT (OTISS)?

The Oklahoma Tiered Intervention System of Supports (OTISS) is Oklahoma’s model of a multi-tiered system of supports (MTSS), and was created under the State Personnel Development Grant (SPDG) from the United States Department of Education’s (USDE) Office of Special Education Programs (OSEP). Although the project reports on outcomes of students with disabilities, OTISS is a framework 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. OTISS intentionally focuses on increasing the capacity of leadership and teams through relevant, job-embedded professional development. This systemic approach also works to improve the efficiency of increasingly intense interventions by using data from screening and progress monitoring to make decisions.

II. OVERVIEW OF APPLICATION FOR DISTRICT COHORT 2

The purpose of this application process is to identify up to two school districts who could most benefit from the services and resources provided by the Oklahoma State Personnel Development Grant (SPDG) to implement OTISS. SPDG staff and external SPDG consultants will provide training, technical assistance, coaching, and professional development toward implementing an individualized and sustainable OTISS system in the chosen districts. For more information on the training and resources provided through this project, please refer to *Section IV. Benefits of Participation*.

This application is open to every school district within the State of Oklahoma. District applicants must have attended the OTISS District Cohort 2 Kick-Off on February 12, 2019 or watch the complete Kick-Off Webinar and submit an assurance document signed by the superintendent verifying that the webinar was watched in its entirety and providing explanation for why they were unable to attend in-person.

For access to the webinar and required assurance document, and for all other questions, please contact Bethan Langlois at 405-522-8352 or bethan.langlois@sde.ok.gov.

III. APPLICATION TIMELINE AND SELECTION PROCESS

All District Cohort 2 applications must be submitted via email or fax (see Page 1) to SPDG Project Coordinator Bethan Langlois by March 12th at 5:00pm. Applications will be reviewed following a standardized rubric to measure capacity and readiness for OTISS implementation. Top-rated districts will be contacted to schedule a district superintendent and central office interview and site visits during the weeks of March 25th-29th and/or April 1st-5th. Districts contacted for a site visit must agree for SPDG staff to visit *no less than* 50% of district schools chosen randomly by SPDG staff.

IV. DISTRICT PROFILE

Part 1: Basic Information

School District:

District Office Mailing Address:

City:

Zip Code:

Superintendent Name:

Phone:

Email:

Part 2: District Demographics

Check which best describes your district: Urban Suburban Rural

STUDENTS:

Total student population:

Percentage of students on free/reduced lunch:

Percentage of students on Individualized Education Programs (IEP):

Percentage of English Learners (EL):

Languages spoken by two largest groups of ELs:

STAFF:

Total number of certified teaching staff employed:

Total number of emergency certified teaching staff:

Total number of first-year teaching staff employed (not emergency certified):

Total number of Reading Specialists employed:

Total number of instructional coaches (i.e. staff who work 1:1 with teachers to improve instructional practices, but do not directly instruct students) employed:

Total number of non-certified staff:

Part 3: Site Demographics

<u>Site Name</u>	<u>Grades Served</u>	<u>Total Student Population</u>	<u>% Free and Reduced</u>	<u>% Students on Individualized Education Program (IEP)</u>	<u>% Students English Learners (EL)</u>
1.					
2.					
3.					
4.					
5.					
6.					
7.					

8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

*If additional sites, please attach second page to application.

Part 4: Current Practices

Literacy/English Language Arts

1. What does your district currently utilize for screening in Reading? How often is it given, and in which grades?

2. How is Reading screening data utilized to identify “at-risk” students?

3. What RSA-approved screener for Reading will your District use for the 2019-2020 school year?

4. What is your district’s core curriculum for Reading/Literacy at the Pre-K, elementary, middle, and high school levels? Does it include a Writing component?

5. Do you have an established 90 minute uninterrupted literacy block for grades Kinder through 3rd?

6. What additional Tier 2 Reading/ELA supports are available outside the 90-minute literacy block for “at-risk” students in your district at the Pre-K, elementary, middle, and high school levels? Who provides these supports and/or interventions?

7. What additional Tier 3 Reading/ELA supports are available outside of the 90-minute literacy block for “at-risk” students in your district at the Pre-K, elementary, middle, and high school levels? Who provides these supports and/or interventions?

8. Do you collect data to measure student outcomes in Reading/ELA? If so, what do you collect and how is it used?

Math

9. Does your district currently utilize a screening assessment for Math? If so, what is it, how often is it given, and in which grades?

10. How is Math screening data utilized to identify “at-risk” students, if at all?

11. What is your district’s core curriculum for Math at the Pre-K, elementary, middle, and high school levels?

12. What additional Tier 2 Math supports are available, outside of core instructional time, for “at-risk” students in your district at the Pre-K, elementary, middle, and high school levels? Who provides these interventions and/or supports?

13. What additional Tier 3 Math supports are available, outside of core instructional time, for “at-risk” students in your district at the Pre-K, elementary, middle, and high school levels? Who provides these interventions and/or supports?

14. Do you collect data to measure student outcomes in Math? If so, what do you collect and how is it used?

Behavior

15. Does your district currently utilize a screening assessment for behavior? If so, what is it, how often is it given/reviewed, and in which grades?

16. How is behavior screening data utilized to identify “at-risk” students, if at all?

17. Does your district currently use a social emotional skills curriculum? If so, what curriculum is it and for which grades is it used?

18. Does your district and/or sites within your district implement a schoolwide behavior system? If so, what program(s) is/are currently in use throughout the district (i.e. CHAMPS, Great Expectations, PBIS, etc.)?

19. What additional Tier 2 Behavior supports are available for “at-risk” students in your district at the Pre-K, elementary, middle, and high school levels? Who provides these interventions and/or supports?

20. What additional Tier 3 Behavior supports are available for “at-risk” students in your district at the Pre-K, elementary, middle, and high school levels? Who provides these interventions and/or supports?
21. Do you collect data to measure student outcomes in Behavior? If so, what do you collect and how is it used?

System

22. What goals does your district have that could be achieved through implementation of the OTISS Framework?
23. What initiatives have you previously successfully implemented?
24. What district initiatives are currently in place, including initiatives written in required state plans (i.e. RSA, School Improvement, etc.)?
25. Do these current initiatives align with the OTISS Framework? If so, how do they align?
26. What funding streams are available in your district (i.e. Title funds, existing grants) and for which sites?
27. How will your district involve and support site-level staff in OTISS implementation, including principals, assistant principals, and teaching staff?

28. How will you onboard new staff, including administrative and teaching staff, and familiarize them with established OTISS processes?

29. How will you disseminate decisions regarding OTISS processes to school staff, including administration and teaching staff?

30. If selected for SPDG District Cohort 2, who would be the potential district administrative staff member liaison(s) for implementation? How do current job duties of this position align with OTISS implementation?

V. BENEFITS OF PARTICIPATION

Districts statewide have access to SPDG-funded materials, tools, and training via the website www.otiss.net, OTISS (Oklahoma Tiered Intervention System of Supports) modules on Oklahoma’s online connected learning platform at www.osdeconnect.ok.gov (launching Summer 2019), and annual OTISS Summer Institutes. Districts selected for support from the Oklahoma SPDG, however, will also commit to participation in e-learning opportunities and attendance to customized OTISS Institutes each year. Districts and their sites will also receive priority registration to all SPDG-supported trainings and personalized coaching services for implementation.

OTISS Institutes

Each year, SPDG holds customized OTISS Institutes to further participant knowledge and capacity to implement the OTISS framework. Sessions are customized to the needs of current SPDG-supported sites and districts and utilize a hands-on approach to learning new skills.

E-Learning

In addition to face-to-face training and professional learning, the SPDG is also developing an online connected learning platform to be launched Summer 2019. Whole staff, at every SPDG-supported district, will complete the self-paced learning module on the “OTISS 8 Core Components.” Further, district and site staff members will participate in ongoing live online training sessions and recorded webinars to improve staff capacity to implement the OTISS framework.

SPDG-Supported Trainings

Throughout the year, SPDG supports a variety of other content-based trainings for behavior and academics as part of all SPDG initiatives. Districts and sites selected to participate in OTISS implementation through SPDG are provided with priority registration to any other trainings offered.

Personalized Coaching

Districts selected to implement the Oklahoma Tiered Intervention System of Supports (OTISS) through SPDG support will receive a District-Level System Coach, Building-Level System Coaches, and other differentiated supports for the implementation of the OTISS Framework.

District-Level System Coach: For the first year of support, school year 2019-2020, districts will work with a System Coach at the district-level to evaluate current initiatives, resources, and processes. The District-Level System Coach will assist district leadership in organizing these resources, identifying any gaps in programming, and creating a plan for system change and implementation at the site-level. The District-Level System Coach holds a Ph.D. in school psychology and has expertise in multi-tiered systems of support and system change. He has provided many academic lectures on the national level and has authored numerous publications regarding Response to Intervention (RtI) and school-based interventions.

Building-Level System Coach: In the second-year of implementation, school year 2020-2021, each site within the district will be assigned a System Coach to assist site teams in carrying out the district implementation plan. Building-Level System Coaches have a master's degree in an education-related field and at least one year of doctorate-level coursework. All Building-Level System Coaches also meet coaching competency requirements, participate in ongoing professional learning, and partner with a SPDG-staff member at the OSDE to ensure every site has the appropriate training and assistance needed to implement OTISS and improve student outcomes. Building-level system coaches have a variety of individual expertise, in both academic and behavioral areas. These coaches are well-poised to assist sites in implementing academic and behavioral screening and progress monitoring practices, academic and behavioral data collection, interventions for both academic and behavioral areas, and analyzing data to address problems of practice.

Differentiated Supports: The Oklahoma SPDG partners with other external consultants who have expertise in a variety of academic and behavior-related subjects. Additionally, the SPDG collaborates with other divisions within the State Department of Education (SDE) to ensure that districts and sites have the support, resources, and information needed to effectively implement the OTISS framework.

VI. REQUIREMENTS OF PARTICIPATION

All districts will participate in a roll-out process for planning and implementation of the OTISS Framework personalized to the existing resources and needs of the district. Below is an outline of the implementation process over the years of participation. Research has shown that implementation of school improvements, including multi-tiered systems of support, requires at least 3 years to demonstrate growth and improvement in student outcomes. As such, all selected districts must understand that this is a multi-year process and requires a high-level of commitment to OTISS activities.

Supported districts and SPDG staff will review district progress and SPDG supports provided each year for project continuation and re-commitment to the project.

Year 1, 2019-2020: Planning Year

District leadership will work with the District-Level System Coach to evaluate the district's current structure and system. This will include, but is not limited to, sharing information on available curricula and interventions, student behavior data, student math data, student literacy data, current Reading Sufficiency Act (RSA) plan, current school improvement plans where applicable, professional development plans and data, and negotiated contracts and their requirements at all levels. The district will organize current resources, braid initiatives, develop a district-level plan, and implementation plan for district-wide rollout. In second semester, districts will begin training and involving site-level principals in Oklahoma Tiered Intervention System of Supports (OTISS) implementation. Work in the planning year can be time-intensive, so districts must commit to devote the necessary time to this process. Time commitments can be as many as fifteen hours per month for training and planning meetings. The District-Level System Coach and SPDG staff will also meet with the superintendent mid-year and end-of-year to share progress and any necessary supports needed for implementation.

Year 2, 2020-2021: Site Training and Implementation

District leadership and all site-level administration will continue to meet with the District-Level System Coach to monitor progress of implementation and work through any identified concerns. The district must continue to conduct a minimum of one monthly meeting and must require all sites to conduct a minimum of one monthly meeting with Site-Level System Coaches to monitor and evaluate implementation of the district plan. Sites will regularly review individual progress via data reports and team perceptions in site meetings, as well as district meetings. Districts will continue to participate in ongoing training and will work with SPDG staff and coaches to plan the district professional development plan. Additionally, the District-Level System Coach and SPDG staff will continue to meet with the superintendent mid-year and end-of-year to share progress and any necessary supports needed for continued implementation. Districts will also continue to provide the necessary time, resources, and data necessary for implementation.

Year 3, 2021-2022: Monitor and Revision

In Year 3, the district will evaluate current progress toward full implementation and will revise the district implementation plan and goals, as needed. Sites will also continue working toward full implementation through revisions and additions to site goals. Sites will regularly review individual progress via data reports and team perceptions in site meetings, as well as district meetings. Ongoing support via coaching and professional development opportunities will continue to be provided, and districts are still expected to commit the necessary time and resources to the implementation process. Additionally, the District-Level System Coach and SPDG staff will continue to meet with the superintendent mid-year and end-of-year to share progress and assist in developing plans to ensure sustained implementation of the OTISS framework.

Data Collection Requirements:

Because services are provided via a federal grant, the Oklahoma SPDG must collect specific data to report our project outcomes and effectiveness to the United States Department of Education (USDE) Office of Special Education Programs (OSEP). All SPDG-supported districts agree to participate in a District Capacity Assessment conducted at the beginning of the year and at the end of the year. Additionally, all district sites will participate in an OTISS Fidelity Assessment at the beginning of the year and end of the year. Based on Fidelity Assessment results, sites will develop Action Plans to be reviewed monthly for progress, and this information will be shared with SPDG staff.

Further, if selected for SPDG support, districts must commit to provide SPDG staff with aggregated district data and site data and disaggregated data by students on IEPs. All determinations of “at-risk” are measured by the district’s adopted OTISS-aligned policies for screening procedures.

Minimum required data is listed below:

- Percentage of students on IEPs at risk for reading: Beginning of Year, End of Year
- Percentage of students not on IEPs at risk for reading: Beginning of Year, End of Year
- Percentage of students on IEPs at risk behaviorally: Beginning of Year, End of Year
- Percentage of students not on IEPs at risk behaviorally: Beginning of Year, End of Year

Additional data needed, where applicable, including but not limited to:

- Percentage of students on IEPs at risk for math: Beginning of Year, End of Year
- Percentage of students not on IEPs at risk for math: Beginning of Year, End of Year

Attendance at Institutes and Participation in Trainings:

Because the project is operated under a federal grant with limited capacity, it is expected that district staff make use of all training opportunities offered. This includes the OTISS Institutes and e-learning opportunities. For more detailed information, please refer to *Section IV. Benefits of Participation*.

VII. POTENTIAL COSTS ASSOCIATED WITH IMPLEMENTATION

The Oklahoma SPDG is a technical assistance and 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 OTISS 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 in order to develop, implement, and sustain district capacity for the Oklahoma Tiered Intervention System of Supports (OTISS) Framework. Districts and sites may have the opportunity to implement the OTISS Framework as a schoolwide program, as defined under Title I. For more information on using multiple funding streams, please refer to the [Oklahoma Edge Consolidated ESSA Plan, pages 40-42](#).

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

- Universal screening tools for math, reading, and behavior (PreK-12th or all qualifying grade levels)

- Evidence-based adoptions, addendums, and/or modifications to math, reading, behavior, and social-emotional content instruction (Potentially PreK-12)
- Professional learning (other than what is provided via SPDG support)

VIII. ADMINISTRATIVE COMMITMENTS

Please review the district level and site level commitments below. The District Superintendent must initial each commitment at both levels. All site administration must sign the completed application in the spaces below.

DISTRICT LEVEL	
	Ensure that communications from the OSDE SPDG staff, the SPDG consultants, the OTISS District-Level System Coach, and the SPDG consultants and trainers are responded to in no more than five (5) school days.
	Schedule a regular monthly district level OTISS team meeting with the OTISS District-Level System Coach at least a semester in advance.
	Conduct a District-Level OTISS team meeting with the OTISS District-Level System Coach a minimum of once per month to review the OTISS District Action Plans.
	Allocate time and funds in the annual district budget to cover incidental costs associated with maintenance of OTISS implementation.
	Send District-Level OTISS team members and administrative representatives to OTISS Institutes, and participate in e-learning opportunities.
	Adopt the Oklahoma State Department of Education’s OTISS Implementation Guide, and any future updates, as the district’s model for tiered intervention services.
	Utilize the tools included in the OTISS Implementation Guide to develop and prioritize goals, and develop and monitor OTISS District Action Plans.
	Complete the OTISS Capacity Assessment and ensure that all district schools complete an OTISS Fidelity Assessment at the beginning of the year and the end of the year.
	Provide data related to OTISS implementation and student outcomes as requested.

SITE LEVEL	
	The district will ensure that communications from the OSDE SPDG staff, the SPDG consultants, the OTISS Site-Level System Coaches, and SPDG consultants and trainers to the individual school sites receive timely responses in no more than five (5) school days.
	The district will ensure that the individual school sites will schedule a regular monthly OTISS team meeting with the OTISS Site-Level System Coaches at least a semester in advance, and ensure the OTISS team meeting is on the school site's master schedule.
	The district will ensure that the individual school sites will conduct an OTISS team meeting with the OTISS Site-Level System Coaches a minimum of once per month to review the OTISS Site Action Plans.
	The district will ensure that the individual school sites will release faculty from regularly assigned duties when meeting with an OTISS Site-Level System Coaches. (<i>Meetings will be scheduled in advance.</i>)
	The district will ensure that the individual school sites will allocate time and funds in the annual school budget to cover incidental costs associated with maintenance of OTISS implementation.
	The district will ensure that the individual school sites will send OTISS Internal Site Coaches and an administrative representative to OTISS Institutes, and participate in e-learning opportunities.
	The district will ensure that the individual school sites will adopt the Oklahoma State Department of Education's OTISS Implementation Guide, and any future updates, as the site's model for tiered intervention services.
	The district will ensure that the individual school sites will utilize the tools included in the OTISS Implementation Guide to develop and prioritize goals, and develop and monitor OTISS Site Action Plans.
	The district will ensure that the individual school sites will complete the OTISS Fidelity Assessment at the beginning of the school year and the end of the school year.
	The district will ensure that the individual school sites will schedule an all staff OTISS Universal Behavior Training in collaboration with the Oklahoma Parent Center.
	The district will ensure that the individual school sites will schedule and host a follow up OTISS Parent Behavioral Support Training in collaboration with the Oklahoma Parent Center.

***If additional site administrators, please attach second page with signatures to application.**

Completed Application due by March 12, 2018 by 5:00pm CST.