Infrastructure: Goal 1 Strategy 1: Establish agency leadership structure to support the SSIP

Goal 1: The Oklahoma State Department of Education will institute and maintain a state leadership structure to support the adoption of a multi-tiered system of support (MTSS) framework to address literacy challenges.				
Strategy 1: Establish agency leadership structure to support the SSIP				
Activities/Action	Major Outcome	Short-Term Measure Step 1	Medium-Term Measure Step 2	Long-Term Measure Step 3
Establish the SSIP State Leadership Team (SLT) to design the program, collaborate with partners, develop policies and procedures, secure funding and allocate resources for the implementation of the SSIP.	SLT meets monthly to consider program progress.	SSIP Leadership Team is defined, and agenda processes are established.	SLT team meets monthly.	SLT participates in the MTSS leadership team and collaborates with Office of School Support, Office of Student Support, RSA, and SPDG.
	Stakeholders are regularly consulted on program definition and implementation. Processes and procedures are written to share with stakeholders, partners, and participating districts.	A website is created for the SSIP, updated with information as needed and stakeholders are contacted via multiple email listservs, emails, calls, as updates occur.	Embedded professional development surveys are distributed throughout the PD sequence for shared decision making.	Procedures and processes are reviewed and developed annually with stakeholders, partners, and districts.
	Initial funding is allocated to support startup activities for the SSIP, including staff support.	Initial funding is secured to hire a program specialist.	An instructional coach is hired to support the framework of the project.	SLT team determines needs for additional funding for sustainability/ scale up annually.
	The annual budget includes dedicated funding for SSIP activities.	Project 613 funds are designated for districts to use for	Resources are budgeted to support	Resources are budgeted to support

		substitutes for PD; SSIP staff is paid for through Part B funds.	implementation in years 2-5.	long term implementation.
Participate in and contribute to collaborative efforts to secure MTSS as a viable framework for school support and student improvement. Allocate resources to the long-term implementation of the SSIP.	SSIP staff are engaged with the agency's collaborative efforts to promote MTSS statewide.	SLT utilizes existing agency language regarding MTSS.	SLT joins MTSS leadership team/implementation team efforts and actively participates in the agency's efforts.	SLT collaborates with the agency to promote MTSS statewide.
	State program leaders demonstrate annual commitment to continuing the SSIP programs.	State leaders continually meet federal guidance.	State leaders collaborate with external support related to SSIP-Part B guidance.	State leaders continue commitment by determining sustainability and scale up.
	MTSS is promoted and instituted agency wide as a viable framework for site support.	SLT collaborates with the MTSS leadership team to develop aligned support with MTSS.	SLT continually collaborates with MTSS leadership team and continue support with MTSS implementation team.	SLT continually collaborates and SSIP instructional coach will support MTSS framework in the field.
SSIP and MTSS designations are coordinated in their efforts for systemic change.	The state infrastructure is effective for supporting the SSIP and long-term programmatic change.	Written policies: Office of Special Education Services, compliance, and monitoring, collaborates quarterly regarding the intentionality of supporting low performing school sites.	Designation determination matches the time frame of the SSIP cohorts.	Designations will have the opportunity to work with the SSIP once designated.

	The SLT incorporates and uses quality feedback mechanisms from staff and districts.	Feedback is gathered through professional development surveys and stakeholder meetings quarterly years 1-2.	Continuous feedback is gathered through PD surveys and Instructional coaching surveys annually during years 2-5.	Maintain continuous feedback with staff and districts annually during years 2-5.
	Participating districts and state support personnel understand and adhere to program processes and procedures.	Applications for participation list expectations for program processes, procedures, and dismissal procedures from the agency as well as from the participating site.		
	Staff are accountable to maintaining program expectations.	SLT members meet program processes and procedures as defined by the definition of their position and deadlines of the program.		
	Processes and procedures are reviewed annually, and relevant updates are made.	SLT utilizes collected data, APR reporting, and survey response to determine relevant process and procedural changes.		
	The leadership team annually conducts a self-assessment to determine status relative to sustainability.	SLT selects a self-assessment tool.	SLT determines a baseline status of sustainability.	SLT determines based upon the self-assessment scale up options.

Infrastructure: Goal 1: Strategy 2: Establish multi-tiered system of support

Goal 1: The Oklahoma State Department of Education will institute and maintain a state leadership structure to support the adoption of a multi-tiered system of support (MTSS) framework to address literacy challenges.

Strategy 2: Establish multi-tiered system of support

Activities/Actions	Major Outcome	Short-Term Measure	Medium-Term Measure	Long-Term Measure
The tiered support framework is defined by three levels of support.	Three levels of support have been articulated with specific interventions and support activities.	SSIP defines the qualities of "at risk" and "high risk" for schools to access the three tiers of support and have determined the activities provided by the SEA to support each tier of support.		
	An application process has been developed to select sites to be provided tier three interventions.	PD application for cohort 1 are available for sites to apply for PD (tier 2).	PD application for cohort 2 (tier 2) and Instructional Coaching for cohort 1 (tier 3) applications are available.	PD application for cohort 3 (tier 2) and Instructional Coaching for cohort 2 (tier 3) applications are available.
	Mechanisms have been developed to monitor who is using universal (tier one) resources and supports, which are available to all districts in Oklahoma.	Tools are located on OSDE Connect (Canvas) which has a data supported platform that will allow for the SLT to collect user data.	SSIP designated website with created materials available for public access. In addition to usage data embedded feedback questions will provide feedback on the tools provided.	Materials are reviewed to determine need and additional support.
	Mechanisms have been developed to monitor which sites are using targeted (tier two) resources and interventions, which will be made available to sites in Oklahoma.	SLT develops an application to determine tier 2 placement into the tiers for each cohort.	SLT monitors the designation status of each applied site and ensures that newly identified sites are encouraged to apply.	A cohesive partnership between designation and SSIP will create written protocols and procedures.
	The tiered framework is sustainable (measure TBD).	SLT determines capacity needs and	SLT reevaluates ability to scale up or	SLT reevaluates ability to scale up or

		accurately determines capacity limits for participation.	maintain participant capacity for each tier.	maintain participant capacity for each tier.
	State program leaders demonstrate sustained commitment to the implementation of the tiered framework.	The tiered support has comprehensive procedures and definitions that support the design of the framework.	SLT collaborates with agencies to ensure school designation and support framework align.	SLT continues collaborations with agencies supporting designations to support continued implementation of evidence-based practices and supports within the tiered framework.
Assign support activities and evidence-based practices to each level of support.	High quality evidence-based practices have been selected with input from stakeholders.	Stakeholders provide input regarding the scope and sequence of professional development years 1-2.	Instructional coaching supports evidence-based practices as needed for specific outcomes sought from the participant years 3-5.	Overall program considerations for scale up/sustainability occur with input from stakeholders' years 2-5.
	The framework meets generally accepted measures of quality for MTSS to improve academic outcomes.	Considerations for evidence-based practices provided in each level of support is determined through data collection, school advocacy, and written procedures of school risk to ensure that the framework of MTSS is best used as the tiered delivery model.		
Develop a feedback mechanism to monitor the quality of the framework and its implementation successes and challenges. Establish regular stakeholder outreach for program design and implementation.	Feedback mechanisms exist to refine processes, procedures, and interventions over time.	SLT encourages and requests stakeholder participation in determining processes, procedures, and interventions provided.	SLT uses tiered supports, utilize data collection tools (surveys, etc.) to assess the implementation of the framework.	SLT uses tiered supports, utilize data collection tools (surveys, etc.) to assess the implementation of the framework.

Infrastructure: Goal 2: Strategy 1: Create and distribute high quality resources supporting evidence-based instructional strategies relating to K-3 early literacy outcomes and success.

Goal 2: The Oklahoma State Department of Education will provide access and continued monitoring of resources, professional development, and coaching of evidence-based practices, with increased support at tiered levels, to provide opportunities to develop high quality school site teams in grades K-3 that consistently implement evidence-based practices that support early literacy strategies.

Strategy 1: Create and distribute high quality resources supporting evidence-based instructional strategies relating to K-3 early literacy outcomes and success.

Activities/Actions	Major Outcome	Short-Term Measure	Medium-Term Measure	Long-Term Measure
Collaboration with an inter-agency MTSS Leadership team to develop, collate, and create an accessible online library of resources supporting evidence-based instructional strategies.	Collaboration with the MTSS Leadership team will consist of check ins at least four times a year.	SLT joins MTSS meetings within the agency.	SSIP actively participates on the MTSS teams to support SSIP and agency outcomes.	SLT and MTSS team collaborates effectively to create sustainability.
	Sustainable inter-agency teaming continues, replacing and adding members to continue the collaboration.	SSIP will have representation on the agency MTSS implementation team.	SSIP will increase representation to the MTSS implementation team to support SSIP and agency outcomes.	SSIP will ensure that inter-agency teaming will continue to determine additions or removals from MTSS teams.
	Continued agency alignment regarding MTSS implementation.	MTSS team will evaluate using the SSFI assessment to determine action steps related to the implementation of MTSS as an agency.		
Design and collect data usage tools to determine effectiveness and usage.	Data collection methods of usage are developed and collected annually.	Procedures are written to determine data needed to collect.	Usage data is collected annually in accordance with procedures.	Usage data is analyzed to determine needed changes to materials.
	Continued data collection regarding material quality.	All materials fall into one of the four categories: evidence-based practice, data-driven decisions, continuous school improvement, and sustainable teaming and meet the descriptions of each category of quality.		

Online platform to house evidence-based resources.	Online platform will be live and accessible to schools.	SLT collaborates to determine online platform location and organization.	SLT collaborates with MTSS Leadership team to open online platform to scale up.	SLT assesses platform needs to support ease of use.
	Continued addition and revision of materials to ensure that relevant, used, and high-quality materials are placed on the platform.	SLT collaborates to create, curate, and post high-quality materials.	SLT assesses usage and need for additional or revised materials biannually.	SLT actively monitors usage and determines necessary edits/revisions to support MTSS and SSIP goals.
High quality resources created or collated to support MTSS, and early literacy strategies categorized by topic.	High quality materials are provided on the platform categorized for ease of use.	SLT uses categories developed by the MTSS Leadership Team.	SLT adds subgroup categories to support ease of use.	SLT evaluates the usage and determines barriers for access.
	Definitions of the categories in which materials will be categorized under, are provided and responsive to school needs.	SLT uses categories developed by the MTSS Leadership Team.	SLT adds subgroup categories to support ease of use.	SLT evaluates the usage and determines barriers for access.

Infrastructure: Goal 2 Strategy 2: Create and distribute high quality professional development modules identifying and utilizing evidence-based instructional strategies relating to K-3 early literacy outcomes and success.

Goal 2: The Oklahoma State Department of Education will provide access and continued monitoring of resources, professional development, and coaching of evidence-based practices, with increased support at tiered levels, to provide opportunities to develop high quality school site teams in grades K-3 that consistently implement evidence-based practices that support early literacy strategies.

Strategy 2: Create and distribute high quality professional development modules identifying and utilizing evidence-based instructional strategies relating to K-3 early literacy outcomes and success.

Activities/Actions	Major Outcome	Short-Term Measure	Medium-Term Measure	Long-Term Measure
The SLT will create a sequenced professional development plan that responds to the needs of the school sites	Stakeholder input is used to determine professional development sequencing.	Surveys are distributed via listserv to allow input for professional development sequencing years 1-2.	Surveys are embedded into the professional development sequence to determine effectiveness of the module years 2-5.	Adjustment of professional development content and sequential order is determined annually years 2-5.
	Sequenced PD uses adult learning theory to support educator change.	The design of delivery is responsive to participants available time and offers substantial opportunities necessary to enact change.	Components of the sequence build on one another in a cohesive way year 1-5.	The PD sequence provides technical assistance regarding early literacy and related topics in a comprehensive method (big ideas to detailed actions) year 2-5.
	Sequenced professional development is responsive and aligned to the other tiered level of supports.	EBP protocols are created to match the PD sequence year 1-5.	PD sequence explicitly teaches the methods to use the provided EBPs.	

The SLT will lead professional development and keep accurate data collection.	Data collection methods to determine the participant's increase in knowledge.	Content surveys provide data regarding participant understanding of content years 2-5.	Implementation surveys provide data regarding participant self-reported practice years 2-5.	Professional development feedback surveys provide data regarding participant perception of PD effectiveness years 2-5.
	Continued data collection regarding participant's increase in knowledge.	Checkpoints throughout the three years will include content longevity surveys in which the participant will be quizzed on the retention of information over time.		
Professional development webinars specific to content topic.	Webinars are succinct and express information clearly.	Modules are limited to 45 minutes including all components.	Modules provide a clearly outlined agenda that supports comprehensive and concise information regarding the specified topic.	Modules are aligned with synchronous PD opportunities that deepen the information and offer implementation level breakout group support.
Professional development synchronous learning opportunities.	Modules are crafted to provide high-quality, aligned, and sequenced content with focus on evidence-based practices.	EBP protocols are provided on the universal support platform, taught in the modules in a sequenced and supported way, and additionally supported with synchronous PD.		
	Synchronous learning opportunities are developed with adult learning theory in mind.	Following paired modules, a synchronous PD opportunity will allow participants to dive deeper into additional EBPs.	Participants will be grouped based on self-reported implementation level.	Implementation level will determine the technical assistance needed to use EBPs in practice.

Infrastructure: Goal 2 Strategy 3: Build infrastructure to provide high quality instructional coaching for schools (application dependent) to further support evidence-based instructional strategies relating to K-3 early literacy outcomes and success.

Goal 2: The Oklahoma State Department of Education will provide access and continued monitoring of resources, professional development, and coaching of evidence-based practices, with increased support at tiered levels, to provide opportunities to develop high quality school site teams in grades K-3 that consistently implement evidence-based practices that support early literacy strategies.				
Strategy 3: Build infrastructure to provide high quality instructional coaching for schools (application dependent) to further support evidence-based instructional strategies relating to K-3 early literacy outcomes and success.				
Activities/Actions	**Major Outcome**	**Short-Term Measure**	**Medium-Term Measure**	**Long-Term Measure**
The SLT will create an application process that determines high need schools who would benefit from instructional coaching.	SLT will develop an application and written protocols for instructional coaching contracts.	SLT develops application to send out to potential applicant's years 2-3.	SLT develops rubric to score potential sites to determine if they meet the program design years 2-3.	SLT amends updated contracts annually as needed.
	Sustainable capacity determines the quantity of participants in each cohort.	SLT determines capacity of 10 participants in each instructional coach's cohort.	SLT determines changes in capacity based on prior year annually.	SLT determines capacity of instructional coaching based on hours served and location of qualifying selected sites years 2-5.
The SLT will follow *The Impact Cycle* to improve individual educators' implementation of evidence-based practices.	SLT will develop written protocols and guidance to effectively support *The Impact Cycle*.	SLT & IC will participate in Jim Knight institute training and other PD opportunities year 2-5.	SLT-IC will create written protocols for predicted concerns year 2-3.	SLT-IC will create a differentiated instructional playbook to best guide educators.
SSIP Instructional Coaching will create written protocols for coaching effectiveness and sustainability.	Create written protocols for coaching including timing, location, and frequency during year 2 and update year 3-5.			

The SLT will collect fidelity data to determine how instructional coaching is improving instruction.	Data collection for educator implementation and improvement.	SLT-IC will create data collection tools based on completed impact cycles and effective PEERs goals.

Implementation Goal 1 Strategy 1: Implementation of effective instructional practices to support K-3 site teams instructional change leading to improved student outcomes.

Goal 1: The Oklahoma State Department of Education will provide access and continued monitoring of resources, professional development, and coaching of evidence-based practices, with increased support at tiered levels, to provide opportunities to develop high quality school site teams in grades K-3 that consistently implement evidence-based practices that support early literacy strategies.

Strategy 1: Implementation of effective instructional practices to support K-3 site teams instructional change leading to improved student outcomes.

Activities/Actions	Major Outcome	Short-Term Measure	Medium-Term Measure	Long-Term Measure
Universal Supports are utilized by educators in the state.	Universal Supports are utilized by SSIP participants (tier 2/tier 3).	All participants are enrolled in the canvas course (year 2-3)/provided the link to the new website.	Participants are surveyed four times a year through the platform to determine preferred materials and interest for other materials (year 2-5).	
The professional development sequence is utilized by the applying SSIP participants.	Participants utilizing the module will gain an increase in content understanding.	Participants will increase content understanding by 10% from base or reach mastery of 90% per module.		
	Participants utilizing the sequence (module and synchronous) will increase implementation of strategies.	Participants will report via quarterly implementation surveys an indication of using taught practices; max 30 points.		
Instructional coaching leads to improved teaching outcomes.	Participants receiving coaching support will participate in weekly and monthly support.	Year 2-3 Cohort 1 & 2 (during all 5 semesters of implementation) participant will participate in 1 hour a week of support.	Year 2-3 Cohort 1 & 2 (during all 5 semesters of implementation) Participants will make use of an online coaching support approximately 2 hours a month.	
	Participants receiving coaching will increase implementation of teaching strategies.	Participants will demonstrate usage of teaching strategies through the usage of IMPACT cycles.		

	Participants receiving coaching will demonstrate a change in teaching strategies from the beginning of the year to the end of the year.	Direct observation indicates a base level of instructional practices.	Changed practices increase by 10% or reach mastery at 75% or more each year.
Instructional coaching leads to improved student outcomes.	Participants receiving coaching will demonstrate student outcome change based on impact cycle instructional changes.	Students in participating teachers' class will demonstrate an increase of 5% between BOY and EOY on universal screeners each year.	