

# ARKANSAS STATE SYSTEMIC IMPROVEMENT PLAN (SSIP) LOGIC MODEL

## SSIP Improvement Priorities:

*Expand a system of support that is aligned with other DESE Units and is differentiated based on LEAs' needs as evidenced by data.*

*In collaboration with other DESE Units, expand Arkansas' Response-to-Intervention and inclusive practices model using evidence-based personnel development to implement a multi-tiered system of supports for behavior and academics, with a focus on literacy.*

## State-identified Measurable Result (SiMR):

*Percent of students with disabilities (SWD) in grades 3-5, from targeted schools, whose value-added score (VAS) in reading is moderate or high for the same subject and grade level in the state.*

*The Arkansas SiMR is collected from schools involved in support provided by the State Personnel Development Grant (SPDG) focused on Response to Intervention (RTI)/ Inclusionary Practices and schools participating in the Inclusive Practices Professional Learning Communities (PLC) Project.*

Inputs	Activities	Participation	Outputs	Outcomes	Impacts
<p>Personnel and fiscal resources promote the identification, coordination, alignment, and dissemination of agency initiatives to provide an inclusive system of support for LEAs</p>	<p>Expand SSIP Schools to include PLC Inclusive Practices Project Schools Cohorts 1 &amp; 2 Structure to expand and implement competency-based professional learning/ technical assistance (PL/TA) system (protocols, team structures, coaching model, &amp; communication plan)</p> <p>Complete a stakeholder-driven gap analysis &amp; input to support design of PL system &amp; development of micro-credentials</p>	<p>Division Elementary and Secondary Education (DESE)</p> <p>SSIP &amp; SPDG Targeted LEAs</p> <p>Arkansas Association of Educational Administrators</p> <p>Arkansas Collaborative Consultants</p> <p>Regional Educational Service Cooperatives Content Specialists</p> <p>Reading Initiative for Student Excellence (R.I.S.E.) and Pre-K R.I.S.E. State Coordinators</p> <p>WestEd – National Center for Systemic Improvement TA</p> <p>Solution Tree PLC Inclusive Practices TA</p> <p>Office for Innovation in Education</p> <p>The Center for Exceptional Families</p> <p>Thinking Collaborative</p>	<p>SSIP schools reflect a collaboratively designed Multi-Tiered System of Supports for academics and behavior</p> <p>Building Leadership Teams build and increase capacity as measured by a Systems Analysis Tool or the Professional Learning Communities Continuums Survey</p> <p>Teachers build and increase capacity as measured by the Self-Efficacy Inventory</p> <p>SSIP-targeted schools evidence an increase in the number of students with moderate or high growth as measured by the DESE student growth assessment</p>	<p>A statewide sustainable professional learning (PL) and technical assistance (TA) system aligned throughout DESE based on LEA needs</p> <p>PL activities are monitored and evaluated for alignment to the competency-based professional learning system for increased implementation efficacy and fidelity</p> <p>Increased Regional/District capacity to deliver high quality professional learning and support implementation of RTI and high-leverage &amp; other evidence-based practices</p> <p>Improved practitioner efficacy in the fidelity of implementation of high-leverage and other evidence-based practices</p> <p>Increased educator collaboration that promotes positive outcomes through a coherent support system</p> <p>Statewide coherent system that provides equitable opportunities and differentiation through educator choice in PL</p>	<p>Increased value-added growth scores for students with disabilities in literacy, grades 3-5</p> <p>Administrators, general educators, special educators, and related services operate in a single, collaborative system for academics and behavior.</p> <p>Students with disabilities are considered general education students first, and are included in quality core instruction provided in least restrictive environments.</p>
<p>Personnel and fiscal resources are used to promote highly reliable school systems, build capacities and competencies (at state, regional, district, and building levels) to implement Professional Learning Communities (PLCs), Universal Design for Learning (UDL), Response to Intervention (RTI), High Leverage Practices (HLPs) and other evidence-based practices with fidelity</p>	<p>Develop, install, and implement competency-based PL micro-credentials with core &amp; key partners</p> <p>Develop/adapt/install implementation fidelity tools for all levels of the system (state, regions, district, school, &amp; teacher)</p> <p>Provide meta-coaching to RITs &amp; DITs to support coaching of educators for selection of micro-credentials and implementation of evidence-based and HLPs</p> <p>Install PLCs that involve general and special educator collaboration around all students' data</p>	<div style="text-align: center;">  <p><b>ALL IN</b> INCLUSIVE LEARNING. FULL ACCESS. BETTER OUTCOMES.</p> </div>	<p>SSIP-targeted schools evidence an increase in the number of students with moderate or high growth as measured by the DESE student growth assessment</p>	<p>Increased Regional/District capacity to deliver high quality professional learning and support implementation of RTI and high-leverage &amp; other evidence-based practices</p> <p>Improved practitioner efficacy in the fidelity of implementation of high-leverage and other evidence-based practices</p> <p>Increased educator collaboration that promotes positive outcomes through a coherent support system</p> <p>Statewide coherent system that provides equitable opportunities and differentiation through educator choice in PL</p>	<div style="background-color: #2e8b8b; color: white; padding: 5px; text-align: center;"> <h3>Evaluation (formative &amp; summative)</h3> </div> <p><b>Performance Structure</b> Collect, analyze, report and inform processes, progress, and ongoing revision as measured by the SiMR</p> <p><b>Outcome Structure</b> Collect, analyze, report, and inform the two SSIP coherent improvement strategies as measured by the SSIP Infrastructure Tool</p>