

ARKANSAS STATE SYSTEMIC IMPROVEMENT PLAN (SSIP) LOGIC MODEL

SSIP Improvement Priorities:


Expand a coherent 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, transform personnel development through the implementation of competency-based professional learning to scale Arkansas' RTI and inclusive practices model, including UDL and other evidence-based practices, to increase student success in 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 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>PLC Inclusive Practices Project Schools apply for and receive PL/TA to install Cohorts Structure to expand and implement competency-based professional learning/ technical assistance (PL/TA) system (protocols, team structures, coaching model, & communication plan)</p>	<p>Division Elementary and Secondary Education (DESE) - SSIP & SPDG Targeted LEAs</p>	<p>SSIP schools reflect a collaboratively designed Multi-Tiered System of Supports for academics and behavior</p>	<p>A statewide sustainable professional learning (PL) and technical assistance (TA) system aligned throughout DESE based on LEA needs</p>	<p>Increased value-added growth scores for students with disabilities in literacy, grades 3-5</p>	
	<p>Complete a stakeholder-driven gap analysis & input to support design of PL system & development of micro-credentials</p>	<p>Arkansas Association of Educational Administrators</p>	<p>Arkansas Collaborative Consultants</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>PL activities are monitored and evaluated for alignment to the competency-based professional learning system for increased implementation efficacy and fidelity</p>	<p>Administrators, general educators, special educators, and related services operate in a single, collaborative system for academics and behavior.</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 & key partners</p>	<p>Regional Educational Service Cooperatives Content Specialists</p>	<p>Teachers build and increase capacity as measured by the Self-Efficacy Inventory</p>	<p>Increased Regional/District capacity to deliver high quality professional learning and support implementation of RTI and high-leverage & other evidence-based practices</p>	<p>Students with disabilities are considered general education students and are included in quality core instruction provided in least restrictive environments.</p>	
	<p>Develop/adapt/install implementation fidelity tools for all levels of the system (state, regions, district, school, & teacher)</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>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>Improved practitioner efficacy in the fidelity of implementation of high-leverage and other evidence-based practices</p>	<p style="text-align: center;">EVALUATION (formative & summative)</p>
	<p>Provide meta-coaching to RITs & DITs to support coaching of educators for selection of micro-credentials and implementation of evidence-based and HLPs</p>	<p>Solution Tree PLC Inclusive Practices TA</p>	<p>Office for Innovation in Education</p>	<p>Increased educator collaboration that promotes positive outcomes through a coherent support system</p>	<p>Performance Structure Collect, analyze, report and inform processes, progress, and ongoing revision as measured by the SiMR</p>	
	<p>Install PLCs with general and special educator collaboration around all students' data</p>	<p>The Center for Exceptional Families</p>	<p>Thinking Collaborative</p>	<p>Statewide coherent system that provides equitable opportunities and differentiation through educator choice in PL</p>	<p>Outcome Structure Collect, analyze, report, and inform the two SSIP coherent improvement strategies as measured by the SSIP Infrastructure Tool</p>	
 ALL IN <small>INCLUSIVE LEARNING. FULL ACCESS. BETTER OUTCOMES.</small>						