



THEORY OF ACTION

ARKANSAS STATE SYSTEMIC IMPROVEMENT PLAN (SSIP)

SSIP Strands of Action

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

Professional Learning/Technical Assistance and Dissemination:

In collaboration with other DESE units, transform personnel development through the implementation of competency-based professional learning to scale Arkansas's 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.

If DESE.....

...aligns and coordinates existing resources, systems, and DESE initiatives:

- High Reliability Schools
- Professional Learning Communities
- High Leverage and Inclusive Practices
- Advancing Inclusive Principal Leadership
- R.I.S.E.
- RTI Arkansas
- Strategic Instructional Model
- THRIVE

...creates a system of professional learning (PL) and technical assistance (TA) that is aligned with other DESE Units and is differentiated based on LEAs' needs

...designs and implements evidence-based PL and TA for educators for

...restructures and promotes Arkansas' Response to Intervention model including Universal Design for Learning (UDL), and using evidence-based PL and TA to implement a multi-tiered system of supports for behavior and literacy

Then....

...DESE will more effectively leverage resources to improve services for students with disabilities

...DESE will increase the reach and impact of the agency's work with LEAs

...DESE will increase the value-added growth scores for students with disabilities in literacy

...DESE will increase the agency's ability to support LEAs' capacity to implement evidence-based systems and practices.

...DESE will have aligned and effective resources available to support LEAs in differentiated and individualized evidence-based practices



ALL IN
INCLUSIVE LEARNING. FULL ACCESS. BETTER OUTCOMES.

SSIP State-identified Measurable Result (SiMR): Percent of students with disabilities 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.