

Strands of Action	If DESE....	Then....
<p><b>Collaboration:</b> Expand a system of support that is aligned with other DESE Units and is differentiated based on LEAs’ needs as evidenced by data.</p>	<p>...aligns and coordinates existing resources, systems, and DESE initiatives: High Reliability Schools (HRS), Professional Learning Communities (PLCs), High-Leverage Practices (HLPs), Advancing Inclusive Principal Leadership (AIPL), Reading Initiative for Student Excellence (R.I.S.E.), Response to Intervention (RTI) and the Strategic Instructional Model (SIM)</p>	<p>...DESE will more effectively leverage resources to improve services for SWD</p> <p>...DESE will increase the reach and impact of its work with LEAs</p> <p>...DESE increase the value-added growth scores for SWD in literacy</p>
<p><b>Professional Learning/Technical Assistance and Dissemination:</b> In collaboration with other DESE Units, restructure Arkansas’ Response to Intervention model including Universal Design for Learning (UDL) and using evidence-based personnel development to implement a multi-tiered system of supports for behavior and academics, with a focus on literacy.</p>	<p>...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</p> <p>...designs and implements evidence-based PL and TA for educators of SWD</p> <p>...restructures and promotes Arkansas’ Response to Intervention model, including Universal Design for Learning and using evidence-based PL and TA to implement a multi-tiered system of supports for behavior and literacy</p>	<p>...DESE will increase its ability to support LEAs’ capacity to implement evidence-based systems and practices</p> <p>...DESE will have aligned and effective resources available to support LEAs in differentiated and individualized evidence-based practices for all SWD</p>



**ALL IN**  
INCLUSIVE LEARNING. FULL ACCESS. BETTER OUTCOMES.

**SSIP 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.*