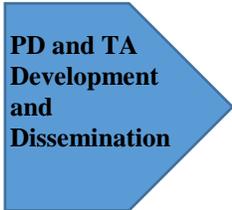


**Division of Elementary and Secondary Education-Special Education Unit
Advisory Council for the Education of Children with Disabilities
State Systemic Improvement Plan (SSIP) and
State Personnel Development Grant (SPDG), October 2019**

Arkansas Theory of Action

Vision: To provide an innovative, comprehensive education system focused on outcomes that ensures every student in Arkansas is prepared to succeed in post-secondary education and careers.

Strands of Action	If DESE	Then	Then	Then
	...aligns and coordinates existing resources, systems and initiatives	...DESE will more effectively leverage resources to improve services for SWD ...DESE will increase the reach and impact of its work with LEAs	...LEAs will have the knowledge and skills necessary to provide high quality, evidence based services and supports for SWD by accessing resources, PD, and TA from the DESE	...All children with disabilities will receive individualized services in the least restrictive environment and demonstrate improved educational results and functional outcomes
	...creates a system of PD and TA that is aligned with other DESE Units and is differentiated based on LEAs needs ...designs and implements evidence based PD and TA for educators of SWD ...restructures Arkansas' RTI model using evidence based PD and TA to implement a multi-tiered system of supports for behavior and academics	...DESE will increase its 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 for all SWD		

Strategy One: Create a system of support that is aligned with other ADE Units and is differentiated based on LEA's needs as evidenced by data.

Strategy One continues to focus on creating a coordinated system of support that outlines the necessary organizational structures for the way in which LEA services and supports are identified, managed, and differentiated at the state level. This strategy focuses on building the infrastructure needed for the ADE to be more effective in leveraging resources that will improve services for all students (including students with disabilities) and increasing the reach and impact of its work with LEAs. Intentional efforts have been made to increase the awareness of the SSIP at the agency, regional cooperative and district levels. Meaningful collaboration with the DESE - Office of Coordinated Support and Services (OCSS), Division of Learning Services-Special Education Unit, Division of Public School Accountability and Division of Educator Effectiveness continues. The OCSS has added a new Behavior Leadership Support Coach and a new Special Education Leadership Support Coach to, in part, support most SSIP targeted buildings.

The following new milestone is being added to the DESE Strategic Performance Management tool for this academic year:

Coordinate professional development opportunities to support implementation of a multi-tiered system of supports (RTI Arkansas) for behavior.

Update:

Aligning the work of the SSIP to the frameworks of Professional Learning Communities and High Reliability Schools with a focus on Inclusive Practices continues to be a focus of the SSIP Coordinator and with the technical assistance providers of the Arkansas Collaborative Consultants (ACC). The Consultants attended the annual Fall Meeting on September 3rd and 4th with an emphasis on implementation science, capacity building and inclusive practices. The [ACC](#) is comprised of the following:

Arkansas Co-Teaching Project

- **Arkansas Transition Services (ATS)**
- **Behavior Support Specialists (BSS)**
- **Brain Injury Services**
- **Children and Youth with Sensory Impairments (CAYSI)**
- **Easterseals Arkansas Outreach Program and Technology Services (ESOPTS)**
- **Educational Audiology/Speech Resources (EARS)**
- **Educational Services for Visual Impairments (ESVI)**
- **Speech-Language Pathology Services and Assistant/Aide Program**

Strategy Two: In collaboration with other ADE Units, restructure Arkansas' Response to Intervention (RTI) model using evidence-based personnel development to implement a multi-tiered system of support for behavior and academics, with a focus on literacy.

Goals for the State Personnel Development Grant

- Develop statewide RTI resources and tools in the areas of behavior and literacy.
- Increase the capacity of regional and district teams to deliver high quality RTI professional development.
- Improve educators' ability to implement RTI with a focus on evidence-based literacy and behavior support practices.
- Improve literacy and behavior outcomes for all students, especially students with disabilities.

Update:

The State Personnel Development Grant team has partnered with Educational Renewal Zones to provide five regional trainings to support the implementation of RTI at the High School level. In this interactive session, participants will learn how secondary schools implement the essential components of RTI and how this differs from, but aligns with, implementation in elementary settings. The session will highlight contextual factors found to impact secondary RTI implementation and provide recommendations for how schools can address these factors. Participants will be provided opportunities to use shared resources

that support implementation of the essential components and help secondary schools avoid common RTI implementation pitfalls.

The SPDG team is also partnering with Educational Service Cooperatives and APSRC to provide a RTI Overview training. This training session has more of an elementary systems level focus.

Our existing partnership with TCFEF continues to yield positive outcomes to increase the knowledge of parents and families to understand the components of RTI.

Positive Behavioral Supports and Interventions (PBIS)

Mount Vernon/Enola, Cutter Morning Star, Drew Central, and Pulaski County Special School District began implementation of Tier I PBIS in August of 2019. Thirty-one school leadership teams went through an installation process during the 2018-2019 school year. All of these teams have created a school-wide model for behavioral expectations and crafted lesson plans for teaching these expectations. Many teams incorporated the communication for PBIS into open house, football games, and other community events. Although significant improvement in student outcome data may not happen within the first year, teams have a clear plan for changing the climate and influencing the culture of the students in their system.

Earle School District has committed resources during the 2019-2020 school year to support the planning and implementation of PBIS.

LRSD, Blytheville, Texarkana, and Dollarway School Districts continue to strengthen their PBIS supports and implementation.

In addition to the intense support provided to the districts listed above, modules were developed to support districts and schools in Arkansas that are interested in PBIS implementation. Although in-person training with CCE PBIS trainers is ideal, it is not always possible. The modules can serve multiple purposes:

- Exploration: find out more about PBIS and how it works
- Training of trainers and coaches: ensure sustainability by increasing local fluency in PBIS implementation
- Initial training: after exploring PBIS and securing a group commitment, begin the implementation process
- Booster training: after implementing PBIS, use the modules as go-to resources for strengthening PBIS implementation

Each module includes:

- PowerPoint presentations: ready-made presentations, complete with trainer notes; can be used as-is with the flexibility of adding local context
- Facilitator's Guides: additional detailed notes (slide by slide), resources, activity suggestions, handouts, homework suggestions, and general information for preparing to present the module

The updated behavior resources website, with tools and materials, can be accessed by going to <http://dese.ade.arkansas.gov> and clicking on "R" for RTI or "B" for behavior.