Vision
The Division of Elementary and Secondary Education (DESE) is transforming Arkansas to lead the nation in student-focused “inclusive” education.

Mission
The Division of Elementary and Secondary Education (DESE) provides leadership, support, and service to schools, districts, and communities so every student graduates prepared for college, career, and community engagement.
INCLUSIVE PRACTICES PLC PROJECT

- Create a Professional Learning Communities at Work culture within the school in order to promote continuous improvement
- Increase levels of student achievement through teacher collaboration, a relentless focus on learning, and a results orientation for all students, with an intentional focus on outcomes for students with disabilities
- Increase the number of students with disabilities being educated in general education content classrooms
- Increase access to core instruction (least restrictive environment) for all students
- Increase academic performance as measured by district and state assessments
- Increase knowledge of Innovative Service Delivery Models, including RTI, UDL and High-Leverage Practices to promote inclusion
<table>
<thead>
<tr>
<th><strong>2020-2021 Pilot</strong></th>
<th><strong>2021-2022 Project Schools</strong></th>
<th><strong>2022-2023 Project Schools</strong></th>
</tr>
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<tbody>
<tr>
<td>Angie Grant Elementary, Benton School District</td>
<td>Caldwell Elementary, Benton School District</td>
<td>Cutter Morning Star Elementary School, Cutter Morning Star School District</td>
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<td>Grace Hill Elementary, Rogers School District</td>
<td>Carroll Smith Elementary, Osceola School District</td>
<td>East Pointe Elementary School, Greenwood School District</td>
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<td>McNair Middle, Fayetteville School District</td>
<td>Northside Elementary School, Rogers School District</td>
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<td>Rivercrest Elementary, Rivercrest School District</td>
<td>Ridge Road Elementary School, North Little Rock School District</td>
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<td>West Side Elementary School, West Side School District</td>
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ALL IN
INCLUSIVE LEARNING. FULL ACCESS. BETTER OUTCOMES.
SECTION 1: PURPOSE OF THE PROJECT

• Develop and expand the Professional Learning Communities at Work process within select schools
• Create school sites that serve as working laboratories for the PLC at Work process, conducting action research and sharing best inclusive practices with other schools throughout Arkansas
• Promote an intentional focus on inclusive practices to ensure that students who are IEP-eligible, as well as other groups of struggling learners, have meaningful access to core instruction
OVERVIEW OF THE PROJECT

• Selected schools, in partnership with an educational service cooperative (ESC), will be matched with a certified PLC at Work Associate from Solution Tree
• Schools will receive 12 days of onsite support as they deepen and sustain the PLC process with a focus on inclusive practices and culture
• From a needs assessment, each school will create action plans that focus on increasing student achievement through aligned curriculum, formative assessment practices, and proven instructional strategies
INTENDED OUTCOMES

- Strengthen the current Professional Learning Communities at Work culture by ensuring that all subgroups of students are addressed
- Increase the number of students with disabilities being taught to grade level expectations and who are making progress towards proficiency on grade level standards
- Increase access to grade level standards and rigorous curriculum
- Increase knowledge and implementation of innovative service delivery models
INTENDED OUTCOMES FOLLOWING FULL IMPLEMENTATION

● Increased levels of student achievement through teacher collaboration, a relentless focus on learning, and a results orientation for all students with an intentional focus on outcomes for students with disabilities
● Increased academic performance as measured by district and state assessments
● Increased collaboration between the district and the corresponding regional educational cooperative for sustainability of the project
KEY COMPONENTS OF THE PROJECT

- Professional learning provided through a hybrid model of onsite training, observation and coaching by trained and certified associates
- Print and video resources tailored to the needs of the school in support of the learning
- Attendance at Solution Tree registration events after discussion with school PLC associate (district is responsible for travel expense)
WHAT CAN SCHOOLS EXPECT?

● PLC at Work Associates will be onsite twelve days at each of the Project Schools. These days will be a combination of onsite training, observation, coaching and other job-embedded staff development
  ○ There will be times when accommodations will need to be made for teachers who are out of the classroom for training
● Additional web conferences and virtual training will occur with the building principal and other building leaders, as well as the school’s leadership team, collaborative teams, and individual teachers
  ○ Education Service Cooperative literacy and math specialists shall be included in the training
● The schools will fully implement the three big ideas of a PLC at Work with fidelity, with the guidance of a trained and certified PLC at Work Associate, and with an intentional focus on inclusive practices and culture
SECTION 2: ELIGIBILITY AND SELECTION

● Any K-12 Public School and Open Enrollment Charter School within Arkansas
● Priority will be given to schools with an Additional Targeted Support (ATS) designation due to performance of students with disabilities as identified under the Arkansas ESSA Plan
● Efforts will be made to ensure equitable geographic distribution across the state
● All schools intending to apply MUST submit a Letter of Intent (LOI)
● LOI’s will be emailed to all superintendents, LEA supervisors and building principals by Friday, March 17th 2023
● Applications will only be sent to those schools that have submitted the LOI
● All LOIs must be received by 5:00 p.m. on April 7, 2023
● Schools participating in PLC Project Cohorts five, six or seven are ineligible to participate due to the ongoing intensive support provided by the state
SELECTION PROCESS

- The selection process involves the following:

  1. Applications Received by DESE
  2. Selection Committee Review
  3. Finalist Interviews
  4. Schools Selected and Announced
SECTION 3: CONTENTS OF THE APPLICATION

● Cover Page
● Letter from Education Service Cooperative
● Introduction
● School Demographic Data
  ○ Special Education Demographic Data
  ○ Student/Teacher Ratios
  ○ Teacher numbers
  ○ Average tenure of staff
● Applicant Needs
● School Structures
● Initiative Implementation
● Project Commitment
● Stakeholder Involvement and Support
● Sustainability
SECTION 4: COMMITMENTS OF THE INCLUSIVE PRACTICES PLC PROJECT

- Engage in ongoing, targeted professional development to deepen PLC at Work practices
- Support teams, including special education professionals, and the structures necessary for implementing a PLC
- Increase inclusive practices within the school
- Practice gradual release of responsibility as the school team deepens their PLC at Work structures and creates plans to sustain the PLC at Work process after the Project has ended
- Develop plans for continued teacher training and coaching after the Project has ended
- Establish and practice a belief system that all students are capable of learning at high levels and teachers accept responsibility for making this outcome a reality
- Serve as a learning lab for other schools to visit in order to build capacity throughout Arkansas
PROCESS FOR SELECTING SCHOOLS

- Schools will be selected through a rigorous application and evaluation process, determined by a committee of educational professionals knowledgeable of the Professional Learning Communities at Work process.
- The project will be funded through a grant to the district’s cooperative partner.
- Rubrics, including evaluation criteria, will be sent with the application.
- Selected schools will serve as learning sites for other schools.
- Efforts will be made to ensure equitable geographic access and distribution across the state.
- Once finalists are chosen, interviews will be conducted.
- Only applications that have addressed sections 3 and 4 in their entirety will be reviewed.
SUBMISSION OF APPLICATION

- Applications must be received no later than 5 pm CST on May 5, 2023.
- Documents should be double spaced with a minimum of 12-point font.
- Applicants must be clear and concise with responses on each component.
- Applications may be mailed or sent electronically.
  - If sent electronically, documents should be submitted as a Microsoft Word or Adobe.pdf file.
  - The document should be emailed to: michelle.waldo@ade.arkansas.gov.
  - If mailed, include one hard copy. Hard copy applications should be addressed and sent to:

    Michelle Waldo, Policy Development Coordinator
    Arkansas Department of Education
    1401 W. Capitol Ave, Suite 450
    Little Rock, AR 72201
## PROJECTED TIMELINE

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<tr>
<th>Event</th>
<th>Date</th>
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<tr>
<td>Letters of Intent Due to DESE</td>
<td>April 7, 2023</td>
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<tr>
<td>Application Emailed to Point of Contact</td>
<td>April 21, 2023</td>
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<td>Applications Due</td>
<td>May 5, 2023</td>
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<td>Evaluation Period</td>
<td>May 8 - May 12, 2023</td>
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<td>Finalist Interviews</td>
<td>May 15 - May 19, 2023</td>
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<td>Notification of Award</td>
<td>May 26, 2023</td>
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<td>Tentative Project Start</td>
<td>July 2023</td>
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WEBSITE INFORMATION

- Today’s Zoom meeting has been recorded and will be posted on the Inclusive Practices Project website.

https://dese.ade.arkansas.gov/Offices/special-projects/inclusive-practices-project
PROJECT CONTACTS

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