



Education Service Cooperative

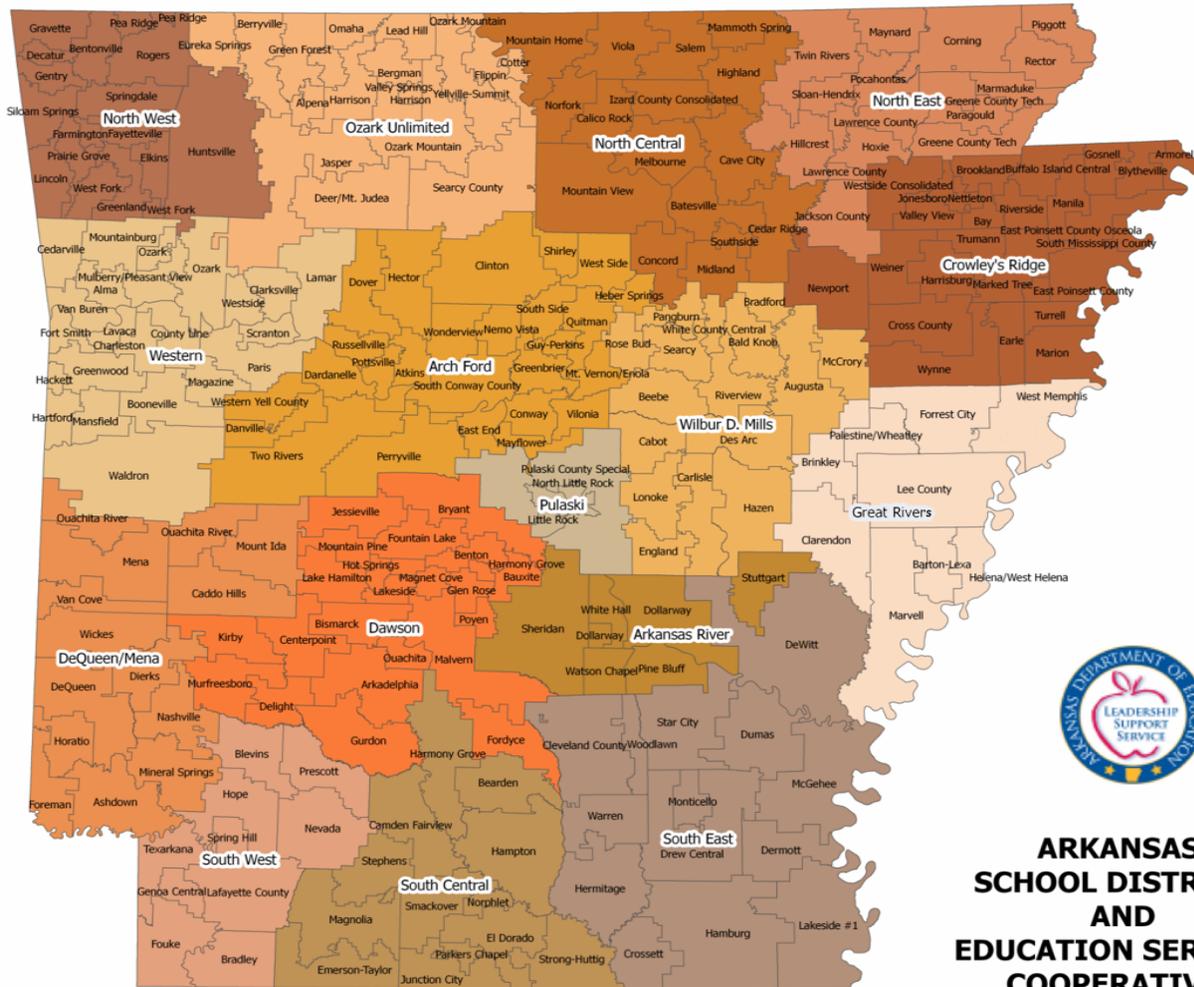
Building Bridges for the Students of the Delta

**2022-2023 ANNUAL REPORT**

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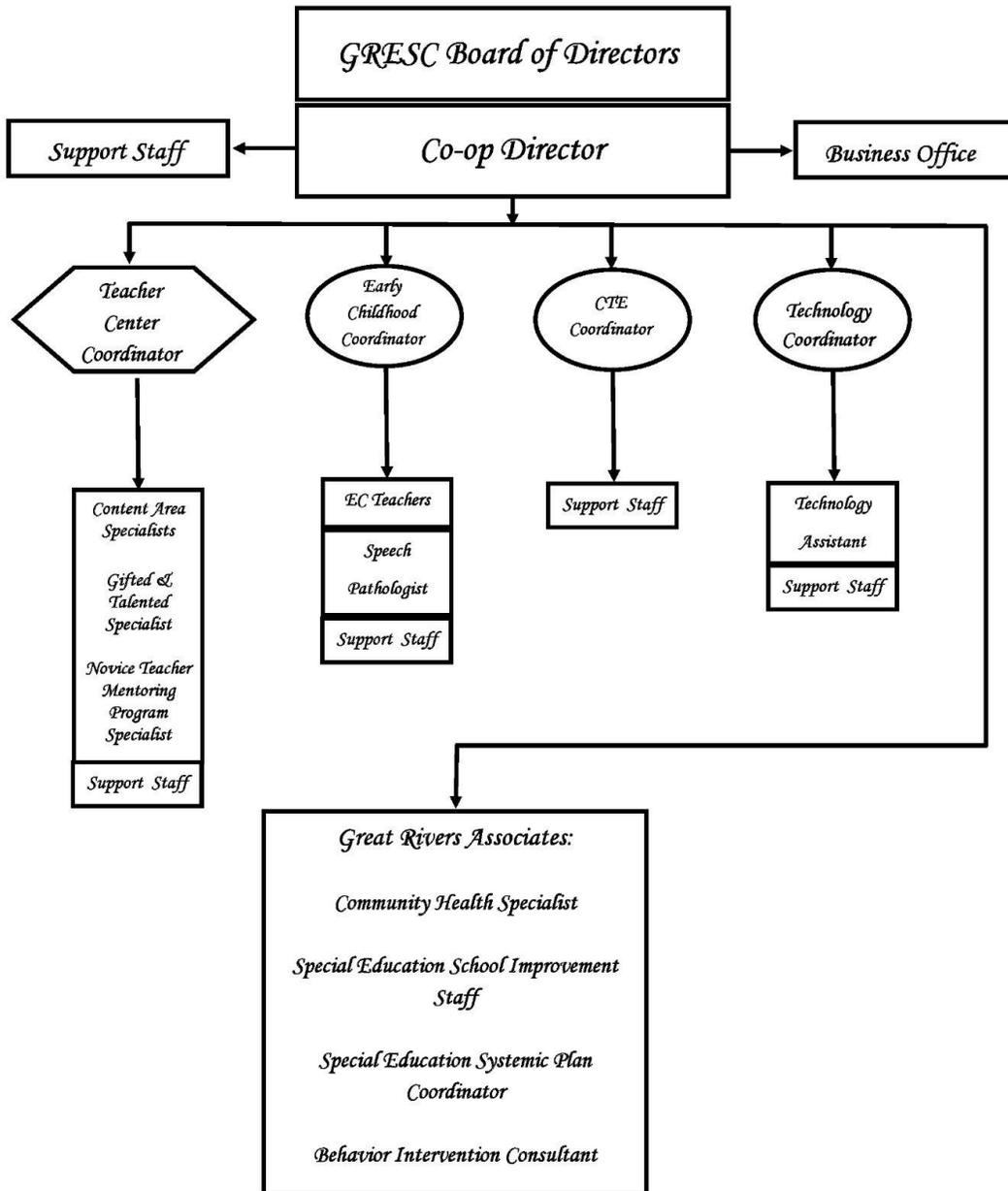


The Great Rivers Education Service Cooperative serves the area shaded in light pink on the map above.

GRESK services the following counties:

- Crittenden County: West Memphis
- Lee County: Lee County
- Phillips County: Barton-Lexa, Helena-West Helena, KIPP Delta, Marvell-Elaine
- Monroe County: Brinkley, Clarendon
- St. Francis County: Forrest City, Palestine-Wheatley

## Great Rivers ESC Organizational Chart



Edited September, 2022

**Great Rivers Education Service Cooperative  
Board of Directors**

**Officers of the Board**

<b>Name</b>	<b>Position</b>	<b>School District</b>
Lee Vent	President	Clarendon
Dr. Tiffany Hardrick	Vice-President	Forrest City
Dr. Katina Ray	Secretary	Marvell-Elaine
Willie Murdock	Cooperative Director	GRESA

**Members of the Board**

<b>Name</b>	<b>Position</b>	<b>School District</b>
Dr. Bruce Guthrie	Board Member	Barton
Dr. Brenda Poole	Board Member	Brinkley
Dr. Keith McGee	Board Member	Helena-West Helena
Dr. Micheal Stone	Board Member	Lee County
Danny Sample	Board Member	Palestine-Wheatley
Richard Atwill	Board Member	West Memphis

**Great Rivers Education Service Cooperative  
Teacher Center Committee**

<b>School District</b>	<b>Name</b>	<b>Role</b>	<b>Term Ending</b>
Barton	Amanda Jaco	Kindergarten Teacher	May 2025
Brinkley	Denise Files	Special Education Teacher	May 2024
Clarendon	Cheryl Smith	K-6 Principal	May 2025
Forrest City	Jaqueline Lewis	K-2 Assistant Principal	May 2025
Helena-West Helena	Priscilla McDaniel	K-6 Assistant Principal	May 2023
Lee County	Mary Knight	7-12 Teacher	May 2023
Marvell-Elaine	Ruth Brown	7-12 Teacher	May 2025
Palestine-Wheatley	Mary Luker	7-12 Librarian	May 2023
West Memphis	Candice Johnson	K-6 Instructional Coach	May 2023
<p>Each participating school district in Great Rivers Education Service Cooperative area has one representative on the Teacher Center Committee. Each Committee member shall be elected for a term of three years.</p>			

**Great Rivers Education Service Cooperative**  
Arkansas Department of Education  
**Education Service Cooperative (ESC) Annual Report**

DATE: June 30, 2023

LEA# 54-20

ESC NAME: Great Rivers Education Service Cooperative

ADDRESS: P. O. Box 2837; West Helena, AR 72390

PHONE NUMBER: (870) 338-6461

DIRECTOR: Mrs. Willie Murdock

TEACHER CENTER COORDINATOR: Ms. Kelsey Riley

NAMES OF COUNTIES SERVED: Crittenden, Lee, Phillips, Monroe and St. Francis

NUMBER OF DISTRICTS: 10      NUMBER OF STUDENTS: 12,101

NUMBER OF TEACHERS: 874

**I. GOVERNANCE**

- A.    How is the co-op governed? Board of Directors  
      How many members on the Board? 9  
      How many times did the Board meet? 11  
      When is the regular meeting? 4<sup>th</sup> Thursday of each month  
      Date of current year's annual meeting: June 13, 2023
- B.    Does the co-op have a Teacher Center Committee? YES  
      If yes, then:  
          How many are on the Teacher Center Committee? 9  
          How many members are teachers? 5  
          How many times did the Teacher Center Committee meet? 1  
          When is the regular meeting? October, February and May
- C.    When was the most recent survey/needs assessment conducted? February
- D.    Have written policies been filed with the Arkansas Department of Education? Yes

## II. STAFFING

Please list (or attach a list of) all staff members of the co-op (including those housed at the co-op and paid through other sources), their titles and the salary funding sources for the positions. Place an asterisk (\*) beside those who are housed at the co-op only and whose salary does not flow through the co-op's budget.

<b>2022-2023 Employees</b>			
<b>Last Name</b>	<b>First Name</b>	<b>Position</b>	<b>Funding Source</b>
Adams	Jeffery	SSIP Coordinator	Federal Grant
Armstrong	Carmen	Preschool Teacher	Pre-School Grant
Barnes	Brooke	Preschool Speech Pathologist	Pre-School Grant
Bartlett	Elizabeth	Speech Therapist	Pre-School Grant
Beadles	Sheila	Preschool Itinerant Teacher	Pre-School Grant
Bethea	Crystal	SPDG Director	Federal Grant
Bradley	Treva	SPDG Administrative Assistant	Federal Grant
Brizendine	Karis	Preschool Itinerant Teacher	Pre-School Grant
Bryant	Catherine	Preschool Itinerant Teacher	Pre-School Grant
Burks	Jason	System Specialist	Federal Grant
Caldwell	Tiffany	K-12 Math Specialist	State Grant
Conn	Jessica	Pre-K Speech Therapist	Pre-School Grant
Curtright	Nancy	Instructional Secretary	Shared Services
Davidson	Chad	Facilities Manager	Shared Services
Dulaney	John	Technology Coordinator	State Grant
Edwards	Towanna	Administrative Assistant	Co-op Funds
Griffin	Evelyn	Instructional Secretary	Shared Services
Harper	Bonnie	Preschool Itinerant Teacher	Pre-School Grant
Harris	Jo Alice	Accounts Payable	Co-op Funds
Hays	Sara	GT Specialist/Educator Effectiveness	State Grant
Holloman	Jamie	Pre-K Speech Therapist	Pre-School Grant
Hoskins	Anita	Preschool Secretary	Pre-School Grant
Johnson	Dyana	Preschool Itinerant Teacher	Pre-School Grant
Knowlton	Lorri	K-12 Literacy Specialist	State Grant
Lewis	Lucinda	Preschool Itinerant Teacher	Pre-School Grant
Little	Rex	Custodian	Co-op Funds
McIver	Rebekah	RTI Specialist	Federal Grant
McKinney	Montie	Administrative Assistant	Shared Services
Meadows	Robert	Technology Coordinator Assistant	Shared Services
Murdock	Willie	Director	State Grant
Nave	Erin	Preschool Occupational Therapist	Pre-School Grant
Quattlebaum	Patrick	K-12 Science Specialist	State Grant
Riley	Kelsey	Teacher Center / Professional Development Coordinator	Shared Services

Rutland	Jeannie	K-12 Math Specialist	State Grant
Schieffler	Bobbe	Preschool Itinerant Teacher	Pre-School Grant
Sheard	Yalanda	Preschool Secretary	Pre-School Grant
Southard	James	Carl Perkins / Career & Technical Ed Coordinator	State Grant
Viner	Andrea	Preschool Itinerant Teacher	Pre-School Grant
Wade	Kiwanna	K-12 Literacy Specialist	State Grant
Ward	Amy	Preschool Itinerant Teacher	Pre-School Grant
Watson	Constance	K-12 Literacy Specialist	State Grant
Watson	Tomeka	General Business Manager	Co-op Funds
Wayman	Charlotte	Preschool Itinerant Teacher	Pre-School Grant
Wertenberger	George	SPDG System Specialist	Federal Grant
Whaley	Holly	Early Childhood Coordinator	Pre-School Grant
Willis	Arthur	Novice Teacher Support Coordinator	State Grant
Wright	Kimberly	SPDG System Specialist	Federal Grant

### III. TEACHER CENTER

Please attach a list of all in-service training/staff development workshops offered through the co-op, including month offered, topic, number of districts participating, number of participants and location of workshops. Place an asterisk (\*) beside those, which provided curriculum assistance. Include a cumulative total of participants. See attached form.

Does the co-op provide media services to schools? YES [ ] NO [ X ]

If yes, then: Approximate the number of titles in media center: 0

Does the co-op provide delivery to the districts? YES [ ] NO [ X ]

How many districts participate in the media program? 0

How many titles (including duplicate counts) were provided to schools during this current year?  
0

Do districts contribute dollars to the media services? YES [ ] NO [X ]

Does the co-op operate a “make-and-take” center for teachers? YES [ ] NO [ X]

#### IV. ADMINISTRATIVE SERVICES

Please check administrative services offered through the co-op:

- Cooperative purchasing
- Conduct Annual Needs Assessment /Planning assistance
- Gifted and talented assistance
- Grant writing assistance
- Personnel application
- Assist/support with Evaluation procedures (GT Program Technical Assistance Visits, etc.)
- Bookkeeping assistance
- Technology training
- Curriculum support (Arkansas State Standards)
- Business Management training
- Computer technician
- E-Rate applications
- Assessment data analysis
- Math/Science/Literacy specialists
- Professional Development opportunities for teachers
- Administrators and Local Board Members Training
- Community Involvement
- Dyslexia and RTI Support

## V. DIRECT SERVICES TO STUDENTS

Please check the student services provided through the co-op:

- Beyond the Classroom
- Digital instruction
- Quiz Bowl
- Blended Instruction
- Low incidence handicapped (vision/hearing)
- Pre-School Handicapped Services

## VI. ANECDOTAL REPORTS

### **High Quality Instructional Materials (HQIM) Communities of Practice (CoP) Grant**

Building Communities of Practice (CoP) is focused around Identifying Learning Loss and Accelerating Learning using High-Quality Instructional Materials (HQIM). DESE, in partnership with a national partner, will bring together groups of Arkansas system leaders (district and school teams). The Community of Practice will explore the leadership practices necessary to implement math and/or literacy instruction and learning supports that meet the moment, while staying focused on long-term recovery and acceleration goals.

The CoP includes a series of sessions that includes research and evidence-based strategies to address and plan for the acceleration of learning using HQIM.

Grantee will select vendors from those approved by Rivet Education to contract with for professional services to engage in content coaching, with emphasis on HQIM.

### **Arkansas Professional Educator Pathway (ArPEP) in Partnership with TNTP**

The Arkansas Professional Educator Pathway (ArPEP) is an affordable two-year, work-based training, alternative education route to obtaining an Arkansas standard teaching license for college graduates or career changers holding at least a bachelor's degree. ArPEP's goal is to prepare learner-ready teachers to meet the growing demand of the teacher pipeline in Arkansas. The primary objective of ArPEP is to train future educators on how to build classroom communities, design effective lesson plans, implement evidence-based instructional strategies, and use assessments to facilitate student learning.

The ArPEP facilitator will prepare educators who understand what accomplished beginning teaching looks like in a classroom, and more importantly, demonstrate how effective teachers design lessons, provide instruction, build classroom communities, and utilize assessments to facilitate student learning.

### **Professional Learning Communities: Boardroom to Classroom**

In support of the DESE's PLC Initiative, Co-ops have been participating in the Boardroom to Classroom trainings monthly with Janel Keating from Solution Tree. As part of this process, Janel Keating guided educators in developing successful districtwide professional learning communities to ensure high levels of learning for every student. High-performing districts develop when collaborative teams at every level align their concepts, practices, and vocabulary. Aligning this work is a top-down, bottom-up cyclical process, starting with the district level and ending with collaborative teacher teams. This session provided district and school leaders with the tools and strategies needed to create a districtwide culture of continuous improvement. Co-ops are an integral part of this work, and have been supporting districts involved in these sessions through Specialist support, and working with administrators who are implementing PLC processes.

## **ESC Evaluation**

Per Ark. Code Ann. § 6-13-1020 and [Rules Governing Education Service Cooperatives](#) Sections 21.00 and 22.00, all active Education Service Cooperatives must be evaluated at least once every five years and include the results in the annual report submitted to the Department of Education. The evaluation schedule is determined by the Commissioner of Education and conducted by an evaluation committee of no more than nine people. The committee is made up of local stakeholders, educators, representatives for higher education, and parents.

The evaluation process includes an investigation of user satisfaction, service adequacy, extent of local financial support, staff qualifications, and performance and administration effectiveness. This information is shared with the committee via a cooperative [Narrative Summary](#) and [Evaluation Rubric and Linked Documents](#). The evaluation committee reviews the evidence for each component, as well as conducts interviews with a variety of stakeholder groups: administrators, cooperative employees, regional educators, and special focus groups determined by the cooperatives. The interviews allow regional districts the opportunity to express their satisfaction and concerns regarding the manner in which the cooperative is operating and fulfilling the needs of the schools.

At the conclusion of the on-site visit by the evaluation committee, the committee indicates the cooperative's levels of success in each category using the criteria outlined in the rubric found in Appendix 2 in the Rules document. Each section of the rubric is scaled from 1 ("in need of immediate support") to 5 (excellence"), and the cooperative is assigned an overall rating of 1 to 5. The final report of the evaluation is presented to the cooperative, region districts, and the State Board of Education.

The Great Rivers ESC evaluation occurred on December 13, 2022. Our cooperative received an overall rating of 3. Our [Final Evaluation Report](#) was presented to the State Board of Education and accepted by the board on January 12, 2023..

## **Act 1082 Support**

While literacy coaching is a part of the ESC literacy specialists' work, it is just one of many workstreams for these individuals. As a result, districts receive varying intensity of support from literacy specialists, based on their ADE Progressive Levels of Support classification, and the fact that not every school that needs support receives it. Arkansas has 5 levels of support (General, Collaborative, Coordinated, Directed, and Intensive) determined, in part, by a district's student reading outcomes on the state summative assessment. Arkansas literacy specialists support only Levels 3-5:

- *Level 5 - Intensive Support:* ADE literacy specialists conduct weekly site-visits to provide coaching and feedback in schools. Arkansas currently has five districts at this level. The percent of students that met the ACT Aspire readiness benchmark in these districts is just 13.86%, compared to a statewide average of 35%. Of the Level 5 districts, 3 have adopted approved HQIM in K-3, 1 has adopted approved HQIM in K-2 but not grade three, and one

district has not adopted HQIM.

- *Level 4 - Directed Support:* ESC literacy specialists provide support to districts in their region including coaching teachers, model lessons, walkthroughs with principals and professional development around the Science of Reading. Arkansas has 37 districts that receive this support. The percent of students that met the ACT Aspire readiness benchmark of these districts is 21.95%. Of the districts, all but one have adopted approved HQIM in K-3.

- *Level 3 - Coordinated Support:* ESC literacy specialists provide support to districts in their region including coaching teachers, model lessons, walkthroughs with principals and professional development around the Science of Reading. Arkansas has 67 districts that receive this support. The percent of students that met the ACT Aspire readiness benchmark of these districts is 27.91%. Of the Level 3 districts, 29 have adopted approved HQIM in K-2, 7 have partially adopted HQIM in K-3, and 1 has not adopted HQIM in K-3.

Act 1082 is designed to provide specific levels of support to public school districts based on reading scores.

The goals of this support include helping schools deploy more powerful strategies, use resources more productively, and analyze the curriculum that is used. To that end, both Level 3 and Level 4 schools meet periodically with the Public School Program Advisor from the DESE and the co-op team either virtually or in-person. Level 3 schools are required to meet once every nine weeks and Level 4 schools meet monthly. During these meetings a spreadsheet is reviewed that includes the topics: Literacy Curriculum, Assessments, Science of Reading, Dyslexia, and Writing Revolution. This spreadsheet is a living document that all stakeholders can update as actions are taken in support of any of the given areas.

ESC Literacy specialists also provide regular support throughout the year to these schools. This support can be in the form of model teaching, professional development for teachers and/or paraprofessionals, classroom walkthroughs with principal, or anything that is identified by the school or in the coordinated meetings. The professional development opportunities are designed to provide personalized support to ensure that all teachers acquire the instructional expertise needed to educate all students and improve reading skills.

### **Marvell-Elaine Instructional Support**

The Marvell-Elaine School District was placed on Level 5 in November 2022. Subsequently, their waiver for student enrollment size was denied in December 2022. With these two events, a report of a high percentage of teachers not being licensed in their teaching assignment, and a realization that the district was in need of high quality instruction for secondary students, the

Office of Coordinated Support and Service requested for Cooperatives to provide direct instruction in the English Language Arts, Mathematics, Science, and Social Studies classrooms at Marvell-Elaine High School. The subject-area leads for the project were: Terri Guy, OCSS (ELA); John Hoy, OCSS (Math), Patrick Quattlebaum, Great Rivers (Science), Kelsey Riley, Great Rivers (Social Studies). The goal of this project was to provide high quality instruction to the seventh through twelfth grade students during the third and fourth nine weeks of the 2022-2023 school year.

Cooperative directors and teacher center coordinators were asked to commit to bringing a team of at least five individuals to provide instruction– two for ELA, one for Math, one for Science, and one for Social Studies. Great Rivers ESC provided high quality instruction for the week of May 15, 2023.

## VII. EMPLOYMENT POLICIES AND PRACTICES

Act 610 of 1999 requires that each educational service cooperative report the following information:

### **EMPLOYED**

Number of new males employed by the cooperative for the 2022-2023 school year: 3

For this number above, please provide the number in each of the following racial classifications:

White 2

African American 1

Hispanic 0

Asian 0

American Indian/Alaskan Native 0

Number of new females employed by the cooperative for the 2022-2023 school year: 4

For this number above, please provide the number in each of the following racial classifications:

White 2

African American 2

Hispanic 0

Asian 0

American Indian/Alaskan Native 0

### **TERMINATED**

Number of males terminated by the cooperative during the 2022-2023 school year: 0

For this number above, please provide the number in each of the following racial classifications:

White 0

African American 0

Hispanic 0

Asian 0

American Indian/Alaskan Native 0

Number of females terminated by the cooperative during the 2022-2023 school year: 0

For this number above, please provide the number in each of the following racial classifications:

White 0

African American 0

Hispanic 0

Asian 0

American Indian/Alaskan Native 0

## **SEEKING EMPLOYMENT**

Number of males seeking employment by the cooperative during the 2022-2023 school year: 3  
For this number above, please provide the number in each of the following racial classifications:

White

African American 3

Hispanic 0

Asian 0

American Indian/Alaskan Native 0

Number of females seeking employment by the cooperative during the 2022-2023 school year:10  
For this number above, please provide the number in each of the following racial classifications:

White 8

African American 2

Hispanic 0

Asian 0

American Indian/Alaskan Native 0

## VII. PROGRAM REPORTS

### **PROGRAM: Administrative Services**

**FUNDING SOURCE:** Base Funds

**COMPETITIVE GRANT:** NO

**RESTRICTED:** NO

**PARTICIPATING DISTRICTS:** Barton, Brinkley, Clarendon, Forrest City, Helena-West Helena, Lee County, Marvell-Elaine, Palestine-Wheatley, West Memphis

### **PERSONNEL:**

Name and Position	Degree	Years at Cooperative
Willie Murdock, Director	EdS	1
Towanna Edwards, Administrative Assistant	N/A	5
Tomeka Watson, Business Manager	N/A	24
Jo Alice Harris, Accounts Payable	N/A	9

### **GOALS:**

#### **Student Achievement and Teacher Effectiveness**

The overall objective of the Cooperative is to increase student achievement by improving teacher classroom practices that would ultimately improve teaching and learning. A major focus of interest are in the areas literacy and math; however, science instruction has been emphasized as well. In order to improve the teacher's classroom performance, various professional development opportunities have been provided at the cooperative level, but additional professional development opportunities take place at the district level. Since our region has a high-turnover rate in teaching, which creates a need for new teachers, the cooperative emphasizes that new teacher support has been necessary in regard to Praxis assessment and licensure.

#### **Building Leadership Capacity and Organization at All Levels**

Building leadership capacity and organization have been identified as needs for the cooperative. The impact has been achieved primarily through professional development for administrators, that has begun with creating focus on the professional learning communities and communities of practice. The Cooperative emphasizes collaboration and partnerships with varying stakeholders such as the Arkansas Department of Education, Division of Secondary and Elementary Education. Great Rivers Education Service Cooperative (GRESOC) and its member

districts, have developed partnerships with REACH University, ARPep and TNTP to increase the number of highly qualified teachers in our region as well as highly qualified administrators.

### **PROGRAM SUMMARY:**

Since the beginning of the Great Rivers Education Service Cooperative (GRESOC), in July of 1985, many services and identified needs of the member schools have become a reality. The programs and models supported have become a fluid entity and not a static one size fits all approach. Some have been modified or changed as the identified needs have changed. The Superintendents of the GRESOC Board of Directors comprise the Board of Directors. However, during the 2023 Legislative Session, we cannot ensure that Superintendents will be selected per resolution for the districts. GRESOC expects to have one additional member this year, KIPP Delta Charter School who has committed to join the cooperative for the 23-24 school year. However, with one district, Marvell-Elaine, being in state control, with a third-party vendor taking over.

The stated goals for Administrative Services are to positively impact student achievement by:

- Coordinating specific effective professional learning for administrators, teachers, and support personnel;
- Providing support services designed to assist members in saving time and money in the administration of schools' program;
- Maintaining sensitivity to the disparity of needs among member districts in providing services, activities , and programs.

Specific objectives are outlined in the cooperative policy manual, which is adopted each year by the GRESOC Board of Directors; as well as those listed from the annual Needs Assessment and surveys. In addition, other areas of emphasis addressed by the GRESOC Administrative Services structure include the following:

- A. Improvements in overall fiscal management
- B. Focus on specific activities that enhance relationships within the cooperative as well as with other outside organizations including the Division of Elementary and Secondary Education.
- C. Securing additional funds to provide the necessary and identified needs of the cooperative and its member districts;
- D. Employing highly qualified personnel who are vested in teaching and learning programs with a primary focus on the students of the delta.

### **MAJOR HIGHLIGHTS OF 2022-2023:**

One major highlight of the 22-23 year has been on building relationships within the Cooperative staff, the Cooperative's Board of Directors, and by celebrating and highlighting staff within the organization and those outside of the organization.

Another highlight has been developing equitable services and support for staff, and providing staff opportunities to be heard and provide their expertise that supports the work of the organization. Additional highlights include:

1. R.I.S.E training
2. Additional CTE equipment purchases and new program acquisitions for schools
3. 5-year Evaluation Completion
4. Additional support provided for Marvell-Elaine School District
5. Work with Solution Tree/DESE and the PLC Process Districtwide
6. Development of the Policy Committee
7. Reestablishing a partnership with KIPP Delta, as well as various other entities
8. Parent Engagement Workshop

**PROGRAM: Professional Development**

**FUNDING SOURCE:** Consortium Member Districts

**COMPETITIVE GRANT:** NO

**RESTRICTED:** NO

**PARTICIPATING DISTRICTS:** Barton, Brinkley, Clarendon, Forrest City, Helena-West Helena, Lee County, Marvell-Elaine, Palestine-Wheatley, West Memphis

**PERSONNEL:**

Name and Position	Degree	Years at Cooperative
Kelsey Riley, Teacher Center Coordinator	EdS	7
Gail McKinney, Administrative Assistant	BA	6.5
Nancy Curtright, Instructional Secretary	N/A	28
Evelyn Griffin, Instructional Secretary	N/A	24

**GOALS:**

- To align professional development services with district and school needs to build capacity of all adult learners in order to provide a student focused education system which graduates students who are college and career ready
- To provide adult learners with content knowledge and research-based instructional strategies to assist students in meeting rigorous academic standards and prepare adult learners to use various types of assessment results appropriately
- To improve the learning of all students by providing resources to support adult learning and collaboration
- To support school improvement initiatives generated by the ADE and enhance program integration through effective communication and technical support
- To further support schools in their endeavor of implementing PLCs

**PROGRAM SUMMARY:**

Professional development opportunities target the focus areas as outlined by the Arkansas Department of Education. The PD sessions are offered to meet the requirement of law regarding the required professional development, as well as meeting the needs of schools, based upon needs assessment survey results and evaluations from workshops data from the ten districts served. The Teacher Center Coordinator has the primary responsibility for reviewing the data sets from the districts in planning professional development to meet the major needs of the districts.

During the 2022-2023 school year a total of two hundred seventy one (271) professional development sessions were provided by the cooperative, with a total of three thousand one hundred and forty two (3,142) participants in attendance. Additionally, school site visits were made in order to provide follow up and support for teachers in all districts.

Each year Great Rivers provides a summer Administrator's Retreat for administrators. This two-and-a-half day institute offers updates from the Arkansas Department of Education staff. Various topics on relevant information are presented, as needed, such as Tier 1 training, Legislative Updates, Public School Accountability, and talent management.

**HIGHLIGHTS OF THE YEAR:**

1. New Director in July and New TCC in October
2. Partnership with TNTP for ArPEP
3. Novice Teacher Mentoring Program
4. Solution Tree's PLC Training for District Leaders
5. Essential Standards Training
6. Hosting New Secretary of Education, Jacob Oliva, for a Cooperative Visit
7. Continued Partnership with Reach University to grow the teacher pipeline
8. Teacher Appreciation and Wellness Event
9. All of the K-12 Instructional Team is certified in Cognitive Coaching
10. Praxis Tutoring Pilot Program

**PROGRAM: K-12 Literacy Instructional Support**

**FUNDING SOURCE:** Arkansas Department of Education

**COMPETITIVE GRANT:** NO

**RESTRICTED:** YES

**PARTICIPATING DISTRICTS:** Barton, Brinkley, Clarendon, Forrest City, Helena-West Helena, KIPP Delta, Lee County, Marvell-Elaine, Palestine-Wheatley, West Memphis

**PERSONNEL:**

Name and Position	Degree	Years at Cooperative
Lorri Knowlton, Literacy Specialist	Master of Science (MSE) Educational Leadership	1
Kiwanna Wade, Literacy Specialist	Bachelor of Arts	3
Constance Watson, Literacy Specialist	Master of Art in Teaching	14

**GOAL:**

- Provide training, support and resources as districts implements the Arkansas English Language Arts Standards
- Provide on-site assistance to every district in our Cooperative area as requested using data and a differentiated approach
- To be a broker of resources for the schools in need of services that the Cooperative does not provide
- Plan and deliver content specific professional development and on-site classroom support as requested that will increase student achievement
- Attend professional development that provides the most effective models for impacting student achievement and teacher effectiveness that will allow the districts to build capacity within the district
- Provides individual and small group instruction for identified students.
- Confers with the principal on the needs of the reading program.
- Acts as a resource teacher in reading to regular classroom teachers by assisting them in organizing their reading program, selecting materials, suggesting teaching techniques and relating their instructional program to the special needs of students.
- Gives demonstration/model lessons in the teaching of reading as requested or required.
- Assists in the establishment and development of school and district reading curriculum.
- Provides reading resources for teachers, aides and parents.
- Support specialists and schools with a new state reading initiative for student excellence in grades 3-6.
- Build positive relationships with teachers and administrators
- Support the implementation of content area literacy standards
- Assist with universal screening and assessment practices for Dyslexia.
- Provide content area collaborative coaching

- Provide high level training in the knowledge and skills of the science of reading as well as a foundational approach to understanding the research to shift instructional practices. Phase I outlines professional learning that meets the knowledge and practices in scientific reading instruction approved by the ADE.

## **PROGRAM SUMMARY:**

### **K-2**

- Being a first year Literacy Specialist at Great Rivers Education Service Cooperative, it was my duty to provide ongoing literacy support for the districts in which we serve. In order to do this, it was imperative for me to build positive working relationships with the teachers and building administrators. I had the opportunity to work closely with DESE which provided me with a plethora of knowledge pertaining to curriculums, assessments, data, Dyslexia and multiple screeners. I have become more knowledgeable in the area of effective literacy instruction. I also had the opportunity to receive the Science of Reading training. Because of this, I can better understand how students learn to read.
- I also had the privilege to receive Cognitive Coaching training. Now, I feel better prepared to coach teachers in a way that is not intrusive and in a manner that allows them to become critical thinkers and problem solvers rather than actually doing the thinking for them or telling them what they should do. I have worked collaboratively and alongside other content area specialists in an effort to integrate the Science of Reading into other disciplines.

### **3-6**

- As a Literacy Specialist, it is my responsibility to provide quality professional development to Great Rivers Education Service Cooperative districts that will assist the district in improving student achievement. Professional development in reading, writing and content specific areas that enhance student comprehension is provided. “Best Practices” are modeled in every workshop to enhance instructional practices that benefit all teachers in all subjects. Assistance in the districts in analyzing their data to identify root causes for specific areas of need and facilitate the process is also a service. As a result, classroom management continues to be in the forefront. This year was rewarding and a pleasure to provide professional development parts for Prescribed Pathways for Proficiency Credential:
  - All teachers employed in a teaching position that requires an elementary education (K-6) license or special education (K-12) license shall demonstrate proficiency in knowledge and practices of scientific reading instruction by completing both phases of a prescribed pathway. This includes any teacher employed in grades K-6 teaching English Language Arts, Math, Science or Social Studies. Other academic areas in K-6 (e.g., Art, Music, PE, Library Media, Counselor, Administrators) must show awareness in the Science of Reading (SoR). Phase I outlines professional learning that meets the knowledge and practices in scientific reading instruction approved by the ADE. Phase II provides for demonstration of knowledge and practices in scientific reading instruction.

## 7-12

- It is the Literacy Specialist's responsibility to provide support to Great Rivers Education Service Cooperative districts that will result in an increase in student achievement. In order to effectively accomplish this, the Literacy Specialist must differentiate the support provided across the cooperative area. The Literacy Specialist collaborates with teachers and administrators to establish a goal for the needed support.
- It is also my responsibility to provide high quality professional development to Great Rivers Education Service Cooperative districts that will assist the districts in improving overall student achievement. "Best Practices" are modeled in every workshop to enhance instructional practices that benefit all teachers in all subject areas. Through R.I.S.E training and support, Literacy Specialists aid in increasing the depth of knowledge for teachers in the science of reading and expanding their understanding of phonics and phonological awareness, as well as how that knowledge impacts fluency, vocabulary, comprehension and writing. Assistance in analyzing district data to identify root causes for specific areas of need and facilitating the process to meet student needs is also a service offered.

## MAJOR HIGHLIGHTS OF 2022-2023

### K-2

- Meeting new people in the education field and building new relationships
- Becoming K-2 RISE trained/TOT
- Completing Cognitive Coaching
- Learning more about Dyslexia law
- Unit Meetings knowledge and the opportunity to collaborate with other Co-ops
- Working closely with Sandy Shepard at JF Wahl
- Becoming familiar with numerous curriculums such as Wit and Wisdom and 95% Group
- Acquiring resources pertaining to literacy
- Providing support to teachers and the "Ah-Ha" moments have been priceless

### 3-6

- R.I.S.E. (Reading Initiative for Student Excellence) implementation for grades 3-6 teachers Phase I Prescribed Pathways for Proficiency Credential  
3-6 R.I.S.E. Academy Teachers Completed  
K-12 Administrators and Special Education Teachers completing Pathway D with accommodations of K-2 RISE Academy Days 1, 2, 3
- Model Lessons for classroom teachers
- Supporting teachers with Literacy Standards/Strategies

## 7-12

- Providing Dyslexia training to elementary and high school teachers and paraprofessionals serving as Dyslexia Interventionists.

- Providing Barton dyslexia training to interventionists at Helena West Helena, Marvell-Elaine, and Brinkley school districts.
- Creating engaging lessons and providing instruction to 7th-11th grade students at Marvell-Elaine High School.
- Coaching, mentoring, and supporting a first-year Literacy Instructional Facilitator
- Successfully implementing strategies and methods from Cognitive Coaching training to support novice and veteran teachers.
- Creating activities and providing door prizes for Literacy Night at Helena West Helena Central High School.
- Providing support to educators as they completed a pathway of Awareness of Proficiency in the Science of Reading
- Providing differentiated technical support to participating districts
- Planning and delivering professional development and on-site support in literacy skills in grades 7-12, as well as integration of literacy research based/best practices in reading, writing, speaking and listening at all levels and for all students
- Staying informed of local, state, and federal trends and initiatives that will impact the Great Rivers Education Service Cooperative area
- Growing professionally through personal study and participation in professional development that provides the most effective models for impacting student achievement and teacher effectiveness

**PROGRAM: K-12 Mathematics Instructional Support**

**FUNDING SOURCE:** Arkansas Department of Education

**COMPETITIVE GRANT:** NO

**RESTRICTED:** YES

**PARTICIPATING DISTRICTS:** Barton, Brinkley, Clarendon, Forrest City, Helena-West Helena, KIPP Delta, Lee County, Marvell-Elaine, Palestine-Wheatley, West Memphis

**PERSONNEL:**

Name and Position	Degree	Years at Cooperative
Tiffany Caldwell, Math Specialist	Ed.S.	1
Jeannie Rutland, Math Specialist	Ed.S.	11

**GOAL:**

To increase the knowledge and skills of math teachers, to implement student-focused, grade-appropriate, evidence-based instructional strategies that impact mathematics teaching and learning and support the implementation of Arkansas Mathematics Standards across the Great Rivers Co-op area.

**PROGRAM SUMMARY:**

As a Mathematics Specialist, responsibility lies in providing differentiated support to Great Rivers Education Service Cooperative districts. For the 2022-23 school year, Specialists work was centered around providing targeted support for effectively using high quality instructional materials and increasing content knowledge as well as using student engagement through STEM and mathematical instructional routines.

**MAJOR HIGHLIGHTS OF 2022-2023:**

- Provided multiple STEM days at 2 participating school districts that afforded the students to experience hands-on learning through science, technology, engineering and mathematics.
- Trained 10 teachers and 4 Instructional Support Staff in Math Quest Year 1. Provided planning support for the teachers throughout the year as well as giving feedback from observations
- Trained 8 teachers in Math Quest Year 2 while providing planning support throughout the year as well as giving feedback from observations
- Participated in Math Standards Revision process throughout the year
- Provided support to districts as requested on how to effectively use High Quality Instructional Materials

- Received and completed training in Cognitive Coaching
- Coaching Cycles were completed in three different blocks throughout the year.
- Provided Support to teachers in the form of lesson planning, content knowledge and modeling lessons.
- Supported the GT Specialist at Beyond The Classroom for GT students of Great Rivers Co-op Districts

**PROGRAM: K-12 Science Instructional Support**

**FUNDING SOURCE:** Arkansas Department of Education

**COMPETITIVE GRANT:** NO

**RESTRICTED:** YES

**PARTICIPATING DISTRICTS:** Barton, Brinkley, Clarendon, Forrest City, Helena-West Helena, KIPP Delta, Lee County, Marvell-Elaine, Palestine-Wheatley, West Memphis

**PERSONNEL:**

Name and Position	Degree	Years at Cooperative
Patrick Quattlebaum, Science Specialist	BS	4

**GOAL:**

- Collaborate with other science specialists in creating professional development to be presented state-wide in summer 2023
- Provide GPS professional development workshops at GRESC as well as classroom support during the school year
- Continue attending all face-to-face unit meetings and zooms for science specialists
- Assist in collaborative science teams according to the PLC structure in schools as needed
- Continue offering and providing resources for our area teachers, including modeling of lessons, as well as helping teachers locate local resources
- Provide on-site assistance to science teachers in implementing the AR K-12 science standards in their classrooms
- Assist other science specialists across the state as needed

**PROGRAM SUMMARY:**

As science specialist at Great Rivers Education Service Cooperative, it is my responsibility to provide our school districts support that will assist each district in improving student achievement and success. This may be by assisting districts with implementation of the AR K-12 science standards by offering summer professional development of these standards, on-site modeling of lessons in the classroom, and support in the PLC process, tailoring such supports according to individual school and classroom needs.

On the state level, I attend and participate in all face-to-face unit meetings as well as zoom meetings. I work extensively with other science specialists across the state in creating, planning and presenting GPS professional development.

### **MAJOR HIGHLIGHTS OF 2022-2023:**

- Provided the suite of Grasping Phenomenal Science professional development sessions during the summer months
- Initiated and/or strengthened relationships with teachers, administrators, and support staff in the GRESC area by visiting schools
- Collaborated with the GRESC math specialists, GT specialist, and the ASU-Delta STEM Center director to provide several on-site and student-focused elementary STEM events and lessons throughout the year.
- Participated in collaborative science teams according to the PLC process
- Completed training in Cognitive Coaching and training in coaching and evaluating according to *The New Art and Science of Teaching* model
- Participated in training for using the TNTP coaching protocol for science instruction
- Provided on-site support to novice science teachers
- Worked with science teachers in the GRESC area to create 3-dimensional, phenomenon-based science unit assessments
- Provided on-site science PD for teachers in GRESC schools as needed during the school year to meet individual teacher and school needs
- Served on Arkansas high school team in reviewing science assessment items for Cambium
- Served as a science mentor on the Arkansas panel of the Presidential Awards for Excellence in Math and Science Teaching
- Served as a guest-speaker with ASU-Mid South to instruct pre-service science teachers in implementing the AR science standards in instruction
- Collaborated with staff at three area state parks to plan science PD sessions to be held at those parks this summer

**PROGRAM: Career and Technical Education Consortium**

**FUNDING SOURCE:** Arkansas Department of Education

**COMPETITIVE GRANT:** NO

**RESTRICTED:** YES

**PARTICIPATING DISTRICTS:** Barton, Brinkley, Clarendon, Forrest City, Helena-West Helena, Lee County, Marvell-Elaine, Palestine-Wheatley

**PERSONNEL:**

Name and Position	Degree	Years at Cooperative
James Southard, CTE Coordinator	BSE	10

**GOAL:**

The goal of Career and Technical Education is to provide services to all students who are enrolled in Career and Technical Education programs in compliance with the Arkansas Department of Career Education which has the mission of providing leadership and contributing resources to serve the diverse and challenging career education needs of Arkansas youth, adults, and persons living with disabilities.

**PROGRAM SUMMARY:**

The program is set up to provide services to all students who are enrolled in Career and Technical Education programs. The passage of the Federal Carl Perkins V Act of 2018 and the State Act of 980 directed vocational education to focus on assisting all students, not just special populations. Career and Technical Education also has a major objective of energizing the private sector as a partner throughout the nation. Cooperative efforts with the local school districts include the providing of:

1. An assessment of the interests, abilities and special needs of the student with respect to successfully completing the Career and Technical Education program;
2. Special services, including adaptation of curriculum and instructional equipment and facilities;
3. Guidance, counseling and career development activities provided by counselors, teachers, and the cooperative;
4. Career counseling services designed to facilitate the transition from school to post-school training and/or employment and career opportunities, and
5. Supplies, equipment and teacher training for the integration of academics and new technologies through sequential course offerings.

**MAJOR HIGHLIGHTS OF 2022-2023:**

During the 2022-23 school year, the Great Rivers Education Service Cooperative’s Career and Technical Education program provided in-service training to all area Career and Technical Education teachers.

1. On July 11-13, 2022, the annual ACTE Conference was held at the Hot Springs Convention Center. All CTE teachers were encouraged to attend this event.
2. On August 1, 2022, a meeting for all current CTE educators was held at the Great Rivers Education Service Cooperative. This meeting was held to update the educators on current mandates for all program areas as required by the ADE DCTE.
3. On October 13, 2022, training was held at Forrest City High School for all CTE teachers in the district.
4. In addition to the above mentioned training dates, monthly Collaborative Meetings were held via Zoom for teachers to log in and discuss current issues and concerns.

On October 16, 2022, the Be Pro Be Proud truck was brought to Barton-Lexa High School for a day. The students were able to tour the vehicle through the day and experience virtual representations of high wage technical jobs currently available in the State of Arkansas.

On October 17, 2022, the Be Pro Be Proud truck was brought to Marvell-Elaine High School for a day. The students were able to tour the vehicle through the day and experience virtual representations of high wage technical jobs currently available in the State of Arkansas.

On October 18, 2022, the Be Pro Be Proud truck was brought to Lee High School for a day. The students were able to tour the vehicle through the day and experience virtual representations of high wage technical jobs currently available in the State of Arkansas.

On January 23, 2023, the Be Pro Be Proud truck was brought to Brinkley High School for a day. The students were able to tour the vehicle through the day and experience virtual representations of high wage technical jobs currently available in the State of Arkansas.

On January 24, 2023, the Be Pro Be Proud truck was brought to Palestine-Wheatley High School for a day. The students were able to tour the vehicle through the day and experience virtual representations of high wage technical jobs currently available in the State of Arkansas.

On January 25, 2023, the Be Pro Be Proud truck was brought to Clarendon High School for a day. The students were able to tour the vehicle through the day and experience virtual representations of high wage technical jobs currently available in the State of Arkansas.

#### **PURCHASES MADE DURING THE 2022-2023 ACADEMIC YEAR:**

1. Test Out - Microsoft Office Instructional Software for Certification Preparation was purchased for the business programs at Brinkley High School, Clarendon High School, Forrest City High School, Central High School, Marvell-Elaine High School and Palestine-Wheatley High School. This software was purchased to provide teachers with a means to prepare students for success in Microsoft certification testing. (Cost \$8,910.00)
2. The ACU Classroom software was purchased for the Lee High School Arc CAD Program. This software allows the students to learn the Arc CAD certification exam in the actual testing environment used for certification. (Cost \$3,183.00)

3. Vouchers for the QuickBooks Certified User certification exam were purchased for the Forrest City High School Business Program. (Cost \$3,006.00)
4. Certiport Adobe certification software was purchased for the Forrest City High School Business Program. (Cost \$3,094.00)
5. ICEV software was purchased for GRESC Consortia high schools in the Agriculture, Business, Criminal Justice, FACS, STEM, and Trade and Industry programs. Student Licenses were also purchased for the students of these teachers. This online platform includes innovative and learning on-demand that allows educators to pre-build and fully customize materials with a large library of multimedia resources and supporting coursework. Engaging multimedia content is paired with interactive assignments that make learning & fun and interesting for students. The teachers who have received free trials and attended previous training have felt the platform benefited many learning styles and levels of students while engaging the learners. The supplemental materials reinforced state and national frameworks through many multimedia aspects, which will increase skill attainment. The online platform is constantly evolving to adapt to future education standards and new technologies, as well as updated supplemental materials and courses, and integrated resources which will improve learner performance and allow for equal access for digital learners. This software will act as a supplement to the existing programs of studies in the Agriculture, Business, Criminal Justice, FACS, STEM and Trade and Industry classrooms. (Cost \$20,525.00)
6. Two LulzBot TAZ 3D Printers with Education Packages were purchased for the Barton-Lexa Construction Technology program. This project involved providing high quality 3D printers in the Construction Technology Classroom. Two Lulzbot Taz multi-extruder 3D printers were placed at Barton-Lexa High School for use in the classroom. By introducing this technology to the students in this program of study, they will become more familiar with the design and manufacturing of items using 3D printing technology. Training for the teacher in the use of these printers as well as instruction on how to implement the equipment into the classroom was included in this project. (Cost \$12,316.00)
7. A computer lab was purchased for the Brinkley High School Business Program. In an effort to address Industry certifications, secondary placement, business and industry standards, and the need to better prepare students for employment after graduation, the Clarendon School District would like to transform the existing Business lab to meet increasing industry demands and help drive the employability skills of students. The Clarendon High School Business instructors are in immediate need of computers that will have the capability to allow students to utilize the most current versions of Business software available. By utilizing industry standard equipment and software, students will be allowed to participate in hands-on learning that is engaging and mentally stimulating while at the same time preparing students to earn the MOS industry certifications. With the purchase of this equipment, students are able to improve soft skills, and be better prepared to communicate current computer and software knowledge with other students, teachers, and business and industry partners across the region. The students will be using this new equipment to work towards gaining industry certification.

This purchase included 25 Dell Core i7 / 16 GB ram / NVidia QuadPro Graphics / 512GB SSD with 40 inch Ultrasharp monitors. (Cost \$45,750.00)

8. A computer lab was purchased for the Brinkley High School Business Program. In an effort to address Industry certifications, secondary placement, business and industry standards, and the need to better prepare students for employment after graduation, the Marvell-Elaine School District would like to transform the existing Business lab to meet increasing industry demands and help drive the employability skills of students. The Clarendon High School Business instructors are in immediate need of computers that will have the capability to allow students to utilize the most current versions of Business software available. By utilizing industry standard equipment and software, students will be allowed to participate in hands-on learning that is engaging and mentally stimulating while at the same time preparing students to earn the MOS industry certifications. With the purchase of this equipment, students are able to improve soft skills, and be better prepared to communicate current computer and software knowledge with other students, teachers, and business and industry partners across the region. The students will be using this new equipment to work towards gaining industry certification. This purchase included 25 Dell Core i7 / 16 GB ram / NVidia QuadPro Graphics / 512GB SSD with 40 inch Ultrasharp monitors. (Cost \$45,750.00)
9. Two LulzBot TAZ 3D Printers with Education Packages were purchased for the Lee High School AutoCAD program. This project involved providing high quality 3D printers in the Construction Technology Classroom. Two Lulzbot Taz multi-extruder 3D printers were placed at Lee High School for use in the classroom. By introducing this technology to the students in this program of study, they will become more familiar with the design and manufacturing of items using 3D printing technology. Training for the teacher in the use of these printers as well as instruction on how to implement the equipment into the classroom was included in this project. (Cost \$12,300.00)
10. Two LulzBot TAZ 3D Printers with Education Packages were purchased for the Barton-Lexa UAV (Drone) program. This project involved providing high quality large bed 3D printers in the Construction Technology Classroom. Two Lulzbot Taz multi-extruder 3D printers were placed at Barton-Lexa High School for use in the classroom. By introducing this technology to the students in this program of study, they will become more familiar with the design and manufacturing of items using 3D printing technology. Training for the teacher in the use of these printers as well as instruction on how to implement the equipment into the classroom was included in this project. (Cost \$16,614.00)
11. Two Glowforge Pro Lasers were purchased for the Agriculture Programs at Brinkley High School and Palestine-Wheatley High School. The Glowforge 3D Laser Printer provides an innovative, safe option to teach students valuable skills using almost any material including glass, stone, metal, cardboard, leather, etc. This equipment allows creativity and ingenuity to flourish due to its easy use and compact design which will be highly engaging to students. Students will learn skills that will make them valuable employees as well as potential entrepreneurs. This equipment will enable students to create and practice marketing items in class. (Cost \$19,000.00)

12. A Glowforge Pro Laser was purchased for the Construction Technology Program at Forrest City High School. The Glowforge 3D Laser Printer provides an innovative, safe option to teach students valuable skills using almost any material including glass, stone, metal, cardboard, leather, etc. This equipment allows creativity and ingenuity to flourish due to its easy use and compact design which will be highly engaging to students. Students will learn skills that will make them valuable employees as well as potential entrepreneurs. This equipment will enable students to create and practice marketing items in class. (Cost \$9,600.00)
13. A Forrest Scientific BT 24x24 CNC Router was purchased for the Construction Technology Program at Forrest City High School. This equipment will attract female students due to its creative nature and increase non-traditional student placement rates in this program. It will also increase non-traditional completion rates as well. The BT 24x24 system is a CNC Router. CNC or Computer numerical control is the automation of machine tools by means of computers executing pre-programmed sequences of machine control commands. This technology involves utilizing all of the areas of STEM. The software used in the design of projects is called VCarve Pro. This program involves the user utilizing mathematics and coding skills. The operation and maintenance of the router involves application of science, technology, and engineering skills. (Cost \$15,850.00)
14. In addition to the above listed purchases, \$7,637.83 was budgeted to reimbursement of Professional Development/Travel expenses for CTE Teachers and \$10,000 was budgeted for reimbursement for costs of student CTE Industry Certifications.

**PROGRAM: Novice Teacher Mentoring Program**

**FUNDING SOURCE:** Arkansas Department of Education

**COMPETITIVE GRANT:** NO

**RESTRICTED:** YES

**PARTICIPATING DISTRICTS:** Barton, Brinkley, Clarendon, Forrest City, Helena-West Helena, KIPP Delta, Lee County, Marvell-Elaine, Palestine-Wheatley, West Memphis

**PERSONNEL:**

Name and Position	Degree	Years at Cooperative
Sara Hays, Educator Effectiveness Coordinator	EdS	.5
Arthur Willis, Novice Teacher Support Coordinator	BS	1

**GOAL:**

We seek to facilitate the development of professional and effective teachers via the provision of differentiated support and resources. Our novice mentoring program aspires to increase teacher retention by increasing teacher performance and efficacy in pursuit of higher student achievement.

**PROGRAM SUMMARY:**

The Novice Teacher Mentoring Program was funded by the ADE and implemented by the Great Rivers Cooperative. The Great Rivers Education Service Cooperative provided support for Year 1, 2, and 3 Novice Teachers. The total number of Novice Teachers to support for the 2022-2023 school year is 242. Teachers received a bi-weekly newsletter with professional learning opportunities, resources and ideas, self-care, and more.

With a \$278,900.00 grant, Great Rivers implemented an effective program. The Great Rivers Education Service Novice Teacher Mentoring Program focuses on the following areas: classroom management, instructional methods, licensure assessment support, and continual professional development/growth.

Great Rivers promoted and utilized Lead and Master Teacher Designations. To promote the Designations, Great Rivers continued the Lead Teacher Designation Program. Great Rivers paid the expenses for each of the four microcredentials through Teaching Matters, an approved route to Lead Teacher designation.

Great Rivers provided licensure support at the district-level on an as-needed basis. This support included working alongside the DESE Licensure Unit and districts to progress monitor plans created at the start of the school year. We provided access to licensure assessment study materials through Mometrix, Study.com, and 240 Tutoring. Additionally, we piloted a Praxis tutoring

program for first time licensees.

### **MAJOR HIGHLIGHTS OF 2022-2023:**

- Hosted a three day summer bootcamp for first year novice teachers where teachers participated in community building activities, became acquainted with reading their standards, gained practice in writing lesson plans, building relationships with students, and establishing teacher presence.
- Facilitated a summer training for second year novices on classroom management, procedures, and organization. Teachers planned for the arrangement of their classrooms, crafted classroom visions, and scripted procedures & consequences.
- First year novices participated in a fall training geared towards reducing teacher burnout & establishing best practices for management and engagement. Novices engaged in reflections, learned techniques for management, worked collaboratively in communities to work through a reflective lesson protocol, and edited an upcoming lesson to include two engagement strategies learned during professional development.
- Second year novices attended fall professional development focusing on building teacher resilience, writing objectives, and implementing engagement strategies for student success and ownership.
- Hosted a booth at the West Memphis Career Fair for the purpose of sharing information on co-op services and resources regarding our novice mentoring program. Attendees received information regarding admission into the upcoming Great Rivers cohort for the Arkansas Professional Educator Pathway (ArPep).
- Spring Novice Year One professional development to build instructional capacity in explicit instruction and assessing student learning. Novices also participated in a mini workshop on reflection & problem solving.
- Spring Novice Year Two professional development to improve novice ability to differentiate instruction and analyze student data to inform future instruction. In addition teachers spent time setting goals and cultivating positive habits of reflection.
- Provided support to eight Lead Teacher Designation Program participants. Participating teachers earned four micro-credentials through a blend of personalized, job-embedded learning with structured support and guidance from an experienced Teaching Matters educator who provided feedback and support. Evidence was submitted through a Learning Management System for scoring, and upon successful completion, the participating teacher was issued a micro-credential showing mastery of competency and the designation of Lead Professional Educator.
- Facilitated the Praxis Support Mini Grant. Provided targeted assistance to 10 participants by locating appropriate tutors and providing resources including practice testing, test preparation, and individualized tutoring materials. The grant also provided one Praxis exam in the area of licensure in which the participant received tutoring. After tutoring and testing, several participants achieved scores to continue the path towards licensure.

**PROGRAM: Gifted and Talented Education**

**FUNDING SOURCE:** Arkansas Department of Education

**COMPETITIVE GRANT:** NO

**RESTRICTED:** YES

**PARTICIPATING DISTRICTS:** Barton, Brinkley, Clarendon, Forrest City, Helena-West Helena, KIPP Delta, Lee County, Marvell-Elaine, Palestine-Wheatley, West Memphis

**PERSONNEL:**

Name and Position	Degree	Years at Cooperative
Sara Hays, Gifted and Talented Specialist	EdS	.5

**GOALS:**

The goals of the Great Rivers Education Service Cooperative Gifted and Talented Program are to:

- Assist member districts to meet Arkansas State Standards for Gifted and Talented Education and Advanced Placement.
- Serve as a liaison with the Arkansas Department of Education Division of Elementary and Secondary Education Office of Gifted & Talented and Advanced Placement, parent and professional organizations, and other public and private agencies.
- Provide professional development for teachers and administrators in areas related to gifted education.
- Promote gifted education through public awareness and advocacy.
- Collaborate with other GRESC education departments in order to provide enrichment opportunities for gifted students that are positive, promote student growth, and are outside the usual educational setting.

**PROGRAM SUMMARY:**

The GT Specialist serves as a contact person and GT Program resource to a variety of educational stakeholders; including district GT coordinators, GT facilitators (teachers), administrators, students, parents, community members, and community business partners in support of Gifted and Talented education. Some of the key responsibilities are:

- Facilitating and ensuring that each GRESC school district meets all of the DESE GT Program Standards, especially those districts slated to be monitored by DESE Office of Gifted & Talented and Advanced Placement.
- Functioning as a conduit for information and positive dialog between the DESE Office for Gifted & Talented and Advanced Placement and GRESC school districts.
- Providing and conducting bi-monthly meetings with GRESC GT Coordinators.
- Making on-site visits to local school districts to provide support and/or in-service topics for all educational stakeholder members.

- Attending monthly state meetings to stay connected with other Education Service Cooperatives' GT Specialists—meetings are both in person and via Zoom and are essential to receive ADE updates and share best practices.
- Hosting various student academic enrichment activities supported by GRESC schools.
- Developing and engaging in positive working relationships with local district personnel and DESE office employees connected with GT education and AP testing.
- Conducting appropriate needs-assessment questionnaires related to GT Specialist job in order to set goals and respond to local GT/AP program needs.
- Facilitating, hosting, and presenting educational workshops and trainings; including differentiation in the regular classroom.
- Responding to requests from GRESC teachers to provide specific workshop topics upon need.
- Actively participating in the annual AGATE state conference and other advocacy opportunities, along with belonging to appropriate professional organizations related to gifted education.
- Supporting and volunteering for GT related events: i.e. Quiz Bowl moderator, AP testing proctor, or member of Arkansas Governor's School student application selection committee.
- Managing all documentation and financial record keeping required by ADE DESE and GRESC related to the ESC GT Specialist position.
- Encouraging district personnel to participate in professional organizations (i.e. AAGEA, AGATE) as well as student educational opportunities (Arkansas Governor's School, Arkansas School for Math, Science, and Arts).
- Research and encourage GRESC school districts to use best practices for GT identification and curriculum for identified students in GT programs.
- Maintain positive working relationships with GRESC schools, districts, clientele and staff members.

#### **MAJOR HIGHLIGHTS OF 2022-2023:**

- Facilitated bi-monthly GT Coordinator meetings to provide DESE updates, provide best practices, and professional development based on GT Coordinator needs.
- Provide individual technical support to districts in areas such as licensure, AP and Pre-AP compliance, scheduling, identifying students, curriculum, etc.
- Shared enrichment and curriculum resources among GRESC GT Coordinators and Facilitators.
- Attended GT Specialist meetings held by DESE that provided GT/AP updates and professional development to meet needs of GRESC school districts.
- Appointed Student Enrichment Coordinator for Arkansans for Gifted & Talented Education (AGATE) organization. Attended AGATE Board meetings, presented at AGATE Conference and developed ideas and the implementation of resources for Arkansas GT Coordinators, teachers, and students.
- Served on the Arkansas Governor's School student selection committee in Visual Arts.
- Assisted with STEM Day activities with GRESC Math Specialists at GRESC schools.
- Coordinated academic/student enrichment events for participating GRESC schools/districts:

- Beyond the Classroom–6th Grade: Identified GT students used recycled and makerspace materials/tools to create a maze to code a Sphero robot to traverse. Mazes had to include obstacles and deadends.
- Beyond the Classroom–5th Grade: Identified GT students used recycled and makerspace materials/tools to create a maze to drive a Sphero robot through.
- Beyond the Classroom–4th Grade: Identified GT students used recycled and makerspace materials/tools to create a mini golf course to drive Sphero Mini robots through. Each course had to include hazards and obstacles.

**PROGRAM: Early Childhood Special Education Program**

**FUNDING SOURCE:** Arkansas Department of Education

**COMPETITIVE GRANT:** NO

**RESTRICTED:** NO

**PARTICIPATING DISTRICTS:** Barton, Brinkley, Clarendon, Forrest City, Helena-West Helena, KIPP Delta, Lee County, Marvell-Elaine, Palestine-Wheatley, West Memphis

**PERSONNEL:**

Name and Position	Degree	Years at Cooperative
Holly Whaley, Early Childhood Coordinator	Masters	23
Anita Hoskins, Preschool Assistant/Medicaid Clerk	N/A	25
Yalanda Sheard, Data Management/Medicaid Clerk	N/A	17
8 Full-time Speech Pathologists	Masters	
11 Early Childhood Instructional Specialists	N/A	
1 Full-time Occupational Therapist	Doctorate	5

**GOALS:**

- Conduct Child Find Activities in the Cooperative area to identify, evaluate, and deliver services to preschoolers in need of Preschool Special Education services.
- Create a collaborative structure that includes public and private preschool centers, Children’s Health Management System centers, Head Starts and Arkansas Better Chance classrooms to ensure a free and appropriate public education is provided for every preschooler.
- Provide the transition of birth to three children in the preschool special education setting and children going to kindergarten into their school age education setting.
- Provide information and feedback to the Cooperative’s ten districts in regards to the needs and achievements of their preschoolers.
- Provide parents and caregivers with information regarding their child’s education needs and options.

**PROGRAM SUMMARY:**

The Early Childhood Special education program strives to provide preschool special services to children within the cooperative area. The preschools, along with the Cooperative are in a collaborative agreement to screen, refer, evaluate, teach, and maintain due process records on

children identified with preschool special needs. Great Rivers Education Service Cooperative's federal child count on December 1, 2022 was 537 children, increasing by 21 children. The preschool cooperative staff serves preschoolers in a variety of settings. The Cooperative schedules professional staff development to ensure staff is trained and proficient in the latest teaching and behavior management techniques. Extended school year services are a part of the preschool individual special education programming to those who qualify. Some of the staff works in the extended school year program during June and July to carry out individualized education programs (IEPs) for children needing instruction during the school breaks.

**MAJOR HIGHLIGHTS OF 2022-2023:**

- Professional development including inclusive therapy, technology webinar, intervention techniques, ABA techniques, due process, data management, parental involvement, Sped Track training, speech and language training, and ADE Inclusion.
- On-going professional development to enable preschool special education staff to meet the needs of all preschool children.
- Collaborations with Arkansas Department of Special Education.
- On-going use of preschool therapy rooms for on-site therapeutic services to children needing early childhood special education services and do not attend a preschool.

**PROGRAM: Facilities**

**FUNDING SOURCE:** Districts

**COMPETITIVE GRANT:** NO

**RESTRICTED:** NO

**PARTICIPATING DISTRICTS:** Barton, Clarendon, Forrest City, Helena-West Helena, Lee County, Marvell-Elaine, Palestine-Wheatley, West Memphis

**PERSONNEL:**

Name and Position	Degree	Years at Cooperative
Chad Davidson, Facilities Coordinator	BSE (Comm)	14

**GOAL:**

The goal of the facilities coordinator position is to provide comprehensive and extensive facilities assistance and planning services to all public school districts, keeping them in compliance with the rules and regulations of the Arkansas Division of Public School Academic Facilities & Transportation (DPSAFT). State financial assistance is secured where eligible.

**PROGRAM SUMMARY:**

The Arkansas Division of Public School Academic Facilities & Transportation requires multiple submissions from public school districts, regarding public school facilities. A mandated public school academic facilities master plan is due every February 1, with the even year submissions designated as new plans, where new years are added to the end, and these also contain 15 sections to be completed. Also, partnership funding program applications will be drafted and submitted in conjunction with the even year submissions. Odd-year, or preliminary, submissions are updates of the previous year’s plan, as well as allowing for the updating and creation of all public school facilities projects. There are also multiple other document submissions required, as well as mandated meetings.

July 1, 2022: Closure and re-opening of new annual state mandated inspections through state’s mandated CMMS (Computerized Maintenance Management System): SchoolDude, but assisting with transitions to replacement vendor (Operation Hero).

September 1, 2022: Approval of previously submitted facilities master plans.

September & October, 2022: 2023 Facilities Master Plans district planning meetings.

October 29, 2022: Deadline for submission of approved & funded Year One 2021-2023 Partnership projects’ signed construction contracts, ensuring the continuation of secured state share funding.

February 1, 2023: Complete and full submission of each district’s facilities master plan, from extensive master planning sessions with districts (2/1/2023, or MP23).

May 1, 2023: Commission on Public School Academic Facilities & Transportation meeting, releasing the funding list for approved Year One projects for the 2023-2025 funding cycle.

July 1, 2023: Deadline for Year One (approved and funded) 2023-2025 Partnership Program Agreements to be executed (meaning both district and division signatures).

**PARTNERSHIP FUNDING INFORMATION:**

21-23 cycle: Year 2 (4/28/2022 & 10/31/2022) - 2 GRESC approved & funded projects - \$1,150,635.82

23-25 cycle: Year One (5/8/2023) - 1 GRESC (WM) approved & funded project - \$3,768,199.52 (state share) / 2 Approved but Not yet Funded projects (FC & HWH) - \$5,384,439.40 (total state share)

**PROGRAM: Digital Learning – Virtual Arkansas**

**FUNDING SOURCE:** ADE Grant – Act

**COMPETITIVE GRANT:** No

**RESTRICTED:** Yes

**PARTICIPATING GREAT RIVERS EDUCATION SERVICE COOPERATIVE SCHOOL DISTRICTS:**

District	Served (Yes or No)
BARTON SCHOOL DISTRICT	Yes
BRINKLEY SCHOOL DISTRICT	Yes
CLARENDON-HOLLY GROVE SCHOOL DISTRICT	Yes
FORREST CITY SCHOOL DISTRICT	Yes
HELENA-WEST HELENA SCHOOL DISTRICT	Yes
KIPP DELTA PUBLIC SCHOOLS	Yes
LEE COUNTY SCHOOL DISTRICT	No
MARVELL-ELAINE SCHOOL DISTRICT	Yes
PALESTINE-WHEATLEY SCHOOL DISTRICT	Yes
WEST MEMPHIS SCHOOL DISTRICT	Yes

**CENTRAL OFFICE AND ADMINISTRATIVE PERSONNEL:**

John Ashworth: Virtual Arkansas Executive Director; MS+30, BS

Dr. Brandie Benton: Virtual Arkansas Deputy Superintendent of Curriculum and Instruction; BSE, MSE, Ph.D

Dr. Michael Lar: Virtual Arkansas Director of Operations; BS, MBA, ABD

Candice McPherson: Virtual Arkansas Director of Design and Development; MS, BS

Amy Kirkpatrick: Virtual Arkansas Director of Technology; MS, BS

Jason Bohler: Core Campus Director; MA, BA

Ellora Hicks: Concurrent Credit Campus Director; MS+30, BA

Christie Lewis: CTE Campus Director; BBA, MS

Dr. Nic Mounts: Off-Campus and Fully Online Program Principal; Ed.D, MS, BS

**MISSION:** Our mission is to equip, engage, and empower students through unique, digital opportunities.

**VISION:** We are the premier digital source delivering opportunities and building foundations for students achieving their dreams.

**CORE VALUES:** Students, Relationships, Integrity, Collaboration, Innovation, Quality

**GOALS:**

If we were to summarize why Virtual Arkansas is in existence it would be this: to provide affordable and equitable educational access and opportunity for Arkansas students. According to *Act 2325 of 2005*, distance learning opportunities were employed:

- To help alleviate the teacher shortage
- To provide additional course-scheduling opportunities for students
- To provide an opportunity to access an enriched curriculum
- To develop and make available online professional development

Virtual Arkansas has specific goals that drive its operations. These goals are outlined in the chart below, along with the most recent results:

Goals	2021-2022 Results
Help Address the Arkansas Teacher Shortage	<ul style="list-style-type: none"> <li>- Virtual Arkansas provided access to Arkansas certified, trained, and evaluated FTE teachers to 35,886 Content + Teacher course enrollments over two semesters and summer school from the following campuses: Core Campus = 73 teachers; CTE Campus = 16 Teachers; CC Campus = 11 Teachers</li> </ul>
Provide a Wide Range of Courses for Arkansas Students	<ul style="list-style-type: none"> <li>- VA provided access to 175 total courses and 35,866 Content + Teacher course enrollments.</li> </ul>
Ensure Educational Options for Economically Disadvantaged Students	<ul style="list-style-type: none"> <li>- Virtual Arkansas made courses available to all high-poverty districts and was utilized by 93.3% of all Arkansas districts with a 70%-100% free and reduced lunch population.</li> <li>- 100% of high-poverty schools that submitted the necessary paperwork for enrollment during the early registration period were granted seats in the classes for which they registered.</li> </ul>
Ensure Educational Options for Rural Students	<ul style="list-style-type: none"> <li>- 60% of all Virtual Arkansas Content + Teacher Enrollments were from districts designated as rural</li> <li>- Virtual Arkansas had 21,671 enrollments from Districts designated as rural</li> <li>- VA provided educational options and opportunities to all rural districts and utilized by 99% of all districts designated as rural</li> <li>- 85% of all Concurrent Credit enrollments were from districts designated as rural</li> </ul>
Provide Educational Options for Students	<ul style="list-style-type: none"> <li>- All VA courses can be taken at any time during the day which provides flexibility in scheduling local course options</li> </ul>

with Scheduling Conflicts	<p>to avoid scheduling conflicts</p> <ul style="list-style-type: none"> <li>- This is particularly important for smaller districts, as they have many courses only available during certain periods of the day</li> </ul>
Increase the Number of Students Completing Career Focus Programs of Study and Participating in Work-based Learning	<ul style="list-style-type: none"> <li>- 34 CTE courses were provided to 6,554 CTE enrollments</li> <li>- VA provided opportunities to students throughout the state in 5 full completer programs and 7 partial completer programs</li> </ul>
Reduce the Number of Students who Enter College and Must Enroll in Remedial Courses	<ul style="list-style-type: none"> <li>- In the latest data available, 9% of VA concurrent credit students had a remedial course compared to 63.5% of non-VA students</li> </ul>

**PROGRAM SUMMARY:**

Virtual Arkansas is a supplemental State Virtual School (SVS) that partners with local Arkansas schools, the Arkansas Department of Education, and the local Education Service Cooperatives to provide 7th-12th grade online courses, resources, and services to Arkansas schools, teachers, and students who might not otherwise have access to these resources and opportunities. This initiative is guided by Act 2325 of 2005: An Act to Provide Distance Learning.

[www.virtualarkansas.org](http://www.virtualarkansas.org)

We are not an online high school or a diploma-granting institution, but a resource for supplementing education for students through their local school.

Virtual Arkansas is comprised of four campuses:

- Core Campus High School: Arch Ford Educational Service Cooperative
- Core Campus Middle School: Arch Ford Educational Service Cooperative
- CTE Campus: Dawson Educational Service Cooperative
- Concurrent Credit Campus: Southeast Educational Service Cooperative

**Major Highlights of the 2022-2023 School Year - Virtual Arkansas**

- National Award; Virtual Arkansas awarded the Digital Learning Collaborative Unsung Super Star Award for the Department of Youth Services campus.
- Provided 100% virtual student options for local schools through the Off-Campus and Fully Online program.
- Conducted heart dissection labs with Anatomy & Physiology students.
- Provided parent orientation webinars and informational webinars throughout the school year.
- Offered daily support to schools in the implementation of Act 1280: Digital Learning Requirement.

- Implemented Computer Science course opportunities to Arkansas schools, per Governor's Initiative.
- Recognized as a national leader with the number of Quality Matters externally reviewed and quality assurance certified courses.
- Partnered with the Department of Youth Services (DYS) to provide high-quality online courses and opportunities to adjudicated youth.
- Partnered with ADE's Computer Science Unit to design and develop three additional Computer Science courses.
- Virtual Arkansas launched the pre-educator Arkansas Teacher Residency Certified Teaching Assistant Concurrent Credit pathway and partnership to provide concurrent credit pre-educator options to students throughout the state.
- Applied for and was granted to serve and an Educational Preparation Program (EPP) to train teachers to complete the Effective Online Teaching endorsement. Virtual Arkansas had 70 teachers complete the training and assessment and add this endorsement to their license. An additional 18 teacher endorsements are pending.
- Deputy Superintendent was a member of the national committee that developed a crosswalk of the National Standards of Quality (NSQ) of Online Teaching and the Charlotte Danielson framework of teaching.
- Virtual Arkansas worked through collaborative teams to identify essential standards and realign the curriculum in all courses.
- Executive Director served the role of Board President for the Virtual Learning Leadership Alliance (VLLA), a partnership of 20 state virtual programs dedicated to advancing quality online learning.

### **Virtual Arkansas Data (Based on 2021-2022 School Year)**

- 224 Districts and 8 charter schools served by Virtual Arkansas
- 330 Arkansas Schools or Programs Utilized Virtual Arkansas Services
- 251,324 enrollments served since 2013-2014
- Virtual Arkansas Students had a 90% Pass Rate
- 14,319 Unique Arkansas Students Engaged in 35,885 Content + Teacher Enrollments
- 32,274 Credits Earned
- 78% of Virtual Arkansas teachers have Master's degree or above
- 146 Content+Teacher courses available to students throughout Arkansas
- 2,728 Concurrent Credit Enrollments Earned 8,124 College Concurrent Credit Hours
- 85% of Concurrent Credit Enrollments From Rural Districts
- Career and Technical Education: 6,847 Enrollments Over Two Semesters in 34 Courses; 5 Full Completer Programs and 7 Partial Completer Programs Offered to Arkansas Students
- 2,049 Computer Science Enrollments from 190 Arkansas Schools
- 1,827 Advanced Placement Enrollments
- 99% of all Arkansas Rural Districts Served by Virtual Arkansas
- 60% of all Virtual Arkansas Content + Teacher Enrollments From Districts Classified as Rural

**PROGRAM: English for Speakers of Other Languages (ESOL)**

**FUNDING SOURCE:** LEA Shared Services

**COMPETITIVE GRANT:** No

**RESTRICTED:** Yes

**PARTICIPATING DISTRICTS:** Statewide

**PERSONNEL:**

Name and Position	Degree
Abbey Ebarb, ESOL Regional EL Specialist	Master’s Secondary English Education
Tricia Kerr, ESOL Program Director	Master’s Education Administration

**GOALS:**

The Division of Elementary and Secondary Education (DESE) English Learner (EL) support program is the result of collaboration between the Curriculum and Instruction sections and the Student Assessment Unit of the Division of Learning Services. This program provides many resources and services to assist schools in their efforts to support ELs in the development of the skills needed to communicate effectively in English both in and out of school.

**PROGRAM SUMMARY:**

- provide assistance through the Teacher Center Coordinators for professional development of teachers and administrators in the implementation of effective English for Speakers of Other Languages (ESOL) program design and delivery
- assist, upon request, with school improvement and ESOL program planning for ELs
- coordinate ESOL professional development training
- convene regional meetings of ESOL personnel to discuss strategies and share resources used to instruct ELs under the Arkansas Learning Standards and implement and assess the Arkansas State Board of Education adopted English Language Proficiency Standards
- provide on-site technical assistance addressing ESOL techniques and strategies

**MAJOR HIGHLIGHTS OF THE YEAR:**

- Conducted quarterly meetings designed for ESOL Coordinators to receive information and training to:
  - Understand districts’ legal obligations to ELs and their parents/guardians
  - Identify and assess all potential ELs
  - Fully meet the demands of the Arkansas Academic Standards and the Next Generation Science Standards and ensure access to an equitable education for ELs
  - Provide support to ELs so that they learn how to effectively employ a second language in an academic setting while learning through that second language knowledge and skills in multiple disciplines
  - Plan for effective ESOL program design and delivery

- Provide professional development of teachers and administrators in the implementation of effective ESOL program design and delivery
- Meet the needs of and understand obligations to ELs who waive services
- Monitor and exit ELs from districts' ESOL programs and services
- Evaluate the effectiveness of districts' ESOL programs and services
- Share questions and concerns
- Network with neighboring districts.
- Collaborated with DESE Office of Special Education State Education Advisors Misti'la Hunt and Becky Bell to present an interactive session that trained participants in utilizing the DESE guide on Navigating the Intervention and Evaluation Process for ELs.
- Conducted various individual virtual trainings for ESOL Coordinators to complete EL Plans in Indistar.
- Conducted various site visits to assist ESOL Coordinator in proper processes and procedures for their ESOL programs.

**PROGRAM: Technology**

**FUNDING SOURCE:** Arkansas Department of Education

**COMPETITIVE GRANT:** NO

**RESTRICTED:** YES

**PARTICIPATING DISTRICTS:** Barton, Brinkley, Clarendon, Forrest City, Helena-West Helena, KIPP Delta, Lee County, Marvell-Elaine, Palestine-Wheatley, West Memphis

**PERSONNEL:**

Name and Position	Degree	Years at Cooperative
John Dulaney Technology Coordinator	BSE	12
Robert Meadows PC/LAN Tech	N/A	3

**GOAL:**

To help member districts with educational technology integration, infrastructure implementation, and support as it is related to student achievement, staff development, ACT Aspire, and Arkansas state initiatives including but not limited to Virtual Arkansas, the Arkansas Digital Sandbox, Teacher Evaluation Support System (TESS), Digital Act 1280, Computer Science/STEM, and E-rate.

**PROGRAM SUMMARY:**

The Great Rivers Educational Cooperative Information and Technology staff provides technical support, consultation, design and engineering, technology planning, disaster recovery planning, funding procurement, E-Rate application assistance, and professional development support for area schools in our cooperative.

**MAJOR HIGHLIGHTS OF 2022-2023:**

The Technology Coordinator worked directly with local area school district Technology Coordinators to apply for approved E-rate applications for our high-speed Fiber Optic Wide Area Network (operating at a 10 Gigabit bandwidth speed) that connects all of the school campuses and districts together and back to the Co-op. The Co-op works with the State’s Department of Information Services to implement high-speed fiber optic Internet connectivity provided by the State which leverages the Co-op WAN and delivers the internet connectivity to all participating schools in the Co-op area. This saves the Department of Education money because they can bring the Internet to all of our schools utilizing only 3 connections, when it used to take over 30. This also saves the schools because they no longer have to pay for the high-bandwidth Internet access as we did in the past. We are the only Co-Op in the state of Arkansas that offers this type of service. The Technology team is continuing to work with our school districts on the

deployment of both of our E-rate Category 2 projects. The first Category 2 E-rate application from 2020 has been installed and we are waiting for USAC to finish reviewing our 2021 application.

Although the world as a whole has experienced a complete paradigm shift and have had to re-think the way we approach things, over-all, we have still been able to meet all of the needs of the districts under our umbrella. The PC/LAN Technician and Coordinator provided on-site technical support on a day-to-day basis. This support includes but is not limited to hands-on support with the teachers in their classroom, network equipment configuration and installation, surveillance system configuration and support, and wireless access point configuration and deployment.

The Technology staff participates in community outreach events such as STEM nights, EAST night out, and Gifted and Talented Beyond the Classroom where we display new technologies and pop-up Maker Spaces with 3D printers, Robotics, Coding, and Human to Computer interfaces such as virtual reality and augmented reality.

**PROGRAM: Community Health Nurse**

**FUNDING SOURCE:** Arkansas Department of Education

**COMPETITIVE GRANT:** NO

**RESTRICTED:** NO

**PARTICIPATING DISTRICTS:** Barton, Brinkley, Clarendon, Forrest City, Helena-West Helena, KIPP Delta, Lee County, Marvell-Elaine, Palestine-Wheatley, West Memphis

**PERSONNEL:**

Name and Position	Degree
Reanetta Caffey, Community Health Nurse Specialist	RN

**GOAL:**

The focus of the position is population based health activities that impact children and communities. The CHNS works with schools, community coalitions, health care providers, and Hometown Health regional teams to protect and improve the health of the community. A key focus is working with schools and communities to incorporate the elements of CDC’s Nine Best Practices for a comprehensive tobacco control program. Also, the CHNS provided technical support and assistance to implement CSH (Coordinated School Health) in schools. CSH programs are designed to meet the physical, social and emotional needs of all students, in order for students to become healthy and productive adults in their communities.

**PROGRAM SUMMARY:**

The CHNS (Community Health Nurse Specialist) is employed by Arkansas Department of Health and is housed at the Great Rivers Education Service Cooperative in Helena, Arkansas.

The position is funded through the Master Tobacco Settlement dollars initiated by Act 1. This is a collaborative effort between the Arkansas Department of Health, the Arkansas Department of Education and Great Rivers Education Service Cooperative.

Five counties are serviced by this position. These counties include St. Francis, Lee, Phillips, Monroe and Crittenden counties.

In addition to focusing on the improved health of the community, the CHNS also:

- Provides technical support and health education to schools and communities on public health issues affecting the public
- Abides by the Arkansas Department of Health policies and procedures

- Works under direct supervision of the CHNS Supervisor with input from the Education Cooperative's Director
- Receives performance evaluation by the Arkansas Department of Health CHNS Supervisor

The CHNS collaborates with and works closely with the schools to provide technical assistance for integrating nutrition and physical activity into the overall curriculums, and offering guidance to the Nutrition Physical Activity Advisory Committees. Also, guidance and assistance is offered to schools that need assistance with the School Index process. Health screening training is provided for new school nurses as needed. Other health related training is provided for all School Nurses serviced by the GRESC service area.

**MAJOR HIGHLIGHTS OF 2022-2023:**

- CHNS trained CPR to anyone in districts as requested. Required BLS/CPR training for school nurses was also provided. In addition, students were trained in hands only CPR as required for graduation in Arkansas.
- Vaping, Emerging Trends, Nicotine and Tobacco Harms – Educated students concerning the dangers of these products. This included addiction education within the presentation, as well as chronic disease, related to nicotine use.
- Provided TA in regard to the SHI completion, Indistar and the subsequent implementation of their improvement plans. Provided education to wellness committees concerning roles and responsibilities and district wellness plans.
- Served as a liaison between districts and the local health dept. units in regard to immunizations, including flu clinics and COVID immunizations and clinics.
- Youth Mental Health First Aid – Received certification to provide YMHFA sessions throughout the summer and school year. These are mandated for school counselors, school resource officers and recommended for all nurses and classroom staff.
- Provided TA to school nurses regarding the following:
  - Medication in the schools
  - Paraprofessionals in the districts
  - Mandated screenings
  - Reporting in eschool
  - Emergency Health Plans
  - Health Care Plans
  - 504/IEP for health care needs
  - Medical emergency response in the schools
  - Planning for school year deadlines
  - COVID 19
  - Flu
  - Policies and Procedures

**PROGRAM: Behavior Support Specialist**

**FUNDING SOURCE:** Federal-Part B

**COMPETITIVE GRANT:** NO

**RESTRICTED FUNDING:** YES

**PERSONNEL:**

Behavior Support Specialist Coordinator- Shelia Smith, Ph.D., L.P., BCBA-D

Behavior Support Specialists:

- Shana Bailey, M.S.
- Jennifer Brewer, Ed.S.
- Julie Butterworth, M.C.D, CCC-SLP, BCBA
- Sandy Crawley, M.S.E.
- Kelly Davis, M.Ed., BCBA
- Sonia Hartsfield M.Ed.
- Audrey Kengla, M.S., CCC-SLP
- Amanda Kirby, M.S.E.
- Kat Lancaster, M.A., CCC-SLP
- Lindsey Lovelady, M.S., BCBA
- Allison Mears, LPC., BCBA
- Sarra Petray, Ed.S.
- Nicheyta Raino, M.Ed., BCBA
- Jenna Stapp, M.A.T.
- Connie Thomason, M.Ed., BCBA
- Mary Walter, Ed.S.

**PARTICIPATING SCHOOLS: Statewide**

**GOAL:**

In an effort to support the DESE vision, mission, and goals, the Arkansas Behavior Support Specialists build local district capacity by providing educators with support and services needed to implement evidenced-based behavioral practices that meet the needs of all students.

**BX3 PROJECT**

**GOAL:**

- BX3 is a capacity-building project that provides coaching to school behavior teams working to develop tiered systems of positive behavior supports for all students.

**PROGRAM SUMMARY:**

The Arkansas Behavior Support Specialists (BSS) affiliated with the Arkansas Department of Elementary and Secondary education (DESE) - Office of Special Education lead the state-wide initiative, the BX3 (Behavior eXtreme 3 - Training, Coaching, Empowering) Project. This BX3 project is designed to build capacity by providing coaching to building-level behavior teams that are working to develop tiered systems of positive behavior supports for all students. BX3 assists

building level teams in developing and monitoring at least one SMART goal based on their assessment on the Tiered Fidelity Inventory (TFI). Additionally, the BX3 teams create and update an action plan focused on meeting their individualized SMART goal(s). The BSS offer at least 6 coaching sessions (one per month) for each BX3 team. Professional learning opportunities are offered as needed based on the SMART goal(s) and action plan.

#### **MAJOR HIGHLIGHTS OF 2022-23:**

- Accepted Cohort 3 with 20 building-level teams across the state
- 97% of participants in Cohort 3 agreed to strongly agreed that the coaching session on the topic covered was beneficial.
- 96% of participants in Cohort 3 agreed to strongly agreed that the BX3 Coaches helped their team plan action steps toward meeting our SMART goal(s).
- 98% of participants in Cohort 3 agreed to strongly agreed that the interactions with and methods used by BX3 coaches were positive and acceptable.
- 94% of participants in Cohort 3 agreed to strongly agreed that they feel confident in carrying out the the steps in their action plan.

#### **CIRCUIT**

##### **GOAL:**

- To provide technical assistance and support to local school district administrators and school personnel in the development and implementation of evidence-based behavior supports for students receiving special education services
- To provide technical assistance and support to local school personnel in the identification and educational programming for students identified with autism
- To provide professional development to local school district administrators and personnel on evidence-based behavior supports

##### **PROGRAM SUMMARY:**

The Behavior Support Specialist (BSS) provide technical assistance in the area of behavior to all school districts within the state. The BSS receive requests for technical assistance through the CIRCUIT on-line referral system. Once a request for services is received, the BSS works in conjunction with the Special Education Supervisor for the referring school district to identify and provide needed support for students with disabilities. Services include:

- On-site consultation, student observation, record review and written recommendations with follow up and training as needed
- Assistance with Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) development
- Assistance with autism identification and programming
- Professional development opportunities on evidence-based interventions

##### **MAJOR HIGHLIGHTS OF 2022-2023:**

- Provided on-site coaching and consultation, student observation, record review, conference attendance, specialized evaluations, assistance with functional behavior

assessment, safety and behavior intervention planning for student teams for 148  
CIRCUIT referrals across all Education Service Cooperatives

## **Professional Learning Opportunities**

### **GOAL:**

- To provide professional development to local school district administrators and personnel on evidence-based behavior supports

### **PROGRAM SUMMARY:**

The Behavior Support Specialist (BSS) position provides professional learning opportunities on evidence-based behavior practices via in-person, virtual, and online learning modules available to all school districts in all Education Service Cooperatives.

### **MAJOR HIGHLIGHTS OF 2022-2023:**

- Offered 25 of the 5 Essential Components of School-Wide Behavior Supports professional developments and trained 84 building-level teams. In June, Springdale will train all of their buildings (30+ teams) with approximately 300 participants.
- Added 13 Behavior Breaks which are short instructional videos to equip educators and parents with strategies that can be implemented quickly to improve student engagement and success. <https://arbss.org/behavior-breaks/>
- Provided over 170 professional learning opportunities in person or virtual to school districts in all Education Service Cooperatives with over 3233 participants
- Scheduled 61 additional professional learning opportunities by the end of 6/30/23

### **ADDITIONAL BSS HIGHLIGHTS OF 2022-2023:**

- Presented at Arkansas School Psychology Association Conference
- Presented at SEAS Conference
- Presented at Arkansas Association of Alternative Educators Conference
- Contracted with an outside agency to provide the Autism Diagnostic Observation Schedule (ADOS-2) training at no cost to school personnel qualified to administer assessments
- Facilitated 6 regional Community of Practices monthly (September, October, November, January, February) to school personnel to assist with the practice scoring or administration of the ADOS-2
- 9 BSS attended the PBIS Leadership Forum
- 2 BSS attended the LRP Institute Convention
- Served on DESE Leadership Team for Arkansas THRIVE
- Supported the launch of DESE THRIVE Academy Cohort 1 including providing professional development during the academy (6/2022, 7/2022, 9/2022)
- Supported the DESE THRIVE Academy Cohort 2 including providing professional development during the academy 1/2023, 3/2022, 6/2022)

**PROGRAM: State Personnel Development Grant**

**FUNDING SOURCE:** Arkansas Department of Education

**COMPETITIVE GRANT:** NO

**RESTRICTED:** NO

**PARTICIPATING DISTRICTS:** Searcy School District, Heber Springs School District, Mulberry Pleasant View Bi-County, Glen Rose School District

**PERSONNEL:**

Name and Position	Degree	Years at Cooperative
Crystal Bethea	Master’s Degree	4
Becky Becky	Master’s Degree	3
Jason Burks	Master’s Degree	1
Greg Wertenberger	Master’s Degree	1
Kim Wright	Master’s Degree	2
Treva Bradley	N/A	4

**GOAL:**

- Use a coherent system of support to improve educators’ ability to implement evidence-based practices
- Increase the knowledge, skill, and implementation of high-leverage practices to improve academic and behavioral outcomes for all students, especially students with disabilities

**PROGRAM SUMMARY:**

The State Personnel Development Grant (SPDG) collectively works with other DESE units to lead statewide systems change related to the scale-up and sustainment of high-leverage and evidence-based practices embedded within a Response to Intervention framework. The SPDG professional learning design drives the expansion of access to competency-based professional learning and differentiated coaching support at all levels of the system. Utilizing this coherent approach, the SPDG project focuses on increasing the achievement of all students, especially students with disabilities, by developing the skills and abilities of instructional staff to implement high-leverage and evidence-based practices, including Universal Design for Learning, within daily instruction.

### **MAJOR HIGHLIGHTS OF 2022-2023:**

The State Implementation Team (SIT) completed the SISEP State Capacity Assessment (SCA) with a focus on inclusive practices and tiered systems of support. The SCA was administered by SISEP staff and facilitated by SPDG Director, Crystal Bethea and SSIP Coordinator, Dr. Jeff Adams. The Spring 2023 SCA administration resulted in an overall score of 42/48 or 88% of components in place, representing an increase of 15% from components that were in place one year ago (73%). Based on the current data, the SPDG exceeded the 2022-2023 end of year goal of 80%, with the following breakdown by domain:

- Leadership 14/18 (78%)
- Infrastructure and Resources 12/12 (100%)
- Communication and Engagement 16/18 (89%)

The Office of Innovation for Education (OIE) at the University of Arkansas partnered with SPDG to offer personalized professional learning in Cognitive Coaching Foundations Seminars. During the 2022-2023 school year, 153 professionals from ADE-DESE and SPDG partnered regional education service cooperatives (ESCs) and districts participated in Cognitive Coaching Foundations Seminars<sup>®</sup> and follow up support. The SPDG also hosted monthly Communities of Practice and Coaching Collaborative Calls to support the implementation of coaching practices.

The SPDG CMT partnered with Copernicus Solutions to support and facilitate district implementation teams in creating a model of improvement to support necessary components of professional learning, coaching, and implementation of evidence-based, inclusive practices. The SPDG facilitated an initial, full day kick-off with Copernicus at each district as well as a series of 9 collaborative sessions to create a site improvement plan. At the end of the school year, Copernicus Solutions will host an all day in-person event to celebrate successes and develop a plan to address next steps.

SPDG professional learning is designed to drive the expansion of access to competency-based professional learning and differentiated coaching support for implementation sustainment at all levels of the system. Through high-quality professional learning SPG continues to focus on student outcomes by strengthening the abilities of instructional staff to implement high-leverage and evidence-based practices, including Universal Design for Learning, within daily instruction. To meet the various needs of participants and support job-embedded professional development the SPDG currently has 13 competency-based micro-credentials available. The SPDG has over 97 educators enrolled in various micro-credentials.

**PROGRAM: State Systemic Improvement Plan**  
**Report Submitted to U.S. Office of Special Education on 2-1-23**  
**17 - INDICATOR DATA**

*Section A: Data Analysis*

**What is the State-identified Measurable Result (SiMR)?**

The State-identified Measurable Result (SiMR) is the percent of students with disabilities (SWD) in grades 3-5, from the targeted schools, whose value-added score (VAS) in reading is moderate or high for the same subject and grade level in the state.

**Has the SiMR changed since the last SSIP submission? (yes/no)**

NO

**Is the State using a subset of the population from the indicator (e.g., a sample, cohort model)? (yes/no)**

YES

**Provide a description of the subset of the population from the indicator.**

Historically, Arkansas has interpreted the population for this indicator as the special education population of grades 3-5 in SSIP-supported buildings. All students may be exposed to SSIP activities or the results. The SiMR is comprised of value-added growth scores for students with multiple years of data on the regular assessment. The State has decided to change this response to “yes” (previous years was indicated as "no") to reflect that the data are reflective of a subset of the special education population in SSIP-supported buildings since the SiMR does not include students who took the alternate assessment.

**Is the State's theory of action new or revised since the previous submission? (yes/no)**

NO

**Please provide a link to the current theory of action.**

<https://arksped.ade.arkansas.gov/documents/ssip/SSIP-SPDG-OSE-TOA.pdf>

**Progress toward the SiMR**

**Please provide the data for the specific FFY listed below (expressed as actual number and percentages).**

**Historical Data**

**FY 22 SPP/APR Data**

<b>Number of SWD with a high or moderate VAS in reading at participating schools and grade levels</b>	<b>Number of SWD with a VAS in reading at participating schools and grade levels</b>	<b>FY 22 Target</b>	<b>FY 22 Data</b>	<b>Status</b>
877	1,304	61.50%	67.25%	Target met

**Provide the data source for the FFY 2021 data.**

The data is the RLA value added score based on the State's approved ESSA plan. Upon the receipt of the data file from the Office of Innovation for Education (OIE) at the University of Arkansas (state contractor for accountability), student level records are filtered based on the participating school buildings. Only students with value added scores (VAS) for RLA are included.

**Please describe how data are collected and analyzed for the SiMR.**

The data is the RLA value added score based on the State's approved ESSA plan. In the first step, a longitudinal individual growth model is used to produce a predicted score for each student. The individual growth model uses as many years of prior scores for each student to maximize the precision of the prediction (best estimate) and accounts for students having different starting points (random intercepts). In the value-added model, each student's prior score history acts as the control/conditioning factor for the expectation of growth for the individual student. In the second step, the student's predicted score is subtracted from his or her actual score to generate the student's value-added score (actual – predicted = value-added score). The magnitude of value-added scores indicates the degree to which students did not meet, met, or exceed expected growth in performance. Student value-added scores are averaged for each school. School value-added scores indicate, on average, the extent to which students in the school grew compared to how much they were expected to grow, based on how the students had achieved in the past. The school value-added scores answer the question, "On average, did students in this school meet, exceed, or not meet expected growth?" (Arkansas ESSA Plan p. 45) While the school average tells us about the building, it does not tell us about how the individual student is doing compared to their peers. Therefore, to look at an individual student's growth in relation to their peers, the Office of Innovation for Education (OIE) at the University of Arkansas (state contractor for accountability) ranked the value-added scores of all students and categorized them into low, moderate, or high based on the percentile rank of students' growth scores, or residuals. This is commonly Percentile Rank of the Residual (PRR). An explanation of each

category is as follows: •Low indicates that a student’s VAS, based on the PRR, was in the bottom 25% of all student VAS for same subject and grade level in the state • Moderate indicates that a student’s VAS, based on the PRR, was between 25% and 75% of all student VAS for the same subject and grade level in the state • High indicates that a student’s VAS, based on the PRR, was in the top 25% of all student VAS for the same subject and grade level in the state

**Did the State identify any general data quality concerns, unrelated to COVID-19, that affected progress toward the SiMR during the reporting period? (yes/no)**

NO

**Did the State identify any data quality concerns directly related to the COVID-19 pandemic during the reporting period? (yes/no)**

NO

***Section B: Implementation, Analysis and Evaluation***

**Please provide a link to the State's current evaluation plan.**

<https://arksped.ade.arkansas.gov/documents/ssip/Arkansas-SSIP-Evaluation-Plan-Infrastructure-Tool.pdf>

**Is the State's evaluation plan new or revised since the previous submission? (yes/no)**

NO

**Provide a summary of each infrastructure improvement strategy implemented in the reporting period:**

Strategy One: Expand a system of support that is aligned with other DESE Units and is differentiated based on LEAs’ needs as evidenced by data. This phase of the SSIP continued with expanding a coordinated system of support that provides the necessary organizational and collaborative structures for the way in which LEA services and supports are identified, managed, and differentiated at the state-level. This strategy is reflected in DESE’s Theory of Action. Through intentional alignment and infrastructure expansion, the DESE is more effective in leveraging resources that will improve services for all students, including students with disabilities, and in increasing the reach and impact of the work with LEAs. The State Performance Management Team (SPMT) is directly involved with agency leaders in all initiatives reflected in the theory of action, including High Reliability Schools (HRS), Professional Learning Communities (PLC), High-Leverage Practices (HLPs) for Inclusive Classrooms, Inclusive Principal Leadership, Reading Initiative for Student Excellence (R.I.S.E.), Response to Intervention (RTI) and the Strategic Instructional Model (SIM™). The SSIP Theory of Action reflects Arkansas’ commitment to ensuring that all students have access to highly reliable schools that are safe, supportive, collaborative and that provide a guaranteed and viable curriculum with effective teaching in every classroom (High Reliability Schools). Through a multi-tiered system of support (AR THRIVE and RTI Arkansas) general and special educators, administrators, and related services professionals build collective efficacy via team-based and action-oriented modeling, coaching and support with intentional focus on four critical questions: 1) What is it we expect students to learn? 2) How will we know when they have learned it? 3)

How will we respond when they don't learn? 4) How will we respond when they already know it? (PLC at Work™ and Inclusive Practices Project). RTI is directly aligned to critical question number three. The system of support in Arkansas is dependent upon administrators who advance inclusive leadership and practices (Advancing Inclusive Principal Leadership). The Arkansas SSIP emphasizes the knowledge and implementation of high-leverage and other evidence-based practices that promote access to inclusive classrooms. The goal is to empower novice and experienced educators with knowledge and skills, building self and collective efficacy to meet the needs of diverse learners (R.I.S.E., HLPs, AR THRIVE and SIM™). The focus on alignment and expansion of these initiatives in the SSIP reflects a continuous evolution towards a single, coherent and collaborative system where students with disabilities are considered general education students with additional supports and services as determined by data. This system coalesces around DESE's mission to promote inclusive practices.

Strategy Two: In collaboration with other DESE Units, expand Arkansas'

Response-to-Intervention (RTI) and inclusive practices 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. This strategy has continuously evolved to focus on RTI, UDL and inclusionary practices and is being implemented and supported in SSIP targeted districts by DESE through the State Personnel Development Grant (SPDG). This support strategically aligns with the R.I.S.E., Inclusive Principal Leadership, AR THRIVE and the Inclusive Practices initiatives. The State Personnel Development Grant (SPDG), in partnership with other DESE Units, works to transform and expand the statewide coherent system of support through professional learning and coaching. The SPDG professional learning design includes multi-year job-embedded training, differentiated coaching, and follow-up supports, with a focus on increasing the ability of instructional staff to implement high-leverage and other evidence-based practices when teaching all students, especially students with disabilities. In addition, the SPDG project focuses on increasing the capacity of leadership and instructional coaches to support the scale-up and sustainment of Response to Intervention through collaborative processes and structures, and with embedded evidence-based practices. A micro-credential is a verification of proficiency in a job-embedded discrete skill or competency that an educator demonstrates through the submission of evidence assessed via defined evaluation criteria. Micro-credentials allow educators the flexibility to personalize learning experiences that are relevant to the needs of students and are backed by research and best-practices. Additionally, micro-credentials provide a way to recognize educators for existing skills, talents or newly acquired skills that are demonstrated in the educators' own time and in their own space. During this report cycle, DESE has championed the development of micro-credentials around UDL and HLPs to allow educators choice and greater autonomy in the professional learning process. DESE recognizes micro-credentials as part of the agency's comprehensive system of professional learning, and DESE-approved micro-credentials are used in a variety of ways to support teachers at all stages of the career continuum. The DESE Office of Educator Effectiveness and Licensure and the SPDG provide micro-credentials at no cost to Arkansas teachers and administrators, and the SPDG offers stipends to educators who complete the micro-credentials related to the improvement strategies outlined in the SSIP/SPDG Alignment and Evaluation Plan. Embedded within both of the infrastructure improvement strategies is an initiative called AR THRIVE. AR THRIVE is a

collaborative project to support districts in efforts to develop and sustain a Multi-Tiered System of Support, in order for students to have access to the personalized academic, behavior, and mental health supports needed to be successful. AR THRIVE has expanded and rebranded DESEs coherent messaging and supports around RTI for behavior with the goals of increasing coordination of efforts that support behavior and mental health services and programs, increasing capacity in developing and sustaining evidence-based multi-tiered systems of support that address behaviors with a focus on positive behavior supports, and developing the infrastructure that will best support the needs of the whole child. The purposeful selection of these strategies aligns well with stakeholder feedback, the extant evidence base, and with DESE's mission and vision to lead the nation in student-focused learning.

**Describe the short-term or intermediate outcomes achieved for each infrastructure improvement strategy during the reporting period including the measures or rationale used by the State and stakeholders to assess and communicate achievement. Please relate short-term outcomes to one or more areas of a systems framework (e.g., governance, data, finance, accountability/monitoring, quality standards, professional development and/or technical assistance) and explain how these strategies support system change and are necessary for: (a) achievement of the SiMR; (b) sustainability of systems improvement efforts; and/or (c) scale-up.**

Relative to strategy one, the State Performance Management Team (SPMT) met monthly to improve the LEA system of support. This collaboration strategy involves multiple overlapping agency systems, including governance, data, accountability/monitoring, and quality standards. Representatives from the SPMT participated in NCSI's Cross-State Learning Collaboratives focused on scaling evidence-based practices (EBPs) and low-performing school systems (LPSS) with a focus on students with disabilities. Representatives from the SPMT and DESE Learning Services also participated in NCSI's Universal Design for Learning (UDL) Deep Dive Group and IDC's SSIP Data Quality Peer Group. To measure change across multiple agency initiatives in the SSIP, Arkansas continued to utilize the SSIP Infrastructure Development Planning and Progress Management Tool: Using Implementation Drivers and Stages of Implementation. Consideration of all initiatives reflected in the SSIP Theory of Action for this improvement strategy resulted in ratings that remained stable. On a scale of 1 to 5 (1 = pre-exploration and 5 = full implementation) Arkansas SSIP Infrastructure Tool ratings revealed the following implementation scores: Competency drivers of selection (4.5), training (4.0) and coaching (4.0), Organizational drivers of decision support data systems (4.5), facilitative administration (4.5) and systems intervention (4.5). Overall performance assessment of the Arkansas system coherence also remained stable at (4.0). The technical & adaptive leadership drivers improved to (5.0). Multiple initiatives are included in the SSIP and some initiatives are more developed with regard to stages of implementation. Ratings reflect the intentional focus on coherence among multiple initiatives at multiple stages of implementation. The SPMT continued interdepartmental collaboration and coordination through regular involvement and initiative alignment presentations at DESE First Friday Meetings, DESE Learning Services Unit Leader Meetings, Quarterly Regional Content Specialist Meetings, Monthly Office of Special Education Meetings, Statewide LEA Monthly Virtual Calls, Monthly Arkansas Collaborative Consultant Director Meetings, an annual convening of the Arkansas Collaborative Consultants, an annual convening of LEA Supervisors called the LEA Academy, an annual School-based Therapy Conference for

related service providers, and with The Center for Exceptional Families (TCFEF), Arkansas' PTI Center. By focusing on strand one, DESE is increasingly modeling for LEAs the collaborative accountability and decision making that is needed to meet the needs of all learners. This strand assists with facilitating information exchange and reducing the organizational silos that can be obstacles to sustainable systemic change. A coherent message of how multiple initiatives work together in the system to serve all students promotes uniformity of messaging and prioritization of needs. This coherent message was presented to all DESE staff in April of 2022 with positive feedback from across divisions of the agency. Increasing collaboration with strategy one has assisted the agency with focusing direction to build organizational coherence in order to positively impact the SiMR. Relative to strategy two, The State Personnel Development Grant (SPDG), in partnership with other DESE Units, works to transform and expand the statewide coherent system of support through professional learning and coaching. The SPDG professional learning design includes multi-year job-embedded training, differentiated coaching, and follow-up supports, with a focus on increasing the ability of instructional staff to implement high-leverage and other evidence-based practices when teaching all students, especially students with disabilities. In addition, the SPDG project focuses on increasing the capacity of leadership and instructional coaches to support the scale-up and sustainment of Response to Intervention and Universal Design for Learning with embedded evidence-based practices. These implementation supports directly relate to DESE's professional development and technical assistance system. During this reporting cycle, the State Implementation Team reviewed data from implementation science measures from districts receiving SPDG support, and continued to meet with DESE leaders and a statewide advisory panel to gain stakeholder feedback on systemic implementation strengths and barriers. The completed RTI modules and facilitator guides for academics and behavior from the previous SPDG serve as a foundational component to support the current expansion of the SPDG. The academic modules are aligned with R.I.S.E., the statewide initiative to implement the science of reading, the PLC Project focused on collaboration between general and special educators, and with High Reliability Schools. This alignment promotes equity in access to high quality professional learning, and sustainability of the ongoing initiative for inclusive practices. The behavior modules promote implementation of Positive Behavioral Interventions and Supports and this work is directly aligned to the work of the Arkansas Behavior Support Specialists and their work to install sustainable systems for behavior. This work was scaled during this reporting cycle towards increased coaching and training supports with the AR THRIVE Initiative. AR THRIVE is a collaborative project to support districts in efforts to develop and sustain MTSS in order for students to have access to the personalized academic, behavior, and mental health supports needed to be successful. AR THRIVE is a reflection of DESEs coherent messaging and supports with the goals of increasing coordination of efforts that support behavior and mental health services and programs, increasing capacity in developing and sustaining evidence-based multi-tiered systems of support that address behaviors with a focus on positive behavior, and developing the infrastructure that will best support the needs of the whole child. Data from the first cohort of AR THRIVE indicated that DESE supported 109 building leaders (principals, assistant principals and/or counselors) from 51 LEAs and 92 buildings. Following a 4-day intensive training, AR THRIVE participants then return to their districts to work through the process of implementing Tier 1 and 2 systems of support for behavior and mental health. Leaders have a year to implement what is learned and provide evidence in portfolio submissions due the following September. Future reporting of

indicator 17 will highlight data from these submissions. As the implementation team for strategy two of the SSIP regarding inclusive practices, systemic improvements facilitated by the SPDG are measured through the SISEP State Capacity Assessment (SCA) tool. State Capacity Assessment results from the spring of 2022 were as follows: Leadership (67%), Infrastructure and Resources (100%), Communication and Engagement (61%), and SCA Total Score (73%). Percentages represent the number of SCA items in place and mark significant improvement over the previous year's SCA results. Current SCA ratings will serve as a comparison for future SCA administrations. At the regional educational cooperative level, the SPDG Team administers the SISEP Regional Capacity Assessment (RCA) tool to measure systemic change with regional cooperative partners. The average from all RCA assessments revealed the following results: Leadership (81%), Competency (62%), Organization (59%), Total RCA Score (67%). At the district level, the SPDG team administers the SISEP District Capacity Assessment (DCA). The average from all DCA assessments revealed the following results: Organizational Leadership (31%), Competency (19%), Data Based Decision Making (21%), Total DCA Score (24%). Year-to-year comparative data on the RCA and DCA were not available as this was the first administration of these assessments to these agencies.

**Did the State implement any new (newly identified) infrastructure improvement strategies during the reporting period? (yes/no)**

NO

**Provide a summary of the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next reporting period.**

Strategy One - Inclusive Practices Project: This project strategically supports the SSIP, and an additional cohort of Inclusive Practices Project schools will occur during the next reporting cycle. The DESE and a contracted vendor will continue a partnership to expand the Professional Learning Communities (PLC) at Work® process within select SSIP schools. This PLC improvement strategy focuses on building a culture of shared responsibility and collective teacher efficacy between general and special educators to maximize learning for all students. Through collaborative PLC efforts between general and special educators, it is expected that school and district LRE percentages will improve. With greater access to quality core instruction, students will experience moderate to high growth in literacy as measured by the statewide assessment. Exploration of ways to systemically scale this work beyond project schools will also be a next step of this project. High Leverage Practices: Survey data acquired during this phase of the SSIP revealed improvement in year-to-year comparisons for Arkansas novice special educators' self-efficacy with applying high-leverage practices (HLPs) in their everyday work. As next steps, the SSIP will continue to leverage agency infrastructure and supports to increase state-level capacity and knowledge of HLPs, with a focus on agency unit leaders, regional content specialists, agency technical assistance providers, IHEs and the state's parent training center. The SSIP will also continue to intentionally collaborate with DESE Educator Effectiveness and IHEs around efforts to mentor all novice general and special educators with HLPs, and to align this work with the Arkansas Special Education Resource Academy, a DESE partnership with IHEs to increase the number of special educators in Arkansas. It is expected that the scaling of work around HLPs will better equip general and special educators to be more confident in knowledge and skills of working with diverse learners, and that improved

self-efficacy will encourage more novice teachers to remain in the profession. Additionally, the SSIP will partner with The Center for Exceptional Families to highlight how families can engage with teachers and how teachers can engage with families to improve outcomes for students with disabilities. It is anticipated that aggregate survey data will continue to indicate high levels of educator self-efficacy with applying high-leverage practices, and that high percentages of novice teachers will choose to remain in the profession. Advancing Inclusive Principal Leadership: Arkansas recognizes that administrators play an important role in guaranteeing that students and teachers have access to necessary supports. DESE will continue to be supported by CCSSO's Advancing Inclusive Principal Leadership (AIPL) initiative, and the SSIP SiMR will continue to be the overarching goal for this AIPL work. An integral component of AIPL has been related to embedding HLPs into statewide professional learning for principals and school leadership teams. DESE and the work of the SSIP will partner with the Arkansas Association of Educational Administrators (AAEA) to provide inclusive practices trainings for all principals involved in the AAEA Beginning Administrators Academy. In addition, DESE plans to invest in inclusive principal leadership through the expansion of the Inclusive Practices Project. Promotion and expansion of the ALL IN inclusive practices branding and an inclusive practices website occurred during this reporting period and will continue to be expanded with increased resources, research, and implementation supports during the next reporting period. The website address for the ALL IN initiative is as follows: <https://sites.google.com/view/inclusive-practices/home>. With improved website access to resources that align with state initiatives, LEAs will be able to see that this work stretches well beyond special education and is important for all stakeholders, including administrators. Beyond improvements to the SiMR, DESE anticipates a principal-led, continuous cultural shift at the building level that promotes the Least Dangerous Assumption, and ensures that all Arkansas students will be considered general education students. DESE also expects that inclusive leaders will lead buildings towards greater access to core instruction where LRE continuously improves for students with disabilities. Strategic Instructional Model: Though the SSIP SiMR is focused on literacy value-added growth scores for SWD in grades 3-5, Arkansas recognizes the need to provide supports for all students regardless of grade. Arkansas will continue to expand supports for the Strategic Instructional Model, with an emphasis on promoting digital access the following SIM Learning Strategies and Content Enhancement Routines: Inference Strategy, Proficiency in Sentence Writing Strategy, Main Idea Strategy, Listening and Note-taking Strategy, Vocabulary LINCing Routine/Strategy, Fundamentals of Sentence Writing Strategy, Unit Organizer Routine, and the Framing Routine. Trainings and follow up coaching on these strategies and routines will continue to be supported through a partnership with the University of Central Arkansas Mashburn Center for Learning. The next steps for this work will be to continue to scale the reach and sustainability of SIM professional learning opportunities via a learning management system, followed by job-embedded coaching. It is expected that providing resources and support for strategy instruction and content enhancement will empower teachers with the knowledge and skills needed help diverse students become self-directed learners. This improvement strategy directly aligns with HLP 14.

Strategy Two - Arkansas will continue to leverage the SPDG to build upon previous work around RTI for academics and behavior, and will revise the PBIS Modules to update them for new content and resource links. The SPDG will continue to embed HLPs and other EBPs to directly align with the SSIP. The SPDG and the Division of Educator Effectiveness began

piloting newly developed High-Leverage Practices and Universal Design for Learning Micro-Credentials during this report cycle. Sixty-six Educators from across the state piloted an HLP or UDL micro-credential. Next steps for this improvement strategy will be to add the following new micro-credentials to the current library: -Teach pro-social behaviors -Provide scaffolded supports -Use explicit instruction -Use flexible groupings -Use assistive technology -Organize and facilitate effective meetings with professionals and families -Collaborate with families to support student learning -Develop a comprehensive learner profile to understand students' strengths and needs -Provide positive and constructive feedback to guide students' learning and behavior -Conduct functional behavior assessments (FBA) to develop individual student behavior support plans As an additional next step to the micro-credential work, Arkansas will participate in The Micro-Credentials Partnership of States to further transform the state system to support systems-level quality standards. The SSIP/SPDG and Division of Educator Effectiveness will increase statewide coaching supports through monthly Coaching Collaborative Calls focused on increasing coaching practices for all. The next steps with this strategy will be to promote 3 Communities of Practice supporting Cognitive Coaching that will pertain to: -Cognitive Coaching Skills and Practice -Cognitive Coaching Implementation Challenges -DESE Implementation Challenges Universal Design for Learning (UDL) As a next step for increasing UDL in Arkansas schools, DESE will explore the potential adoption of a team-based capacity building pilot project with an internationally respected technical assistance provider focused on concepts and practices of UDL and MTSS.

**List the selected evidence-based practices implement in the reporting period:**

High Leverage Practices for Inclusive Classrooms - HLPs Collaboration - Inclusive Practices Project Response to Intervention - Inclusive Practices Strategic Instructional Model - Executive Functioning/Content Enhancement Routines/Learning Strategies Inclusive Administrative Support - Advancing Inclusive Principal Leadership Universal Design for Learning (UDL)

**Provide a summary of each evidence-based practices.**

High Leverage Practices for Inclusive Classrooms, as defined by the Council for Exceptional Children, offers a set of practices that are essential to the support of student learning, and that can be systematically taught, learned and implemented by novice and experienced educators. HLPs have been supported by research to have significant potential for improving academic or behavioral outcomes for students with disabilities and other learners. These practices are best utilized through a tiered system of support with decision making that is based on data to meet individual student needs.

The Inclusive Practices Project has an intentional focus on the promotion of inclusive practices, ensuring that students who are IEP eligible, as well as other groups of struggling learners, have meaningful access to core instruction in established systems of intervention. Through the installation and implementation of collaborative structures and a relentless focus on learning, student outcomes will improve, including achievement and growth performance measured by district and state assessments. Collaboration leads to collective teacher efficacy which is a highly influential factor for improving student outcomes.

Response to Intervention (RTI) is a multi-component, general education model, designed to identify students who may be at risk for learning or behavior challenges, offer support, and monitor progress.

The Strategic Instructional Model (SIM) is a formal model of cognitive and metacognitive interventions for struggling learners designed to focus on the following three broad areas of learning: Acquisition, storage, and/or expression/demonstration. The goal of SIM is for students to grow in executive functioning skills for self-directed learning.

Advancing Inclusive Principal Leadership is a DESE initiative in partnership with the Council of Chief State School Officers (CCSSO). The focus of this initiative is to develop Inclusive principals who are well prepared to serve students with disabilities and support teachers across general and special education in order to improve outcomes. Inclusive leaders create learning environments where all students can excel at high levels and promote distributive leadership to support and retain effective teachers of students with disabilities.

According to ESSA, Universal Design for Learning is a scientifically valid framework for guiding educational practice. UDL provides flexibility in the presentation of information, the ways in which students respond or demonstrate learning, and the ways in which students are engaged in the learning. Additionally, UDL removes barriers to instruction, provides appropriate accommodations, and supports, challenges and maintains high achievement expectations for all.

**Provide a summary of how each evidence-based practice and activities or strategies that support its use, is intended to impact the SiMR by changing program/district policies, procedures, and/or practices, teacher/provider practices (e.g. behaviors), parent/caregiver outcomes, and/or child /outcomes.**

Arkansas recognizes the need to improve access for SWD to receive instruction in least restrictive environments. The evidence-based practices outlined in the SSIP support systemic change with the overarching goal of improving students' access to quality core instruction in least restrictive environments. When educators are supported and empowered through quality professional learning that deepens knowledge and skills to serve diverse learners, and when general and special educators and related services professionals collaborate together around student data, students will demonstrate significant growth in literacy scores, which is the Arkansas SSIP SiMR. This intended impact has been demonstrated in SSIP targeted schools as the SiMR target has been exceeded in the past two reporting cycles. As reflected in the SSIP Logic Model, outputs and changes to LEA systems include the following: -SSIP schools reflect a collaboratively designed multi-tiered system of supports for academics and behavior -SSIP school building leadership teams build and increase capacity as measured by a Systems Analysis Tool and/or the Professional Learning Communities Continuums Survey -Educators in SSIP schools build and increase capacity to implement HLPs and other evidence-based practices as measured by the Self-Efficacy Inventory -Principals in SSIP schools build and increase capacity to establish a culture of high expectations and inclusivity for diverse learners. -SSIP schools evidence an increase of students with disabilities with moderate or high growth as measured by the DESE and as reflected in the SiMR -SSIP schools meaningfully engage and collaborate with families to improve outcomes for students with disabilities The evidence-based practices that

will enable and implement the above-listed changes include: High Leverage Practices for Inclusive Classrooms, as defined by the the Council for Exceptional Children, offers a set of practices that are essential to the support of student learning, and that can be systematically taught, learned and implemented by novice and experienced educators. HLPs have been supported by research to have significant potential for improving academic or behavioral outcomes for students with disabilities and other learners. These practices are best utilized through a tiered system of support, and based data and individual student needs. The Inclusive Practices Project has an intentional focus on the promotion of inclusive practices, ensuring that students who are IEP eligible, as well as other groups of struggling learners, have meaningful access to core instruction in established systems of intervention. Through the installation and implementation of collaborative structures and a relentless focus on learning, student outcomes will improve, including performance measured by district and state assessments. Collaboration leads to collective teacher efficacy which is a highly influential factor for improving student outcomes. Response to Intervention (RTI) is a multi-component, general education model, designed to identify students who may be at risk for learning or behavior challenges, and then offering needed support with frequent progress monitoring. With the identification of essential standards and frequent collaborative review of all students' data on common and summative assessments, matching interventions to specific student needs will ensure high levels of learning for all students. The Strategic Instructional Model (SIM) is a formal model of cognitive and metacognitive interventions for struggling learners designed to focus on the following three broad areas of learning: Acquisition, storage, and/or expression /demonstration. The goal of SIM is for students to increase self-direction in learning how to learn. Advancing Inclusive Principal Leadership is a DESE initiative in partnership with the Council of Chief State School Officers. The focus of this initiative is to develop Inclusive principals who are well prepared to serve students with disabilities and support teachers across general and special education to improve outcomes. Inclusive leaders create learning environments where all students can excel at high levels and promote distributive leadership to support and retain effective teachers of students with disabilities. Effective inclusive leaders will demonstrate increased efficacy to provide support and feedback to educators and improve instruction at the building level. Micro-credentialing for UDL and HLPs is expected to transform how educators in Arkansas approach lifelong learning. By integrating micro-credentials into the Arkansas system, educators will experience greater autonomy in identifying and developing new competencies, measuring competency of newly implemented skills, and potentially earning recognition along DESE's career continuum. By increasing educator ownership and agency, it is expected that rigorous and high-quality instructional and assessment practices will be implemented by educators for Arkansas students.

**Describe the data collected to monitor fidelity of implementation and to assess practice change.**

To measure change across multiple agency initiatives in the SSIP, Arkansas continued to utilize the SSIP Infrastructure Development Planning and Progress Management Tool: Using Implementation Drivers and Stages of Implementation. Consideration of all initiatives reflected in the SSIP Theory of Action for this improvement strategy resulted in ratings that remained stable. On a scale of 1 to 5 (1 = pre-exploration and 5 = full implementation) Arkansas SSIP Infrastructure Tool ratings revealed the following implementation scores: Competency drivers of

selection (4.5), training (4.0) and coaching (4.0), Organizational drivers in decision support data system (4.5) facilitative administration (4.5) and systems intervention (4.5). Overall performance assessment of the Arkansas system coherence also remained relatively stable at (4.0) and the technical & adaptive leadership drivers increased (5.0). Multiple initiatives are included in the SSIP and some initiatives are more developed with regard to stages of implementation. Ratings reflect the intentional focus on coherence among multiple initiatives at multiple stages of implementation. The evaluation of improvement for the SSIP aligns with the SPDG evaluation plan. As the work has evolved across reporting cycles, tools to measure implementation fidelity have been modified. The SPDG's comprehensive evaluation system measures the state, regional and district systems of support for growing educator capacity to proficiently implement high-leverage and other evidence-based instructional practices within daily instruction for academics and behavior. In addition, the SPDG evaluation plan monitors educator self-efficacy and and RTI capacity, fidelity of implementation, and student outcomes with value-added literacy scores. As the implementation team for strategy two of the SSIP, systemic improvements at the state level are measured through the SISEP State Capacity Assessment (SCA) tool. The SCA is designed to support scaling up of evidence-based practices by providing a regular measure of state capacity, a structured process for completing a state action plan, information on progress towards goals, and a common infrastructure for implementation. For measurement of implementation at the regional and district levels, the SPDG uses the SISEP Regional Capacity Assessment and the SISEP District Capacity Assessment respectively. To promote high quality coaching, the SPDG uses the Coaching Fidelity of Implementation Rubric. In the Arkansas model, coaches are defined as educational leaders that build collective capacity and efficacy of a school system based on educators' self-identified needs to improve student outcomes by: Demonstrating knowledge of content and pedagogy; Demonstrating professional flexibility and responsiveness; Developing a comprehensive coaching plan; Establishing a culture for learning and engagement; Creating an environment of respect and rapport; and Communicating effectively in the coaching relationship. To further support coaching capacity, SPDG hosts Collaborative Coaching calls to build relationships amongst coaches across the network, to increase the capacity of coaches' skills and tools based on coaching practices, to support inclusive practices and build a community where coaches receive support with ongoing implementation needs, to problem-solve challenges, and to share positive experiences and successful strategies. An Educator Self-Efficacy Survey is utilized to measure perceived acquisition, growth, knowledge, skill, and implementation of HLPs, UDL, and other evidence-based practices. The Micro-credential Professional Learning Evaluation Criteria assists the team with ensuring high quality standards in the development and implementation of micro-credentials for UDL, RTI and HLPs. Any training performed by the State team or coaching affiliates follows the Observation Checklist for High-Quality Professional Development (HQPD) Version 3.

**Describe any additional data (e.g. progress monitoring) that was collected that supports the decision to continue the ongoing use of each evidence-based practice.**

As measured by FFY 21 pre- and post- surveys of 290 Arkansas educators enrolled the DESE-OSE Novice Special Education Mentoring Program, data indicated that DESE's intensified efforts to provide training and technical assistance around UDL resulted in positive change regarding educators' understanding and implementation of UDL and inclusive practices.

Post-survey results indicated that 86.3% of novice special educators understand UDL, while only 77.7 indicated understanding of UDL in the pre-survey. Post-survey results also indicated that 75.8% of novice special educators implemented UDL in the classroom, up from only 63.4% on the pre-survey. A comparison of pre- and post-survey responses on novice special educator confidence with understanding Least Restrictive Environment (LRE) improved from 55% to 67.9%. Another systemic data point for consideration to continue addressing evidence-based practices was the interest in the DESE Special Education Resource Teacher Academies. The purpose of the Special Education Resource Teacher Academies is to provide current licensed public school educators in Elementary K-6, 4-8, or 7-12 ELA, Math, or Science the opportunity to earn an additional Special Education Resource Endorsement and participate in job-embedded professional development while receiving graduate school credit hours, at no cost to them. Educators obtaining this endorsement are able to provide special education services within the general education classroom, as supplementary supports, or in special education classrooms. One goal of the academies is to expand LEAs' ability to consider and offer a variety of special education service delivery models. With the growing emphasis on inclusive practices, this opportunity assists Arkansas school districts by providing the skilled staff needed to lead the nation in student focused inclusive education. Participating educators are part of the Novice Special Education Teacher Mentoring Program at their local education service cooperative where they will receive additional coaching, professional development, regional networking opportunities, and support throughout the school year. DESE and all partnering higher education programs provide programs that: -Include 12-15 hours of graduate coursework -Lead to a Special Education Resource Teacher Endorsement -Include some summer instruction to prepare teachers for the fall semester -Include ongoing supports throughout the school year -Are designed for completion of the Academy in one year -Cover Tuition, fees, and assessment costs Following the release of the Commissioner's Memo, 174 educators participated in the initial cohort during the 2021-2022 academic year. Two hundred and ninety four participants (294) will participate in the 2022-2023 academic year. Each educator preparation program agrees to promote HLPs and UDL within the coursework for the academies, and interest to participate exceeded expectations. Survey data on the numbers of participants interested in continuing learning on high-leverage and inclusive practices, UDL, and executive functioning supports the ongoing use of the evidence-based practices outlined in the SSIP. Qualitative survey feedback from Inclusive Practices trainings that occurred with over 3,000 educators, administrators and families representing districts from every Arkansas Regional Educational Service Cooperative in 2021-2022 indicated that district and school teams overwhelmingly want more support in how to implement inclusive practices, including UDL, PLCs, RTI and HLPs. LEAs are increasingly requesting DESE support for the "how" of implementing inclusive practices, and each evidence-based practice and improvement strategy outlined in the SSIP supports this identified need. For this reason, statewide trainings regarding UDL and Executive Functioning were unveiled in the summer of 2022.

**Provide a summary of the next steps for each evidence-based practices and the anticipated outcomes to be attained during the next reporting period.**

Inclusive Practices Professional Learning Communities Project: Arkansas expects to expand the Inclusive Practices Project with an additional eight schools during the next reporting cycle. DESE and a national technical assistance provider will continue a partnership to develop

and expand the Professional Learning Communities (PLC) at Work® process within select SSIP schools in Arkansas based on an application process. This evidence-based practice that focuses on applying PLC structures and building a culture of shared responsibility and collective teacher efficacy between general and special educators in maximizing learning for all students is essential to work of the SSIP. It is anticipated that schools involved in this initiative will install/expand a PLC culture by ensuring that all subgroups of students are addressed collectively. Additionally, it is anticipated that schools will experience increases in the number of students with disabilities being educated in general educated content settings, with access to core instruction. In this PLC culture, it is also anticipated that teachers will grow in self and collective efficacy with knowledge and implementation of UDL, RTI, HLPs and innovative service delivery models. High Leverage Practices: Survey data acquired during this phase of the SSIP revealed improvement in year-to-year comparisons for Arkansas novice special educators' self-efficacy with applying high-leverage practices (HLPs) in their everyday work. As next steps, the SSIP will continue to leverage the work of the SPDG with regard to the development of micro-credentials for all HLPs. A focus on building agency infrastructure and supports by focusing on state-level capacity and knowledge of HLPs with agency leaders, regional content specialists, agency technical assistance providers, IHEs and the state's parent training center will continue. The SSIP will also continue to intentionally collaborate with Educator Effectiveness and IHEs around alignment of efforts to mentor all novice administrators and general and special educators with HLPs. It is expected that the scaling of work around HLPs will better equip general and special educators to be more confident in knowledge and skills of working with diverse learners, and that improved self-efficacy will encourage more novice teachers to remain in the profession. Advancing Inclusive Principal Leadership: Arkansas recognizes that administrators play an important role in guaranteeing that students and teachers have access to necessary supports. DESE has been directly supported by CCSSO's Advancing Inclusive Principal Leadership (AIPL) initiative and the SSIP SiMR will continue to be the overarching goal for this AIPL work. An integral component of AIPL has been related to embedding HLPs into statewide professional learning for principals and school leadership teams. In addition, DESE plans to develop and expand the Inclusive Practices PLC Project within additional schools to serve as working laboratories for the PLC at Work® process, conducting action research, and sharing best inclusive practices with other schools throughout the state. This project will continue to have an intentional focus on ensuring that students who are IEP eligible as well as other groups of struggling learners have meaningful access to core instruction and established systems of intervention. Arkansas will also advance strategy one by expanding the ALL IN statewide inclusive practices training campaign focused on "the how" of inclusive practices. Promotion and expansion of the inclusive practices ALL IN branding and website will be an additional next step. With improved website access to resources that align with state initiatives, LEAs will be able to see that this work stretches beyond special education and is important for all stakeholders. Beyond improvements to the SiMR, DESE anticipates a continuous cultural shift that follows the Least Dangerous Assumption, where all Arkansas students will be considered general education students and will be served in Least Restrictive Environments. It is expected that Arkansas' LRE data will continue to improve with this continuous cultural shift. It is also anticipated that principals will grow in self-efficacy as inclusive instructional leaders and become champions for the inclusive practices work. Strategic Instructional Model: Though the SSIP SiMR is focused on literacy value-added growth scores for SWD in grades 3-5, Arkansas

recognizes the need to provide supports for all students regardless of grade. Arkansas will continue to expand supports for the Strategic Instructional Model, with an emphasis on the following SIM Learning Strategies and Content Enhancement Routines: Inference Strategy, Proficiency in Sentence Writing Strategy, Main Idea Strategy, Listening and Note-taking Strategy, Vocabulary LINCing Routine/Strategy, Fundamentals of Sentence Writing Strategy, Unit Organizer Routine, and the Framing Routine. These strategies and routines have been offered via face-to-face and virtual sessions by content specialists through a partnership with the University of Central Arkansas Mashburn Center for Learning Team. The next steps for this work are to promote the developed training through DESE's Digital Learning Unit to scale the reach and sustainability of this work by offering SIM professional learning opportunities via a learning management system, followed by job-embedded coaching.

**Response to Intervention/HLPs/UDL Micro-credentials:** Arkansas will continue to leverage the SPDG to build upon previous work around RTI for academics and behavior, and will revise the PBIS Modules to update them for new content and resource links. The SPDG will continue to embed HLPs and other EBPs to directly align with the SSIP. The SPDG and the Division of Educator Effectiveness began piloting newly developed High-Leverage Practices and Universal Design for Learning Micro-Credentials during this report cycle. Next steps for this improvement strategy will be to add the following new micro-credentials to the current library: -Teach pro-social behaviors -Provide scaffolded supports -Use explicit instruction -Use flexible groupings -Use assistive technology -Organize and facilitate effective meetings with professionals and families -Collaborate with families to support student learning -Develop a comprehensive learner profile to understand students' strengths and needs -Provide positive and constructive feedback to guide students' learning and behavior -Conduct functional behavior assessments (FBA) to develop individual student behavior support plans As an additional next step to the micro-credential work, Arkansas will participate in The Micro-Credentials Partnership of States to further transform the state system to support systems-level quality standards. Universal Design for Learning (UDL) As a next step for increasing UDL in Arkansas schools, DESE will explore the potential adoption of a team-based capacity building pilot project with an internationally respected technical assistance provider focused on concepts and practices of UDL and MTSS.

**Coaching:** The SSIP/SPDG and Division of Educator Effectiveness will increase statewide coaching supports through monthly Coaching Collaborative Calls focused on increasing coaching practices for all. The next steps with this strategy will be to promote 3 Communities of Practice supporting Cognitive Coaching that will pertain to: -Cognitive Coaching Skills and Practice -Cognitive Coaching Implementation Challenges -DESE Implementation Challenges

**Does the State intend to continue implementing the SSIP without modifications? (yes/no)**

YES

**If yes, describe how evaluation data support the decision to implement without any modifications to the SSIP.**

The above-listed SiMR data indicates that Arkansas has exceeded the target across two reporting cycles in SSIP-supported LEAs implementing the coherent improvement strategies. Stakeholder feedback from novice special educators, beginning administrators, educators seeking resource endorsement in the Special Education Resource Academies and from parent engagement sessions indicate that the SSIP is well-calibrated to the needs of Arkansas LEAs.

Results from the SSIP Infrastructure Tool, and the State, Regional and District Capacity Assessments indicates that systemic change is occurring throughout the cascade of supports from the SEA to the classroom.

### ***Section C: Stakeholder Engagement***

#### **Description of Stakeholder Input**

Following the submission of the new targets for the FFY 2020-2025 SPP/APR cycle, the OSE has continued to collaborate closely with numerous partners and through various initiatives to obtain authentic engagement and reciprocal exchange of information regarding the targets, including Indicator 17. These partners and/or initiatives include: The State Special Education Advisory Council is an integral group of stakeholders who provide input on target setting and improvement activities. The State Special Education Advisory Council meetings are held in April, July, October and January. Each meeting provides a forum for solicitation of feedback regarding SPP/APR targets and the SSIP Theory of Action. The Advisory Council representation includes: Parents (10), Adult Corrections, Advocates (2), AR Rehabilitation Services (2), Career & Technical Education (2), Center for Exceptional Families (PTI), Foster Care, Higher Education, Juvenile Corrections, LEA Special Education Supervisors, McKinney-Vento Administrator, Teachers (4), Private School, and Public Charter Schools. During these meetings, the council members and public participants are provided updates on the previously held stakeholder input sessions, compliance indicators, dispute resolution indicators, and the SSIP. The Center for Exceptional Families (TCFEF) is a Parent Training and Information (PTI) center for the state with the mission of improving educational opportunities for students with disabilities, including students transitioning to adult life beyond high school. TCFEF maintains a large database of families of students with disabilities, and engages with them via social media, virtual and in-person meetings and through email. The OSE partnered with TCFEF during the target setting for the FFY 2020-2025 SPP/APR cycle and maintains ongoing collaboration to solicit stakeholder feedback regarding indicator target updates and the SSIP. TCFEF is also a contracted partner of the State Personnel Development Grant which directly aligns with the SSIP Theory of Action. The Inclusive Practices Project has an intentional focus on inclusive practices, ensuring that students who are IEP eligible, as well as other groups of struggling learners, have meaningful access to core instruction and established systems of intervention. Participating schools engage in a collaborative evaluation process that gathers data regarding student achievement, teacher practices, and effective professional development. This project directly aligns with several key indicators, but is especially integral to supporting Indicator 5 (LRE) and Indicator 17 (SSIP). Schools supported by this initiative are factored into the Arkansas State-identified Measurable Result (SiMR). These LEAs form a key constituency group for ongoing input on targets and revisions. More information about this project can be found at this website: <https://dese.ade.arkansas.gov/Offices/special-projects/inclusive-practices-project> The Arkansas Association of Educational Administrators (AAEA) is an agency of diverse school leaders that promotes quality public education for all children in Arkansas. AAEA's mission is to ensure high standards of leadership by providing quality professional development, influencing education legislation and policy, stimulating and fostering support and building successful coalitions. The OSE maintains a close partnership with AAEA, and particularly the constituent groups of Beginning Administrators (BA) and Special Education Administrators (AASEA). These partnerships provide avenues for broad stakeholder input on all targets in the SPP/APR,

and any need for subsequent revisions to the targets. The BA subgroup has had increasing input over the past year through the OSE and AAEA's Advancing Inclusive Principal Leadership (AIPL) initiative. The ALL IN Initiative of the DESE-OSE promotes equitable access to core instruction to foster greater opportunities for students to reach college, career, and life goals. A new Inclusive Practices website was unveiled during this reporting cycle and houses important information for stakeholders in the areas of Least Restrictive Environment (LRE), Universal Design for Learning (UDL), High-Leverage Practices (HLPs), Inclusive Principal Leadership, Inclusive Related Services, Parent Resources, Flexible Service Delivery, Scheduling, IEP Documentation and Videos for Implementation Support. Additional information on this initiative can be found on the following website <https://sites.google.com/view/inclusive-practices/home>. As part of the ALL IN initiative, Learning for All statewide trainings were unveiled in this reporting period and were presented across the entire state in every educational service cooperative to over 3000 participants. Learning for All emphasizes two key considerations for achieving inclusive education: Universal Design for Learning and Executive Functioning. These statewide trainings provide an avenue for broad stakeholder feedback regarding Indicator 17. The Arkansas Collaborative Consultants (ACC) Convening and ACC Monthly Director Meetings represent key stakeholders from DESE-OSE's technical assistance arm. These diverse stakeholders provide leadership, support and service to LEAs in all 75 counties in the state, in alignment with the vision and mission of DESE-OSE and the SSIP. Discussions regarding data, targets, planning, and action steps for the SSIP occur during these meetings in order to establish performance measures to meet the targets outlined in the SPP/APR and to prioritize performance measures within discretionary grants. The Arkansas School-Based Therapy Conference is an opportunity for the constituencies of special education administrators, occupational therapists, physical therapists, and speech-language pathologists to discuss indicator 17 targets and data, and to have meaningful dialogue to connect their roles to the targets when considering flexible service delivery, scheduling, funding, collaborative teaming structures, and high-leverage practices. In partnership with the State Personnel Development Grant and the SSIP, the Office of Innovation for Education (OIE) at the University of Arkansas engages stakeholders through Innovation Landscape Focus Groups, Coaching Communities of Practice, Empathy Interviews, and Process Mapping to transform of Arkansas' professional learning system from a traditional compliance model, to a nested model that encourages choice, educator capacity and efficacy.

**Describe the specific strategies implemented to engage stakeholders in key improvement efforts.**

The stakeholder engagement strategies primarily utilized for the SSIP include clarifying goals, working with partner organizations, using multiple meeting opportunities, communicating often, using multiple means of submitting feedback and identifying key individuals who will champion the work. The SSIP Coordinator, UALR Data and Research Director and State Implementation Team from DESE have provided regular updates to, and requested feedback from, external stakeholders including the Special Education State Advisory Council and Special Education LEA Supervisors to keep these groups informed as well as to solicit their feedback. Increased involvement with the state's family engagement center, The Center for Exceptional Families (TCFEF) was a primary focus during this cycle of the SSIP. The SSIP partnered with TCFEF to host five statewide workshops to gather qualitative data and feedback on baseline and targets for Indicator 17. The feedback from these workshops provided valuable perspectives to

guide the SSIP Theory of Action and align supports and services that best leverage identified family needs and support family involvement and engagement. This effort directly aligns with HLP 3, which pertains to Collaborating with Families to Support Student Learning and Secure Needed Services. The SSIP Coordinator is frequently involved with SPDG and SPMT leadership, as well as with the Arkansas Association of Special Education Administrators' meetings. Feedback on the SSIP is regularly solicited through these collaborations. The SSIP Coordinator also serves as a team member on the AIPL initiative to increase the capacity of administrators to be inclusive leaders. As part of the annual DESE monthly LEA technical assistance calls, the SSIP Coordinator and the Associate Director of Special Education provide updates to LEA Special Education Supervisors about the infrastructure work taking place as well as solicit their feedback on the process. Continued intentional collaboration between the DESE and the Arkansas Collaborative Consultants (Professional Development Outreach) to better support LEAs has occurred through monthly meetings and the coordinated application of the SSIP theory of action into professional development, coaching and training support and facilitation. In December of this reporting cycle, TCFEF, the IDEA Data and Research Manager, and the SSIP Coordinator facilitated a statewide virtual event for families to provide feedback on the setting targets, data analysis, and improvement strategies. For families who could not attend the live virtual session, a link to a recording of the event was sent to TCFEF's broad network of families to review and provide input at their convenience. In partnership with the SSIP, TCFEF hosted five additional workshops during this reporting cycle for Arkansas parents/caregivers focused on gathering their perceptions of special education in Arkansas through the lens of lived experiences. The workshop dates were 5/20/21, 8/6/21, 10/15/21, 1/11/22, and 3/10/22. Participants were shown a video created by DESE-OSE and TCFEF that highlights diverse perspectives and reflections of 15 families navigating special education in Arkansas. Feedback was then requested from workshop participants on ways to improve special education services in Arkansas, including coverage of the established baselines and targets. Emphasis of these meetings centered around Indicators 1, 4, 5, 8, and 17 and highlighted HLP 3: Collaborating with Families to Support Student Learning and Secure Needed Services. Average attendance at each workshop was 12, with a total attendance of 59 across the five workshops. TCFEF also presented the video for families at the ASPA conference with 150 participants. During this reporting cycle, the DESE-OSE launched a new Inclusive Practices website <https://sites.google.com/view/inclusive-practices/home>. This website houses information that describes the systemic change occurring within special education in Arkansas, and provides implementation resources and supports. The website has provided effective and efficient delivery of information for key stakeholders, including individuals with disabilities, families, educators, administrators, institutions of higher education and community members.

**Were there any concerns expressed by stakeholders during engagement activities? (yes/no)**

NO

***Additional Implementation Activities***

**List any activities not already described that the State intends to implement in the next fiscal year that are related to the SiMR.**

SAIL Literacy Support: Recognizing the need to calibrate initiatives and supports for all learners, and to ensure that the SSIP is reflective of supports for diverse disabilities, a

collaborative group of stakeholders will meet monthly to discuss the evidence-base and application of literacy supports for students with complex learning needs. The State's Lead R.I.S.E. Specialist, the DESE-OSE Coordinator for Curriculum and Assessment and the SSIP Coordinator will continue to participate in the Standards-Aligned Instruction for Literacy (SAIL) cross-state collaborative addressing the evidence base and literacy supports for students with complex learning needs. Application of the Science of Reading (SoR) to individuals with complex and multiple disabilities will be an intensified focus in the next fiscal year. The State will use the SAIL Matrix Rubric for Literacy to mark progress towards systemic change at the agency level. The goal is to ensure high expectations and access to rigor for all students, including students with complex and low incidence disabilities. Assistive Technology Application: In the next reporting cycle, DESE will explore proposals to support the State's focus and priorities through a strategic technology purchase. The Arkansas Every Student Succeeds Act (ESSA) Plan highlights the need for a system of aligned supports across the ADE to improve outcomes for all students. ADE will seek a suite of web-based accessibility tools for students accompanied with training and technology integration to support the implementation of inclusive practices and accessibility to high-quality instruction. In addition, the statewide purchase of universal support tools will help Arkansas strive toward the goal of general and special education systems (in this case technology systems) working collaboratively to provide the supports needed for all students to be successful. The use of universal support tools advances Arkansas' current work with High Leverage Practices (HLPs), Universal Design for Learning (UDL), Equitable Access to Accessible Educational Materials (AEM) and leadership training and commitment to inclusive practices. Since 2014, Arkansas has been heavily invested in transitioning away from teaching reading from a whole language approach to a phonics-based approach that is grounded in the Science of Reading. The Reading Initiative for Student Excellence (R.I.S.E) is backed by legislation and is a focal point for literacy instruction in Arkansas that spans grades K-12 and across content areas. The statewide training in the Science of Reading has sharpened the focus of reading instruction and strengthened teachers' abilities to instruct all students. High quality instruction also reduces the need for additional and specialized supports. While students are receiving evidenced-based intervention aligned with the Science of Reading to address deficiencies, the expectation for classroom instruction is at grade-level for every student. For the students reading independently below grade level, assistive technology accommodations provide access to grade-level reading in all appropriate content areas. DESE will seek a partnership with a global leader in educational technology to procure a system of easy to use, universally designed, supplemental software solutions, with the goal of providing access to students in Arkansas in order to achieve the vision for teaching and learning: all students will be actively literate, and critical thinkers who are community engaged. Through this project, Arkansas will increase the capacity for inclusive education. Providing inclusive tools for all students promotes confidence, independence, and life-long success. The goal is for Arkansas students to graduate ready for college, careers, and community engagement. Goals for this project will include: -Provide accessibility options for Arkansas students from a host of easy-to-use tools to support their literacy and math that work in alignment with district technologies -Foster the principles of Universal Design for Learning (UDL) by providing Arkansas students multiple means of representation, expression, and engagement through an array of informational/assistive technology options -Promote self-directed learners who use support tools that assist students in grades 3-12 with math, reading, and writing to understand

and express themselves more confidently and independently -DESE expects that the system will ready students for the same or similar tools available on the statewide assessment.

**Provide a timeline, anticipated data collection and measures, and expected outcomes for these activities that are related to the SiMR.**

SAIL Literacy Support: The timeline for above-listed SAIL activity will be monthly literacy group stakeholder meetings. Data collection will include qualitative conversations based on agendas and meeting minutes. Quantitative data will be captured at the agency level by using the SAIL Matrix Rubric for Literacy in the spring of the next reporting period. Aligning the evidence base of the science of reading with UDL, high leverage and evidence-based practices and through the lens of diverse high and low incidence disabilities will inform the SSIP coherent improvement strategies, and guide the development of professional learning supports for LEAs in Arkansas to provide better instruction for students with cognitive/communicative/behavioral or other complex needs. With improved, standards-aligned instruction in the area of literacy, it is anticipated that students with diverse learning needs will demonstrate progress on the regular and alternate assessments. Assistive Technology Application Expected Timeline: Request For Proposal Release to Prospective Contractors: December 5, 2022 Bidders Conference: December 9, 2022 Deadline for Prospective Contractor Questions: December 12, 2022 Answers to Questions Posted to ARBuy: December 16, 2022 Proposal Due Date: January 6, 2023 Initial Proposal Evaluation: January 12, 2023 Interviews: January 18-19, 2023 Final Proposal Evaluation: January 19, 2023 Discussions Kick Off Meeting: January 27, 2023 Finalize Discussions: February 17, 2023 Post Anticipation to Award: February 21, 2023 Award Contract: April 3, 2023 Expected Outcomes for the Assistive Technology Application: Integration of assistive technology as a universal design for all students in grades 3-12 will provide accessibility options for Arkansas students from a host of easy-to-use tools deployed in least restrictive environments. Increasing educator competency and use of Universal Design for Learning (UDL) opportunities available through technology will improve access to LRE and equip learners to be more self-directed in the acquisition and selection of tools that best supplement quality instruction in math, reading, and writing. DESE expects that the assistive technology application/system will ready students for the same or similar tools available on the statewide assessment which will help students with disabilities demonstrate what they know and are able to do. Data collection will be centered around the metrics of the application and feature use by students, and the training/coaching of educators in the features available on the application, and how data-driven feature matching assists diverse Arkansas learners.

## Appendix: Professional Development Sessions

2022-2023 GREAT RIVERS EDUCATIONAL SERVICE COOPERATIVE  
COMPOSITE REPORT OF IN-SERVICE TRAININGS/STAFF DEVELOPMENT WORKSHOPS

DATE	TITLE	HOST	LOCATION	PRESENTER	TARGET GROUP	# OF DISTRICTS INVITED	# OF DISTRICTS PARTICIPANT	TOTAL PARTICIPANT
06-01-2022	RISE 3-6 Day 6	GREC	GREC	Constance Watson	3-6 Teachers	9	4	18
06-01-2022	ZOOM- Becoming the Math Teacher You Wish You'd Had	GREC	ZOOM	Jeannie Rutland	K-12 Teachers	9	8	13
06-01-2022	ZOOM- Becoming the Math Teacher Yr. 2	GREC	ZOOM	Jeannie Rutland	K-12 Teachers	9	1	2
06-01-2022	Cricut and the Classroom	GREC	GREC	Debbie Young Megan Guthrie	K-12 Teachers	9	5	12
06-02-2022	Screenprint 101	GREC	GREC	Debbie Young Sara Hays	K-12 Teachers	9	3	11
06-06-2022	Tier 1 & AAEA Up-dates	GREC	GREC	AAEA Representative	Administrators Bookkeepers	9	3	10
06-13-2022	Administration Retreat	GREC	Lindsey Resort	AAEA Representative	Administrators	9	6	19
06-06-2022	Differentiated Instruction -6-12	GREC	GREC	Kiwanna Wade	6-12 Teachers	9	2	6
06-06-2022	Brinkley-Louisiana Purchase State Park	GREC	Louisiana Purchase State Park	Patrick Quattlebaum	K-12 Teachers	9	0	0

06-07-2022	ZOOM- 504 & IDEA	GREC	ZOOM	Jose Martin	K-12 Teachers	9	6	14
06-07-2022	Basic Morphology	GREC	GREC	Jacob Shafer	K-12 Teachers	9	1	3
06-07-2022	Forrest City-GPS K-12 Science	GREC	Forrest City EACC	Patrick Quattlebaum	K-12 Teachers	9	3	9
06-08-2022	RISE K-2 Day 1	GREC	GREC	C. Watson	K-2 Teachers	9	3	6
06-08-2022	W. Memphis-Culturally Responsive Retreat	GREC	West Memphis ASU-Mid-South	Dr. Paul Greer	Administrators Teachers	9	10	44
06-09-2022	Dyslexia Law for Administrators	GREC	GREC	Jacob Shafer	Principals Counselors	9	3	3
06-09-2022	RISE K-2 Day 2	GREC	GREC	C Watson	K-2 Teachers	9	3	6
06-13-2022	Forrest City-Village Creek State Park	GREC	Forrest City Village Creek State Park	Patrick Quattlebaum	K-12 Teachers	9	1	1
06-13-2022	Administrative Retreat-2022 School Law	GREC	Lindsey Resort	Not available	Administrators	9	6	19
06-13-2022	Administrative Retreat-2022 DESE Updates	GREC	Lindsey Resort	Not Available	Administrators	9	6	18
06-13,14-22	ZOOM-K-4 Intro to Computer Science	GREC	ZOOM	ARK CS Specialist	K-4 Teachers	9	1	1
06-13,14-22	ZOOM-5-8 Intro to Computer Science	GREC	ZOOM	ARK CS Specialist	5-8 Teachers	9	2	2
06-14-2022	ZOOM-Home School Technical Assistance	GREC	ZOOM	Patricia Wilcox	Teachers	Cancelled Internet Down	0	0
06-14-2022	June Board of Directors	GREC	GREC	Richard Atwill	Superintendents	9	6	9

06-14,15-22	Forrest City-GPS 6-8 Science	GREC	Forrest City EACC	Patrick Quattlebaum	6-8 Teachers	9	2	5
06-14-2022	Adm. Retreat Learning Services up-date	GREC	Lindsey Resort	Not Available	Administrators	9	6	16
06-14-2022	Adm. Retreat Needs Assessment	GREC	Lindsey Resort	Not Available	Administrators	9	6	16
06-14-2022	Math Centers 3-5	GREC	GREC	J. Rutland L. Banks	3-5 Teachers	9	2	3
06-14,15-2022	ZOOM-K-4 Intro to Computer Science	GREC	ZOOM	ARK CS Specialist	K-4 Teachers	9	0	0
06-15,16-2022	ZOOM- K-4 Deeper Dive into Computer Science	GREC	ZOOM	ARK CS Specialist	K-4 Teachers	9	0	0
06-15-2022	RISE K-2 Day 3	GREC	GREC	C. Watson	K-2 Teachers	9	2	4
06-15-2022	W. Memphis- Small Group CPI	GREC	West Memphis School Dist.	Sheila Grissom	Teachers	9	1	1
06-15,16-2022	ZOOM-5-8 Deeper Dive into Computer Science	GREC	ZOOM	ARK CS Specialist	5-8 Teachers	9	2	2
06-16-2022	W. Memphis GPS -K-12 Science Standards	GREC	West Memphis School Dist.	Patrick Quattlebaum	K-12 Teachers	1	1	1
06-16-2022	ZOOM-Chemical Right to Know and Asbestos	GREC	ZOOM	James Southard	STAFF	9	6	35
06-16-22	RISE K-2 Day 4	GREC	GREC	C. Watson	K-2 Teachers	9	2	3

06-20-2022	Make It, Take It in STEAM LAB	GREC	GREC	J. Rutland D. Young	K-12 Teachers	9	4	9
06-20-2022	Forrest City- Classroom Management	GREC	Forrest City EACC	Latasha Banks	K-12 Teachers	9	4	19
06-20,21-2022	ZOOM-7-8 Coding Block	GREC	ZOOM	ARK CS Specialist	7-8 Teachers	9	1	1
06-21-2022	Make It, Take It in STEAM LAB	GREC	GREC	J. Rutland D. Young	K-12 Teachers	9	2	7
06-21-2022	ZOOM- Classroom Management	GREC	ZOOM	Latasha Banks	K-12 Teachers	9	5	7
06-22-2022	Forrest City- Increasing Student Engagement	GREC	Forrest City EACC	Latasha Banks	K-12 Teachers	9	5	12
06-22-22	RISE K-2 Day 5	GREC	GREC	C. Watson	K-2 Teachers	9	3	6
06-22-2022	Make It, Take It in STEAM LAB	GREC	GREC	Jeannie Rutland	K-12 Teachers	9	3	7
06-22-2022	Teaching Students How to Write Academically	GREC	GREC	Jacob Shafer	K-12 Teachers	9	2	3
06-22,23-2022	Forrest City-GPS Coherent Sequence of Science Lessons	GREC	Forrest City EACC	Patrick Quattlebaum	K-12 Teachers	9	3	4
06-22,23-2022	ZOOM-7-8 Coding Block Resources	GREC	ZOOM	ARK CS Specialist	7-8 Teachers	9	1	1
06-23-2022	Forrest City- Permission to Feel	GREC	Forrest City EACC	Latasha Banks	K-12 Teachers	9	5	16

06-23-2022	Make It, Take It in STEAM Lab	GREC	GREC	J. Rutland D. Young	K-12 Teachers	9	4	8
06-23-22	RISE K-2 Day 6	GREC	GREC	C. Watson	K-2 Teachers	9	2	4
06-27-2022	Top 10 List of Behavior Issues	GREC	GREC	ADE Rick Porter	K-12 Teachers	9	5	10
06-27-2022	Marianna-Mississippi River State Park	GREC	Marianna State Park	Patrick Quattlebaum	K-12 Teachers	9	2	2
06-27,28,29,30 07-01-22	HS Computer Science & Certification	GREC	GREC	ARK CS Specialist	7-12 Teachers	9	2	2
06-30-2022	Making the Connection Between Inclusion & Co-Teaching	GREC	GREC	Debbie Fleming	K-12 Teachers	9	3	11
06-27,28,29,30-2022	Critical Reading Days 1-2-3-4	GREC	Marvell School District	Jacob Shafer	K-12 Teachers	1	1	1
07-05-2022	Active Learning Strategies for Elementary Classroom	GREC	GREC	April Sutterfield	K-6 Teachers	9	6	7
07-6,7-22	GPS Science Assessment	GREC	GREC	Patrick Quattlebaum	K-12 Teachers	9	2	4
07-6,7,8,11,12-2022	ZOOM-Advanced JAVA Programming	GREC	ZOOM	ARK CS Specialist	9-12 Teachers	9	0	0
07-7,8-2022	ZOOM- K-4 Intro to Computer Scien	GREC	ZOOM	ARK CS Specialist	K-4 Teachers	9	1	1
07-11-2022	ZOOM-Charlie Mae Simon	GREC	ZOOM	Ruth Hyatt	K-12 Teachers	9	2	2

07-11,12-2022	ZOOM-K-4 Deeper Dive into Computer Science	GREC	ZOOM	ARK CS Specialist	K-4 Teachers	9	0	0
07-13-2022	RISE 3-6 Day 1	GREC	GREC	C Watson	3-6 Teachers	9	4	6
07-14-2022	Dive Deeper into SmartData	GREC	GREC	Jill Czanstkowski	7-12 Teachers	9	5	6
07-14-2022	Dive Deeper into SmartData	GREC	GREC	Jill Czanstkowski	7-12 Teachers	9	0	0
07-14-2022	RISE 3-6 Day 2	GREC	GREC	C Watson	3-6 Teachers	9	5	9
07-18-2022	ZOOM-Facilities & Maintenance Workers Chemical & Asbestos Training	GREC	ZOOM	James Southard	Maintenance Staff	3	3	36
07-18,19-2022	ZOOM-5-8 Intro to Computer Science	GREC	ZOOM	ARK CS Specialist	5-8 Teachers	9	0	0
07-18,19,20,21,22- 2022	ZOOM-Advanced Python Programming	GREC	ZOOM	ARK CS Specialist	9-12 Teachers	9	1	1
07-18,19,20,21,22- 2022	ZOOM-Advanced Placement Computer Science	GREC	ZOOM	ARK CS Specialist	K-12 Teachers	9	0	0
07-19-2022	Executive Function Supports for Students: Learning for All	GREC	GREC	A Goodard B Boaz L McCammon R Bell	K-12 Teachers	9	4	22
07-19,20-2022	AR Math QuEST Year 2	GREC	GREC	J Rutland	K-12 Teachers	9	2	7
07-20-2022	RISE 3-6 Day 3	GREC	GREC	C Watson	3-6 Teachers	9	3	16

07-20-2022	Lee County-Active Shooter Training	GREC	Lee County School District	James Southard	K-12 Teachers	1	1	73
07-20-2022	Learning for ALL	GREC	GREC	Robin Stripling	K-12 Teachers	9	7	16
07-20,21-2022	ZOOM-5-8 Deeper Dive into Computer Science	GREC	ZOOM	ARK CS Specialist	5-8 Teachers	9	0	0
07-21-2022	Barton-Tier I Training	GREC	Barton School District	Sheila Grissom	Teachers Staff	1	1	3
07-21-2022	Classroom Management Year 2 & 3	GREC	GREC	Kelsey Riley Arthur Willis	K-12 Teachers	9	5	7
07-21-2022	RISE 3-6 Day 4	GREC	GREC	C Watson	3-6 Teachers	9	4	14
07-25-2022	Year 3 Boot Camp	GREC	GREC	Kelsey Riley Arthur Willis	K-12 Teachers	9	7	14
07-25,26-2022	ZOOM-Coding Clock 7 & 8	GREC	ZOOM	ARK CS Specialist	7 & 8 Teachers	9	0	0
07-26-2022	Secondary Transition Compliance Basics and Best Practices	GREC	GREC	Transition Team Member	Principals Adm. Assistants Counselors	9	4	7
07-26-2022	Promoting Inclusive Practices Through the PISA	GREC	GREC	Transition Team Member	Principals Adm. Assistants Counselors	9	4	8
07-26,27-2022	AR Math QuEST Year 1	GREC	GREC	Jeannie Rutland	K-12 Teachers	9	3	7
07-26,27,28-2022	GPS-Science Unit Development	GREC	GREC	Patrick Quattlebaum	7-12 Teachers	9	2	4
07-27-2022	RISE 3-6 Day 5	GREC	GREC	C Watson	3-6 Teachers	9	3	12

07-27,28-2022	ZOOM-7 & 8 Coding Block Resources	GREC	ZOOM	ARK CS Specialist	K-12 Teachers	9	0	0
07-28-2022	RISE 3-6 Day 6	GREC	GREC	C Watson	3-6 Teachers	9	3	12
07-28-2022	Year 1 Day 1 Reade Boot Camp	GREC	GREC	Kelsey Riley Arthur Willis	K-12 Teachers	9	5	13
07-28-2022	July Board of Directors Mtg.	GREC	GREC	Willie Murdock	Superintendents	9	6	9
08-01-2022	Year 2 Day 1 Ready Boot Camp	GREC	GREC	Kelsey Riley Arthur Willis	K-12 Teachers	9	7	24
08-01-2022	Elementary Librarian PLC	GREC	GREC	Quida Cunningham	Media Specialist	9	3	4
08-01-2022	Secondary Librarian PLC	GREC	GREC	Quida Cunningham	Media Specialist	9	4	5
08-01-2022	CTE Annual Training-DCTE Updates	GREC	GREC	James Southard	CTE Teachers	9	7	20
08-04-2022	Barton-Refuse to be a Victim	GREC	Barton School District	James Southard	K-12 Teachers	1	1	13
08-04-2022	Barton 3-D Printing Made Easy	GREC	Barton School District	Debbie Young J Rutland	K-12 Teachers	1	1	6
08-04-2022	Palestine-Quick Dive Science Phenomena	GREC	Palestine/ Wheatley Sch. Dist.	Patrick Quattlebaum	9-12 Teachers	1	1	1
08-4,5-2022	Year 1 Instructional Practices & Classroom Management	GREC	GREC	A Willis K Riley K Davis	K-12 Teachers	9	7	21

08-08-2022	Preschool-SPEDtrack Training	GREC	GREC	Seth Rhodes	GREC Preschool Teachers	1	1	21
08-08-2022	W. Memphis New EdReflect Training	GREC	W. Memphis School District	Sandra Hurst	Principals	1	1	17
08-09-2022	Brinkley-Active Shooter Response Training	GREC	Brinkley School District	James Southard	9-12 Teachers	1	1	68
08-09-2022	Barton-Differentiation for Honors Classes	GREC	Barton School District	Debbie Young	7-12 Teachers	1	1	7
08-09-2022	Barton-Manage, Engage, Connet	GREC	Barton School District	Jeannie Rutland	K-6 Teachers	1	1	31
08-09-2022	ZOOM-eSchool Registration for New Personnel	GREC	ZOOM	Christelle Haddox	Counselors Bookkeepers Adm. Assist.	9	4	7
08-10-2022	Preschool- Back to School	GREC	GREC	Holly Whaley	GREC-Preschool Teachers	1	1	20
08-10-2022	ZOOM-eSchool Registration/Scheduling for New Personnel	GREC	ZOOM	Christelle Haddox	Counselors Bookkeepers Adm. Assist.	9	4	6
08-10-2022	Preschool=The Sullivan Four	GREC	GREC	Brad Sullivan	GREC-Preschool Teachers	1	1	21
08-10-2022	ZOOM-eSchool Discipline/New Personnel	GREC	ZOOM	Christelle Haddox	Principals Counselors Teachers	9	3	11
08-10-2022	Back to School Nurse Training	GREC	GREC ZOOM	Cheria McDonald	Nurses	9	3	3

08-10-2022	Barton-Essential Classroom Behavior	GREC	Barton School District	Kelly Davis	Teachers	1	1	0
08-10,11-2022	AR Math QuEST Year 1	GREC	GREC	Jeannie Rutland	Teachers	9	2	5
08-11-2022	ZOOM-Attendance/New Personnel	GREC	ZOOM	Christelle Haddox	Bookkeepers Adm. Assist.	9	4	7
08-11-2022	Preschool-Parental Involvement	GREC	GREC	Holly Whaley	GREC-Preschool Teachers	1	1	12
08-11-2022	Barton-Family & Community Engagement	GREC	Barton School District	Sheila Grissom	K-12 Teachers	1	1	63
08-11-2022	Preschool- CPR	GREC	GREC	Stephanie Loveless-UAMS	GREC-Preschool Teachers	1	1	12
08-11-2022	Marvell-Active Shooter Response Training	GREC	Marvell/Elaine School District	James Southard	K-12 Teachers	1	1	46
08-12-2022	Barton-Active Shooter Response Training	GREC	Barton School District	James Southard	K-12 Teachers	1	1	58
08-12-2022	Federal Grant Management Training	GREC	GREC	ADE Staff	Superintendent Federal Programs	9	5	9
08-12-2022	ZOOM-eSchool Medical Training for new Personnel	GREC	ZOOM	Christelle Haddox	Nurses	9	3	8

08-12,15-2022	W. Memphis-Crisis Prevention CPI	GREC	West Memphis School Dist.	Sheila Grissom	K-12 Teachers	1	1	84
08-17-2022	Palestine- Active Shooter Training	GREC	Palestine Wheatley School Dist.	James Southard	K-12 Teachers	1	1	62
08-19-2022	W. Memphis-Tier I & II Training	GREC	West Memphis School Dist.	Shield Grissom Malissa Crawford	Principals Administrators	1	1	43
08-18-2022	W. Memphis-Honors Class Instructors	GREC	West Memphis School Dist.	J Rutland T Caldwell L Knowlton P Quattlebaum	7-12 Teachers	1	1	33
08-22-2022	GREC- Annual Staff Mtg.	GREC	GREC	Willie Murdock	GREC Staff	1	1	40
08-26-2022	Technology Coordinators	GREC	GREC	John Dulaney	Dist. Tech. Coord.	9	1	2
08-21-2022	August Board of Directors	GREC	GREC	Willie Murdock	Superintendent	9	9	14
09-01-2022	ZOOM-SMS Required Fields	GREC	ZOOM	Christelle Haddox	Counselors Adm. Assist. Bookkeepers	9	10	19
09-02-2022	Tech. Coord. Meeting	GREC	GREC	John Dulaney	Dist. Tech. Coordinators	9	5	5
09-08-2022	Mark-up Year 1- Day 1 Ready Boot Camp 1	GREC	GREC	Arthur Willis Kelsey Riley	Teachers	9	4	6
09-08-2022	Personal Care Training	GREC	GREC	Jennifer Lane	Nurses Paraprofessional	9	4	10
09-08-2022	ZOOM-Progress Report Procedures	GREC	ZOOM	C. Haddox Pam Rhoads	Counselors Adm. Assist.	9	8	13
09-6,7-2022	AR Math QuEST Year 1	GREC	GREC	J Rutland T Caldwell	Teachers	1	1	1

09-08-2022	ZOOM- Report Card Procedures	GREC	ZOOM	Christelle Haddox	Counselors Adm. Assist.	9	8	12
09-08-2022	GREC Specialist Meeting	GREC	GREC	Sheila Grissom	GREC Staff	1	1	5
09-09-2022	Make-up Year 1 Day 1 Ready Boot Camp 2	GREC	GREC	Arthur Willis Kelsey Riley	New Teachers	9	5	16
09-12-2022	Forrest City- Quiz Bowl	GREC	Forrest City EACC	Allen Bishop	Teachers	9	4	7
09-12-2022	New EdReflect System for Administrators	GREC	GREC	Sandra Hurst	Superintendent Principal Adm. Assist.	9	5	6
09-13,14-2022	AR Math QuEST Year 2	GREC	Brinkley School Dist.	J Rutland T Caldwell	Teachers	1	1	1
09-14-2022	ZOOM-Marigold Orientation	GREC	ZOOM	Jaclyn Dean	Teacher	9	9	50
09-14-2022	ESOL Coordinators' Meeting	GREC	GREC	Abby Ebarb	ESOL Coordinators	9	6	6
09-14-2022	Overview of Barton Dyslexia Program	GREC	GREC	Kiwanna Wade	Teachers	9	2	6
09-15-2022	Overview of Barton Dyslexia Program	GREC	GREC	Kiwanna Wade	Teachers	9	3	5
09-15,19-2022	Lee County AR Math QuEST Year 1	GREC	Lee County School Dist.	J Rutland T Caldwell	Teachers	1	1	3
09-16-2022	Make-up Year 2 Day 1 Ready Boot Camp 2	GREC	GREC	Kelsey Riley	New Teachers	9	7	15
09-19-2022	Homelessness Coord. Mtg.	GREC	GREC	Jessica Hickman	Counselors Administrators	9	6	6

09-21-2022	Cognitive Coaching Seminar 8 Days	GREC	GREC	Crystal Beshears	Co-ops Staff	9	6	9
09-23-2022	GREC Specialist Meeting	GREC	GREC	Sheila Grissom	GREC Specialist	1	1	9
09-28-2022	W. Memphis-Year 1 Novice Teacher	GREC	West Memphis School Dist.	Arthur Willis Kelsey Riley	New Teachers	1	1	10
09-28-2022	W. Memphis-Year 1 Novice Teacher	GREC	West Memphis School Dist.	Arthur Willis Kelsey Riley	New Teachers	1	1	9
09-29-2022	W. Memphis-Year 1 Novice Teacher	GREC	West Memphis School Dist.	Arthur Willis Kelsey Riley	New Teachers	1	1	9
09-29-2022	Fall Counselor Meeting with ADE	GREC	GREC	Andrea Fortner	Counselors	9	9	14
09-29-2022	September Board of Directors	GREC	GREC	Willie Murdock	Superintendent	9	9	9
09-30-2022	GPS Intro. To K-12 Science Standards	GREC	GREC	Patrick Quattlebaum	Teachers	9	1	2
10-7-2022	Tech. Coord. Mtg.	GREC	GREC	John Dulaney R. Meadows	Tech. Coord.	9	2	2
10-11-2022	Option 1 Year 1 Novice Fall Training	GREC	GREC	Arthur Willis Kelsey Riley	New Teachers	9	7	22
10-12-2022	Option 2 Year 1 Novice Fall Training	GREC	GREC	Arthur Willis Kelsey Riley	New Teaches	9	11	15
10-12-2022	Dyslexia for Administrators	GREC	GREC	Vicki King ADE	Principals	9	1	7

10-13-2022	Option 3 Year 1 Novice Fall Training	GREC	GREC	Arthur Willis Kelsey Riley	New Teachers	9	7	19
10-13-2022	School Engagement Facilitators: Basic Skills, Ideas	GREC	GREC	Freddie Scott	Counselors Principals Staff	9	5	15
10-13-2022	Forrest City - CTE Training	GREC	Forrest City School Dist.	James Southard	CTE Teachers	1	1	8
10-13-2022	Cognitive coaching Seminar 8 Days	GREC	GREC	Crystal Beshears	Teachers	9	4	5
10-20-2022	AASEA AREA VIII	GREC	Brinkley School Dist.	Jana Lee	SPED Coord.	9	6	6
10-21-2022	Rise K-2 Day 1	GREC	GREC	C Watson	K-2 Teachers	9	6	25
10-25-2022	Helena-Data Entry Personnel	GREC	Helena/ W.Helena School Dist.	Patty Ellis	Principals Adm. Assist. Counselors	1	1	9
10-26-2022	W. Memphis- Year 2 Novice Teacher Fall Training	GREC	West Memphis School Dist.	Kelsey Riley	New Teachers	1	1	11
10-26-22	W. Memphis- Year 2 Novice Teacher Fall Training	GREC	West Memphis School Dist.	Kelsey Riley	New Teachers	1	1	7
10-27-2022	October Board of Directors	GREC	GREC	Willie Murdock	Superintendent	9	10	13
10-27-2022	W. Memphis Year 2 Novice Teacher Fall Training	GREC	West Memphis School Dist.	Arthur Willis	New Teachers	1	1	14
10-28-2022	RISE 3-6 Day 1	GREC	GREC	C. Watson	3-6 Teachers	9	8	32

11-07-2022	Act 1082 District Literacy Support Plan	GREC	GREC	Traci Holland	Superintendent Principals Curr. Coord.	9	7	31
11-08-2022	ZOOM-eSchool 20.4 Transcript Training	GREC	ZOOM	C Haddox P Rhoads	Counselors Bookkeepers Adm. Assist.	9	7	19
11-09-2022	ZOOM-Q2 ESOL Coordinators' Meeting	GREC	ZOOM	Abbey Ebarb	Principals Curr. Coord.	9	6	6
11-11-2022	RISE K-2 Day 2	GREC	GREC	C Watson	K-2 Teachers	9	7	31
11-14-2022	AR Math QuEST Phase 2 Year 2	GREC	GREC	J Rutland T Caldwell	Math Teachers	9	3	6
11-16-2022	Cognitive Coaching Seminar 8 Days	GREC	GREC	Crystal Beshears	Teachers	9	4	6
11-16-2022	AR Math QuEST Phase 1	GREC	GREC	J Rutland T Caldwell	Math Teachers	9	3	6
11-17-2022	Board Training	GREC	GREC	Kristen Garner	Superintendent	9	5	8
11-17-2022	Forrest City-AASEA AREA VIII	GREC	Forrest City School Dist.	Jana Lee Winnie Wilson	Teachers	9	6	6
11-17-2022	November Board of Directors	GREC	GREC	Willie Murdock	Superintendent	9	6	8
11-18-2022	Learning for ALL	GREC	GREC	R Stripling T Riendeau	Principals Teachers	9	5	17
11-18-2022	RISE 3-6 Day 2	GREC	GREC	C Watson	3-6 Teachers	9	7	30
11-28-2022	Instructional Bldg. Collaborative Meeting	GREC	GREC	Kelsey Riley	GREC Staff	1	1	12
11-30-2022	Librarian Collaboration	GREC	GREC	Quida Cunningham	Media Specialist	9	6	11
11-30-2022	W. Memphis-Special Health	GREC	West Memphis School Dist.	Reanetta Caffey	Nurses Paraprofessional	1	1	15



01-11-2023	Cognitive Coaching Seminar 8 Days	GREC	GREC	Crystal Beshears	Teachers	9	4	4
01-12-2023	Transportation Director Training	GREC	Lee County School Dist.	James Southard	Transportation Directors	9	9	11
01-13-2023	District TC Meeting	GREC	GREC	J Dulaney R Meadows	Tech. coord.	9	2	2
01-18-2023	W. Memphis RISE 3-6 Day 1	GREC	West Memphis School Dist.	Constance Watson	3-6 Teachers	3	3	7
01-19-2023	AASEA AREA VIII	GREC	Barton School District	Julie Amstutz	Teachers	9	6	6
01-20-2023	Dive Deeper into SmartData	GREC	GREC	George Sitkowski	Principals Counselors	9	3	9
01-20-2023	Dive Deeper into SmartData	GREC	GREC	George Sitkowski	Principals Counselors	9	2	5
01-26-2023	RISE K-2 Day 5	GREC	GREC	C Watson	K-2 Teachers	9	7	18
01-26-2023	January Board of Directors	GREC	GREC	Willie Murdock	Superintendent	9	7	12
01-16-2023	ADE Teacher Specialist Training	GREC	Marvell/Elaine School District	Melaine Battles	South East & South Central Specialist	1	1	5
01-27-2023	RISE 3-6 Day 5	GREC	GREC	C Watson	3-6 Teachers	9	6	28
02-01-2023	W. Memphis RISE 3-6 Day 2	GREC	West Memphis School Dist.	Constance Watson	3-6 Teachers	1	1	4
02-02-2023	ZOOM-Q3 ESOL	GREC	ZOOM	Abbey Ebarb	Principal Curr. Coord.	9	4	4
02-07-2023	ADE Teacher Specialist Training	GREC	Marvell/Elaine School District	Melaine Battles	ARESC Specialists	1	1	4

02-08-2023	Cognitive Coaching Seminar	GREC	GREC	Crystal Beshears	Teachers	9	2	2
02-10-2023	RISE K-2 Day 1 Administrators	GREC	GREC	Constance Watson	Principals Curr. Coord.	9	5	6
02-10-2023	BLS Re-Certification	GREC	GREC	Reanetta Caffey	Nurses	9	1	2
02-13-2023	Heartsaver & CPR/First Aide	GREC	GREC	Reanetta Caffey	K-12 Teachers	1	1	8
02-14-2023	Heartsaver & CPR/First Aide	GREC	GREC	Reanetta Caffey	K-12 Teachers	1	1	8
02-15-2023	Option 1 Year 1 Novice Spring Training	GREC	GREC	Arthur Willis	K-12 Teachers	9	9	17
02-16-2023	Option 2 Year 1 Novice Spring Training	GREC	GREC	Arthur Willis	K-12 Teachers	9	7	20
02-16-2023	ADE Teacher Specialist Training	GREC	Marvell/Elaine School District	Melaine Battles	ARESC Specialists	1	1	1
02-16-2023	RISE K-2 Day 6	GREC	GREC	C Watson	K-2 Teachers	9	4	16
02-16-2023	AASEA AREA VIII	GREC	GREC	Jana Lee	Teachers	9	4	5
02-17-2023	RISE 3-6 Day 6	GREC	GREC	C Watson	3-6 Teachers	9	7	22
02-17-2023	Option 3 Year 1 Novice Spring Training	GREC	GREC	Arthur Willis	K-12 Teachers	9	7	15
02-17-2023	AR Teacher Residency Apprenticeship	GREC	GREC	ADE DESE	Superintendent Principal Curr. Coord.	9	8	14
02-21-2023	ZOOM-Next Year Database Setup	GREC	ZOOM	Christelle Haddox	Bookkeeper Counselors	9	8	8
02-21-2023	RISE K-2 Day 2 Administrators	GREC	GREC	Constance Watson	Principals Curr. Coord	9	5	5

02-23-2023	RISE-Science of Reading Assessor Training	GREC	GREC	Sandy Shepard	Administrators Teachers Staff	9	12	23
02-23-2023	February Board of Directors	GREC	GREC	Willie Murdock	Superintendent	9	9	9
02-24-2023	Instructional Bldg. Collaborative Mtg.	GREC	GREC	Kelsey Riley Crystal Beshears	GREC Staff	1	1	11
02-27-2023	Marvell Resume & Cover Letter Workshop	GREC	Marvell/Elaine School District	Kelsey Riley	Teachers Staff	1	1	5
02-28-2023	RISE K-2 Day 4 Make-up	GREC	GREC	Constance Watson	K-2 Teachers	9	5	21
02-28-2023	Marvell Resume & Cover Letter Workshop	GREC	Marvell/Elaine School District	Kelsey Riley	Teachers Staff	1	1	9
02-22-2023	W. Memphis RISE 3-6 Day 3	GREC	West Memphis School Dist.	Constance Watson	3-6 Teachers	1	1	7
03-01-2023	W. Memphis RISE 3-6 Day 4	GREC	West Memphis School Dist.	Constance Watson	3-6 Teachers	1	1	6
03-01-2023	Option 1 Year 2 Novice Spring Training	GREC	GREC	Arthur Willis	New Teachers	9	7	16
03-01-2023	Essential Classroom Behavior	GREC	GREC	Kelly Davis	Teachers	9	1	3
03-02-2023	RISE 3-6 Day 4 Make-up	GREC	GREC	Constance Watson	3-6 Teachers	9	2	6

03-02-2023	Option 2 Year 2 Novice Spring Training	GREC	GREC	Arthur Willis	New Teachers	9	7	14
03-03-2023	Virtual Google Career Training	GREC	GREC	James Southard	Teachers Counselors	9	3	4
03-03-2023	Instructional Bldg. Collaborative Meeting	GREC	GREC	Kelsey Riley	GREC Staff	1	1	10
03-07-2023	Federal Grants Management	GREC	GREC	Rebecca Walker	Principals Bookkeepers	9	5	6
03-08-2023	ZOOM- GREC Regional GT Coordinator Mtg	GREC	ZOOM	Sara Hays	Teachers	9	6	6
03-08-2023	READ, CODE, CREATE	GREC	GREC	AR CS Specialist	Teachers	9	3	6
03-08-2023	W. Memphis RISE 3-6 Day 5	GREC	W. Memphis School Dist.	Constance Watson	3-6 Teachers	1	1	7
03-09-2023	Cognitive Coaching	GREC	GREC	Crystal Beshears	Teachers	9	4	6
03-09-2023	RISE K-2 Day 3 Administrators	GREC	GREC	Constance Watson	Principals Curr. Coord.	9	5	6
03-10-2023	Technology Coord. Mtg.	GREC	GREC	John Dulaney	Tech. Coord.	9	6	6
03-14-2023	ZOOM eSchool Next Year Elem. Scheduling	GREC	ZOOM	Christelle Haddox	Counselors Adm. Assist. Staff	9	6	9
03-15-2023	ZOOM- eSchool Next Year Secondary Scheduling	GREC	ZOOM	Christelle Haddox	Counselors Adm. Assist. Staff	9	6	8
03-15-2023	RISE-K-2 Day 1 Make-up	GREC	GREC	Constance Watson	K-2 Teachers	9	3	5

03-16-2023	AREA VIII Monthly Mtg.	GREC	P/W School Dist.	Jana Lee	Teachers	9	4	3
03-17-2023	Barton-Essential Classroom Behavior Management	GREC	Barton School District	Kelly Davis	Teachers Principal Staff	1	1	68
03-20-2023	Identifying Essential Standards	GREC	GREC	Bob Sonju	Teachers	9	4	15
03-28-2023	Visual Supports for Students with Complex Learning Needs	GREC	GREC	Rebecca Walker	Teachers	9	5	11
03-29-2023	Forrest City Librarians Mtg.	GREC	Forrest City School Dist.	Quida Cunningham	Media Specialist	9	4	12
03-29-2023	West Memphis-RISE 3-6 Day 6	GREC	West Memphis School Dist.	Constance Watson	3-6 Teachers	1	2	9
03-31-2023	Inst. Bld. Collaborative Meeting	GREC	GREC	Kelsey Riley	GREC Staff	1	1	10
04-12-2023	edTPA Ponfolio Work Session	GREC	GREC	Kelsey Riley	Teachers	9	3	4
04-14-2023	Technology Meeting	GREC	GREC	John Dulaney	Tech. Coord.	9	2	2
04-25-2023	Effective School, Family, Community Partnership	GREC	GREC	L McCray C Thomas C Wade	Members Of School Districts	9	6	29
04-26-2023	GREC Q4 ESOL Coord. Meeting	GREC	GREC	Abbey Ebarb	Curriculum Coord.	9	0	0
04-27-2023	April 2023 Board Meeting	GREC	GREC	Willie Murdock	Superintendent	9	4	7

05-01-2023	Heartsaver CPR/AED	GREC	GREC	Reanetta Caffey	Teachers Staff	1	1	3
05-03-2023	Clarendon BLS for School Nurses	GREC	Clarendon School District	Reanetta Caffey	Nurses	1	1	2
05-04-2023	RISE K-2 Day 1	GREC	GREC	Constance Watson	K-2 Teachers	9	3	9
05-15-2023	Heartsaver CPR/AED	GREC	GREC	Reanetta Caffey	Teachers Nurses	9	2	4
05-16-2023	Clarendon AREA VIII Mtg.	GREC	Clarendon	Jana Lee	Directors	9	4	4
05-23-2023	Antecedent Based Interventions	GREC	GREC	Kelly Davis	Teachers Counselors	9	1	5
05-23-2023	Dose of Reality/Narcan Emergency Training	GREC	GREC	Reanetta Caffey	Nurses Staff Principals	9	3	12
05-23-2023	BLS for School Nurses Lee Co.	GREC	GREC	Reanetta Caffey	Nurses	1	1	1
05-24-2023	ZOOM-CMMS Operations Hero Training	GREC	ZOOM	Paul Fletcher	Superintendents Staff	9	9	13
05-24-2023	RISE K-2 Day 2	GREC	GREC	Constance Watson	K-2 Teachers	9	4	11
05-25-2023	RISE K-2 Day 3	GREC	GREC	Constance Watson	K-2 Teachers	9	3	9
05-30-2023	Preschool-End of Year	GREC	GREC	Holly Whaley	Preschool Teachers	1	1	23

Number of Workshops 271

Number of Participants 3142