

**ARKANSAS SCHOOL FOR THE DEAF  
2019-2020  
SCHOOL IMPROVEMENT PLAN**

Topic	Essential Questions	RESPONSE
<b>SCHOOL IMPROVEMENT GOAL #1 – Increasing Student Literacy Skills</b>		
<b>Analysis of Students Needs</b>	Looking at current data, what needs are evident? Describe data source and needs identified.	We have reviewed current data from the DRA and Star Reading test scores from the 2018-2019 School Year. The needs identified were improved growth percentages for each individual student.
<b>Goal or Outcomes</b>	What are the specific and measurable goals or outcomes based on the analysis of student needs?	<ol style="list-style-type: none"> <li>1. 85% of elementary students will meet or exceed their individual percentage of growth as measured by their DRA test scores. (Elementary)</li> <li>2. 85% of students will meet or exceed their individual percentage of growth as measured by their STAR Reading test scores.</li> <li>3. NWEA MAP assessments will be will be implemented to provide baseline data for students.</li> </ol>
<b>Evidence-Based Interventions &amp; Practices</b>	What evidence-based interventions and practices will we implement to meet each need identified above?	<ul style="list-style-type: none"> <li>• Professional Learning Communities will be established to support the work of analyzing student work and ensuring rigor in the curriculum.</li> <li>• Accelerated reading will be established at all grade levels.</li> <li>• A structured vocabulary approach will be adopted at all grade levels</li> <li>• Instructional Coaches will be supporting teachers as they implement best practices in the classroom.</li> <li>• Students will track their own progress.</li> </ul>
<b>Professional Learning</b>	What professional learning is necessary for the adults to deliver the intervention and practices?	<ul style="list-style-type: none"> <li>• All teachers will receive Professional training on how to effectively implement the establishment of PLCs (Professional Learning Communities).</li> <li>• All teachers will shadow a peer teacher at a different school in order to gain a more comprehensive perspective.</li> <li>• All teachers will trained in incorporating NWEA MAP growth data to guide instruction</li> </ul>
<b>Assessing Effectiveness</b>	How will you monitor and evaluate the effectiveness of interventions and practices.	All students will be assessed quarterly using Star Reading Assessments to evaluate the effectiveness of interventions and practices. All students will be assessed three times a year with NWEA MAP assessments.
<b>Implementation Timeline</b>	What is the implementation timeline for training, intervention & practices, and assessing effectiveness?	<p>PLC Dates will be held 1 Friday a month each month of the school year. 8/16, 9/20, 10/18, 11/15, 12/13, 1/17, 2/21, 3/20, 4/17, 5/15.</p> <p>Data will be reviewed each quarter at the end of every nine (9) week grading period. 10/11, 12/20, 4/6, 5/26.</p>

**SCHOOL IMPROVEMENT GOAL #2 - Increasing Student Math Skills**

<p><b>Analysis of Students Needs</b></p>	<p>Looking at current data, what needs are evident? Describe data source and needs identified.</p>	<p>We have reviewed current data from the Star Math test scores from the 2018-2019 School Year. The needs identified were improved growth percentages for each individual student.</p>
<p><b>Goal or Outcomes</b></p>	<p>What are the specific and measurable goals or outcomes based on the analysis of student needs?</p>	<ol style="list-style-type: none"> <li>1. 85% of students will meet or exceed their individual percentage of growth as measured by their STAR Math test scores.</li> <li>2. 85% of students will meet or exceed their individual percentage of growth as measured by their Envision Math Assessments.</li> <li>3. Students will increase their overall use of math computational and problem solving skills.</li> </ol>
<p><b>Evidence-Based Interventions &amp; Practices</b></p>	<p>What evidence-based interventions and practices will we implement to meet each need identified above?</p>	<ul style="list-style-type: none"> <li>• Professional Learning Communities will be established to support the work of analyzing student work and ensuring rigor in the curriculum.</li> <li>• Accelerated math will be established at all grade levels.</li> <li>• A structured approach will be adopted at all grade levels.</li> <li>• Instructional Coaches will be supporting teachers as they implement best practices in the classroom.</li> <li>• Students will track their own progress.</li> </ul>
<p><b>Professional Learning</b></p>	<p>What professional learning is necessary for the adults to deliver the intervention and practices?</p>	<ul style="list-style-type: none"> <li>• All teachers will receive Professional training on how to effectively implement the establishment of PLCs (Professional Learning Communities).</li> <li>• ASD will provide support through instructional coaching.</li> </ul>
<p><b>Assessing Effectiveness</b></p>	<p>How will you monitor and evaluate the effectiveness of interventions and practices.</p>	<p>All students will be assessed quarterly using Star Math Assessments to evaluate the effectiveness of interventions and practices.</p>
<p><b>Implementation Timeline</b></p>	<p>What is the implementation timeline for training, intervention &amp; practices, and assessing effectiveness?</p>	<p>PLC Dates will be held 1 Friday a month each month of the school year. 8/16, 9/20, 10/18, 11/15, 12/13, 1/17, 2/21, 3/20, 4/17, 5/15.</p> <p>Data will be reviewed each quarter at the end of every nine (9) week grading period. 10/11, 12/20, 4/6, 5/26.</p>

**SCHOOL IMPROVEMENT GOAL #3 – Improved ASL (American Sign Language) Language Skills**

<p><b>Analysis of Students Needs</b></p>	<p>Looking at current data, what needs are evident? Describe data source and needs identified.</p>	<p>We have reviewed current data from the ASL Receptive Expressive Skills Test scores from the 2018-2019 School Year. The needs identified were improved growth percentages for each individual student.</p>
<p><b>Goal or Outcomes</b></p>	<p>What are the specific and measurable goals or outcomes based on the analysis of student needs?</p>	<p>85% of students will meet or exceed their individual percentage of growth as measured by their ASL Receptive Expressive Skills Test scores.</p>
<p><b>Evidence-Based Interventions &amp; Practices</b></p>	<p>What evidence-based interventions and practices will we implement to meet each need identified above?</p>	<ul style="list-style-type: none"> <li>• Professional Learning Communities will be established to support the work of analyzing student work and ensuring rigor in the curriculum.</li> <li>• Additional intervention will be given to students who are identified as needing additional language supports.</li> <li>• Students will track their own progress.</li> </ul>
<p><b>Professional Learning</b></p>	<p>What professional learning is necessary for the adults to deliver the intervention and practices?</p>	<ul style="list-style-type: none"> <li>• All teachers will receive Professional training on how to effectively implement the establishment of PLCs (Professional Learning Communities).</li> <li>• ASD will attend the Arkansas Deaf Education Conference September 20<sup>th</sup> to learn from deaf education professionals in discussing strategies to improving the overall education of our Deaf &amp; Hard of Hearing students.</li> </ul>
<p><b>Assessing Effectiveness</b></p>	<p>How will you monitor and evaluate the effectiveness of interventions and practices.</p>	<p>All students will be assessed minimally once per semester using ASL Receptive Expressive Skills Test to evaluate the effectiveness of interventions and practices.</p>
<p><b>Implementation Timeline</b></p>	<p>What is the implementation timeline for training, intervention &amp; practices, and assessing effectiveness?</p>	<p>PLC Dates will be held 1 Friday a month each month of the school year. 8/16, 9/20, 10/18, 11/15, 12/13, 1/17, 2/21, 3/20, 4/17, 5/15.</p> <p>Deaf Education Conference September 20<sup>th</sup>.</p>

<b>SCHOOL IMPROVEMENT GOAL #4 Student School Climate</b>		
<b>Analysis of Students Needs</b>	Looking at current data, what needs are evident? Describe data source and needs identified.	We have reviewed data sources including SWIS behavior data, teacher behavior reports, student surveys, staff surveys, parent surveys, and anecdotal records and reports from Dean of Students and Counseling staff. Structured teaching in positive behavior outcomes through PBIS and growth mindset for students is needed to building age appropriate capacity in empathy in students.
<b>Goal or Outcomes</b>	What are the specific and measurable goals or outcomes based on the analysis of student needs?	<ol style="list-style-type: none"> <li>1. 85 % of Students will report that ASD is a positive and welcoming learning environment as reported on the annual student survey.</li> <li>2. Between the beginning and end of the school year—during which time the bullying prevention program is implemented—student self-reports of school-based bullying incidents in the previous 30 days will be reduced by 30%.</li> <li>3. By end September 2019, 100% of teachers will be trained in growth mindset strategies and use language in line with a growth mindset in the classroom. Teachers will help facilitate students’ development of their own growth mindset, so that 80% of our students show 10% improvement on growth mindset score and academics by the end of semester 1 and an additional 10% improvement by the end of semester two.</li> <li>4. By May 2020, 30% increase in the parent population reporting that the school climate is positive for their child.</li> </ol>
<b>Evidence-Based Interventions &amp; Practices</b>	What evidence-based interventions and practices will we implement to meet each need identified above?	<ul style="list-style-type: none"> <li>• Professional Learning Communities will be established to support the work of analyzing student work and ensuring engagement in the classroom.</li> <li>• The implementation of PBIS will be strengthened throughout the school year</li> </ul>
<b>Professional Learning</b>	What professional learning is necessary for the adults to deliver the intervention and practices?	<ul style="list-style-type: none"> <li>• All teachers will receive Professional training on how to effectively implement the establishment of PLCs (Professional Learning Communities).</li> <li>• All teachers will shadow a peer teacher at a different school in order to gain a more comprehensive perspective</li> <li>• Staff Training on Neil Glickmann’s student behavior materials designed specifically for Deaf students will begin in the Fall 2019.</li> </ul>
<b>Assessing Effectiveness</b>	How will you monitor and evaluate the effectiveness of interventions and practices.	Students will be assessed once per semester by student satisfactory survey and/or focus groups.

<p><b>Implementation Timeline</b></p>	<p>What is the implementation timeline for training, intervention &amp; practices, and assessing effectiveness?</p>	<p>PLC Dates will be held 1 Friday a month each month of the school year. 8/16, 9/20, 10/18, 11/15, 12/13, 1/17, 2/21, 3/20, 4/17, 5/15.  All Staff Glickmann Training: Week of August 5<sup>th</sup> introduction and then monthly  Suicide Prevention: 9.9.2019-9.13.2019 Drug Prevention: 10.21.2019-10.25.2019 Bullying Prevention: October 2019 Kindness Matters: February 2020  PBIS Kickoff: 8.13.2019 / PBIS Winter Kickoff: 1.6.2020 / PBIS End of Year: 5.22.2020</p>
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