

Arkansas School for the Deaf



Strategic Plan

3 Year Plan

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to Board of Trustees

Dr. Janet Dickinson
Superintendent

Strategic Plan



WHY

All schools should have a strategic plan. Without one, the school's key stakeholders (parents, students, staff, and the community) don't know where we are going. We believe that with this strategic plan, everyone will be working towards the same vision, trying to reach the same goals, and building commitment to ensure every student receives the highest level of education and support.

GOAL #1 ASD Will Have A Guaranteed And Viable Curriculum

- 1.1 Establish a curriculum mapping hosting site
 - Choose and customize a curriculum template
 - Record what is taught in real-time during the school year
 - Work collaboratively to identify any gaps and overlaps in curriculum
 - Build accountability for progress through the PLC collaborative teams
- 1.2 Ensure learning resources are available to meet the learning needs of students and curriculum
 - Check in every 9 weeks to ensure teachers have what they need
 - Create a curriculum 5 years funding cycle

GOAL #2 Every Student Will Meet Rigorous Growth Goals in in Literacy

School-wide Literacy Goals:

- 85% of students will meet or exceed their individual percentage of growth as measured by their DRA test scores. (Elementary)
- 85% of students will meet or exceed their individual percentage of growth as measured by their STAR Reading test scores.
- NWEA MAP assessments will be implemented to provide baseline data for students. Growth goals will be developed based on baseline data. (Year #1)

- 1.3 Increase Learning through Explicitly Teaching Vocabulary, Reading Strategies and English Grammatical Structure:
 - Ensure every literacy teacher provides direct, explicit and systematic instruction in reading
 - Ensure every literacy teacher provides direct and explicit instruction in English grammatical structure.
 - Adopt a structured vocabulary approach across all grade levels
 - Provide resources and curriculum for the explicit instruction
 - Ensure that each literacy teacher is observed each quarter teaching one lesson in explicit vocabulary and reading instruction
- 1.4 Provide Targeted Professional Development to Increase Literacy Instruction Effectiveness:
 - Refresher course on Step Up to Writing
 - Training for a Vocabulary System
 - Science of Reading Training
 - Visual Phonics
 - Paras & Residential Life Staff: Provide training to become effective reading facilitators
- 1.5 Level Reading classes in K-12th grades by ability – to the greatest extent possible.

1.6 Implement Cross-Curricular Writing Projects at every grade level

1.7 Establish the following the Read, Read, Read Campaign to Support Increased Reading:

Read, Read, Read Campaign

- Remind all students to have a book or digital materials readily available at all times to read during down times.
- Create and send Shared Reading packets home and to the dorm.
- Ensure Digital Reading materials are readily available for students
- Create an agreement with Signed Stories to provide library of stories in English & sign language available for all students and families.
- Promote *Drop Everything And Read*: Every day, everyone reads at the same time. Posters around campus of staff holding their favorite book or reading material. (Newspaper, book, cookbook, etc)

1.8 Establish Accelerated Reader as an assessment and motivational tool to promote reading school-wide.

- Kick off and maintain a school-wide initiative to support Accelerated Reader.
- Create promote, and sustain a substantial rewards system.
- Provide technology for students to access reading and testing sites.
- Consider connecting PBIS tickets to AR

1.9 Connect ASL Specialists with classroom literacy instruction learning to deepen comprehension.

1.10 Create and implement a *Literacy Skills Checklist* to track each student's mastery of specific skills.

- Target teaching of gap skills
- Move students to next skill level when showing mastery
- Ensure each student's checklist follows that student

1.11 Plan and implement a consistent schedule of reading activities in the dorm.

- Document reading activities in E-Logs.
- Activities to include the following: *Shared Reading, Accelerated Reader, ASL Story Time, Libraries in Dorms, ASL Games, Word Games, access to Magazines & Newspapers, etc.*

1.12 Research and develop a plan to screen students for dyslexia, as well as provide intervention in a manner that is aligned with evidence based strategies for deaf students.

1.13 Engage parents and other stakeholders in supporting reading initiatives by increasing information about initiatives and distributing evidence of implementation and success.

GOAL #3 Every Student Will Meet Rigorous Growth Goals in Mathematics

School-wide Mathematics Goals:

- 85% of students will meet or exceed their individual percentage of growth as measured by their STAR Math test scores.
- 85% of students will meet or exceed their individual percentage of growth as measured by their Envision Math Assessments.
- Students will increase their overall use of math computational and problem solving skills.

- NWEA MAP assessments will be implemented to provide baseline data for students. Growth goals will be developed based on baseline data. (Year #1)
- Increase student interest, participation, and achievement in Math & Science by providing all students with challenging and engaging instruction that encourage real world, inquiry-based problem solving
- Each math & science teacher will be observed teaching one lesson that incorporates real world, inquiry-based problem solving per 9 weeks.
 - Create a clear format for students to track their own progress toward mathematic learning goals.
 - Create a Maker Space environment and curriculum in each school.
 - Establish effective collaborations with partners relative to mathematics and science (*i.e. NTID, Gallaudet, other Deaf Schools*) to bring outside perspectives and support to STEM classes and programs
 - Publically and prominently recognize excellence in teaching and learning in mathematics and science.
 - Engage parents and other stakeholders in supporting STEM initiatives by increasing information about initiatives and distributing evidence of implementation and success.

GOAL #4 Every Student Will Meet Rigorous Growth Goals in Language Proficiency (ASL / English)

Reception & Expressive Language Goals:

- 85% of students will meet or exceed their individual percentage of receptive language growth as measured by *ASL Receptive Skills Test and the Cottage Language Acquisition Scales*.

ASL (watching, viewing, fingerspelling): The *ASL Receptive Skills Test* will be given to provide baseline data for students. Growth goals will be developed based on baseline data. (Year #1)

Spoken English: Auditory Skills checklist and *Cottage Language Acquisition Scales* will be given to provide baseline data for students. Growth goals will be developed based on baseline data. (Year #1)

- 85% of students will meet or exceed their individual percentage of expressive language growth as measured by the *Kendall Conversational Skill Proficiency Assessment and the Cottage Language Acquisition Scales*.

ASL (signing, non-manual marker, fingerspelling): The *Kendall Conversational Skill Proficiency Assessment* will be given to provide baseline data for students. Growth goals will be developed based on baseline data. (Year #1)

Spoken English: *Cottage Language Acquisition Scales and Comprehensive Assessment of Spoken Language 2* will be given to provide baseline data for students. Growth goals will be developed based on baseline data. (Year #1)

1.19 For Listening Spoken Language Students, ensure each student is provided an appropriate and rigorous education

- Adopt Visual Phonics approach in teaching reading
- Research Additional Technology (sound field systems, etc)
- Identify needs for Voice Interpreter for new students who do not yet sign
- Provide instruction based on Science of Reading training - including phonics instruction in a spoken English environment

1.20 For Signing Students, ensure each student is provided an appropriate and rigorous education

- Research and Adopt ASL K-12 Curriculum
- Research Additional Technology (technology to analyze code switching, etc)

- Provide instruction in ASL to bridge written English & ASL
- Aligned instruction with Research Briefs from Laurent Clerc National Deaf Education Center

1.21 Create and Maintain Individual Student Language Folders:

- Individual Communication Plans
- Audiograms
- Native language Assessments
- Review Language results vs. reading level

1.22 Establish the Leopard ASL Bilingual Media Room to guide students in a step-by-step process for planning & presenting in both languages: ASL & English.

- Create space and curriculum for teaching the 5 Stages of Brainstorming to Publishing.
- Purchase technology to support production and editing
- Collaborate with teachers to create cross-curricular projects.

1.23 Establish Class Groupings & Support Systems to Maximize Learning Opportunities

- Create a class teaming system for Lower School that allows for grouping students by ability/communication modality
- Increase consistent staffing in classes by decreasing the pulling of paras, subs, etc.

1.24 Establish a Partnership with a local school to provide an inclusion option for students whose IEP team feels they would benefit.

1.25 Language Immersion: Create opportunity for students with limited language to have a language immersion experience before full time placement in classes.

GOAL #5 Every Student Will Have Access to Evidence-Based Interventions & Instruction

1.26 Implement project-based, hands-on, collaborative learning across all grade levels & all subjects

1.27 Ensure Technology Devices and Infrastructure is Effective

- Continue the expansion of the 1:1 Technology Program to the Lower School
- Ensure that every classroom has working technology to support learning

1.28 Empower parents to be authentic team players in their child's education by seeking their input in decision-making and progress monitoring of their child.

GOAL #6 Every Teacher Will Actively Engage In Ongoing and Targeted Professional Learning

1.29 Engage in Professional Training that Informs & Supports Goals.

- Science of Reading Training
- NWEA MAP growth data to guide instruction

- Curriculum Map
 - Laurent Clerc Deaf Education Center– Research Briefs
 - Behavior Intervention & Support
 - Professional Learning Communities
- 1.30 Engage in Professional Learning Opportunities:
- Shadow a peer teacher at a different school who teaches a similar grade level and content area in order to gain a more comprehensive perspective.
 - Conduct peer observations annually through a system such as ELEOT
 - Receive feedback and support from school leadership through frequent classroom walkthroughs/observations to provide feedback and document evidence based instruction
 - Engage in collaborative PLC teams to support continuous improvement
- 1.31 Establish a training cycle for Paraprofessionals that includes weekly support opportunities
- 1.32 Establish a support system for Paraprofessionals including a para “instructional coach” role and lead paras in each building.
- 1.33 Establish onboarding training modules that will ensure staff are ready to effectively perform their duties before starting to work with students.

GOAL #7 Every Teacher Will Engage In the Cycle of Progress Monitoring

- 1.34 Engage in Progress Monitoring Cycle:
- Assess every student quarterly using Star Reading Assessments
 - Assess every student quarterly using Star Math Assessments
 - Assess every student three times a year with NWEA MAP assessments.
- 1.35 Actively analyze assessment results to evaluate the effectiveness of interventions and instruction.
- Educational Leadership Team – Quarterly
 - Teacher Meetings – Quarterly
 - Individual Teacher Meetings with Director of Curriculum Instruction and Innovation & Principal – 3 times a year.
- 1.36 Establish process to ensure that changes in instruction occur based on assessment data to maximize learning
- 1.37 Notify parents twice a year of reading assessment scores. (state law)
- 1.38 Teach testing strategies and nurture a positive test attitude by making scores meaningful to students.
- 1.39 Engage Students in Tracking Progress Toward Learning Goals
- Each student will create learning goals and monitoring their progress.
 - Teachers will engage each student in meaningful dialogue regarding their progress in meeting learning goals and how increase success.

GOAL #1 ASD will Strengthen Current Career Technical Education (CTE) Program

- 2.1 Establish a strong CTE program by fully implementing current programs & equipment (i.e. laser printer, t-shirt designer, etc)
- 2.2 Conduct a needs assessment of CTE programs to ensure that resources are available to meet the learning goals in the CTE curriculum

GOAL #2 ASD will Implement Transition Curriculum and Transition Portfolio for K-12

- 2.3 Fully implement our K-12 transition curriculum and the formal transition portfolio “Life Tips” utilizing both print and digital formats.
- 2.4 Coordinate and utilize existing interest and ability assessments (i.e. ACT Explore, ACT Plan, Kuder) to guide transition programming and mentoring utilizing both print and digital formats.

GOAL #3 Students will have Increased Opportunities to Work on Campus and in the Local Community

- 2.5 Develop business partnerships with local businesses to build capacity for student work program
- 2.6 Establish a structured program that provides students with experience in various work settings
- 2.7 Establish a structured program to provide students real world experience including searching for positions, online & paper applications, interviewing, working, and having regular job performance evaluations.

GOAL #4 Students will Strengthen their Post-Secondary Preparedness through the Transition Program & Arkansas Deaf Career Center

- 2.8 Implement CIRCLES, based on Arkansas Transition Services training, to establish strong teams of community level, school level, and IEP level teams to create highly individualized transition plans for students with disabilities to prepare for successful life after high school.
- 2.9 Create meaningful transition plans annually in the IEP or 504 plan, based on student assessment of skills, interests, needs, and goals. This transition plan will be student led and drive the creation of the IEP or 504 plan.
- 2.10 Establish two meetings a year with each student & invited guests to discuss the annual plan, progress, and to celebrate their successes. (Student led)

ARKANSAS GOALS – EDUCATE, HEALTHY, QUALITY OF LIFE

GOAL #1 ASD students will report an increased sense of positive school climate and engagement

- 3.1 Develop and implement a plan to promote positive peer-to-peer interactions
- 3.2 Establish a Student Council Government to increase student involvement in school decision-making
- 3.3 Establish and reinforce a culture of Positive Behavioral Intervention and Supports (PBIS) in all environments
- 3.4 Promote consistent and clear behavior expectations through a behavior matrix for environments on campus
- 3.5 Teach and reinforce behaviors demonstrating R.O.A.R (Responsibility, Organization, Achievement, and Respect)
- 3.6 Establish a strong Anti-Bullying Program on campus
- 3.7 Promote the Tip Line to students and parents
- 3.8 Implement a plan for addressing drug awareness, suicide prevention, cyberbullying, and other awareness topics
- 3.9 Teach and reinforce characteristics demonstrating G.U.I.D.E. for LIFE through group support sessions.

GOAL #2 ASD staff will report an increased sense of satisfaction and engagement

- 3.10 Develop and implement a staff appreciation program.
- 3.11 Develop and implement a staff wellness program.
- 3.12 Identify stressors and perceived pressures points for staff:
 - Implement a structure program for conducting exit interviews
 - Conduct 90 day new employee interviews
 - Create a survey for general staff
 - Conduct Exit Interviews
- 3.13 Provide professional development to increase trust among staff.

GOAL #3 ASD's environment will promote and strengthen positive Deaf identity.

- 3.14 Display deaf related artwork in the hallways with consideration to what content will be motivating and appropriate at each level
 - Display students' and deaf artists' artwork across campus to create a more visually-rich environment
 - Include ASL Handshape murals and other colorful murals in all campus buildings
- 3.15 Utilize the mass notification system for regularly occurring student-led and created broadcasts/ newscasts accessible to the entire campus
- 3.16 Display artwork that is accessible and stimulating to special populations of students, including deaf plus and deaf-blind

- 3.17 Incorporate Deaf identity and Deaf History lessons into curriculum
- 3.18 Create regular schedule to invite successful Deaf role models to campus to share experiences
- 3.19 Offer Deaf events on campus such as festivals and ASL films

GOAL #4 ASD's Campus will be maintained as a beautiful and aesthetically appealing backdrop to learning.

- 3.20 Plant and maintain flower beds (*contact Arkansas Master Gardener program*)
- 3.21 Form a planning team to create low cost high impact projects around campus targeting campus revitalization and aesthetics
- 3.22 Hold a "Day of Service" at ASD each year to address targeted areas

GOAL #5 ASD's Campus will be maintained a Clean Campus

- 3.23 Ensure all buildings are deep cleaned and maintained on a regular basis
- 3.24 Establish a system for creating feedback on state of cleanliness in specific areas
- 3.25 Maintain clean look on campus by keeping up with landscaping (trim shrubs, plant flower beds, etc.)

Focus Area #4

BEYOND THE CLASSROOM

GOAL #1 ASD will Develop a Culture Where Reading is Valued and the Norm - Outside the Classroom

- 4.1 Create smaller book libraries in the dorms – so that books are readily available to students
- 4.2 Go to the public library regularly for students and staff to check out books
- 4.3 Incorporate reading books and ASL storytelling into the evening routine in the dorm
- 4.4 Showcase staff reading through posters and other visuals to serve as role models for students
- 4.5 Create incentives and public recognition through competitions with Accelerated Reading

GOAL #2 Students will have access to After School Clubs for All Ages

- 4.6 Ask staff to lead a club that matches their interest, and provide funds/materials needed
- 4.7 Invite retired staff and community members to teach something they love to students after school (Tennis, knitting, cooking, gardening...)

GOAL #3 Students will have a Sense that the Dorm is a HOME Away from Home

- 4.8 Provide behavioral training for dorm staff to increase effectiveness
- 4.9 Invite dorm staff to IEP meetings so they can know goals and follow the students' transition plans - especially the domestic related goals
- 4.10 Connect with other deaf schools and local boarding schools to discuss ideas for scheduling, outings, student leadership involvement, etc.
- 4.11 Connect outings to a real-world goal (e.g. go grocery shopping to make a family style dinner...) (Currently under Covid restrictions) through digital access.
- 4.12 Create a system for students to regularly cook their own dinner in the dorm: planning a menu, shopping, cooking, serving, and cleaning
- 4.13 Ensure Dorm Staff meet regularly for updated training and to share ideas to improve and enhance program
- 4.14 Implement the Leopard Life Tips transition portfolio in the dorms to strengthen and document natural transition skills being taught by Residential Life Staff.

GOAL #4 Students will engage in Leadership Opportunities

- 4.15 Create a Student Dorm Leadership Team that meets regularly to plan dorm activities and give input on dorm rules and processes
- 4.16 Create a School Leadership Team (SBG) to plan activities and give input on school rules and processes
- 4.17 Create opportunities for older students to mentor younger students

GOAL #5 Ensure Dinner time is a Place Where Authentic Learning Happens

4.18 Provide a Family style dinner on Tuesday – Wednesday evening (or once or twice a month)

- Students set the table
- Sit in family groups with residential advisors, so that adults can foster positive conversations during meal
- Serve food from bowls in middle of the tables and students learn how to pass and serve as well as table manners
- Use proper portion size serving utensils to teach healthy and filling portions
- Teach moderation for condiments instead of removing them

4.19 Give students a consistent avenue to give feedback on meals. Use feedback to plan future menus. Encourage conversations between adults and students concerning foods and likes and dislikes about the menu. Could provide educational conversations about the benefits and importance of certain food groups.

(For example, create a google survey for students to complete after meals and conduct in person surveys while students are eating.)

4.20 Collect baseline data on student satisfaction with cafeteria meals, and develop a stretch goal for data.

MOST IMPORTANT ACTION NEEDED

Advocate for and secure funding to address the urgent safety needs identified in the *Facilities Needs Assessment* by implementing the phased *ASD Master Campus Plan*.

GOAL #1 ASD campus will meet critical life & safety needs on campus.

- 5.1 Advocate for and secure funding to address the urgent safety needs identified in the *Facilities Needs Assessment* by implementing the phased *ASD Master Campus Plan*.
- 5.2 Install Internal and External Security Cameras

GOAL #2 Safety will be Enhanced through Controlled Access

- 5.4 Complete building of security fence around perimeter of school
- 5.4 Research and Consider adding 24 hours security &/or hiring a School Resource Officer
- 5.5 Provide Sign Language Class to security guards

GOAL #3 Safety will be Enhanced through Improved Processes

- 5.6 Have regularly scheduled drills for Lockdowns & Weather emergencies
- 5.7 Clarify team members for Crisis Response Team and clarify processes.

GOAL #4 Safety will be Enhanced through Improved Signage on Campus

- 5.8 Replace old faded signs with new signs
- 5.9 Install a large map sign at major entrances

GOAL #1 Expand and Strengthen Existing Structures that Highlight ASD to Greater Community

- 6.1 Expand partnerships with local schools, businesses, foundations, other schools for the deaf, and non-profits to increase reach and create more opportunities for collaboration.
- 6.2 Establish a Communication Plan for Stakeholders, including School Districts, Statewide Services Parents, Etc. to include Zoom or other online video platforms that create a place of support, learning, and advocacy.
- 6.3 Establish a Plan to create Virtual Learning Classes and Virtual After School Tutoring in ASL available to all Deaf students across the state for student outreach and support.
- 6.4 Strengthen relationships with School Districts and establish a means of support for serving Deaf children in their district.
- 6.5 Establish a Development Plan with clear targeted goals for Grant writing & Fundraisers.
- 6.6 Establish a Legislative Action Plan to celebrate and serve as a resource to our elected officials

GOAL #2 Define what a Successful ASD Student Looks Like – and Brag About It.

- 6.7 Continue to collect and organize outcomes data
- 6.8 Create celebration points to highlight on website and social media
- 6.9 Highlight successful current students, ADCC job placement clients, and alumni on website and social media

GOAL #3 Increase revenue through Grants and Fundraising

- 6.10 Complete a Needs Assessment related to grants
- 6.11 Create a development timeline for grant writing and fundraising
- 6.12 Analyze year to year revenue through grants and fundraising, and use data to create goals