

**ARKANSAS SCHOOL FOR THE DEAF
2020-2021
SCHOOL IMPROVEMENT PLAN**

Topic	Essential Questions	RESPONSE
SCHOOL IMPROVEMENT GOAL #1 – Increasing Student Literacy Skills		
Analysis of Students Needs	Looking at current data, what needs are evident? Describe data source and needs identified.	We have reviewed current of available data from a variety of district level assessments from the 2019-2020 school year. Because the data is incomplete due to the COVID-19 school closures, it is recommended that the individual growth goals continued to be monitored and reassessed.
Goal or Outcomes	What are the specific and measurable goals or outcomes based on the analysis of student needs?	<ol style="list-style-type: none"> 1. 85% of the students participating in the Developmental Reading Assessment (DRA) will meet or exceed their individual percentage of growth expectations. 2. 85% of students participating in the Star Reading assessments will meet or exceed their individual percentage of growth expectations. 3. Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP) assessments will continue for elementary and middle school and implemented for high school.
Evidence-Based Interventions & Practices	What evidence-based interventions and practices will we implement to meet each need identified above?	<ul style="list-style-type: none"> • Professional Learning Communities (PLCs) will continue to support the work of analyzing student work and ensuring rigor in the curriculum. • The Accelerated Reader program will continue to be maintained at all grade levels. However, recent COVID-19 precautions have slowed the process of using hard-copy library materials. • A structured vocabulary approach will continue all grade levels. • Instructional Coaches will support teachers as they implement evidence-based practices in the classroom. • Students will track their own progress.
Professional Learning	What professional learning is necessary for the adults to deliver the intervention and practices?	<ul style="list-style-type: none"> • All teachers will continue to receive training on how to maintain and enhance the effectiveness of the PLCs. • All teachers will attend other classes on campus via Zoom or other video communication platforms. • All teachers will continue training to incorporate NWEA MAP growth data to guide instruction.
Assessing Effectiveness	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 two times a year, once in the fall and once in the spring, with NWEA MAP assessments.

Implementation Timeline	What is the implementation timeline for training, intervention & practices, and assessing effectiveness?	PLCs will meet regularly to discuss student work and/or teaching strategies. Data will be reviewed regularly by students, teachers, and parents.
SCHOOL IMPROVEMENT GOAL #2 - Increasing Student Math Skills		
Analysis of Students Needs	Looking at current data, what needs are evident? Describe data source and needs identified.	We have reviewed current data from the Star Math test scores from the 2019-2020 school year. Because the data is incomplete due to the COVID-19 school closures, it is recommended that the individual growth goals continued to be monitored and reassessed.
Goal or Outcomes	What are the specific and measurable goals or outcomes based on the analysis of student needs?	<ol style="list-style-type: none"> 1. 85% of the students participating in the Star Math assessments will meet or exceed their individual percentage of growth expectations. 2. 85% of the students participating in the NWEA MAP assessments will meet or exceed their individual percentage of growth expectations. 3. Students will increase their overall use of math computational and problem-solving skills.
Evidence-Based Interventions & Practices	What evidence-based interventions and practices will we implement to meet each need identified above?	<ul style="list-style-type: none"> • PLCs will be established to support the work of analyzing student work and ensuring rigor in the curriculum. • IXL Learning Math diagnostic at all grade levels. • A structured approach will be adopted at all grade levels. • Instructional Coaches will support teachers as they continue implement evidence -based practices in the classroom. • Students will continue to track their own progress.
Professional Learning	What professional learning is necessary for the adults to deliver the intervention and practices?	<ul style="list-style-type: none"> • All teachers will continue to receive training on how to maintain and enhance the effectiveness of the PLCs. • ASD will provide support through instructional coaching.
Assessing Effectiveness	How will you monitor and evaluate the effectiveness of interventions and practices?	All students will be assessed quarterly using Star Math Assessments to evaluate the effectiveness of interventions and practices.

<p>Implementation Timeline</p>	<p>What is the implementation timeline for training, intervention & practices, and assessing effectiveness?</p>	<p>PLCs will meet regularly to discuss student work and/or teaching strategies.</p> <p>Data will be reviewed regularly by students, teachers, and parents.</p>
<p>SCHOOL IMPROVEMENT GOAL #3 – Improved American Sign Language (ASL) Skills</p>		
<p>Analysis of Students Needs</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 2019-2020 School Year. Because the data is incomplete due to the COVID-19 school closures, it is recommended that the individual growth goals continued to be monitored and reassessed.</p>
<p>Goal or Outcomes</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>Evidence-Based Interventions & Practices</p>	<p>What evidence-based interventions and practices will we implement to meet each need identified above?</p>	<ul style="list-style-type: none"> • PLCs will continue to support the work of analyzing student work and ensuring rigor in the curriculum. • Additional intervention will be given to students who are identified as needing supplementary language supports. • Students will track their own progress.
<p>Professional Learning</p>	<p>What professional learning is necessary for the adults to deliver the intervention and practices?</p>	<ul style="list-style-type: none"> • All teachers will continue to receive training on how to maintain and enhance the effectiveness of the PLCs. • All teachers will present an analysis based on training received, with online or in person, related to their subject area.

Assessing Effectiveness	How will you monitor and evaluate the effectiveness of interventions and practices?	All students will be assessed at least once per semester using ASL Receptive Expressive Skills Test to evaluate the effectiveness of interventions and practices.
Implementation Timeline	What is the implementation timeline for training, intervention & practices, and assessing effectiveness?	PLCs will meet regularly to discuss student interventions and methods of implementation.
SCHOOL IMPROVEMENT GOAL #4 Student School Climate		
Analysis of Students Needs	Looking at current data, what needs are evident? Describe data source and needs identified.	We have reviewed current data from the Student Survey from the 2019-2020 School Year. The needs of the students will continue to be monitored for growth in the Positive Behavioral Interventions and Supports (PBIS) system.
Goal or Outcomes	What are the specific and measurable goals or outcomes based on the analysis of student needs?	<ol style="list-style-type: none"> 85% of Students will report that ASD has a positive and welcoming learning. Between the beginning and end of the school year—during which time the bullying prevention program is implemented—student self-reporting of school-based bullying incidents in the previous 30 days will be reduced by 30%. By May 2020, 30% increase in the parent population reporting that the school climate is positive for their child.
Evidence-Based Interventions & Practices	What evidence-based interventions and practices will we implement to meet each need identified above?	<ul style="list-style-type: none"> PLCs will support the work of analyzing student work and ensuring engagement in the classroom. The PBIS system will continue to provide behavioral supports throughout the school year.
Professional Learning	What professional learning is necessary for the adults to deliver the intervention and practices?	<ul style="list-style-type: none"> All teachers will continue to receive training on how to maintain and enhance the effectiveness of the PLCs. All teachers will attend other classes on campus via Zoom or other video communication platforms.
Assessing Effectiveness	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.

Implementation Timeline	What is the implementation timeline for training, intervention & practices, and assessing effectiveness?	PLCs will meet regularly to discuss student interventions and methods of implementation.
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