2022-2023
School Improvement Plan

ARKANSAS SCHOOL FOR THE DEAF
2022-2023
School Improvement Plan

SCHOOL IMPROVEMENT GOAL #1: Increasing Student Literacy Skills		
Topic	**Essential Questions**	**RESPONSE**
Analysis of Student Needs	Looking at current data, what needs are evident? Describe data source and needs identified.	We have reviewed current available data from a variety of district-level assessments from the 2021-2022 school year. Assessment data indicates significant need in literacy skills resulting from language deprivation as well as learning disruptions due to Covid-19. However, student growth is evident as evidenced by teacher observation and functional literacy levels.
Goal or Outcomes	What are the specific and measurable goals or outcomes based on the analysis of student needs?	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 NWEA MAP assessments will meet or exceed their individual percentage of growth expectations.
Evidence-Based Interventions & Practices	What evidence-based interventions and practices will we implement to meet each need identified above?	• Professional learning cycles to support the work of analyzing student work and ensuring rigor in the curriculum. • Reading incentive programming will be maintained at all grade levels. A combination of physical books and eBooks will be provided to students at their reading and interest levels. • A bilingual approach for reading instruction will be implemented at beginning and remedials levels. • A structured vocabulary approach will continue at 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?	All teachers will: • Continue to receive training on how to maintain and enhance the effectiveness of the Collaborative Teams. • Engage in Bilingual Grammar Curriculum will receive training for assessment and implementation. • Attend other classes on campus. • 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?	- Star Reading and iXL will continue to be used for classroom progress monitoring - Grades 3-12 will be assessed two times a year, once in the fall and once in the spring, with NWEA MAP assessments. - When appropriate, K-2 will be assessed two times a year using Star Early Literacy
Implementation Timeline	What is the implementation timeline for training, intervention & practices, and assessing effectiveness?	Collaborative Teams 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	
Topic	**Essential Questions**	**RESPONSE**
Analysis of Student Needs	Looking at current data, what needs are evident? Describe data source and needs identified.	We have reviewed current available data from a variety of district level assessments from the 2021-2022 school year. Assessment data indicate a significant need for literacy skills resulting from language deprivation as well as learning disruptions due to Covid-19. However, student growth is evident.
Goal or Outcomes	What are the specific and measurable goals or outcomes based on the analysis of student needs?	1. 85% of the students participating in the NWEA MAP assessments will meet or exceed their individual percentage of growth expectations. 2. 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?	• Professional learning cycles 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 to support the identification and remediation of areas of need. • Instructional Coaches will support teachers as they continue to 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?	• All teachers will continue to receive training on how to maintain and enhance the effectiveness of the Collaborative Teams. • ASD will provide support to teachers through instructional coaching.
Assessing Effectiveness	How will you monitor and evaluate the effectiveness of interventions and practices?	• Star Math and iXL will continue to be used for classroom progress monitoring • Grades 3-12 will be assessed two times a year, once in the fall and once in the spring, with NWEA MAP assessments. • When appropriate, K-2 will be assessed two times a year using Star Early Literacy, which has math components embedded.
Implementation Timeline	What is the implementation timeline for training, intervention & practices, and assessing effectiveness?	Collaborative Teams will meet regularly to discuss student work and/or teaching strategies. Data will be reviewed regularly by students, teachers, and parents.

SCHOOL IMPROVEMENT GOAL #3: Improve American Sign Language (ASL) Skills		
Topic	**Essential Questions**	**RESPONSE**
Analysis of Student Needs	Looking at current data, what needs are evident? Describe data source and needs identified.	We have reviewed current data from the ASL Receptive Skills Test (RST) and Bilingual Grammar Curriculum (BGC) scores from the 2021-2022 School Year. Assessment data indicates significant need in ASL skills resulting from language deprivation as well as learning disruptions due to Covid-19. However, student growth is evident as evidenced by teacher observation and functional social and academic language level.
Goal or Outcomes	What are the specific & measurable goals or outcomes based on the analysis of student needs?	1. 85% of students will meet or exceed their individual percentage of growth as measured by their BGC results.
Evidence-Based Interventions & Practices	What evidence-based interventions and practices will we implement to meet each need identified above?	• Teachers in grades 3 and above will have the ability to assign classwork using vides response programs such as Go React or Schoology to encourage student growth in academic vocabulary, grammatical complexity, and presentation skills. • ASL classes will be offered at all grade levels. • ASL Lab support will be provided to teachers and students for video-based assignments. • Formal ASL grammar instruction will be offered at beginning and remedial levels. • Professional Learning Cycles 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 supplemental language support. • Students will track their own progress.
Professional Learning	What professional learning is necessary for the adults to deliver the intervention and practices?	• All teachers will continue to receive training in bilingual strategies, bilingual resources, the use of video response programs such as Go React or Schoology, and the use of the ASL Lab.
Assessing Effectiveness	How will you monitor and evaluate the effectiveness of interventions and practices?	• Students will be assessed at least once per semester using ASL Receptive Expressive Skills Test and BGC to evaluate the effectiveness of interventions and practices.
Implementation Timeline	What is the implementation timeline for training, intervention & practices, and assessing effectiveness?	Collaborative Teams will meet regularly to discuss student skill levels, needed interventions and methods of implementation.

SCHOOL IMPROVEMENT GOAL #4: Student School Climate		
Topic	**Essential Questions**	**RESPONSE**
Analysis of Student 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 2021-2022 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?	1. In May 2023, 85% of Students will report that ASD has a positive and welcoming learning environment. 2. As compared to August 2022, May 2023 student self-reporting of school-based bullying incidents in the previous 30 days will be reduced by 30%. 3. May 2023 parent survey will indicate at least 85% of participating parents 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?	• Professional Learning Cycles will support the work of analyzing student behavior and using positive reinforcement in the classroom. • The PBIS system will continue to provide behavioral support throughout the school year. • An addendum to ASD's handbook regarding mental health best-practices for Deaf and Hard of Hearing Students is now available on our website.
Professional Learning	What professional learning is necessary for the adults to deliver the intervention and practices?	• All teachers will continue to receive training on how to maintain and enhance the effectiveness of the Collaborative Teams. • Teachers and paras will receive training in PBIS and other age-appropriate behavioral intervention strategies.
Assessing Effectiveness	How will you monitor and evaluate the effectiveness of interventions and practices?	• Students will be assessed once per semester by student satisfaction survey and/or focus groups.
Implementation Timeline	What is the implementation timeline for training, intervention & practices, and assessing effectiveness?	Collaborative Teams will meet regularly to discuss student interventions and methods of implementation.