



2023-2024 District Support Plan

ARKANSAS SCHOOL FOR THE DEAF

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The mission of the Arkansas School for the Deaf is to empower Deaf, Deaf-Blind, and Hard of Hearing children to become highly effective communicators who are educated, motivated, and independent. At ASD, students are transformed into confident young people, inspired to achieve their goals, with the skills to succeed in a competitive world.

Arkansas School for the Deaf
2023-2024
District Support Plan

Guaranteed Viable Curriculum and Learning Management System

Instructional Plans for students in K-12 are aligned to Arkansas Department of Education curriculum frameworks. All teachers received professional development in Bilingual Grammar Curriculum. Additional training in Reading 180 and Illustrative Mathematics will be provided. The district provides time and resources for teachers to develop lessons and unit plans. Arkansas School for the Deaf ensures a viable curriculum to every student. The district utilizes a curriculum map as a guide to meeting essential standards allowing every student access to the appropriate curriculum.

Instruction (K-12) – Instructors provide instruction based on the frameworks and essential skills. Teachers utilize Google Classroom and Parent Square to provide access to assignments and to augment learning opportunities. Teachers have received professional development in Google Classroom and Parent Square through in-person instruction, video, and other online resources. They also receive ongoing support.

Diagnostic Assessments

Assessments are ongoing to check students’ understanding of a skill or standard. These assessments will also be used to identify interventions when needed. Results from the common formative assessments will be analyzed to indicate potential gaps that may have occurred.

In addition to the required screeners given, teachers will also conduct assessments with AR STAR/ Renaissance, and NWEA. These assessments will be given three (3) times a year as interim assessments to measure a student’s progress. Students in grades 3-12 will be administered the new Arkansas state assessment, ATLAS. Additionally, instructors are using IXL to assist in monitoring progress.

Academic Procedures

District Focus	Actions to be Taken	Goals	Contact Person
Provide Instructional Support	<p>Teachers will receive ongoing support with Google Classroom to maximize instruction. Teachers will be provided with professional development for , IEP Components and Writing, Reading 180 and Illustrative Mathematics. The Education Leadership Team has developed schedules to include Google support training for teachers throughout the school year.</p> <p>Complete all state required professional development for the 2023-2024 school year. https://dese.ade.arkansas.gov/Offices/learning-services/LS_professional-development/scheduled-professional-development-k-12</p> <p>Complete online and in person RISE continuing training.</p>	Additional hours of professional development to continue to enhance online learning protocols will continue throughout the school year.	Principals
Review State and Local Policies	Analyze current information and guidelines provided by DESE, CDC, local agencies, state agencies, federal agencies, governor’s task force, etc. on a continuous basis.	Continue to analyze resources for current information and ensure all directives are followed.	Superintendent Principals
Review School Improvement Plans	Disseminate the ASD School Improvement Plan https://www.arschoolforthe deaf.org	Continue to analyze resources for current information and ensure all directives are followed.	Superintendent
Review Barriers and Challenges	<p>Technology – ASD has a 1:1 laptop program. Ensure all students have 1:1 devices.</p> <p>Ensure teachers have training and resources to meet the unique challenges of teacher deaf students.</p>		Principals Director of Technology
Identifying Unfinished Learning from Prior Year	The district will utilize assessment data to guide instructional decisions and plan professional development opportunities to address essential standards from the previous year.	Teachers will support students through small group instruction and intervention groups.	

Literacy Plan

District Focus	Actions to be Taken	Goals	Contact Person
Literacy Focus	<p>Provide Targeted Professional Development to Increase Literacy Instruction Effectiveness:</p> <ul style="list-style-type: none"> • Training for Reading 180. • Refresher for Bilingual Grammar Curriculum. • Paras & Residential Life Staff: Provide training to become effective reading facilitators. • Create a Class Structure to Increase Independent Reading time. • Explicitly Teach Vocabulary, Reading Strategies and English Grammatical Structure: <ul style="list-style-type: none"> ○ Ensure every literacy teacher provides direct, explicit, and systematic instruction in reading including bilingual ASL/English strategies - which has been found to have a positive impact on the reading growth of deaf students. ○ Ensure every literacy teacher provides daily explicit teaching of vocabulary and English grammatical structure. ○ Provide resources and curriculum for the explicit instruction of <ul style="list-style-type: none"> • Level Reading classes in K-12th grades by ability – to the greatest extent possible. • Implement Cross-Curricular Writing Projects at every level • Adopt a structured vocabulary approach across all grade levels 	<p>Create Initiatives to Support Increased Reading:</p> <ul style="list-style-type: none"> • Read, Read, Read Campaign • Drop Everything and Read • Accelerated Reader <p>Plan and implement a consistent schedule of reading activities in the dorm.</p> <ul style="list-style-type: none"> • Document reading activities in shared Google Documents. • Activities can include the following: Shared Reading, Accelerated Reader, ASL Story Time, Libraries in Dorms, ASL Games, Word Games, access to Magazines & Newspapers, etc. 	Principals
Proficiency & Awareness	<p>The literacy specialist position will increase support to teachers and leadership for literacy initiatives.</p> <p>All teachers will have ongoing support and training with consultants and specialists with specific expertise in teaching deaf children how to read. School leaders will utilize Digi Coach for walkthrough to ensure accountability in using best practices.</p>		
Monitoring & Schoolwide Goals	<p>Our Education Leadership Team will review data from assessments, classroom visits, and review of curriculum planning documents with quarterly monitoring to align with results from the district assessments.</p> <p>GOALS</p> <ul style="list-style-type: none"> • 85% of students will meet or exceed their individual growth goals as measured by their DRA test scores. (Elementary) • 85% of students will meet or exceed their individual growth goals as measured by their STAR Reading test scores. <p>NWEA MAP assessments will be utilized to provide baseline data for students. Growth goals will be developed based on previous and current baseline data.</p>	Education Leadership Team is responsible for Monitoring and Evaluating Quarterly	Principals

District Focus	Actions to be Taken	Goals	Contact Person
Literacy Curriculum	<p>ELA Reading K-5</p> <ul style="list-style-type: none"> • Bilingual Grammar Curriculum (BGC) • Balanced Literacy Approach • Foundations for Literacy • Reading 180 • Reading A-Z • Vocabulary A-Z • Scholastic • Storia <p>ELA Reading 6-12</p> <ul style="list-style-type: none"> • Edge Literacy Curriculum • NewsELA • ELA Scope & Sequence based Bryant School District <p>ELA Writing K-12</p> <ul style="list-style-type: none"> • SIWI • Step Up to Writing 		
Overall Effectiveness	<p>Evaluate the overall effectiveness of the literacy plan by collecting data on the effectiveness of the support provided to the school. These evaluations will be conducted biannually.</p>	<p>Evaluate the effectiveness of instruction and support for instruction by</p> <ul style="list-style-type: none"> • collecting data from test results to calculate the percentage of students meeting their growth goals in literacy • obtain information from perception surveys and interviews regarding effectiveness 	<p>District Data Team and Testing Coordinator (DTC)</p>

Community Engagement

District Focus	Actions to be Taken	Goals	Contact Person
Communication Plan	<ul style="list-style-type: none"> • Utilize various methods of communication: ASD webpage, school messenger(phone/text/email), Parent Square, individual email, Facebook, Instagram, Twitter • Carousel • Parent Day • Very Important Parent Meetings (VIP) • Videos conveying important information • Student Handbook • Ready For Learning Plan • ASD Newsletter 	Explore more avenues of communicating.	Principals Administrative Assistants
Resources for Parents	Parent Information regarding the use of <ul style="list-style-type: none"> • Parent Square • Google Classroom • Zoom • Other educational online instructional materials • DESE Parent Page https://dese.ade.arkansas.gov/Stakeholders/parents-and-families 		Principals

Explain how the district will monitor the fidelity of implementation of the school-level improvement plan(s).

Each principal and Educational Leadership Team members will conduct classroom observations to observe implementation of literacy curriculum and supplemental materials. All instructors will attend PLC meetings to discuss pacing, successes and/or challenges faced with implementation of curriculum and supplemental materials, and best practices. Reports and Feedback will be provided to the superintendent during the regularly scheduled meetings that are currently scheduled weekly.

The district will collaborate with ARES to provide additional support to the schools as needed.

Explain how the district will evaluate the school-level improvement plan for progress. This explanation should include clearly defined expectations.

Principals will attend the Educational Leadership Team (ELT) meetings along with other members of the ELT on a weekly basis. Members are to bring pertinent data to analyze and determine success or need for modification of curriculum, supplemental programs, and instructional strategies.

The district will review results quarterly of the assessments to examine student improvements and needs.