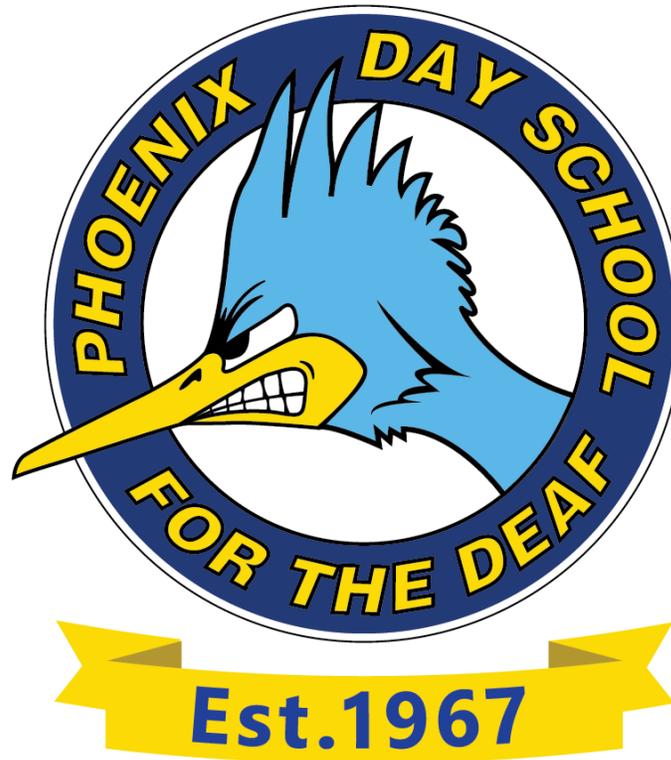


# Phoenix Day School for the Deaf

## Fall 2020 Profile



Principal Courtney Fritz

Arizona State Schools for the Deaf and the Blind  
Superintendent Annette Reichman

Share The *Magic!*

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# We Believe in Who We Are

## About Us

### Introduction

The Phoenix Day School for the Deaf profile provides a broad overview of the school, its programming and student-level data, thus providing insight into student academic performance levels for the 2019-2020 school year. The primary goal of this document is to make data readily available to stakeholders, parents and the community, in order to make more informed decisions as they endeavor to improve student learning. The secondary purpose is to meet AdvancED's (a nationally recognized education agency accreditation organization) standards for data-driven decision making (Standards 2.5 and 2.6).



Standard 2.5: The organization gathers, analyzes, and uses formative and summative data to improve learning and the delivery of programs and services as evidenced by:

- Staff analyzing data from a cohesive set of formative and summative assessments that lead to the demonstrable improvement of programs and services and increased achievement and success for individual and collective groups of learners.
- All staff consistently use data to improve program and service delivery, modify instruction, and improve student learning experiences.

Standard 2.6: The organization implements a process to continuously assess programs, services, and organizational conditions to improve organizational effectiveness as evidenced by:

- The organization implements a formal, documented evaluation process that includes contextually-based research and an ongoing systematic analysis of comparing data related to program delivery, services, and organizational effectiveness.
- The organization consistently uses results from the evaluation process to make informed decisions and improve and refine programs and services.

**Information collection sources include outcome, demographic, perception and program data:**

- Outcome Data: Describes how a group or individual is achieving; can measure effectiveness and is measurable and quantifiable.
- Demographic Data: Provides profile information and identity factors.
- Perception Data: Describes beliefs, attitudes, and assumptions.
- Program Data: Provides information about programs, processes, curriculum, instructional strategies, and assessments.

## Overview

The Phoenix Day School for the Deaf (PDSB) is a campus located in Phoenix that is a division of the Arizona State Schools for the Deaf and the Blind. PDSB has been providing quality educational programming for over 50 years for children who are Deaf or hard of hearing within the metropolitan Phoenix area. PDSB was established in 1967 because parents wanted their children to go to a school closer to home. PDSB started with 26 elementary students and 5 teachers. The high school department was established in 1979 with the first graduating class in 1983. Today, PDSB has over 300 students in attendance from preschool through high school and 135 faculty. PDSB has been fully accredited by the North Central Association since 1982.

PDSB offers a variety of programming.

**Programs:** Preschool, Elementary, Middle School, High School, Career and Technical Education, Life Skills Program, Specials (Electives-Fine Arts, Physical Education, Technology, CTE Action Lab), and PLUS (ASL, Sustainable Living, Personal Development, Career and Life Discovery, Language Arts and Math Labs).

**Services:** Language and Communication (ASL and Speech Therapy), Auditory Training, Audiology, Counseling, Nursing, Media, OT/PT, Library, ASL community classes, and several after-school extracurricular activities



Shared Purpose

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## PDS D Operating Principles

**We, the Phoenix Day School for the Deaf community, promise to cultivate an environment that ...**

Honors the *well-being* of its students, families, staff and community members by:

- Instilling a sense of pride, unity and appreciation of Deaf culture
- Providing a safe, clean and well-structured environment
- Respecting quality relationships that are healthy and positive
- Nurturing the unique journey of each Deaf and hard-of-hearing child
- Committing to dual language development in ASL and English
- Celebrating accomplishments of individual and group goals

Promotes academic *engagement* of its students, families, staff and community members by:

- Cultivating purposeful community involvement
- Valuing strong family partnerships and cultural diversity
- Communicating in a respectful, constructive and open manner
- Focusing on intentional and consistent development
- Achieving academic excellence through active participation
- Implementing creative and differentiated instruction
- Maintaining a growth mindset wherein skills and abilities of all are developed

*Believes* in success of its students, families, staff and community members by:

- Upholding high expectations
- Fostering independence
- Applying learned skills
- Empowering all stakeholders to be accountable
- Inspiring confidence for lifelong learning
- Preparing college- and career-ready graduates

## COVID-19 Pandemic March - May 2020

### Notable Events

- Schools were closed by the Governor and Superintendent of Public Instruction the day prior to students returning from spring break.
- Parents and families were notified about the school closure via a letter that was mailed home, postings on our emergency communication tool “Parent Square” and via posts on our social media pages.
- A plan was developed to deploy devices to all staff that would be required to provide educational opportunities to students during the closure. The Phoenix Campus required an additional 70 Chromebooks/laptops to be assigned to staff that currently did not have a portable agency issued device
- During a seven hour window on March 30th, 55 staff members came to campus in staggered stages to pick up materials from classrooms and offices that would be needed to provide educational opportunities to students. In addition, 28 staff members drove through the bus zone to pick up equipment and did not enter campus.
- On Wednesday, April 1st staff began contacting parents and families to determine how educational opportunities would be provided to their child (Online or mailed packets).
- As of May 2020, 232 out of 245 K-12 grade students were contacted and educational opportunities were provided during the school closure.
- Educational opportunities were based upon student IEP goals and are also based on the retention of critical skills that students have acquired during the school year. The goal was to minimize regression during this time.
- Teachers used a variety of curriculum resources to develop their educational opportunities. Our math and ELA curriculums have digital components that teachers and students utilized.
- Staff (teachers, counselors, related service providers) delivered services via Zoom, Google Meet, Google Classroom, email and packets mailed to the students’ home.
- During initial contact with parents and families, staff identified what pieces of assistive technology the student currently had access to. Assistive technology equipment needs were identified and then shipped to students’ homes.
- Educational packets were mailed to students on a biweekly basis. A shared folder was created in Google allowing staff to place items in it that needed to be printed and mailed to students. This prevented staff from using their own resources and required only one person to enter campus, print and then deliver items to the post office.
- IEP meetings resumed on March 30th utilizing Zoom.
- Referrals for the 2020-2021 school year continued to be made during the school closure.
- Interviews for open positions resumed on March 25th. Between the months of March and May, 9 teacher interviews were conducted. These led to successfully filling four teacher positions.
- Teacher Leaders and Supervisors met on a weekly basis, followed by core team meetings weekly.
- All staff utilized a spreadsheet to document contact and services provided to students. Each student had one spreadsheet where all staff that worked with that student could record information.
- Staff also used a spreadsheet to document their time working from home.
- A digital teacher appreciation week was planned. Yard signs were delivered to teacher homes, staff participated in self care activities through Zoom and drawings for prizes were conducted.

- We connected with students and families in fun ways via social media. The week of March 23rd, we held a virtual spirit week where staff and students submitted pictures each day.
- The following school events/activities were unfortunately cancelled due to COVID: International Studies trip to France, Prom, Math RIT competition, Spring Carnival, Celebration of May, annual award ceremonies and traditional graduation ceremonies.
- Kindergarten teachers drove to each kindergarten graduate's house. Gifts were given along with a certificate.
- A group of PDSB staff members drove to each senior's house. A senior gift box was given, along with a yard sign. The ASDB media team filmed the four day event and created an online watch party.

**As of May 2020, an educational update reported the following information:**

**K - 5th grade: 94%** of students participated in educational opportunities in a variety of ways: packets sent home, story time through Zoom, 1:1 interaction through Zoom, other resources were used such as Khan Academy, Moby Max, RAZ Kids, Epic, and Accelerated Reader, students have learned to use the whiteboard through Zoom to share/show their work, etc.

**6th - 8th grade: 85%** of students participated in educational opportunities mostly through Zoom, Google Classroom and email. Teachers continued to keep their Google Classroom sites updated and active. Work was posted and submitted electronically. Zoom was used to teach and clarify the content. MS teachers also checked in with their homeroom students daily.

**9th-12th grade: 100%** of students participated in educational opportunities through paper packets, Google Classroom and Zoom. All high school students were in contact with the Assistant Principal and classroom teachers. Approximately 40% of the high school students improved their letter grade from the 3rd quarter. 25 high school students earned .5 credit or more with EdOptions classes during the closure. Students continued to work online in various subjects. Zoom meetings occurred with EdOptions staff, students and the online facilitator from PDSB.

*\*\*Staff attempted to reach out multiple times for the students we were unsuccessful in reaching. Unfortunately for those few, communication was not successful.*

## 2019-2020 ~ Notable Initiatives, Recognitions and Accomplishments

### Academic Achievements

- A student won 1st Place in the SkillsUSA local level competition for Auto Collision.
- Three students were sent to the Arizona Department of Education Transition Conference and Director's Institute to perform the National Anthem.
- The High School Academic Bowl team traveled and won 3rd place at New Mexico School for the Deaf Roadrunner Classic.
- PDSO hosted a local Optimist Club competition. Four High School students competed and three were selected to compete in the statewide competition.
- Three high school students participated in the statewide Optimist Club competition in Yuma, Arizona. PDSO students won 1st and 2nd place.
- Grades 3-5 completed the first ever room transformation "Roadrunner Hospital" and K-2nd grade followed suit with "ELA Glow Day". Room transformations are inspired by Kim Bearden at the Ron Clark Academy.

### Program Additions/Continuations

- Implemented the House System - Students were sorted into Houses for the first time in history! The Houses are: House of Foster, House of Cogswell, House of Clerc, House of Jordan, House of Gallaudet
- Implemented use of a Positive Behavior point application/program
- Implemented a new Math Curriculum, K-12, Go Math (K-5) and EnVision (6th-12th grade)
- Added Math Lab to the PLUS K-12 student programming
- Purchased 20 Aver interactive flat panel boards for classroom instruction
- Continuation of our partnership with EdOptions for online learning opportunities for high school students
- Expanded EdOptions partnership and added an on campus Woodworking class
- Continuation of our partnership with Metro Tech and Moon Valley High School
- Piloted Bilingual Grammar Curriculum (BGC) and provided staff training

### Staff Relations

- Three Day Solution Tree PLC training
- Solution Tree Summit with all Teacher Leaders
- Trained teachers on new Math curriculum
- Continuation of the Comprehensive Support and Improvement (CSI) Core Team, and implementation of a science and life skills team
- Recipient of a grant from ADE to support our CSI efforts
- Leadership participated in MTSS training with the Arizona Department of Education. An MTSS grant was also received
- ASDB Leadership Cohort IV
- Successful Google transition

- Principal and one Assistant Principal enrolled in the NISL program and will complete program in 2020-2021 school year

## Community Relations

- Hosted Deafopia in October with approximately 500 attendees
- Sent two teams of educators to visit the Ron Clark Academy in Atlanta, GA
- Four Jr. NAD members flew to Rochester, NY to participate in the Jr. NAD conference with other Jr. NAD chapters.
- Zoe Abrams-Gay was featured in the Jr. NADmag, National Deaf Youth Day, representing PDSJ Jr. NAD chapter for her volunteerism.
- PDSJ partnered with FAFSA Finish Line which was supported by the Arizona Commission for Postsecondary Education. We held two parent workshops to help support the completion of FAFSA.
- PDSJ partnered with Ability 360 and Valley Center for the Deaf to train High School Deaf Caregivers for Deaf Senior Citizens. Four students successfully went through the training and are certified.
- PDSJ partnered with Helen Keller National Center and held a screening of Feeling Through.
- Selected twice for the Cops for Kids event to support families in need.
- Worked with the Ben's Bell project to complete a Be Kind campus mural.
- Kaitlin Harrier, Governor's Office Policy Advisor, toured our campus.

## Sports and Extracurricular Achievements

- High school Academic Bowl team traveled to Honolulu, Hawaii for the regional competition
- Battle of the Books Buff team (7.0+ reading level) participated in the Preliminaries and Playoffs.
- 2019 HS Girls Volleyball  
Awarded Third Place Spike Out XXI Riverside, CA
- 2019 HS Girls Basketball  
Roadrunner Classic Runner Up (New Mexico School for the Deaf).
- 2020 HS Girls Basketball Western States Basketball Classic Runner Up (Utah School for the Deaf).
- HS Girls Basketball Awarded AIA Sportsmanship Award 1A Girls Basketball 2020
- Students participated in the virtual Camp Leap transition camp.



# We Believe in Growth

## Continuous School Improvement

### School Improvement Plan

**Goal:** Create a system to adopt, systematically monitor, review and evaluate a curriculum which includes aligned assessments.

**Strategy:** Provide professional development and support for the implementation of the Go Math and EnVision math curriculum.

**Responsibility:** Elementary and Math teachers, Principal, Organization Development Division (ODD)

**Completion Date:** August 2019

**Evidence:** PD Schedule and PLUS Day Agendas

**Strategy:** Provide professional development and support for the implementation of the Bilingual Grammar Curriculum.

**Responsibility:** Selected staff for Pilot, ASDB ASL team, ODD

**Completion Date:** September 2019

**Evidence:** PD Schedule and Meeting Agendas

**Strategy:** Create a CSI Science Team that will participate in the process to review and select a new Science curriculum for K-12th grade.

**Responsibility:** CSI Science Team, Principal, ODD

**Completion Date:** May 2020

**Evidence:** Selection and purchase of curriculum

**Strategy:** Create a CSI Life Skills Team that will participate in the process to review Life Skills resources and programs, as well as to design a more comprehensive approach to Life Skills instruction.

**Responsibility:** CSI Life Skills Team, Principal, ODD

**Completion Date:** May 2020

**Evidence:** Selection and purchase of materials/program, Program Design

**Goal:** Create a multi-tiered system of support (academics and behavior) which will assist a more efficient allocation of resources (e.g., time, staff, and materials) which will increase student achievement.

**Strategy:** Continue PLUS Days for K-12.

**Responsibility:** K-12 Teachers, Teacher Leaders, PDSD Administrators

**Completion Date:** May 2020

**Evidence:** PLUS Day Schedule, Agendas, Team Summaries

**Strategy:** Continue flexible groupings for ELA instruction, K-12.

**Responsibility:** K-12 Teachers, Teacher Leaders, PDSD Administrators

**Completion Date:** May 2020

**Evidence:** Class Schedule, Student Schedules

**Strategy:** Agency Leadership attended MTSS training with the Arizona Department of Education

**Responsibility:** Principal, ODD

**Completion Date:** June 2020

**Evidence:** Meeting schedule, completion of tasks, ADE site visits



## Comprehensive Support and Improvement

In November 2017, the Arizona Department of Education identified PDSD as a Title I school in improvement. This was based on AzMERIT assessment scores from Spring 2017, with PDSD in the bottom 5% of achievement. This continued through the 2019-2020 school year. Through the Comprehensive Support and Improvement (CSI) efforts, a root cause analysis was completed. The identified needs statements were:

PDSD needs a PLC to develop a system of regularly reflecting on student data to drive instruction, including reteaching and enrichment which will increase student achievement by providing reteaching methods and a sustainable PLC system.

PDSD needs a system to systematically monitor, review and evaluate the use of a newly adopted curriculum, which includes aligned assessments, in order to determine effectiveness with increasing student outcomes.



*"Magic is believing in yourself. If you can do that, you can make anything happen." -Johann Wolfgang von Goethe*

# We Believe in Who We Serve

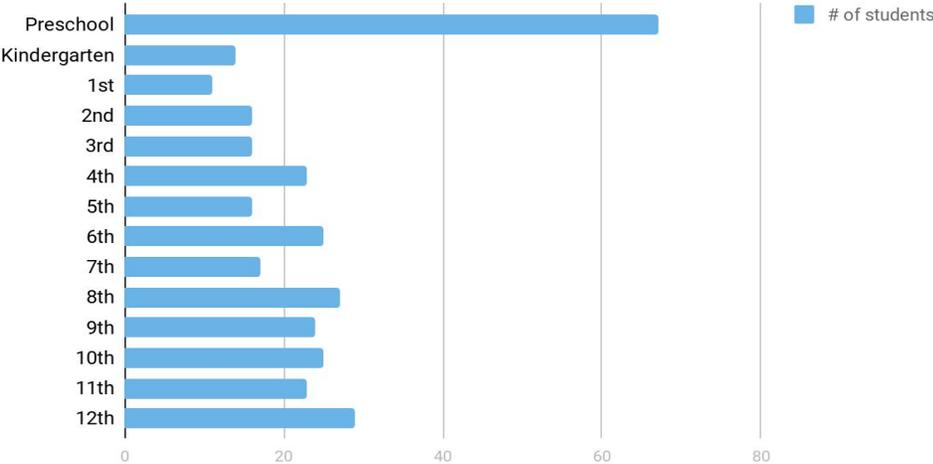
## Demographics

### Enrollment

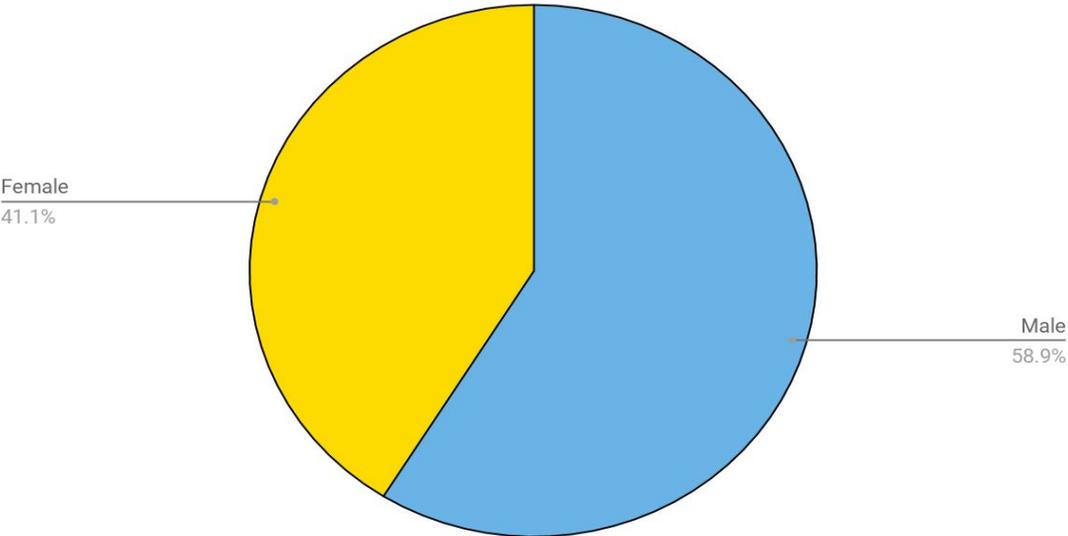
#### Enrollment by grade level

- Preschool: 67
- K: 14
- 1: 11
- 2: 16
- 3: 16
- 4: 23
- 5: 16
- 6: 25
- 7: 17
- 8: 27
- 9: 24
- 10: 25
- 11: 23
- 12: 29

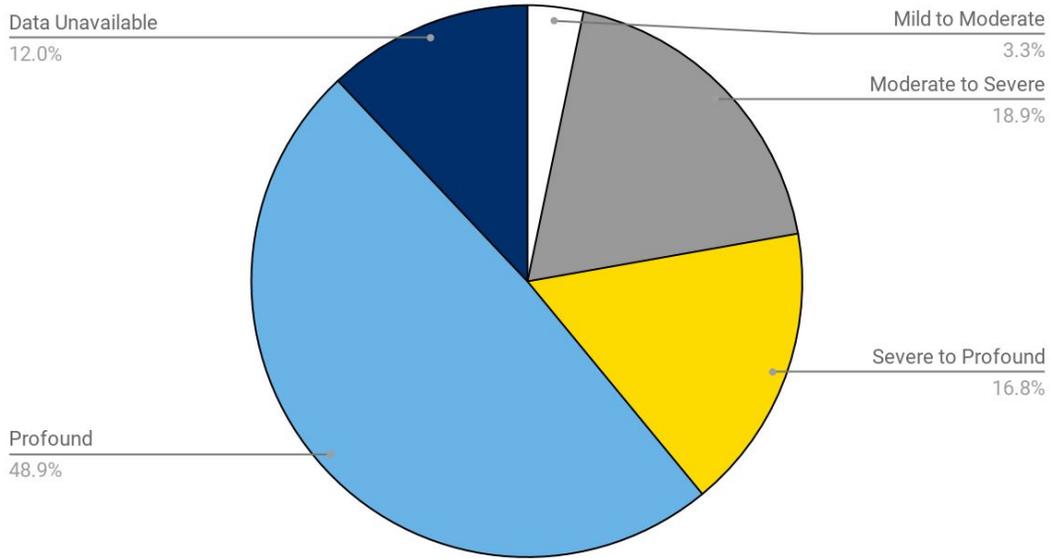
Enrollment by Grade Level (Total: 333 students as of 5/27/20)



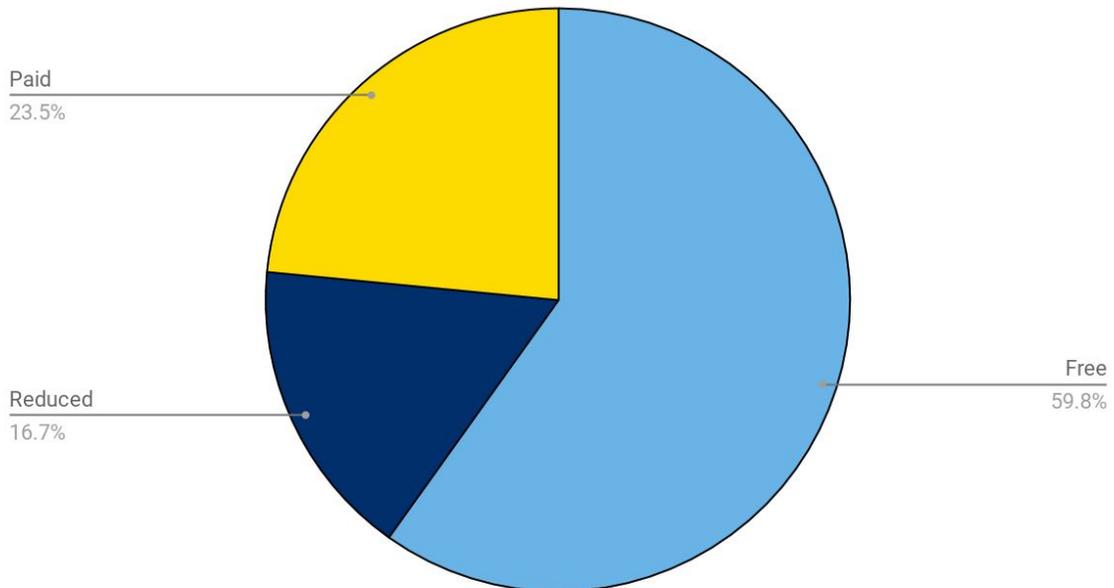
Preschool-12th Grade Enrollment by Gender



## Enrollment by Hearing Loss Level



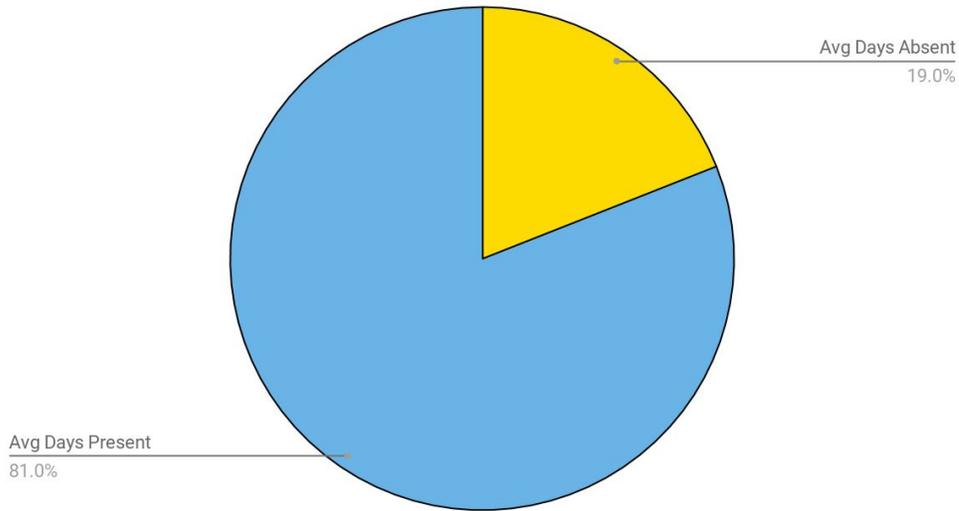
## Free and Reduced Meal Program



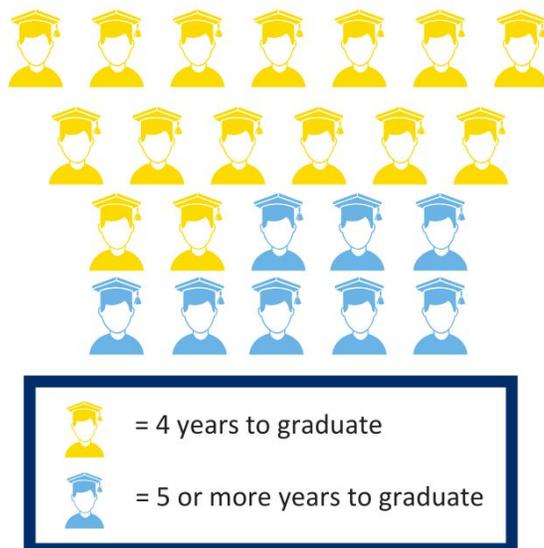
## Attendance Summary

This data represents K-12th grade from 8/3/19-3/6/20. Attendance was not fully accounted for during the COVID-19 school closure.

### Attendance Summary



### Graduation Rate 2020



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# **We Believe in Success**

## **Teaching and Learning**

### **PLUS Courses ~ Established Fall 2018**

PLUS is a concept that PDSB implemented during the 2018-2019 school year. PLUS days were the result of the School by Design (SxD) report. We had two main goals when working with SxD. Our intent was first and foremost to provide more instructional time in the areas of English language arts and math. The second was to have the time to provide more intensive professional development for our teachers in order to make significant gains with our teaching and learning.

By creating a PLUS day for students, courses and topics that we wanted our students to participate in could be consolidated to 1x/week. This would in turn significantly reduce the impact and pull outs during ELA and math classes (on the other four days of the week).

Teacher PLUS days have allowed time for core academic teachers to meet in order to address areas that impact teaching and learning. This includes: IEPs, data, use of curriculum, behavior, parent engagement, and enhancement of professional pedagogy.

PLUS promotes student growth in areas such as social, cultural and the environment that is not covered in typical classes. During PLUS days, we provide six classes: Language Arts Laboratory, Personal Development, Career and Life Discovery, American Sign Language (ASL), Math Laboratory and Sustainable Living.

#### **Language Arts Laboratory:**

The Language Arts Laboratory course provides instruction in basic language skills, integrating reading, writing, speaking, and listening, while placing great emphasis on the progress of individual students. Course content depends upon students' abilities and may include vocabulary building, improving spelling and grammar, developing writing and composition skills, reading silently or aloud, and improving listening and comprehension abilities.

#### **Personal Development:**

The course is more focused on the individual. Personal Development course emphasizes strengthening self-esteem, recognizing and resisting negative peer pressure, and developing coping skills for dealing with changes within one's self and within others. The course will include instruction related to character education, personal service needs and community services.

#### **Career and Life Discovery:**

This Career and Life Discovery course helps students identify community resources and career opportunities available to them. Students will evaluate personal goals, priorities, and interests with the

goal of helping them make informed decisions about their future careers and potential. The course also enlightens students to various sources of information on career choices and knowledge needed to be effective contributors to their community.

#### American Sign Language:

American Sign Language (ASL) expands students' use and knowledge of ASL as their primary language in order to develop an understanding of ASL as a language. This will be used to guide students to have an understanding of the language and its rules and conventions. Course topics may include Self-Identity, Deaf Culture, Rules of Thumb, Deaf History, Art, Poetry, ASL stories, and Hand Parameters.

#### Sustainable Living:

The class will focus on food science; the garden to table concept, healthy living, and nature education, through school garden-based education. The course provides knowledge about the propagation of plants for food and fiber. The student will learn: Plant parts and needs; Compost & Recycling; Pest and weed control; Healthier eating; and Food processing and cooking procedures.

#### Math Laboratory:

This class will provide instruction in basic math skills to assist students in acquiring mathematical skills in order to attain necessary grade-level skills or reach a desired competency level. Course content depends on students' abilities and will include an emphasis on problem solving, communication, reasoning, and highlight the connections between mathematical topics and other disciplines.

All K-12 students will participate in PLUS once a week, depending on their grade level.

Mondays: MS (6-8); Tuesdays: Grades 3-5; Wednesdays: HS (9-12);

Thursdays: Kindergarten-2nd Grade

The PLUS goal is to enrich our students' education within our program. If you have any questions, please do not hesitate to contact one of our team members for more information and we will be more than happy to answer those questions!



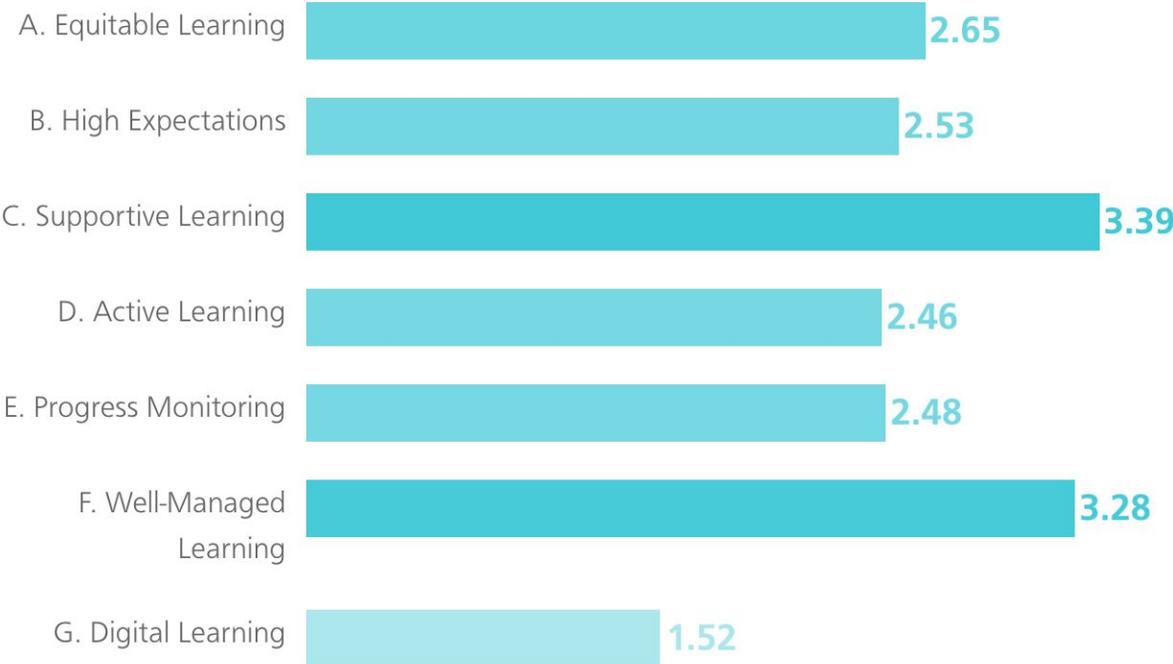


# The Effective Learning Environment Observation Tool (ELEOT)

The Effective Learning Environment Observation Tool (ELEOT) is used to provide feedback to teachers. Teachers are provided feedback in seven areas. The maximum score is 4. The school-wide average score (2.65) is based on 136 completed observations during the 2019-2020 school year. Additional ELEOT walkthroughs were scheduled, but unfortunately they were not conducted due to the school closure.

The ELEOT summarization shows the following areas as strengths: Learners are treated in a fair and consistent manner, Learners demonstrate a congenial relationship with their teacher and Learners interact respectfully with teacher(s) and each other.

Areas identified for improvement are: Learners collaborate with their peers to accomplish projects, activities, tasks and/or assignments, Learners understand and are able to explain how their work is assessed, and Learners use digital tools for learning.



## State and District Assessment Results

### State Assessment Results

All state assessments were cancelled for the 2019-2020 school year due to school closure and COVID-19 pandemic. This includes MSAA, AIMS-A Science, AIMS Science and AzM2. Therefore, there are no results to report.

### District Assessment: Measures of Academic Progress (MAP)

Average Rate of Growth: Fall 2019 - Spring 2020

<b>Observed Growth (points)</b>											
	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12
<b>Math</b>	9.9	11.1	7.2	7.8	4.2	7.8	6.5	0.9	3.9	0.9	2.3
<b>Reading</b>	-0.8	2.1	1.8	1.4	2.4	-2.9	-1.1	-0.1	2.4	-2.5	-0.7
<b>Language Usage</b>	5.1	5.2	7.4	5.9	8.6	12.2	6.5	3.6	1.5	0.5	-2.6
<b>Science</b>	7.1	5.9	6.1	5.5	2.5	-3.6	2.5	0.1	4.0	*	*

\*Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

<b>Percentage of Students That Met Growth Projection</b>										
	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	
<b>Math</b>	17%	21%	24%	15%	21%	42%	54%	39%	57%	
<b>Reading</b>	0%	0%	0%	0%	16%	0%	25%	11%	43%	
<b>Language Usage</b>	9%	14%	18%	31%	47%	67%	42%	37%	39%	
<b>Science</b>	--	14%	27%	23%	17%	0%	29%	11%	52%	

\*11th and 12th grade students were not included in this report.

-- 2nd grade was not included in science.

## ACT College Admissions Test

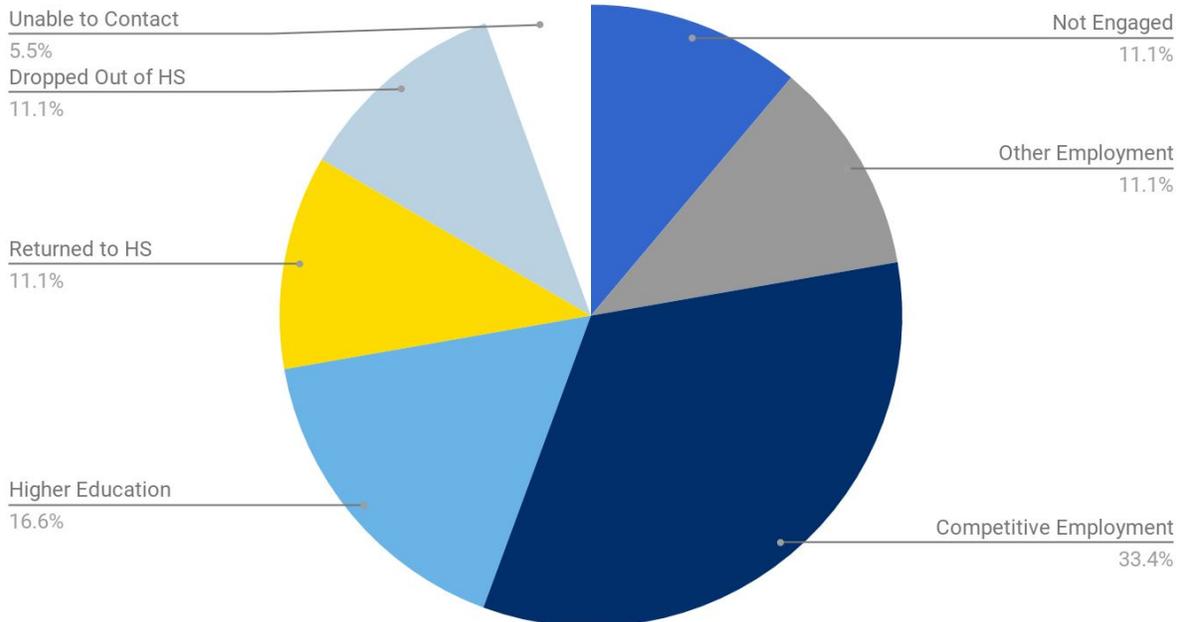
ACT scores range from a low of 1 to a max score of 36.

The national average composite score is 20.9. The average composite score for Arizona is 19. 13 students took the ACT from October-February. Unfortunately, ACT suspended testing in April 2020 due to COVID-19.

ACT Scores (average)							
Year	Students	English	Reading	Science	Math	STEM	Composite
2020	13	13	16	17	17	17	16

## Post School Outcomes

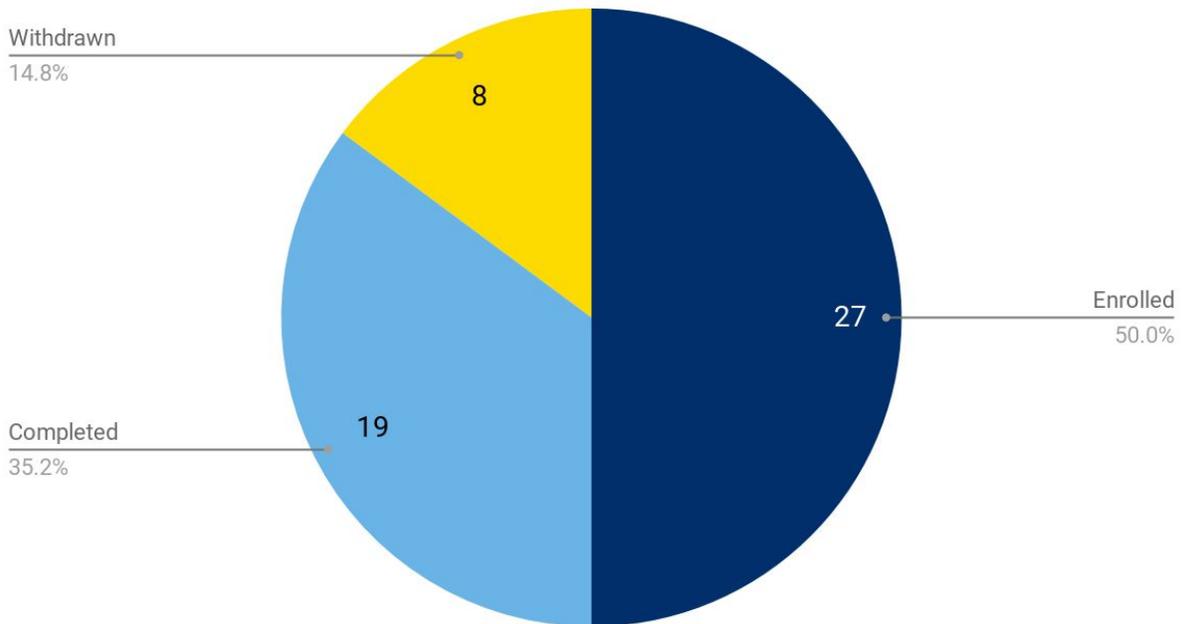
### 2017-2018 Graduates



## Career and Technical Education (CTE) Data

PDSD partners with two off-campus public education schools to provide a wealth of program opportunities for our junior and senior level high school students. The programs are Metro Tech and Moon Valley. Unfortunately due to COVID-19, all certification exams were canceled and therefore none of the students completed their certification during the 2019-2020 school year.

### High School CTE Enrollment (off campus)



93

high school credits earned by 71 students through the EdOptions online partnership.

## Disciplinary Data



During the fall of 2018 the Love and Logic Program was implemented. Data has been collected in order to measure the effectiveness of the program. Baseline data was collected during the Spring of 2018 with 307 behavior interventions and 66 student suspensions. During the 2018-2019 school year, there were 521 behavior interventions (prompted by staff request), with a total of 18 student suspensions.

During the 2019-2020 school year, there were 265 behavior interventions (prompted by staff request), with a total of 26 student suspensions. The data collected was from August 2019 - March 2020. Data was unavailable from March 15, 2020 - May 21, 2020 due to the COVID-19 school closure.

Based on the current data, it is our conclusion that the Love and Logic program is making a difference to improve student behaviors. The Recovery Room was implemented. Grant funds were used to support teachers in creating a friendly recovery area for students in their classroom.

Action steps for the Student Support Service team include: Professional Learning Community activities to discuss de-escalation techniques, positive interventions, assertion and problem solving. Love and Logic training will continue for staff not trained and a refresher course will be provided for those already trained. Further training is recommended on topics such as: Love and Logic: Support Youth with Special Needs and Love and Logic: Adults Supporting Youth with Challenging Pasts.

**Area I:** Attendance, Dress Code;

**Area II:** Disruption,

Abusive/Profane Speech, Tobacco

Use; **Area III:** School Rules,

Harassment, Bullying (K-4),

Threats (K-4), Fighting (K-4), Bus

Violations, Gang Activity, Hazing,

Offensive Materials; **Area IV:**

Vandalism, Assault, Sexual

Harassment, Damage to Property,

Trespassing, Theft, Fighting (5-12),

Threats (5-12), Bullying (5-12);

**Area V:** Forceful Entry, Possession

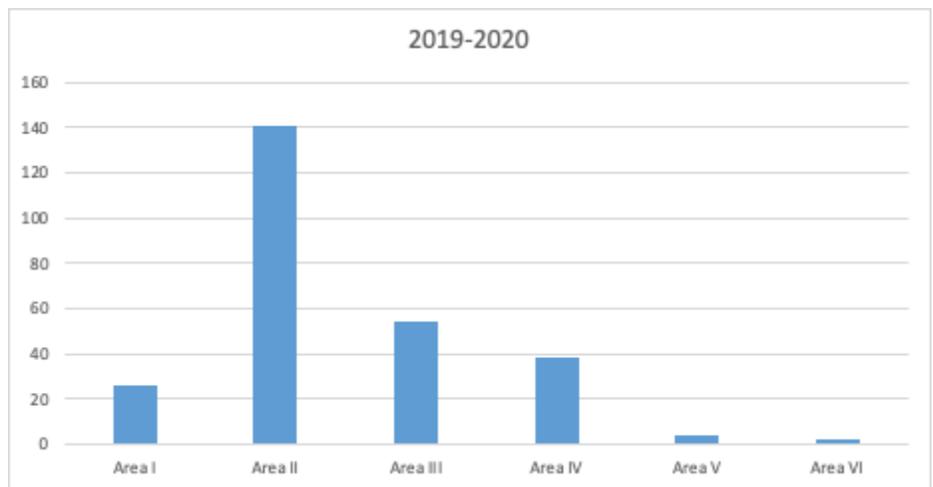
of Alcohol/Drugs, Drug Abuse,

Sexual Misconduct; **Area VI:** Sale

of Illegal Substance, Possession of

Weapon, Threaten Education

Institutional



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# **We Believe in Social Opportunities**

## **Athletics and Extracurricular**

### **Extracurricular Activities**

#### **Middle School**

- Battle of the Books: Gallaudet University's Youth Programs provides opportunities for middle school students to compete with other deaf and hard of hearing schools by reading books and participating in tournaments.
- Rochester Institute of Technology Math Club: RIT provides an opportunity for middle school students to travel to Rochester and compete against other deaf and hard of hearing students.
- Student Council: Hosts student events and after-school parties.

#### **High School**

- Roadrunner Council: a student leadership organization that combines Student Body Government and Jr. NAD.
- Academic Bowl: Gallaudet University's Youth Programs provides opportunities for academic competition through the WABL, regional and national level competitions.
- International Studies: fundraised for a 2020 trip to France.

#### **Additional after-school activities:**

- RASP (Roadrunner After-School Program): provides program(s) to PDSB students from second through fourth grades. The focus of RASP is to support students' academic needs, first and foremost, while also providing fun, educational activities that promote social bonding, leadership and a commitment to lifelong learning and personal growth.
- ASL Family Classes: free ASL classes for family and friends were provided weekly at three locations - PDSB, Tolleson, and Tempe.

## Athletics

PDS D's high school is a member of the Arizona Interscholastic Association and provides high school students with opportunities to compete in:

- Football
- Volleyball
- Basketball (Competes in Annual Western States Basketball Classic with six teams of boys and girls from WSD, USDB, OSD, ISDB, ASDB and PDS D)
- Track (Competes in Berg and Seeger Classic for the Deaf)
- Cheerleading



PDS D's middle school is a member of the Catholic Youth Athletic Association and provides middle school students with opportunities to compete in:

- Flag Football
- Volleyball
- Basketball
- Girls soccer
- Boys Soccer

# We Believe in Celebrating

## Milestone Celebrations during COVID-19

To ALL graduating students, PDS D is very PROUD of YOU!

### Kindergarten Graduation

Class of 2022

In May, four teachers traveled to each student's home in order to present them with their Kindergarten diploma. The students were thrilled to see their teachers and receive their graduation surprises! Each student received a graduation stuffed animal and a t-shirt that stated "I Virtually Graduated Kindergarten"!



## 8th Grade Promotion

Class of 2024

In August, our 8th graders were promoted to High School with a drive through promotion ceremony! We wanted to honor and celebrate these students as they transitioned into high school. Students were presented with snack bags, custom House water bottles, flowers and their official promotion certificate. COVID might have limited our ability to gather as a group, but we had fun during the Twilight Drive Through: An 8th Grade Promotion Ceremony!



# High School Graduation

Class of 2020

In May, a group of staff traveled to visit all of our seniors. Although there was definitely sadness for not being able to have a traditional graduation ceremony, there was also joy, excitement and appreciation. Students were presented with a graduation crate filled with various items, including a graduation cord in their House color and a T-shirt with our mascot in a mask!

One parent said, "This is the best graduation ever." One graduate emailed to say, "Thank you for making it happen for yesterday. It was really touching! I will definitely miss you and the staff so much! I enjoyed the celebration with you guys yesterday. It was the best moment for me and very touching. Haha I love you guys!" So all in all, it was a HUGE success!

Below is just a small collage to show the energy and spirit that was shared over **4 days, 475 miles, with 23 graduates!** The footage taken was used for a Virtual Graduation Watch Party that aired on Friday, May 22 at 4pm.



# Appendix A: School Calendar

## Phoenix Day School for the Deaf

2019-2020

**\*FINAL\***

AUGUST							SEPTEMBER							OCTOBER							NOVEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
28	29	30	31	1	2	3	1	H	3	4	5	6	7			1	2	3	4	5						1	2
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	H	H	H	H	H	12	3	4	5	6	7	8	9
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	H	12	13	14	15	16
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23
25	26	27	28	29	30	31	29	30						27	28	29	30	31			24	25	26	H	H	H	30

DECEMBER							JANUARY							FEBRUARY							MARCH						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				H	H	H	4							1	1	2	3	4	5	6	7
8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8	8	H	H	H	H	H	14
15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15	15	16	17	18	19	20	21
22	H	H	H	H	H	28	19	H	21	22	23	24	25	16	H	18	19	20	21	22	22	23	24	25	26	27	28
29	H	H					26	27	28	29	30	31		23	24	25	26	27	28	29	29	30	31				

APRIL							MAY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4						1	2
5	6	7	8	9	10	11	3	4	5	6	7	8	9
12	13	14	15	16	17	18	10	11	12	13	14	15	16
19	20	21	22	23	24	25	17	18	19	20	21	22	23
26	27	28	29	30			24	H	26	27	28	29	30

- = School starts/*Empieza la Escuela*
- = School ends/*Termina la Escuela*
- = Holiday or school recess
- = *Dia Festivo o vacaciones de la escuela*
- = Days without students/*Dias sin alumnos*
- = Early Release/*Dias de Salida Temprana*

**School Hours/*Horas Escolares***

M - F: 8:10 a.m.-3:10 p.m./L - V: 8:10 a.m.-3:10 p.m.

Early Release 1 day a month/*Salida Temprana 1 dia al mes*  
8:10 a.m.-1:10 p.m.

**August 2019**  
 7/22-26 New Teachers  
 7/29-8/2 Faculty Work  
 8/5 Classes Begin



**December 2019**  
 12/19 End of 2nd Quarter (45 days)  
 12/20-1/3 Holiday Break/No School

**March 2020**  
 3/6 End of 3rd Quarter (43 days)  
 3/9-13 Spring Break  
 3/16 Classes Resume

**September 2019**  
 9/2 Labor Day/No School  
 9/17 Constitution Day

**January 2020**  
 1/6 Classes Resume  
 1/20 MLK Day/No School

**April 2020**

**October 2019**  
 10/4 End of 1st Quarter (44 days)  
 10/7-11 Fall Break/No School  
 10/14 Classes Resume

**February 2020**  
 2/17 Presidents' Day/No School

**May 2020**  
 5/19 High School Graduation  
 5/20 Last Day of School/Early Release  
 5/20 End of 4th Quarter (48 days)  
 5/21 Faculty Work Day/No School  
 5/25 Memorial Day

**November 2019**  
 11/11 Veterans Day/No School  
 11/27-29 Thanksgiving Break/No School

Rev. 3/20/19-jpm

# Appendix B: Assessment Calendar

## **Measurement of Academic Progress (MAP) Benchmark Testing**

### ***2nd-12th grade***

Q1: September 16-27, 2019

Q2: December 2-13, 2019

Q3: February 13-28, 2020

### **GOLD Checkpoints**

#### ***Preschool-1st grade***

Fall Checkpoint Due: October 4, 2019

Winter Checkpoint Due: February 7, 2020

*\*Not completed due to COVID-19* Spring Checkpoint Due: May 15, 2020

### **Alternate Assessments**

#### ***AIMS-A Science (Alternate)***

*\*Not completed due to COVID-19*

Specific students in grades 4, 8, and 10 only

February 3-28, 2020

#### ***Multi State Alternate Assessment (MSAA)***

*\*Not completed due to COVID-19*

Specific students in grades 3-8, and 11

Mid-March to Early May (specific dates TBD)

### **AIMS Science**

#### ***Grades 4, 8, HS***

*\*Not completed due to COVID-19*

Grade 4: March 25, 2020

Grade 8: March 24, 2020

HS Cohort 2022: March 24, 2020

\*HS Cohort 2023 if enrolled in life science

### **AzM2**

#### ***Grades 3-5***

*\*Not completed due to COVID-19*

March 30, 2020 (Writing)

April 15, 2020 (Reading)

April 16, 2020 (Math)

#### ***Grades 6-8***

*\*Not completed due to COVID-19*

April 1, 2020 (Writing)

April 7, 2020 (Reading)

April 8, 2020 (Math)

#### ***High School End-of-Course***

*\*Not completed due to COVID-19*

March 31, 2020 (Writing)

April 6, 2020 (Reading)

April 9, 2020 (Math)