



Strategic Plan

2013-2016

Vision Statement

CSDB...Learning, Thriving, Leading

Mission Statement

The Colorado School for the Deaf and the Blind provides children and families statewide with comprehensive, specialized educational services in safe, nurturing environments. We empower learners to become self-determined, independent, contributing citizens within their communities.

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Quality Staff		
Goal		
To recruit, select and retain quality staff to promote services of excellence provided by CSDB.		
Objectives	Action Steps	Outcomes (Data-Based)
Recruit: Implement new recruiting strategies to increase applicant pools (quality/capacity) for positions that are hard-to-fill.	<ul style="list-style-type: none"> • Review current recruiting strategies • Research additional/new strategies that may be implemented • Implement one new recruiting strategy per school year • Make at least two presentations per semester within a public forum, on the topic of Deaf or Blind education and employment opportunities, in order to foster capacity within the field • Develop and expand relationships with teacher preparation programs for Teacher of the Deaf (TOD) and Teacher of the Visually Impaired (TVI) which may lead to an increase in viable applicants for CSDB positions • Increase the marketing efforts to attract professionals to consider CSDB employment opportunities (e.g., video) • Investigate the use of social media with the focus on attracting qualified applicants • Relative to substitute/temporary employment , review current recruiting strategies and research additional/new strategies that may be implemented • Participate in state level discussions 	<ul style="list-style-type: none"> • For each vacant position, the hiring manager will have the opportunity to consider a minimum of 4 viable applicants. • A yearly evaluation of recruiting strategies will be documented and utilized to determine which are most effective in increasing applicant pools.

	<p>regarding licensure issues for difficult-to-fill positions (TOD/TVI)</p> <ul style="list-style-type: none"> • Evaluate the procedures to post /advertise vacant positions to identify ways to expedite the process 	
<p>Select: Implement interview / reference check processes which result in the employment of quality staff who possess the knowledge, skills, abilities, and personal characteristics (KSAP) to perform successfully/effectively.</p>	<ul style="list-style-type: none"> • Identify and provide necessary training for hiring managers / interview teams to conduct effective interview • Create a reference guide for interviews and reference checks which may include some of the following: <ul style="list-style-type: none"> - A consistent use of behaviorally-based interview questions/scenarios -A consistent use of action-based interview questions/scenarios -Guidance relative to conducting reference checks - Interview process will include opportunities for the candidate to evaluate his/her fit for employment with CSDB • An evaluation tool will be developed and utilized to obtain feedback on the success of the interview /reference check process 	<p>Evaluation of feedback from hiring teams will be documented and utilized to identify needed changes to the interview/ reference check process</p>

<p>Retention: Develop and implement strategies to reduce employee turnover and increase retention of quality staff.</p>	<p>Employee turnover and retention strategies</p> <ul style="list-style-type: none"> • Establish formal exit interview process to learn reasons for separation from employment • Evaluate current turnover data in order to create a baseline for future years • Research retention strategies that are used in other schools to include those similar to CSDB <p>Climate and work balance</p> <ul style="list-style-type: none"> • Explore work balance issues at CSDB in an effort to identify strategies to better support staff (<i>for example, job task analysis to identify essential and less essential tasks</i>) • Conduct an annual staff climate survey in order to identify opportunities to improve CSDB climate/culture • Explore options for employees to provide feedback to their supervisor(s) <p>Employee recognition / incentives</p> <ul style="list-style-type: none"> • Investigate options for incentive programs • Investigate and implement options for ongoing employee recognition <p>Supporting career growth</p> <ul style="list-style-type: none"> • Explore opportunities and provide support to CSDB employees who are 	<ul style="list-style-type: none"> • Evaluate turnover data and exit interview data annually and identify next steps • Annual evaluation of retention strategies utilized will determine which are most effective
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	interested in career /leadership growth	
Academics		
Goal		
Students at CSDB will demonstrate the core content knowledge and 21 st century skills required to be college and/or career ready		
Objective	Action Steps	Outcomes (Data-Based)
Students will demonstrate increased academic achievement in numeracy and literacy	Literacy and Math Instruction Increase academic rigor <ul style="list-style-type: none"> Literacy and Math instruction will be embedded in all content areas and documented by administrators through class observations PLCs will reflect on and refine instructional methods and identify strategies to implement in the classroom. PLCs will examine and adapt Colorado State Model Curriculum Maps to use as a guide for classroom instruction. All content area teachers will teach to and monitor the progress of IEP goals and objectives for literacy and numeracy A curriculum team will regularly review and replace existing curriculum with eCurriculum that provides both print and digital options. Student Achievement PLC will create literacy and numeracy instructional rubrics to assist teachers Hire a Literacy Specialist/Coach and 	✓ Students will demonstrate academic growth from Fall to Spring each year on district and state assessments <ul style="list-style-type: none"> NWEA MAP: 80% of students will demonstrate growth in Language, Reading, and Math TCAP: 52% of students will be Partially Proficient or above in Reading and 36% in Math <ul style="list-style-type: none"> DRA-2: 80% of students will demonstrate growth

	<ul style="list-style-type: none"> • explore the concept of Lead Teachers for content areas or departments • Develop and implement study skills classes • Develop and implement resource rooms for students who require functional academics and daily living skills • Develop and implement short-term immersion programs for late-placed students • Students will have access to after school interventions and tutoring services • Residential staff and teaching staff will work collaboratively to provide activities and strategies to promote literacy and numeracy in the dorms <p>Training</p> <ul style="list-style-type: none"> • Research training programs for literacy and math instruction and explore partnerships with public schools and UCCS or other colleges/universities regarding coursework, trainings, and interns • Provide training for literacy and math instruction based upon baseline results from the CO Teacher Evaluation Rubric • Literacy and math training/workshops completed as follows: <ul style="list-style-type: none"> ✓ Year 1 – All Literacy/Math instructors ✓ Year 2 – All content instructors 	<ul style="list-style-type: none"> • Teachers will demonstrate growth in Quality Standards 1 and 3 (Planning and Instruction) on the CO Teacher Evaluation Rubric. <ul style="list-style-type: none"> ✓ Year 1 – establish baseline of teachers' performance ✓ Year 2 – establish target areas for teacher training ✓ Year 3 – teachers demonstrate growth in identified areas of training
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	✓ Year 3 – All residential staff	
<p>Students will complete interdisciplinary, project-based and research-driven learning activities</p>	<p>Teachers will become 21st century teachers.</p> <ul style="list-style-type: none"> • Provide training on interdisciplinary and project-based learning experiences and how to include the 4 Cs: creativity, collaboration, critical thinking and communication in lessons • Teachers will demonstrate incorporation of technology tools, project-based learning, and the 4 Cs in instruction through lesson plans and classroom observations • Develop and utilize a rubric used to measure project-based learning activities • Teachers will work collaboratively to develop real world project-based and inquiry-based learning activities • Teachers will be trained on and implement the <i>Common Sense Media</i> technology curriculum • Teachers and other identified staff will be trained on assistive technology devices, as appropriate, and document the use of the devices in their daily lesson plans 	

	<p>Students will demonstrate information, media and technology literacy.</p> <ul style="list-style-type: none"> • Students will be offered a variety of technology classes • All students will receive instruction on internet safety and cyber bullying • Students will complete a variety of project-based and inquiry-based learning experiences <ul style="list-style-type: none"> ✓ Year 1 – 2 completed projects ✓ Year 2 – 4 completed projects ✓ Year 3 – 8 completed projects • All students will complete electronic portfolios to demonstrate competence in information, media, and technology literacy • Students will successfully use assistive technology devices as determined by their IEP 	<ul style="list-style-type: none"> • Students will demonstrate growth from Fall to Spring each year on project-based learning rubrics <ul style="list-style-type: none"> ✓ Year 1 – establish baseline and set target for student performance ✓ Year 2 – increase target growth by 25% or more from baseline ✓ Year 3 – increase target growth by 40% or more from baseline
<p>Students on or off campus will be able to access CSDB online classes through a bi-directional learning environment</p>	<p>CSDB online courses</p> <ul style="list-style-type: none"> • Develop a blended/distance learning team to include teachers for pilot classrooms, IT staff, and Outreach staff • Research and select online/distance learning platforms (Edmodo, Moodle, Blackboard) • Research and identify the hardware and software needed to support 	<p>Students will successfully complete the online classes below:</p> <ul style="list-style-type: none"> ✓ Year 1 – Pilot one class for CSDB students only in Gottlieb and one class in Adams (ASL and Braille) ✓ Year 2 - Pilot two additional classes (academic content area) and offer Braille/ASL classes to

	<p>online/blended classes</p> <ul style="list-style-type: none"> • Set-up a classroom equipped with the hardware and software needed to broadcast as a remote classroom • Develop the curriculum and content for online/blended class format • Provide training for instructors who will be teaching the online/blended learning classes • Create and offer an orientation course for students who will be taking online classes <p>Pilot online/blended classes</p>	<p>students outside of CSDB</p> <ul style="list-style-type: none"> ✓ Year 3 - Provide a minimum of 6 classes to students on and off campus
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Independence Beyond the Classroom

Goal

Students will acquire skills beyond the academic core to succeed in all aspects of life.

Objectives	Action Steps	Outcomes (Data-Based)
Expand students' exposure to and opportunities for participation in CHSAA-sanctioned sports and CSDB-sponsored activities.	<p>Sports/Activities</p> <ul style="list-style-type: none"> • Develop a survey for students to share of what activities might be of interest to them. • Complete the activity planning process for the next three years (2013-2016). • Seek volunteers/personnel to facilitate the activities based upon survey results. • Distribute the packets of information and resources community activities to parents • Offer two sport activities to students per 	<ul style="list-style-type: none"> • Based on surveys, two new interest activities will be established • A baseline of participation in sports and recreational activities will be established in year one. • In year two, CSDB will increase student participation by at least 10% in identified activities based upon the original baseline established. • In year three, CSDB will increase student participation by at least

	<p>season (fall, winter, spring) and two recreational activities to students per season (fall, winter, spring).</p> <ul style="list-style-type: none"> • Develop a template for planning lifelong activities/sports (swimming, golf, tandem-biking, bowling) that closely align with CHSAA schedules. • Develop conditioning programs for both non-athletes and athletes (only for CSDB and other area schools). • Develop collaboration with local fitness centers/agencies who foster mental/physical activities. • Review and analyze CSDB's current extra-curricular positions (coaches/sponsors) to support expanded recreational opportunities. • Help students identify activities at CSDB and in their communities to participate in during the summer months. 	<p>20% in identified activities based upon the original baseline established.</p>
<p>Increase the leadership skills of students at CSDB.</p>	<p>Leadership</p> <ul style="list-style-type: none"> • Implement a survey to determine topics for workshops. • Develop a series of leadership training/workshops for students statewide. • Students will organize the following: Year 1 - at least two training/workshops with staff assistance at CSDB. 	<ul style="list-style-type: none"> • The results of the pre- and post-surveys will show that participants have grown in leadership through these trainings/workshops. • Year 1 - develop a baseline to measure the success for next two years • Year Two - show a 20% decrease in ODR/IR reported

	<p>Year 2 - at least three training/workshops with staff assistance at CSDB.</p> <p>Year 3 - at least three trainings/workshops and coordinate with other schools to host a leadership seminar outside of the Colorado Springs area.</p> <ul style="list-style-type: none"> Students, staff and stakeholders will be provided with pre- and post-surveys to determine students' leadership growth. 	<ul style="list-style-type: none"> Year Three – show a 30% decrease in ODR/IR reported
Families will play a more active role in the lives of CSDB students	<ul style="list-style-type: none"> Collaborate with community agencies to determine availability for presentations related to behavioral health/parenting topics. Host/initiate a behavioral health/parenting program for families: <ul style="list-style-type: none"> Year 1 - 2 seminars/topics Year 2- 3 seminars/topics Year 3 – 4 seminars/topics Compile and maintain a list of organizations in the community which foster family involvement. Distribute the list of organizations in the community to parents on Registration Day each year by August 2014. Investigate the capabilities of webinar & internet broadcasting so families can 	<ul style="list-style-type: none"> Year 1 - develop a baseline of family participation in each of these activities. Year 2 - participation will increase by at least 20% above the baseline established in year one. Year 3 - participation will increase by at least 30% above the baseline established in year one.

	<p>access presentations remotely.</p> <ul style="list-style-type: none"> • Provide families with community resources specific to deaf and blind individuals. • Teach families how to advocate for their child's needs. • Offer more opportunities for families to participate in CSDB activities either in person or through the use of technology. • Increase the availability of distance communication such as Skype and teleconference so that families can be more involved throughout the year. • Develop character building activities for CSDB students to promote positive school environment 	
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Independent Citizens in the Community		
Goal		
All students will acquire the skills necessary to become employable and /or independent contributing members within their communities.		
Objectives	Action Steps	Outcomes (Data-Based)
Provide students with the skills to be well-rounded employees (improve both *hard and *soft skills) *hard skills = skills needed to do a particular job task (ie: hammering a nail or navigating excel spreadsheets) *soft skills = skills needed to perform general job duties (ie: being punctual and dependable) *12+ = students in the 18-21 year old Bridges to Life program	Train employers to complete the work evaluations honestly/correctly. In addition, ensure that the employer is aware of the skills CSDB desires for the students.	By 2014, 80% of employer evaluations will align with CSDB job coach evaluations.
	Review and update the evaluation process/form that more accurately measures the hard and soft skills.	
	Record, and make available, employer training and deaf and blind 101 videos.	
	Work with students in grades k-5 to establish personal priorities, reduce the sense of entitlement and promote positive work ethic.	By May 2015, 80% of students in grades k-5 will show improvement in their attitudes regarding disability and employment as measured by a pre/post survey.
	Identify top ten in-demand careers, associated skills to use on and off campus, and resources to develop career specific workshops.	By May 2016, students in the OJT and BtL programs will identify individually attained hard skills specific to a chosen career included on their resume.
	Work with employers to identify job-specific hard skills in individual work sites. Create an on-going hard skills inventory using the employer information to assist students in improving specific skills needed in the	

	workforce.	
	Determine in which Career Technical Education (CTE) Academy programs students who are deaf and who are blind, are interested and establish a CTE certified educator within CSDB.	
	Enroll all interested students in *grades 9-12+, who are deaf and who are blind, in Career Technical Education (CTE) academies.	
	Establish a mentor program in which 80% of job sites with multiple students, the student with seniority will have mentor role included on his/her resume.	

Outreach		
Goal		
Respond to needs of consumers within the mission of CSDB by collaborating and implementing an action plan to meet the identified needs. (consumers are family members, professionals, students with hearing /vision loss or both, and community members.)		
Objectives	Action Steps	Outcomes (Data-Based)
Families, professionals, students and community members can easily access accurate information about programs, resources, and supports offered by CSDB	<p>Year One:</p> <ul style="list-style-type: none"> Log ways in which information is requested and acquired Review for accuracy and update as needed: website, brochures, print materials, Review partnership contracts for accurate CSDB acknowledgement and representation and revise as needed Explore and track current and innovative methods to disseminate information regarding services available through CSDB <p>Years One through Three:</p> <ul style="list-style-type: none"> Recommend methods to disseminate information regarding services and target audiences Annually evaluate most efficient means to disseminate information 	<ul style="list-style-type: none"> An annual summary of information provided to the community identifying gaps in information distribution and accuracy of information, (including recommendations for future dissemination of information)
Consumers will utilize blended learning activities <i>(Blended learning is defined as learning that is, at least in part, through</i>	<ul style="list-style-type: none"> Annually develop menu of blended learning activities that consumers can easily access (e.g. webinars, presentations on a variety of topics, online sign language classes) 	<ul style="list-style-type: none"> An annual summary of data identifying most effective/utilized activities will be compiled, including identifying unmet needs and consumer feedback

<i>online delivery of content and instruction with some element of learner control over time, place, path and/or pace.)</i>	<ul style="list-style-type: none"> • Annually develop a calendar of activities to disseminate at beginning of each school year • Collect & analyze data related to needs, requests and utilization of activities 	<p>regarding level of satisfaction with services</p>
<p>Consumers will utilize direct service and/or consultation for identified needs, such as:</p> <ul style="list-style-type: none"> • Support for Language Development • Support for social-emotional development <ul style="list-style-type: none"> • Family/parent involvement • Professional growth opportunities • Student to student interactions 	<ul style="list-style-type: none"> • Create a log of requests for direct service and consultation. Track number of requests fulfilled and percent of requests rated “<i>satisfied or higher</i>” • Design a menu of presentation options to support professionals and families (e.g. transition to preschool, language development, Early Literacy Development Initiative, pragmatics, transition to next environment) <p>Supporting social-emotional development</p> <ul style="list-style-type: none"> • Annually develop trainings and materials related to social emotional development for dissemination through print, website, or trainings (topics such as role models, ADHD, autism, depression, peers with hearing losses or vision losses) • Annually collaborate with other agencies, including university training programs and school districts/BOCES, to offer trainings for school-based mental health staff, other service providers and families. 	<ul style="list-style-type: none"> • An annual summary of data identifying most utilized activities and continued needs will be compiled • Of the consumers providing feedback through a variety of methods, 80% report a rating of “<i>satisfied or higher</i>” with services • A minimum of five new trainings or resources offered annually and feedback collected on participation and impact of the trainings.

