



# Strategic Plan

**2013-2016**  
**Updated September 2015**

## ***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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<b>Academics</b>		
<b>Goal</b>		
<b>Students at CSDB will demonstrate the core content knowledge and 21<sup>st</sup> Century skills required to be college and/or career ready.</b>		
<b>Objective</b>	<b>Action Steps</b>	<b>Outcomes (Data-Based)</b>
<b>Students will demonstrate increased academic achievement in numeracy and literacy</b>	<b>Literacy and Math Instruction</b> <b>Increase academic rigor</b> <ul style="list-style-type: none"> <li>Literacy and Math instruction will be embedded in all content areas and documented by administrators through class observations.</li> <li>PLCs will reflect on and refine instructional methods and identify strategies to implement in the classroom.</li> <li>PLCs will examine and adapt Colorado State Model Curriculum Maps to use as a guide for classroom instruction.</li> <li>All content area teachers will teach to and monitor the progress of IEP goals and objectives for literacy and numeracy.</li> <li>A curriculum team will regularly review and replace existing curriculum with eCurriculum that provides both print and digital options.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate academic growth from Fall to Spring each year on district and state assessments</li> <li>✓ NWEA MAP: 90% of students will demonstrate growth in Language, Reading, and Math</li> </ul> <p><b>In Progress (2014)</b>  <u>2013- 14 District NWEA MAP</u>  Reading - 64%  Language – 72%  Math – 72%</p> <p><b>In Progress (2015)</b>  <u>2014-2015 District Results</u>  Reading – 64% (70/110)  Language 71% (80/112)  Math – 73% (75/103)</p>

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	<ul style="list-style-type: none"> <li>• Student Achievement PLC will create literacy and numeracy instructional rubrics to assist teachers</li> <li>• Hire a Literacy Specialist/Coach and explore the concept of Lead Teachers for content areas or departments</li> <li>• Develop and implement study skills classes</li> <li>• Develop and implement resource rooms for students who require functional academics and daily living skills</li> <li>• Develop and implement short-term immersion programs for late-placed students</li> <li>• Students will have access to after school interventions and tutoring services</li> <li>• Residential staff and teaching staff will work collaboratively to provide activities and strategies to promote literacy and numeracy in the dorms</li> </ul> <p><b>Training</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>✓ TCAP: 52% of students will be Partially Proficient or above in Reading and 36% in Math In Progress (2014) TCAP data will be available late summer, 2014  Not Completed (2015) State assessment changed to PARCC</li> <li>✓ DRA-2: 95% of students will demonstrate growth In Progress (2014) <u>2013-2014 DRA Results</u> <ul style="list-style-type: none"> <li>• 70% (48/69) of students demonstrated growth</li> </ul>  In Progress (2015) <u>2014-2015 DRA Results</u> <ul style="list-style-type: none"> <li>• 82% (71/87) of students demonstrated grows</li> </ul> </li> <li>• Teachers will demonstrate growth in Quality Standards 1 and 3 (Planning and Instruction) on the CO Teacher Evaluation Rubric</li> </ul>
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	<ul style="list-style-type: none"> <li>• Provide training for literacy and math instruction based upon baseline results from the CO Teacher Evaluation Rubric</li> <li>• Literacy and math training/workshops completed as follows: <ul style="list-style-type: none"> <li>✓ Year 1 – All Literacy/Math instructors</li> <li>✓ Year 2 – All content instructors</li> <li>✓ Year 3 – All residential staff</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Year 1 – establish baseline of teachers' performance <b>Completed (2014)</b></li> <li>✓ Year 2 – establish target areas for teacher training <b>Completed (2015)</b> <b>Target areas identified in both schools</b></li> <li>✓ Year 3 – teachers demonstrate growth in identified areas of training</li> </ul>
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<p><b>Students will complete interdisciplinary, project-based and research-driven learning activities</b></p>	<p><b>Teachers will become 21st Century teachers.</b></p> <ul style="list-style-type: none"> <li>• Provide training on interdisciplinary and project-based learning experiences and how to include the 4 Cs: creativity, collaboration, critical thinking and communication in lessons.</li> <li>• Teachers will demonstrate incorporation of technology tools, project-based learning, and the 4 Cs in instruction through lesson plans and classroom observations.</li> <li>• Develop and utilize a rubric used to measure project-based learning activities.</li> <li>• Teachers will work collaboratively to develop real world project-based and inquiry-based learning activities.</li> <li>• Teachers will be trained on and implement the <i>Common Sense Media</i> technology curriculum.</li> <li>• 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.</li> </ul>	
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	<p><b>Students will demonstrate information, media, and technology literacy.</b></p> <ul style="list-style-type: none"> <li>• Students will be offered a variety of technology classes</li> <li>• All students will receive instruction on internet safety and cyber bullying</li> <li>• Students will complete a variety of project-based and inquiry-based learning experiences <ul style="list-style-type: none"> <li>✓ Year 1 – 2 completed projects</li> <li>✓ Year 2 – 4 completed projects</li> <li>✓ Year 3 – 8 completed projects</li> </ul> </li> <li>• All students will complete electronic portfolios to demonstrate competence in information, media, and technology literacy</li> <li>• Students will successfully use assistive technology devices as determined by their IEP</li> </ul>	<ul style="list-style-type: none"> <li>• Students will demonstrate growth from Fall to Spring each year on project-based learning rubrics <ul style="list-style-type: none"> <li>✓ Year 1 – establish baseline and set target for student performance <b>Completed (2014)</b> <b>School for the Blind</b> <ul style="list-style-type: none"> <li>• <b>Average score of 1.4 on 5 point rubric</b></li> </ul> </li> <li><b>School for the Deaf</b> <ul style="list-style-type: none"> <li>• <b>Average Score of 1.0 on 5 point rubric</b></li> </ul> </li> </ul> </li> <li>✓ Year 2 – increase target growth by 25% or more from baseline <b>In Progress (2015)</b></li> <li>✓ Year 3 – increase target growth by 40% or more from baseline</li> </ul>
<p><b>Students on or off campus will be able to access CSDB online classes through a bi-directional learning environment</b></p>	<p><b>CSDB online courses</b></p> <ul style="list-style-type: none"> <li>• Develop a blended/distance learning team to include teachers for pilot classrooms, IT staff, and Outreach staff</li> <li>• Research and select online/distance learning platforms (Edmodo, Moodle, Blackboard)</li> <li>• Research and identify the hardware</li> </ul>	<ul style="list-style-type: none"> <li>• Students will successfully complete the online classes below: <ul style="list-style-type: none"> <li>✓ Year 1 – Pilot one class for CSDB students only in School for the Deaf and one class in School for the Blind</li> </ul> </li> </ul>

	<p>and software needed to support online/blended classes</p> <ul style="list-style-type: none"> <li>• Set-up a classroom equipped with the hardware and software needed to broadcast as a remote classroom</li> <li>• Develop the curriculum and content for online/blended class format</li> <li>• Provide training for instructors who will be teaching the online/blended learning classes</li> <li>• Create and offer an orientation course for students who will be taking online classes</li> </ul> <p><b>Pilot online/blended classes</b></p>	<p>(ASL and Braille)  <b>Completed (2014)</b>  <b>School for the Deaf</b>  <b>Geometry Pilot (5 students)</b>  <b>School for the Blind</b>  <b>Geometry Pilot (3 students)</b></p> <p>✓ Year 2 - Pilot two additional classes (academic content area) and offer Braille/ASL classes to students outside of CSDB</p> <p><b>In Progress (2015)</b>  <b>School for the Deaf-1 student participated in a English Distance Learning Class</b></p> <p>✓ Year 3 - Provide a minimum of 6 classes to students on and off campus</p>
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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.	<b>Sports/Activities</b> <ul style="list-style-type: none"> <li>Develop a survey for students to share of what activities might be of interest to them.</li> <li>Complete the activity planning process for the next three years (2013-2016).</li> <li>Seek volunteers/personnel to facilitate the activities, based upon survey results.</li> <li>Distribute the packets of information and resources community activities to parents</li> <li>Offer two sport activities to students per season (fall, winter, spring) and two recreational activities to students per season (fall, winter, spring).</li> <li>Develop a template for planning lifelong activities/sports (swimming, golf, tandem-biking, bowling) that closely align with CHSAA schedules.</li> <li>Develop conditioning programs for both non-athletes and athletes (only for</li> </ul>	<ul style="list-style-type: none"> <li>Based on surveys, two new interest activities will be established <b>Completed (2014)</b> <b>At least two new interest activities were established in year 1.</b></li> <li>A baseline of participation in sports and recreational activities will be established in year one. <b>Completed (2014)</b> <b>(2013-2014)</b> <b>Winter Activity Participation:</b> <b>Elem: Deaf 60%, Blind 22%</b> <b>Middle: Deaf 72%, Blind 40%</b> <b>High School: Deaf 68%, Blind 42%</b>  <b>Spring Activity Participation:</b> <b>Elem: Deaf 52%, Blind 22%</b> <b>Middle: Deaf 72%, Blind 52%</b> <b>High School: Deaf 70%, Blind 42%</b></li> </ul>

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	<p>CSDB and other area schools).</p> <ul style="list-style-type: none"> <li>• Develop collaboration with local fitness centers/agencies who foster mental/physical activities.</li> <li>• Review and analyze CSDB's current extra-curricular positions (coaches/sponsors) to support expanded recreational opportunities.</li> <li>• Help students identify activities at CSDB and in their communities to participate in during the summer months.</li> </ul>	<ul style="list-style-type: none"> <li>• In year two, CSDB will increase student participation by at least 10% in identified activities, based upon the original baseline established. (2014-2015) School for the Deaf: participation remained consistent. School for the Blind: participation increased significantly</li> <li>• In year three, CSDB will increase student participation by at least 20% in identified activities, based upon the original baseline established.</li> </ul>
<b>Increase the leadership skills of students at CSDB.</b>	<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>• Implement a survey to determine topics for workshops.</li> <li>• Develop a series of leadership training/workshops for students statewide.</li> <li>• Develop character-building activities for CSDB students to promote a positive</li> </ul>	<ul style="list-style-type: none"> <li>• The results of the pre- and post-surveys will show that participation has grown in leadership through these trainings/workshops. (2014) Data was collected to develop baseline. An increase in student</li> </ul>

	<p>school environment.</p> <ul style="list-style-type: none"> <li>Students will organize the following: Year 1 - at least two training/workshops, with staff assistance, at CSDB. Year 2 - at least three training/workshops, with staff assistance, at CSDB. Year 3 - at least three trainings/workshops and coordinate with other schools to host a leadership seminar outside of the Colorado Springs area.</li> <li>Students, staff and stakeholders will be provided with pre- and post-surveys to determine students' leadership growth.</li> </ul>	<p>participation in various leadership activities such as:</p> <ul style="list-style-type: none"> <li>✓ Student Body Government</li> <li>✓ Student Resident Assistant Program</li> <li>✓ Academic Competitions</li> <li>✓ Decision-making Committees with staff</li> </ul> <p>(2013-2014)</p> <ul style="list-style-type: none"> <li>At least 2 trainings / workshops were held; survey results average 4.3 on a scale of 5 (5 is highest)</li> </ul> <p>(2014-2015)</p> <ul style="list-style-type: none"> <li>Three trainings/workshops on campus were held; leadership seminars were coordinated outside of CSDB (Colorado Association of the Deaf and National Federation of the Blind); survey results average 4.4 on a scale of 5</li> </ul>
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<p><b>Families will play a more active role in the lives of CSDB students</b></p>	<ul style="list-style-type: none"> <li>• Collaborate with community agencies to determine availability for presentations related to behavioral health/parenting topics.</li> <li>• Host/initiate a behavioral health/parenting program for families: Year 1 - 2 seminars/topics Year 2 - 3 seminars/topics Year 3 – 4 seminars/topics</li> <li>• Compile and maintain a list of organizations in the community which foster family involvement.</li> <li>• Distribute the list of organizations in the community to parents on Registration Day each year.</li> <li>• Investigate the capabilities of webinar and internet broadcasting so families can access presentations remotely.</li> <li>• Provide families with community resources specific to individuals who are deaf and/or blind.</li> <li>• Teach families how to advocate for their child's needs.</li> <li>• Offer more opportunities for families to participate in CSDB activities either in person or through the use of technology.</li> <li>• Increase the availability of distance communication such as Skype and</li> </ul>	<ul style="list-style-type: none"> <li>• Year 1 - develop a baseline of family participation in each of these activities. <b>Data completed to set a baseline for next 3 years (2014)</b> <ul style="list-style-type: none"> <li>• Participation in family events:               <ul style="list-style-type: none"> <li>a. Winter (Bingo) 12 families</li> <li>b. Spring (Bowling) 10 families</li> <li>c. Spring (Baseball) 6 families</li> </ul> </li> <li>• Participation in special dorm activities:               <ul style="list-style-type: none"> <li>a. Swimming 4 families</li> <li>b. Holiday parties 12 families</li> <li>c. Spring BBQ's 4 families</li> </ul> </li> <li>• Participation in information seminars for parents:               <ul style="list-style-type: none"> <li>– BtL seminars 4 times/yr</li> <li>– School-related seminars 2 times/yr</li> </ul> </li> </ul> </li> <li>• Year 2 - participation will increase by at least 20% above the baseline established in year one. <b>(2014-2015)</b> <ul style="list-style-type: none"> <li>• 19% increase in family participation</li> </ul> </li> </ul>
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	teleconference so that families can be more involved throughout the year.	<ul style="list-style-type: none"> <li>Year 3 - participation will increase by at least 30% above the baseline established in year one.</li> </ul>
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Productive Citizens Within 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 (Date-Based)
<p><b>Provide students with the skills to be well-rounded employees (improve both *hard and *soft skills)</b></p> <p>Key:            *hard skills = skills needed to do a particular job task (ie: hammering a nail or navigating excel spreadsheets)</p> <p>*soft skills = skills needed to perform general job duties (ie: being punctual and dependable)</p> <p>*12+ = students in the 18-21 year old Bridges to Life program</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Review and update the evaluation process/form that more accurately measures the hard and soft skills.</li> <li>• Record, and make available, employer training and Deafness and blindness 101 videos.</li> <li>• Work with students, in grades k-5, to establish personal priorities, reduce the sense of entitlement, and promote positive work ethic.</li> <li>• Identify top ten in-demand careers, associated skills to use on and off-campus, and resources to develop career- specific workshops.</li> </ul>	<ul style="list-style-type: none"> <li>• By 2014, 80% of employer evaluations will align with CSDB job coach evaluations.  <b>Completed (2014)</b>  <b>Employer evaluations and staff evaluations were compared for both the fall and spring semester. This goal was met.</b></li> <li>• 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.  <b>Completed (2015)</b>  <b>24% increase.</b></li> <li>• By May 2016, students in the On the Job Training (OJT) and Bridges To Life (BtL) programs will identify individually attained</li> </ul>

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	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Enroll all interested students in *grades 9-12+, who are deaf and who are blind, in Career Technical Education (CTE) academies.</li> <li>• 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.</li> </ul>	<p>hard skills specific to a chosen career included on their resume.</p> <p><a href="#">In Progress (2015)</a>  <a href="#">Students work with their advocate or employer to identify which hard skills they would like to focus on. The identified hard skills are added to their monthly evaluations and progress is noted each month.</a></p>
<p><b>Instruct students to demonstrate proficiency in the following areas: self-advocacy, daily living skills, organization, budgeting, transportation, and social etiquette.</b></p>	<ul style="list-style-type: none"> <li>• Create and utilize a standardized Expanded Core Curriculum checklist (which includes Daily Living Skills and work, academic and social etiquette) specific to students who are deaf, blind, deaf-blind, and students with additional disabilities.</li> <li>• Train academic and residential staff, as appropriate, to complete the Expanded Core Curriculum checklist and ensure</li> </ul>	<ul style="list-style-type: none"> <li>• By May 2014, daily living skills of all students living on-campus will be assessed and documented at 10% above original baseline as measured by a pre- and post-test. By May 2016, post-tests will measure 20% above original baseline.</li> </ul> <p><a href="#">In Progress (2014)</a>  <a href="#">An Expanded Core Curriculum</a></p>

	<p>the results are reflected in students' IEP goals and objectives.</p> <ul style="list-style-type: none"> <li>• Initiate monthly real world activities/ workshop, within the dorm setting, in order to promote independence.</li> <li>• Research and create appropriate curricula for expanded Home-Economics and Daily Living Skills classes.</li> <li>• By May 2014, students in grades 9-12+ will have the opportunity to participate in a minimum of 4 Daily Living Skills workshops or semester Home-Economics classes.</li> <li>• By May 2015, all middle school students will have the opportunity to participate in a minimum of 9 Daily Living Skills workshops.</li> <li>• By May 2016, all elementary students will have the opportunity to participate in monthly Daily Living Skills workshops.</li> </ul>	<p>(ECC) checklist was revised for the dorm students as well as a Life Centered Career Education (LCCE) checklist for the BtL students. A pre-test was given and the results are pending.</p> <p>In Progress (2015)</p> <p>At this time, 50/79 students have demonstrated at least 10% growth in one or more of the five checklists. Checklists include: Personal hygiene, food management 1, food management 2, dressing 1 and dressing 2. 12 of the 29 students that have not made at least 10% growth are either at 100% already or only working on 1-2 lists. 35/79 students have made 20% or more growth.</p>
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	<ul style="list-style-type: none"> <li>• Provide formal transportation workshops to BtL students, who are not already receiving orientation and mobility services, at least 4 times throughout the school year.</li> <li>• Create opportunities for BtL students to experience the various modes of transportation available in their natural environments.</li> <li>• Identify and/or adapt and provide financial literacy curricula for students.</li> </ul>	<ul style="list-style-type: none"> <li>• By May 2014, all BtL students will consistently use public transportation appropriate to their skill level in order to travel to work, apartments etc. as measured by a BtL transportation log. Completed (2014) All BtL and OJT students are using Checkin@CSDB in order to log their whereabouts and when they are leaving campus for school/work or personal outings. Mode of transportation for each student has been previously identified.</li> <li>• By May 2014, students in grades 9-12 on graduation plan II will complete a semester-long financial literacy class. Completed (2014) 13 students took this class in the fall. By May 2015, students in grades 9-12, on all graduation plans, will participate in a semester-long financial literacy class. In Progress (2014)</li> </ul>
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	<ul style="list-style-type: none"> <li>Research and connect BtL students with adult services (which include recreation, health, independent living, and employment).</li> </ul>	<p>In Progress (2015) The School for the Deaf and the School for the Blind have added a financial literacy class to their curriculum. School for the Deaf students are actively taking the classes. The School for the Blind students will begin taking the classes in the fall.</p> <ul style="list-style-type: none"> <li>By May 2015, BtL students will utilize appropriate adult services for recreation, health, and independent living needs 80% of the time, when available, by the end of their second year in the program as measured by the Expanded Core Curriculum checklist.</li> </ul> <p>In Progress (2014) Students were exposed to a variety of adult services during the 2013-2014 school year.</p> <p>In Progress (2015) An adult services/transportation log has been created and is posted on SharePoint. Staff will use this document to track which</p>
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	<ul style="list-style-type: none"> <li>• Identify, update, and train Employability staff and students on current assistive technology tools and accommodations.</li> <li>• Include appropriate assistive technology tools and accommodations in all students' portfolios.</li> </ul>	<p>adult services students are utilizing. 94% of the students are using adult services and of this 94%, 89% are using 4 or more services.</p> <ul style="list-style-type: none"> <li>• By May 2016, all Employability students (K-12+) will incorporate at least one applicable assistive technology tool (with or without support) weekly within their natural environment as measured by the Expanded Core Curriculum checklist.</li> </ul> <p>Not yet addressed (2015)</p>
<p><b>Identify and create more opportunities for community involvement with real world application.</b></p>	<ul style="list-style-type: none"> <li>• Combine career day and post-secondary education day into a week-long themed focus fair.</li> <li>• Identify and expose our students 6-12+ to 10 large companies from a variety of fields that are willing to hire individuals with disabilities.</li> <li>• Network with more employers who have hired individuals with disabilities and include these individuals in the week-long themed focus fair.</li> <li>• Expose students to community support systems, extra-curricular, life enrichment, special interest groups and</li> </ul>	<ul style="list-style-type: none"> <li>• By May 2016, students in grades 6-12+ will indicate at least one interaction with an employer from a career of interest on his/her Individual Career and Academic Plan (ICAP).</li> </ul> <p>In Progress (2014) Students are exposed to employers from a variety of careers during Steps to Success. Students are also learning about careers and what their career interests are during the ICAP workshop days that</p>

	<p>networking activities.</p> <ul style="list-style-type: none"> <li>• Connect with existing community resources to teach workshop themes. (The Independence Center, Pikes Peak Work Force Center)</li> <li>• Partner with IT to develop employment-related link on the EC website and make it accessible to all students, parents, and staff and employers.</li> </ul>	<p>occur once a month.</p> <ul style="list-style-type: none"> <li>• By 2015, 1 year after leaving the BtL program, 80% of students will independently utilize appropriate outside agencies or organizations as measured by the yearly exiting student database.</li> </ul> <p>In Progress (2015) 8/8 students that have been contacted and who exited the BtL program last year are utilizing appropriate outside services.</p>
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<p><b>Promote involvement with parents and state-wide agencies in order to provide exemplary employment, post-secondary education, and training, as well as promote independent skills.</b></p>	<ul style="list-style-type: none"> <li>• Include/invite other agencies to the parent night events.</li> <li>• One month prior to an event, the student body government will be responsible for informing their peers, outside agencies, and parents of an upcoming workshop through email blasts, fliers, and student meetings.</li> <li>• Explore and implement additional strategies in order to share information with students, parents, staff, and agencies with regard to events, activities, and workshops.</li> <li>• During the on-the-job and work study interview process, identify which outside agencies would like to receive on-going information about workshops and events at CSDB.</li> <li>• Create and maintain web-based archive system for parents to access webinars and workshops, at their convenience.</li> </ul>	<ul style="list-style-type: none"> <li>• By May 2015, Employability Center parents will indicate a relationship with outside agencies at 10% above baseline as measured by pre/post surveys.  <b>In Progress (2014)</b>  <b>Parent nights are held four times a year. At least one of these parent nights includes a representative from an outside agency, in order to provide information for the parents.</b> </li> <li>• <b>In Progress (2015)</b>  <b>Surveys were sent home during the fall semester asking parents which services they currently use and which services they would like more information on. This information will be sent to parents and follow-up calls are being made to provide additional support.</b> </li> </ul>
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		<ul style="list-style-type: none"> <li>By May 2016, community members and parents will have the ability to access an expanded Employability website which includes employment information, employment resources, success stories, and disability informational items.  In Progress (2014)  Videos on how to work with individuals who are deaf and who are blind are being viewed.</li> <li>In Progress (2015)  Videos on how to work with individuals who are deaf and who are blind were chosen and will be added to the website. Links are being created that will allow parents and community members to learn more about the Employability Center and employment information and resources.</li> </ul>
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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)
<b>Families, professionals, students and community members can easily access accurate information about programs, resources, and supports offered by CSDB</b>	<b>Year One:</b> <ul style="list-style-type: none"> <li>Log ways in which information is requested and acquired</li> <li>Review for accuracy and update as needed: website, brochures, print materials,</li> <li>Review partnership contracts for accurate CSDB acknowledgement and representation and revise as needed</li> <li>Explore and track current and innovative methods to disseminate information regarding services available through CSDB</li> </ul>	<ul style="list-style-type: none"> <li>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) <b>Completed (2014)</b></li> <li><b>Identified gaps in information distribution and developed:</b> <ul style="list-style-type: none"> <li><b>QR Code</b></li> <li><b>Direct Access to Parents/Families</b></li> <li><b>CSDB YouTube Channel</b></li> <li><b>Upgraded Live Stream Channel</b></li> </ul> </li> <li><b>Verified accuracy of:</b> <ul style="list-style-type: none"> <li><b>New website includes information regarding services and resources</b></li> <li><b>Contracts</b></li> </ul> </li> </ul>

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	<p><b>Years One through Three:</b></p> <ul style="list-style-type: none"> <li>• Recommend methods to disseminate information regarding services and target audiences</li> <li>• Annually evaluate most efficient means to disseminate information</li> </ul>	<ul style="list-style-type: none"> <li>– <b>Brochures/Flyers Completed (2015)</b></li> <li>• Identified gaps in information distribution <ul style="list-style-type: none"> <li>– QR Codes Updated</li> <li>– Investigated use of Constant Contact for direct communication to stakeholders</li> <li>– Expanded use of CSDB YouTube Channel</li> <li>– Created CSDB Twitter account</li> </ul> </li> <li>• Verification of accuracy of information <ul style="list-style-type: none"> <li>– Ongoing review of Outreach website pages</li> <li>– Dissemination of CSDB information at conferences, meeting, activities/events</li> <li>– Submission of articles to national media outlets</li> </ul> </li> </ul>
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<p><b>Consumers will utilize distance learning activities</b>  <i>(Distance learning is defined as learning that is, at least in part, through online delivery of content and instruction with some element of learner control over time, place, path and/or pace.)</i></p>	<ul style="list-style-type: none"> <li>• 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)</li> <li>• Annually develop a calendar of activities to disseminate at beginning of each school year</li> <li>• Collect &amp; analyze data related to needs, requests and utilization of activities</li> </ul>	<ul style="list-style-type: none"> <li>• An annual summary of data identifying most effective/utilized activities will be compiled, including identifying unmet needs and consumer feedback regarding level of satisfaction with services. <b>Completed (2014)</b></li> <li>• <b>Most effective/utilized activities and ratings:</b> <ul style="list-style-type: none"> <li>– Monthly webcasts (97%)</li> <li>– Webinars for Professional Development (91%)  <a href="http://WWW.Livestream.Com">WWW.Livestream.Com</a>  Total View Min: 75,000/117 hrs.  Total Streams – 7000  Average time per viewer – 10 min.  Total unique viewers- 1300</li> <li>– Literacy Mornings (90%)  Boulder  Trinidad  Buena Vista  San Juan BOCES  Aurora</li> </ul> </li> <li>• <b>Unmet Needs</b> <ul style="list-style-type: none"> <li>– Online ASL classes</li> <li>– Online Social Interaction</li> </ul> </li> </ul>
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		<p>Both Blind/Visually Impaired (VI) and Deaf/Hard of Hearing (HH)</p> <p>Completed (2015)</p> <ul style="list-style-type: none"> <li>• Most effective/utilized activities and ratings <ul style="list-style-type: none"> <li>– Continued to seek copyright permission</li> <li>– YouTube Analytics Total Viewing Minutes: 32,000 minutes. Total Views – 11,700</li> </ul> </li> <li>• Most Viewed Videos <ul style="list-style-type: none"> <li>– Deaf Role Model</li> <li>– Blind Role Model</li> <li>– ASL Instruction</li> <li>– Early Childhood Assessment Webinar</li> </ul> </li> <li>• Unmet Needs <ul style="list-style-type: none"> <li>– Online ASL classes-interactive &amp; topical</li> </ul> </li> </ul> <p>Online Social Interaction (Blind/VI and Deaf/HH)</p>
<p><b>Consumers will utilize direct service and/or consultation for identified needs, such as:</b></p> <ul style="list-style-type: none"> <li>• Support for Language Development</li> </ul>	<ul style="list-style-type: none"> <li>• 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>”</li> <li>• Design a menu of presentation options</li> </ul>	<ul style="list-style-type: none"> <li>• An annual summary of data identifying most utilized activities and continued needs will be compiled</li> </ul> <p>Completed (2014)</p>

<ul style="list-style-type: none"> <li>• Support for social-emotional development <ul style="list-style-type: none"> <li>✓ Family/parent involvement</li> <li>✓ Professional growth opportunities</li> <li>✓ Student to student interactions</li> </ul> </li> </ul>	<p>to support professionals and families (e.g. transition to preschool, language development, Early Literacy Development Initiative, pragmatics, transition to next environment)</p>	<ul style="list-style-type: none"> <li>• Most Utilized: <ul style="list-style-type: none"> <li>– Early Literacy Development Initiative (ELDI)</li> <li>Shared Reading Project (approximately 48 families in weekly/bi-weekly session each month)</li> <li>Integrated Reading Project (approximately 54 families in weekly/bi-weekly sessions each month)</li> <li>Family Literacy Packs (approximately 76 backpacks annually)</li> <li>– Colorado Instructional Materials Center (CIMC) Services</li> <li>– ASL Community/Parent Classes (CSDB Campus, Greeley, Mountain BOCES)</li> <li>– Specialized Assessment Services</li> <li>– Contract Services</li> <li>– Student Activities Mini-Grants</li> </ul> </li> <li>• Continued Needs <ul style="list-style-type: none"> <li>– All of the above</li> </ul> </li> </ul>
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		<ul style="list-style-type: none"> <li>– Student online ASL and counseling services</li> </ul> <p>Completed (2015)</p> <ul style="list-style-type: none"> <li>• Most Utilized           <ul style="list-style-type: none"> <li>– Early Literacy Development Initiative (ELDI)</li> <li>– Shared Reading Project (approximately 45 families in weekly/bi-weekly sessions each month)</li> <li>– Integrated Reading Project (approximately 44 families in weekly/bi-weekly sessions each month)</li> <li>– Family Literacy Packs (approximately 21 families served)</li> <li>– CHIP Services: Average number of children per month: 337</li> <li>– CIMC Services 246 children served, 98 TVIs requesting materials and/or textbooks</li> <li>– Contract Services: 104 children</li> <li>– Regional Trainings: Durango Parent Event,</li> </ul> </li> </ul>
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		<p>Eagle parent event, Montrose Visual Language, Denver Visual Language, Visual Impairment, Blindness 101, Family Learning Retreat, ASL Immersion for Families, ASL Immersion for Professionals, Parent and Community Classes-El Paso County Region, State Nurses' Conference</p> <p>– Student Activities: Braille Challenge, Sensory Safari, Fall Harvest Festival, Union Station, Coors Field, Sports Education Camp, Literacy Mornings, Family Fiesta, Adams 12 Deaf/Hard of Hearing Bowling Event, Mountain BOCES Orientation and Mobility Scavenger Hunt, San Luis Deaf/Hard of Hearing Bowling Event, Early Literacy Development Initiative Community Activities, Bell Camp,</p>
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		<p>Aurora Public Schools Deaf/Hard-of-Hearing Swimming Activity</p> <ul style="list-style-type: none"> <li>Continued Needs <ul style="list-style-type: none"> <li>All of the above</li> <li>Student Online ASL Classes</li> <li>ASL Community/Parent Classes</li> </ul> </li> <li>Of the consumers providing feedback through a variety of methods, 80% report a rating of “<i>satisfied or higher</i>” with services Completed (2014) <ul style="list-style-type: none"> <li>Blind/Visually Impaired</li> <li>Role Model Outings, Boulder &amp; Denver (96%)</li> <li>Sensory Safari, Colorado Springs (100%)</li> <li>Deaf/Hard of Hearing</li> <li>Now What? Training (96%)</li> <li>Community/Parent ASL classes, CSDB (99%)</li> <li>Integrated Reading Project (95%)</li> <li>Shared Reading Project (100%)</li> </ul> </li> </ul>
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		<ul style="list-style-type: none"> <li>• Early Years Literacy Project and Parent Group (99%)</li> <li>• Family Literacy Packs (85%)</li> </ul> <p>Completed (2015)</p> <ul style="list-style-type: none"> <li>• <b>Blind/Visually Impaired</b> <ul style="list-style-type: none"> <li>– Orientation and Mobility Outings, Boulder &amp; Denver (96%)</li> <li>– Sensory Safari, Colorado Springs (87%)</li> <li>– Fall Harvest Festival (100%)</li> <li>– Visual Impairment, Including Blindness (100%)</li> <li>– Braille Challenge (100%)</li> <li>– Sports Education Camp (100%)</li> </ul> </li> <li>• <b>Deaf/Hard of Hearing</b> <ul style="list-style-type: none"> <li>– Community/Parent ASL classes, CSDB (100%)</li> <li>– Integrated Reading Project (90%)</li> <li>– Shared Reading Project (100%)</li> <li>– Early Years Literacy Project and Parent Group (El Paso and Northern</li> </ul> </li> </ul>
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	<p><b>Supporting social-emotional development</b></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>– Colorado) (100%)</li> <li>– Family Literacy Packs (100%)</li> <li>– Literacy Mornings (100%)</li> <li>– Denver Visual Language Trainings (100%)</li> <li>– Montrose Visual Language Trainings (100%)</li> <li>• A minimum of five new trainings or resources offered annually and feedback collected on participation and impact of the trainings.</li> </ul> <p>Completed (2014)</p> <ul style="list-style-type: none"> <li>• <b>Blind/Visually Impaired</b> <ul style="list-style-type: none"> <li>– 2 role model outings</li> <li>– 5 monthly webcasts</li> <li>– Unified English Braille training (braillists and Teacher of the Visually Impaired (TVIs)</li> </ul> </li> </ul> <p>Completed (2015)</p> <ul style="list-style-type: none"> <li>• <b>Blind/Visually Impaired</b> <ul style="list-style-type: none"> <li>– 3 Social Interaction/Orientation and Mobility Outings</li> </ul> </li> </ul>
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		<ul style="list-style-type: none"> <li>– 9 Role Model Webcasts</li> <li>– New Braille Challenge Location( Denver)</li> <li>– Visual Impairment, Including Blindness Workshop <ul style="list-style-type: none"> <li>○ Deafblind Early Intervention Training co-sponsored by CDE and Anchor Center</li> </ul> </li> <li>• <b>Deaf/Hard of Hearing</b> <ul style="list-style-type: none"> <li>– Visual Language Trainings-Montrose, Denver</li> <li>– ASL Immersion for Professionals</li> <li>– 9 Role Model Webcasts</li> <li>– 10 Professional Development Webcasts: Deaf Culture, Pragmatics, Toy Time for Tots, Signs of the Month Series: June, Child Abuse Reporting, Early Literacy Development Initiative Webcasts: Distance Early Learning Development Initiative, Questioning in Book-Sharing, Visual</li> </ul> </li> </ul>
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		Attention-Getting Strategies, Facial Expression
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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)
<b>Recruit: Implement new recruiting strategies to increase applicant pools (quality/capacity) for positions that are hard-to-fill.</b>	<ul style="list-style-type: none"> <li>• Review current recruiting strategies</li> <li>• Research additional/new strategies that may be implemented</li> <li>• Implement one new recruiting strategy per school year</li> <li>• 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</li> <li>• 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</li> <li>• Increase the marketing efforts to attract professionals to consider CSDB employment opportunities (e.g., video)</li> <li>• Investigate the use of social media with the focus on attracting qualified applicants</li> <li>• Relative to substitute/temporary</li> </ul>	<ul style="list-style-type: none"> <li>• For each vacant position, the hiring manager will have the opportunity to consider a minimum of 4 viable applicants.  <b>In Progress (2014)</b>  <b>More than 4 applicants were available for positions except: TVI, Teacher of the Deaf (TOD) –Science, and School Psychologist)</b>  <b>In Progress (2015)</b>  <b>More than 4 applicants were available for positions except Certified Orientation and Mobility</b> </li> <li>• A yearly evaluation of recruiting strategies will be documented and utilized to determine which are most effective in increasing applicant pools.  <b>Completed (2014)</b>  <b>Yearly evaluation was</b> </li> </ul>

CSDB Strategic Plan 2013-2016

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	<p>employment , review current recruiting strategies and research additional/new strategies that may be implemented</p> <ul style="list-style-type: none"> <li>• Participate in state level discussions regarding licensure issues for difficult-to-fill positions (TOD/TVI)</li> <li>• Evaluate the procedures to post /advertise vacant positions to identify ways to expedite the process</li> </ul>	<p>completed, and specific recruitment strategies have been adjusted</p> <p>Completed (2015)</p> <p>Yearly evaluation was completed, and specific recruitment strategies have been adjusted / increased.</p>
<p><b>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.</b></p>	<ul style="list-style-type: none"> <li>• Identify and provide necessary training for hiring managers / interview teams to conduct effective interview</li> <li>• Create a reference guide for interviews and reference checks which may include some of the following: <ul style="list-style-type: none"> <li>- A consistent use of behaviorally-based interview questions/scenarios</li> <li>- A consistent use of action-based interview questions/scenarios</li> <li>- Guidance relative to conducting reference checks</li> <li>- Interview process will include opportunities for the candidate to evaluate his/her fit for employment with CSDB</li> </ul> </li> <li>• An evaluation tool will be developed and utilized to obtain feedback on the success of the interview /reference check process</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of feedback from hiring teams will be documented and utilized to identify needed changes to the interview/ reference check process</li> </ul> <p>In Progress (2014)</p> <p>Anticipate completion of survey to obtain feedback from hiring managers in fall, 2014</p> <p>Completed (2015)</p> <p>Survey completed to obtain feedback from hiring managers / interview teams; feedback shared w/ Superintendent's Council and mid-level managers to inform the selection process; feedback indicates that more than 50% of hiring managers find the CSDB</p>

		Interview / Reference Guide to be 'very useful'.
<b>Retention: Develop and implement strategies to reduce employee turnover and increase retention of quality staff.</b>	<p><b>Employee turnover and retention strategies</b></p> <ul style="list-style-type: none"> <li>Establish formal exit interview process to learn reasons for separation from employment</li> <li>Evaluate current turnover data in order to create a baseline for future years</li> <li>Research retention strategies that are used in other schools to include those similar to CSDB</li> </ul> <p><b>Climate and work balance</b></p> <ul style="list-style-type: none"> <li>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>)</li> <li>Conduct an annual staff climate survey in order to identify opportunities to improve CSDB climate/culture</li> <li>Explore options for employees to provide feedback to their supervisor(s)</li> </ul> <p><b>Employee recognition / incentives</b></p> <ul style="list-style-type: none"> <li>Investigate options for incentive</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate turnover data and exit interview data annually and identify next steps In Progress (2014) Baseline data for the past 3 years has been evaluated: in process of creating retention strategies In Progress (2015) Team has examined survey data and turn-over data to glean any trends or causes. Have identified retention strategies.</li> <li>Annual evaluation of retention strategies utilized will determine which are most effective In Progress (2015) The team is still discussing and moving forward with several different retention ideas. We need a complete year to determine effectiveness.</li> </ul>

	<p>programs</p> <ul style="list-style-type: none"> <li>• Investigate and implement options for ongoing employee recognition</li> </ul> <p><b>Supporting career growth</b></p> <ul style="list-style-type: none"> <li>• Explore opportunities and provide support to CSDB employees who are interested in career /leadership growth</li> </ul>	
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