



Strategic Plan

2016-2019

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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 education services in safe, nurturing environments. We empower learners to become self-determined, independent, contributing citizens within their communities.



Academics

Goal: CSDB students will develop 21st Century Skills: collaboration, critical thinking, information literacy, self-direction & invention, through accessible, experiential learning opportunities, in order to be college and/or career ready.

Family-Centered Early Education (FCEE) Goal: FCEE students, (Birth-8), will demonstrate developmentally appropriate growth in the areas of literacy, math, language, social-emotional, physical, and cognitive.

	Action Steps	Staff Members Responsible	Outcomes
Objective: Students will demonstrate growth within academics and identified areas of specialized skills, through personalized learning.	<p>Year One:</p> <ul style="list-style-type: none"> • Provide professional development on the technology scope and sequence, in order to embed technology skills within instruction. • Identify common curriculum, standards and instructional practices and assessments, based upon early childhood milestones (0-8), for teachers and service providers. • Identify program structure for infants and toddler classes on-campus. • Identify and implement appropriate assessments, at intake and regularly scheduled throughout the school year that are individualized for students. • Identify a curriculum and assessment team • Develop a personalized learning profile, to follow students between departments, and include assessment information. • Learning environment and class schedule allow for Project-Based Learning (PBL), thematic-based instruction, experiential learning, and play-based learning approach within and outside of classroom environments. • Modify spot observation form to include personalized learning and high quality classroom environments 	<ul style="list-style-type: none"> • Technology Curriculum Team • Director of Curriculum, Instruction, and Assessment • Program Administrator • Director of Curriculum, Instruction, and Assessment • Director of Curriculum, Instruction, and Assessment • Curriculum/Assessment Team • PK– 2nd grade service providers • Program Administrator 	<ul style="list-style-type: none"> • Teachers will demonstrate growth on teacher evaluation rubric, spot observations and performance plan reviews. • Students will demonstrate growth on pre- and post-assessments to include: <ul style="list-style-type: none"> – Teaching Strategies GOLD – STAR Math – Developmental Reading Assessment (DRA-2) – IEP objectives met – Technology Skills Checklist – Formative assessments – ASL and Braille assessments – ECC checklist – Other identified assessments • FCEE program will demonstrate improvement, on the identified program evaluation assessment.

	<ul style="list-style-type: none"> • Identify which assessment tool will be used to formulate Learning Media (for students who are Blind/VI) and Communication Plans (for students who are Deaf/hard of hearing). • All teachers will consistently follow and implement primary and secondary learning recommendations (Learning Media Plan – students who are Blind) and communication modalities (Communication Plan – students who are Deaf). • Utilize criteria for determining Braille and ASL services and provide remediation to students with significant delays, through appropriate IEP goals/objectives. • Develop team norms and expectations for supporting ASL and spoken language development, for children who are Deaf receiving on-campus services. • Provide personalized professional development to ensure completion of identified action steps. 	<ul style="list-style-type: none"> • Curriculum/Assessment Team • PK – 2nd grade service providers • ASL and Braille Teachers • Preschool – 2nd grade teachers and service providers working with students Deaf/HH • Program Administrator 	
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	<p>Years Two and Three:</p> <ul style="list-style-type: none"> • Develop and implement infant and toddler educational opportunities on campus. • Investigate the possibility of an outdoor classroom or learning space. • Provide instruction and support in language and literacy development (ASL, English, and Braille), following student profile. • Curriculum and assessment team will monitor student progress and identify appropriate interventions (Response to Intervention needs). • Identify the critical categories and specific developmental milestones, of Expanded Core Curriculum, appropriate for students preschool – 2nd grade. • Develop and utilize an assessment to document competency in the identified categories and skills of the Expanded Core Curriculum. 	<ul style="list-style-type: none"> • Program Administrator, PK– 2nd grade service providers • Program Administrator, PK– 2nd grade service providers • PK– 2nd grade service providers • Curriculum and Assessment Team • Curriculum and Assessment Team • Curriculum and Assessment Team 	
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	Action Steps	Staff Members Responsible	Outcomes
Objective: CSDB staff will foster collaborative relationships to engage parents, community stakeholders and CSDB service providers, as partners in student learning, development, and achievement.	Year One: <ul style="list-style-type: none"> Develop task force with representatives from various stakeholder groups (CSDB, CHIP, The Resource Exchange (TRE). Audiologists, local Teachers of the Deaf / Teachers of the Visually Impaired, Anchor Center for the Blind, etc.) Send representatives from CSDB to TRE and preschool transition IEP meetings Collaborate with early intervention providers, to share information, during Part C to Part B transition. Years Two and Three: <ul style="list-style-type: none"> Task force meets regularly and identifies consistent strategies for continued collaboration. 	<ul style="list-style-type: none"> FCEE Program Administrator Preschool thru 2nd grade teachers and service providers Preschool thru 2nd grade teachers and service providers FCEE Program Administrator 	<ul style="list-style-type: none"> Survey stakeholders, to identify satisfaction with collaborative efforts.
	Year One: <ul style="list-style-type: none"> Collaborate with families to provide a variety of parent engagement opportunities. Increase school-parent communication and collaboration, by enhancing the website, and establish parent-focused Social Media presence. Develop infant and toddler parent-focused educational opportunities. Develop and analyze parent satisfaction surveys, for parent-focused events. 	<ul style="list-style-type: none"> FCEE Program Administrator Preschool thru 2nd grade teachers and service providers Preschool thru 2nd grade teachers and service providers Preschool thru 2nd grade teachers and service providers 	<ul style="list-style-type: none"> Increased parent satisfaction and connection, as measured by satisfaction and qualitative surveys. Increased attendance, at planned events.

	<ul style="list-style-type: none"> • Develop a structure and identify a curriculum, for family ASL and braille classes. <p>Years Two and Three:</p> <ul style="list-style-type: none"> • Provide family ASL and braille classes. • Provide infant and toddler parent-focused educational opportunities. • Modify and expand the parent engagement opportunities, based on year one feedback. 	<ul style="list-style-type: none"> • ASL and Braille Teachers <ul style="list-style-type: none"> • ASL and Braille Teachers • Preschool thru 2nd grade teachers and service providers • Preschool thru 2nd grade teachers and service providers 	
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Academics

Goal: CSDB students will develop 21st Century Skills: collaboration, critical thinking, information literacy, self-direction & invention, through accessible, experiential learning opportunities, in order to be college and/or career ready.

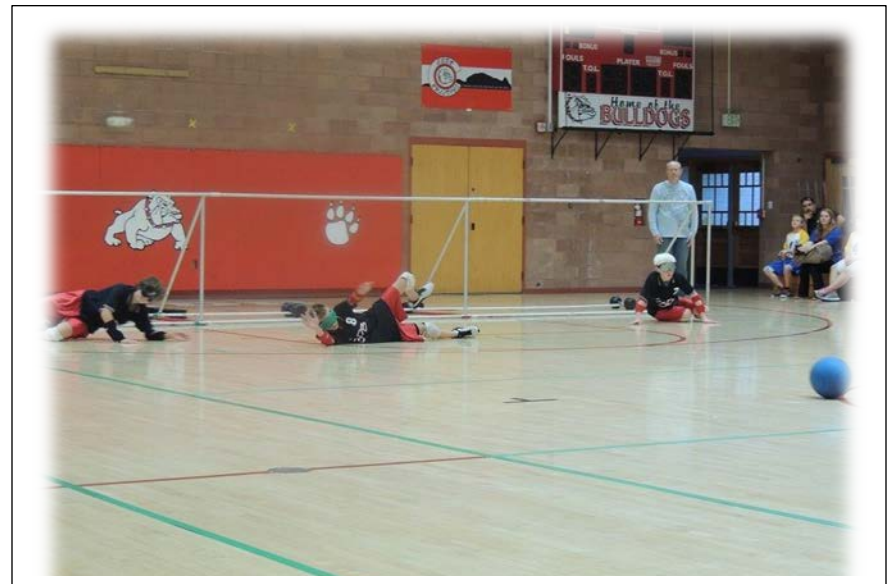
3rd-12th Grade Goal: 3rd – 12th grade students will demonstrate increased academic achievement in numeracy, literacy, science, social studies, and expanded core concepts.

	Action Steps	Staff Members Responsible	Outcomes
Objective: Students will demonstrate growth within academics and identified areas of specialized skills, through personalized learning.	Year One: <ul style="list-style-type: none"> Identify a team and modify Common Sense Media curriculum to develop technology modules and personalized training that students will complete prior to taking their 1:World devices home. Identify and implement a process for troubleshooting immediate technology/assistive technology needs. Provide personalized professional development for classroom teachers to ensure completion of identified action steps. Utilize a daily schedule that incorporates project-based learning, experiential learning, and targeted interventions Teachers will utilize technology, as a tool, to provide personalized learning for students. Each teacher will identify a goal related to technology in their annual performance plan. Develop a template and begin to complete a personalized learning profile for each student. Identify and utilize appropriate assessments, upon enrollment, that are individualized for students Identify which assessment tool will be used to formulate Learning Media (for students who are 	<ul style="list-style-type: none"> Technology Curriculum Team Educational Technology Coordinator and identified department technology representatives All 3rd – 12th Grade Principals 3rd-12th grade teachers 3rd-12th grade teachers 3rd-12th grade teachers Personalized Learning Curriculum Project Team 3rd-12th grade teachers All 3rd-12th grade Principals 	<ul style="list-style-type: none"> Teachers demonstrate growth on technology goals identified in individual performance plans Teachers will demonstrate growth on teacher evaluation rubric, spot observations and performance plan reviews. Students will demonstrate growth on pre- and post-assessments to include: <ul style="list-style-type: none"> NWEA MAP Developmental Reading Assessment (DRA-2) IEP objectives Technology Skills Checklist Formative assessments ASL and Braille assessments ECC checklist Other identified assessments

	<p>Blind/VI) and Communication Plans (for students who are Deaf/HH).</p> <ul style="list-style-type: none"> • All teachers and service providers will consistently follow and implement primary and secondary learning recommendations (Learning Media Plan – students who are Blind) and communication modalities (Communication Plan – students who are Deaf). • Determine appropriate students for language and literacy immersion and identify immersion activities/classes. • Review current math assessment results to identify student strengths and needs and develop a schoolwide numeracy framework. • In the School for the Deaf, establish a committee and identify and define “specialized skills” for students to become successful, using Expanded Core Curriculum (ECC) as a guide. • The School for the Deaf will identify a minimum of 2 components of the ECC that can be implemented the following school year and train teachers on how to implement it. • The School for the Blind will establish a curriculum team to identify and plan additional ECC courses and checklists. 	<ul style="list-style-type: none"> • All 3rd-12th grade teachers • All 3rd-12th grade teachers • Math teachers, Director of Curriculum, Instruction, & Assessment, All 3rd – 12th Grade Principals • ECC Curriculum Project Team (School for the Deaf) • ECC Curriculum Project Team (School for the Deaf) • ECC Curriculum Project Team (School for the Blind) 	
	<p>Years Two and Three:</p> <ul style="list-style-type: none"> • Implement Common Sense Media Curriculum and technology modules. • Monitor and modify class schedule structure. • Continue to provide appropriate immersion activities. 	<ul style="list-style-type: none"> • 3rd – 12th grade teachers • All 3rd – 12th Grade Principals • 3rd – 12th grade teachers 	

	<ul style="list-style-type: none"> • Personalized learning profiles are included, in each IEP, utilizing a consistent format. • Students are involved in expanded core curriculum classes or regular activities, focused on specialized skill development. • Curriculum teams will continue to develop ECC courses and checklists. 	<ul style="list-style-type: none"> • 3rd – 12th grade advocates • All 3rd – 12th Grade Principals • ECC Curriculum Team (School for the Deaf, School for the Blind) 	
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	Action Steps	Staff Members Responsible	Outcomes
Objective: CSDB staff will develop ongoing, collaborative relationships to engage parents, the greater community, stakeholders and service providers, as partners in student learning, development, and achievement.	Year One: <ul style="list-style-type: none"> • Provide face-to-face and recorded family-oriented activities/workshops and develop an archive of past workshops and additional resources. • Streamline information that is available to parents; investigate adopting a learning management system (LMS) that can assist with this process. • Review and modify the parent compact agreement to make it more specific and measurable. • Develop a process to monitor on-going communication with parents. • Explore additional off-campus ways to engage parents. • Investigate utilizing more technology to engage parents. • Explore and determine best use of social media to provide school information and develop a plan for how information is shared and who is responsible. 	<ul style="list-style-type: none"> • All 3rd – 12th Grade Staff • All 3rd-12th Grade Principals • Director of Special Education • All 3rd – 12th Grade Principals • All 3rd – 12th Grade Principals • All 3rd-12th Grade Principals • All 3rd-12th Grade Principals 	<ul style="list-style-type: none"> • Increased parent satisfaction and connection, as measured by satisfaction and qualitative surveys. • Increased attendance, at planned events.
	Years Two and Three: <ul style="list-style-type: none"> • Increase Social Media presence. • Utilize the revised parent compact agreement. • Continue to provide parent activities/workshops on-campus and off-campus, based upon parent surveys and feedback. • Implement identified Learning Management System (LMS). 	<ul style="list-style-type: none"> • All 3rd-12th Grade Principals • All 3rd-12th Grade Advocates • All 3rd – 12th Grade Staff • All 3rd-12th Grade Staff 	



Independence Beyond the Classroom

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

Objective: Expand students' exposure and opportunities for participation in organized sports and CSDB-sponsored recreation and leisure activities.	Action Steps	Staff Members Responsible	Outcomes
	<p>Year One:</p> <ul style="list-style-type: none"> Bridges to Life (BtL) staff will develop an interest-based survey <p>Years One through Three:</p> <ul style="list-style-type: none"> BtL students will participate in the survey BtL staff will share survey results with each BtL student BtL staff will support each student in the activity selection process and access to participation BtL students will select recreational and leisure activities 	<ul style="list-style-type: none"> BtL staff CSDB Recreational Director <ul style="list-style-type: none"> BtL staff CSDB Recreational Director 	<ul style="list-style-type: none"> Based upon an annual interest survey of BtL students, BtL staff will provide support for BtL students to access community recreational and leisure activities <p>Year One:</p> <ul style="list-style-type: none"> Survey will be completed and administered to BtL students <p>Years One through Three:</p> <ul style="list-style-type: none"> All BtL students will develop a personal activity plan based upon individual survey results
	<p>Year One:</p> <ul style="list-style-type: none"> BtL staff will track participation of BtL students, to develop baseline <p>Years Two and Three:</p> <ul style="list-style-type: none"> BtL staff will document participation BtL staff will meet as needed to provide coaching and support for BtL students BtL staff will report increases in participation 	<ul style="list-style-type: none"> BtL staff CSDB Recreational Director <ul style="list-style-type: none"> BtL staff CSDB Recreational Director 	<p>Year One:</p> <ul style="list-style-type: none"> Develop a data baseline, based upon BtL students who complete personal activity plan during the first year. <p>Years Two and Three:</p> <ul style="list-style-type: none"> Student completion rate will increase by 10 % each remaining year
	<p>Year One:</p> <ul style="list-style-type: none"> Develop tracking system, to capture participation in sports and after-school activities 	<ul style="list-style-type: none"> Athletic Director CSDB Recreational Director Residential supervisors 	<p>Year One:</p> <ul style="list-style-type: none"> Develop baseline of participation <p>Years One Through Three:</p> <ul style="list-style-type: none"> Increase K-12 day student participation in sports and/or after-school activities by 10 %

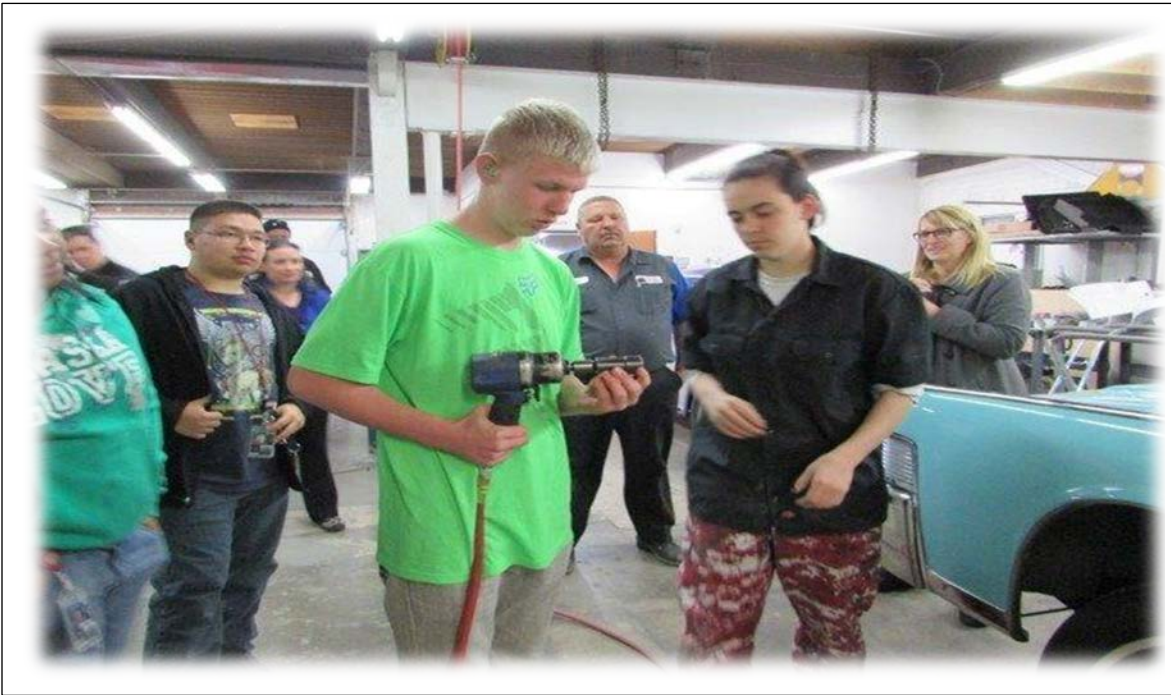
	Years One Through Three: <ul style="list-style-type: none"> • Actively recruit day students to join recreational/leisure activities. Include students in recruitment process • Each year at registration, Student Life staff will provide parents of day students with program outlines, goals and calendar • Student Life staff will send monthly activity calendars to parents of day students 	<ul style="list-style-type: none"> • Teacher advocate • Athletic Director • CSDB Recreational Director • Residential supervisors • Teacher advocate 	above 2016-17 baseline, for each school, every year for the duration of the plan
	Years One Through Three: <ul style="list-style-type: none"> • Provide activities based upon student input from satisfaction questionnaires at the completion of each block • Include questions to solicit additional activity ideas in satisfactions questionnaires 	<ul style="list-style-type: none"> • CSDB Recreational Director • Student Life management team 	<ul style="list-style-type: none"> • Offer at least 2 unique activities, as defined by student interest survey, in the after-school program for K-12, per activity block

Objective: Provide character-building opportunities and activities that foster students' personal growth.	Action Steps	Staff Members Responsible	Outcomes
	Year One: <ul style="list-style-type: none"> Develop accommodation plan, for Student Resident Assistant (SRA) housing, to serve students who are blind Years One Through Three: <ul style="list-style-type: none"> Hold open house of SRA program Communicate with students the process for progress toward achieving SRA status Establish mentoring program for traditional residential students 	<ul style="list-style-type: none"> Student Life Management Team Student Life Management Team SRA staff 	<ul style="list-style-type: none"> Increase the number of high school students eligible for the SRA program, by 10% per year for the duration of the plan (with an emphasis on students who are blind).
	Years One Through Three: <ul style="list-style-type: none"> Prior to each workshop, SRA student presenters will be trained in presentation skills, selection of topics and developing presentations Develop list of resources, in each content area, for SRA students to utilize 	<ul style="list-style-type: none"> Student Life Management Team SRA Staff 	<ul style="list-style-type: none"> SRA students will develop and lead four workshops per year, for traditional residential high school students. Topics may include time management, project management, presentation skills, leadership or current identified needs.
	Year One: <ul style="list-style-type: none"> Review existing SRA program for compatibility with middle school students Determine age-appropriate goals for middle school students Year Two: <ul style="list-style-type: none"> Identify students to serve on finalization team Complete written middle school SRA program plan Year Three: <ul style="list-style-type: none"> Track activities of middle school SRA and modify plan as needed 	<ul style="list-style-type: none"> Student Life Management Team Student Life Management Team Student Life Management Team 	Year One: <ul style="list-style-type: none"> Develop a middle school SRA-type program plan Year Two: <ul style="list-style-type: none"> Form a combined staff and student team to finalize the middle school SRA program. Year Three: <ul style="list-style-type: none"> Implement middle school SRA program

	<p>Year One:</p> <ul style="list-style-type: none"> Hold election to identify BtL committee to establish operating norms and scope of BtL Council. <p>Years Two and Three:</p> <ul style="list-style-type: none"> Hold annual election, in September, to establish council members for the coming year Prior to each workshop, BtL Council presenters will be trained in presentation skills, selection of topics and developing presentations Develop list of resources, in each content area, for BtL Council to utilize 	<ul style="list-style-type: none"> BtL Staff Employability Center staff <ul style="list-style-type: none"> BtL Staff Employability Center staff 	<p>Year One:</p> <ul style="list-style-type: none"> Develop BtL Council with a codified set of operating norms. *BtL council is not intended to mimic Student Body Government (SBG) <p>Years Two and Three:</p> <ul style="list-style-type: none"> BtL Council will sponsor 3 student-defined and led workshops for BtL students that foster personal growth
	<ul style="list-style-type: none"> SRA, SBG, BtL Council will follow these action steps to lead service projects: <ul style="list-style-type: none"> Identify internal or external beneficiaries of service project Define scope of service project Develop project plan Propose plan to Superintendent's Council Lead and manage planned project Measure project success Provide report to Superintendent's Council 	<ul style="list-style-type: none"> SBG SRA BtL Council 	<p>Year One:</p> <ul style="list-style-type: none"> SBG will lead a service project <p>Year Two:</p> <ul style="list-style-type: none"> SBG and SRA will each lead a service project <p>Year Three:</p> <ul style="list-style-type: none"> SBG, SRA, and BtL Council will each lead a service project <p><i>*The participants in the service projects should extend beyond membership of the team leading the project.</i></p>

Objective: Provide activities and opportunities that promote lifelong skills related to healthy living	Action Steps	Staff Members Responsible	Outcomes
	Years One Through Three: <ul style="list-style-type: none"> Qualified individual will provide nutrition and healthy cooking workshop to residential staff at the beginning of each year Collaborate with CSDB Food Service for food items Include students in shopping trip and selection process for remaining menu items Students will prepare and serve the meal Residential staff will hold reflection discussion, following meal, to reinforce healthy choices 	<ul style="list-style-type: none"> Student Life Management team Residential supervisors 	<ul style="list-style-type: none"> Residential students will plan and prepare one healthy meal, per month, in the residential kitchen.
	Year One: 1st Semester <ul style="list-style-type: none"> Develop or find a current worksheet that will allow students to determine current physical condition and set personal wellness goals Develop tracking system, for all after-school wellness activities, that includes attendance and topic presented Year One: 2nd Semester <ul style="list-style-type: none"> Qualified person will provide workshop for students on personal plan development and goal-setting Residential staff will meet with students to complete worksheet and as needed to maintain trajectory toward personal goal achievement Track student success Modify program as needed for future years Years One Through Three: <ul style="list-style-type: none"> Develop handouts, with tips and concepts related to healthy choices, for providers to use at each activity 	<ul style="list-style-type: none"> Student Life Management team Student Health Services Team Student Life Management team Residential supervisors Student Life Management team Residential supervisors 	<ul style="list-style-type: none"> Based upon an individual worksheet, all residential students will identify personal wellness goals. Students will be successful in completing 75% of their personal goals each school year.

	<ul style="list-style-type: none"> • Train activity leaders in activity closure process, including information on use of handout • All after-school activities will provide related education, based upon handout that focuses on healthy choices. Topics may include cardiovascular fitness, increasing physical activity, reduction in “screen” time and sedentary behaviors, improvements in body image and self-esteem, improved eating behaviors and greater understanding of nutrition <p>Years Two and Three:</p> <ul style="list-style-type: none"> • Qualified person will provide workshop for students on personal plan development and goal-setting • Residential staff will meet with students to complete worksheet and as needed to maintain trajectory towards personal goal achievement • Track student success 	<ul style="list-style-type: none"> • Student Life Management team Residential supervisors 	
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Productive Citizens within the Community

Goal: Eighty-five percent (85%) of students who have graduated from CSDB between 2016-2018 will have successfully met their postsecondary education or employment goals and their postsecondary independence goals.

Objective: Students will demonstrate the skills to be well-rounded employees (improve both *hard and *soft skills). *hard skills are specific tasks required to do a job and soft skills are related to work ethics.	Action Steps	Staff Members Responsible	Outcomes
	<ul style="list-style-type: none"> Create a clearly defined contract with appropriate timelines for the duration of the student's work placement <ul style="list-style-type: none"> Contract expectations will be reviewed with students quarterly 	<ul style="list-style-type: none"> Employability Center staff 	<ul style="list-style-type: none"> 80% of the On the Job Training (OJT) and Bridges to Life (BtL) students will successfully complete their work-study position as defined by their work-study contracts.
	<ul style="list-style-type: none"> Develop appropriate interventions to ensure students successfully complete work-study contracts 	<ul style="list-style-type: none"> Employability Center staff 	
	<ul style="list-style-type: none"> Implement a system of performance improvement, for students not scoring proficient in soft skills categories 	<ul style="list-style-type: none"> Employability Center staff 	<ul style="list-style-type: none"> 80% of students, in the OJT and BtL programs, will score an average of proficient or higher in their soft skills as written on their worksite evaluation
	<ul style="list-style-type: none"> Research and explore postsecondary training options for CSDB students 	<ul style="list-style-type: none"> Employability Center staff, Secondary Teachers from Gottlieb and Adams 	<ul style="list-style-type: none"> 30% of students in 12th grade and BtL will be enrolled in appropriate postsecondary (academic, vocational or skills certification) training programs.
	<ul style="list-style-type: none"> Ensure appropriate resources are in place to allow CSDB students to experience postsecondary training options 	<ul style="list-style-type: none"> Director of Special Education and Supervisor of Employability Center 	

Objective: Students will demonstrate proficiency in self-advocacy and independent living skills (to include health and wellness, organization, budgeting, transportation, and social etiquette), in their communities.	Action Steps	Staff Members Responsible	Outcomes
	<ul style="list-style-type: none"> Create a system of data collection and timelines, for each school (School for the Deaf and School for the Blind), in order to measure each student's social and independent living skills 	<ul style="list-style-type: none"> Productive Citizens in the Community Implementation Team 	<ul style="list-style-type: none"> 80% of students in 9th-12th grades will show improvement in their social and independent living skills, as measured by the pre- and post-checklists At least 80% of high school and BtL students, who participate in self-advocacy and independent living skills workshops / experiences, will be able to articulate new knowledge or skills they acquired, as measured by a post-workshop evaluation. (Revised 2/9/17)
	<ul style="list-style-type: none"> Review and edit the current checklists, in order to streamline the data collection process Create and distribute a post-workshop evaluation tool. (Revised 2/9/17) 	<ul style="list-style-type: none"> Productive Citizens in the Community Work Group 	
	<ul style="list-style-type: none"> Ensure students in high school and Bridges to Life have exposure to at least 2 workshops, per year, focused on health and wellness, self-advocacy, and/or budgeting 	<ul style="list-style-type: none"> Program Administrators in the Employability Center, Gottlieb, and Adams 	
	<ul style="list-style-type: none"> Create a system for identifying and reinforcing examples of students' independence and self-advocacy 	<ul style="list-style-type: none"> Employability Center staff 	<ul style="list-style-type: none"> BtL students collectively will document at least 15 examples of self-advocacy and independence, within the community, per month, as measured by a written journal or log.
	<ul style="list-style-type: none"> Provide workshops, within the community, to BtL students, highlighting opportunities for self-advocacy and independence 	<ul style="list-style-type: none"> Employability Center staff 	

Objective: Students in high school and BtL will utilize appropriate outside agencies or organizations for real world success.	Action Steps	Staff Members Responsible	Outcomes
	<ul style="list-style-type: none"> Continually gather and maintain a list of current contact information, for outside agencies 	<ul style="list-style-type: none"> Supervisor of Employability Center and Community Liaison 	<ul style="list-style-type: none"> 90% of students, in high school and BtL, will be provided access to or introduced to appropriate community agencies.
	<ul style="list-style-type: none"> Create a tracking system of the information provided to students regarding outside agencies <ul style="list-style-type: none"> File appropriate permission forms allowing outside agencies to attend IEP Invite outside agencies (i.e. Dept. of Vocational Rehabilitation, Community Center Boards) to appropriate IEPs in 12th grade and beyond 	<ul style="list-style-type: none"> Employability Center staff 	
	<ul style="list-style-type: none"> Create “cheat sheets”, for students, for the steps to connect with community agencies (including agencies serving people with additional disabilities) <ul style="list-style-type: none"> Train high school and BtL staff to use the “cheat sheets” 	<ul style="list-style-type: none"> Employability Center staff 	
	<ul style="list-style-type: none"> Create and utilize an employment summary survey, to be completed at the end of each student employment <ul style="list-style-type: none"> Define what is “successful or higher”, within the survey 	<ul style="list-style-type: none"> Transition Teachers, Job Developer, and Supervisor of Employability Center 	<ul style="list-style-type: none"> CSDB Employability work-study programs will earn an overall rating of successful or higher, by employers on the employment summary survey.
	<ul style="list-style-type: none"> Implement at least one new strategy per year for strengthening collaboration, between employers and the Employability Center work programs 	<ul style="list-style-type: none"> Transition Teachers, Job Developer, and Supervisor of Employability Center 	

	<ul style="list-style-type: none"> Support students in utilizing appropriate community agencies, within their next environment, at least one semester before exiting CSDB <ul style="list-style-type: none"> Establish a notebook of community agencies and contacts for Colorado communities 	<ul style="list-style-type: none"> Transition Teachers, Community Transition Teacher, and Supervisor of Employability Center 	<ul style="list-style-type: none"> 90% of students who have exited (with diploma) will indicate participation with at least one community agency, within one year of leaving CSDB.
	<ul style="list-style-type: none"> Track the number of students who have exited with a diploma who have utilized at least one community agency 	<ul style="list-style-type: none"> Guidance Counselor and Supervisor of the Employability Center 	



Outreach

Goal: Respond to needs of consumers through collaboration and implementation of an action plan to meet the identified needs. (Consumers are family members, professionals, students with hearing/vision loss or both, and community members.)

Objective: Families, professionals, students and community members can easily access accurate information about programs, resources, and supports offered by CSDB.	Action Steps	Staff Members Responsible	Outcomes
	Year One: <ul style="list-style-type: none"> Investigate & create partnerships to expand broadcasts into other Colorado television areas (Denver Metro) 	<ul style="list-style-type: none"> Distance Learning team, including School Community Liaison 	<ul style="list-style-type: none"> YouTube video clip content will be disseminated through public media options to reach more consumers statewide. The increase in viewers will be measured by reviews of media analytics.
	<ul style="list-style-type: none"> Develop an informational brochure/website content explaining the Expanded Core Curriculum for increasing awareness of parents, special education directors & general education staff 	<ul style="list-style-type: none"> Teachers of the Visually Impaired team 	<ul style="list-style-type: none"> Increase awareness of the Expanded Core Curriculum through distributing informational brochures and providing additional information through face-to-face dialogue, at a minimum of 4 statewide/local events.
	<ul style="list-style-type: none"> Update resource information relative to Deaf/hard of hearing for consumers and include Spanish translations of materials 	<ul style="list-style-type: none"> Teachers of the Deaf team Spanish Translators 	<ul style="list-style-type: none"> Continuously update information for parents/educators through quarterly meetings with website content managers
	<ul style="list-style-type: none"> Host & facilitate Teacher of the Deaf meetings for TODs in the Pikes Peak region 	<ul style="list-style-type: none"> Teachers of the Deaf team 	<ul style="list-style-type: none"> Improve access to information-sharing, through offering quarterly face to face meetings for TODs.
	Years One through Three: <ul style="list-style-type: none"> Analyze data from Year One and needs expressed by consumers to develop action steps for year two by April 1, 2017 	<ul style="list-style-type: none"> Outreach Staff & Strategic plan members 	<ul style="list-style-type: none"> Establish relevant action steps annually based upon data regarding consumer needs.

Objective: Consumers will utilize distance learning activities.	Action Steps	Staff Members Responsible	Outcomes
	Year One: <ul style="list-style-type: none"> Continue developing video content focusing on ASL instructional videos & media content 	<ul style="list-style-type: none"> Distance Learning & ASL teams 	<ul style="list-style-type: none"> A minimum of 10 new instructional videos will be created in year one.
	<ul style="list-style-type: none"> Produce videos illustrating skills in the Expanded Core Curriculum or link existing information on the CSDB website 	<ul style="list-style-type: none"> Distance Learning and TVI teams/website content managers 	<ul style="list-style-type: none"> A minimum of 3 instructional videos will be produced & uploaded to YouTube.
	<ul style="list-style-type: none"> Investigate options for partnerships to provide classes using distance learning technology for academic and social learning 	<ul style="list-style-type: none"> Distance Learning team, Educational Agency Liaison, & Director 	<ul style="list-style-type: none"> A minimum of one academic or social learning opportunity will be provided to students in Colorado.
	<ul style="list-style-type: none"> Explore format options for staff, community & student online classes (ex: ASL) 	<ul style="list-style-type: none"> Distance Learning team 	<ul style="list-style-type: none"> Analyze the potential use of three options for consumer - friendly formats to deliver online content.
	<ul style="list-style-type: none"> Continue to develop role model clips focusing on high school and college-age students 	<ul style="list-style-type: none"> Distance Learning team, TVI and TOD teams 	<ul style="list-style-type: none"> A minimum of 4 clips will be developed and uploaded to YouTube during year 1.
	Years One Through Three: <ul style="list-style-type: none"> Document needs of consumers and most utilized resources, through monthly reviews of identified needs data and analytics 	<ul style="list-style-type: none"> Outreach staff & Strategic Plan members 	<ul style="list-style-type: none"> Use identified needs data & analytics to determine action steps for year two by April 1, 2017.

<p>Objective: Consumers will utilize direct service and/or consultation for identified needs such as: support for language development, support for social-emotional development (family/parent involvement, professional growth opportunities, and student to student interactions)</p>	Action Steps	Staff Members Responsible	Outcomes
	<p>Year One:</p> <ul style="list-style-type: none"> Provide three ASL Immersion activities for education professionals on Saturdays in the fall, winter & spring of the 2016-17 school year 	<ul style="list-style-type: none"> ASL team and appropriate members of the Outreach/CSDB staff who are primary ASL communicators 	<ul style="list-style-type: none"> Increase general/special education staff proficiency in use of ASL, as measured by feedback of participants in activities & pre/post observations of staff.
	<ul style="list-style-type: none"> Provide a workshop activity for general/special education staff working in public schools focusing on the implementation of educational/environmental strategies in the classroom used with students who are Blind/visually impaired 	<ul style="list-style-type: none"> TVI/appropriate members of the strategic plan team & appropriate CSDB staff 	<ul style="list-style-type: none"> Increase knowledge of general/special education staff in implementing instructional/environmental strategies in general education/resource classrooms, through offering a "Blind/Visually Impaired 101" training.
	<ul style="list-style-type: none"> Develop partnerships/co-sponsorships of activities supporting parent education focusing on such topics as: 504 vs IEPs what is the difference?, IFSPs & IEPs: How are they different?, What Parents need to know about Transition from High School to Adult Life, Strategies for Parents to Advocate for their children with "Deaf Plus Needs", For Parents: Theory of Mind, How do I Support my Child's Understanding (Brenda Schick), or other relevant parent-requested topics 	<ul style="list-style-type: none"> Relevant Early Intervention staff/TOD/TVI team members/Educational Agency Liaison/State & local early intervention professionals/Employability Center staff/Director 	<ul style="list-style-type: none"> Sponsor or Co-sponsor a minimum of three parent education activities during year one that are "new resources".
	<p>Years Two and Three:</p> <ul style="list-style-type: none"> Analyze data and documentation of consumer-expressed needs to develop action steps for years two & three 	<ul style="list-style-type: none"> Outreach staff & Outreach Strategic Plan members 	<ul style="list-style-type: none"> Action Steps for Year Two will be developed by April 1, 2017.



Quality Staff

Goal: To recruit, select and retain quality staff to promote services of excellence provided by CSDB.

	Action Steps	Staff Members Responsible	Outcomes
Objective: Recruit – Identify / Evaluate / Implement new recruiting strategies, to increase applicant pools (quality/capacity) for vacant positions.	<ul style="list-style-type: none"> Identify, evaluate, and implement possible recruiting strategies, to develop reliable sources for attracting qualified applicants for Teacher / Special Service Provider positions <p>Year One:</p> <ul style="list-style-type: none"> Develop / expand relationships with appropriate educator prep programs (Teacher of the Deaf, Teacher of the Visually Impaired, etc.), in order to recruit student teachers and viable applicants for CSDB positions Consider participation in two career fairs per academic year; would require funding and development of recruiting materials <p>Year Two:</p> <ul style="list-style-type: none"> Identify possible options to foster relationships and increase local / community awareness that will support recruiting locally (in the Pikes Peak region) <p>Year Three:</p> <ul style="list-style-type: none"> Investigate options to increase awareness at the high school level (e.g., local schools, to include CSDB; 'Educators Rising' Association), relative to opportunities in the field of Special Education and in particular at CSDB 	<ul style="list-style-type: none"> Strategic Plan: Recruiting Team <ul style="list-style-type: none"> – Collaboration between Human Resources staff, educational program administrators, School / Community Liaison, and other identified CSDB representatives (to potentially include CSDB students). 	<ul style="list-style-type: none"> Increase in student teacher placements at CSDB. Increase in applicant interest / applicant pool relative to employment with CSDB (measured by yearly analysis of data obtained from on-line application system). A yearly evaluation of recruiting strategies will be documented and analyzed to determine which strategies are most effective in increasing applicant pools.

	<ul style="list-style-type: none"> Utilize marketing efforts to attract education professionals to consider CSDB employment opportunities, by increasing visibility of CSDB <p>Year One:</p> <ul style="list-style-type: none"> Film recruitment video for CSDB website and other recruiting efforts (e.g., for educator prep programs, career fairs, etc.) Update CSDB website ('Careers' page) with resource information for prospective employees <p>Year Two:</p> <ul style="list-style-type: none"> Effective use of Social Media (Facebook, LinkedIn, Pinterest, etc.) to reach potential candidates, to include 'friending' of relevant educational programs <p>Year Three:</p> <ul style="list-style-type: none"> Investigate idea of CSDB career fair 	<ul style="list-style-type: none"> Strategic Plan: Recruiting Team <ul style="list-style-type: none"> – Collaboration between Human Resources staff, educational program administrators, Outreach Program staff, School/Community Liaison, and other identified CSDB representatives (to potentially include CSDB students). 	<ul style="list-style-type: none"> Increase in student teacher placements at CSDB. Increase in applicant interest/applicant pool relative to employment with CSDB (measured by yearly analysis of data obtained from on-line application system). Complete yearly evaluation of marketing efforts / strategies utilized, to determine which strategies are most effective in reaching prospective employees.
	<ul style="list-style-type: none"> Evaluate selection procedures to identify options to expedite the filling of vacant positions 	<ul style="list-style-type: none"> Human Resources staff; hiring managers 	<ul style="list-style-type: none"> To fill more vacancies, in a timely manner (decrease number of days between vacancy and filling of position, analyzed yearly).

Objective: Retention – Develop and implement strategies to reduce employee turnover and increase retention of quality staff.	Action Steps	Staff Members Responsible	Outcomes
	Employee Turnover and Retention <ul style="list-style-type: none"> Continue established exit interview process and evaluate turnover data 	<ul style="list-style-type: none"> Human Resources staff Strategic Plan: Retention team 	<ul style="list-style-type: none"> Based upon yearly evaluation of data, identify trends and possible retention strategies to mitigate turnover, in an effort to reduce current turnover rate of 12.5%.
	Employee Recognition / Incentives Year One: <ul style="list-style-type: none"> Research State rules and regulations to develop an Incentive Plan for CSDB Classified Staff (requires approval by the State Personnel Director, prior to implementation) 	<ul style="list-style-type: none"> Human Resources Strategic Plan: Retention Team Superintendent's Council 	<ul style="list-style-type: none"> Develop and implement incentive program for the purpose of classified staff recognition (to include training of managers).
	Climate / Work Balance <ul style="list-style-type: none"> Continue annual climate surveys of staff in order to identify opportunities to improve CSDB climate/culture (alternate CSDB Climate Survey and State's Employee Engagement Survey) Year Two: <ul style="list-style-type: none"> Identify, develop and implement work strategies (may involve professional development opportunities), in an effort to support staff in maintaining work balance 	<ul style="list-style-type: none"> Director of Special Education (CSDB Survey) State DPA/DHR (results provided to CSDB, for Supt. Council review) Strategic Plan: Retention Team 	<ul style="list-style-type: none"> Based upon evaluation of action steps taken, identify strategies to improve CSDB climate/culture (which should be evident in reduced turnover rate).
	Supporting Employee Career Growth Year Three: <ul style="list-style-type: none"> Research and develop options / possible funding to support increased educational opportunities for CSDB staff (may include dissemination of information regarding student loan forgiveness, scholarships, etc.) 	<ul style="list-style-type: none"> Strategic Plan: Retention Team Superintendent's Council 	<ul style="list-style-type: none"> Implement plan to provide support for staff that encourages career growth.