2020 – 2025
Strategic Plan

Colorado School for the Deaf and the Blind

Serving Students with PRIDE

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CSDB Mission, Vision, and Guiding Beliefs

Mission Statement
The Colorado School for the Deaf and the Blind (CSDB), in collaboration with families, school districts and community partners, educates and inspires learners throughout the state, birth through age 21, to achieve their full potential through comprehensive, individualized academic, transition, residential and outreach programs and resources.

Vision Statement
CSDB aspires to be an exemplary global resource for families and professionals that excels in preparing diverse learners to transform the world with PRIDE: Positive attitude, Respect, Independence, Determination, and Excellence.

Guiding Beliefs
CSDB Believes:

- Families, staff and community members are valued partners.

- Interagency and community collaborations are fundamental for providing resources and support for learners and their families.

- It is critical for staff, learners, families, and the community to embrace intersectionality and demonstrate respect for individual differences.

- Programs and services must be designed to meet the holistic needs of the learner to include academics, language, social-emotional, the arts, extra-curricular and athletics through safe, caring, supportive, and accessible environments.

- Instruction, support services, residential and statewide services must be provided by highly trained and certified professionals who are lifelong learners and who seek to promote excellence and innovation in every aspect of their work

- Learners' growth and achievement in the areas of character development and positive self-worth are as important as academic proficiency.

- Interactions with adults and peers who are blind/visually impaired, Deaf/hard of hearing or Deaf-blind play a vital role in the development of positive self-esteem and personal/professional growth.

- Maintaining high expectations through rigorous instruction and learner-aligned assessment is critical for academic proficiency and preparation for lifelong learning.

- All families should be provided support and balanced information, which enables them to make informed decisions for their family and their child. This is especially important for young learners.

- After school programming provides unique opportunities to develop specialized independent living and social interaction skills in a safe, nurturing and language-rich environment.

- Learners should be contributing members of society. Employability skills and work experiences appropriate to the age of the learner embedded in educational environments are essential for learners to succeed in their next environment.

- Postsecondary Workforce Readiness (PWR) skills embedded in educational environments from an early age are essential for learners to be contributing members of society.

For Learners Who are Blind, Visually Impaired, and Deaf-blind, CSDB Believes:

- Concept development and experiential learning are foundational.

- The Expanded Core Curriculum (ECC) is essential, embedded in the instructional program, and explicitly taught in all environments to provide pathways to independence.

- Providing instruction through the learner's unique learning media modes (i.e., tactile, print with optical enhancement, auditory) is vital for achievement.

- Extensive instruction in and daily use of braille, as appropriate to the strengths and needs of the learner, provide a foundation for literacy and learning within and beyond the classroom

- Orientation and Mobility (O&M) skills are crucial for learners to safely navigate their world as independently as possible.

- Effective use of assistive technology allows learners to attain a competitive edge in an ever-evolving digital world.

For Learners Who are Deaf, Hard of Hearing and Deaf-blind, CSDB Believes:

- A bilingual (American Sign Language & English) educational environment is required to attain proficiency in both languages, which is imperative for learners' current and future academic, social, and personal journeys.

- Immersion in an ASL and English language-rich environment from birth is optimal for learners' linguistic, cognitive, and social development.

- All who work with Deaf/HH learners on campus recognize and use ASL as the primary language to ensure equitable access to language and communication.

- Auditory and spoken language services, as appropriate to the strengths and needs of the learner, are provided in designated areas as an essential component of the academic program.

- Learning about Deaf culture and heritage is integral to developing learners self-identify.

- Learners benefit from a visual-tactile language and communication environment. All employees contribute to creating this environment through demonstrating required proficiency in American Sign Language according to their positions.

For Families, Learners, Community Partners and Stakeholders statewide, CSDB believes:

- For the Individualized Family Service Plan (IFSP) to respect and support each family's informed choice regarding their child's language, communication, and hearing technology options is foundational.

- Access to ASL instruction and other learning opportunities provided by qualified Deaf instructors and/or mentors for CSDB staff, community members, professionals, and families statewide is important.

- Ensuring the learner 's communication needs guide their annual Communication Plan is key for provision of effective supports and services in their educational placement.

- Learners who are blind/visually impaired require accommodations to excel in core content programming and education in the Expanded Core Curriculum (ECC), which leads to independence and success within their local school district and community.

- Parental Support, experiential learning, concept development, and introduction to ECC concepts are crucial for birth through age 2 learners and their families.

- School age students in Colorado who are blind/visually impaired critically need access to braille and large print textbooks and novels in a timely manner – as is provided through the Colorado Instructional Materials Center.

Introduction

The Colorado School for the Deaf and the Blind (CSDB) consists of the School for the Blind, School for the Deaf, Outreach Programs including Early Intervention, and an employability Center. Established in 1874, CSDB has a long and proud history as a leader in the state of Colorado in providing services to students who are Blind, Visually Impaired, Deaf, Hard of Hearing or Deaf-blind and their families.

The Colorado Department of Education initiated a Program Review of CSDB in 2019. Recommendations from the review were instrumental in formulating the CSDB 2020-2025 Strategic Plan. Additionally, CSDB conducted stakeholder meetings with students, families, staff, community, and statewide partners in February 2020 to corroborate the findings of the Review and identify other areas of focus for the next 5 years.

A steering committee meticulously reviewed and revised CSDB's vision, mission, and guiding beliefs as part of the strategic planning process. They reflect the values of CSDB and provide the foundation for all decisions, actions, and activities to be taken during the life of this plan. The strategic plan includes five (5) strategic areas to be addressed in the next 5 years: School Climate, Instruction, Workforce Readiness Learning and Living Beyond the Classroom and Statewide Services and Visibility.

Strong leadership, dedicated staff, empowered students, involved parents, supportive alumni and invested stakeholders are committed to working together to accomplish the goals, objectives, and action steps in the strategic plan. CSDB invites you to become a partner and watch as its students lead the way into the future with **P.R.I.D.E.**

Strategic Areas
Goals, Objectives, and Action Steps

Strategic Area #1: School Climate

Strategic Area #2: Instruction

Strategic Area #3: Workforce Readiness

Strategic Area #4: Learning and Living Beyond the Classroom

Strategic Area #5: Statewide Services and Visibility

Strategic Area #1 - School Climate
Coaches: Diane Taylor & Janelle Donley

Strategic Goal
CSDB is a place of equity where passionate learners and staff thrive through feeling respected, supported, safe and able to contribute to the school's vision and mission.

5-Year Goal
CSDB is a place of equity where passionate learners and staff thrive through feeling respected, supported, safe and able to contribute to the school's vision and mission.

1A. Strategic Goal Area: Equity

Team Captain / Players: Trisha Waddell / Jessica Rogers, Sean Leveille, Susie O'Hara, and Julie Cuccaro. *(actively recruiting individuals to represent Blind, Low-Vision, and/or BIPOC communities)*

Objective 1
Inform CSDB staff and learners about and engage in school wide equity practices related to intersectionality.

A. Develop a schoolwide definition of equity and intersectionality

Action Steps	Timeline	Progress/Completion Notes
Determine who should be a part of this process	October 2020 - Feb 2021	
Contact individuals of different minority groups (i.e. race, age, gender, national origin, religion, social class, marital status, sexual orientation, disability, etc.) and departments to participate in researching/developing equity definition	Feb 2021 - March 2021	
Equity: Review & research, write the	Feb 2021 - March 2021	

definition, get feedback, and finalize		
Intersectionality: Review & research, write the definition, get feedback, and finalize	Feb 2021 - March 2021	
Devise an ASL video and an audio recording of both definitions.	May 2021	
Post definition on website and other places across campus (ASL Video / Audio)	June 2021	

B. Provide a variety of ongoing discussion forums for staff and learners related to the workplace and unpacking their privileges.

Action Steps	Timeline	Progress/Completion Notes
Identify a platform for the forums	August 2021 – May 2022	
Identify the type of forums to be offered	August 2021 – May 2022	
Determine the frequency of forums	August 2021 – May 2022	
Identify Facilitators for the forums	August 2021 – May 2022	
Establish a procedure for how information will be gathered from forums	August 2021 – May 2022	
Devise an action plan based off feedback from forum	August 2021 – May 2022	

C. Collect and analyze data related to equity for our student body

Action Steps	Timeline	Progress/Completion Notes
Develop and distribute a Student Climate Survey about our student body.	August 2021 - May 2025	
Develop and distribute a Staff Climate Survey about our student body, in collaboration with Team Morale.	August 2021 - May 2025	
Identify individuals who can provide specific data	October 2020 – December 2020	
Collect data including school enrollment, test scores, course selection, graduation, dropouts, retention, post-graduation plans, discipline (level of response, consequence, referrals), attendance, extracurricular activities, day vs. dormitory learner data, additional disabilities, learner services on IEP, intervention needs, medical needs, etc.	May 2021 – May 2025	

D. Collect and analyze data related to equity for our employees

Action Steps	Timeline	Progress/Completion Notes
Develop and distribute a Staff Climate Survey about equity and morale at our workplace (A Collaboration with Morale Team)	August 2021 - May 2025	
Identify individuals who can provide specific data	October 2020 – December 2020	
Collect data including race, age, gender, national origin, religion, social class, marital status, sexual orientation, disability, retention, discipline (level of response, consequence, referrals), medical needs, etc.	May 2021 – May 2025	

E. Develop a place for concerns to be posted (can be anonymous) and addressed; ex: SchoolDude-type platform

Action Steps	Timeline	Progress/Completion Notes
Work with I.T. team to identify a platform for staff concerns to be posted	October 2020 – May 2021	
Collaborate with members who are serving on the "core" committee.	December 2020 – May 2025	
Create a data collection and action reporting system	October 2020 – May 2021	

Action Steps	Timeline	Progress/Completion Notes
Identify appropriate individuals or group to monitor the updates	October 2020 – May 2025	
Identify and assign concerns to appropriate groups or person to address	October 2020 – May 2025	
Maintain the integrity of tracking by marking the concerns as assigned, pending, or addressed.	December 2020 – May 2025	

F. Maintaining the integrity of our system, by providing ongoing appropriate training, to ensure the space is equitable for all the employees and students.

Action Steps	Timeline	Progress/Completion Notes
Research and identify a consultant to work with to address equity, intersectionality, and social justice	August 2021 – May 2022	
Hire a consultant who is knowledgeable about equity, intersectionality, and social justice	August 2021 – May 2022	
Develop group of people to work with the consultant and are responsible for sensitivity training and related PD	August 2021 – May 2022	
Provide yearly PD on equity / social justice	August 2021 – May 2025	
Provide PD to address the identified recurring	August 2021 – May 2025	

reported equity issues once per semester		
Arrange for at least one presenter for all staff each year to address equity and intersectionality	August 2021 – May 2025	
Provide sessions for students on equity / social justice once per semester	August 2021 – May 2025	
Provide sessions for students to address the identities recurring reported equity issues once per semester	August 2021 – May 2025	

1B   Strategic Goal Area: Communication

Team Captain / Players: Diane Taylor / Sabra Taylor, Amanda Padilla, Janet Steele, Evan MacDonald

Objective 1
Improve and maintain clear, timely, transparent, and accessible communication.

A. Improve and maintain two-way communication between departments

Action Steps	Timeline	Progress/Completion Notes
Develop a committee with a representative from each department to share information and address campus-wide issues (Work with Strategic Goal Area teams Morale & Equity)	October 2020 - January 2021	
Identify platform to use for internal communication that has ability to host ongoing feedback/discussion	February 2021-May 2021	
Set clear minimum expectations and etiquette guidelines for communication	August 2021-December 2021	
Contribute questions, annually, regarding communication to the school climate survey for all parties to determine satisfaction. (Work with the Strategic Goal Area: Morale team.)	January 2021 – March 2021; 2022-2025	
Identify opportunities for staff interactions, at CSDB, leading to greater understanding and	August 2022 – June 2023	

Action Steps		
improved communications. Ex: culture training, job shadowing, interdepartmental job-alike meetings (Work with the Strategic Goal Area: Morale team)		

B. Identify and initiate platform for consistent communication with parents
and families through technology and print

Action Steps	Timeline	Progress/Completion Notes
Review and assess CSDB current platforms	January 2021-March 2021	
Identify platforms that work best for CSDB and parents: technology and print.	March 2021-August 2021	
Monitor and review communication data from all parties to ensure procedure is working effectively	August 2022 – June 2023	

C. Maintain positive relationship with partners and stakeholders to increase
visibility of CSDB.

Action Steps	Timeline	Progress/Completion Notes
Review and expand list of partners and stakeholders	August 2022 – June 2023	
Record staff member participation in civic agencies, civic events, and job-alike groups. Increase participation leading to increased visibility	August 2021-June 2025	

Action Steps	Timeline	Progress/Completion Notes
Develop method to disseminate intentional information to partners and stakeholders	August 2021- June 2022	

D. Continue to expand the use of social media and develop a new website.

Action Steps	Timeline	Progress/Completion Notes
Review and update the standardized media guideline to ensure accessibility for all members of school (ex. ASL, captions, voice-over, audio description, screen-reader, magnifier, Spanish	December 2020- June 2021	
Develop an effective process for sharing information or written articles with School/Community Liaison.	April 2021- June 2021	
Evaluate new social media trends and modify CSDB approach as needed.	August 2021- June 2023	
Develop new website with improvements to design to provide ease of use, access to forms and contact information. Regularly measure website usage with analytics. Share data/recommendations with content editors.	October 2020- June 2025	

E. Use a variety of ways to disseminate information about events, research, and best practices for working with learners

Action Steps	Timeline	Progress/Completion Notes
Continue developing webinars, as requested, and disseminate to the community	August 2022 – June 2023	
Develop procedure for requests to present at a conference/workshop.	August 2022 – June 2023	
Continue broadcasts to Comcast channels.	October 2020- June 2025	

1C   Strategic Goal Area: Morale

Team Captain / Players: Beth Oliver / Liz Arnquist, Amy Baker, Rebecca Hansen, Teresa Kilbury

Objective 1
Foster the development of a joyful, positive and strong morale within the school community (staff and learners), where individuals have a sense of place and commitment to our shared mission.

A. Evaluate and improve current mechanisms allowing individuals of the school community to address concerns in a respectful, solution-oriented approach.

Action Steps	Timeline	Progress/Completion Notes
Develop a staff advisory committee with representatives from all departments (minimal administration) and/or system to address campus-wide concerns and provide input on resolutions.	October 2020 - January 2021	
Evaluate and create, if needed, the process for directly addressing and reporting individual/departmental concerns, to include chain of command and documentation.	September 2021 – June 2022	
Develop and monitor a learner advisory system in collaboration with the student body government to address issues and provide resolutions for learners.	September 2022 – June 2025	

B. Promote clear, consistent, and respectful communication across the school community.

Action Steps	Timeline	Progress/Completion Notes
Identify, develop, and share information/resources in a timely and consistent manner to ensure that the communication needs of others are met.	September 2021 – June 2025	

C. Create interdepartmental opportunities that reinforce a strong sense of belonging and unity within the school community.

Action Steps	Timeline	Progress/Completion Notes
Survey staff to determine their preferences on types of activities for social gatherings/activities (staff only).	September 2021 – October 2021	
Identify and/or develop different equitable opportunities and activities for all learners and staff to interact with each other.	September 2022 - 2025	

D. Use individual feedback reporting to enhance the school community's successful practices in terms of communication, equity, professional growth, and more specifically actions that promote feelings of mutual respect and value.

Action Steps	Timeline	Progress/Completion Notes
Evaluate individual and department workload to ensure manageability and promote balance.	January 2022 – June 2022	
Use, revise and send out the existing school climate survey to	January 2021 – March 2021; 2022-2025	

Action Steps	Timeline	Progress/Completion Notes
measure staff satisfaction.		
Create "why do you stay?" questions to supplement the school climate survey.	January 2021 – February 2021	
Create supports to entice staff to desire long-term employment at CSDB.	August 2021 – June 2023	

E. Provide constructive follow-up communication to appropriate supervisors with information obtained from the exit interview process.

Action Steps	Timeline	Progress/Completion Notes
Request and require the state online exit interview survey results twice a year (Fall/Spring).	January and July of each year.	
Develop procedures on receiving and sharing state online exit interview results with appropriate individuals.	April 2021 – October 2021	
Explore and evaluate on the feasibility of creating our own staff exit interview form.	April 2021 – June 2021	

1D Strategic Goal Area: Safety

Team Captain / Players: Dan Claus / Sandy Fuentes, Cara Johnson, Shari Mathews, Jacky Skinner

Objective 1
Establish process to ensure learner/staff safety and a positive learning environment on campus.

A. Review/revise/create crisis protocols to include pandemic safety measures, active shooter, weather, environmental threats, and other identified areas

Action Steps	Timeline	Progress/Completion Notes
Elicit stakeholder feedback following a major CSDB crisis response as determined by the Superintendent	1/21	
Identify and develop training related to crisis and safety response	10/21	
Train staff and upperclassman on the "Stop the Bleed" program	8/21	
Develop Crisis Team to review and update Crisis procedures	3/21	

B. Evaluate learner and staff safety on campus

Action Steps	Timeline	Progress/Completion Notes
Develop a system of debriefing with administrator, counselor, learner, and teacher when reportable crisis occurs.	6/23	
Train staff on proper documentation for student crisis	12/22	
Implement and maintain staff and student awareness, prevention, and response programs.	12/24	
Develop a system to educate and communicate, to staff, internal	6/24	

Action Steps		
crisis response (student threat assessments, behavior and safety plans).		

C. Review and standardize behavior and learner crisis response

Action Steps	Timeline	Progress/Completion Notes
Provide quarterly training on Nonviolent Crisis Intervention (NCI) restraint practices for identified staff	8/22	

D. Identify and address mental health needs

Action Steps	Timeline	Progress/Completion Notes
Establish a formalized process for teachers/staff to communicate learner mental health concerns to the Mental Health team.	6/21	
Provide professional development training for teachers and identified staff to increase awareness of mental health issues including trauma and behavior.	10/21	

1E   Strategic Goal Area: Recruitment

Team Captain/Players: Chelle Lutz / Debbie Haberkorn, Traci Monger, Rachella Ortiz, Jerred Sonneborn, Tera Wilkins

Objective 1
Establish systems and processes to support the goal of full staffing.

A. Review and evaluate the process and systems in place for recruitment of staff; include addressing how to advertise to and attract diverse individuals more efficiently.

Action Steps	Timeline	Progress/Completion Notes
Review existing recruiting resources; ensure accuracy and currency of information (database), appropriate format.	Jan - June 2021; review annually	
Review processes for dissemination of job postings; ensure efficiency of recruiting efforts.	Jan - March 2021	
Explore, identify, and evaluate possible recruiting resources / strategies that will attract a diverse pool of candidates, and implement as appropriate. Consider diversity throughout the hiring process.	January 2021 to June 2022	
Review CSDB Employment / Recruiting materials (e.g., brochure, student teacher flyer, videos); update materials as needed; explore additional strategies for dissemination.	January 2021 to June 2023; review annually	
Evaluate use of Social Media to ensure efficient marketing efforts in	Jan - March 2021	

attracting prospective education professionals.		

B. Re-evaluate the roles of principals, school-community liaison, and staff in the process of recruitment.

Action Steps	Timeline	Progress/Completion Notes
Evaluate and identify roles and responsibilities of HR staff, hiring managers (to include principals), Communications personnel, and others relative to recruitment processes.	Jan - March 2021	
Establish a process and identify staff responsible for intentional efforts to recruit on an on-going basis and document such efforts.	June 2021	
Explore innovative strategies to enhance recruiting efforts and distribution of recruiting materials utilizing technology, social media (e.g., Zoom job fair, use of other virtual media).	June 2022	
Explore options to foster local / community awareness of Special Education career opportunities; for example, connect with local HS Guidance Counselors to provide opportunities for local students to shadow	June 2023	

CSDB Teachers (career exploration).		

C. Establish strong, positive relationships with colleges and teacher training programs in Colorado and around the country to allow for internships and opportunities for potential teachers to see what CSDB offers.

Action Steps	Timeline	Progress/Completion Notes
Review current system (database) for tracking educator prep programs, update as needed.	Review by March 31, 2021	
Establish a process and identify staff responsible to develop / expand positive relationships with appropriate educator prep programs to recruit student teachers and prospective applicants for CSDB positions on an on-going basis and document such efforts.	June 2021; Review annually	
Continue efforts relative to educational program manager visits (to include virtual visits) to appropriate educator prep programs with the goal of developing a partnership that will allow for collaboration and internships.	January 2021 through June 2022; review annually	

Strategic Area #2 – Instruction
Coach: Tera Wilkins

Strategic Goal
CSDB will be widely recognized for its array of high quality,
rigorous, engaging, and equitable instructional programs, and services.

5-Year Goal
Instructional and Support Services staff will have the tools, training, and
expertise to provide high quality, rigorous, consistent
instruction, assessment, and behavior supports that are responsive to unique
learner needs and result in increased student achievement.

**2A. Strategic Goal Area: Core Classroom Practices / Universal Prevention
(Tier I)**

Team Captain: Julie Swegle
Players: Jennifer Thompson, Jamie Lugo, Allison Sambrook, Megan McKenna,
Shelby Dye, Amy Gunning, Trisha Waddell, Sharon Kay

Objective 1
Create, implement, and evaluate core classroom universal
Tier I instructional practices.

A. Establish a culture of clear and consistent instructional expectations and
   implement universal Tier I instructional practices in each course /
   classroom.

Action Steps	Timeline	Progress/Completion Notes
Identify clear universal standards-based instructional practices (tier 1; best practices in instruction).	June 2022	
Review current course offerings and ensure that all courses have approved core curriculum.	June 2022	
Develop a unit plan/curriculum map for	June 2022	

Action Steps	Timeline	Progress/Completion Notes
every course tied to the approved curriculum and state standards		
Ensure all students who are Blind/Visually Impaired have access to materials in their primary literacy mode (Auditory, Braille, and/or Large Print).	On-going	
Establish a framework for Tier 1 instruction for learners who are Deaf / Hard of Hearing to support students who require/benefit from instruction in listening and spoken language.	June 2022	
Establish a framework for Tier 1 instruction for learners who are Deaf / Hard of Hearing to support students who require/benefit from instruction in ASL.	June 2022	
Establish schoolwide homework expectations for specific grade bands K-2, 3-5, 6-12.	June 2023	

B. Provide training and support for staff on universal Tier I instruction practices and monitor to ensure fidelity.

Action Steps	Timeline	Progress/Completion Notes
Provide training on identified Tier 1 instructional best practices in a variety of formats.	June 2022	
Train identified staff on approved curriculum, state standards and Extended Evidence Outcomes (EEOs)	June 2021	

Train identified staff on curriculum mapping and unit plan development	June 2021	
Encourage staff to visit public school classrooms to observe general education instruction outside of CSDB when appropriate.	June 2021	

C. Evaluate effectiveness of Tier I instructional practices and monitor student progress and achievement

Action Steps	Timeline	Progress/Completion Notes
Develop and utilize a walk-through observation form to monitor implementation of Tier I practices.	June 2022	
Analyze walk-through observation data to determine areas of need to be addressed through professional development.	June 2022	
Provide professional development for staff who need additional support in Tier I practices.	June 2021	
Identify and/or develop universal screening assessments in core content areas	June 2022	
Use screening assessments to evaluate students a minimum of three times per year in all core content area.	June 2022	
Using screening assessment data as well as well as other data	June 2022	

points to identify students in need of additional supports (screen for tier II).		

Objective 2

Create, implement, and evaluate core classroom universal Tier I social-emotional and behavioral practices.

A. Establish clear and consistent classroom expectations and implement identified Tier I social-emotional and behavioral practices in each course / classroom.

Action Steps	Timeline	Progress/Completion Notes
Identify and implement clear tier I social-emotional and behavioral best practices in the classroom.	June 2022	
Identify and implement social-emotional and behavioral curriculum.	June 2022	
Identify, teach, and post clear classroom behavioral expectations.	June 2022	
Teach and reinforce PBIS.	June 2022	
Establish an observable positive climate (i.e. greeting learners, 5:1 positive to constructive comments)	June 2022	
Provide direct instruction on how to perform wanted behaviors.	June 2022	

B. Provide training and support for staff on universal Tier I behavior practices and monitor to ensure fidelity.

Action Steps	Timeline	Progress/Completion Notes
Provide training on identified classroom social-emotional and behavioral best practices.	June 2022	
Provide training to staff on the identified universal social-emotional and behavioral curriculum.	June 2022	
Provide training on how to develop classroom behavioral expectations for identified staff to build teacher capacity.	June 2022	
Provide training to staff on PBIS.	June 2022	
Utilize a classroom walk through form to provide feedback to staff on implementation of classroom best practices.	June 2022	
Provide professional development for staff who need additional support with implementing tier 1 supports and best practices.	June 2022	

C. Evaluate effectiveness of Tier I behavior practices and monitor student learner progress.

Action Steps	Timeline	Progress/Completion Notes
Develop and utilize a walk-through observation form to monitor implementation of Tier I practices.	June 2022	
Analyze walk-through observation data to determine areas of need to be addressed through professional development.	June 2022	
Provide professional development for staff who need additional support in Tier I practices.	June 2022	
Identify and use a social-emotional and behavioral screener a minimum of twice per year.	June 2022	
Using screening assessment data as well as well as other data points to identify students in need of additional social-emotional and behavioral supports (screen for tier II).	June 2022	

Objective 3
Establish an MTSS team to analyze data and identify students
who need additional support in academics and social emotional behavioral
areas.

A. Develop a clear and equitable process that identifies students
   who need targeted prevention and group intervention in the area of
   academics and social-emotional/behavior

Action Steps	Timeline	Progress/Completion Notes
Define the MTSS process in order analyze student data (academic and behavioral)	June 2022	
Develop a Multi-Tiered Systems of Support (MTSS) school team structure.	June 2023	
Provide professional development to staff on the MTSS team.	June 2022	
Use the MTSS process to analyze student data (academic and behavioral) and identify students in need of additional support	June 2022	

2B. Strategic Goal Area: Targeted Prevention/Group Intervention (Tier II) and Individualized Prevention/Intensive Intervention (Tier III)

Team Captain: Heather Nunley
Players: Jennifer Thompson, Jamie Lugo, Allison Sambrook, Megan McKenna, Shelby Dye, Amy Gunning, Trisha Waddell, Sharon Kay

Objective 1
Create, implement, and evaluate a consistent structure for effectively addressing academic and social-emotional / behavioral needs of students identified for targeted prevention / group intervention (Tier II).

A. Identify research-based interventions, establish a process for placing students into appropriate tier II academic and/or social-emotional / behavioral intervention, and monitor progress to meet the needs of students identified as at risk in Tier I.

Action Steps	Timeline	Progress/Completion Notes
Use data to determine appropriate tier II intervention(s)	June 2023	
Develop a structure for group and individual interventions in short cycles.	June 2022	
Develop a process for administering progress monitoring and discussing student growth for identified students in interventions.	June 2022	
Review current data warehouse and identify a new system for storing student achievement data.	June 2021	
Research and identify research-based interventions to be used at Tier II	June 2023	

B. Provide training and support for staff on Tier II interventions and monitor implementation to ensure fidelity.

Action Steps	Timeline	Progress/Completion Notes
Provide training to staff on the implementation of interventions.	June 2023	
Provide additional training for staff who need support in Tier II practices.	June 2023	
Identify a system to log intervention data	June 2022	
Schedule for administrator or designee to check if tier II data is being logged	June 2023	

C. Evaluate effectiveness of Tier II interventions and monitor student learner progress

Action Steps	Timeline	Progress/Completion Notes
Analyze data on a regular basis to determine next steps (such as, moving back to tier I or moving up to tier III).	June 2023	

<u>Objective 2</u>
Create, implement, and evaluate a consistent structure for effectively addressing academic and social-emotional / behavioral needs of students identified for individualized prevention / intensive intervention (Tier III).

A. Identify research-based interventions, establish a process for placing students into appropriate tier III academic and/or social-emotional / behavioral intervention, and monitor progress to meet the needs of students identified as at risk in Tier I and II.

Action Steps	Timeline	Progress/Completion Notes
Use data to determine appropriate Tier III intervention(s)	June 2024	
Develop a structure for group and individual interventions in short cycles.	June 2024	
Develop a process for administering progress monitoring and discussing student growth for identified students in interventions.	June 2024	
Review current data warehouse and identify a new system for storing student achievement data.	June 2024	
Research and identify research-based interventions to be used at Tier III	June 2024	

B. Provide training and support for staff on Tier III interventions and monitor implementation to ensure fidelity.

Action Steps	Timeline	Progress/Completion Notes
Provide training to staff on the implementation of interventions.	June 2024	
Provide additional training for staff who need support in Tier III practices.	June 2024	
Identify a system to log intervention data (may be the same as Tier II)	June 2024	
Schedule for administrator or designee to check if tier III data is being logged	June 2024	

C. Evaluate effectiveness of Tier III interventions and monitor student learner progress

Action Steps	Timeline	Progress/Completion Notes
Analyze data on a regular basis to determine next steps (such as, moving back to tier II or moving to referral).	June 2024	

<u>Objective 3</u>
Establish a system to identify students who need additional academic or social-emotional/behavioral support beyond Tier III and make a multi-disciplinary team referral.

A. Review Tier III data to identify students who are not making progress after intensive intervention.

Action Steps	Timeline	Progress/Completion Notes
Identify a process for reviewing Tier III intervention data on a regular basis.	June 2024	
Determine criteria for when a multi-disciplinary team referral will be made	June 2024	
Make the referral	June 2024	

2C Strategic Goal Area: On-line and Blended Learning

Team Captain/Players: Carolyn Scott / Kristen Huddleston, Nancy Barron, Mary Hattick, Ralena McDevitt, Michaela Parlin, Aimee Twaddle, Grace Gundle

Objective 1
Create opportunities for Deaf and Blind CSDB learners as well as eligible, appropriate, and interested non-CSDB learners who are Deaf or Blind to participate in courses in person or online on an equitable platform.

A. Ensure learners have needed equipment/resources including internet access and assistive technology.

Action Steps	Timeline	Progress/Completion Notes
Research funding to assist families with technology fees and replacement costs.	June 2021	
Establish a standardized process for assigning and tracking learner technology devices across all departments for students on and off campus.	June 2021	
Identify how to provide technology support to learners who are using their personal devices off-campus.	June 2021 (and ongoing)	
Evaluate provision of internet services available for rural areas and create plan for providing access, as necessary.	June 2021 (and ongoing)	
Identify assistive technology needed and provide appropriate technology to identified learners.	June 2021 (and ongoing)	

Identify a process to provide blind/visually impaired learners with tactile and braille materials to support online content.	June 2021	

B. Determine needs and plan for providing online courses.

Action Steps	Timeline	Progress/Completion Notes
Clearly define online learning program and terms associated with the program.	June 2022	
Survey local and state schools and districts to identify areas of need for online instruction.	June 2022	
Upon results of the survey, identify courses and services CSDB could provide via technology and prioritize the development of these courses	June 2022	
Develop a plan to inform districts of on-line programing options for students across the state.	June 2022	
Develop a fee structure for on-line classes.	June 2022	

C. Ensure on-line programs are high quality, rigorous, and accessible.

Action Steps	Timeline	Progress/Completion Notes
Create guidelines and processes to define the minimum requirements for staff working with learners providing direct instruction toward learning outcomes vs. independent work.	June 2024	
Develop plans for differentiating instruction based on learner need.	June 2022	
Identify and utilize universal practices for online learning, participation, and etiquette.	June 2022	
Evaluate effectiveness of online instructional programming	June 2022	
Review existing curriculum and resources are adequate for on-line learning.	June 2022	
Develop a process for assessing students in an online environment.	June 2021	

D. Provide staff responsible for online instruction and services with appropriate professional development.

Action Steps	Timeline	Progress/Completion Notes
Conduct needs assessment regarding present levels of staff confidence and competence	June 2021	
Create professional development schedule to meet needs of staff for variety of topics and complexity	June 2021 (and beyond)	

Provide support for teachers' online programs with coaching	June 2021 (and beyond)	
Build professional development utilizing staff strengths and peer coaching	June 2022 (and beyond)	
Identify opportunities to observe practices in action	June 2022 (and beyond)	

2D Strategic Goal Area: Transition Education

Team Captain/Players: Christine DaLee / Tera Wilkins, Karina Johnson,

Objective 1
Establish a comprehensive program for addressing transition education beginning in preschool.

A. Establish and implement a comprehensive scope and sequence plan for preschool to age 21.

Action Steps	Timeline	Progress/Completion Notes
Identify comprehensive scope and sequence plan for preschool to age 21.	June 2021	
Present options of CSDB comprehensive scope and sequence plan.	June 2021	
Identity CSDB learning gaps compare to grade level performance in general education students.	June 2022	
Develop comprehensive scope and sequence plan to address the learning gaps from preschool to age 21.	June 2025	

B. Identify and modify transition curriculum and assessment.

Action Steps	Timeline	Progress/Completion Notes
Conduct systematic research to identify curriculum and assessment to meet the needs of learners	June 2021	
Present the curriculum options to CSDB	June 2021	

Recruit staff per grade level to modify and expand transition curricula.	Sept 2021	
Modify and expand curriculum	From Ag 2021 to June 2025	

C. Review courses, curriculum, and resources available at CSDB and merge best practices to transition curriculum.

Action Steps	Timeline	Progress/Completion Notes
Identify which courses available at CSDB.	June 2021	
Identify per grade how/when to add transition skills	June 2022 and 2023	
Develop a curriculum map/unit plan for each course	Ongoing	
Align career exploration opportunities for each course	Ongoing	
Develop a school-wide transition checklist for each grade band (i.e., K-2, 3-5, 6-8, 9-12)	June 2022	

D. Modify and expand current transition plan.

Action Steps	Timeline	Progress/Completion Notes
Identify transition assessments best practices according to CDE	June 2021	
Develop transition checklist of required assessments by grade level	June 2021 and 2022	
Create a bank with transition options per grade level and abilities	June 2022, 2023, and 2024.	

Expand the use of appropriate career assessments to identify the potential career pathway for each learner	June 2022, 2023, and 2024.	
Be forthright with learners regarding their current performance levels	June 2022, 2023, and 2024.	
Engage learners in the development of their future career plans and their current performance levels by regularly monitor progress their transition goals	June 2022, 2023, and 2024.	
Include goals developed by learners and written from an "I" perspective in the IEP transition plan to encourage engagement.	Ongoing	
Ensure IEP goals are tied to transition goals	Ongoing	
Offer the option for learner led the IEP process and the meeting	Ongoing	

Strategic Area #3: Post-Secondary and Workforce Readiness
Coach: Kathy Emter

Strategic Goal
CSDB's Postsecondary Workforce Readiness (PWR) instruction and experiences, starting at preschool, develops graduates with the knowledge and expertise that lead to autonomy and fulfilling careers measured by effective tracking.

5-Year Goal
CSDB's Postsecondary workforce Readiness instruction and experiences provide a consistent, structured scope and sequence consisting of learning in and out of the classroom, quality on- and off-campus work experiences including interactions with a variety of adult role models, and knowledge of community resources.

3A   Strategic Goal Area: Graduation Requirements

Team Captain / Players: Jen Wright / Eric Bruckman, Janey Heard, Rebecca Hansen

Objective 1
Define and implement specific criteria to allow for learners to demonstrate achievement of state standards, numeracy, and literacy proficiency and/or IEP benchmarks upon graduation.

A. Determine equitable pathways for learners to achieve graduation requirements and obtain a CSDB diploma, to possibly include numeracy/literacy proficiency assessment scores; CSDB capstone; vocational/CTE certification, etc.

Action Steps	Timeline	Progress/Completion Notes
Establish requirements for achieving required score needed on an Academic Proficiency Assessment (SAT, ACT)	June 2021	
Establish requirements for achieving required score needed on a measure of post-secondary readiness	June 2021	

(Accuplacer, ACT, WorkKeys)		
Establish requirements for achieving and Industry Certificate (ex, Electrician, Plumbing HVAC, Information technology, etc.)	June 2021	
Establish requirements for achieving required score on capstone project	June 2021	
Develop CSDB informational materials depicting the pathways to achieving graduation requirements	June 2021	

B. Develop and administer an equitable capstone plan: a culminating exhibition demonstrating learning of predetermined outcomes, including demonstration of proficiency in literacy and numeracy.

Action Steps	Timeline	Progress/Completion Notes
Design CSDB Capstone	June 2021	
Plan for CSDB Capstone administration and post internally and externally	June 2021	
Implement and monitor CSDB Capstone administration	Year 1 and ongoing	
Evaluate and enhance CSDB Capstone	Year 1 and ongoing	

C. Review and revise CSDB graduation policy and regulations to accurately reflect the pathways, expectations, and requirements for learners to meet school graduation requirements, including Certificate of Completion.

Action Steps	Timeline	Progress/Completion Notes
Establish expectations for demonstrating proficiency in English and Mathematics	June 2021	
Establish requirements for a Certificate of Completion	June 2021	
Develop CSDB Graduation Policy beginning 2021-2022	June 2021	

D. Communicate on a timely basis with parents and learners regarding placement in high school program specific to the pathway and expectations involved to meet CSDB graduation requirements.

Action Steps	Timeline	Progress/Completion Notes
Establish the ICAP process to assist students, families, and staff in the program planning	June 2022	
Develop high school credit tracking tool	June 2022	
Develop concurrent enrollment policy	June 2021	
Establish Guidelines to ensure students are meeting with the CSDB Guidance Counselor regularly beginning in 8th grade	June 2022	
Share Bridges to Life Transition program information with families beginning in the 8th grade	June 2022	

E. Develop a bank of appropriate resources related to post-secondary education, employment, and career training opportunities, that are regularly updated on the CSDB website for staff, community, and parent access.

Action Steps	Timeline	Progress/Completion Notes
Research appropriate resources related to post-secondary education, employment, and career training opportunities	June 2023	
Gather materials and information related to post-secondary education, employment, and career training opportunities	June 2024	
Establish webpage on the CSDB website to share information related to post-secondary education, employment, and career training opportunities.	June 2025	
Maintain webpages related to post-secondary education, employment, and career training opportunities	June 2025	

3B Strategic Goal Area: Workforce Readiness

Team Captain / Players: Sherri Anderson /Laura Stearns, Julie Harrison, Angie Brown, Anne Anderson, Holy Newsome, Mariel Knauss, Mimi McGinty

Objective 1
Support learners to have a successful off campus work experience in which they demonstrated growth and development on the job as measured through evaluations by CSDB job coaches/transition teachers and community employers by the time they graduate.

A. Develop a scope and sequence defining the work experiences offered at each grade level and collect data.

Action Steps	Timeline	Progress/Completion Notes
3rd-5th grade expectations	June 2025	
6th-8th grade expectations	June 2024	
9th-12th grade expectations	June 2023	
Bridges to Life expectations.	June 2022	

B. Expand CSDB pool of community partners and potential employers for learners.

Action Steps	Timeline	Progress/Completion Notes
Network with CSDB staff inside and outside the employability center.	June 2022	
Network with stakeholders (including families)	June 2022	
Establish a shared database of contacts for community partners and potential employers	Jan 2022	

C. Implement creative scheduling strategies for students to experience post-secondary work experiences outside of a traditional schedule.

Action Steps	Timeline	Progress/Completion Notes
Investigate the number of hours that students can work and when they are able to work.	Nov 2021	
Research transportation possibilities to and from job sites and field trips.	June 2022	
Implement a schedule and transportation plan that increases off-campus work experiences.	June 2022	

D. Explore HS career technology programs that begin in HS in nearby districts; collaborate/ partner with districts to make options available to CSDB learners.

Action Steps	Timeline	Progress/Completion Notes
Research and share the vocational opportunities in local school districts and PPCC (Pikes Peak Community College)	Jan 2022	
Increase Collaboration with Pikes Peak Interagency Transition Team.	June 2021	

E. Establish a stronger bridge from learners' home communities during years at CSDB.

Action Steps	Timeline	Progress/Completion Notes
Establish connections; access and utilize appropriate agencies (i.e., VRS, DVR, TRE, ADA).	Jan 2022	
Establish yearly training for staff on or about community agencies and social services for students and families.	DVR May 2022 Dec 2022 (other agencies)	
Investigate and teach orientation and mobility skills in home community for students who are exiting CSDB.	March 2023	
Identify realistic and attainable work experiences and support the students in the home community environment.	May 2022	

F. Train identified staff on providing consistent information and support to learners to ensure clarity of understanding of their transition progress and next steps.

Action Steps	Timeline	Progress/Completion Notes
Clearly define what is presently happening with guidance counseling and ICAP at CSDB within both schools.	June 2022	
Create a task analysis of what should be happening related to	May 2022	

guidance counseling and ICAP for each student their high school career.		
Develop a meaningful checklist identifying annual progress on each student's individual career and academic plan.	May 2022	

3C Strategic Goal Area: Postsecondary Education

Team Captain/Players: JJ Ryan / Christina Cortes, Gloria Romero, Shannon Carter

Objective 1
Develop comprehensive mechanisms to support learners interested in pursuing a postsecondary college/CTE program.

A. Review current mechanisms and prep courses available, making additions as necessary, to ensure learners have a comprehensive set of college ready course options.

Action Steps	Timeline	Progress/Completion Notes
Review and evaluate learner scores (PSAT).	June 2021 and annually	
Review scheduling structure and course options to make available local PSAT/SAT prep courses.	June 2021 and (annually)	
Share transition planning and postsecondary plan Information consistently during IEP meetings.	June 2021	
Communicate PSAT/SAT test results with parents in a timely manner.	June 2021	
Options for mainstreaming.	June 2021	

B. Identify and establish a process for improving learners and parents' information and understanding in specific areas, i.e., college entrance requirements, scholarships, FAFSA, enrollment.

Action Steps	Timeline	Progress/Completion Notes
Create an academic plan (courses to take throughout high school).	By Spring 2023	
Development of post-secondary plans-post-school, college, or vocational training.	Annually	

C. Provide instruction and guidance during 9th grade focusing on essential skills (i.e., organizational skills, time management) to prepare learners to become autonomous and self-determined in HS and beyond.

Action Steps	Timeline	Progress/Completion Notes
Evaluate what topics to be incorporated into course instruction.	June 2024	
Determine topics to be taken on by the staff providing guidance and support.	June 2024	
Offer workshops or events for parents/families/small groups.	Elementary, MS, HS, and BtL—topics created by June 2023	
Create scope and sequence checklist for teaching learners about the postsecondary process beginning freshman year.	June 2024 (give time for revisions)	

D. Support learners who are ready to attend a postsecondary education
program after their senior year.

Action Steps	Timeline	Progress/Completion Notes
Establish a scope and sequence detailing the specific requirements needed for learners to be ready for their postsecondary program.	End of Spring 2024	
Determine how to implement scope and sequence within curriculum/courses.	End of Spring 2024	

Strategic Area #4: Learning and Living Beyond the Classroom
Coach: Sandy Fuentes

Strategic Goal
CSDB has a well-established variety of accessible after-school programs and services promoting optimal whole person development for day and residential learners in an environment that is fun, fulfilling and engaging.

5-Year Goal
Foundations have been established for learner-centered programs and services available beyond the classroom that clearly identify opportunities for day, residential and BtL learners, and promote development of skills in the areas of academics & employability, leadership, recreation/leisure, wellness and independent living.

4A Strategic Goal Area: Extra Curricular Programming

Team Captain / Players: Max Wilding / James Bristol, Darrell Shular, Kim Thornton, Shari Matthews, Jaimie Valencia, Holly Newburg, Megan Hill

Objective 1
Establish residential and extracurricular programming mechanisms to enhance programs and services occurring after the school day.

A. Identify and establish appropriate school-wide and/or departmental guided learning supports for learners during after school hours.

Action Steps	Timeline	Progress/Completion Notes
Develop a method to share student academic performance between school case manager and residential advocate.	Spring 2021	
Identify individual student supports needed.	Spring 2022	
Collaborate with teachers to provide structured, scheduled after school academic	Spring 2021	

Action Steps	Timeline	Progress/Completion Notes
support. (Use Zoom platform for the tutoring with Teachers/Interns Supports).		
Provide afterschool workforce experiences to BtL Students.	Fall 2021 or Spring 2022	

B. Assess, determine, and develop residential after school scheduling to determine where structure is needed to establish additional learner engagement and focus (ensuring learners have options within this structure).

Action Steps	Timeline	Progress/Completion Notes
Develop and implement a program to address Bridges to Life (BtL) student learning needs outside of the classroom.	Fall 2021	
Self-Health Workshop & Training with School Nurses.	Fall 2021	
Provide regular workshops/training from community organizations.	Fall 2022	

C. Develop a system of communication that provides consistent, accurate, and timely information between residential staff and parents and residential staff and school staff.

Action Steps	Timeline	Progress/Completion Notes
Research communication methods.	Fall 2022	

4B Strategic Area: Building Autonomy

Team Captain / Players: Gabe Gates / Robin Tueting, Lisa VanDam, Marty Rahn, Allison Sambrook, Trena Alexei, Richard Williams, Shawn Anderson

Objective 1
Build learner autonomy through increased engaged learning opportunities for learners to lead more fulfilling lives.

A. Develop greater Independent Living Skills (ILS).

Action Steps	Timeline	Progress/Completion Notes
Identify the current Teacher of the Visually Impaired (TVI) and Orientation and Mobility (O&M) supports and address gaps beyond the school day.	December 2021	
Identify common deficiencies in independent living skills (ILS) and brainstorm ways to address them by providing staff trainings for alternative techniques and adaptations.	June 2022	
Develop opportunities for learners to demonstrate and expand their 21st century education skills to include expanded core curriculum (ECC) for learners' with visual impairments during after school programs.	December 2022	
Evaluate the effectiveness of ILS learning opportunities during after school programs.	June 2024	

B. Create effective after-school mechanisms to promote mental health.

Action Steps	Timeline	Progress/Completion Notes
Collaborate with the Mental Health Team to establish frequent and consistent workshops/trainings for dorm staff related to student behavior expectations and mental health supports to include social emotional learning and crisis response protocols.	December 2021	
Review mental health supports and provide feedback to the Mental Health Team each semester.	June 2021	
Improve consistency in communication systems for sharing behavior and general and specific information between school and dorm staff.	June 2022	
Evaluate the effectiveness of mental health trainings and supports.	June 2024	

C. Review and revise school rules and procedures.

Action Steps	Timeline	Progress/Completion Notes
Collect all school handbooks and develop a school wide handbook with procedures and expectations enabling learners to build autonomous identities that maximize their independence and freedom.	December 2022	
Solicit feedback from stakeholders to review and revise current school procedures and rules.	June 2022	
Evaluate the effectiveness of the schoolwide handbook to support learners' independence and freedom to the maximum extent possible.	June 2024	

Strategic Area #5: Statewide Services and Visibility
Coach: Ashley Renslow

Strategic Goal

As Colorado's premier resource on birth through high school education of the blind/visually impaired and deaf/hard of hearing, CSDB will be known statewide for its positive and successful collaboration with families, school districts and other stakeholders.

5-Year Goal

CSDB's Outreach Department will provide a greater and more responsive array of integrated services and expertise in educating blind/visually impaired and deaf/hard of hearing learners from birth through high school to families, school districts and other stakeholders in the state.

5A Strategic Goal Area: Trainings and Workshops

Team Captain / Players: Ashley Renslow / Jennifer McLellan, Dana Baldiviez

Objective 1

Increase variety of statewide trainings and workshops for families and professionals.

A. Develop, document, and communicate a catalog of in-person and web-based trainings and workshops for families and professionals.

Action Steps	Timeline	Progress/Completion Notes
Identify current list of workshops and trainings, and where they are stored (YouTube, CSDB website, etc.)	June 2022	
Share current list with CSDB staff and stakeholders *coordinate with SP Area 5D for on campus and off campus stakeholder	December 2022	

groups to share information*		
Review past surveys to prioritize potential trainings	June 2023	
List and document trainings and workshops to potentially provide *collaborate with Strategic Plan Area 5C to provide trainings based on list*	December 2023	

B. Provide surveys after CSDB trainings and workshops to guide future areas of focus.

Action Steps	Timeline	Progress/Completion Notes
Gather feedback on current general survey.	June 2022	
Modify survey based on feedback.	June 2023	
Share and use survey campus wide for a variety of events.	June 2024	

C. Investigate and prioritize trainings and workshops based upon prior attendance, survey results, requests, and funding.

Action Steps	Timeline	Progress/Completion Notes
Investigate and prioritize trainings and workshops based upon prior attendance, survey results, requests, and funding.	June 2024	

5B Strategic Goal Area: Early Education Programs

Team Captain / Players: Ashley Renslow / Sara Noel, Donna Keale, Emily Wojahn, Jennifer McLellan, Jennifer Thompson, Kirsten Gardzelewski

<u>Objective 1</u>
Have updated documents, resources, and services for increased collaboration and communication.

A. Develop more collaborative relationships between various consumer groups and CSDB to ensure all options are considered and provided to families.

Action Steps	Timeline	Completion notes
Review current documents, resources, services.	December 2021	
Identify audiences for each document resources.	March 2022	
Identify gaps as it pertains to each document and/or audience.	June 2022	
Ensure representatives are attending interagency coordinating council meetings, early childhood meetings, EHDI meetings, etc.	Ongoing quarterly	
Update documents.	Oct 2022	
Gather feedback from a variety of stakeholders.	Dec 2022	
Utilize a variety of options for distribution to stakeholders, community groups, and statewide agencies.	June 2023	
Monitor services and programs identified, and	June 2023-June 2025 (at least 1x/year)	

Action Steps	Timeline	Progress/Completion Notes
update documents as needed		

B. Investigate streamlining the process for providing families with a full list of possible options/services.

Action Steps	Timeline	Progress/Completion Notes
Define what the process is and what the role of CSDB staff is.	Dec 2021	
Develop chart or document of current services.	Dec 2021	
Modify existing (or create new) flow chart showing process of EI and services from birth to transition to Part B services.	June 2022	
Increase communication and collaboration between CCBs and CSDB around the defined processes, roles, and families served.	Quarterly communication	
Investigate and implement the distribution of information to families and service providers.	June 2022	
Gather feedback from families, service providers, community agencies, and stakeholders.	Dec 2022	
Review and revise (as appropriate) program	June 2023, then 1x/year	

materials and information shared.		

C. Investigate and develop a process on bridging early intervention and child find/school-based services to address the needs of the child during this transition period for families.

Action Steps	Timeline	Progress/Completion Notes
Connect and collaborate with various consumer groups outside organizations to update current transition resources for DHH (Colorado Resources Guide).	Connect- Spring 2021 Collaborate - dependent upon other agencies	
Collaborate with various consumer groups in developing a shared document that could be used for families with children who are blind/visually impaired.	Connect- Spring 2021 Collaborate - dependent upon other agencies	
Collaborate with early intervention teams, child find teams and school districts to allow for a cohesive transition.	Ongoing - at least 2x/year	

Objective 2
Offer a variety of on and off campus services for children birth through age 5 who are DHH or BVI.

A. Expand birth to 5 programs offered to families of Deaf children to also include families outside of El Paso County.

Action Steps	Timeline	Completion notes
Identify what programs are currently being offered and where those programs are offered	June 2022	
Identify needs in under-served areas	June 2022	
Collaborate with departments on campus for a variety of program options	June 2023	
Prioritize programs based on needs, staff availability and funding	June 2023	
Consider options for families and children with multiple needs	June 2023	
Consider options for technology and remote learning	June 2022	
Plan and implement at least one pilot program on campus	June 2024	
Review feedback from pilot, make adjustments to program (as needed)	June 2024 and through June 2025	

B. Investigate and provide birth to 5 program opportunities for families with children who are blind/visually impaired.

Action Steps	Timeline	Completion notes
Identify what programs are currently being offered and where those programs are offered.	June2022	
Identify needs in under-served areas.	June 2022	
Collaborate with departments on campus for a variety of program options.	June 2023	
Prioritize programs based on needs, staff availability and funding.	June 2023	
Consider options for families and children with multiple needs.	June 2023	
Consider options for technology and remote learning.	June 2022	
Plan and implement at least one pilot program on campus.	June 2024	
Review feedback from pilot, make adjustments to program (as needed).	June 2024 and through June 2025	

C. Decrease number of families waiting for participation in Colorado Shared Reading Project by 10% each year.

Action Steps	Timeline	Completion notes
Draft a plan to propose program changes.	May 2021	
Notify families in the program and on the waitlist of changes.	June 2021	
Create Document with additional programs	Sept 2021	

families can participate in while waiting.		
Gather feedback via class surveys and full program surveys about the program changes.	Dec 2021	
Continue to implement new classes and programs for families.	Ongoing	
Prioritize classes based on participants and survey results.	June 2025	
Review budget for the program to include possibly contracting with new Instructors, providing incentives to current contractors, and prioritize continued program offerings and changes.	June 2022	
Research other Deaf Mentor curriculums and current CSRP curriculum to determine additional program changes.	June 2023	
Continue to make changes and gather feedback so families move seamlessly from classes to individual sessions, to graduation options and classes.	June 2025	

D. Work collaboratively with other state agencies and groups (EI Colorado and EHDI), to ensure all children in CHIP are receiving consistent and standardized services.

Action Steps	Timeline	Completion notes
Develop CHIP program purpose.	June 2021	
Work with EI Colorado to establish competencies and skills for facilitators.	June 2022	
Review options for oversight of facilitators to ensure meeting of competencies and skills.	Dec 2022	
Create CHIP handbook to outline program, roles, skills and competencies, oversight, expectations, trainings, etc.	June 2023	
Develop (or refresh) a continuum of services for children who are deaf or hard of hearing in early intervention.	June 2022	
Attend a variety of regional and national EHDI meetings to ensure collaboration, participation, and shared knowledge.	Ongoing monthly task forces, quarterly regional meetings, and bi-annual additional meetings	
Provide workshops to providers working with families who have children who are DHH that align with the above skills and competencies.	At least 2x/year	
CO-Hears will remain current with trainings offered by EI Colorado	Dependent upon EI Colorado offered trainings and workshops	

to provided best practice and support to EI Providers		

5C Strategic Goal Area: School-aged (itinerant) services and programming (ages 3+ thru 21)

Team Captain / Players: Kathy Emter / Donna Keale, Aaron Crow, Christine DaLee, Autumn Odette, Jayme Cusimano

Objective 1
Expand Outreach school-aged services to provide additional opportunities.

A. Communicate and plan hosted events for preschool through 5th grade students and their families.

Action Steps	Timeline	Progress/Completion Notes
Brainstorm, create ideas for on/off campus programs.	June 2022	
Explore an updated database of service providers in the state.	June 2022	
Policies and procedures for having non CSDB students overnight on campus.	June 2022	
Re-Establish summer programs available for regional and non-regional families and students.	June 2023	
Offer short-term programs for families and or students involving direct instruction on designated/focused topic.	June 2024	
Provide social interaction opportunities for students within their region.	June 2021 On going At least one opportunity annually	

B. Communicate and plan hosted events for students (6th-12th grade) and their families.

Action Steps	Timeline	Progress/Completion Notes
Brainstorm, create ideas for on/off campus programs.	June 2022	
Explore an updated data base of service providers in the state.	June 2022	
Policies and procedures for having non CSDB students overnight on campus.	June2022	
Re-Establish summer programs available for regional and non-regional families and students.	June 2023	
Offer short-term programs for families and/or students involving direct instruction on designated/focused topic.	June 2024	
Provide social interaction opportunities for students within their region.	June 2021 On going At least one opportunity annually	

C. Explore and expand options for providing support/services for transition age students (18-21) to include their own communities.

Action Steps	Timeline	Progress/Completion Notes
Brainstorm, create ideas for on/off campus programs.	June 2022	
Explore an updated data base of service providers in the state	June 2022	
Reestablish summer programs available for regional and non-regional families and students.	June 2022	
Provide social interaction opportunities for students within their region	June 2023	
Investigate collaboration possibilities with the CSDB employability center/Bridges to Life for activities or programs.	June 2024	

D. Expand provision of in-person and remote access to role models for students and families.

Action Steps	Timeline	Progress/Completion Notes
Identify Role model keynote speakers as appropriate for audience and age groups.	January 2023	
Set up remote social opportunities for different groups to allow for interaction and support.	Spring 2024	
Catalog recorded role model videos for future use.	2025 Spring	

Objective 2
Increase collaboration with school districts, service providers and stakeholders statewide.

A. Explore and provide opportunities for professional development and collaboration with districts across the state in their provision of school-aged services.

Action Steps	Timeline	Progress/Completion Notes
Identify CSDB professionals with a skill set to provide workshops.	Spring 2023	
Create communication and disperse workshop information across the state.	Spring 2024	
Investigate availability of Clock hours/CEU's/ certificates	Spring 2023	
Utilize skilled professionals from other districts for collaboration in presenting workshops.	Spring 2024	
Evaluation of workshop effectiveness.	ongoing after workshops	

5DStrategic Goal Area: Collaboration and Resources

Team Captain / Players: Dale Wolf / Cara Reimann, Ashley Renslow, Jim Olson, Dana Baldiviez, Cindy Cummings. Cara Johnson

Objective 1
Establish and increase opportunities for collaboration.

A. Identify and increase opportunities for internal collaboration among Outreach and a On-Campus.

Action Steps	Timeline	Progress/Completion Notes
Identify areas of collaboration that are currently taking place.	Spring 2022	
Establish connections between academic programs and residential programs.	Fall 2022/Spring 2023	
Establish collaboration between academic programs and outreach programs.	Spring 2022	
Determine at least 2 events that can be collaborative efforts.	Spring 2023	
Research and identify the best central location for flyers, events, and workshops where everyone can access.	Fall 2021	

B. Identify and increase opportunities for external collaboration between CSDB, Outreach programs, School districts and consumer groups.

Action Steps	Timeline	Progress/Completion Notes
Review ways information is currently being shared with stakeholders statewide.	Dec 2021	
Create and document a list of current stakeholders, agencies, and organizations that can/are collaborating with CSDB.	June 2022	
Identify external collaborations that are currently taking place.	Dec 2021	
Provide at least 2 activities/workshops that are done in collaboration with external stakeholders.	Ongoing	
Connect with TODs and TVIs regarding clubs and activities that could include students in other districts.	June 2022	
Identify and Prioritize opportunities for CSDB and external agencies/organizatio	June 2023	

Action Steps	Timeline	Progress/Completion Notes
ns for the purpose of role models.		
Brainstorm ways the CSDB library can collaborate state-wide.	June 2022	
Expand on CSDB library collaboration opportunities.	June 2022-June 2025	

Objective 2

Establish an avenue for broadly sharing a variety of high-quality resources and programs.

A. Expand ASL programming.

Action Steps	Timeline	Progress/Completion Notes
Determine current online ASL Classes.	Dec 2021	
Research needs for ASL Classes for students who re blind/visually impaired.	June 2022	
Develop a library, on the CSDB Website, for storytelling in ASL.	Spring 2023	
ASL accessibility for trainings for ASL .	Spring 2022	
Expand ASL program offerings based on need statewide.	Dec 2021-June 2025	

B. Increase breadth of Expanded Core Curriculum Resources and programs.

Action Steps	Timeline	Progress/Completion Notes
Develop experiential learning opportunities and	June 2022	

programs for intense ECC instruction, on CSDB campus		
Share assessments statewide	June 2023	
Create a base of resources for our community on CSDB website	June 2024	
Research and expand classes for families with children who are blind/low vision	Research need – June 2023 Expand with pilot – June 2024	