



**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: Beth Oliver

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: Ashley Wood / Jessica Rogers, Tera Spangler, Beth Oliver, Jen Holt, Quayim Gray, and Sean Leveille

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	<p>In Progress (2021) <i>Equity team:</i> Brainstorm/compile a list of potential definitions and statements for "equity" and "intersectionality" as they apply to CSDB. <i>Selected community members:</i> Review top 3 definitions and statements for each term and share feedback. <i>Leadership team:</i> Review final drafts.</p> <p>Completed (2022) The drafts submitted to the leadership team</p>
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	<p>In Progress (2021) Five individuals were contacted and agreed to assist. Feedback was received and drafts were further revised.</p> <p>Completed (2022) Feedback was received and drafts were further revised. The drafts were submitted to the leadership team.</p>

Equity: Review & research, write the definition, get feedback and finalize	Feb 2021 - March 2021	Completed (2021) The final definition and statement drafts were sent to the Leadership Team for review.
Intersectionality: Review & research, write the definition, get feedback and finalize	Feb 2021 - March 2021	In Progress (2021) The final definition and statement drafts were sent to the Leadership Team for review. Completed (2022) The definition and statement drafts were sent to the Leadership team and reviewed them. The leadership team recommended sending a survey to all CSDB staff regarding both definitions and statements to get feedback. The definitions, statements, survey need to be submitted to the board of trustees
Devise an ASL video and an audio recording of both definitions.	May 2021	In Progress (2021) Completed (2022) The ASL video was completed. The video was reviewed by the leadership team. It needs to be submitted to the Board of Trustees
Post definition on website and other places across campus (ASL Video / Audio)	June 2021	In Progress (2021) In Progress (2022) Pending approval from Board of Trustees In Progress (2023) In Progress (2024) The videos are complete, but we need to upload to CSDB's website.

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

Action Steps	Timeline	Completion Notes
Identify a platform for the forums	August 2021 – May 2022	In Progress (2021) In Progress (2022)

	August 2022-June 2023	Audism training provided forums to discuss for staff In Progress (2023) In Progress (2024)
Identify the type of forums to be offered	August 2021 – May 2022 August 2022-June 2023	In Progress (2021) In Progress (2022) Audism training provided forums to discuss for staff In Progress (2023) Completed (2024)
Determine the frequency of forums	August 2021 – May 2022 August 2022-June 2023	In Progress (2021) In Progress (2022) In Progress (2023) Completed (2024)
Identify Facilitators for the forums	August 2021 – May 2022 August 2022-June 2023	In Progress (2021) In Progress (2022) We haven't started In Progress (2023) In Progress (2024)
Establish a procedure for how information will be gathered from forums	August 2021 – May 2022 August 2022-June 2023	In Progress (2021) In Progress (2022) In Progress (2023) In Progress (2024)
Devise an action plan based off feedback from forum	August 2021 – May 2022 August 2022-June 2023	In Progress (2021) In Progress (2022) In Progress (2023) In Progress (2024)

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, in collaboration with Team Morale.	August 2021 - May 2025	<p>In Progress (2021) Need to determine frequency of distribution.</p> <p>In Progress (2022) Need to determine frequency of distribution.</p> <p>In Progress (2023)</p> <p>In Progress (2024)</p>
Develop and distribute a Staff Climate Survey about our student body, in collaboration with Team Morale.	August 2021 - May 2025	<p>In Progress (2021) Need to collaborate with Team Morale; need to determine frequency of distribution.</p> <p>In Progress (2022) Need to collaborate with Team Morale; need to determine frequency of distribution.</p> <p>In Progress (2023)</p> <p>In Progress (2024)</p>
Identify individuals who can provide specific data	October 2020 – December 2020	<p>Completed (2021) Individuals/departments on campus have been identified and listed.</p>
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	<p>In Progress (2021) Majority of data already being collected by CSDB on a regular basis. Need to collect in one place and analyze each year.</p> <p>In Progress (2022) Majority of data already being collected by CSDB on a regular basis. Need to collect in one place and analyze each year.</p> <p>In Progress (2023)</p> <p>In Progress (2024)</p>

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	<p>In Progress (2021) Need to collaborate with Team Morale; determine frequency of distribution.</p> <p>In Progress (2022) Collaborating with the Morale team</p> <p>In Progress (2023)</p> <p>In Progress (2024)</p>
Identify individuals who can provide specific data	October 2020 – December 2020	<p>Completed (2021) Individuals/departments on campus have been identified and listed.</p>
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	<p>In Progress (2021) The majority of data is already being collected by CSDB on a regular basis. We need to collect it in one place and analyze it each year.</p> <p>In Progress (2022) Need to collaborate with whoever is responsible for data</p> <p>In Progress (2023)</p> <p>In Progress (2024)</p>

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	October 2020 – May 2021	<p>Completed (2021) VIBES Committee launched Feb 2021, in collaboration with Teams Communication/Morale.</p>
Collaborate with members who are serving on the “core” committee.	December 2020 – May 2025	<p>In Progress (2021) Equity Team has a representative on VIBES.</p> <p>In Progress (2022)</p>

		Equity Team has a representative on VIBES. In Progress (2023) In Progress (2024)
Create a data collection and action reporting system	October 2020 – May 2021	Completed (2021) Collaborate with VIBES Committee
Identify appropriate individuals or group to monitor the updates	October 2020 – May 2025	Completed (2021) Collaborate with VIBES Committee
Identify and assign concerns to appropriate groups or person to address	October 2020 – May 2025	Completed (2021) Collaborate with VIBES Committee
Maintain the integrity of tracking by marking the concerns as assigned, pending, or addressed.	December 2020 – May 2025	Completed (2021) Collaborate with VIBES Committee

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 August 2022-June 2023	In Progress (2021) In Progress (2022) Researched several consultants and organizations In Progress (2023) Completed (2024)
Hire a consultant who is knowledgeable about equity, intersectionality, and social justice	August 2021 – May 2022 May 2022-June 2023	In Progress (2021) Pending available funds; collaborate with Leadership Team In Progress (2022)

		<p>Pending available funds; collaborate with Leadership Team, Deaf and Blind Advisory Groups for training.</p> <p>Completed (2023)</p>
Develop group of people to work with the consultant and are responsible for sensitivity training and related PD	August 2021 – May 2022	<p>In Progress (2021) Collaborate with Leadership Team</p> <p>In Progress (2022) Pending available funds; collaborate with Leadership Team, Deaf and Blind Advisory Groups for training.</p> <p>Completed (2024)</p>
Provide yearly PD on equity / social justice	August 2021 – May 2025	<p>In Progress (2021) Collaborate with Leadership Team</p> <p>In Progress (2022) Pending available funds; collaborate with Leadership Team, Deaf and Blind Advisory Groups for training.</p> <p>In Progress (2023) Provided one equity PD in August's back to school week</p> <p>Completed (2024)</p>
Provide PD to address the identified recurring reported equity issues once per semester	August 2021 – May 2025	<p>In Progress (2021) Collaborate with Leadership Team</p> <p>In Progress (2022) Pending available funds; collaborate with</p>

		<p>Leadership Team, Deaf and Blind Advisory Groups for training.</p> <p>In Progress (2023) provided one equity PD in August's back to school week.</p> <p>In Progress (2024)</p>
<p>Arrange for at least one presenter for all staff each year to address equity and intersectionality</p>	<p>August 2021 – May 2025</p>	<p>In Progress (2021) Collaborate with Leadership Team</p> <p>In Progress (2022) Pending available funds; collaborate with Leadership Team, Deaf and Blind Advisory Groups for training.</p> <p>In Progress (2023)</p> <p>Completed (2024)</p>
<p>Provide sessions for students on equity / social justice once per semester</p>	<p>August 2021 – May 2025</p>	<p>In Progress (2021)</p> <p>In Progress (2022) Pending available funds; collaborate with Leadership Team, Deaf and Blind Advisory Groups for training.</p> <p>In Progress (2023)</p> <p>In Progress (2024)</p>
<p>Provide sessions for students to address the identities recurring reported equity issues once per semester</p>	<p>August 2021 – May 2025</p>	<p>In Progress (2021)</p> <p>In Progress (2022) Pending available funds; collaborate with Leadership Team, Deaf and Blind</p>

		<p>Advisory Groups for training.</p> <p>In Progress (2023)</p> <p>In Progress (2024)</p>
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1B Strategic Goal Area: Communication

Team Captain / Players: Diane Taylor, Amanda Padilla, Janet Steele, Cathy Haselhorst

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	Completed (2021) VIBES committee launched Feb 2021
Identify platform to use for internal communication that has ability to host ongoing feedback/discussion	February 2021- May 2021	Completed (2021) Discussion board on Canvas classrooms – launched May 2021 Discussion board moved to Microsoft Teams Completed (2022) Master Calendar use implemented. Trained staff to use as communication tool.
Set clear minimum expectations and etiquette guidelines for communication	August 2021- June 2022	In Progress (2022) Parallel work in the Blind and Deaf Advisory groups with some of the same staff identifying communication norms. Completed (2023)
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	Completed (2021) Communication questions included on all staff survey. March 2021/2022 Completed (2022)

<p>Identify opportunities for staff interactions, at CSDB, leading to greater understanding and improved communications. Ex: culture training, job shadowing, interdepartmental job-alike meetings (Work with the Strategic Goal Area: Morale team)</p>	<p>August 2022 – June 2023</p>	<p>In Progress (2023) Staff interactions were multiple with the VIBES activities and others including White Cane Day; Rocky Mountain Deaf Film Festival; Craft Fair; Homecoming; Beeping Egg Hunt; Bulldogs 5K; Fine Arts Center Collaboration and Performance; and many staff covering employment needs in different departments including sub coverage, lunch duty and bus duty. This goal will be ongoing through 2025</p> <p>In Progress (2024)</p>
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B. Identify and initiate platform for consistent communication with parents and families through technology and print

Action Steps	Timeline	Progress/Completion Notes
<p>Review and assess CSDB current platforms</p>	<p>January 2021- March 2021</p>	<p>Completed (2021)</p>
<p>Identify platforms that work best for CSDB and parents: technology and print.</p>	<p>March 2021- August 2021</p>	<p>Completed (2021) Survey to parents- August-using FICs – with survey questions from this topic identified text/phone call as preferred method of communication. Identify staff device-to-parent text program and test.</p>

Monitor and review communication data from all parties to ensure procedure is working effectively	August 2022 – June 2023	<p>In Progress (2023) Parents are receiving the Teams text messages that link to their IC emails. Continue into 2024 followed by a feedback process from family members.</p> <p>Completed (2024)</p>
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C. Maintain positive relationships with partners and stakeholders to increase visibility of CSDB.

Action Steps	Timeline	Progress/Completion Notes
Review and expand list of partners and stakeholders	February 2022 - June 2023	<p>In Progress (2022) List updated with information from the Workforce Readiness team (3B. B.) and the Outreach team (5D.B.) This will be ongoing.</p> <p>In Progress (2023) Update of the partnership list stalled this year, however we have a goal for completion as we near the 150th birthday celebration so we can invite our partners and stakeholders.</p> <p>Completed (2024)</p>
Record staff member participation in civic agencies, civic events, and job-alike groups. Increase participation leading to increased visibility	August 2021- June 2025	<p>In Progress (2021)</p> <p>In Progress (2022)</p> <p>In Progress (2023)</p> <p>In Progress (2024)</p>
Develop method to disseminate intentional information to partners and stakeholders	August 2021- June 2022	In Progress (2021)

		<p>In Progress (2022)</p> <p>In Progress (2023) Information to stakeholders continues through social media posts tagged to partners, website and media recognition. This action step is ongoing through 2025.</p> <p>In Progress (2024)</p>
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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	Completed (2021) Horizontal team updated external video guidelines and created internal video guidelines.
Develop an effective process for sharing information or written articles with School/Community Liaison.	April 2021- June 2021	Completed (2021) Emails go out to staff August of each year describing the process.
Evaluate new social media trends and modify CSDB approach as needed.	August 2021- June 2023	In Progress (2022) Completed (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	In Progress (2021) Website live with ongoing modifications. Analytics accessed monthly. Reviewing frequency of updates (encouraging a dynamic website). In Progress (2022)

		<p>In Progress (2023) Website added new pages within Careers, the Board, Superintendent Search, 150th Birthday and more. Ongoing action step through 2025.</p> <p>In Progress (2024)</p>
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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 broadcasts to Comcast channels.	October 2020- June 2025	<p>In Progress (2021) Ongoing upload to Comcast channels</p> <p>In Progress (2022)</p> <p>In Progress (2023) More than 500 hours of Comcast programming delivered. This action step in ongoing through 2025.</p> <p>Completed (2024)</p>

1C Strategic Goal Area: Morale

Team Captain / Players: Beth Oliver / Amy Baker

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	Completed (2021) Procedures for the V.I.B.E.S. staff advisory committee developed. V.I.B.E.S. committee established. First VIBES meeting took place in March. Staff Suggestion Form posted on SharePoint for download.
Evaluate and create, if needed, the process for directly addressing and reporting individual/inter-departmental concerns, to include chain of command and documentation.	September 2021 – June 2023	In Progress (2022) In Progress (2023) Morale representative continues to participate on V.I.B.E.S throughout the year and help address concerns. In Progress (2024)
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	In Progress (2024)

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	<p>In-Progress (2023) New campus communication norms written by the Deaf and the Blind Advisory Committees and the CSDB community sent out to all staff; Audism training available for staff.</p> <p>In Progress (2024)</p>

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	<p>Completed (2021) Survey emailed to all staff in April 2021.</p> <p>Completed (2023) CSDB Staff Activity Form created and shared with Leadership Team. Discussed it with Wellness Team for their consideration; Wellness Team to collaborate with YMCA for activities.</p>
Identify and/or develop different equitable opportunities and activities for all learners and staff to interact with each other.	September 2022 – 2025	<p>In Progress (2022) End of Year Staff Social; CSDB Night at the Ballpark; 2022 Bulldogs 5K Run/Walk; Pickleball.</p> <p>In Progress (2023) White Cane Day; Rocky Mountain Deaf Film Festival; Book Bonanza; Bulldogs 5K; V.I.B.E.S. Monthly Activities; ASL / Braille Classes; Blind Awareness Trainings; different departments helping both schools with the sub coverage.</p> <p>Completed (2024)</p>

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	<p>In Progress (2023) HR sent out the morale climate survey in Dec 2022. Results shared with leadership team to evaluate and develop a training plan for improvements.</p> <p>In Progress (2024)</p>
Use, revise and send out the existing school climate survey to measure staff satisfaction.	January 2021 – March 2021; 2022-2025	Completed (2021) Survey revised and emailed out all staff on 04/15/21. Collaborated with VIBES for annual results.
Create “why do you stay?” questions to supplement the school climate survey.	January 2021 – February 2021	Completed (2021) Created two questions and they have been added to the climate survey.
Create supports to entice staff to desire long-term employment at CSDB.	August 2021 – June 2023	<p>In Progress (2022) New employee orientation surveys created for HR; Educator Inductee Program reviewed with suggestions provided; Staff-driven platform (VIBES).</p> <p>In Progress (2023) Blind Advisory Committee provided 5 trainings for Blind Awareness; Currently collaborating with Equity Team to provide an in-person Foundations in Equity workshop. This will provide tools on how CSDB staff can engage in, and support, equity throughout its programs.</p> <p>In Progress (2024)</p>

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.	Completed (2021) Receive survey results twice a year. Completed for SY20-21 (2021). Completed (2022)
Develop procedures on receiving and sharing state online exit interview results with appropriate individuals.	April 2021 – October 2021	Completed (2021). Shared with Superintendent. SY20-21 Summary Report sent to Leadership Team. Completed (2022)
Explore and evaluate on the feasibility of creating our own staff exit interview form.	April 2021 – June 2021	Completed (2021) Reviewed the exit interview survey from the State. The decision was made to continue to use the State survey and will not create our own.

1D Strategic Goal Area: Safety

Team Captain / Players: Marc Bolt / Anthony Thomas, Cara Johnson, Shari Mathews, Jacky Weatherup

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	Completed (2021) Survey is complete.
Identify and develop training related to crisis and safety response	10/21	In Progress (2021) In Progress (2022) All Staff Crisis Training for PD days began Aug 22. In Progress (2023) June 2023- The Emergency Playbook was completed, and a train-the-trainer program for staff on campus has occurred. Training will roll out for all staff in August 2023. Completed (2024) Development is complete. Training is an on-going process.
Train staff and upper-classman on the "Stop the Bleed" program	8/21	In Progress (2021) Training has taken place with staff and will continue through First Aid training. Students will be trained yearly. In Progress (2022) Training has begun with staff and will continue AS staff recertify during AHA First Aid/CPR refresher training. Students will

		<p>be trained yearly. (Nurses are conducting this training. There is also 1 staff member from Student Life that is an instructor as well.)</p> <p>Completed (2023) On-going training for staff and students. To be included in CPR classes.</p>
<p>Develop Crisis Team to review and update Crisis procedures</p>	<p>3/21</p>	<p>In Progress (2021)</p> <p>In Progress (2022) First meeting was held in November 2021.</p> <p>In-Progress (2023) Contracted with Certified Emergency Manager to update and review our Crisis Procedures.</p> <p>Completed (2024) Emergency Operations Playbook reviewed yearly.</p>

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	<p>In Progress (2022) IR form changing to include a section indicating if a debriefing is needed. Ex/Policy Related</p> <p>In-Progress (2023) The Mental Health team will be reviewing the IR and restraining reporting forms and suggesting changes.</p> <p>Completed (2024) Using Behavioral Referral System within Infinite Campus to guide this process and working well.</p>
Train staff on proper documentation for student crisis	12/22	<p>Completed 8/22. Completed in NCI training. NCI Team will continue monthly.</p> <p>In-Progress (2023) New forms are being updated and training is on-going.</p> <p>Completed (2024) Using Behavioral Referral System within Infinite Campus to guide this process and working well.</p>
Implement and maintain staff and student awareness, prevention , and response programs.	12/24	<p>In Progress (2022). All Staff training beginning in August 2022. All new staff will receive training and Staff will receive training annually.</p> <p>In Progress (2023) Ongoing training needs to be scheduled by the Mental Health Team.</p> <p>Completed (2024) Continuing with yearly training.</p>

<p>Develop a system to educate and communicate, to staff, internal crisis response (student threat assessments, behavior and safety plans).</p>	<p>6/24</p>	<p>In Progress (2022) Trained all Dorm Staff on On-Call Counselor protocol. All staff working with children that have behavior plan have a yearly refresher training.</p> <p>In-Progress (2023) Trained all Dorm Staff on On-Call Counselor protocol. All staff working with children that have behavior plan have a yearly refresher training.</p> <p>In Progress (2024) Completed items include internal Threat assessment procedures have been revised. A new policy will be proposed to the Board and training for all staff involved for school year 2024/2025. Behavior and Safety plans have a consistent way to be communicated for students who are blind. The system will be implemented in the School for the Deaf.</p> <p>In progress consists of Suicide Training and suicide and threat assessment policies to be review during school year 2024/2025 and training for relevant staff.</p>
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C. Review and standardize behavior and learner crisis response

Action Steps	Timeline	Progress/Completion Notes
<p>Provide quarterly training on Nonviolent Crisis Intervention (NCI) restraint practices for identified staff</p>	<p>8/22</p>	<p>In Progress (2021) Plan is to start this year. Initial training completed in August.</p> <p>Completed (2023) Training is scheduled for quarterly on going.</p>

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	Completed (2021) Child Study Team (CST) meeting will be held with the individual concerned and the Mental Health Provider.
Provide professional development training for teachers and identified staff to increase awareness of mental health issues including trauma and behavior.	10/21	<p>In Progress (2022) Heather provided 1 training in August. More training will be provided throughout the year. Dorm staff were trained on Behavior, Safety, Suicide Awareness in August.</p> <p>In Progress (2023) Training is on-going</p> <p>In Progress (2024) School for the Blind has implemented a referral system. School for the Deaf will be implemented at the beginning of the 2024/2025 school year. Parents, staff, and students can refer. Multi-tiered systems and support have begun for support within the classroom.</p>

1E Strategic Goal Area: Recruitment

Team Captain/Players: Joseph Bloom / Tera Spangler

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	Completed (2021) Will review annually in conjunction with recruiting activities. Existing recruiting resources include: CSDB website (includes employment videos); CSDB Employment Brochure; extensive list of recruiting resources specific to Deaf Education / education of the visually impaired.
Review processes for dissemination of job postings; ensure efficiency of recruiting efforts.	Jan - March 2021	Completed (2021) Will review annually in conjunction with recruiting activities.
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	In Progress (2022) Completed (2023) All CSDB job announcements include a statement related to 'Equity, Diversity, Inclusion'; research begun relative to additional recruiting resources; specialized recruiting resources can be costly.
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	Completed (2021) Will review annually in conjunction with recruiting activities.
Evaluate use of Social Media to ensure efficient marketing	Jan - March 2021	Completed (2021)

efforts in attracting prospective education professionals.	Will review annually in conjunction with recruiting activities; vlog (video log) that posted to CSDB social media (to attract prospective Deaf Ed professionals).
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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	In Progress (2023) Conversations have begun, need clarity Completed (2022) HR regularly receives input from hiring managers related to recruitment ideas specific to the job announcement in their department
Establish a process and identify staff responsible for intentional efforts to recruit on an on-going basis and document such efforts.	June 2021	Completed (2021) Updated 'CSDB Interview Reference Guide / Checklist' (developed in 2014), consider addition of 'Recruiting Guide' to clarify roles for distribution to CSDB hiring managers. State of Colorado Technical Guidance is provided by the state, CSDB HR is not allowed to alter this document.
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	In Progress (2023) HR has identified zoom job fairs and consistently reviews in person job fairs that will support our recruitment needs. HR currently advertises on two social media platforms. In Progress (2024)
Explore options to foster local / community awareness of Special Education career opportunities; for example, connect with local HS	June 2023	Due to the turnover of new staff in the HR Office, this will begin SY23-24. In Progress (2024)

Guidance Counselors to provide opportunities for local students to shadow CSDB Teachers (career exploration).		
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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	Completed (2021) Will continue to update as needed.
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	Completed (2021) CSDB Superintendent and Director of Curriculum-Instruction-Assessment working to identify & prioritize educator prep programs (TOD, TVI) in effort to build relationships. SY 2020-2021: seven (7) student teachers / interns on campus; new contacts being made.
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	Completed (2021) Director of Curriculum-Instruction-Assessment reviewing list of educator prep programs and list of current CSDB Teachers and will work with Principals to identify CSDB Teachers who could be involved in contacting university programs.

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: Liz Arnquist

Players: Jennifer Thompson, Jamie Lugo, Allison Sambrook, Shelby Dye, Amy Gunning, Kyle Berns, Aaron Crow, Christina, Sara Lung

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	<p>In Progress (2022) The MTSS strategic plan workgroup participated in trainings on MTSS and evidence-based practices.</p> <p>In Progress (2023) The workgroup completed all state trainings, and shared initial training with all instructional staff.</p> <p>In Progress (2024)</p>
Review current course offerings and ensure that all courses have approved core curriculum.	June 2022	<p>In Progress (2021) Reviewed and replaced Literacy and Numeracy curriculum. Other content</p>

		<p>areas will be reviewed in 2021-2022.</p> <p>In Progress (2022) Health curriculum was reviewed and replaced.</p> <p>In Progress (2023) Curriculum adoption team reviewing arts and transition curricula.</p> <p>In Progress (2024)</p>
<p>Develop a unit plan/curriculum map for every course tied to the approved curriculum and state standards</p>	<p>June 2022</p>	<p>In Progress (2021) Curriculum maps are developed for most areas.</p> <p>In Progress (2022) Curriculum maps are utilized for core content areas.</p> <p>In Progress (2023) Updated Curriculum maps are being used across campus. Starting 2nd semester we revised expectations, modifying the curriculum map so that teachers only submit a curriculum map and not unit plans unless requested or unless new to teaching.</p> <p>In Progress(2024)</p>
<p>Ensure all students who are Blind/Visually Impaired have access to materials in their primary literacy mode (Auditory, Braille, and/or Large Print).</p>	<p>On-going</p>	<p>In Progress (2021) New Literacy and Numeracy curriculum was provided in braille.</p> <p>In Progress (2022) New Health Curriculum was adopted and is being put in braille.</p> <p>In Progress (2023)</p>

		<p>Deaf school is working on a curriculum project to take stories from the HMH curriculum and create an ASL library of stories.</p> <p>Blind School- Pearson readers inventoried in the library. Vox books purchased for the library. Bookshare account set to download braille materials. Areas for contracted and uncontracted braille books in the library. Low vision devices inventoried and available.</p> <p>In Progress (2024)</p>
<p>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.</p>	<p>June 2022</p>	<p>In Progress (2022) A framework was developed to pilot a bi-lingual preschool program for the 2022-2023 school year.</p> <p>In Progress (2023) The program for the bilingual/bimodal PreK began in Fall 2023. There are 2 classrooms (ASL and spoken language. Language planning is being done with families as they enter and students with access to spoken language can participate in up to 4 'blocks' of time in the spoken language classroom while still having a minimum of 4 blocks in ASL.</p> <p>In Progress(2024)</p>
<p>Establish a framework for Tier 1 instruction for learners who are Deaf / Hard of Hearing to support students who</p>	<p>June 2022</p>	<p>In Progress (2022) ASL teacher position was not filled so progress on this area was limited.</p>

require/benefit from instruction in ASL.		<p>In Progress (2023) The position of ASL instructor was filled and ASL specialist is working on a scope and sequence for ASL instruction.</p> <p>In Progress (2024)</p>
Establish schoolwide homework expectations for specific grade bands K-2, 3-5, 6-12.	June 2023	<p>In Progress (2023)</p> <p>In Progress (2024)</p>

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	<p>In Progress (2022) Training was provided to the strategic plan workgroup. Training will be rolled out to all staff during the 2022-2023 SY.</p> <p>Completed (2023) Staff introduction to MTSS completed. Additionally, PLC workgroups focused on high leverage practices all of 1st semester</p>
Train identified staff on approved curriculum, state standards and Extended Evidence Outcomes (EEOs)	June 2021	<p>In Progress (2021) Literacy and Numeracy curriculum training was provided, and follow-up training is needed. Some staff participated in CDE developed EEO training modules.</p> <p>In Progress (2022) Additional training was provided in the areas of</p>

		<p>Literacy, Numeracy, and the Unique curriculum.</p> <p>In Progress (2023) Additional disability PLC group working on standards-based report card for EEOs.</p> <p>In Progress (2024)</p>
Train identified staff on curriculum mapping and unit plan development	June 2021	<p>In Progress (2021) Initial training was provided, and follow-up training is still needed.</p> <p>Completed (2022) Follow-up training was provided in the Fall of 2022.</p>
Encourage staff to visit public school classrooms to observe general education instruction outside of CSDB when appropriate.	June 2021	<p>Not Yet Started (2021) Due to COVID, staff were unable to visit public schools.</p> <p>In Progress (2022) Some staff that were able to visit programs.</p> <p>In Progress (2023)</p> <p>In Progress (2024)</p>

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	<p>Not yet started (2022).</p> <p>In Progress (2023) A walk-through form which targets high leverage practices and Tier I instructional best practice was developed and shared.</p>

		<p>Principals will begin using this for walk through observations in Spring 2023.</p> <p>Completed (2024)</p>
Analyze walk-through observation data to determine areas of need to be addressed through professional development.	June 2022	<p>Not yet started (2022).</p> <p>In Progress (2023)</p> <p>In Progress (2024)</p>
Provide professional development for staff who need additional support in Tier I practices.	June 2021	<p>In Progress (2021) Training was provided for Tier I Literacy and Numeracy core curriculum. Additional training will continue.</p> <p>In Progress (2022) Additional training was provided for Literacy and Numeracy core curriculum.</p> <p>In Progress (2023)</p> <p>In Progress (2024)</p>
Identify and/or develop universal screening assessments in core content areas	June 2022	<p>In Progress (2021) Utilized existing assessments for screening. Will evaluate and adjust assessments in 2021-2022.</p> <p>In Progress (2022) Current assessments were identified in the MTSS handbook.</p> <p>In Progress (2023)</p> <p>In Progress (2024)</p>

<p>Use screening assessments to evaluate students a minimum of three times per year in all core content area.</p>	<p>June 2022</p>	<p>In Progress (2021) Utilized existing assessments for screening. Will evaluate and adjust assessments in 2021-2022.</p> <p>In Progress (2022) Some adjustments were made to the preschool and Kindergarten assessments, as well as additional disabilities assessments.</p> <p>In Progress (2023) The Blind school is investigating alternate assessments that could be used for district-based assessments.</p> <p>In Progress (2024)</p>
<p>Using screening assessment data as well as well as other data points to identify students in need of additional supports (screen for tier II).</p>	<p>June 2022</p>	<p>In Progress (2021) Utilized existing assessments for screening. Will evaluate and adjust assessments in 2021-2022.</p> <p>In Progress (2022) Students were identified for literacy and numeracy interventions utilizing data. This process needs to continue to be solidified and was clarified in the MTSS handbook.</p> <p>In Progress (2023) Updated instructional coaches in the school for the Deaf developed a temporary template for identifying students who require additional support.</p> <p>In Progress (2024)</p>

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	In Progress (2021) Best practices were identified in some areas. In Progress (2022) In Progress (2023) In Progress (2024)
Identify and implement social-emotional and behavioral curriculum.	June 2022	Completed (2021) Zones of Regulation (ZoR) was identified and implemented.
Identify, teach, and post clear classroom behavioral expectations.	June 2022	In Progress (2021) Behavior expectations were identified but not consistently posted and utilized. In Progress (2022) Some classrooms are implementing this consistently, but not all. In Progress (2023) We have hired 2 Dean of students to help support this. Completed (2024)
Teach and reinforce PBIS.	June 2022	In Progress (2021) PBIS is not consistently taught and reinforced. Developed a new PRIDE store that will be implemented in 2021-2022 to support reinforcement of PBIS. Completed (2022) PRIDE store was implemented this school year to provide reinforcement.

Establish an observable positive climate (i.e. greeting learners, 5:1 positive to constructive comments)	June 2022	<p>In Progress (2022) This is observable in some classrooms, but not all of them.</p> <p>In Progress (2023) Blind school piloted a relationship survey, and the results were shared with blind school staff.</p> <p>In Progress (2024)</p>
Provide direct instruction on how to perform wanted behaviors.	June 2022	<p>In Progress (2022)</p> <p>In Progress (2023)</p> <p>In Progress (2024)</p>

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	<p>Trainings on select SEL curriculum were provided during AY2021-2022.</p> <p>Not yet started (2022) Training was proposed to administration in Spring 2022 for the Fall 2022 back to school week but did not fit in the PD schedule. Will propose for future PD days.</p> <p>In Progress (2023)</p> <p>In Progress (2024)</p>
Provide training to staff on the identified universal social-emotional and behavioral curriculum.	June 2022	<p>Completed (2021) Training was provided on Zones of Regulation (ZoR) Tier I curriculum.</p> <p>In Progress (2022)</p>

		<p>Staff will continue to engage in training for Zones of Regulation and Second Step.</p> <p>In Progress (2023) Staff is implementing Second step instruction weekly during SEL time.</p> <p>In Progress (2024)</p>
Provide training on how to develop classroom behavioral expectations for identified staff to build teacher capacity.	June 2022	<p>In Progress (2022) Training was proposed to administration in Spring 2022 for the Fall 2022 back to school week but did not fit in the PD schedule. Will propose for future PD days.</p> <p>In Progress (2023)</p> <p>Completed (2024)</p>
Provide training to staff on PBIS.	June 2023	<p>In Progress (2022) New staff receive PBIS training.</p> <p>A refresher needs to be developed for returning staff.</p> <p>In Progress (2023)</p> <p>In Progress (2024)</p>
Utilize a classroom walk through form to provide feedback to staff on implementation of classroom best practices.	June 2023	<p>In Progress (2023) A walk-through form which targets high leverage practices and Tier I instructional best practice was developed and shared. Principals will begin using this for walk through observations in Spring 2023.</p> <p>In Progress (2024)</p>
Provide professional development for staff who need additional support with implementing tier 1 supports and best practices.	June 2023	<p>In Progress (2023)</p> <p>In Progress (2024)</p>

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.	2023	<p>Completed (2023) A walk through from which targets high leverage practices and Tier I instructional best practice (including student engagement) was developed and shared. Principals will begin using this for walk through observations in Spring 2023</p>
Analyze walk-through observation data to determine areas of need to be addressed through professional development.	June 2023	<p>In Progress (2023)</p> <p>In Progress (2024)</p>
Provide professional development for staff who need additional support in Tier I practices.	June 2022	<p>In Progress (2021) Zones of Regulation were implemented for Tier I core curriculum and training was provided to staff on this.</p> <p>In Progress (2022) Second Step training will be implemented in Fall 2022</p> <p>In Progress (2023) Staff is implementing Second step instruction weekly during SEL time.</p> <p>In Progress (2024)</p>
Identify and use a social-emotional and behavioral screener a minimum of twice per year.	June 2022	<p>In Progress (2021) BASC screener was identified but not consistently used. Screener will be implemented in 2021-2022 universally.</p> <p>In progress (2022) BASC-BESS was purchased and is ready to be used.</p> <p>Completed (2023)</p>

		BASC-BESS was recently given as a screener and results are pending
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 2023	In Progress (2023) Completed (2024)

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	<p>In Progress (2021) Additional training is needed before defining the MTSS process.</p> <p>In Progress (2022) The MTSS process was defined in depth in the MTSS handbook</p> <p>In Progress (2023) Core Team members are working to edit and solidify the content of the MTSS handbook.</p> <p>Completed (2024)</p>
Develop a Multi-Tiered Systems of Support (MTSS) school team structure.	June 2023	<p>In Progress (2021) Identified the team structure and representatives needed. Contract with outside individual to support the team and training.</p> <p>Completed (2022) Completed the MTSS handbook, which outlines the team structure and processes.</p>
Provide professional development to staff on the MTSS team.	June 2022	<p>In Progress (2021) Some individuals attended CDE MTSS training. All members of the MTSS team will be trained in 2021-2022.</p> <p>In progress (2022) All individuals on the MTSS strategic plan group received training using the CDE modules.</p> <p>In Progress (2023)</p>

		<p>An initial training was presented to educational staff based on the CDE MTSS modules.</p> <p>Completed (2024)</p>
<p>Use the MTSS process to analyze student data (academic and behavioral) and identify students in need of additional support</p>	<p>June 2022</p>	<p>In Progress (2022) Some students were identified using previous processes since the new processes were still being developed in the handbook. Use of the new processes will occur during the 2022-23 SY.</p> <p>In Progress (2023 The system for identification of students was outlined in the handbook).</p> <p>Completed (2024)</p>

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

Team Captain:

Players: Jennifer Thompson, Jamie Lugo, Allison Sambrook, Megan McKenna Christina Cortes, Amy Gunning, Sharon Kay, Tina Boddicker, Kyle Burns

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	<p>In Progress (2021) First year spent doing foundational work and Tier I before focusing in-depth on Tier II.</p> <p>In Progress (2022)</p> <p>In Progress (2023) Tier I is not yet solid.</p> <p>In Progress (2024)</p>
Develop a structure for group and individual interventions in short cycles.	June 2022	<p>In Progress (2021) Provided some interventions with groups and individual students.</p> <p>In Progress (2022)</p> <p>In Progress (2023) A system to track students in Tiered instruction has been outlined.</p> <p>Completed (2024)</p>
Develop a process for administering progress monitoring and discussing	June 2022	<p>First year spent doing foundational work and Tier I before focusing in-depth on Tier II.</p>

<p>student growth for identified students in interventions.</p>		<p>In Progress (2022)</p> <p>In Progress (2023)</p> <p>Systems have been outlined and an interventionist position has been allocated in both the deaf and the blind schools.</p> <p>Completed (2024)</p>
<p>Review current data warehouse and identify a new system for storing student achievement data.</p>	<p>June 2021</p>	<p>Completed (2021) Identified Tableau and Infinite Campus as the system to store data.</p>
<p>Research and identify research-based interventions to be used at Tier II</p>	<p>June 2023</p>	<p>In Progress (2021) Identified and utilized Wilson Reading System (WRS) and Wilson Foundations for Tier II Literacy interventions.</p> <p>In Progress (2022) Included all current interventions in MTSS handbook. Will continue to modify and review existing.</p> <p>In Progress (2023) Teachers and staff from the Deaf school participated in training on Fingerspelling our way to reading supplemental curriculum. In the blind school CATIS has been providing targeted training on AT. Additionally trained staff is providing Wilson and Foundations interventions.</p> <p>In Progress (2024)</p>

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	<p>In Progress (2021) A group of staff members were trained in Wilson Reading System (WRS) and Foundations Intervention programs.</p> <p>In Progress (2022)</p> <p>In Progress (2023) Teachers and staff from the Deaf school participated in training on Fingerspelling our way to reading supplemental curriculum.</p> <p>In Progress (2024)</p>
Provide additional training for staff who need support in Tier II practices.	June 2023	<p>First year spent doing foundational work and Tier I before focusing in-depth on Tier II.</p> <p>In Progress (2022)</p> <p>In Progress (2023) Still focused on Tier one and identification of Tier II including progress monitoring.</p> <p>In Progress (2024)</p>
Identify a system to log intervention data	June 2022	<p>In Progress (2021) Researched utilizing Infinite Campus and Enrich to log intervention data.</p> <p>In Progress (2022)</p> <p>In Progress (2023) Student Support team tracker was created. Looking at aligning it with IC.</p>

		Completed (2024)
Schedule for administrator or designee to check if tier II data is being logged	June 2023	<p>In Progress (2021) First year spent doing foundational work and Tier I before focusing in-depth on Tier II.</p> <p>In Progress (2022)</p> <p>In Progress (2023) MTSS coordinator has been posted as a new position to serve both schools.</p> <p>In Progress (2024)</p>

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	<p>First year spent doing foundational work and Tier I before addressing Tier III.</p> <p>In Progress (2023) Still working on Tier I.</p> <p>In Progress (2024)</p>

Objective 2

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	First year spent doing foundational work and Tier I before addressing Tier III. In Progress (2023) In Progress (2024)
Develop a structure for group and individual interventions in short cycles.	June 2024	First year spent doing foundational work and Tier I before addressing Tier III. In Progress (2022) In Progress (2023) In Progress (2024)
Develop a process for administering progress monitoring and discussing student growth for identified students in interventions.	June 2024	First year spent doing foundational work and Tier I before addressing Tier III. In Progress (2022) In Progress (2023) In Progress (2024)
Review current data warehouse and identify a new system for storing student achievement data.	June 2024	First year spent doing foundational work and Tier I before addressing Tier III. In Progress (2023) In Progress (2024)
Research and identify research-based interventions to be used at Tier III	June 2024	First year spent doing foundational work and Tier I before addressing Tier III. In Progress (2023) In Progress (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	In Progress (2024)
Provide additional training for staff who need support in Tier III practices.	June 2024	In Progress (2024)
Identify a system to log intervention data (may be the same as Tier II)	June 2024	In Progress (2024)
Schedule for administrator or designee to check if tier III data is being logged	June 2024	In Progress (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	In Progress (2024)

Objective 3

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	In Progress (2022) In Progress (2023) Completed (2024)
Determine criteria for when a multi-disciplinary team referral will be made	June 2024	In Progress (2022) In Progress (2023) Completed (2024)
Make the referral	June 2024	Completed (2024)

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

Team Captain: Heather Nunley, Liz Arnquist, Carolyn Scott

Players: Jennifer Thompson, Jamie Lugo, Allison Sambrook, Shelby Dye, Amy Gunning, Kyle Berns, Kristen Huddleston, Aaron Crow, Christina, Sara Lung, Sharon Kay

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	Completed (2021) link to resources for low-cost internet
Establish a standardized process for assigning and tracking learner technology devices across all	June 2021	In Progress (2021) Michaela has been providing Excel spreadsheets to principals with student name/device type.

departments for students on and off campus.		Completed (2022)
Identify how to provide technology support to learners who are using their personal devices off-campus.	June 2021 (and ongoing)	Completed (2021) Technology help desk google form created and utilized.
Evaluate provision of internet services available for rural areas and create plan for providing access, as necessary.	June 2021 (and ongoing)	Completed (2021) Provided hotspots to students without internet.
Identify assistive technology needed and provide appropriate technology to identified learners.	June 2021 (and ongoing)	Completed (2021) Determined appropriate device to replace Chromebooks and replaced Some Chromebooks with either a laptop or iPads.
Identify a process to provide blind/visually impaired learners with tactile and braille materials to support online content.	June 2021	Completed (2021) We are doing that with braille displays based on students' IEPs.

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	Completed (2022) Canvas was identified as the platform
Survey local and state schools and districts to identify areas of need for online instruction.	June 2022	In Progress (2022) Survey will be completed Fall 2022. Not started 2023 Not Started (2024)
Upon results of the survey, identify courses and services CSDB could provide via technology and prioritize the development of these courses	June 2022	In Progress (2022) Survey will be completed Fall 2022. Not started 2023 Not Started (2024)
Develop a plan to inform districts of on-line	June 2022	In Progress (2022)

programming options for students across the state.		<p>Survey will be completed Fall 2022.</p> <p>Not started 2023</p> <p>Not Started (2024)</p>
Develop a fee structure for on-line classes.	June 2022	<p>In Progress (2022)</p> <p>Survey will be completed Fall 2022.</p> <p>Not started (2023)</p> <p>Not Started (2024)</p>

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	<p>In Progress (2023)</p> <p>Staff using CANVAS to post classes that might not be offered annually.</p> <p>In Progress (2024)</p>
Develop plans for differentiating instruction based on learner need.	June 2023	<p>Not started (2023)</p> <p>In Progress (2024)</p>
Identify and utilize universal practices for online learning, participation, and etiquette.	June 2023	<p>Not started (2023)</p> <p>Completed (2024)</p>
Evaluate effectiveness of online instructional programming	June 2023	<p>Not started (2023)</p> <p>Not Started (2024)</p>
Review existing curriculum and resources are adequate for on-line learning.	June 2023	<p>Not started (2023)</p> <p>Not Started (2024)</p>
Develop a process for assessing students in an online environment.	June 2021	<p>Completed (2021)</p> <p>Students were assessed while on remote learning in an online environment.</p>

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	Completed (2021) Administered a survey to teachers & developed a list of priorities for tutorials
Create professional development schedule to meet needs of staff for variety of topics and complexity	June 2021 (and beyond)	In Progress (2021) Mary & Kristen made a list of critical technology skills for educational staff. Not Started 2023 In Progress (2024)
Provide support for teachers' online programs with coaching	June 2021 (and beyond)	Completed (2021) A Canvas tutorial module is available to teachers with one-on-one support. Survey to Gottlieb elementary teachers about LMS preference
Build professional development utilizing staff strengths and peer coaching	June 2022 (and beyond)	Not Started (2022) Not Started (2023) In Progress (2024)
Identify opportunities to observe practices in action	June 2022 (and beyond)	Not Started (2022) Not Started (2023) In Progress (2024)

2D Strategic Goal Area: Transition Education

Team Captain/Players: Jennifer Holt

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	Completed (2021) Utilized the CDE recommended scope and sequence.
Present options of CSDB comp	June 2021	Completed (2022) The recommendations are available in the spreadsheet shared at the end of 2021.
Identify CSDB learning gaps compare to grade level performance in general education students.	June 2025	In Progress (2022) Adams language art department identified the gaps. In Progress (2023) In Progress (2024)
Develop comprehensive scope and sequence plan to address the learning gaps from preschool to age 21.	June 2025	In Progress (2024)

B. Identify and modify transition curriculum and assessment.

Action Steps	Timeline	Progress/Completion Notes
Conduct systematic research to of learners	June 2021	Completed (2021) Research 8 Dep. Ed.; 9 Universities; 12 schools for the deaf and blind and 5 well-known transition institutes.
Present the curriculum options to CSDB	June 2021	Completed (2021)

		Researched options and developed a spreadsheet with curriculum options.
Recruit staff per grade level to modify and expand transition curricula.	Sept 2021	In Progress (2022) 1 staff member recruited during 2022. Completed (2023) A new transition curriculum was adopted for Btl for the 2023-2024 SY.
Modify and expand curriculum	From Ag 2021 to June 2025	In Progress (2022) The first curriculum modified was high school language art for the blind school Completed (2023)

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	June 2021	In Progress (2022) Principals are making final adjustments to schedules. Completed (2023)
Identify per grade how/when to add transition skills	June 2022 and 2023	In Progress (2022) High school language arts for the blind school were concluded. In Progress (2023) In Progress (2024)
Develop a curriculum map/unit plan for each course	Ongoing	In Progress (2022) BtL is currently developing a map. Completed (2023) Transition program completed a curriculum transition matrix that they are beginning to implement
Align career exploration opportunities for each course	Ongoing	In Progress (2022) Principals are making final adjustments to schedules to align career exploration.

		In Progress (2023) In Progress (2024)
Develop a school-wide transition checklist for each grade band (i.e., K-2, 3-5, 6-8, 9-12)	June 2022	In Progress (2022) In Progress (2023) In Progress (2024)

D. Modify and expand current transition plan.

Action Steps	Timeline	Progress/Completion Notes
Identify transition assessments best practices according to CDE	June 2021	Completed (2021) Reviewed and analyzed CDE best practice assessments.
Develop transition checklist of required assessments by grade level	June 2021 and 2022	In Progress (2022) Is being developed with the language arts department at the school for the blind. In Progress (2023) In Progress (2024)
Create a bank with transition options per grade level and abilities	June 2022, 2023, and 2024.	Completed (2022) The BtL department has opted to have two transition assessment instead of a bank of assessments
Expand the use of appropriate career assessments to identify the potential career pathway for each learner	June 2022, 2023, and 2024.	Completed (2022) The BtL department has opted to have one transition assessment instead of a bank of assessments.
Be forthright with learners regarding their current performance levels	June 2022, 2023, and 2024.	In Progress (2022) Training in “student led IEP” needs to be provided to teachers. In Progress (2023) In Progress (2024)
Engage learners in the development of their future career plans and their current	June 2022, 2023, and 2024.	In Progress (2022) Training in “student led IEP” needs to be provided to teachers.

<p>performance levels by regularly monitor progress their transition goals</p>		<p>In Progress (2023)</p> <p>Completed (2024)</p>
<p>Include goals developed by learners and written from an “I” perspective in the IEP transition plan to encourage engagement.</p>	<p>Ongoing</p>	<p>In Progress (2022) A request was made to include the training for new employers and in IEP ongoing training offered by SPED director.</p> <p>In Progress (2023)</p> <p>Completed (2024)</p>
<p>Ensure IEP goals are tied to transition goals</p>	<p>Ongoing</p>	<p>In Progress (2022) Training on transition goals needs to be provided to teachers and administration</p> <p>In Progress (2023)</p> <p>Completed (2024)</p>
<p>Offer the option for learner led the IEP process and the meeting</p>	<p>Ongoing</p>	<p>In Progress (2022) Training in” student leaded IEP” needs to be provided to teachers and then students.</p> <p>In Progress (2023)</p> <p>In Progress (2024)</p>

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

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 a measure of post-secondary readiness (SAT, ACT, WorkKeys)	June 2021	Completed (2021) SAT English = 470 SAT Math = 500 (From CDE)
Establish requirements for achieving required score needed on a measure of post-secondary readiness (Accuplacer, ACT, WorkKeys)	June 2021	Completed (2021) Accuplacer Next Generation English = 241 on Reading OR 236 on Writing Accuplacer Next Generation Math = 255 on Arithmetic (AR) OR 230 on Quantitative Reasoning, Algebra, and Statistics (QAS) ACT English = 18 ACT Math = 19 ACT WorkKeys English = Bronze or Higher ACT WorkKeys Math = Bronze or Higher

		(From CDE)
Establish requirements for achieving and Industry Certificate (ex, Electrician, Plumbing HVAC, Information technology, etc.)	June 2021	<p>In Progress (2021) Currently CSDB does not offer pathways on-campus for achieving these industry certificates. Explore partnership opportunities with D11.</p> <p>In Progress (June 2022) Conversations and collaborations have begun with D11 on CTE programs. Will continue SY 2022-2023</p> <p>In Progress (2023) Awaiting MOU from D11 to potentially move forward with the CTE partnership.</p> <p>In Progress (2024) Still waiting on final MOU with D11</p>
Establish requirements for achieving the required score on capstone project	June 2021	<p>Completed (2021) The Capstone Project will be implemented beginning with Seniors in the Fall of 2021-2022.</p>
Develop CSDB informational materials depicting the pathways to achieving graduation requirements	June 2021	<p>In Progress (2021) The team is researching other district materials to use as ideas for developing our own materials. CSDB materials will be developed after the Graduation Policy is finalized and approved.</p> <p>In Progress (2022) Graduation Policy is finalized, and production of materials will begin SY 2022-2023.</p> <p>In Progress (2023) Materials are being developed to be distributed at the beginning of the 2023-2024 school year.</p> <p>In Progress (2024)</p>

	Goal is to distribute information in the fall of 2024
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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	Completed (2021) The Capstone Project will be implemented beginning with Seniors in the Fall of 2021-2022.
Plan for CSDB Capstone administration and post internally and externally	June 2021	Completed (2021) The Capstone Project will be implemented beginning with Seniors in the Fall of 2021-2022.
Implement and monitor CSDB Capstone administration	Year 1 and ongoing	In Progress (2021) The Capstone Project was implemented beginning with Seniors in the Fall of 2021-2022. In Progress (2022) Continue use of capstone process with seniors. In Progress (2023) Capstone continues to be implemented and monitored. Completed (2024)
Evaluate and enhance CSDB Capstone		Completed (2024) Will continue to monitor and update process as needed

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 dem	June 2021	Completed (2021) The CSDB Menu of College and Career-Ready Demonstrations worksheet was developed and included in policy, pending Board approval.
Establish requirements for a Certificate of Completion	June 2021	Completed (2021) The CSDB Certificate of Completion requirements were developed and included in policy, pending Board approval.
Develop CSDB Graduation Policy beginning 2021-2022	June 2021	Completed (2021) The CSDB graduation policy was developed and is pending Board approval.

D. Communicate timely with parents and learners about 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	In Progress (2022) ICAP formats and platforms explored. Completed (2023) The ICAP process is established and implemented. Continue to work with IC to transfer process from paper to IC. Completed (2024)
Develop high school credit tracking tool	June 2022	Completed (2022) High School credit tracking tool is developed and housed in Infinite Campus
Develop concurrent enrollment policy	June 2021	Completed (2021) The CSDB Concurrent Enrollment policy was developed and is pending Board approval.

Establish Guidelines to ensure students are meeting with the CSDB Guidance Counselor regularly beginning in 8th grade	June 2022	<p>In Progress (2022) Ongoing to be concluded June 2023</p> <p>Completed (2023) The Guidance Counselor is creating an organized schedule to begin using in the Fall of 2023.</p> <p>Completed (2024)</p>
Share Bridges to Life Transition program information with families beginning in the 8 th grade	June 2022	<p>Completed (2022) With the hiring of a new IEP coordinator, 8th grade families will learn about transition services beginning in the 8th grade.</p>

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	<p>Completed (2023) The group researched area district materials and is developing our own CSDB informational materials to be shared at the beginning of the 2023-2024 SY.</p>
Gather materials and information related to post-secondary education, employment, and career training opportunities	June 2024	<p>Completed (2023) Materials from area districts were gathered and reviewed to provide ideas for our own material development.</p>
Establish webpage on the CSDB website to share information related to post-secondary education, employment, and career training opportunities.	June 2025	In Progress (2024)
Maintain webpages related to post-secondary education, employment, and career training opportunities	June 2025	In Progress (2024)

3B Strategic Goal Area: Workforce Readiness

Team Captain / Players: Sherri Anderson /Laura Stearns, Julie Harrison, Angie Brown, Jamey Hastings, John Howland

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
9 th – 10 th grade expectations	June 2025	Completed (2023) Career Exploration I class for 9 th - 10 th graders. Recommended in class instruction to explore individual career goals based on interests & abilities. Begin study of career clusters, salaries, and educational requirements for identified career goals. All day field trip at least one day each semester to have an off-campus experiences in work settings.
11 th grade expectations	June 2024	Completed (2023) Career Exploration II class for 11 th graders. Continued study of career clusters. Recommended 2 block class in order for students to experience workplace job observation & job shadowing, as well as visits to job sites.
12 th grade expectations	June 2023	Completed (2023) PSP class for 12 th graders for employment preparation. Work study placement (off-campus if possible) with community partners. Work readiness skills addressed: work study research, interviews, resume

		development, job references, time sheets, pay logs, hard & soft work skills documentation.
Bridges to Life expectations.	June 2022	In Progress (2022) BtL matrix has been created and will be reviewed by the team 11/18/22. Completed (2023)

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.	Spring 2024	Team has drafted a letter to be sent out to CSDB staff. It has been shared with Jennifer Wright and Diane Taylor for input. The team will continue to work on this letter. In Progress (2022) We will continue working on this action step In Progress (2023) The letter has been re-drafted to be more general. A new draft was sent to the team on 5/10/23. We've discussed that a response message should be drafted and ready to send to anyone who responds and offers a worksite. After the initial response to the offered worksite email, the Work Study staff would determine if the recommendation is a good fit for eligible students. If it is, a work study staff member would reach out to the contact who offered the possible work site, then move forward with the work study placement process. We hope to have a plan in place by Spring 2024, which will include suggestions about how initial

		<p>response messages should be handled.</p> <p>In Progress (2024)</p>
<p>Network with stakeholders, including families</p> <ul style="list-style-type: none"> - update partners list - plan intentional communication process 	<p>Spring 2022 – Spring 2025</p>	<p>In Progress (2022)</p> <p>We asked Diane Taylor for input about her community contacts database and guidance about reaching out to these contacts about possible work study positions. This was discussed at the Feb meeting. We will revisit this action step in March.</p> <p>We will edit the letter to be clear about our request & make sure a process of getting back to people who respond is established.</p> <p>Completed (2023)</p> <p>Updates have been made to the CSDB website to feature stories about our community work partners. Here's the link: Community Partners CO School for the Deaf & Blind (colorado.gov)</p>
<p>Establish a shared database of contacts for community partners and potential employers</p>	<p>Completed - Feb 2022</p>	<p>In progress (2022)</p> <p>Completed (2022)</p> <p>Ongoing database updating occurred in collaboration with the SP Communication Strand.</p>

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

Action Steps	Timeline	Progress/Completion Notes
<p>Investigate the number of hours that students can work and when they are able to work.</p>	<p>Nov 2021</p>	<p>In progress (2021)</p> <p>To be completed by Nov 2021</p> <p>Completed (2022)</p>
<p>Research transportation possibilities to and from job sites and field trips</p>	<p>June 2022</p>	<p>In Progress (2021)</p> <p>To be completed by June 2022</p>

		Completed (2022)
Implement a schedule and transportation plan that increases off-campus work experiences.	June 2022	In Progress (2021) Completed (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 PPSC (Pikes Peak State College)	Jan 2023	In Progress (2023) This action step has been completed on the CSDB side. We are just waiting for official acceptance of CTE collaboration with CSDB from Wasson HS. Completed (2024)
Increase Collaboration with Pikes Peak Interagency Transition Team.	June 2023	Team member contacted JJ Ryan about the possibility of emailing reports about monthly PPITT meeting highlights to transition teachers and sending out emails to parents about relevant events/opportunities highlighted in monthly meetings. In March the team expressed that they were not satisfied with our interaction with PPIT and would like a BVI representative also attend the meetings along with Joseph Ryan. Completed (2023) The team is recommending that the Employability Center send a BVI representative along with the CSDB counselor to the monthly PPITT meetings. This would improve communication between BtL and PPITT. Staff need to sign up for the PPITT newsletter at www.ppitt.org .

	<p>The team recommends wide distribution of the PPITT Community Resource Directory among parents and staff at CSDB (provide copies of the directory at CSDB registration in August). The team recommends promoting the PPITT Resource Fair in Spring 2024.</p>
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E. Establish a stronger bridge from learners' home communities during years at CSDB.

Action Steps	Timeline	Progress/Completion Notes
<p>Establish connections; access and utilize appropriate agencies (i.e., VRS, DVR, TRE, ADA)</p>	<p>Jan 2023</p>	<p>In Progress (2022) Guidance Counselor in the EC will coordinate DVR connections with high school and transition students. CSDB's DVR contact has been scheduled to discuss baseline services for DHH transition students at CSDB. A Zoom meeting for DHH high school & BtL students took place on 9/06/22 with Ricky Wade, DVR new counselor for DHH clients. Topics of discussion were the various services provided by DVR and the application process.</p> <p>There is a new DVR counselor contact for DHH transition students & contact has been made. She is connecting with students and attending some IEPs. A new DVR counselor for BVI transition students will start in April 2023.</p> <p>Completed (2023) DVR counselors for both DHH & BVI students came to CSDB to</p>

		<p>meet with some students & staff. Contact information was shared and a plan for future meetings with students was discussed. Plans are in place for getting more DVR information out to parents and students. Other tentative plans include counselors coming to campus monthly to meet with individual students and coordination between guidance counselors, transition teachers, student case managers, and the DVR representatives. Some follow-up meetings with DVR counselors have taken place. The DVR rep for the blind school and the blind school counselor will be in contact regarding these plans. (2023)</p>
<p>Establish yearly training for staff on or about community agencies and social services for students and families</p>	<p>DVR Oct 2023 Dec 2024 (other agencies)</p>	<p>In Progress (2023) Recommendation is being made that annual training for staff, students, and families to address services and student connection with DVR be scheduled. It is not currently happening.</p> <p>For 2024 Further discussion and research is being done by this committee regarding other agencies. The committee will research TRE & ADA resources and identify important information to share with parents and case managers. Recommendation is being made that training for staff focused on community agencies take place at a Professional Development meeting. As a result of this training, staff should inform parents & students about appropriate</p>

		<p>agencies during IEPs and Case Management meetings. Printed material with contact information and explanation of support services related to future work experiences should be provided.</p> <p>In Progress (2024)</p>
Investigate and teach orientation and mobility skills in home community for students who are exiting CSDB.	March 2024	<p>In Progress (2023) Not started</p> <p>Completed (2024) Currently CSDB resources are limited and OM services include identified services on the IEP. Connections to DVR would be appropriate for teaching OM in the student's home environment.</p>
Identify realistic and attainable work experiences and support the students in the home community environment.	May 2024	<p>In Progress (2023) This is happening with a for 1-2 BVI BtL students, but a process is not in place for all BtL students prior to exiting CSDB.</p> <p>In Progress (2024)</p>

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
Establish connections; access and utilize appropriate agencies (i.e., VRS, DVR, TRE, ADA)	Jan 2023	<p>In Progress (2022) Guidance Counselor in the EC will coordinate DVR connections with high school and transition students. CSDB's DVR contact has been scheduled to discuss baseline services for DHH transition students at CSDB. A Zoom meeting for DHH high school & BtL students took place on 9/06/22 with Ricky Wade, DVR new counselor for DHH clients. Topics of discussion were the various services</p>

	<p>provided by DVR and the application process.</p> <p>There is a new DVR counselor contact for DHH transition students & contact has been made. She is connecting with students and attending some IEPs.</p> <p>A new DVR counselor for BVI transition students will start in April 2023.</p>
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Action Steps	Timeline	Progress/Completion Notes
Clearly define what is presently happening with guidance counseling and ICAP at CSDB within both schools.		
Create a description of what should be happening related to guidance counseling and ICAP for each student their high school career.	May 2023	<p>In Progress (2023)</p> <p>Our committee recommends that the administration further examine the ICAP quality indicators posted by CDE to ensure a high quality ICAP process. Here is a link to some Colorado Department of Education expectations for the ICAP process :</p> <p>https://www.cde.state.co.us/post-secondary/hsqualityindicatorsandelements</p>

		In Progress (2024)
Develop a meaningful checklist identifying annual progress on each student's individual career and academic plan.	May 2024	In Progress (2023) In Progress (2024)

3C Strategic Goal Area: Postsecondary Education

Team Captain/Players: JJ Ryan /

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	June 2021 and annually	Completed (2021) Guidance Counselor meets with individual students once scores are placed on collegeboard.org
Review scheduling structure and course options to make available local PSAT/SAT prep courses	June 2021 and (annually)	Completed (2021) Principals evaluate schedules annually and revise to fit students' academic needs
Share transition planning and postsecondary plan Information consistently during IEP meetings	June 2021	Completed (2021) Case managers and families meet annually for IEP meetings to review student's progress. Transition planning is discussed at each IEP meeting.
Communicate PSAT/SAT test results with parents in a timely manner	June 2021	Completed (2021) A plan is in place to discuss test scores and results at each IEP meeting.
Options for mainstreaming	June 2021	Completed (2021) IEP team reviews mainstream possibilities and criteria during IEP meetings and each semester with students.

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 (course	By Spring 2023	In Progress (2023) In Progress (2024)
Development of post-secondary plans-post-school, college, or vocational training	Annually	Completed (2021) This occurs at IEP meetings, finalize their plans at end of Junior year, or during Senior year.

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		In Progress (2024)
Determine topics to be taken on by the staff providing guidance and support	June 2024	In Progress (2024)
Offer workshops or events for parents/families/small groups	Elementary, MS, HS, and BtL—topics created by June 2023	In Progress (2021) In Progress (2023) In Progress (2024)
Create scope and sequence checklist for teaching learners about the postsecondary process beginning freshman year	June 2024 (give time for revisions)	In Progress (2021) In Progress (2023) In Progress (2024)

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

Action Steps	Timeline	Progress/Completion Notes
Determine how to implement sc	End of Spring 2024	In Progress (2024)

Strategic Area #4: Learning and Living Beyond the Classroom
Coach: Anthony Thomas

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/Darrell Shular, Kim Thornton, Shari Matthews, Jaimie Valencia

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 resid	Fall 2022	In Progress (2022) Scheduled Fall Professional Development to Train Student Life staff to utilize Canvas and Class DoJo to access student academic performance and collaborate with instructional staff. In Progress (2023) Completed (2024)
Collaborate with teachers to provide structured, scheduled after school academic support.	Spring 2021	Completed (2022) Parent contact revealed a lack of interest for continued online (Zoom)

		<p>academic support during in-person learning. Revealed limited interest in structured in person tutoring.</p> <p>In person academic support is available daily for residential students.</p>
Provide afterschool workforce experiences to BtL Students.	Fall 2022	<p>In Progress (2022) Collaborating with EC teachers to identify students who have the skills and motivation to work independently after school hours.</p> <p>In Progress (2023)</p> <p>*We are not providing after schoolwork experiences for BtL students.</p> <p>Discontinued (2024)</p>

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 outside of the classroom.	Fall 2021	<p>Completed (2022) Apply the POWERFUL curriculum to the BtL residential program.</p>
Implement Health and Wellness workshops with support from School Nurses	Fall 2021	<p>In Progress (2021) Identified appropriate workshops with school nurses. Dorm staff has initiated health and wellness workshops.</p> <p>Workshop topics are available on the Student Life Teams page to be used as a reference for age-appropriate health and wellness lessons.</p>

		<p>In Progress (2022) COVID and staffing issues have delayed the collaboration between nurses and dorm staff to present workshops.</p> <p>In Progress (2023)</p> <p>In Progress (2024) *On going*</p>
Provide regular workshops/training from community organizations	Fall 2022	<p>Not started. (2023)</p> <p>In Progress (2024)</p>

- 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	<p>In Progress (2023)</p> <p>Completed (2024)</p>

4B Strategic Area: Building Autonomy

Team Captain / Players: / 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	Completed (2022) Blind residential were surveyed to identify current supports and gaps and to develop /trainings for schoolyear 2021-22). As a result of the survey, the Orientation and Mobility team developed an Orientation and Mobility Refresher presentation and trained the Blind Student Life Department at the start of the school year. They have created a video library that shows specific routes, landmarks and terminology used so dorm staff know the specific routes students travel. The O&M team filmed and uploaded 10 routes on the One Drive and are ready to share the link with dorm staff.
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	In Progress (2022) Survey identified ILS deficiencies in basic cleaning techniques, dressing and clothing management, and cooking. In Progress (2023) In Progress (2024)
Develop opportunities for learners to demonstrate and expand their 21st century education skills to include	December 2022	In Progress (2021) Created a revised COMPLETE programming form that includes opportunities for 21 st century

expanded core curriculum (ECC) for learners with visual impairments during after school programs		education skills and expanded core curriculum. Staff have been trained and have begun implementing this programming. Completed (2022)
Evaluate the effectiveness of ILS learning opportunities during after school programs.	June 2024	Completed (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	Completed (2022) All residential staff have completed mental health training for youth provided by The National Alliance on Mental Illness. Zones of Regulation and current mental health trends/concerns on our campus led by CSDB counselors and Critical Incident Response (Coping after a critical incident) presented by CSEAP. Crisis response protocols and on-call counselor process has been developed by the mental health team and shared with Student Life Staff. A list of mental health training resources has been developed and made available to Student Life management. Mental Health will continue to be addressed as appropriate during future Professional Development training.
Review mental health supports and provide feedback to the Mental Health Team each semester.	June 2021	Completed 2022 Supervisor of Student life attends mental health team meetings as appropriate to address significant student mental health concerns and training gaps.

Improve consistency in communication systems for sharing behavior and general and specific information between school and dorm staff	June 2022	In Progress (2022) Established a collaborative behavior log between dorm and school for elementary students. In Progress (2023) Completed (2024)
Evaluate the effectiveness of mental health trainings and supports	June 2024	Completed (2024)

C. Review and revise school rules and procedures.

Action Steps	Timeline	Progress/Completion Notes
Collect all school handbooks and expectations enabling learner independence and freedom	December 2022	In Progress (2021) Completed (2022) All school handbooks have been collected. A subgroup from the leadership team has taken over responsibility for this task.
Solicit feedback from stakeholders to review and revise current school procedures and rules	June 2022	In Progress (2022) The leadership Team has taken over responsibility for this task. In Progress (2023) Discontinued (2024)
Evaluate the effectiveness of the schoolwide handbook to support learners' independence and freedom to the maximum extent possible	June 2024	Discontinued (2024)

Strategic Area #5: Statewide Services and Visibility

Co-Coaches: Cheryl Austin and 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 workshop CSDB website, etc.).	June 2022	Completed (2022) All workshops and trainings that have been recorded are located on the CSDB YouTube Channel.
Share current list with CSDB staff and stakeholders *coordinate with SP Area 5D for on-campus and off-campus stakeholder groups to share information*	December 2022	DISCONTINUE
Review past surveys to prioritize potential trainings and document for future use.	June 2023	Completed (2023) Outreach has documented workshops and trainings from the past and documented future requests from stakeholders.
List and document trainings and workshops to potentially provide *collaborate with Strategic Plan Area 5C to provide trainings based on list*	December 2023	COMBINE with above

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

	Timeline	Progress/Completion Notes
Gather feedback on current general survey.	June 2022	Completed (2022) Outreach staff have reviewed, and now have access to, a general template for survey use after events, workshops, etc.
Modify survey based on feedback.	June 2023	Completed (2023) The general survey is modified for individual and team use, as appropriate.
Share and use survey for a variety of events.	June 2024	Completed (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	In Progress (2023) Outreach prioritized and provided the following workshops and trainings in the 2022-23 year: *Community ASL classes (3x a year), as well as classes for specific community groups, e.g., Springs Rescue Mission and Pikes Peak Library District *ASL Immersion for Professionals (3x a year) *ASL Immersion for Families (June 2023) *CHIP Chat for EI providers *Presentations at 3 conferences (AAA, ASHA, EHDI) *Collaborative CHIP workshops for Early Intervention providers *WREIC Planning Committee with input for presenters based on feedback from stakeholders

		<p>*CIMC First Friday and Southern Region TVI/DVR meetings – supporting and educating vision professionals statewide</p> <p>Completed (2024)</p>
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5B Strategic Goal Area: Early Education Programs

Team Captain / Players: Ashley Renslow / Sara Noel, Donna Keale, Jennifer Thompson, Kirsten Gardzelewski, Kelly Doolittle

Objective 1

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, and services.	December 2021	<p>Completed (2022) Shared a list of documents, with updated ones, as appropriate. Updated ELDI Programs flyer; updated CO-Hear bios and infographic for EHDl; worked with EHDl stakeholders to create a NBHS brochure and UHL infographic; worked closely with El Colorado to update personnel standards.</p>
Identify audiences for each document resources.	March 2022	<p>Completed (2022) Held multiple discussions about audiences, sharing resources, who will update which documents, and those in "holding" with shifts at state level.</p>
Ensure representatives are attending interagency coordinating council meetings, early childhood meetings, EHDl meetings, etc.	Ongoing quarterly	<p>In Progress (2021) Staff participate in regional meetings (PICC – Pikes Peak, NCICC – Northern Colorado), Early Ed Consultant attends the statewide meeting. Staff statewide attend EHDl meetings – locally and at the state level</p> <p>In Progress (2022) Staff continue to participate in local interagency meetings,</p>

		<p>CCB meetings, EHDI meetings, regional ChildFind teams, school district/BOCES meetings, Vision Coalition, Southern Region Vision Meetings, CMV and CIHAC.</p> <p>In Progress (2023)</p> <p>Representatives continue to participate in necessary meetings, as above.</p> <p>In Progress (2024)</p> <p>Representatives attend regular and necessary meetings.</p>
Update documents.	June 2023	<p>In Progress (2023) CDEC has published roadmaps for EI services. Next step is to modify for our specific populations; we have asked permission and have had no response.</p> <p>In Progress (2024) Working with statewide invested partners to modify roadmaps and create resources</p>
Gather feedback from a variety of stakeholders.	June 2025	
Utilize a variety of options for distribution to stakeholders, community groups, and statewide agencies.	June 2025	
Monitor services and programs identified, and update documents as needed.	June 2024-June 2025 (at least 1x/year)	Discontinue (2024)

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	<p>In Progress (2021) 2 CO-Hears will be participating in a subcommittee as part of the EHDI Intervention taskforce to define where EI begins (i.e., IFSP date/initial referral/CO-Hear first contact, etc.).</p> <p>Completed (2022) Two CO-Hears were on a subcommittee for transition process and defining EI start (IFSP date vs CO-Hear referral). CO-Hears updated the CO-Hear manual and are trialing and editing with 3 new hires. EHDI presentation about “Role of CO-Hear from a 30,000 ft view” related to EI entry and initial supports was given March 2022.</p>
Consider barriers in each region and regional process differentiation.	Dec 2021	<p>In Progress (2022) Identified the following barriers thus far:</p> <ul style="list-style-type: none"> - Communication between CCBs/AUs/Part C/Part B - Understanding roles of each professional - DHH knowledge of AU representation - Sharing information in a systematic way - CCB variations <p>Notes about how to address:</p> <ul style="list-style-type: none"> - Start communication earlier, 2yrs 3mo - Add to list of recommended professionals - Share resources-Bridge to Preschool CHIP Assessment, LENA - Identify CO-Hear - Regular meetings for communication - Someone knowledgeable should be in attendance <p>In Progress (2023) EI Colorado is making changes to the state systems and the local early intervention programs. We are also starting conversations about an applicable road map for families that enter into early intervention.</p>

		<p>Completed (2024) This work is headed by the CO EHDI team</p>
Develop chart or document of current services.	Dec 2021	<p>In Progress (2021)</p> <p>In Progress (2022) Due to major shifts at the state level with creation of the Department of Early Childhood, we are waiting to see what processes, charts, and documents will already be created.</p> <p>In Progress (2023) Will start meetings with other state agencies for interagency agreements and work, as well as within our own department for roles and services offered.</p> <p>Discontinued (2024)</p>
Modify existing (or create new) flow chart showing process of EI and services from birth to transition to Part B services.	June 2022	<p>In Progress (2022) Due to major shifts at the state level with creation of the Department of Early Childhood, we are waiting to see what processes, charts, and documents will already be created.</p> <p>Completed (2023) CDPHE created a flow chart that shows the process from screening through intervention based on GAP analysis work done in 2022.</p> <p>In Progress (2024) Staff are part of a statewide interagency group to talk about flow chart, services, and transitions</p>
Increase communication and collaboration between CCBs and CSDB around the defined processes, roles, and families served.	Quarterly communication	<p>In Progress (2021) Conversations with Early Intervention Colorado around roles and numbers, these often include EHDI coordinators. Likewise, EI Staff at CSDB connect with their local CCBs around clarifying roles, and ensuring families are receiving services.</p> <p>In Progress (2022) Continued conversations with EI Colorado around roles and programmatic opportunities. Held conversations with Assessment Coordinator around numbers and families served, ongoing connections with CCBs and</p>

		<p>EHDI stakeholders around roles and processes. El Colorado created documents for referrals process and new evaluations process. Early Intervention staff are involved in the CDPHE Strategic Planning process as part of identifying roles and processes. Held meetings with rural audiology clinics and families to clarify processes, identify supports, and better serve families.</p> <p>In Progress (2023) Meetings are ongoing with CDEC for roles and programmatic opportunities; formal facilitated meetings will continue through 2024.</p> <p>In Progress (2024) Ongoing meetings with staff, invested partners, and CDEC for processes and roles.</p>
Investigate and implement the distribution of information to families and service providers.	June 2022	<p>In Progress (2022) Due to major shifts at the state level with creation of the Department of Early Childhood, we are waiting to see what processes, charts, and documents will already be created.</p> <p>In Progress (2023) Roadmap shared from CDEC recently, will inquire about modifications for specific populations served.</p> <p>In Progress (2024)</p>
Gather feedback from families, service providers, community agencies, and stakeholders.	Dec 2024	In Progress (2024)
Review and revise (as appropriate) program materials and information shared.	June 2024, then 1x/year	In Progress (2024)

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	In Progress (2021) Connection with Hands and Voices in Spring 2021, CSDB has representation on the group that is updating the guide. Completed (2022) Colorado Resources Guide has been updated and shared on the H&V website.
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	In Progress (2021) In Progress (2022) Parent Initiative – created a Google doc with all agencies that have access to share information and resources: Colorado Center for the Blind, Anchor Center, A Shared Vision, CSDB, and the president of National Federation for the Blind Families Program. In Progress (2023) Work continues among agencies for a shared document. Discontinued (2024)
Collaborate with early intervention teams, child find teams and school districts to allow for a cohesive transition.	Ongoing - at least 2x/year	In Progress (2021) Statewide EI Staff are part of childfind teams and attend local childfind meetings, additionally, in the transition from evaluation moving from Part B to Part C responsibility – town halls, stakeholder meetings, and survey opportunities are attended and filled out. New legislation in creating a Dept of Early Childhood – statewide EI staff are involved in this process via

		<p>stakeholder feedback and listening sessions.</p> <p>In Progress (2022) As above – Department of Early Childhood to start July 1, 2022; CO-Hears are supporting families as they participate in the new Extended Part C Option for summer programs to make for easier transition to preschool in the fall.</p> <p>In Progress (2023) We are beginning to reach out to stakeholders for input and discussion around processes that make sense.</p> <p>Discontinued (2024)</p>
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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	<p>In Progress (2022)</p> <p>In Progress (2023)</p> <p>Completed (2024)</p>
Identify needs in under-served areas.	June 2022	<p>In Progress (2022) Surveys indicate needs in the Western Slope, where an event was provided in May 2022, as well as conversations with Children’s Hospital for support in the NE area and conversations around support for the SW area. Additionally, CSDB is expanding the</p>

		<p>preschool to offer a bilingual-bimodal program with a co-taught classroom.</p> <p>In Progress (2023) CSDB received the CIRCLE grant to support inclusion, diversity and equity of services. This grant has supported a bilingual-bimodal approach for the toddler program, early literacy events, and the preschool. In addition, a successful community event was held in Durango in May 2023.</p> <p>In Progress (2024) Event in Glenwood Springs and Immersion at Aspen Camp for the Deaf was well received by rural families.</p>
Collaborate with departments on campus for a variety of program options.	June 2023	<p>In Progress (2021) Conversations are being had around collaboration for the Little Language Learners.</p> <p>In Progress (2022) Collaborated with preschool to offer co-taught toddler class, which is moving under Outreach department for 2022-23, yet will still have cross-campus collaboration.</p> <p>In Progress (2023) Little Language Learners and Little Learners & Explorers are under Outreach but require interdepartmental communication and collaboration.</p>

		<p>Other events, such as trips to the North Pole, Wishing Star Farm, and the Cheyenne Mountain Zoo, are collaborations between Outreach (early intervention) and the schools (PreK).</p> <p>Completed (2024) Continue to partner with preschool for workshops, tour opportunities, and the zoo field trip at the end of the year.</p>
Prioritize programs based on needs, staff availability and funding.	June 2024	<p>In Progress (2023) We offered combined trips to the Farm in the Fall and the Zoo in the Spring for families with children who are deaf/hard of hearing and blind/low vision.</p> <p>Summers at the Park continue to be a popular summer activity. We have expanded this in the Pikes Peak Region to include families who have children who are deaf/hard of hearing or blind/low vision together.</p> <p>Completed (2024)</p>
Consider options for families and children with multiple needs.	June 2024	<p>In Progress (2023) We are collaborating with Family Voices for their legislative process for an intervener, and how we can work together better.</p> <p>Discontinue (2024)</p>
Consider options for technology and remote learning.	June 2022	<p>In Progress (2021) Have purchased 10 iPads and currently working on developing criteria for sharing iPad/tablet with families in need.</p> <p>Completed (2022)</p>

		Held a variety of conversations around meeting needs of families across the state. March 2022 – offered remote opportunity via technology for classrooms and families to Zoom into the CSDB Reads Across America day.
Plan and implement at least one pilot program on campus.	June 2025	
Review feedback from pilot, make adjustments to program (as needed).	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.	June 2022	<p>In Progress (2022)</p> <p>In Progress (2023)</p> <p>Completed (2024)</p>
Identify needs in under-served areas.	June 2022	<p>In Progress (2022)</p> <p>In Progress (2023) We held a 4-week pilot Little Learners & Explorers program in the Spring for families with toddlers who are blind/visually impaired; this was a collaboration between Outreach and School for the Blind.</p> <p>Completed (2024)</p>
Collaborate with departments on campus for a variety of program options.	June 2023	<p>In Progress (2021) Conversations have started around a small pilot collaboration for a summer program/ECC camp.</p> <p>In Progress (2022) Expanding the Summers at the Park to include families who have children with vision loss, discussions about vision for toddler program and expanding preschool.</p> <p>In Progress (2023) The toddler program (Little Learners & Explorers) and events for children who are blind or visually impaired (North Pole, Wishing Star Farm, Fall Festival, Cheyenne Mountain Zoo, Summers in the Park) are cross campus collaborations</p>

		<p>with support from staff in multiple departments.</p> <p>In Progress (2024) Collaboration with Egg Hunt, Goalball Clinic, and opportunity for Kids on Bikes</p>
Prioritize programs based on needs, staff availability and funding.	June 2023	<p>In Progress (2022) Expanding the summer Wednesdays in the Park to include families who have children with vision loss. Continued discussions about vision for toddler program and expanding preschool.</p> <p>In Progress (2023) Will continue to provide Wednesdays in the Park in the Pikes Peak area available to families who have children who are deaf, hard of hearing, blind, visually impaired, or deafblind.</p> <p>In Progress (2024) Position for Short Term Programs posted</p>
Consider options for families and children with multiple needs.	June 2023	<p>Completed (2023) Families with children with multiple disabilities are included in the aforementioned activities.</p>
Consider options for technology and remote learning.	June 2022	<p>In Progress (2021) Have purchased ten iPads and currently working on developing criteria for sharing iPad/tablet with families in need</p> <p>Completed (2023) Technology is incorporated into all activities to increase access and learning opportunities.</p>
Plan and implement at least one pilot program on campus.	June 2024	<p>Completed (2023) We held a 4-week pilot Little Learners & Explorers program in the Spring for families with</p>

		toddlers who are blind/visually impaired; this was a collaboration between Outreach and School for the Blind.
Review feedback from pilot, make adjustments to program (as needed).	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	Completed (2021)
Notify families in the program and on the waitlist of changes.	June 2021	Completed (2021)
Create Document with additional programs families can participate in while waiting.	Sept 2021	Completed (2021)
Gather feedback via class surveys and full program surveys about the program changes.	Dec 2021	In Progress (2021) Survey to be sent Sept. 2021 to families who exited due to changes, as well as a survey for every family that exits the 1-on-1 services. Completed (2022) Surveys completed and data saved.
Continue to implement new classes and programs for families.	Ongoing	In Progress (2021) ASL Book Sharing classes are now based on age of the child to better meet the needs of the families. In Progress (2022) Continuing to offer new classes and more opportunities for families and professionals. In Progress (2023)

		<p>Continue to offer ASL classes, book classes, and collaborate with other agencies for ASL classes.</p> <p>In Progress (2024) ASL through the IFSP process was discussed with multiple local programs, online classes and one-on-one classes continue to be offered to meet the needs statewide.</p>
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	<p>In Progress (2022) Reviewing budget to determine pay rates and scales, plus additional supports as needed in the department, as well as materials to support programs. Implemented VCSL evaluations for birth-3-year-olds in the Fall with pilots in the Spring.</p> <p>Completed (2023) Multiple discussions with team for programming. Created 2 new positions filled in July 2023 - - CSRP Lead and Early ASL Lead, which will work together to offer more opportunities for families.</p>
Research other Deaf Mentor curriculums and current CSRP curriculum to determine additional program changes.	June 2023	<p>Completed (2023) Worked with EI Colorado on personnel standards for Sign Language Instructors across the state – finalized Spring 2023.</p> <p>Will have a SKI-HI Deaf Mentor training in the fall and embed that into the birth-3 ASL</p>

		services (currently offered through the Local Early Intervention Programs).
Continue to make changes and gather feedback so families move seamlessly from classes to individual sessions, to graduation options and classes.	June 2025	In Progress (2024)

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	Completed (2021) This is being used in presentations, recordings, and shared with stakeholders statewide.
Work with EI Colorado to establish competencies and skills for facilitators.	June 2022	In Progress (2021) Meetings with EI Colorado occur about monthly; they have released new personnel standards, and we continue to discuss facilitators and their skills and competencies. Completed (2022) Worked with EI Colorado to review and edit Personnel Standards; EI Colorado will share when finished.
Review options for oversight of facilitators to ensure meeting of competencies and skills.	Dec 2022	In Progress (2022) Continued conversations with EI Colorado staff and EHDI stakeholders about oversight, how to improve, and what agreements may be necessary. In Progress (2023) Continued conversations with EI Colorado about programming and how to best service families and support providers. Recent CDPHE Gap

		<p>Analysis provided great feedback on challenges.</p> <p>In Progress (2024) Workgroup in the Spring of 2024 to make recommendations to CSDB and CDEC</p>
Create CHIP handbook to outline program, roles, skills and competencies, oversight, expectations, trainings, etc.	June 2025	
Develop (or refresh) a continuum of services for children who are deaf or hard of hearing in early intervention.	June 2022	<p>In Progress (2022) Updated the CHIP Scope and Sequence to use with facilitators, piloted this last year, and just started a soft roll out for all CHIP facilitators. S&S follows manual for topics.</p> <p>In Progress (2023) The Scope and Sequence with the padlet continues to be modified, but use is unknown. Recent CHIP Chat trainings have been added to the padlet.</p> <p>In Progress (2024)</p>
Attend a variety of regional and national EHDl meetings to ensure collaboration, participation and shared knowledge.	Ongoing monthly task forces, quarterly regional meetings, and bi-annual additional meetings	<p>In Progress (2021) There are monthly task forces that have 1-2 representatives from staff, as well as monthly Alliance meetings where CSDB staff is a member and other staff attend for information gathering.</p> <p>In Progress (2022) Staff continue to attend meetings, as appropriate. 4 staff attended EHDl national meeting virtually, representing CSDB.</p> <p>In Progress (2023)</p>

		<p>2 staff attending and presenting (5 presentations) at EHDl National Meeting in Cincinnati; staff continue to be involved in task forces, and on the Alliance.</p> <p>In Progress (2024) Multiple presentations at EHDl Conference, continue to participate in EHDl Alliance meetings, task forces, and other invested partner opportunities.</p>
<p>Provide workshops to providers working with families who have children who are DHH that align with the above skills and competencies.</p>	<p>At least 2x/year</p>	<p>In Progress (2021) In 2020-21 school year, there was a fall training in November, a summer training in June, plus a small mini-course in the fall.</p> <p>In Progress (2022) Held one training with Dr. Debbie Mood on pragmatics on Sept 24, 2022. With additional EHDl grant money, we provided 4 workshops for EI professionals – Coaching Families, ASL Rhyming and Rhythm, ASL-English Bilingual Strategies, Holding Space.</p> <p>In Progress (2023) One fall training was provided with Dr. Debbie Mood related to pragmatics, and Deaf with additional disabilities. Spring training was a collaboration with Wyoming Department of Education and Wyoming Early Intervention Initiative with presenters from Columbia University related to early literacy.</p> <p>In Progress (2024)</p>

		<p>2 workshops for families and 1 workshop for facilitators. In addition, many staff attended the National Early Hearing Detection and Intervention Conference held in Denver, CO this year</p>
<p>CO-Hears will remain current with trainings offered by EI Colorado to provided best practice and support to EI Providers.</p>	<p>Dependent upon EI Colorado offered trainings and workshops</p>	<p>In Progress (2021) All CO-Hears have completed the Service Coordinator training to be able to better serve families and better collaborate with service coordinators. Additionally, EI Colorado has a new provider training – all EI professionals have completed this training. They continue to participate in stakeholder feedback meetings and listening sessions to be apprised of current happenings</p> <p>In Progress (2022) As of current, 3 new CO-Hears are going through EI SC Training; all will have received trainings on DAY-C and IDA for use of assessments for evaluations.</p> <p>In Progress (2023) CO-Hears continue to stay up to date on trainings and best practices for early intervention.</p> <p>In Progress (2024) Continue to attend a variety of trainings during the year</p>

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

Team Captain / Players: Kathy Emter / Donna Keale, Aaron Crow, 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	<p>In Progress (2022) Brainstormed ideas and discussed a few options with Supt. in Spring, will revisit and brainstorm more options and programs.</p> <p>In Progress (2023) Brainstorming of ideas continues with the new Leadership Team.</p> <p>Completed (2024)</p>
Explore an updated database of service providers in the state.	June 2022	<p>In Progress (2022) Use of CDE database for providers and listserv.</p> <p>In Progress (2023) Please see above.</p> <p>Discontinued (2024)</p>
Policies and procedures for having non CSDB students overnight on campus.	June 2022	<p>In Progress (2022) Conversations started, but with no final decisions about what this could look like.</p> <p>In Progress (2023) These conversations are on hold due to staffing shortages and Facilities projects.</p> <p>In Progress (2024) Short Term Programs position posted</p>

<p>Re-Establish summer programs available for regional and non-regional families and students.</p>	<p>June 2023</p>	<p>In Progress (2023) Summer programming is on hold due to challenges related to staff capacity, funding sources, and Facilities projects.</p> <p>In Progress (2024) Short Term Programs Coordinator Position Posted</p>
<p>Offer short-term programs for families and or students involving direct instruction on designated/focused topic.</p>	<p>June 2024</p>	<p>In Progress (2024) Short Term Programs Coordinator Position Posted</p>
<p>Provide social interaction opportunities for students within their region.</p>	<p>June 2021 On going At least one opportunity annually</p>	<p>In Progress 2021 Through the outreach department, a Blind/VI Social Club was created that students across the state could attend virtually. It was shared out at Vision Coalition; but there was not any interest expressed in participation. The information was shared in the regions where there was also no interest. Two 4th grade students from different districts through Zoom were connected by their respective TVI's.</p> <p>State opportunities: CSDB collaborated with Steamboat Adaptive Recreational Sports (STARS) and filled 2 camps (one winter and one summer) for children across the state who are blind or low vision – the camps were for ages 5-18.</p> <p>In Progress (2022) CSDB collaborated with Steamboat Adaptive Recreational Sports (STARS) for a Winter Ski Camp for children who are DHH, ages 5-18.</p>

In Progress (2023)

Through a collaboration between Outreach and on-campus programs, students were offered opportunities to connect with like peers through a goalball clinic at CSDB and Foresight ski trips.

In Progress (2024)

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	<p>In Progress (2022) Brainstormed ideas and discussed a few options with Supt. in Spring, will revisit and brainstorm more options and programs.</p> <p>In Progress (2023) Brainstorming of ideas continues with the new Leadership Team.</p> <p>Completed (2024)</p>
Explore an updated data base of service providers in the state.	June 2022	<p>In Progress (2022) Use of CDE database for providers and listserv.</p> <p>In Progress (2023) Please see above.</p> <p>Discontinued (2024)</p>
Policies and procedures for having non CSDB students overnight on campus.	June 2022	<p>In Progress (2022) Conversations started, but with no final decisions about what this could look like.</p> <p>In Progress (2023) These conversations are on hold due to staffing shortages and Facilities projects.</p> <p>In Progress (2024) Short Term Programs Coordinator Position posted</p>
Re-Establish summer programs available for regional and non-regional families and students.	June 2023	<p>In Progress (2023) Summer programming is on hold due to challenges related to staff capacity, funding sources, and Facilities projects.</p> <p>In Progress (2024) Short Term Programs Coordinator Position Posted</p>

Offer short-term programs for families and/or students involving direct instruction on designated/focused topic.	June 2024	In Progress (2024) Short Term Programs Coordinator Position Posted
Provide social interaction opportunities for students within their region.	June 2021 On going At least one opportunity annually	<p>In Progress (2021) State opportunities: CSDB collaborated with Steamboat Adaptive Recreational Sports (STARS) and filled 2 camps (one winter and one summer) for children across the state who are blind or low vision – the camps were for ages 5-18</p> <p>In Progress (2022) CSDB collaborated with Steamboat Adaptive Recreational Sports (STARS) for a Winter Ski Camp for children who are DHH, ages 5-18.</p> <p>In Progress (2023) Through a collaboration between Outreach and on-campus programs, students were offered opportunities to connect with like peers through a goalball clinic at CSDB and Foresight ski trips.</p> <p>In Progress (2024) Goalball clinic was offered at CSDB this year again.</p>

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	In Progress (2022) Brainstormed ideas and discussed a few options with Supt. in Spring, will revisit and brainstorm more options and programs.

		<p>In Progress (2023) CSDB sent staff and hosted a booth at a Transition Open House in Craig, CO – hosted by the Northwest Colorado Center for Independence.</p> <p>Discontinue (2024)</p>
Explore an updated data base of service providers in the state.	June 2022	<p>In Progress (2022) Use of CDE database for providers and listserv.</p> <p>In Progress (2023) Please see above.</p> <p>Discontinue (2024)</p>
Reestablish summer programs available for regional and non-regional families and students.	June 2022	<p>In Progress (2022) Conversations started, but with no final decisions about what this could look like.</p> <p>In Progress (2023) Summer programming is on hold due to challenges related to staff capacity, funding sources, and Facilities projects.</p> <p>Discontinue (2024)</p>
Provide social interaction opportunities for students within their region.	June 2024	Discontinue (2024)
Investigate collaboration possibilities with the CSDB employability center/Bridges to Life for activities or programs.	June 2024	Discontinue (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	<p>In Progress (2023) CSDB Outreach had Deaf staff go to Lonestar School as role models and to talk about lived experiences in January.</p>

		<p>Through a partnership with BOCES, Independence Center and Voc. Rehab, we held a successful event for DHH families in Durango in May.</p> <p>The CCB ITP Mentoring Program with CSDB Bridges to Life has been reinstated.</p> <p>Discontinue (2024)</p>
Set up remote social opportunities for different groups to allow for interaction and support.	Spring 2024	<p>In Progress (2023)</p> <p>We are beginning to receive inquiries from school districts and looking at a curriculum and role model program to provide these in the future.</p> <p>Discontinue (2024)</p>
Catalog recorded role model videos for future use.	2025 Spring	Discontinue (2024)

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	<p>In Progress (2023) ASL Class for ABA therapists – 4th offering, partnership with Dr Debbie Mood at Children’s Hospital, for those working with children who are deaf and on the autism spectrum.</p> <p>On an as-needed basis, itinerant teachers partner with districts to support and educate professionals in their areas of expertise.</p> <p>Discontinue (2024)</p>
Create communication and disperse workshop information across the state.	Spring 2024	Discontinue (2024)
Investigate availability of Clock hours/CEU’s/ certificates.	Spring 2023	<p>In Progress (2023) Investigating clock hours vs professional CEUs for the Spring CHIP training in collaboration with Columbia University Teachers College and future trainings.</p> <p>Discontinue (2024)</p>
Utilize skilled professionals from other districts for collaboration in presenting workshops.	Spring 2024	Discontinue (2024)
Evaluation of workshop effectiveness.	ongoing after workshops	<p>In Progress (2021)</p> <p>In Progress (2022) Surveys are given after each workshop to determine effectiveness and priority for stakeholders.</p>

		<p>In Progress (2023) Surveys are given after each workshop to determine effectiveness and priority for stakeholders.</p> <p>Discontinue (2024)</p>
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5D Strategic 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	<p>In Progress (2021) Have begun to gather information and will continue in the Fall of 2021.</p> <p>Completed (2022) Multiple collaborations with on-campus departments, e.g., Little Language Learners, Adams, and Outreach staff for EF workshop series, Outreach with School for the Deaf for CSDB Reads Across America.</p>
Establish connections between academic programs and residential programs.	Fall 2022/Spring 2023	<p>In Progress (2023) This will be an area of focus for the 2023-24 school year with the establishment of a Dean of Students in each of the two schools.</p> <p>Completed (2024)</p>
Establish collaboration between academic programs and outreach programs.	Spring 2022	<p>In Progress (2021) Meeting with academic programs and Outreach to determine opportunities, Meeting with School for the Blind and Outreach to discuss potential opportunities.</p> <p>Completed (2022) Developed connections for some events that happened this year; conversations will continue as events come back in-person after COVID.</p>

Determine at least 2 events that can be collaborative efforts.	Spring 2023	<p>Completed (2023)</p> <p>Multiple opportunities this year:</p> <ul style="list-style-type: none"> *Outreach student joined CSDB's ski trip to Vail this past December. *Signing staff in Outreach reading to preschool. *North Pole field trips for EI families with DHH, BVI children. *Cara Johnson's virtual workshops provided to CSDB families. *Collaborative fulfillment of assessment requests from outside districts.
Research and identify the best central location for flyers, events, and workshops where everyone can access.	Fall 2021	<p>In Progress (2021)</p> <p>Connecting with Community Liaison to have discussion, or potentially VIBES team.</p> <p>Completed (2022)</p> <p>There are a variety of options for staff – VIBES, Constant Contact, Master Calendar.</p>

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	<p>In Progress (2021)</p> <p>Completed (2022)</p> <p>Utilize a combination of email lists and Constant Contact.</p>
Create and document a list of current stakeholders, agencies, and organizations that can/are collaborating with CSDB.	June 2022	<p>Completed (2022)</p> <p>Community Liaison has an ongoing list of stakeholders and agencies.</p>
Identify external collaborations that are currently taking place.	Dec 2021	<p>In Progress (2021)</p> <p>Completed (2022)</p> <p>There are multiple collaborations that happen externally between CSDB and</p>

		<p>districts or organizations. The list is always growing and changing.</p>
<p>Provide at least 2 activities/workshops that are done in collaboration with external stakeholders.</p>	<p>Ongoing</p>	<p>In Progress (2021) CSDB is collaborating with CO Hands and Voices for 2 early literacy “fall kick off” events, and for the Deaf + Autism Family Day, and with NWCI for a ski weekend for families.</p> <p>In Progress (2022) Signing Santa Holiday Party involves multiple organizations coming together. CSDB partnered with RMDS to provide a parent workshop, bringing in Deaf presenters from Hands Land.</p> <p>In Progress (2023) Dept. of Ed Wyoming and Wyoming EI Initiative collaborated with CSDB for a spring workshop for EI Providers, bringing in presenters from Columbia University Teachers College to talk about Literacy.</p> <p>ABA ASL Class for professionals working with children who are Deaf with Autism is a collaborative class with CSDB and Childrens Hospital Colorado.</p> <p>In Progress (2024) Early Education workshop with WY was focused on Coaching and Adult Learning Styles in Fall 2023.</p> <p>Continue to partner with multiple organizations for Signing Santa Holiday Party</p>

		New pilot with Aspen Camp for a family immersion overnight, that included professionals, and a pilot with Rugged Research for 3 Outdoor activities over the summer for children who are DHH in Northern Colorado
Connect with TODs and TVIs regarding clubs and activities that could include students in other districts.	June 2022	In Progress (2022) In Progress (2023) Collaboration with CDE Specialists and providers statewide is ongoing, with sharing of information, resources, and activities available through a variety of listservs and email newsletters. Discontinue (2024)
Identify and Prioritize opportunities for CSDB and external agencies/organizations for the purpose of role models.	June 2023	Completed (2023) *2 collaborative Holiday parties for children who are DHH *ASL Storytime at the Library in Pikes Peak *Children’s Museum in Denver *Denver Braille Challenge *Regional Low Vision Clinics
Brainstorm ways the CSDB library can collaborate state-wide.	June 2022	In Progress (2022) Conversations started, but staff turnover has changed this conversation. In Progress (2023) Discontinue (2024)
Expand on CSDB library collaboration opportunities.	June 2022-June 2025	In Progress (2022) Conversations started, but staff turnover has changed this conversation. In Progress (2023) Outreach is creating a lending library for families to access books and borrow from our library.

		Discontinue (2024)
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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	In Progress (2021) Already collaborating with CDLS for ASL courses but plan to expand to include higher levels of ASL courses, have been offering ASL classes to community but hope to expand to areas outside El Paso County via virtual opportunities, ASL for professionals is offered as a mini-course and an all-day immersion, ASL Immersion for families is each summer, online ASL Classes for families via CSRP and Tele-ASL. Completed (2022) Please see above.
Research needs for ASL Classes for students who are blind/visually impaired.	June 2022	In Progress (2022) In Progress (2023) One student from the School for the Blind participated in Community ASL classes upon request. The Blind Advisory Committee is working with Student Life to offer classes afterschool again. Discontinue (2024)
Develop a library, on the CSDB Website, for storytelling in ASL.	Spring 2023	In Progress (2021) Exploring and inventorying what we have so far and awaiting determination from campus leadership on how to best store in-house

		<p>productions/videos for maximum sharing opportunities with external stakeholders</p> <p>In Progress (2022)</p> <p>In Progress (2023) With CCDHHDB Grant funds, we are creating 7 new ASL Stories to be added to the YouTube page.</p> <p>Completed (2024)</p>
ASL accessibility for trainings for ASL.	Spring 2022	<p>In Progress (2021)</p> <p>In Progress (2022) Clarifying Action Step.</p> <p>In Progress (2023)</p> <p>Discontinue (2024)</p>
Expand ASL program offerings based on need statewide.	Dec 2021-June 2025	<p>In Progress (2021) Provided ASL classes to audiologists with 2 different levels, feedback requested more, will be offering a class for general education teachers and paras via itinerant teachers, and a mini class for MDs and nurses.</p> <p>In Progress (2022) Offering a class for CHIP Facilitators and audiologists over the summer; requests come in from rural areas for ASL classes.</p> <p>In Progress (2023)</p> <p>Offered classes off campus – Parks and Rec Department, Springs Rescue Mission, Pikes Peak Library District. Reestablished collaboration between Outreach and School</p>

		<p>for the Deaf to offer Family ASL classes in the evenings.</p> <p>In Progress (2024) Offering classes in Denver for Winter and Spring 2024, which filled up. Many requests from community organizations to provide ASL Classes (FEMA, Library, etc.)</p>
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B. Increase breadth of Expanded Core Curriculum Resources and programs.

Action Steps	Timeline	Progress/Completion Notes
Develop experiential learning opportunities and programs for intense ECC instruction, on CSDB campus.	June 2022	<p>In Progress (2021) Conversations starting around ECC Program on campus for school age children.</p> <p>In Progress (2022) Conversations are continuing.</p> <p>In Progress (2023) All-staff Blind Awareness trainings – introduction, ECC, access technology, O&M, open house with hands-on learning opportunities.</p> <p>TVI/COMS participation in PD opportunities: COSB ECC community of Practice, CVIConnect research project.</p> <p>Discontinue (2024)</p>
Share assessments statewide.	June 2024	<p>In Progress (2021) TVI in Adams is working on standards using checklists from CSDB and other Schools for the Blind.</p> <p>In Progress (2022)</p> <p>In Progress (2023) There were some conversations with other</p>

		<p>districts and with a state literacy group for D/HH about looking at data and how to compare when there are very small 'N' groups.</p> <p>Discontinue (2024)</p>
<p>Create a base of resources for our community on CSDB website.</p>	<p>June 2024</p>	<p>In Progress (2023) CIMC provides APH product awareness and distribution statewide. CDE ESSU and CSDB Outreach have created a "who to call" resource that will be shared on both organizations' websites.</p> <p>Discontinue (2024)</p>
<p>Research and expand classes for families with children who are blind/low vision.</p>	<p>Research need – June 2023 Expand with pilot – June 2024</p>	<p>In Progress (2023) We held a 4-week pilot Little Learners & Explorers program in the Spring for families with toddlers who are blind/visually impaired; this was a collaboration between Outreach and School for the Blind. Statewide needs assessment, in conjunction with CDE ESSU, will inform future programming for school-age students.</p> <p>Discontinue (2024)</p>