CSDB Logo

2020 – 2025

Strategic Plan

Colorado School for the Deaf

and the Blind

Serving Students with PRIDE

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# CSDB Mission, Vision, and Guiding Beliefs

## Mission Statement

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

## Vision Statement

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

## Guiding Beliefs

### CSDB Believes:

 Families, staff, and community members are valued partners.

* Interagency and community collaborations are fundamental for providing resources and support for learners and their families.
* It is critical for staff, learners, families, and the community to embrace intersectionality and demonstrate respect for individual differences.
* Programs and services must be designed to meet the holistic needs of the learner to include academics, language, social-emotional, the arts, extra-curricular and athletics through safe, caring, supportive, and accessible environments.
* Instruction, support services, residential and statewide services must be provided by highly trained and certified professionals who are lifelong learners and who seek to promote excellence and innovation in every aspect of their work
* Learners’ growth and achievement in the areas of character development and positive self-worth are as important as academic proficiency.
* Interactions with adults and peers who are blind/visually impaired, Deaf/hard of hearing or Deaf-blind play a vital role in the development of positive self-esteem and personal/professional growth.
* Maintaining high expectations through rigorous instruction and learner-aligned assessment is critical for academic proficiency and preparation for lifelong learning.
* All families should be provided support and balanced information, which enables them to make informed decisions for their family and their child.  This is especially important for young learners.
* After school programming provides unique opportunities to develop specialized independent living and social interaction skills in a safe, nurturing and language-rich environment.
* Learners should be contributing members of society. Employability skills and work experiences appropriate to the age of the learner embedded in educational environments are essential for learners to succeed in their next environment.
* Postsecondary Workforce Readiness (PWR) skills embedded in educational environments from an early age are essential for learners to be contributing members of society.

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

 Concept development and experiential learning are foundational.

* The Expanded Core Curriculum (ECC) is essential, embedded in the instructional program, and explicitly taught in all environments to provide pathways to independence.
* Providing instruction through the learner’s unique learning media modes (i.e., tactile, print with optical enhancement, auditory) is vital for achievement.
* Extensive instruction in and daily use of braille, as appropriate to the strengths and needs of the learner, provide a foundation for literacy and learning within and beyond the classroom

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

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

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

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

* Immersion in an ASL and English language-rich environment from birth is optimal for learners’ linguistic, cognitive, and social development.
* All who work with Deaf/HH learners on campus recognize and use ASL as the primary language to ensure equitable access to language and communication.
* Auditory and spoken language services, as appropriate to the strengths and needs of the learner, are provided in designated areas as an essential component of the academic program.
* Learning about Deaf culture and heritage is integral to developing learners self-identify.
* Learners benefit from a visual-tactile language and communication environment. All employees contribute to creating this environment through demonstrating required proficiency in American Sign Language according to their positions.

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

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

* Access to ASL instruction and other learning opportunities provided by qualified Deaf instructors and/or mentors for CSDB staff, community members, professionals, and families statewide is important.
* Ensuring the learner ‘s communication needs guide their annual Communication Plan is key for provision of effective supports and services in their educational placement.
* Learners who are blind/visually impaired require accommodations to excel in core content programming and education in the Expanded Core Curriculum (ECC), which leads to independence and success within their local school district and community.
* Parental Support, experiential learning, concept development, and introduction to ECC concepts are crucial for birth through age 2 learners and their families*.*
* School age students in Colorado who are blind/visually impaired critically need access to braille and large print textbooks and novels in a timely manner – as is provided through the Colorado Instructional Materials Center.

# Introduction

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

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

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

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

# Strategic Areas

Goals, Objectives, and Action Steps

Strategic Area #1: School Climate

Strategic Area #2: Instruction

Strategic Area #3: Workforce Readiness

Strategic Area #4: Learning and Living Beyond the Classroom

Strategic Area #5: Statewide Services and Visibility

# Strategic Area #1 - School Climate

Coaches: Diane Taylor & Janelle Donley

## Strategic Goal

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

## 5-Year Goal

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

## 1A. Strategic Goal Area: Equity

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

### Objective 1

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

1. Develop a schoolwide definition of equity and intersectionality

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| **Action Steps** | **Timeline** | **Progress/Completion Notes** |
| Determine who should be a part of this process | October 2020 - Feb 2021 | Completed (2021)  *Equity team*: Brainstorm/compile a list of potential definitions and statements for “equity” and “intersectionality” as they apply to CSDB.  *Selected community members*: Review top 3 definitions and statements for each term and share feedback.  *Leadership team*: Review final drafts. |
| 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 | Completed (2021)  Five individuals were contacted and agreed to assist. Feedback was received and drafts were further revised. |
| 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 | Completed (2021)  The final definition and statement drafts were sent to the Leadership Team for review. |
| Devise an ASL video and an audio recording of both definitions. | May 2021 | In Progress (2021) |
| Post definition on website and other places across campus  (ASL Video / Audio) | June 2021 | In Progress (2021) |
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1. Provide a variety of ongoing discussion forums for staff and learners related to the workplace and unpacking their privileges.

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

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

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| **Action Steps** | **Timeline** | **Progress/Completion Notes** |
| Develop and distribute a Student Climate Survey about our student body. | August 2021 - May 2025 | In Progress (2021)  Need to determine frequency of distribution. |
| Develop and distribute a Staff Climate Survey about our student body, in collaboration with Team Morale. | August 2021 - May 2025 | In Progress (2021)  Need to collaborate with Team Morale; need to determine frequency of distribution. |
| Identify individuals who can provide specific data | October 2020 – December 2020 | Completed (2021)  Individuals/departments on campus have been identified and listed. |
| 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 | 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. |
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1. Collect and analyze data related to equity for our employees

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| **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 | In Progress (2021)  Need to collaborate with Team Morale; need to determine frequency of distribution. |
| Identify individuals who can provide specific data | October 2020 – December 2020 | Completed (2021)  Individuals/departments on campus have been identified and listed. |
| 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 | 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. |

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

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| **Action Steps** | **Timeline** | **Progress/Completion Notes** |
| Work with I.T. team to identify a platform for staff concerns to be posted | October 2020 – May 2021 | Completed (2021)  VIBES Committee launched Feb 2021, in collaboration with Teams Communication/Morale. |
| Collaborate with members who are serving on the “core” committee. | December 2020 – May 2025 | In Progress (2021)  Equity Team has a representative on VIBES. |
| 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 |

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

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| **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 | In Progress (2021) |
| Hire a consultant who is knowledgeable about equity, intersectionality, and social justice | August 2021 – May 2022 | In Progress (2021) Pending available funds; collaborate with Leadership Team |
| Develop group of people to work with the consultant and are responsible for sensitivity training and related PD | August 2021 – May 2022 | In Progress (2021) Collaborate with Leadership Team |
| Provide yearly PD on equity / social justice | August 2021 – May 2025 | In Progress (2021) Collaborate with Leadership Team |
| Provide PD to address the identified recurring reported equity issues once per semester | August 2021 – May 2025 | In Progress (2021) Collaborate with Leadership Team |
| Arrange for at least one presenter for all staff each year to address equity and intersectionality | August 2021 – May 2025 | In Progress (2021) Collaborate with Leadership Team |
| Provide sessions for students on equity / social justice once per semester | August 2021 – May 2025 | In Progress (2021) |
| Provide sessions for students to address the identities recurring reported equity issues once per semester | August 2021 – May 2025 | In Progress (2021) |

## 1B Strategic Goal Area: Communication

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

Objective 1

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

 Improve and maintain two-way communication between departments

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| **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  Master Calendar use reviewed. Train staff to use as communication tool. |
| Set clear minimum expectations and etiquette guidelines for communication | August 2021- June 2022 | In Progress (2021-22) |
| 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 |
| 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) | August 2022 –   June 2023 |  |

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

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

* 1. Maintain positive relationships with partners and stakeholders to increase visibility of CSDB.

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

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

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| **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 |  |
| 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 (2020-2025)  Websites live with ongoing modifications. Analytics accessed monthly. Reviewing frequency of updates (encouraging a dynamic website). |

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

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| **Action Steps** | **Timeline** | **Progress/Completion Notes** |
| Continue developing webinars, as requested, and disseminate to the community | August 2022 –   June 2023 |  |
| Develop procedure for requests to present at a conference/workshop. | August 2022 –   June 2023 |  |
| Continue broadcasts to Comcast channels. | October 2020-  June 2025 | In Progress (2020-25)  Ongoing upload to Comcast channels |

## 1C Strategic Goal Area: Morale

 Team Captain / Players: Beth Oliver / Amy Baker, Teresa Kilbury

### Objective 1

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

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

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| **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/departmental concerns, to include chain of command and documentation. | September 2021 – June 2022 |  |
| Develop and monitor a learner advisory system in collaboration with the student body government to address issues and provide resolutions for learners. | September 2022 – June 2025 |  |

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

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| **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 |  |

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

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| **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 | Completed (2021)  Survey emailed to all staff in April 2021. |
| Identify and/or develop different equitable opportunities and activities for all learners and staff to interact with each other. | September 2022 - 2025 |  |

1. 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.

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| **Action Steps** | **Timeline** | **Progress/Completion Notes** |
| Evaluate individual and department workload to ensure manageability and promote balance. | January 2022 – June 2022 |  |
| Use, revise and send out the existing school climate survey to 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 | In progress (2021) |

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

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| **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. | Receive survey results twice a year.  Completed for SY20-21 (2021).  Fall 2021 completed. |
| 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. Fall 2021 Report complete. |
| 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. Decision was made to continue to use the State survey and will not create our own. |

## 1D Strategic Goal Area: Safety

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

Objective 1

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

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

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| **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 |  |
| Train staff and upperclassman 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. |
| Develop Crisis Team to review and update Crisis procedures | 3/21 | In Progress (2021) |

1. Evaluate learner and staff safety on campus

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

1. Review and standardize behavior and learner crisis response

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

1. Identify and address mental health needs

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| **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) |
| Provide professional development training for teachers and identified staff to increase awareness of mental health issues including trauma and behavior. | 10/21 |  |

## 1E Strategic Goal Area: Recruitment

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

### Objective 1

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

1. 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.

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| **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 (2021)  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 efforts in attracting prospective education professionals. | Jan - March 2021 | Completed (2021)  Will review annually in conjunction with recruiting activities; vlog (video log) that posted to CSDB social media (to attract prospective Deaf Ed professionals). |

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

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| **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 (2021)  Conversations have begun, need clarity |
| Establish a process and identify staff responsible for intentional efforts to recruit on an on-going basis and document such efforts. | June 2021 | In Progress (2021)  Recommend update of ‘CSDB Interview Reference Guide / Checklist’ (developed in 2014), consider addition of ‘Recruiting Guide’ to clarify roles for distribution to CSDB hiring managers. |
| Explore innovative strategies to enhance recruiting efforts and distribution of recruiting materials utilizing technology, social media (e.g., Zoom job fair, use of other virtual media). | June 2022 |  |
| Explore options to foster local / community awareness of Special Education career opportunities; for example, connect with local HS Guidance Counselors to provide opportunities for local students to shadow CSDB Teachers (career exploration). | June 2023 |  |

1. 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.

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| **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.

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## **5-Year Goal**

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

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

 Team Captain: Julie Swegle

Players: Jennifer Thompson**,**Jamie Lugo,Allison Sambrook, Megan McKenna, Shelby Dye, Amy Gunning, Trisha Waddell, Sharon Kay

### Objective 1

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

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

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| **Action Steps** | **Timeline** | **Progress/Completion Notes** |
| Identify clear universal standards-based instructional practices (tier 1; best practices in instruction). | June 2022 |  |
| Review current course offerings and ensure that all courses have approved core curriculum. | June 2022 | In Progress (2021)  Reviewed and replaced Literacy and Numeracy curriculum. Other content areas will be reviewed in 2021-2022. |
| Develop a unit plan/curriculum map for every course tied to the approved curriculum and state standards | June 2022 | In Progress (2021)  Curriculum maps are developed for most areas. |
| Ensure all students who are Blind/Visually Impaired have access to materials in their primary literacy mode (Auditory, Braille, and/or Large Print). | On-going | In Progress (2021)  New Literacy and Numeracy curriculum was provided in braille. |
| Establish a framework for Tier 1 instruction for learners who are Deaf / Hard of Hearing to support students who require/benefit from instruction in listening and spoken language. | June 2022 |  |
| Establish a framework for Tier 1 instruction for learners who are Deaf / Hard of Hearing to support students who require/benefit from instruction in ASL. | June 2022 |  |
| Establish schoolwide homework expectations for specific grade bands K-2, 3-5, 6-12. | June 2023 |  |

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

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| **Action Steps** | **Timeline** | **Progress/Completion Notes** |
| Provide training on identified Tier 1 instructional best practices in a variety of formats. | June 2022 |  |
| Train identified staff on approved curriculum, state standards and Extended Evidence Outcomes (EEOs) | June 2021 | 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. |
| Train identified staff on curriculum mapping and unit plan development | June 2021 | In Progress (2021)  Initial training was provided, and follow-up training is still needed. |
| Encourage staff to visit public school classrooms to observe general education instruction outside of CSDB when appropriate. | June 2021 | Not Yet Started (2021)  Due to COVID, staff were unable to visit public schools. |

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

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| **Action Steps** | **Timeline** | **Progress/Completion Notes** |
| Develop and utilize a walk-through observation form to monitor implementation of Tier I practices. | June 2022 |  |
| Analyze walk-through observation data to determine areas of need to be addressed through professional development. | June 2022 |  |
| Provide professional development for staff who need additional support in Tier I practices. | June 2021 | In Progress (2021)  Training was provided for Tier I Literacy and Numeracy core curriculum. Additional training will continue. |
| Identify and/or develop universal screening assessments in core content areas | June 2022 | In Progress (2021)  Utilized existing assessments for screening. Will evaluate and adjust assessments in 2021-2022. |
| Use screening assessments to evaluate students a minimum of three times per year in all core content area. | June 2022 | In Progress (2021)  Utilized existing assessments for screening. Will evaluate and adjust assessments in 2021-2022. |
| Using screening assessment data as well as well as other data points to identify students in need of additional supports (screen for tier II). | June 2022 | In Progress (2021)  Utilized existing assessments for screening. Will evaluate and adjust assessments in 2021-2022. |

### Objective 2

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

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

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| **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. |
| 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. |
| 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. |
| Establish an observable positive climate (i.e., greeting learners, 5:1 positive to constructive comments) | June 2022 |  |
| Provide direct instruction on how to perform wanted behaviors. | June 2022 |  |

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

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| **Action Steps** | **Timeline** | **Progress/Completion Notes** |
| Provide training on identified classroom social-emotional and behavioral best practices. | June 2022 |  |
| Provide training to staff on the identified universal social-emotional and behavioral curriculum. | June 2022 | Completed (2021)  Training was provided on Zones of Regulation (ZoR) Tier I curriculum. |
| Provide training on how to develop classroom behavioral expectations for identified staff to build teacher capacity. | June 2022 |  |
| Provide training to staff on PBIS. | June 2022 |  |
| Utilize a classroom walk through form to provide feedback to staff on implementation of classroom best practices. | June 2022 |  |
| Provide professional development for staff who need additional support with implementing tier 1 supports and best practices. | June 2022 | Will provide coaching to identified staff in 2021-2022. |

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

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| **Action Steps** | **Timeline** | **Progress/Completion Notes** |
| Develop and utilize a walk-through observation form to monitor implementation of Tier I practices. | June 2022 |  |
| Analyze walk-through observation data to determine areas of need to be addressed through professional development. | June 2022 |  |
| Provide professional development for staff who need additional support in Tier I practices. | June 2022 | In Progress (2021) Zones of Regulation was implemented for Tier I core curriculum and training was provided to staff on this. |
| Identify and use a social-emotional and behavioral screener a minimum of twice per year. | June 2022 | In Progress (2021) BASC screener was identified but not consistently used. Screener will be implemented in 2021-2022 universally. |
| Using screening assessment data as well as well as other data points to identify students in need of additional social-emotional and behavioral supports (screen for tier II). | June 2022 | In Progress (2021) Some students were provided Tier II interventions. |

### Objective 3

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

1. 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

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| **Action Steps** | **Timeline** | **Progress/Completion Notes** |
| Define the MTSS process in order analyze student data (academic and behavioral) | June 2022 | Additional training is needed before defining the MTSS process. |
| Develop a Multi-Tiered Systems of Support (MTSS) school team structure. | June 2023 | In Progress (2021)  Identified the team structure and representatives needed. Contract with outside individual to support the team and training. |
| Provide professional development to staff on the MTSS team. | June 2022 | In Progress (2021)  Some individuals attended CDE MTSS training. All members of the MTSS team will be trained in 2021-2022. |
| Use the MTSS process to analyze student data (academic and behavioral) and identify students in need of additional support | June 2022 |  |

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

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Team Captain: Heather Nunley

Players: Jennifer Thompson**,**Jamie Lugo,Allison Sambrook, Megan McKenna, Shelby Dye, Amy Gunning, Trisha Waddell, Sharon Kay

### Objective 1

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

1. 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.

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| **Action Steps** | **Timeline** | **Progress/Completion Notes** |
| Use data to determine appropriate tier II intervention(s) | June 2023 | First year spent doing foundational work and Tier I before focusing in-depth on Tier II. |
| Develop a structure for group and individual interventions in short cycles. | June 2022 | In Progress (2021)  Provided some interventions with groups and individual students. |
| Develop a process for administering progress monitoring and discussing student growth for identified students in interventions. | June 2022 | First year spent doing foundational work and Tier I before focusing in-depth on Tier II. |
| Review current data warehouse and identify a new system for storing student achievement data. | June 2021 | Completed (2021)  Identified Tableau and Infinite Campus as the system to store data. |
| Research and identify research-based interventions to be used at Tier II | June 2023 | In Progress (2021)  Identified and utilized Wilson Reading System (WRS) and Wilson Foundations for Tier II Literacy interventions. |

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

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| **Action Steps** | **Timeline** | **Progress/Completion Notes** |
| Provide training to staff on the implementation of interventions. | June 2023 | In Progress (2021)  A group of staff members were trained in Wilson Reading System (WRS) and Foundations Intervention programs. |
| Provide additional training for staff who need support in Tier II practices. | June 2023 | First year spent doing foundational work and Tier I before focusing in-depth on Tier II. |
| Identify a system to log intervention data | June 2022 | In Progress (2021)  Researched utilizing Infinite Campus and Enrich to log intervention data. |
| Schedule for administrator or designee to check if tier II data is being logged | June 2023 | First year spent doing foundational work and Tier I before focusing in-depth on Tier II. |

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

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| **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 | First year spent doing foundational work and Tier I before addressing Tier III. |

### 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).

1. 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.

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| **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. |
| 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. |
| 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. |
| 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. |
| 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. |

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

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

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

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| **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 |  |

### 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.

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

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

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

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

## Objective 1

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

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

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| **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 departments for students on and off campus. | June 2021 | In Progress (2021)  Michaela has been providing Excel spreadsheets to principals with student name/device type. |
| 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.

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

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

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

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

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| **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. |
| 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) |  |
| Identify opportunities to observe practices in action | June 2022 (and beyond) |  |

## 2D Strategic Goal Area: Transition Education

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

### Objective 1

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

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

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| **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 comprehensive scope and sequence plan | June 2021 | In Progress (2021)  Recommendation is completed to present. |
| Identity CSDB learning gaps compare to grade level performance in general education students. | June 2022 |  |
| Develop comprehensive scope and sequence plan to address the learning gaps from preschool to age 21. | June 2025 |  |

1. Identify and modify transition curriculum and assessment.

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| **Action Steps** | **Timeline** | **Progress/Completion Notes** |
| Conduct systematic research to identify curriculum and assessment to meet the needs 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 |  |
| Modify and expand curriculum | From Ag 2021 to June 2025 |  |

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

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

1. Modify and expand current transition plan.

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| **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 |  |
| Create a bank with transition options per grade level and abilities | June 2022, 2023, and 2024. |  |
| Expand the use of appropriate career assessments to identify the potential career pathway for each learner | June 2022, 2023, and 2024. |  |
| Be forthright with learners regarding their current performance levels | June 2022, 2023, and 2024. |  |
| Engage learners in the development of their future career plans and their current performance levels by regularly monitor progress their transition goals | June 2022, 2023, and 2024. |  |
| Include goals developed by learners and written from an “I” perspective in the IEP transition plan to encourage engagement. | Ongoing | In Progress (2021)  Request was made to include the training to new employers and into IEP ongoing trainings offered by SPED director. |
| Ensure IEP goals are tied to transition goals | Ongoing |  |
| Offer the option for learner led the IEP process and the meeting | Ongoing |  |

# Strategic Area #3: Post-Secondary and Workforce Readiness

Coach: Kathy Emter

## Strategic Goal

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

## 5-Year Goal

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

## 3A Strategic Goal Area: Graduation Requirements

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

### Objective 1

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

1. 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.

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| **Action Steps** | **Timeline** | **Progress/Completion Notes** |
| Establish requirements for achieving required score needed on an Academic Proficiency Assessment (SAT, ACT) | 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, Work Keys) | 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 Work Keys English = Bronze or Higher  ACT Work Keys Math = Bronze or Higher  (From CDE) |
| Establish requirements for achieving and Industry Certificate (ex, Electrician, Plumbing HVAC, Information technology, etc.) | June 2021 | In Progress (2021)  Currently CSDB does not offer pathways on-campus for achieving these industry certificates. Explore partnership opportunities with D11. |
| Establish requirements for achieving required score on capstone project | June 2021 | Completed (2021)  The Capstone Project will be implemented beginning with Seniors in the Fall of 2021-2022. |
| Develop CSDB informational materials depicting the pathways to achieving graduation requirements | June 2021 | 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. |

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

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| **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 will be implemented beginning with Seniors in the Fall of 2021-2022. |
| Evaluate and enhance CSDB Capstone | Year 1 and ongoing | In Progress (2021)  The Capstone Project will be implemented beginning with Seniors in the Fall of 2021-2022. |

1. 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.

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| **Action Steps** | **Timeline** | **Progress/Completion Notes** |
| Establish expectations for demonstrating proficiency in English and Mathematics | 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. |

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

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

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

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

## 3B Strategic Goal Area: Workforce Readiness

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

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### 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.

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

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| **Action Steps** | **Timeline** | **Progress/Completion Notes** |
| 3rd-5th grade expectations | June 2025 |  |
| 6th-8th grade expectations | June 2024 |  |
| 9th-12th grade expectations | June 2023 |  |
| Bridges to Life expectations. | June 2022 | BtL matrix has been created and will be reviewed by the team 11/18/22. |

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

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| **Action Steps** | **Timeline** | **Progress/Completion Notes** |
| Network with CSDB staff inside and outside the employability center. | Spring/Fall 2022 | 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. |
| Network with stakeholders, including families - update partners list  - plan intentional communication process | Spring 2022 – Spring 2025 | 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. |
| Establish a shared database of contacts for community partners and potential employers | Completed - Feb 2022 | Ongoing database updating needs to occur in collaboration with the SP Communication Strand. |

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

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

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

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

1. Establish a stronger bridge from learners’ home communities during years at CSDB.

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| **Action Steps** | **Timeline** | **Progress/Completion Notes** |
| Establish connections; access and utilize appropriate agencies (i.e., VRS, DVR, TRE, ADA) | Jan 2022 | CSDB’s DVR contact has been contacted to determine baseline services happening at CSDB.  Guidance Counselor in the EC will be coordinating DVR connections with high school and transition students.  A Zoom meeting is scheduled for 11/19/21 with DHH High School PSP students and the DVR new counselor for DHH clients. |
| Establish yearly training for staff on or about community agencies and social services for students and families | DVR May 2022  Dec 2022 (other agencies) | Recommendation is being made that annual training for staff, students, and families to address services and student connection with DVR be scheduled. Further Discussion and research is being done by the committee regarding other agencies.  The committee research CDE SWAP resources and identify important resources to share with parents and case managers. |
| Investigate and teach orientation and mobility skills in home community for students who are exiting CSDB. | March 2023 |  |
| Identify realistic and attainable work experiences and support the students in the home community environment. | May 2022 |  |

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

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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. | June 2022 | The ICAP process on campus has been reviewed. This action step overlaps with another groups’ effort on campus. Our team will work with the other groups on this action step.  This committee is doing research on ICAP checklists. |
| Create a task analysis of what should be happening related to guidance counseling and ICAP for each student their high school career. | May 2022 | Team members are investigating ICAP checklist and other resources for our students related to guidance counseling. |
| Develop a meaningful checklist identifying annual progress on each student’s individual career and academic plan. | May 2022 | The committee is planning to do research on ICAP checklists. |

## 3C Strategic Goal Area: Postsecondary Education

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

### Objective 1

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

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

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| **Action Steps** | **Timeline** | **Progress/Completion Notes** |
| Review and evaluate learner scores (PSAT) | 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 possibility 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.

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| **Action Steps** | **Timeline** | **Progress/Completion Notes** |
| Create an academic plan (courses to take throughout high school) | By Spring 2023 |  |
| Development of post-secondary plans-post-school, college, or vocational training | Annually | Completed (2021)  This occurs at IEP meetings, finalize their plans at end of Junior year, or during Senior year. |
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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.

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| **Action Steps** | **Timeline** | **Progress/Completion Notes** |
| Evaluate what topics to be incorporated into course instruction | June 2024 | Discussion of possible topics has been initiated. |
| Determine topics to be taken on by the staff providing guidance and support | June 2024 |  |
| Offer workshops or events for parents/families/small groups | Elementary, MS, HS, and BtL—topics created by June 2023 | Team feels that this discussion needs to be made with principals and Director of Curriculum, Instruction, and Assessment |
| Create scope and sequence checklist for teaching learners about the postsecondary process beginning freshman year | June 2024 (give time for revisions) | Guidance counselor has begun to explore what is available in other schools. |

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

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

# Strategic Area #4: Learning and Living Beyond the Classroom

Coach: Sandy Fuentes

## 

## **Strategic Goal**

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

**5-Year Goal**

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

## 4A Strategic Goal Area: Extra Curricular Programming

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

### Objective 1

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

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

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| **Action Steps** | **Timeline** | **Progress/Completion Notes** |
| Develop a method to share student academic performance between school case manager and residential advocate. | Fall 2022 | Train Student Life staff to utilize Canvas and Class DoJo to access student academic performance and collaborate with instructional staff. |
| Collaborate with teachers to provide structured, scheduled after school academic support. (Use Zoom platform for the tutoring with Teachers/Interns Supports). | Spring 2021 | Interns provided online tutoring in Spring 2021. Reevaluating the need for continued online academic support during in-person learning.  Individual contact with parents of day students to determine academic support needed.  In person academic support is available daily for residential students. |
| Provide afterschool workforce experiences to BtL Students. | Fall 2022 | Collaborating with EC teachers to identify students who have the skills and motivation to work independently after school hours. |

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).

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| **Action Steps** | **Timeline** | **Progress/Completion Notes** |
| Develop and implement a program to address Bridges to Life (BtL) student learning needs outside of the classroom. | Fall 2021 | Apply the POWERFUL curriculum to the BtL residential program. |
| Implement Health and Wellness workshops with support from School Nurses | Fall 2021 | Identified appropriate workshops with school nurses.  Dorm staff has initiated health and wellness workshops.  Workshop topics are available on the Student Life Teams page to be used as a reference for age-appropriate health and wellness lessons. |
| Provide regular workshops/training from community organizations | Fall 2022 |  |

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

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

## 4B Strategic Area: Building Autonomy

Team Captain / Players: Judy Polhemus/ 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).

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| **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 | 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 are also creating a video library that will show specific routes, landmarks and terminology used so dorm staff know the specific routes and ways students travel. The O&M team filmed and uploaded 9 routes so far and are ready to share the link with dorm staff. They are also working to develop a list of every student and the routes that each student can travel independently. |
| 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 (Feb. 2022)  Survey identified ILS deficiencies in basic cleaning techniques, dressing and clothing management, and cooking. |
| Develop opportunities for learners to demonstrate and expand their 21st century education skills to include expanded core curriculum (ECC) for learners with visual impairments during after school programs | December 2022 | In Progress (2021)  Created a revised COMPLETE programming form that includes opportunities for 21st century education skills and expanded core curriculum. Staff have been trained and have begun implementing this programming. |
| Evaluate the effectiveness of ILS learning opportunities during after school programs. | June 2024 |  |

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

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| **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 | 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 | 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 |  |
| Evaluate the effectiveness of mental health trainings and supports | June 2024 |  |

C. Review and revise school rules and procedures.

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| **Action Steps** | **Timeline** | **Progress/Completion Notes** |
| Collect all school handbooks and develop a school wide handbook with procedures and expectations enabling learners to build autonomous identities that maximize their independence and freedom | December 2022 | In Progress (2021)  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 | The leadership Team has taken over responsibility for this task. |
| Evaluate the effectiveness of the schoolwide handbook to support learners’ independence and freedom to the maximum extent possible | June 2024 |  |

# Strategic Area #5: Statewide Services and Visibility

Coach: Ashley Renslow

 Strategic Goal

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

## 5-Year Goal

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

## 5A Strategic Goal Area:  Trainings and Workshops

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

### Objective 1

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

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

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| **Action Steps** | **Timeline** | **Progress/Completion Notes** |
| Identify current list of workshops and trainings, and where they are stored (YouTube, CSDB website, etc.) | June 2022 |  |
| Share current list with CSDB staff and stakeholders \*coordinate with SP Area 5D for on campus and off campus stakeholder groups to share information\* | December 2022 |  |
| Review past surveys to prioritize potential trainings | June 2023 |  |
| List and document trainings and workshops to potentially provide \*collaborate with Strategic Plan Area 5C to provide trainings based on list\* | December 2023 |  |

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

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

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

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

## 5B Strategic Goal Area: Early Education Programs

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

### 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.

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| **Action Steps** | **Timeline** | **Completion notes** |
| Review current documents, resources, services | December 2021 | In Progress (2021) |
| Identify audiences for each document resources | March 2022 |  |
| Identify gaps as it pertains to each document and/or audience | June 2022 |  |
| Ensure representatives are attending interagency coordinating council meetings, early childhood meetings, EHDI meetings, etc. | Ongoing quarterly | In Progress (2021)  Staff participate in regional meetings (PICC – Pikes Peak, NCICC – Northern Colorado), Early Ed Consultant attends the statewide meeting. Staff statewide attend EHDI meetings – locally and at the state level |
| Update documents | Oct 2022 |  |
| Gather feedback from a variety of stakeholders | Dec 2022 |  |
| Utilize a variety of options for distribution to stakeholders, community groups, and statewide agencies | June 2023 |  |
| Monitor services and programs identified, and update documents as needed | June 2023-June 2025 (at least 1x/year) |  |

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

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

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.

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| **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. |
| 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) |
| 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 stakeholder feedback and listening sessions. |

### 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.

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| **Action Steps** | **Timeline** | **Completion notes** |
| Identify what programs are currently being offered and where those programs are offered | June 2022 |  |
| Identify needs in under-served areas | June 2022 |  |
| Collaborate with departments on campus for a variety of program options | June 2023 | In Progress (2021) Conversations are being had around collaboration for the Little Language Learners. |
| Prioritize programs based on needs, staff availability and funding | June 2023 |  |
| Consider options for families and children with multiple needs | June 2023 |  |
| Consider options for technology and remote learning | June 2022 | In Progress (2021)  Have purchased 10 iPads and currently working on developing criteria for sharing iPad/tablet with families in need |
| Plan and implement at least one pilot program on campus | June 2024 |  |
| Review feedback from pilot, make adjustments to program (as needed) | June 2024 and through June 2025 |  |

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

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| **Action Steps** | **Timeline** | **Completion notes** |
| Identify what programs are currently being offered and where those programs are offered | June2022 |  |
| Identify needs in under-served areas | June 2022 |  |
| Collaborate with departments on campus for a variety of program options | June 2023 | In Progress (2021) Conversations have started around a small pilot collaboration for a summer program/ECC camp |
| Prioritize programs based on needs, staff availability and funding | June 2023 |  |
| Consider options for families and children with multiple needs | June 2023 |  |
| Consider options for technology and remote learning | June 2022 | In Progress (2021)  Have purchased ten iPads and currently working on developing criteria for sharing iPad/tablet with families in need |
| Plan and implement at least one pilot program on campus | June 2024 |  |
| Review feedback from pilot, make adjustments to program (as needed) | June 2024 and through June 2025 |  |

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

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| **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. |
| 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. |
| Prioritize classes based on participants and survey results | June 2025 |  |
| Review budget for the program to include possibly contracting with new Instructors, providing incentives to current contractors, and prioritize continued program offerings and changes | June 2022 |  |
| Research other Deaf Mentor curriculums and current CSRP curriculum to determine additional program changes | June 2023 |  |
| Continue to make changes and gather feedback so families move seamlessly from classes to individual sessions, to graduation options and classes | June 2025 |  |

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

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| **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. |
| Review options for oversight of facilitators to ensure meeting of competencies and skills | Dec 2022 |  |
| Create CHIP handbook to outline program, roles, skills and competencies, oversight, expectations, trainings, etc. | June 2023 |  |
| Develop (or refresh) a continuum of services for children who are deaf or hard of hearing in early intervention | June 2022 |  |
| Attend a variety of regional and national EHDI meetings to ensure collaboration, participation and shared knowledge | Ongoing monthly task forces, quarterly regional meetings, and bi-annual additional meetings | In Progress (2021)  There are monthly task forces that have 1-2 representation from staff, as well as monthly Alliance meetings where CSDB staff is a member and other staff attend for information gathering. |
| Provide workshops to providers working with families who have children who are DHH that align with the above skills and competencies | At least 2x/year | 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. |
| CO-Hears will remain current with trainings offered by EI Colorado to provided best practice and support to EI Providers | Dependent upon EI Colorado offered trainings and workshops | 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 |

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

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

 Objective 1

Expand Outreach school-aged services to provide additional opportunities.

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

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

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

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

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

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

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

### Objective 2

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

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

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| **Action Steps** | **Timeline** | **Progress/Completion Notes** |
| Identify CSDB professionals with a skill set to provide workshops. | Spring 2023 |  |
| Create communication and disperse workshop information across the state. | Spring 2024 |  |
| Investigate availability of Clock hours/CEU’s/ certificates | Spring 2023 |  |
| Utilize skilled professionals from other districts for collaboration in presenting workshops. | Spring 2024 |  |
| Evaluation of workshop effectiveness. | ongoing after workshops | In Progress (2021) |

## 5DStrategic Goal Area:  Collaboration and Resources

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

### Objective 1

Establish and increase opportunities for collaboration.

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

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| **Action Steps** | **Timeline** | **Progress/Completion Notes** |
| Identify areas of collaboration that are currently taking place | Spring 2022 | In Progress (2021)  Have begun to gather information and will continue in the Fall of 2021 |
| Establish connections between academic programs and residential programs | Fall 2022/Spring 2023 |  |
| Establish collaboration between academic programs and outreach programs | Spring 2022 | In Progress (2021)  Meeting with academic programs and Outreach to determine opportunities, Meeting with School for the Blind and Outreach to discuss potential opportunities. |
| Determine at least 2 events that can be collaborative efforts | Spring 2023 |  |
| Research and identify the best central location for flyers, events, and workshops where everyone can access | Fall 2021 | In Progress (2021)  Connecting with Community Liaison to have discussion, or potentially VIBES team |

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

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| **Action Steps** | **Timeline** | **Progress/Completion Notes** |
| Review ways information is currently being shared with stakeholders statewide | Dec 2021 | In Progress (2021) |
| Create and document a list of current stakeholders, agencies, and organizations that can/are collaborating with CSDB | June 2022 |  |
| Identify external collaborations that are currently taking place | Dec 2021 | In Progress (2021) |
| Provide at least 2 activities/workshops that are done in collaboration with external stakeholders | Ongoing | 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 |
| Connect with TODs and TVIs regarding clubs and activities that could include students in other districts | June 2022 |  |
| Identify and Prioritize opportunities for CSDB and external agencies/organizations for the purpose of role models | June 2023 |  |
| Brainstorm ways the CSDB library can collaborate state-wide | June 2022 |  |
| Expand on CSDB library collaboration opportunities | June 2022-June 2025 |  |

### Objective 2

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

A.  Expand ASL programming.

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| **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 |
| Research needs for ASL Classes for students who re blind/visually impaired | June 2022 |  |
| Develop a library, on the CSDB Website, for storytelling in ASL | Spring 2023 | In Progress (2021)  Exploring and inventorying what we have so far and awaiting determination from campus leadership on how to best store in-house productions/videos for maximum sharing opportunities with external stakeholders |
| ASL accessibility for trainings for ASL | Spring 2022 | Still gathering information |
| Expand ASL program offerings based on need statewide | Dec 2021-June 2025 | 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 |

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

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| **Action Steps** | **Timeline** | **Progress/Completion Notes** |
| Develop experiential learning opportunities and programs for intense ECC instruction, on CSDB campus | June 2022 | In Progress (2021)  Conversations starting around ECC Program on campus for school age children |
| Share assessments statewide | June 2023 | In Progress (2021)  TVI in Adams is working on standards using checklists from CSDB and other Schools for the Blind |
| Create a base of resources for our community on CSDB website | June 2024 |  |
| Research and expand classes for families with children who are blind/low vision | Research need – June 2023  Expand with pilot – June 2024 |  |