

Contact: Diana Gonzalez

IOWA SCHOOL FOR THE DEAF STRATEGIC PLAN – 2006 - 2011

Action Requested: Consider approving the Iowa School for the Deaf Strategic Plan – 2006 - 2011.

Executive Summary:

The Iowa School for the Deaf has submitted a five-year strategic plan for Board review and approval. The Strategic Plan was developed over a 15 month period with input from approximately 90 ISD stakeholders. There was wide representation from faculty and professional, scientific, and merit staff. The superintendent will provide an oral report on the plan.

Background:

- ◇ Board Policy (§6.26) directs that a strategic plan be developed by each Regent institution to cover a period of five years and that the plan be consistent with the Board of Regents' strategic planning policies.
- ◇ The strategic plans of the Regent institutions must explicitly align with the Board of Regents' 2004-09 Strategic Plan and must focus on the broad priorities identified by the Board. Institutional reports on their strategic plans provide an opportunity for institutions to address the degree to which they advance the Board's strategic objectives.
- ◇ The Board's 2004-09 Strategic Plan established the following priorities of the Board and its institutions:
 - 1.0 Ensure high-quality educational opportunities for students.
 - 2.0 Discover new knowledge through research, scholarship, and creative activities.
 - 3.0 Provide needed service and promote economic growth.
 - 4.0 Demonstrate public accountability and effective stewardship of resources.



BOARD OF REGENTS, STATE OF IOWA

STRATEGIC PLAN
2006 - 2011

M I S S I O N

WHAT WE DO TODAY

THE IOWA SCHOOL FOR THE DEAF (ISD) SERVES STUDENTS FROM ACROSS THE STATE OF IOWA WHO ARE DEAF OR HARD-OF-HEARING, INCLUDING THOSE WITH MULTIPLE disabilities, preschool through age 21, in compliance with state and federal regulations and laws. The Iowa School for the Deaf:

- Promotes personal, individual excellence in this population by providing comprehensive educational programs and services, delivered by highly qualified personnel with in-depth training for understanding the unique needs of these students.
- Prepares students for community participation as successful and productive adult citizens, with skills comparable to their hearing peers.

V I S I O N

WHAT WE ASPIRE TO DO

THE IOWA SCHOOL FOR THE DEAF WILL PROVIDE OUTSTANDING EDUCATIONAL OPPORTUNITIES FOR STUDENTS WHO ARE DEAF OR HARD-OF-HEARING, AND will become a nationally renowned program, and a resource for Iowa's school districts, incorporating:

- Specialized programming and services with intensive, individualized instruction and innovative use of technology.
- High expectations and standards for each student, focused on language and literacy skill development commensurate with that of hearing peers.
- Decision-making for individual student program development based on comprehensive, integrated data collection and analysis of student achievement.

V A L U E S

WHAT WE BELIEVE

THE IOWA SCHOOL FOR THE DEAF IS COMMITTED TO:

- OPTIMAL PERSONAL DEVELOPMENT AND ACHIEVEMENT
- PROGRAM QUALITY AND COMMUNICATION ACCESS
- CIVILITY, HONESTY, INTEGRITY, AND FAIRNESS
- ETHICAL BEHAVIOR
- COLLABORATION WITH COLLEAGUES AND CONSTITUENT GROUPS
- CONTINUOUS IMPROVEMENT
- DIVERSITY AMONG FACULTY, STAFF, AND STUDENTS
- OPEN, EFFECTIVE COMMUNICATION
- PUBLIC ACCOUNTABILITY, STEWARDSHIP, AND SERVICE

C U L T U R E

HOW WE DO THINGS

THE IOWA SCHOOL FOR THE DEAF NURTURES A CULTURE CONSISTENT WITH ITS VALUES, CHARACTERIZED BY THE FOLLOWING:

LEARNING IS A PROCESS THAT OCCURS IN EVERY ACTIVITY OF LIFE.

- Iowa School for the Deaf continually and systematically fosters student learning.

ALL CHILDREN CAN AND DO LEARN.

- Iowa School for the Deaf provides a comprehensive learning environment for students who are deaf or hard-of-hearing.

STUDENTS WHO ARE DEAF OR HARD-OF-HEARING NEED AND DESERVE THE MOST APPROPRIATE INDIVIDUALIZED LEARNING ENVIRONMENT.

- Iowa School for the Deaf provides focused, unique, optimal individualized education programs and services for students who are deaf or hard-of-hearing.

S T R A T E G I C P L A N

P R I O R I T I E S , O B J E C T I V E S , S T R A T E G I E S , A N D I N D I C A T O R S

THE IOWA SCHOOL FOR THE DEAF AFFIRMS THESE PRIORITIES, OBJECTIVES, STRATEGIES, AND INDICATORS TO SUPPORT STUDENTS WHO ARE DEAF OR HARD-OF-HEARING:

P R I O R I T I E S

- 1.0 Ensure high quality educational opportunities for students.**

- 2.0 Ensure high quality transition services for students.**

- 3.0 Ensure high quality outreach services statewide.**

- 4.0 Demonstrate effective stewardship of resources.**

S T R A T E G I C P L A N

PRIORITIES, OBJECTIVES, STRATEGIES, AND INDICATORS

Priorities are numbered "X.," Objectives are numbered "X.1.," Strategies are numbered "X.1.1.," and Indicators of Success are numbered "X.1.1.1."

Strategies or indicators that fulfill more than one priority or objective may appear more than once in the strategic plan.

1. ENSURE HIGH QUALITY EDUCATIONAL OPPORTUNITIES

1.1. ENSURE OPTIMAL LANGUAGE AND LITERACY DEVELOPMENT OF EVERY STUDENT ATTENDING THE ON-CAMPUS SCHOOL PROGRAM.

1.1.1. Provide comprehensive daily language/literacy instruction to every ISD student with lesson planning that incorporates Individualized Education Program (IEP) goals.

- 1.1.1.1. Administrator review of lesson plans will verify that all content areas, e.g., reading, mathematics, science, and social studies, reflect and/or incorporate language/literacy instructional goals consistent with student IEPs.
- 1.1.1.2. Annual performance for language development and literacy skill development will be measured and documented for every student using the Iowa Test of Educational Development (ITED)/Iowa Test of Basic Skills (ITBS), Northwest Educational Assessment (NWEA), Stanford Achievement Test for Students with Hearing Impairments (SAT-HI), or Alternate Assessment.
- 1.1.1.3. Long-term, multiple year achievement gain patterns will be documented for each student using ITED/ITBS, NWEA, SAT-HI, or Alternate Assessment.
- 1.1.1.4. Student portfolios will reflect performance and achievement gains measured by both objective (e.g., teacher-made, criterion-referenced tests), and subjective (e.g., teacher assessment of student compositions) evaluation tools.

- 1.1.1.5. Daily activities in the after-school/dormitory program, coordinated with classroom activities and training, will support literacy skill development, e.g., Accelerated Reader™ activities, reading club, dialogue journals, and vocabulary building.

1.1.2. Demonstrate students' increased reading skill levels annually.

- 1.1.2.1. Gains in student reading levels will be measured and documented using ITED/ITBS, NWEA, SAT-HI and Accelerated Reader™ assessments.
- 1.1.2.2. Samples of student work in portfolios, e.g., spelling tests and other daily exercises, also will document gains in reading performance.

1.1.3. Demonstrate students' increased writing skill levels annually.

- 1.1.3.1. Gains in student composition and grammar skill levels will be measured and documented for each student using University of Kansas KU Writing Strategies, ITED/ITBS, NWEA, and SAT-HI.
- 1.1.3.2. Samples of student work in portfolios, e.g., individual student compositions and other daily exercises, also will document gains in composition performance.

1.2. ENSURE OPTIMAL CONCEPT AND CONTENT AREA SKILL DEVELOPMENT

1.2.1. Provide individualized cognitive/concept development instruction consistent with each student's Individualized Education Program.

- 1.2.1.1. Annual increases in all skill areas and accomplishment of IEP goals will be measured and documented for each student.
- 1.2.1.2. Administrator review of lesson plans will verify that all content areas incorporate language/literacy instructional goals consistent with student IEP goals.
- 1.2.1.3. Annual gains in IEP goal achievement will be documented for each student with portfolio samples, e.g., completed student worksheets and teacher-made pre- and post-test assessments.

1.2.2. Provide optimal, sequential instruction for students that reflects high expectations for concept acquisition and achievement in all academic content areas, e.g., science, mathematics, social studies, etc.

1.2.2.1. Performance/proficiency gains in academic areas will be documented annually for each student using ITED/ITBS, SAT-HI, NWEA and Alternate Assessment.

1.2.2.2. Proficiency levels will be analyzed regularly for each student and subsequent instruction targeted to reflect the areas needing additional development in IEPs and lesson plans.

1.2.2.3. ISD curricula will be updated regularly to reflect both current same-age peer instructional trends (best practices) and ISD student needs based on analyses of student achievement gains.

1.2.3. Provide curriculum-based enrichment opportunities for students.

1.2.3.1. All students will have curriculum-based study trips in the community, such as visits to fire and police stations to learn about the roles of community support services, and to enhance language skills development.

1.2.3.2. All students will have structured community experiences, such as visits to the library and local businesses, to develop social skills for appropriate interaction, accessing of resources, etc.

1.2.4. Provide extracurricular activities that support student growth as community participants.

1.2.4.1. All students will participate in extracurricular organizations, e.g., Student Council (open to all students), Bell Choir (performs in nursing homes), to develop and demonstrate leadership/citizenship skills.

1.2.4.2. All students will complete a specified number of hours of community service or volunteering annually that will be documented.

1.3. ENSURE CONSISTENCY IN PROVISION OF ISD HIGH QUALITY PROGRAMS THROUGH ONGOING PROGRAM IMPROVEMENT.

1.3.1. Receive and/or renew accreditation through the North Central Association (NCA), Conference of Educational Administrators Serving the Deaf (CEASD), Council on Education of the Deaf (CED) and the Iowa Department of Education (Iowa DE).

1.3.1.1. Compliance with all areas relevant to full approval and/or accreditation will be documented.

1.3.1.2. Full accreditation will be received from all accrediting bodies.

1.3.2. Provide appropriate staff development and training opportunities to enhance student achievement.

1.3.2.1. All faculty members will meet relevant Iowa licensure requirements for professional development under the Iowa Professional Development Model (IPDM).

1.3.2.2. All faculty members will maintain updated documentation in teacher portfolios of professional development sessions they have attended, in compliance with the IPDM.

1.3.2.3. All teachers, and staff members who must take coursework to meet position requirements (e.g., Educational Interpreters), will have fiscal and administrative support annually to complete those courses needed to document full compliance with Iowa licensure, or to enhance skills for their positions.

1.3.2.4. All staff members will have support (fiscal and administrative) to attend appropriate professional meetings that enhance services to students most effectively, particularly professional development that emphasizes research into practice.

1.4. ISD TECHNOLOGY, INCLUDING BOTH HARDWARE AND SOFTWARE, WILL SUPPORT HIGH QUALITY EDUCATIONAL OPPORTUNITIES FOR STUDENTS.

1.4.1. ISD will develop a comprehensive, integrated database system for use in decision-making for student programs.

- 1.4.1.1. The ISD database system will include results of standardized tests and criterion-referenced tests (e.g., ITED/ITBS, NWEA, SAT-HI, and teacher-made test results) in a format that allows easy access and comparison.
 - 1.4.1.2. The ISD technology plan will be reviewed and revised at least annually to keep current with educational database management trends.
 - 1.4.2. ISD will ensure that each teacher has ongoing access and training to use computerized student-progress tracking software.**
 - 1.4.2.1. Teachers will use a variety of student-progress tracking information for IEPs and lesson planning, including standardized and criterion-referenced test scores and levels (e.g., ITED/ITBS, NWEA, SAT-HI, teacher-made test results, and grades from daily work).
 - 1.4.3. Each ISD student will have knowledge and skills to use a variety of technology for learning and interaction.**
 - 1.4.3.1. Each student will demonstrate the ability to use technology that includes: computer, text messaging, videoconferencing, video relay services to communicate by telephone with hearing people, telecommunications devices for the deaf (TDDs), etc.
 - 1.4.3.2. The ISD curricula will reflect teaching and learning opportunities that ensure systematic exposure to technology concepts in a variety of subject areas for each student.
-
- 1.5. ENHANCE EDUCATIONAL OPPORTUNITIES FOR STUDENTS WHO ARE DEAF OR HARD-OF-HEARING BY RECRUITING AND RETAINING A HIGHLY QUALIFIED AND DIVERSE FACULTY, STAFF, AND ADMINISTRATION.**
 - 1.5.1. Ensure that all faculty, administrators, and direct service staff members are highly qualified under the No Child Left Behind Act (NCLB) and Iowa statutes.**
 - 1.5.1.1. All teachers will have appropriate and full Iowa licensure for their assignments and will meet the requirements as highly qualified teachers under NCLB.
 - 1.5.1.2. Both principals will have appropriate and full Iowa licensure for their positions.

- 1.5.1.3. The superintendent will have appropriate and full Iowa licensure for the position.
 - 1.5.1.4. All teacher assistants will meet NCLB requirements and applicable Iowa statutes for the positions they hold.
 - 1.5.1.5. All educational interpreters will have appropriate and full Iowa licensure for their positions.
 - 1.5.2. All faculty and staff members will have classes and the needed support to attain required levels on the Sign Communication Proficiency Interview (SCPI).**
 - 1.5.2.1. American Sign Language skills commensurate with their position requirements will be demonstrated and documented for all faculty and staff members through regularly scheduled evaluations by trained teams.
 - 1.5.2.2. Listings of available classes either on campus or off campus and support to attend the classes will be documented, and evidence of staff participation will be documented.
-
- 1.6. IDENTIFY TEACHER RECRUITMENT AND RETENTION ISSUES AND FUTURE NEEDS FOR ISD AND IOWA'S DISTRICTS.**
 - 1.6.1. Collaborate with the task force, including members from the University of Iowa and the Board of Regents, to identify deaf education teacher preparation issues and needs.**
 - 1.6.1.1. Task force reporting will document ISD participation and collaboration on this effort.

2. ENSURE HIGH QUALITY TRANSITION SERVICES.

2.1. ENSURE THAT EACH STUDENT WHO GRADUATES FROM ISD'S ON-CAMPUS SCHOOL PROGRAM HAS A VIABLE TRANSITION STRATEGY FOR POST-GRADUATION OPPORTUNITIES.

2.1.1. Each student's IEP will document projected transition plans for living, working, and learning, that will be reviewed annually and revised as needed.

2.1.1.1. Each student will have an initial, written transition plan by the end of eighth grade.

2.1.1.2. Each student will have a finalized, written, post-graduate plan by the final trimester of the last year in school.

2.2. ENSURE THAT EACH STUDENT HAS HIGH QUALITY CAREER AND LIFE SKILLS PREPARATION (VOCATIONAL AND INDEPENDENT ADULT LIVING SKILLS AND KNOWLEDGE).

2.2.1. Each student will have a transcript and a Plan of Study that reflect transition goals as stated in the IEP.

2.2.1.1. Each student's Plan of Study will align with IEP goals for transition.

2.2.1.2. Each student's transcript will reflect appropriate, completed requirements for his or her Plan of Study and IEP goals for transition.

2.2.2. Each student will have a portfolio that documents samples of completed coursework, and appropriate progress toward transition into the student's selected post secondary options.

2.2.2.1. Each student's portfolio will contain sufficient and appropriate examples of high quality student work to verify progress.

2.2.3. Each student will complete a "medical portfolio" that contains personal medical information, e.g., immunization records and health insurance information; learn the vocabulary for completing such medical forms as health insurance applications; and know how to access resources for health/medical maintenance.

- 2.2.3.1. Each student's medical portfolio will include all relevant information to enable the student to complete forms and detail his/her medical needs.
- 2.2.3.2. Each student will have training to contact appropriate medical resources and handle his/her medical needs independently.

- 2.2.4. Each student will complete a minimum of one ISD Transition Curriculum course per year during each year of high school.**
 - 2.2.4.1. Each student's transcript will demonstrate completed ISD transition coursework requirements.

- 2.2.5. Identify career trends for deaf or hard-of-hearing individuals and align ISD's vocational/career preparation offerings with current local, state, and national trends.**
 - 2.2.5.1. Information will be compiled from outside sources including postsecondary programs for deaf or hard-of-hearing students, Iowa and Nebraska Workforce Development, and the Department of Labor, and will be reflected in ISD courses.
 - 2.2.5.2. Technology used for career skill development will be reviewed at least annually, and updated to reflect current trends.

- 2.2.6. Identify and expand the number of local, Work-Based Learning sites each year.**
 - 2.2.6.1. A listing of sites used will be reviewed and revised at least annually, including: how many years each site has been used, how many students are participating at each site, and the type of work students perform at sites both on and off campus.

2.3. IDENTIFY LONGITUDINAL POST-GRADUATION TRENDS OF ISD STUDENTS.

2.3.1. Identify employment/educational status of recent graduates.

- 2.3.1.1. Information on the status of recent graduates will be collected through surveys, personal interviews, Alumni Association, and the ISD website.

3. ENSURE HIGH QUALITY OUTREACH SERVICES STATEWIDE.

3.1. DEVELOP EFFECTIVE STATEWIDE OUTREACH SERVICES FOR MULTIPLE CONSTITUENTS, INCLUDING FAMILIES, DISTRICTS, AND AREA EDUCATION ASSOCIATIONS (AEA).

3.1.1. ISD will maintain and provide resources related to issues in deafness and hearing impairment for use by constituents.

3.1.1.1. Current, updated resources and technical assistance related to issues in deafness and hearing impairment will be compiled and disseminated to provide professional help and information to families, districts, and AEAs.

3.1.1.2. Technical assistance given to educational programs, emphasizing reading and math for students who are deaf or hard-of-hearing, will be documented.

3.1.2. ISD will coordinate and serve as a resource for professional development opportunities related to issues of education for students who are deaf or hard-of-hearing.

3.1.2.1. ISD support to constituents statewide will be documented, including support given via the Iowa Communication Network, for activities such as support groups and workshops for families and service providers.

3.1.2.2. ISD will have an annual summer program to assist students who are deaf or hard-of-hearing, to include students who do not regularly attend ISD's on-campus program, that emphasizes the skills of the Expanded Core Curriculum (e.g., communication and literacy skills such as how to use an interpreter effectively to gain information, how to use specialized assistive listening devices).

3.2. ENHANCE EXISTING RELATIONSHIPS WITH ISD'S MAJOR CONSTITUENTS, AND WITH NATIONAL ORGANIZATIONS SERVING STUDENTS WHO ARE DEAF OR HARD-OF--HEARING.

3.2.1. Identify additional ways to collaborate on program and service provision with Iowa Braille and Sight-Saving School (IBSSS), Iowa DE, and AEAs.

3.2.1.1. Continued collaboration and expansion of the Iowa Deafblind Project with IBSSS, Iowa DE, AEAs, will be documented.

- 3.2.1.2. Additional shared programming possibilities will be identified and documented with Iowa partners.

- 3.2.2. Communicate regularly with Nebraska Department of Education (NDE) and districts/Educational Service Units (ESUs) regarding Nebraska students placed at ISD, to ensure seamless service provision and accountability for progress.**
 - 3.2.2.1. Program documentation will demonstrate communication activities, e.g., the NDE, the ESUs, and the district participation in each students' IEP teams.

- 3.2.3. Continue participation in national leadership efforts for deaf education.**
 - 3.2.3.1. Superintendent's and state consultant's participation will be documented related to the National Agenda, Quality Programming for Deaf and Hard-of-Hearing (QPDHH) and Conference of Educational Administrators Serving the Deaf (CEASD).

 - 3.2.3.2. QPDHH/National Agenda materials will be disseminated throughout Iowa as a resource to assist in program planning.

4. DEMONSTRATE EFFECTIVE STEWARDSHIP OF RESOURCES.

- 4.1. ENSURE APPROPRIATE STEWARDSHIP OF RESOURCES THROUGH EFFECTIVE AND EFFICIENT BUSINESS OFFICE AND ISD FOUNDATION OPERATIONS.**
 - 4.1.1. Investments (both for ISD and ISD Foundation) will be maximized to enhance funding for targeted school programs.**
 - 4.1.1.1. All investments (both for ISD and ISD Foundation) will be reviewed monthly to adjust strategies and maximize returns. Reports will be filed with the Board of Regents.

 - 4.1.1.2. ISD Foundation projects will be reviewed monthly and aligned with Strategic Plan priorities for funding purposes.

 - 4.1.2. Business practices will be updated regularly and technology will support maximum efficiency in both the business office and all school operations.**

- 4.1.2.1. Resources and funding sources will be reviewed monthly, and aligned with Strategic Plan priorities.
- 4.1.2.2. Business practices will be reviewed at least annually and revised as needed.
- 4.1.2.3. Audits, including a Risk Management Audit, will be conducted regularly (at least annually for audits by the State Auditor's office) and reports submitted to the Board of Regents.
- 4.1.2.4. Technology needs for both the business office and school programs will be reviewed at least annually, and technology will be updated as needed to enhance efficiency and educational opportunities.

4.2. ENSURE STUDENT HEALTH AND SAFETY THROUGH REVIEW, MODIFICATION, IMPLEMENTATION, AND/OR MAINTENANCE OF EFFECTIVE STUDENT LIFE OPERATIONS (CAFETERIA, HEALTH CENTER, DORMITORY AND TRANSPORTATION).

4.2.1. ISD will finalize and implement a "Wellness Policy" in compliance with USDA mandates for the Federal Lunch program.

- 4.2.1.1. Cafeteria offerings will demonstrate compliance with USDA food choice mandates for all three meals daily.
- 4.2.1.2. Every student will demonstrate healthful food and activity choices (measured by staff monitoring).
- 4.2.1.3. Every student will have a comprehensive health file, including height, weight, Body Mass Index, etc., and demonstrate basic understanding of the information for himself or herself.

4.2.2. All ISD nursing staff members will be appropriately licensed and qualified for their responsibilities.

- 4.2.2.1. All Health Center staff members will demonstrate American Sign Language skill levels to ensure fluent, accurate communication with students and staff regarding health issues and needs.
- 4.2.2.2. All nurses will have full and appropriate Iowa licensure for their positions and will participate in professional development to stay updated in school nursing and first responder issues.

4.2.3. All dormitory staff will be highly qualified for their roles.

- 4.2.3.1. All dormitory staff members will receive Dormitory Counselor Certification through Conference of Educational Administrators Serving the Deaf (CEASD) to demonstrate appropriate training and qualifications.
- 4.2.3.2. All dormitory staff members will participate in professional development that enhances their qualifications and is appropriate to their roles *in loco parentis*.

4.2.4. Transportation routes will maximize safety and effective use of resources, minimizing time spent in transit.

- 4.2.4.1. All routes will have appropriately licensed and/or qualified personnel assigned to them, e.g., bus aides and drivers must be fluent in ASL, and drivers must have appropriate Iowa licenses to drive students.
- 4.2.4.2. All vehicles will be maintained fully to ensure safety and efficiency, and will be replaced on a regular schedule.

4.3. ISD'S FACILITIES AND GROUNDS WILL ENSURE STUDENT AND STAFF HEALTH AND SAFETY, AND WILL SUPPORT INSTRUCTIONAL EFFECTIVENESS.

4.3.1. Facilities and grounds conditions will be reviewed regularly, and repairs and maintenance (R&M) will be scheduled in a timely manner.

- 4.3.1.1. A listing of ongoing R&M projects, scheduled and completed, will be updated at least annually.
- 4.3.1.2. Resource needs and rationales to support projects will be documented to ensure that R&M schedules can be met.
- 4.3.1.3. ISD's scheduled Science Wing renovation will be completed to bring the area up to health and safety code requirements and current best practices for science instruction.
