

Contact: Diana Gonzalez

**REQUEST TO APPROVE 2012 – 2016 STRATEGIC PLAN
FOR THE IOWA SCHOOL FOR THE DEAF**

Action Requested: Consider approval of the 2012 – 2016 Strategic Plan for the Iowa School for the Deaf.

Executive Summary: The Iowa School for the Deaf submitted a new institutional strategic plan for Board review and approval. The School's strategic plan is expected to include performance measures for each performance indicator and show alignment with the Board of Regents 2010-2016 Strategic Plan.

The School's strategic plan addresses the Board of Regents Strategic Plan priorities to provide "access, affordability, and student success; educational excellence and impact; and economic development and vitality."

Background:

Board Policy (§6.05) indicates that the "Board shall help establish institutional direction, and monitor and evaluate progress toward achieving strategic goals. Each of the Regent institutions shall develop, maintain, and update a Board-approved strategic plan which describes its mission, vision, values, culture, and performance indicators and is consistent with the Board's strategic plan and performance indicators. Each of the Regent institutions shall include its current Board-approved strategic plan on its institutional website."

The Board of Regents 2010-2016 strategic plan, which was approved by the Board in April 2010 (Agenda Item 11), established the following priorities for the Board and its institutions:

- ◆ Access, affordability, and student success.
- ◆ Educational excellence and impact.
- ◆ Economic development and vitality.

Iowa School for the Deaf 2012 – 2016 Strategic Plan

The Iowa School for the Deaf identified the following goals in its strategic plan for 2012-2016:

1. The Iowa School for the Deaf shall meet or exceed state academic standards in reading and mathematics. (BOR Goal 5)
2. The Iowa School for the Deaf shall identify and adopt additional tools, professional development, and instructional strategies to motivate reluctant and struggling readers. (BOR Goal 5)
3. The Iowa School for the Deaf shall demonstrate that ISD student outcomes assessment enhances teaching, helps students achieve identified learning goals, and results in program improvement. (BOR Goal 6)
4. The Iowa School for the Deaf shall be increasingly efficient and productive. (BOR Goal 8)

Superintendent Jeanne Prickett will provide a brief presentation of the School's strategic plan which is attached to this memo.



BOARD OF REGENTS, STATE OF IOWA

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**IOWA SCHOOL FOR THE DEAF
BOARD OF REGENTS, STATE OF IOWA**

STRATEGIC PLAN 2012-2016

PREFACE

The Iowa School for the Deaf is a vital partner in the continuum of educational services and settings for deaf and hard-of-hearing from birth through age 21, collaborating with Iowa's school districts, Area Education Agencies, Iowa Department of Education, Iowa Department of Health, and Iowa Vocational Rehabilitation Services. On August 5, 2010, the Board of Regents approved the report from the Coordinating Council for Hearing Services to the Board of Regents and State Board of Education, which summarized the "preferred future for statewide services provided for children who are deaf or hard of hearing."¹

The preferred future includes establishment of an "executive council/team, which includes a representative of the Iowa Department of Education, Board of Regents, Department of Public Health, Area Education Agencies, and Vocational Rehabilitation to provide statewide oversight to ensure systematic/uniform services (oversee delivery of services) and yearly evaluation of effectiveness. The executive council/team will use ad hoc members of stakeholders and service providers as necessary."² ISD's role specifically is reflected in the following components of the Preferred Future:

Full, equitable services for all of Iowa's students who are deaf or hard of hearing

- Providing a full range of services throughout the state, including those available at the district level, AEAs, and the Iowa School for the Deaf, to ensure equitable access and services statewide for students who are deaf or hard of hearing.
- Informing families of the full range of services available in the state, including those available at the district level, AEAs and the Iowa School for the Deaf, as families consider the most appropriate service for the benefit of children who are deaf or hard of hearing.
- Informing and providing to families advanced medical, assistive technology, and communication opportunities related to their children no later than one month after diagnosis of hearing loss and regularly throughout their school career.

¹ Report of the Coordinating Council for Hearing Services to the Board of Regents and State Board of Education, August 5, 2010, p. 1.

² Report of the Coordinating Council for Hearing Services to the Board of Regents and State Board of Education, August 5, 2010, p. 1.

Language/literacy focus for all of Iowa's students who are deaf or hard of hearing

- Facilitating each student's ability to reach his/her maximum academic potential using the state's program standards and curriculum guidelines.
- Providing academic development opportunities/programming dedicated to students who are deaf or hard of hearing.
- Providing language development opportunities including center-based programs for children who are deaf or hard of hearing.
- Providing language and communication enriched programs which target pre-literacy to literacy skills and adaptive and social competency across academic and expanded core curriculum areas, including those for students who are deaf or hard of hearing and have additional disabilities.
- Providing specialized training in language acquisition, including sign language, and literacy development opportunities/programming dedicated to children who are deaf or hard of hearing.
- Providing learning opportunities for Deaf culture, including sign language.
- Providing each deaf or hard of hearing child with appropriate access to all relevant and needed hearing technology.

Transition facilitation

- Providing a strong link from school to parents and home for transition facilitation.
- Coordinating comprehensive transition to postsecondary education and/or employment opportunities.

Personnel recruitment and retention, professional development

- Developing professional development opportunities relating to deaf or hard of hearing special education for continued licensure and enhanced effectiveness of teachers, audiologists, and other service providers.
- Providing personnel to work with students who are deaf or hard of hearing to ensure transition from high school to work or higher education.³

³ Preferred Future statements from the Report of the Coordinating Council for Hearing Services to the Board of Regents and State Board of Education, August 5, 2010, pp. 1-7.

ISD provides the center-based comprehensive educational setting for Iowa's children and youths that includes academic, vocational and life skills development, with an environment that is "language and communication enriched," incorporating Deaf culture, sign language instruction, pre-literacy and literacy skills, and comprehensive coordination to post-secondary education. ISD looks forward to collaborating with other agencies to provide a continuum of equitable services to all of Iowa's deaf or hard of hearing students statewide.

MISSION (OUR FUNDAMENTAL PURPOSE)

The Iowa School for the Deaf prepares deaf or hard-of-hearing students from pre-school through age 21 for life as literate citizens who contribute to society.

VISION (OUR PREFERRED FUTURE)

The Iowa School for the Deaf is the statewide resource that provides optimal education and outreach services for students who are deaf or hard of hearing to prepare for adult life.

CORE VALUES/PRINCIPLES (OUR IDEALS)

The Iowa School for the Deaf is committed to student success through:

- ◇ High quality instruction
- ◇ Literacy for all students
- ◇ Outreach and collaboration
- ◇ Continuous improvement
- ◇ Diversity among faculty, staff, and students
- ◇ Ethical behavior
- ◇ Honesty
- ◇ Open, effective communication
- ◇ Public accountability, stewardship, and service
- ◇ Transparency

CULTURE (OUR CUSTOMS AND PRACTICES)

The Iowa School for the Deaf provides instructional and dormitory environments, consistent with our core values, characterized by the following:

- ◇ Passion and skills for life-long learning that serve as a role model and prepare students who are deaf or hard of hearing to achieve their full potential
- ◇ Outreach, collaboration and coordination with families, other agencies and stakeholders to meet the needs of Iowa's students who are deaf or hard of hearing
- ◇ Integrity, honesty, ethics, and civil discourse in all activities

- ◇ Respectful interaction among members of diverse backgrounds, cultures, communication modes and beliefs
- ◇ Nurturing environments that promote critical thinking, free inquiry, open communication, and broad participation
- ◇ Effective communication that informs ISD's constituents of the role, value, and impact of the Iowa School for the Deaf for students who are deaf or hard of hearing
- ◇ Effective, accountable service to the public through strategic planning and program implementation for Iowa's students who are deaf or hard of hearing
- ◇ Effective stewardship of resources
- ◇ Recruitment, retention, and development of outstanding faculty and staff

STRATEGIC PLAN PRIORITIES

ISD serves Iowa and its children and youth who are deaf or hard of hearing by being a recognized leader through these priorities:

- I. Student Success
- II. Educational Excellence and Impact
- III. Strong Stewardship and Sustainability

GOALS

Goal 1 (BOR Goal 5). The Iowa School for the Deaf shall meet or exceed state academic standards in reading and mathematics.

Accountability Measure. Trend data on the number of Iowa School for the Deaf students who meet or exceed state academic standards in reading and mathematics.

Target. The Iowa School for the Deaf shall increase by 15% the number of students who meet or exceed state academic standards in reading and mathematics by 2016.

Goal 2 (BOR Goal 5). The Iowa School for the Deaf shall identify and adopt additional tools, professional development, and instructional strategies to motivate reluctant and struggling readers.

Accountability Measure. Trend data of annual reading gains for students specifically identified as struggling readers, documented professional development for teachers, documented tools and strategies to be used.

Target. The Iowa School for the Deaf shall increase reading level by at least 50% annually for identified struggling readers by 2016.

Goal 3 (BOR Goal 6). The Iowa School for the Deaf shall demonstrate that ISD student outcomes assessment enhances teaching, helps students achieve identified learning goals, and results in program improvement.

Accountability Measure. Trend data and analyses for the results of ISD student outcomes assessment according to each student's documented assessment needs and mode using:

- Standard measures of academic achievement
 - The Northwest Evaluation Association Measures of Academic Progress (NWEA-MAP)
 - The Iowa Test of Basic Skills (ITBS) and the Iowa Test of Educational Development (ITED)
 - The Iowa Alternate Assessment
- Accelerated Reader, Accelerated Math, and ALEKS for mathematics (**A**ssessment and **L**earning in **K**nowledge **S**paces)
- Specific speech and language assessments
- Teacher-made tests for assessment of subject/content
- Career Maturity, Aptitude and Preference Tests for young adults
- Self-Determination Assessments
 - The Arc's Self-Determination Scale-Adolescent Version
 - Self-Determination Assessment Battery
 - Choice Maker Self-Determination Assessment
- Documentation of postsecondary independent living competence of each graduate
- Documentation of coordination with other agencies/institutions to ensure effective transition to postsecondary opportunities

Target. ISD graduates shall demonstrate competence on student outcomes assessments for vocational/career independence and independent living. ISD graduates shall have/move on to specifically documented postsecondary paths at the time of graduation, including university, community college, and/or vocational, and independent or supported living components. (Baseline: 100% of ISD students have documented transition plans with goals and objectives beginning at age 14).

Goal 4 (BOR Goal 8). The Iowa School for the Deaf shall be increasingly efficient and productive.

Accountability Measure. Documented efficiencies and cost-savings resulting from collaborative initiatives within and between ISD and the other Regent institutions, and from ongoing assessment and implementation of measures developed to cut costs in all programs.

Target. The Iowa School for the Deaf, in collaboration with the Board Office and Regent institutions, will identify and implement additional efficiencies and cost savings annually from the baseline established in 2011-2012.