

Memorandum

To: Board of Regents, State of Iowa
From: Board Office
Subject: Progress Report Concerning the Iowa School for the Deaf's 2001-2006 Strategic Plan
Date: December 1, 2004

Recommended Action:

Receive the progress report of the Iowa School for the Deaf's 2001-2006 Strategic Plan.

Executive Summary:

ISD has submitted its progress report concerning its 2001-2006 institutional strategic plan. The progress report is attached.

The plan is structured around four key result areas. The school's plan also includes statements of mission, beliefs, vision, values, and culture. The strategic plan is arranged into key result areas, objectives, strategies, and benchmarks. The plan contains 58 benchmarks.

The report is the school's second progress report to the Board concerning its 2001-2006 strategic plan. The Board of Regents approved the school's strategic plan in January, 2002, and received a progress report on the plan in January, 2003.

Background:

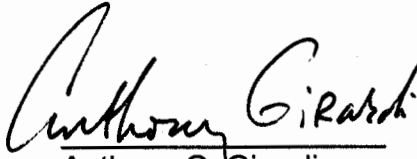
The strategic plans of the Regents institutions should explicitly align with the Board of Regents' own 2004-2009 strategic plan, and focus on the broad priorities espoused by the Board. Institutional progress reports concerning strategic planning are an opportunity for institutions to address the degree to which they advance the Board's strategic objectives.

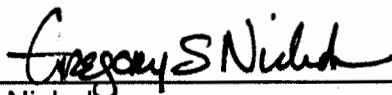
Board Policy (§ 6.26) directs that strategic plans shall be developed by each Regent institution to cover a period of five years and that they be consistent with the Board of Regents' overall strategic planning policies. The Board's 2004-2009 strategic plan, which was approved by the Regents in February 2004, establishes 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.
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The 2001-2006 Strategic Plan of the Iowa School for the Deaf is consistent with the priorities of the Board's plan. Specifically, ISD's strategic plan reflects these performance indicators of the Board's plan:

- 1.1.3.5./ 2.1.1.3. Percent of special school teachers and staff participating in professional development in collaboration with higher education programs
- 1.1.4.1. Percent of Individual Education Program goals met and progress made, including diploma attainment, as appropriate
- 1.1.4.2. Amount and type of services provided by special school personnel to off-campus students who are blind, visually impaired, deaf, and/or hard of hearing
- 1.1.4.3. Development and implementation of an assessment instrument that tracks special school students' participation in extracurricular and community life activities
- 3.2.1.2. Regent institutions' major outreach programs in promoting education, health, agriculture, economic development, community vitality, and other areas
- 4.3.1.1. Demonstrated leadership and participation in statewide education improvement initiatives and organizations
- 4.4.1.1. Review of audit recommendations and implementation of corrective actions as necessary


Anthony G. Girardi

Approved: 
Gregory S. Nichols

IOWA SCHOOL FOR THE DEAF
STRATEGIC PLAN
2001-2006

UPDATE November 2004

Note: changes in wording that update Key Result Areas and Objectives appear in red.

MISSION

The mission of the Iowa School for the Deaf is to enable deaf and hard of hearing children to attain personal excellence by providing them with comprehensive and appropriate educational programs and service.

BELIEFS

- 1. Learning is a process that occurs in all of life's activities.**
- 2. Deaf and hard of hearing students are the central focus of our learning.**
- 3. Deaf and hard of hearing students deserve the most appropriate individual learning environment.**
- 4. Our educational systems must be comprehensive to respond to individual needs of deaf and hard of hearing learners.**
- 5. The role and importance of deaf culture and heritage should be recognized and fostered.**

VISION STATEMENT

The Iowa School for the Deaf will be one of the best educational settings for deaf and/or hard of hearing youngsters in the United States. The school will develop measurable standards to assess its effectiveness. It will utilize multiple criteria to demonstrate accountability and progress toward attaining its goals and objectives.

VALUES STATEMENT

The Iowa School for the Deaf values the pursuit of optimal educational and personal growth experiences for each student, so that each one may become a contributing member of society.

Toward that end, the administration, faculty, staff, and students of the Iowa School for the Deaf affirm their quest for a comprehensive educational program that values:

- Excellence in academics.
- Integrity in facing challenges.
- Honesty in all endeavors.
- Civility toward all people.
- Compassion for others.
- Commitment to serve the community.

The goal of Iowa School for the Deaf is to aid students in developing the skills of communication, a life-long love of learning and problem solving, a positive sense of self-realization, economic independence, and a sense of civic and social responsibility.

CULTURE STATEMENT

Iowa School for the Deaf seeks to provide a safe, ~~relaxed~~ productive educational environment in which the deaf and hard-of-hearing child has access to opportunities that are at least equal to those of non-disabled peers. Such a culture:

- Allows access to meaningful communication throughout the day. This means that students utilize reading, writing, the use of sign language, ~~oral~~-speech, residual hearing, and speech reading, as appropriate, in their communication.
- Offers a supportive ~~residential~~ dormitory program.
- Promotes frequent and in-depth contacts with families of students.
- Engages in partnerships with area schools to provide opportunities for ISD students to attend classes in public schools and students from Iowa school districts to attend classes in ISD's vocational department.
- Works in collaboration with the Iowa Department of Education, Vocational Rehabilitation Division, to help place students in college, advanced trade schools, and industry upon completion of the ISD curriculum.
- Recognizes and fosters the role and importance of deaf culture and heritage.

KEY RESULT AREA 1.0.0.0

Unless indicated otherwise, each objective will be assessed annually.

KRA 1.0.0.0 Provide a quality education program through competent teaching and well-trained staff. ~~and extensive administrative services.~~

Objective 1.1.0.0* Recognize meritorious teaching.

Strategy 1.1.1.0 Fund a teacher merit salary program.

Benchmark 1.1.1.1

The school will have authorization and funds to award Sign Communication Proficiency Interview (SCPI) and Council on the Education of the Deaf (CED) excellence.

Several teachers receive merit monies yearly above their steps for merit (determined before 2001, when the program ended).

All faculty members are rated for sign language skills and receive stipends based on their proficiency levels above and beyond their position requirements (more information is included in Objective 1.5.0.0).

Each faculty member with CED certification is awarded an annual stipend each year the certification is in effect.

Strategy 1.1.2.0 Utilize the Performance Based Teacher Evaluation Program to recognize meritorious teaching.

Benchmark 1.1.2.1

Provide list of faculty recognized for meritorious teaching.

Teachers are evaluated every second year by their supervisors, who have approval as Iowa Educational Evaluators, using the approved Teacher Evaluation Program.

Board of Regents Faculty Excellence Awards- Kathleen Wright 2004, Dan Gradoville 2003

Objective 1.2.0.0 Provide staff development opportunities to all staff.

Strategy 1.2.1.0 Assess staff development needs every two years.

Benchmark 1.2.1.1

The school's administrative staff will prioritize all areas of staff development need and designate the top three areas of focus.

Staff development needs are reviewed annually. Teachers respond to a survey documenting training needs and levels of satisfaction with current inservice opportunities.

Inservice also is based on state and federal education initiatives, and ISD's School Improvement action plans developed by staff committees and aligned with the ISD Strategic Plan Goals and Objectives.

Strategy 1.2.2.0 Provide each staff person with at least 40 hours of staff development activities.

Each faculty and staff member is provided with more than 40 hours of inservice opportunities annually.

Benchmark 1.2.2.1

Documentation of staff development activities will be done for all staff. Reading and mathematics continue to be vital content areas emphasized at ISD. Inservice focuses on these to help faculty and staff enhance students' language and mathematics learning.

The following inservice opportunities were documented for all faculty/staff, and individuals also had options to take coursework with tuition reimbursement outside ISD.

2003-2004: Employee Handbook Update, Homework Log, Bullying-Department of Education, School Climate-Dr. Mark Peterson (AEA 13), IEP Training-Dr. Jeanne Prickett, Brandi Krakowski, and Carla Nigro (AEA 13), "Digging Down to the Roots of our Vocation-what am I doing here?" -Anne Marie Aita, Accelerated Math

2004-2005: SIPS-Student Information and Performance System (Altona), "Curriculum Mapper"-Alignment software to ensure all-school continuity of instruction. Training on use of two software programs to monitor areas of student progress in relation to curricular goals, Training on technology: use of digital cameras in classrooms (two sessions).

Strategy 1.2.3.0 Enable at least 20% of the staff to participate in external staff development activities.

Benchmark 1.2.3.1

At least twenty percent (20%) of the faculty and staff will participate in external staff development activities.

89% of the Lower School staff attended external staff development, and 67% of the High School faculty and staff participated in staff development activities outside of ISD during the 2003-2004 school year and/or summer.

Benchmark 1.2.3.2

At least four (4) presentations will be made by faculty or staff at state/regional/national conferences.

Due to budget constraints, some limitations were placed on outside presentations and conference attendance. Two faculty members presented from the Lower School. Rebecca Stafford, the Upper School Principal, presented a workshop on *Transition* at the Spring 2003 Parent Educator Conference.

Several staff members have presented to service groups, e.g., Lions or Rotary Clubs.

Strategy 1.2.4.0

The school will target at least 0.5% of the basic state appropriation for staff development activities.

All staff will be encouraged to obtain postsecondary level degrees.

The total expended on staff development was \$17,262.32, in a combination of post-secondary tuition, payments to inservice speakers, and conference registration. This does not include travel to conferences as a part of professional development. This figure is not .5% of the basic state appropriation, (which was cut by 2.5% during the school year and restored too late to apply to this objective for 2003-04).

Benchmark 1.2.4.1

By the end of year FY05, at least sixty-five percent (65%) of the faculty will have advanced (post baccalaureate) degrees.

31 of 44 have advanced degrees (70%).

Benchmark 1.2.4.2

By the end of year FY05, at least ninety percent (90%) of the faculty will attain national certification available through the Council on the Education of the Deaf (CED).

28 of 44 have CED certification (64%). UNO graduates are not eligible for this certification presently, and ISD draws many of its faculty from UNO due to proximity.

Benchmark 1.2.4.3

By the end of year FY05, at least fifty percent (50.0%) of the student life staff (direct care) will have post secondary degrees.

On the shift where students are awake, 76% have postsecondary degrees, including BA, AA and Master's Degrees. Including the later shifts (when students may be sleeping), the figure drops to 65% of staff members. The objective is met.

Objective 1.3.0.0

Foster quality teaching by providing or reallocating resources that enable the instructional outcomes stated in the IEPs to occur.

Strategy 1.3.1.0

The administrative team will develop a prioritized list of recommended quality programs that will focus on the educational and development needs of the students.

For the current strategic plan, several areas listed in the following sections were identified. Resources were reallocated to purchase high quality, systematic instructional software for mathematics specifically.

Benchmark 1.3.1.1

Math: a.) All students will improve conceptual understanding and correct application of basic math facts and skills;
b.) Students will increase their application of math skills to daily situations;
c.) Students will apply mathematical problem-solving strategies in a variety of situations across the curriculum. Students are encouraged to use math skills in all subject areas.

a.) Upper School: Using the level 3 tests for the basic math facts, 100% of the non-LIFE students attained the goal of 70% and above (100% on addition, 97% on subtraction, 95% on multiplication and 87% on division)

Lower school: Met. Students practice these skills using knowledge of strategies taught in math books, flashcard, and fast facts. Accelerated Math, Math facts in a flash are used to assess student understand of basic math facts and skills. Students improved as they moved on to more difficult concepts, and all students met the benchmark.

b.) Upper School: Applying math skills to daily situations is a part of every curricular activity in Math, Science and Careers classes.

Lower School: Met. Hands on activities provided by the textbook and teacher materials help students to apply math skills to daily situations. Vocabulary instruction provided by the teachers helps students with story problems. PATs assess student progress. Students used checking account ledgers. All students met the objective.

c.) Teachers make every effort to address applying mathematical problem solving strategies in their lesson plans for all appropriate content areas in addition to mathematics (e.g., science, metals, woods).

Benchmark 1.3.1.2

By the end of year FY03, students in grades 3 - 8 will score 70% or higher on their level of the Stanford Achievement Test for the Hearing Impaired (SAT-HI).

Fifty-three percent of the students in grades 3-8 scored 70% or higher on their level of the Stanford Achievement Test for the Hearing Impaired (SAT-HI) on one or more of the subtests: math, language, comprehension, vocabulary, science or social science.

Benchmark 1.3.1.3

By the end of year FY04, all students in grades 5 - 12 will increase their RIT (Rasch Unit - scores are tied directly to the curriculum, rather than to student performance) scale score in the application of math skills in daily situations by 5 - 8 points. (Criterion referenced test of NWEA [Northwest Evaluation Association] will be used.)

Fifty-three percent of the students in grades 3-8 scored 70% or higher on their levels of the Stanford Achievement Test for the Hearing Impaired (SAT-HI) on one or more of the subtests: math, language, comprehension, vocabulary, science or social science.

Benchmark 1.3.1.4

By the end of FY07, students in grades 5 - 12 will demonstrate 70% or more accuracy in applying mathematical problem solving strategies, as measured on curriculum continuum tests and evaluative performance tasks.

Eighty five percent of students (66 out of 77) in grades 5-12 improved their scores on the Northwest Evaluation Association testing in math by 1 or more points.

Strategy 1.3.2.0

The school administration will put a focus on at least one quality instructional program through reallocation of resources or receipt of new funds to implement such.

Benchmark 1.3.2.1

Each year, one particular aspect of the school's overall program will be given special emphasis, monies reallocated to that program, and the impact of the reallocation will be documented.

For staff development for the FY03 reading, math and school climate were a focus. Accelerated Math was implemented in most grades for the first time and faculty members received training in implementation at ISD. Seven faculty members attended a four-day conference in Orlando, Florida, for Accelerated Reader and Accelerated Math.

Benchmark 1.3.2.2

Science: a.) Students will demonstrate the usage of scientific methods (e.g., data analysis, reasoning, problem solving);

Lower School: Met. The scientific method is taught/reviewed at the beginning of each school year. It is reinforced through out the school

year during lab, class assignment, etc. Textbook experiments provide experience for students to use the scientific method.

Upper School: All students were formally taught or reviewed the scientific method including vocabulary and method of recording data prior to commencing other science content.

b.) Students will transfer scientific knowledge and skills to real life situations;

Lower School: Met. Science classes use the wireless computers in the classrooms. Science concepts are supported and reinforced in math, reading, social studies and art. Hands on experiences are provided by the textbook and classroom teachers. Field trips are taken to connect learning across curricular areas to real life situations.

Upper School: Students did many hands on experiments that included following directions and graphing. Classroom discussion included topics related to the student's life. For example, discussions in Biology class on genetics showed how to generalize information on different types of deafness and other syndromes.

c.) Students will apply science problem-solving strategies to a variety of situations across the curriculum (e.g., career projects, social science, and technology).

Lower School: Met. Reports related to areas of science to connect to language arts. Students learned about jobs of paleontologist, areas in the medical field, biologist and chemists.

Upper School: Scientific problem-solving strategies were used across the high school curriculum. For example, in Metals class the students used scientific problem-solving strategies when heat treating and forging, in Woods class the students used it to plan, layout and actually construct hands-on assignments, and in Sociology class the students used it when they worked on a year long independent research project (literature review, developing a hypothesis, designing the new areas of research to be studied, analyzing the data presented, and explaining findings to the class).

Benchmark 1.3.2.3

By the end of FY07, 70% or more of the students in the 3rd through 12th grades will score between the 31 - 70 percentiles on the

SAT (Stanford Achievement Test) science subtests which demonstrate comprehension of the usage of scientific methods.

Lower School: 94% of 53 students in the 3rd through 12th grades scored between the 31-70 percentiles on the SAT science subtest on the SAT.

70% of 35 students in the 9th through 12th grades scored between the 31-70 percentiles on the TASK science subtest on the TASK.

Upper School: The curriculum emphasizes transfer of knowledge to real life situations. Data-driven progress monitoring software programs (e.g., "Data-Not Guesswork") are used in most upper school classes. The science teachers reported that proficient readers scored 70% or better on an assessment verified by a data-driven achievement monitoring program. Non-readers scored 40%.

Benchmark 1.3.2.4

By the end of FY07, 70% or more of the students will demonstrate competency on the transfer of scientific knowledge skills to real life situations. Results will be measured through curriculum assessment performance tasks.

Lower School: Met, using performance assessment tests provided by the science curriculum. A data-driven monitoring software program is used to chart progress. Curriculum Mapping will show scientific knowledge being used in real life situations and specific topics covered at each grade level by aligning science objectives with other content areas (social studies, reading, math, etc.).

Upper School: See previous benchmark.

Benchmark 1.3.2.5

By the end of FY07, ISD will increase the number of 3rd through 8th grade students in the 35th - 75th quartile of the science sub-test of the SAT (Stanford Achievement Test) and the NWEA (Northwest Evaluation Association) criterion-based tests.

These tests will measure ability to apply problem solving strategies to a variety of situations across the curriculum.

82% of 40 students in the 3rd through 8th grades scored between the 35-70 quartiles on the Stanford Achievement Test (SAT) science subtest.

65% of 43 students in the 3rd through 8th grades improved their RIT score by 5 or more points using the Northwest Evaluation Association test.

Strategy 1.3.3.0 **The superintendent will review the various cooperative agreements with AEAs and LEAs to determine their continued appropriateness; new agreements shall be developed, as appropriate.**

Benchmark 1.3.3.1 **Document the number of agreements reviewed and number of new agreements.**

ISD has approximately 10 cooperative agreements with LEAs for individual students' program services (i.e., for unique services not provided for all students), one AEA agreement (with AEA 13), and one State Education Agency agreement with the Nebraska Department of Education for services provided to 15 Nebraska students. All are appropriate; modifications were made to the AEA 13 agreement this FY.

Objective 1.4.0.0 **Provide opportunities for family-based education through the Student Life Program.**

Strategy 1.4.1.0 **Review, revise, and expand the student life curriculum to address daily living skills of the students.**

A curriculum for the student life program was developed and implemented within the past five years. Four key areas were emphasized, including: social literacy, community service, personal development and self-care. The student life administration and staff is currently reviewing the curriculum to assess its effectiveness and need for revision/expansion.

Benchmark 1.4 .1.1 **ISD will compile a list of changes made in student curricula.**

The student life program personnel are collaborating with administration to review and identify significant changes that are needed. The mission of the student life program and most specifically the dormitory program will be more precisely defined.

Strategy 1.4.2.0 **The student life administration team will maintain staff to student ratios of 1:6 and also develop special needs staffing arrangements.**

The student life program has maintained staffing ratios of approximately one adult to every six students. Additional staff have been hired and trained to accommodate the needs of students with additional disabling conditions, who need 1:1 assistance.

Benchmark 1.4.2.1 **Faculty-to-student ratios will be 1:6, except for multiple handicapped students, where it will be lower (approximately 1:4 or lower as needed).**

See Strategy 1.4.2.0

Strategy 1.4.3.0 **Provide life skills and student enrichment activities weekly to all students.**

The after-school program includes many age-appropriate student enrichment activities. Students participate in community service activities with local community agencies, e.g., food pantries, Salvation Army, nursing homes, and volunteer services such as "Meals on Wheels." Students may participate in leadership activities, such as the Junior National Association of the Deaf, and other extra-curricular activities to develop individual and teamwork skills.

Benchmark 1.4.3.1 All students will receive at least five hours a week of enrichment activities.

Students participate in a minimum of 7.5 hours of enrichment activities. Examples include: trips to museums, libraries or zoos, involvement in athletics, and/or Special Olympics.

Objective 1.5.0.0 All staff will develop and enhance communication skills commensurate with their job responsibility level.

Strategy 1.5.1.0 Every year all staff will have the opportunity to participate in a sign language class.

Eighteen classes weekly are held, to enable employees to learn sign language during scheduled work time, and have sufficient individualization in instruction that they can learn most effectively.

Benchmark 1.5.1.1 ISD will report the percentage of staff who participated in sign language classes.

Approximately 28% of all staff members participated (40 individuals). The majority of staff members had sign language skills that satisfied or surpassed their position requirements.

Strategy 1.5.2.0 All faculty, professional and scientific, administrative staff and institutional officials will be evaluated on their sign language proficiency, per Board of Regents policy.

All employees are evaluated systematically and must meet evaluation criteria for their position requirements or take weekly sign language classes.

Strategy 1.5.3.0 A merit pay provision related to sign language proficiency will be utilized for faculty, professional and scientific, and administrative staff.

68 individuals currently receive this merit stipend based on Sign Communication Performance evaluation results. (41 faculty receive the merit stipend, and 27 Professional and Scientific staff).

Benchmark 1.5.3.1 At least 50% of the staff in each area will have at least one level higher than the required proficiency.

94% of Upper and Lower School staff members (including faculty, teacher assistants, and office staff) surpass their required sign language proficiency levels. All faculty and P&S employees at these levels receive the merit pay stipend annually for this proficiency.

74% of Student Life Staff (including Health Center personnel) surpass their required sign language proficiency levels. All employees at these levels receive the merit pay stipend annually for this proficiency, (unless they are exempt from stipends by virtue of the position).

59% of administrative and middle managerial employees surpass their required sign language proficiency levels. (Employees at these proficiency levels receive the merit pay stipend annually for this, unless they are exempt from stipends by virtue of the position).

60% of the Business office employees surpass their required sign language proficiency levels. There are 3 employees in this office. (Employees at these proficiency levels receive the merit pay stipend annually for this, unless they are exempt from stipends by virtue of the position).

40% of Facilities department personnel surpass their required proficiency levels. These individuals do not generally have direct contact with students and their proficiency requirements are not as high as direct service personnel. Stipends for proficiency are awarded to any of the Facilities personnel not exempt from such merit stipends by virtue of position. Most in this department are exempt, however.

Strategy 1.5.4.0 Merit personnel will gain sign language proficiency skills and use appropriate procedures.

Benchmark 1.5.4.1 Report number/percentage of merit personnel changes in skill level.

Data were not collected this year on change, because the SCPI coordinator returned to a classroom due to the reduction-in-force and the new workload compelled a modification in her sign language evaluation duties. This benchmark is not considered urgent in light of the high levels of success on the previous ones, which are the most vital.

Objective 1.6.0.0 Attract, develop and retain faculty, administrators and staff high in quality and diverse in gender, race, ethnicity and nationality.

Recruiting efforts do emphasize diversity. However, the very specialized skill requirements of faculty and staff, particularly those who provide direct services to students, may affect the available pool of candidates and diversity factors inherent in the pool. For example, not as many males as females become educators of deaf students. Recruiting must take specialized skills required into account as paramount in order to meet students' needs.

Strategy 1.6.1.0 Continue to emphasize efforts to recruit underrepresented classes on the ISD campus.

Benchmark 1.6.1.1 Annually report the percentage of faculty and staff racial/ethnic composition.

Annual reports have been submitted to the Board of Regents and disseminated by the Board for Fall 2003 and Fall 2004.

Currently, 25 employees are deaf (18%) and 8 (5.8%) are from minority groups, for a total of 23% of employees who are members of underrepresented groups.

Strategy 1.6.2.0 Advertise every professional or certified job vacancy at institutions offering post-secondary programs specifically designed for the deaf.

All advertisements for professional or certified staff positions are sent to institutions offering postsecondary programs designed for deaf individuals.

Strategy 1.6.3.0 Recruit additional male staff for faculty and residential counselor positions.

In most areas, we were unable to recruit because we needed to reduce-in-force during the 2003-2004 school year. Moreover, recruiting efforts focus on individuals who are highly qualified for the roles they will have, and fluent in American Sign Language. This specialized recruiting need frequently precludes recruiting for specific gender, as the pool of applicants is generally very small overall. Efforts to ensure that gender is considered in hiring to ensure balance are always made, however.

Satisfactory progress has been accomplished in this area of recruiting regarding residential counselors.

Objective 1.7.0.0 Encourage all educational and student life staff to participate in continuing education opportunities.

Strategy 1.7.1.0 ~~Assuming appropriations are available~~ Utilizing available appropriations, provide salary incentives and higher education (graduate studies) tuition reimbursement will be provided to faculty and administrative staff annually.

Benchmark 1.7.1.1 ISD will report amount and number of staff receiving tuition reimbursements.

15 faculty members received a total of \$10,269.32 in tuition/continuing education or training reimbursements.

18 additional staff members received a total of \$6993 in tuition/continuing education or training reimbursements.

Strategy 1.7.2.0 In conjunction with the Regent Resource Center and other area universities or colleges, provide at least five graduate courses each year that are appropriate for the school staff.

No graduate courses were provided for ISD staff or faculty during 2003-04 because none were available that were considered appropriate. One course has been provided in fall 2004 in collaboration with Gallaudet University specifically for teachers of deaf children (not available from other institutions in Iowa). This Strategy is extremely difficult to meet due to the lack of in-state resources. (Speakers are brought to ISD, however, to fulfill some training needs specific to education of deaf students).

Strategy 1.7.3.0 ~~Assuming appropriations are available~~ Utilizing available appropriations, Encourage merit personnel and professional and scientific staff to pursue continuing education.

Benchmark 1.7.3.1 ISD will report the number and percentage of merit personnel and professional and scientific staff who pursued continuing education.

7 (of 57) merit staff members pursued additional training/education (12.3%).

4 (of 43) Professional & Scientific staff members pursued additional training/education (9.3%).

KEY RESULT AREA 2.0.0.0

KRA 2.0.0.0 Strengthen and expand the creative and innovative programming at the Iowa School for the Deaf.

Objective 2.1.0.0 Identify unmet needs for deaf and hard of hearing students.

Strategy 2.1.1.0 In conjunction with other state and local school agencies serving the deaf, develop a prioritized list of unmet needs.

Principals worked together with the Iowa Leadership Group to list needs of deaf students within the state. Superintendent is working with the State Director of Special Education on the same priority, also.

Strategy 2.1.2.0 Develop strategies to meet the unmet needs of deaf children and youth.

Benchmark 2.1.2.1 List and/or description of strategies developed.

Principals were members of committees addressing transition plans throughout the state

and mode of communication systems being used throughout

The ISD Curriculum Coordinator is a member of the Iowa Leadership group for Alternate Assessment and also AEA #13 Alternate Assessment scoring team.

Accelerated Reader is a daily part of every HS teacher's lesson plans. Accelerated Math is a daily part of each HS Math class. One Math and one English teacher and the HS Principal attended the Renaissance Learning Conference in the spring of 2003. ISD's work on reading skill development is being shared at the meetings with Leadership groups.

Strengthening Transition services was seen as a need in the Middle School and HS. ISD staff collaborated with two other school districts and held a Transition Conference for students and their parents in the spring of 2004.

Work-Based-Learning Opportunities were increased during the 2003-2004 school year. Another WBL job coach was added.

Strategy 2.1.3.0 **Annually disseminate information on the Iowa Child Hearing Loss Center.**

Benchmark 2.1.3.1 **ISD reports ~~the number of brochures distributed~~ all dissemination efforts and organization contacts made.**

Reports had been temporarily discontinued as the ICHLC has been less active in the past two years. In October 2004, a meeting of the involved personnel from ISD and AEA 13 was held to review the direction of the services and re-focus some efforts. Continued evaluation will occur, and efforts for dissemination of the available evaluation services will proceed in the AEAs.

Strategy 2.1.4.0 **Ensure that students and staff have access to technology hardware and software which exists in all components of the school's programs.**

Benchmark 2.1.4.1 **At least seventy percent (70%) of each graduating class will have computer proficiency, as measured by criteria in the ISD curriculum.**

One hundred percent (100%) of ISD graduates have a minimum level of computer proficiency, including students with multiple disabilities in the classes of 2003 and 2004.

Strategy 2.1.5.0

Implement activities in the areas of reading, literacy, early childhood education (including newborn screening), and initiate an adult to student mentoring program.

Benchmark 2.1.5.1

Reading: a.) Students will progress through the Northwest Evaluation Association (NWEA) for skills in vocabulary and comprehension; b.) Students will gain developmental and remedial reading skills (if they score 50% or lower on task probes or below measurable range on standardized tests); c.) All high school students who scored in the 0 - 25th quartile on the TASK (Test for Academic Skills) will participate in reading classes.

49% of 53 students in the 4th through 12th grades scored between the 31-70 percentiles on the Stanford Achievement Test for Vocabulary. 20% of 53 students in the 4th through 12th grades scored above the 71 percentile on the Stanford Achievement Test for Vocabulary.

77% of 35 students in the 9th-12th grades scored between the 31-70 percentiles on the Test of Academic Skills for Vocabulary.

25% of 53 students in the 4th through 12th grades scored between the 31-70 percentiles on the Stanford Achievement Test for Reading Comprehension. 28% of 53 students in the 4th through 12th grades scored above the 71 percentile on the Stanford Achievement Test for Reading Comprehension. 60% of 35 students in the 9th through 12th grades scored between the 31-70 percentiles on the Test of Academic Skills for Reading Comprehension, with two students scoring above the 70 percentile.

Twelve out of 35 students in the 9th through 12th grades scored in the 0-25th percentile for Reading Comprehension and seven out of 35 students in the 9th through 12th grades scored in the 0-25th percentile on Vocabulary on the TASK (Test for Academic Skills)

The Iowa Tests of Basic Skills and the Iowa Tests of Educational Development were given to the students at the Iowa School for the Deaf for the first time in January, 2004. Data are not reported on grades in which there are fewer than ten students. In the eighth grade 17% were proficient in reading and math. In the eleventh grade 25% were proficient in reading and 34% were proficient in math. 40% is considered proficient in the state of Iowa. All results are reported to students' home districts.

Accelerated Reader and "Shared Reading," (adults reading to and with students during school and after school programs) continue.

Benchmark 2.1.5.2

By the end of FY07, students in grades 3 - 12 will progress through the Northwest Evaluation Association (NWEA), with 700/0 or more accuracy for skills in vocabulary and comprehension.

41% of 86 students in the 4th through 12th grades improved their RIT scores by 5 or more points on the Northwest Evaluation Association achievement test.

Performance assessments, student portfolios, and standardized tests will measure achievement.

Benchmark 2.1.5.3

Beginning in the fall of FY02, all high school students who scored in the 0 -25% quartile on the TASK assessment will take special reading classes. By the end of FY07, 70% of these students will improve to the 26 - 50% quartile.

All of ISD's students take special reading classes, individualized based on needs identified by IEP teams and in accordance with their assessment results.

Benchmark 2.1.5.4

Beginning the fall of FY02, and continuous thereafter, each student will develop a personal portfolio on a CD-ROM that demonstrates individual progress in reading and writing.

Reading and writing progress is recorded year to year. Fall 2002: Materials were purchased and training was acquired on how to burn CDs. Portfolio development was implemented.

Fall 2003: All students were tested on the STAR reading test and scores were placed on discs. Reading test results as well as the results from the reading subtest of the Alternative Assessment for Reading and Writing from the fall of 2003 to the present are on CDs.

All HS students keep a personal portfolio (hard copy file and on the hard drive of the computer) that demonstrates progress in reading and writing; (the portfolios are not on CDs. Technology upgrades in the Fall of 2004 will allow teachers to have tools to complete this Benchmark.

Strategy 2.1.6.0

Continue an annual review of academic, life skills and interpersonal skill progress for academically challenged students. Revise, delete, and add appropriate programs and services, as necessary.

Benchmark 2.1.6.1

Provide list with description of changes in programs and services.

Curricula completed for use in 2002-2003: Art, Math, Science

Curricula developed in Summer 2003: Science

Curricula not yet completed: Sign Language, Language Arts and Physical Education

Performance Assessment Tasks(PATs):

Teachers implemented in Spring 2002 and continue to work with Performance

Assessment Tasks.

2003-04 "From L to J" Software purchased, (Data-driven progress monitoring tool).

Teachers trained in use and software installed for teachers.

2003-04 "Curriculum Mapper" purchased. (Curriculum alignment software). Teachers trained in use and software installed for teachers.

ITED/ITBS Achievement Tests given for the first time, January 2004.

Accelerated Math program was set up in all math classrooms and teachers trained.

Work-Based-Learning Opportunities became a main focus of the program for academically challenged students during the 2003-2004 school year. Four students began work at the local Sheltered Workshop, VODEC, and two more students worked at Goodwill Industries. A self-contained classroom was established for students with multiple disabilities who are not pursuing academic programs.

ISD had an increase in staff to student ratio due to reduction-in-force.

Strategy 2.1. 7.0

Implement programs and services in the area of transition students.

Benchmark 2.1.7.1

At least 15 students annually will be monitored, or assisted, in their transition from high school.

Sixth grade students completed the "The Career Game Explorer Edition" in guidance class. Eighth graders participated in the job shadow experience in the community. 2004-05 will open up the job shadow experience to seventh graders. Eighth graders will explore "Choices" with the Transition Specialist on an individual basis. 2005-06 we anticipate establishing a Career Fair for the 6th-12th grade students. One objective is to bring in many deaf individuals who work in the community.

All 2004 graduates participated in the development of their transition plans and were assisted in transition from HS to

postsecondary life. Of the sixteen 2004 seniors, eight students are in post-secondary institutions, four take part in competitive paid employment, one student elected not to graduate from ISD so he could attend a fifth year program in his home school, one student is currently having medical problems and may not continue to work, and three students did not follow through with the agreed upon transition plan.

Objective 2.2.0.0 Obtain requisite funding for libraries, instructional technology, and vocational education equipment required to prepare deaf and hard of hearing students for post secondary opportunities.

Strategy 2.2.1.0 Fund literacy development programs.

Benchmark 2.2.1.1 Report money spent on literacy development.

Total monies spent on Accelerated Reader software, conferences, books and quizzes from 1/1/03 to 10/28/04= \$28,276.01. The Accelerated Reader workshop trained teachers. Books were purchased for two educational libraries and the dorms along with quizzes for the AR books.

Four faculty members attended the Renaissance Learning Conference in Tennessee for the AR/STAR program in February 2003. Seven staff members attended the conference in Florida in March 2004.

Total monies spent on Junior Great Books materials and training from 1/1/03 to 10/28/04 = \$5,676.00

Total monies spent on the Fairview Program for materials were \$3,280.00. Training is set for January 2005.

ISD has a reading specialist on staff. This position was new 2002-2003.

Strategy 2.2.2.0 Continue the critical thinking skills program and the reading for information program. Measure progress and efficiency through the various evaluation assessments used by the school.

Strategy 2.2.3.0 Expand authentic work experience opportunities both on campus and off campus.

Benchmark 2.2.3.1 Career Development: a.) K - 2 students will explore a variety of jobs as they relate to community helpers; b.) 3rd - 5th grade students will explore a variety of jobs as they relate to the Guidance Curriculum; c.) 6th - 8th grade students will participate in one or more work programs (on or off campus); d.) The 9th

- 11th grade students will participate in one or more employability programs to develop work/workplace readiness skills.

Lower School:

a.) Met. Kindergarten students discuss and make a booklet about "Workers in My School." They tour the campus and are able to name different workers at the school. They are able to list one job each worker does. First graders make a booklet related to community helpers. They discuss and are able to list two jobs each worker performs. The second graders are able to list the names of community helpers and discuss three key facts/job related to the worker.

b.) Met. The third through fifth graders build on the community helpers. A list is made on the board of many community jobs. A discussion is held and lists made of what the job entails. Students fill out a form of careers he/she is interested in and list key facts about the job. The students share this information with the class.

c.) Met. Sixth graders participated in a workshop and learned job readiness skill. The seventh and eighth graders participated in a job shadow experience out in the community. They filled out a questionnaire related to the job and then shared it with the middle school students and staff. The Transition Specialist set up some of the 6th-8th graders with jobs in the school cafeteria.

Upper School:

All students 9th-12th grade have the option of participating in and earning credit in the work-based learning program at ISD. During the 2003-2004 school year 56% of the HS students had jobs.

For the students that choose not to participate in the work-based learning program, they were offered a variety of courses at ISD and Lewis Central that supported their transition plan and addressed work place readiness.

Benchmark 2.2.3.2

By the end of FY07, all K - 2 students will have "community helpers" career exploration activities. They will have developed a career portfolio, and be able to identify 3+ facts about each "community helper."

Met. During the 2003-04 school year the K-2 students made a booklet on "Workers in my School". During 2004-05 the K-2 students will add more jobs to the booklet of each worker. They will make the booklet of "Community

Helpers” and each year add more jobs to the list of each worker.

Benchmark 2.2.3.3

By the end of FY07, all students in grades 3 - 5 will update their career portfolio by adding five new career areas and they will be able to write more than three key facts about each career.

During the 2003-04 school year students discussed the importance of good work habits and how they relate to jobs. They completed the form “All About Me” and listed careers of interest to them. In 2004-2005 students will increase the list of careers they are interested in and will list key facts of the job.

Benchmark 2.2.3.4

By the end of FY07, students in grades 6 - 8 will increase their score on an employee rating scale by at least 20% after three years.

Teachers in the Careers program of Upper School complete the employability scale forms on students in their particular areas.

Benchmark 2.2.3.5

By the end of FY07, students in grades 9 - 12 will demonstrate satisfactory employability skills in at least one job opportunity area. This assessment will be based on vocational education programming evaluations and/or vocational rehabilitation services evaluation(s).

Of the 28 students who had jobs during the 2003-2004 school year, 100% of those students had satisfactory employability skills.

Objective 2.3.0.0 Enhance student evaluation procedures and increase higher achievement or outcomes as a result of the School Improvement Plan.

Strategy 2.3.1.0 Develop portfolios for all students.

Benchmark 2.3.1.1

At least ninety percent (90%) of all the short-term Individualized Education Plan (IEP) goals will be attained by each student.

Elementary/middle (lower) school= 51% (this needs to be evaluated and IEP short-term goals reviewed for appropriateness).

By the end of the 2004 school year 47% of all high school (upper school) students met 75-100% of all their IEP short-term goals.

Strategy 2.3.2.0 Student achievement scores by class will exceed the national deaf norms by one standard deviation.

Benchmark 2.3.2.1

On national norm achieving tests, such as the SAT, student in the ISD classes of grades 5 - 12 will attain achievement test scores above the national norms for deaf youngsters of the

same grade level. (Excluding LIFE program students. Note: LIFE program students are those with multiple handicaps.)

ISD's high school students (9-12) no longer take the SAT-HI, they take the TASK which does not have deaf norms. Only our high school LIFE students take the SAT. ISD's students increasingly take the same achievement tests as non-disabled peers, for which deaf norms usually do not exist. This has occurred due to our implementation of No Child Left Behind mandates.

Please note the national norms for the deaf percentages in key result area 2.3.3.1.

Benchmark 2.3.2.2

Utilizing nationally normed achievement tests, such as the SAT, the students in the LIFE (~~multiple handicapped~~) program (students with additional disabilities) will attain at least twenty-five percent (25%) increase of a standardized year's academic progress. Some students, as identified by their IEP teams, will take Alternate Assessments as mandated by the Individuals with Disabilities Education Act (IDEA).

% of Life students (20) who increased at least 25%:

Reading Vocabulary	60%
Reading Comprehension	35%
Language	55%
Problem Solving	65%
Math Procedures	75%
Science	70%
Social Studies	35%

Strategy 2.3.3.0

~~Document academic achievement outcomes for all students (except those mentally handicapped and those at the lower elementary level).~~ Document achievement outcomes for all students, including those with additional disabilities, using evaluation tools that are appropriate for their identified disabilities.

Benchmark 2.3.3.1

Using criteria - referenced outcomes, and based on national norm data, at least fifty percent (50%) of the academic classes will attain the national average for hearing-impaired students taking the SAT (for students in third grade and above).

The following percentages of grades 4-8 attained the national average for hearing impaired students taking the SAT:

Reading Comprehension	47%
Reading Vocabulary	58%
Language	33%

Problem Solving 66%
Math Procedures 69%
Science and Social Science Stanford
Achievement Tests are not normed for hearing
impaired students.

Benchmark 2.3.3.2

At least eighty percent (80%) of the students in grades 5 - 12 will attain seventy-five percent (75%) of the criterion-referenced outcomes as specified in the ISD curriculum and measured by the criterion-referenced testing.

Results indicate that ISD students are growing and learning from year to year. However, many have skills, particularly in reading and language, well below grade level hearing peers. This criterion level (80%) has not been met.

Benchmark 2.3.3.3.

Using appropriate Alternate Assessments, evaluate the achievement and gains of students who have additional disabilities and for whom traditional assessment is not appropriate, as determined by IEP teams.

The Iowa Department of Education's task force on Alternate Assessment has completed its work and trained assessment coordinators on the processes and procedures; ISD's Curriculum and Evaluation Coordinator has received the initial training in Fall 2004.

Strategy 2.3.4.0

At least 85% of the individuals of each graduating class will transition to post-secondary educational programs or competitive work situations.

Benchmark 2.3.4.1

Each student will have a transitional plan developed in high school. For students qualifying for the Transition Alliance Program (TAP), a more intensive transitional program will be provided.

Every student, age fourteen or older, has a transition plan in his/her IEP. For students who qualify and apply for TAP, a more intensive program is developed. Currently the TAP caseload is twenty-three clients.

Benchmark 2.3.4.2

Eighty-five percent (85%) of the non-LIFE program graduates will be accepted into a post-secondary educational program or competitive work situation. ~~(Note: LIFE program students are those with multiple handicaps.)~~

83% of the 2004 non-LIFE program graduates were accepted into postsecondary programs and 16% entered into competitive work situations. The goal was met with 99% total.

Strategy 2.3.5.0 By the end of FY02, and on going after that until FY06, all students will increase their participation in activities uniquely focused for the deaf community.

Benchmark 2.3.5.1 Student Family/Community Involvement: a.) Each ISD student will increase his/her awareness of the deaf community by participating in activities that are sponsored by the deaf; b.) ISD students will participate in volunteer activities within the local community.

Through the efforts of the student life staff and students who participate in the Junior National Association of the Deaf several activities related to this area have been accomplished. ISD students are Junior Commissioners with Deaf Services Commission of Iowa. Guest speakers who are deaf have been invited to speak about deaf culture, panel discussions with panelists who are deaf talking about their experiences growing up whether in a school for the deaf or a mainstream program. Students have participated in the Youth Leadership Camp for deaf students in Oregon and attended the conference for Iowa Association of the Deaf.

Strategy 2.3.6.0 By the end of FY02, and on-going each year after that until FY06, all secondary level students will participate in at least five community volunteer activities, with each activity at least five hours.

ISD students are exceeding this objective with increasing enthusiasm. Students visit local nursing homes and the residents there are reciprocating by coming to our campus and participating in activities with our students. The students volunteer for a number of community service activities, for example, "meals on wheels," to serve at the food pantry, "adopt-a-highway," and bell ringing for the Salvation Army.

KEY RESULT AREA 3.0.0.0

KRA 3.0.0.0 Provide a safe, healthy learning environment by maintaining facilities, equipment and operating budgets that are sufficiently funded.

Objective 3.1.0.0 Update the deferred maintenance list annually and delineate strategies and priorities that will reduce the backlog.

Strategy 3.1.1.0 Defined plans will be developed and implemented.

Benchmark 3.1.1.1 At least ten percent (10%) of the deferred maintenance projects will be completed each year as identified in the facility report section of the School's annual report.

Several large and small deferred maintenance projects have been completed for each of the past two years, from the urgent project needs

identified in the facility report submitted to the Board of Regents, State of Iowa.

Reallocation of funds during 2004-05 allowed deferred maintenance to be completed that will ensure life safety provisions are addressed.

Objective 3.2.0.0 ~~Upon awareness~~ As each is identified, develop a plan to remove and abate facility health hazards.

Strategy 3.2.1.0 Review and recommend needed changes to the standards for meeting ~~fire and environmental~~ life safety requirements mandates.

Benchmark 3.2.1.1 ~~Prepare a list of changes in safety requirements~~ mandates. The School will annually update its Emergency Response Plan. This will include both internal and external stakeholders.

Life safety mandates are continually reviewed, required reports are submitted, and needs that are identified to ensure life safety mandates are met have priority project status.

Emergency plans have been obtained from several sources and ISD's overall plan is being completed during 2003-04. More comprehensive emergency planning is included than in previous plans. Emergency planning and implementation training has been taken by the Director of Facilities and several staff members who will work on the Emergency team.

KEY RESULT AREA 4.0.0.0

KRA 4.0.0.0 Promote flexibility, efficiency, cooperation and accountability at the Iowa School for the Deaf.

Objective 4.1.0.0 Continue an internal review cycle of selected operations, as noted in the Iowa School for the Deaf Business Office Procedural Manual.

The University of Iowa internal audit department conducted a risk management audit for ISD in Spring 2004 that indicated areas of need. All cited areas are being addressed during 2004-2005.

The annual fiscal audit was conducted in Spring 2003, with no exceptions noted.

Strategy 4.1.1.0 Annually review and approve institutional resource allocations and reallocations, consistent with and supportive of the Board's strategic plan.

Benchmark 4.1.1.1 Prepare a list of reallocations made.

The list of reallocations was developed and submitted to the Board of Regents, State of Iowa in the spring of 2004 for implementation in the 2004-05 school year.

Objective 4.2.0.0 **Conduct annual reviews of the Iowa School for the Deaf Employee Handbook. Undertake a comprehensive review in FY05.**

Strategy 4.2.1.0 **Evaluate each unit's efforts at achieving greater efficiency and effectiveness in operations and procedures.**

Because of the Iowa Cooperative Buying, ISD was able to purchase The Curriculum Mapper at a discount. ISD also utilizes AEA #13 Consultants for staff development.

Benchmark 4.2.1.1 **Provide description and analysis of unit efforts.**

Objective 4.3.0.0 **In May or June of each year, finalize the staffing patterns of the school for the next academic year.**

Strategy 4.3.1.0 **By the end of FY05, underrepresented minority groups will represent at least eight percent (8%) of the faculty and staff. This will include the employment of deaf individuals or other individuals identified as disabled.**

Deaf individuals represent more than 8% of the faculty and staff. All recruiting efforts target underrepresented groups, however, the needs for specialized skills in working with deaf children and youths often limits the pool of candidates with respect to other diversity factors.

Staffing patterns were finalized by June 2004 for the 2004-05 school year.

Objective 4.4.0.0 **Participate in all appropriate inter-institutional endeavors of the Board of Regents.**

Benchmark 4.4.0.1 **ISD reports inter-institutional projects in which it participated.**

ISD and Iowa Braille School initiated collaborative efforts with the Iowa Department of Education on the Iowa Deaf-Blind Project, a statewide technical assistance project for Iowa's students who are deaf-blind, ages birth through 21.

Objective 4.5.0.0 **Participate, where appropriate, in statewide initiatives with other state agencies.**

Benchmark 4.5.0.1 **ISD provides brief summaries of each partnership and initiatives with other state agencies.**

ISD, through the Board of Regents, State of Iowa, contracts to serve deaf students with the Nebraska Department of Education.

ISD, through the Board of Regents, State of Iowa, contracts with Loess Hills Area Education Agency #13 to provide services for students who are deaf or

hard-of-hearing (these services are both statewide and unique to students in AEA 13 and involve several ISD positions as well as space provided for offices).

For the first time, Iowa School for the Deaf implemented a statewide assessment initiative and administered the Iowa Tests of Basic Skills and the Iowa Tests of Educational Development to all students grades 3-12, creating a baseline for each student in grades where ten or more students could be assessed. No adaptations for deaf students are available for this test, so students were assessed identically to their hearing peers statewide.

In the 4th grade there were less than ten students so no ITBS data were compiled.

In the 8th grade there were 12 students. 16.7% were proficient in reading and math and 8.3% were proficient in science.

In the 11th grade there were 13 students. 25% were proficient in reading and 16.7% were proficient in math and science. (Proficiency is 40%)

The guidance counselors and principals team closely with the following agencies to meet the needs of ISD students:

- Child Health Specialty Clinics
- County Case Managers
- Department of Human Services
- Iowa AEAs (in addition to special contract with AEA 13)
- University of Iowa Medical Center
- Boy and Girls Town Institute and Research Hospital
- Vocational Rehabilitation
- County Case Management
- Glenwood Resource Center
- REM (local adult service agency)
- Local school districts statewide
- Iowa Workforce Development
- Dept. Of Human Services
- VODEC (local sheltered workshop)