*...Learning, Thriving, Leading*

# Colorado School for the Deaf and the Blind
# Schoolwide Plan
# 2012/2013

## The following people participated in the creation and review of this document:

## Schoolwide Planning Team

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**CSDB Mission Statement:** The Colorado School for the Deaf and the Blind (CSDB) provides children and families statewide with comprehensive, specialized educational services in safe, nurturing environments. We empower learners to become self-determined, independent contributing citizens within their communities.

CSDB does not unlawfully discriminate on the basis of race, creed, color, sex, sexual orientation, national origin, ancestry, age, religion, marital status, disability or genetic information* in admissions, access to, treatment, or employment in educational programs or activities in which it operates. The following persons are designated to handle inquiries regarding this policy: Human Resources Manager (employee complaints) / Director of Special Education (student/parent/public complaints) at CSDB, 33 N. Institute Street, Colorado Springs, CO 80903 (Phone: 719-578-2100 / FAX: 719-578-2239)
*Nondiscrimination in relation to genetic information is applicable to employment only.

# Numeracy and Literacy

## 1. Identified Need

CSDB will increase student achievement in math and reading.

**Overall Goal**:
(Numeracy) Students will raise achievement in Math in grades 3-10 to 36% making partially proficient, proficient, or advanced at the end of SY 2012-2013 as measured by the TCAP with a minimum of 95% participation for all subgroups.

(Literacy) Students will raise achievement in Reading in grades 3-10 to 52% making partially proficient, proficient, or advanced at the end of SY 2012-2013 as measured by the TCAP with a minimum of 95% participation for all subgroups.

## 2. Performance Objectives

(Numeracy)
-By the winter administration of the Measure of Academic Progress (MAP) math test, 36% of students will have gained at least half the points to score partially proficient or above on the 2013 TCAP.
-By the spring administration of the MAP math test, 36% of students will have gained the total number of points to score partially proficient or above on the 2013 TCAP.

(Literacy)
-By the winter administration of the MAP reading test, 52% of students will have gained at least half the points to score partially proficient or above on the 2013 TCAP.
-By the spring administration of the MAP reading test, 52% of students will have gained the total number of points to score partially proficient or above on the 2013 TCAP.

## 3. Action Plan

**Strategies / Interventions #1**:

The after school tutoring and intervention program will be enhanced to increase student achievement.

| Professional Development / Action Step | When | By Whom | Follow-up / Implementation Activities | Person Responsible | Evidence / Evaluation Method |
|---|---|---|---|---|---|
| a. Increase access for identified students in need of intervention or after school tutoring. | On-going | Principals<br>Tutor Coordinator<br>Tutors | develop a plan to reduce access issues for both day and dorm students to tutoring services | Principals<br>Tutor Coordinator | The number of students served by tutoring/intervention increased by 20% |
| b. Increase consistent attendance / | On-going | Tutor | Reduce the barriers for | Tutor | Data submitted |

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| access for students involved in afterschool tutoring. | | Coordinator | attendance through continued problem solving with students, staff, and parents. | Coordinator<br><br>Director of Special Education | monthly to CDE that demonstrates improved attendance compared to 2011-2012 attendance data |
| c. Increase the number of strategies/ interventions that are utilized within the tutoring program. | By the end of the school year | Tutor Coordinator<br><br>RtI Team Members | The Tutor Coordinator and RtI teams will explore different intervention programs or strategies that can be piloted within the tutor program. | Tutor Coordinator<br><br>Curriculum & Assessment Coordinator | One intervention program piloted each quarter of the 2012-2013 school year.<br><br>Pre-and post-test scores will be collected and analyzed for students participating in each intervention program to determine effectiveness |
| d. Explore providing tutoring services through a cross-collaboration model. | On-going | Tutor Coordinator<br><br>Principals | Explore combining services provided to students who are deaf and services to students who are blind as much as possible. | Tutor Coordinator | Year-end summary of services provided |

**<u>Strategies / Interventions #2</u>:**

Service providers will have dedicated time to work collaboratively in teams and in Professional Learning Communities (PLCs).

| **Professional Development / Action Step** | **When** | **By Whom** | **Follow-up / Implementation Activities** | **Person Responsible** | **Evidence / Evaluation Method** |
|---|---|---|---|---|---|
| a. Develop and utilize common assessments to monitor student progress in Numeracy and Literacy. Staff will be trained on the meaning and use of different assessments. Assessment results will be clearly communicated to students and | On-going | PLC | Develop common assessments for progress monitoring. Analyze assessment data to inform instruction.<br>Provide professional development in area of | Principals<br><br>Curriculum & Assessment Coordinator | PLC minutes<br><br>Summary of common assessments used<br><br>Documentation of assessments used in IEP |

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| parents. | | | common assessments. Ensure that appropriate assessment data is provided to parents through a variety of means (IEP, quarterly progress, monthly correspondence, etc.). | | (Present Levels of Performance)<br>Evidence of IEP goals linked to present levels of performance<br><br>Assessment data mailed to parents' Spring, Winter, and Fall with report cards<br><br>Parent Survey |
| b. Increase staff understanding of language development and explore instructional tools in order to support students' language development and reading comprehension. | On-going | Instructional staff | Provide professional development on language development and techniques to develop student's first language and reading comprehension. | Principals<br><br>Curriculum & Assessment Coordinator<br><br>Literacy Specialist | Professional development evaluation forms demonstrate language development expectations<br><br>Evidence of addressing language development as documented in lesson plans and classroom walkthroughs and observations<br><br>Evidence of students meeting expected growth as measured by MAP reading and language subtests and WiDA, DRA results |
| c. Teachers will collect data, analyze data, discuss/research best practices in weekly PLC meetings. | Weekly | PLC Teams | Utilize a rubric to evaluate the effectiveness of PLC groups each semester. The results will be discussed with the coordinator and group members to establish appropriate goals. | Curriculum & Assessment Coordinator<br><br>Principals<br><br>PLC Facilitator | Utilize a rubric and other evaluation tools to measure the effectiveness of PLC groups, improved rubric scores 2nd semester |
| d. Teachers' lesson and unit plans will reflect 21st century skills and include modification/strategies discussed at PLC team meetings. | On-going | Instructional Staff | Teachers will provide lesson and unit plans to the Principal & Curriculum & Assessment Coordinator to | Principals<br><br>Curriculum & Assessment | Lesson and unit plans will demonstrate incorporation of the 4C's (communication, collaboration, critical |

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| | | | ensure appropriate 21st century skills are addressed, lessons are differentiated, and interventions are identified. | Coordinator | thinking, and creativity) |
| e. Students' technology skills will be assessed and targeted instruction provided in areas of identified weakness. | On-going | Teaching Staff<br><br>Educational Technology Coordinator | Principals will ensure that technology skills of the students are assessed. Ensure that technology lessons are integrated in the classrooms through observations. Individual technology plans will be developed for each student. | Principals | Students' technology assessment results<br><br>Documentation of progress on individual technology plans<br><br>Lesson and unit plans will incorporate technology |
| f. Staff ASL, braille, and technology competency will be reviewed and addressed on individual performance plans. | On-going | ASL Specialist,<br><br>Human Resources staff<br><br>Educational Technology Coordinator | Appropriate measures and follow-up will occur to ensure that the staff is providing an exemplar model of ASL and braille.<br><br>Staff will be provided technology training and at least one technology goal will be on each professional growth plan. | Principals | Sign Language Proficiency Interview (SLPI), braille competency assessment, technology assessment results<br><br>Documentation of areas of growth on performance plans, observations, and summative evaluations |
| g. Core content teachers, elective teachers and student services staff will collaborate on horizontal unit planning. | On-going | Teaching staff<br><br>Support staff | Horizontal units/projects will be developed in order for a variety of staff members to support students' mastery of concepts.<br>Dedicated time for horizontal unit planning collaboration during professional collaboration times and professional development days. | Principals | Documentation of Horizontal Unit Plans |

**Strategies / Interventions #3:**

The school day schedule will be structured in an innovative way to support the literacy and numeracy needs of our students

| Professional Development / Action Step | When | By Whom | Follow-up / Implementation Activities | Person Responsible | Evidence / Evaluation Method |
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| a. Increase blocks of quality time for core content subjects. | On-going | Principals | Provide adequate time within core content classes to provide instruction and remediation. Reduce the amount of interruptions that occur during core instructional time. | Principals | Evaluation of schedules |
| b. Restructure classes and levels to allow for more homogenous grouping of students. | On-going | Principals | Structure the grades in a way that allows for leveraging the courses offered and reducing the teaching of multiple sections within one class period. | Principals | Evaluation of schedules |
| c. Explore and recommend alternative graduation requirements for all three graduation plans. | On-going | Teaching staff, Curriculum & Assessment Coordinator<br><br>Principals | Establish a committee including content teachers and employability teachers to revise the diploma requirements to allow for flexible and innovative programming. | Principals | Proposed changes to the diploma policy & course catalogue |
| d. Explore blended learning opportunities for CSDB students such as on-line or distance education classes. | On-going | Distance Learning Coordinator<br><br>Curriculum and Assessment Coordinator | Research and create a spreadsheet of alternative education options using technology for CSDB students.<br><br>Enroll and track effectiveness of students participation in blended learning classes during the school year | Curriculum and Assessment Coordinator | Spreadsheet describing blended learning options available for student to use<br><br>Number and effectiveness of blended courses taken by CSDB students |

# School Climate and Culture

| 1. Identified Need |
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| CSDB will increase positive student and staff climate.<br><br>**Overall Goal**: Provide a positive schoolwide climate to promote academic and behavioral student achievement. |
| **2. Performance Objectives** |
| The three identified deficit areas of Expectation and Rules, Classroom Systems, and PBIS Team, will receive a rating of "in place" as measured by the PBIS Benchmarks of Quality rating scale.<br><br>To increase communication and planning with and across departments |
| **3. Action Plan** |
| **Strategies / Interventions #1**:<br>Critical elements of implementation will be targeted and reviewed for improvement. |

| Professional Development / Action Step | When | By Whom | Follow-up / Implementation Activities | Person Responsible | Evidence / Evaluation Method |
|---|---|---|---|---|---|
| a. To increase visibility of the PRIDE expectations across campus and within departments, posters will be updated and displayed in appropriate places. (Expectations and Rules/Classroom Systems) | Beginning of SY | PBIS Coaches, Teachers and Staff, Principals | Ensure posters are in all locations. | PBIS Coaches, Principals | Posters will be visible in all appropriate locations on campus |
| b. A schedule of structured activities will be implemented to teach and reinforce expectations and rules throughout the SY in all Settings. (Expectations and Rules). | Monthly | Teachers/ Residential staff | Develop schedule in August 2012. | PBIS Coaches, Principals | Teaching logs will indicate evidence of activities by date, target audience and staff involved |
| c. Building staff and classroom teachers will have a range of consequences/interventions for problem behaviors that are documented and consistently delivered for major and minor offenses. (Classroom Systems) | By end of 1st quarter | Teachers and Staff, Principals, PBIS Team; Student representatives | Compile list of consequences and interventions based on tiers and major and minor offenses. | Principals | Documented list will be shared with staff and parents by fall 2012 |
| d. Behavior data will be collected and analyzed at least monthly by an | Monthly | PBIS team members | PBIS will have a designated time on department agendas. | PBIS Coaches and | Team minutes and action steps to |

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| identified PBIS Team for the purpose of individual or system-wide intervention. (PBIS Team) | | | | Team members | target problem behaviors for change |
| e. PBIS Team will initiate appropriate incentive programs for staff and students during the school year based upon staff and student interests. (PBIS Team) | On going | PBIS Team | PBIS Team gather input from staff and students to compile list of incentives. | PBIS Team | Documentation of a variety of incentives used and effectiveness |
| f. Administration will ensure that staff is using basic PBIS implementation such as 5:1 acknowledgement, PRIDE tickets, posting of expectations, teaching of behavior expectations and using appropriate consequences. (Classroom Systems) | Quarterly | Principals, teachers, PBIS coaches | Review of 5:1 acknowledgement system and documentation form. Observation of classroom teachers and staff. | Principals | Completed documentation forms. Coach, administrator and team will share data at meetings/PLCs for purpose of goal setting and progress monitoring |

**Strategies / Interventions #2**:
To improve dorm-school communication for the purpose of improving student achievement

| **Professional Development / Action Step** | **When** | **By Whom** | **Follow-up / Implementation Activities** | **Person Responsible** | **Evidence / Evaluation** |
|---|---|---|---|---|---|
| a. To have at least one dorm/school collaborative meeting per semester. | Each semester | Principals | Activities as designated by collaborative meetings | Principals | Documented activities and outcomes |
| b. School building staff will have designated consulting times for dorm staff to interact with teachers and students for information sharing. | Weekly | Principals | Determine best time and method of consultation. (face to face, IC, e-mail) | Principals, program representatives | As evidenced by IC use, email, other notes |
| c. Dorm staff will have monthly consulting times for teachers and staff to interact with dorm staff and students for information sharing. | Monthly | Principals | Determine best time and method of consultation, location, and purpose for teacher/student life staff consultation. | Principals, program representatives | As evidenced by IC use, email, other notes |
| d. A system for supporting homework assignments between school and dorm environments will be in place and utilized. | End of first quarter | Teachers, Student life staff, Advocates | Implementation of system, training on system. | Teachers, Student Life staff, Advocates | Homework collaboration system in place |

# Family & Community Involvement

| 1. Identified Need |
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| CSDB will enhance family and community involvement.<br><br>**Overall Goal**: Families and community will participate in activities to support the education and development of CSDB students. |

| 2. Performance Objectives |
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| CSDB will host at least one family social event quarterly, and at least one academic-focused event per semester.<br><br>CSDB service providers will communicate academic information to parents/guardians at least monthly. |

**3. Action Plan**

**Strategies / Interventions #1**:

CSDB will host at least one family activity quarterly to encourage interactions between CSDB families, and at least one academic-focused event per semester.

| Professional Development / Action Step | When | By Whom | Follow-up / Implementation Activities | Person Responsible | Evidence / Evaluation Method |
|---|---|---|---|---|---|
| a. The Family Involvement Team (FIT) will monitor and track family activities during the school year. | Ongoing | FIT Team | A monitoring process will be created in order to document activity and number of family members participating. | Director of Special Education | Documented family activities and participation rate |
| b. The Family Involvement Coordinators (FICs) will ensure that information /communication is shared with parents. | At least monthly | Family Involvement Coordinators | Family Involvement Coordinators will provide updated information to parents through a variety of methods (e.g. Facebook, e-mail, etc.). | Family Involvement Coordinators | FIC will report at FIT meetings and Accountability meetings – copies provided to the Director of Special Education |
| c. Provide one academic-focused parent event per semester. | One per semester | Teachers | The Principals within the School for the Deaf and the School for the Blind will ensure that at least one parent event focused on academics occurs per semester. | Principals | Documentation of scheduled events and number of parents participating |

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| d. Provide on and off-campus workshops specifically targeted for Spanish-speaking families. | Ongoing | Spanish Parent Liaison | The Spanish Parent Liaison will provide on-going support to Spanish-speaking family members through a variety of methods. | Spanish Parent Liaison | Documentation of trainings provided and participation rate |
| e. Provide an array of family supports. | Ongoing | Identified individuals | CSDB will provide statewide support to families to include: Hands & Voices, Early Years, Parent Sign classes, and intervention services within the home.<br>Provide support to homeless families. | Program Administrators | Documented program evaluations and year-end summaries of programs |

**Strategies / Interventions #2**:

CSDB service providers will communicate academic information to parents/guardians at least monthly.

| **Professional Development / Action Step** | **When** | **By Whom** | **Follow-up / Implementation Activities** | **Person Responsible** | **Evidence / Evaluation Method** |
|---|---|---|---|---|---|
| a. Family Involvement Team (FIT) will review and revise the Parent-Student-Staff Compact for use in 2012-2013 school year. | Before Sept 1, 2012 | FIT | FIT team will discuss and revise the Compact in order to make it more meaningful for parents and staff. | Director of Special Education | Revised form with revision date on form |
| b. All Compacts will be completed before October 1, 2012 and placed in student files. | Before October 1, 2012 | Student Advocates | Student Advocates will introduce themselves and review the responsibilities of parent, student and staff. They will come to an agreement regarding the frequency and type of communication between school and home. | Student Advocates<br><br>Principals | Signed compact in each student's file |
| c. Student Life staff will provide quarterly updates to parents on progress toward independent living skills within the residential program. | End of each quarter | Residential Advocate | Student Life staff will provide feedback to parents at least quarterly on independent living skills progress. | Student Life Advocates Supervising Administrators | Documentation of quarterly progress kept in student residential file |
| d. Teachers and direct service providers (i.e. Speech, OT/PT, O&M, Counseling) will provide academic updates and/or information on how to support student academic growth within the home environment. | At least monthly | Academic Advocates, Direct service providers | Teachers, Advocates and direct service providers will use a variety of methods to communicate academic information at least monthly. | Service providers<br><br>Supervising Administrators | Documentation of communication between school and home (i.e. Infinite Campus, phone, e-mail, log) |

# Employability

| 1. Identified Need |
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| CSDB will improve the future employment opportunities for CSDB students.<br><br>**Overall Goal**: Upon their departure from CSDB, students will demonstrate the academic, technical, vocational, and independent living skills necessary to enter the workforce or further post-secondary education / vocational training. |

| 2. Performance Objectives |
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| Eighty five percent (85%) of students who have graduated and left CSDB during the 2011/2012 school year will have successfully met their Post-Secondary Education goals by May 2013.<br><br>Eighty percent (80%) of students who have graduated and left CSDB during the 2011/2012 school year will be gainfully employed according to their Post-Secondary Employment goal for at least four (4) months.<br><br>Ninety percent (90%) of students who have graduated and left CSDB during the 2011/2012 school year will have successfully met their Post-Secondary Independence goals by May 2013. |

**3. Action Plan**

**Strategies / Interventions #1**:

Employability program students will have relevant job experiences that better prepare them for the world of work.

| Professional Development / Action Step | When | By Whom | Follow-up / Implementation Activities | Person Responsible | Evidence / Evaluation Method |
|---|---|---|---|---|---|
| a. Establish and implement a job shadow day for high school freshmen. | By May, 2013 | Employability Center (EC) Staff | Provide an opportunity for freshmen to choose and visit a job site from the EC list. | Program Coordinator, Employability Center | 60% of CSDB freshmen participate in a job shadow day |
| b. Expose high school freshmen and sophomores on Graduation Plan II to job seeking and financial skills. | By May, 2013 | EC Strategic Implementation Team and High School Departments | Research and provide job-seeking and financial skills lessons to high school freshmen and sophomores. | Program Coordinator, Employability Center Principals | Quarterly documentation of lessons. |
| c. Identify and provide at least one off-campus job experience for all eligible/appropriate students in the Employability Center work programs. | By May, 2013 | Employability Center Staff | Provide students with work placements within areas of interest. | Program Coordinator, Employability Center | Quarterly documentation of student work sites |

**Strategies / Interventions #2**:

| The work program for 18-21 year olds will prepare students for the next environment. | | | | | |
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| **Professional Development / Action Step** | **When** | **By Whom** | **Follow-up / Implementation Activities** | **Person Responsible** | **Evidence / Evaluation Method** |
| a. Utilize a documentation system that monitors BtL students' ability to live independently. | By May, 2013 | Employability Center Academic and Dorm Staff | Research, create, and implement a documentation system that monitors BtL students' ability to live independently. | Program Coordinator, Employability Center & EC Dorm Supervisor | Quarterly data reflecting measure of independent living skills. |
| b. Provide a series of relevant independent living skills and 21st Century learning workshops. | By May, 2013 | Employability Center Academic and Dorm Staff | Create at least four workshops and/or real world activities per month that discuss relevant independent living skills and 21st Century learning. | Program Coordinator, Employability Center & EC Dorm Supervisor | Quarterly documentation of independent living skills workshops and activities |
| c. Provide ample opportunities for students in this program to practice problem-solving skills. | By May, 2013 | Employability Center Staff | Staff will create at least four classroom workshops and/or real world activities per month that spark discussion about appropriate solutions to a variety of real world situations. | Program Coordinator, Employability Center | Quarterly documentation of problem-solving workshops and activities |

| **Strategies / Interventions #3**: All employability program students will have an appropriate and meaningful Individual Career Assessment Plan (ICAP). | | | | | |
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| **Professional Development / Action Step** | **When** | **By Whom** | **Follow-up / Implementation Activities** | **Person Responsible** | **Evidence / Evaluation Method** |
| a. While following ICAP standards, make several portfolio options available for students to use their 21st Century skills to create, document, and explain a post-high school plan. | By May, 2013 | Employability Center Staff | Provide and implement portfolio options to the Employability Center students. | Program Coordinator, Employability Center | Evidence of Employability Center students completing appropriate yearly sections of the ICAP |
| b. Ensure that all high school students actively work on their Individual ICAP. | By May, 2013 | Career Awareness and OJT Teachers | Career Awareness and OJT teacher will provide a rubric and instruction on completing the ICAP. | Program Coordinator, Employability Center | Evidence of completing appropriate yearly sections of the ICAP |