

Washington State Center for Childhood Deafness & Hearing Loss

Washington School for the Deaf

STRATEGIC PLAN

2015-2019



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WASHINGTON STATE CENTER FOR CHILDHOOD DEAFNESS AND HEARING LOSS

In 2009, The Washington State Center for Childhood Deafness and Hearing Loss (CDHL) was established to provide statewide leadership for the coordination and delivery of educational services to children who are deaf or hard of hearing. All activities of the center are under the authority of the executive director and the board of trustees.

There are three (3) responsibilities articulated in RCW 72.40.015 which are:

1. To manage and direct the activities for the state school for the deaf (Washington School for the Deaf – WSD);
2. Provide statewide leadership and support to coordinate regionally delivered educational services in the full range of communication modalities, for children who are deaf or hard of hearing;
3. Expand system capacity at the local and statewide level by collaborating with appropriate public and private partners for the training and professional development of educators serving children who are deaf or hard of hearing.

The Board of Trustees and the Executive Director have identified activities under each of the areas of responsibility identified above under CDHL's direction. These activities are aligned with requirements required by OSPI and other state and federal entities. All programs at WSD shall meet the OSPI requirements under the oversight and direction of the Board and Executive Director. All educational services and collaboration activities provided through the Washington Outreach Network (WON) support the delivery of educational services at the local district level, regional programs, and at WSD. These activities are provided through collaborative governance in coordination with Educational Service Districts (ESD), local school districts and other public and private educational settings throughout Washington State, supporting children and families in all communication modalities.

This Strategic Plan is divided into three primary sections. The first section identifies goals and activities guiding the activities of WSD. The second section identifies goals and activities for statewide support at the local level and system capacity enhancement. The third section identifies professional development goals statewide. All activities continue the work as outlined in the *Report to the Legislature* from the CDHL Board of Trustees dated December 1, 2010 and are in alignment with our mandate from the legislature as identified by law. The overarching theme is providing support for all children residing in the state of Washington to receive the highest level of educational services regardless of where they live and where they choose to attend school – whether at the local district or at WSD. Additionally, support is provided to local districts, children and families regardless of the communication modality the family has selected.

AGENCY MISSION STATEMENT

The Washington State Center for Childhood Deafness and Hearing Loss (CDHL) is a statewide resource committed to ensuring all deaf and hard of hearing students in Washington reach their full potential regardless of where they live or attend school.

COMPONENT MISSION STATEMENTS

- Washington School for the Deaf: WSD Students are Bilingual, Empowered, Successful for Today and Tomorrow—the BEST.
- Outreach Services: Every child, everywhere, everyday receives appropriate instruction that meets their educational, cultural, social, emotional and communication needs.
- Professional Development: The knowledge base and learning environment at WSD is a model for the CDHL network of trainers and specialists working throughout the state. This work is done in conjunction with public and private partners.

Section 1.1 Directing and managing the operation of the Washington School for the Deaf (WSD)

ASL ENGLISH BILINGUAL PROGRAM

ASL	Bilingual Components	ENGLISH
Status of ASL Baseline: Created Secondary ASL course descriptions; Elementary teachers include the study of ASL in daily instruction; making conscious effort to put ASL on IEPs where possible; ASL evaluations at beginning and end of year for new students and for elementary students. Offering ASL linguistics training to all teachers August 2015. Goal: Establish an ASL-English Bilingual Services Department—providing	Language Planning Baseline: Some teachers understand and are using language allocations for both ASL and English; creating assessments in ASL to measure content knowledge rather than paper/pencil assessment. Goal: Complete WSD's school wide language plan. Activity: <ul style="list-style-type: none">• Schedule work time and identify work group members to complete language plan.	Status of English Baseline: Most staff understand and use bilingual strategies to support the development of English skills. Students receive 2 classes daily in English language arts; have specially designed instruction on all IEPs; state wide assessments are in English; English is the primary language of classroom resources. Goal: Content knowledge will be accurately assessed. Activities: <ul style="list-style-type: none">• Content area staff and administration review assessments currently

<p>comprehensive language and communication services for WSD and Outreach. Provide ASL Linguistics training for Academic staff.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Hire ASL specialists for WSD • Hire ASL Language Arts teacher—WSD Secondary Department • Implement ASL assessment for all students • Incorporate ASL as an area of SDI and/or related services in the 3 year eval. and IEP process. • Hire language coaches—WSD • Continue professional development in teaching ASL based on current research and best practices. 	<p>Goal: Teachers have a language plan for their classes and instruction is provided in alignment with the plan. ASL and English are equal within the instructional program both as languages of instruction and as content areas.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Provide training on language planning. • Provide time for teachers to develop language plans. • Review and provide feedback to teachers on implementation of language plans 	<p>used and determine ways of obtaining a measure of student knowledge without reflecting their English skills.</p> <ul style="list-style-type: none"> • Provide training to content area staff. <p>Goal: Students' English skills support their life goals upon exiting WSD.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Hire SLP—WSD • Develop oracy program and supports—WSD • School Improvement Planning Team will review SIP goals and mission statement on an annual basis. SIP goals will include measurement of students' English skills through district-level assessments and classroom-based assessments, as well as IEP progress.
<p>ASL Resources</p> <p>Baseline: Have begun expanding ASL curriculum resources.</p> <p>Goal: Identify and purchase accessible materials, including video and print resources, to support WSD instruction and Outreach support and training.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Create a budget line item for resource procurement 	<p>Bilingual Instructional Strategies</p> <p>Baseline: Most academic staff has completed the ASL English Bilingual Professional Development training; have an instructional framework that includes bilingual strategies.</p> <p>Goal: Bilingual strategies are used consistently school wide.</p> <p>Activities:</p>	<p>English Resources</p> <p>Baseline: WSD has adequate resources for teaching/supporting English instruction.</p> <p>Goal: Age-appropriate content materials with English-accessible language levels exist at all grade levels.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Identify and purchase English print resources to support content instruction. • Pilot English Language Learner (ELL) materials for

<ul style="list-style-type: none"> Obtain and incorporate national ASL standards when available Identify and vet ASL tools for assessment and curriculum usage 	<ul style="list-style-type: none"> Provide in-class support for teachers Train cottage staff in bilingual strategies. <p>Goal: Ongoing training at WSD and through the state is available to maintain integrity of program.</p> <p>Activities:</p> <ul style="list-style-type: none"> Create a budget allocation for supporting ASL-English training. Develop infrastructure to support video conferencing and distance learning. 	<p>use with Deaf/HH students</p> <p>Goal: Students have accessible, age and developmentally appropriate curriculum.</p> <p>Activities:</p> <ul style="list-style-type: none"> Re-establish and implement curriculum review cycle. Designate monetary resources to replace outdated curriculum and purchase curriculum in new areas not previously included.
<p>ASL Attitude</p> <p>Baseline: ASL/English Bilingual training for academic staff and administration completed. Two years of professional development regarding various aspects of ASL. Providing training on “Intro to ASL and Deaf Culture” to new staff at WSD and around the state.</p> <p>Goal: WSD staff and stakeholders understand the importance of ASL as a world language and the role of ASL in relation to developing executive functioning skills and English language acquisition.</p> <p>Activities:</p> <ul style="list-style-type: none"> Provide ongoing trainings to staff, 	<p>Best Practices in Deaf Ed</p> <p>Baseline: WSD has components of a strong bilingual instructional program in place; content area instruction is provided in English and ASL at language accessible levels; explicit teaching of vocabulary and background knowledge occurs.</p> <p>Goal: WSD is the model from which the Outreach network of trainers and specialists derive training and instructional guidelines. Students, interpreters and teachers can access professional development and direct instruction through virtual or on-site opportunities.</p> <p>Activities:</p>	<p>English Attitude</p> <p>Baseline: ASL/English Bilingual training for most academic staff and administration has been completed.</p> <p>Goal: All staff has high expectations for D/hh students’ success with English and an understanding of the English language acquisition challenges for D/hh students.</p> <p>Activities:</p> <ul style="list-style-type: none"> Provide training for all departments at WSD regarding English language acquisition issues Provide training to all departments at WSD about the connection between and impact on ASL and English language acquisition and raise expectations regarding

students, parents, school districts, Outreach team, other stakeholders.	<ul style="list-style-type: none"> • Design and establish infrastructure, including staff, technical resources and facilities, to allow for virtual instruction and training to occur. • Develop and provide ongoing support for on-line course offerings and training modules for students and professional development opportunities for personnel statewide. 	English literacy.
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Section 1.2 Directing and managing the operation of the Washington School for the Deaf (WSD)

CURRICULUM AND ASSESSMENT

Common Core State Standards – Transition & Implementation

Baseline: Have CCSS core group made up of 3 teachers, curriculum and assessment coordinator, administrators; have provided multiple trainings with staff; teachers are in various stages of implementation within their planning and instruction; CCSS reflected on Long Term Instructional Plans (LTIP); have some resources; have contacts with other schools for the deaf to network with regarding their CCSS implementation.

Goal: Establish a system for assessing CCSS implementation within planning and instruction; CCSS not yet reflected school wide on report cards and IEPs.

Activities:

- Core Team in conjunction with School Improvement Plan Team to assess CCSS implementation at the end of each school year.
- Core Team in conjunction with the School Improvement Plan Team to set implementation goals for the subsequent school year.

Goal: All teachers have the necessary knowledge and resources related to CCSS and use CCSS in IEP development and instructional planning and delivery.

Activities:

- Teachers complete trainings offered by Core Team.
- Teachers include CCSS in LTIPs.
- Teachers provide instruction based on LTIPs.
- Curriculum and Assessment Coordinator and Special Ed Facilitators (SEFs) monitor inclusion of CCSS in IEPs.

Curriculum & Instructional Resources

Baseline: Have a curriculum and assessment coordinator to work with teachers and identify training needs and resources to support the instructional needs of students; have some dedicated budget for training and curriculum resources; have a Board of Trustees approved curriculum adoption cycle; have policy and procedure re: curriculum adoption.

Goal: All classes have appropriate Board-approved curriculum.

Activities:

- Revise curriculum adoption cycle
- Identify monetary resources for purchasing new curriculum and resources, including electronic resources
- Convene curriculum groups to review curriculum and make recommendations for BOT approval.
- Purchase curriculum.
- Provide training to staff as needed.

Assessment: Classroom, School wide & School Based Assessment

Baseline: Teachers have an understanding of formative and summative assessments and the appropriate uses for each; WSD has an assessment framework; teachers have some understanding of how to use data to make instructional decisions.

Goal: All teachers use assessment effectively to measure student progress.

Activities:

- Teachers participate in training regarding development of formative assessments and progress monitoring.
- Teachers participate in PLCs to create and share their assessment plan and exchange ideas with others.
- Teachers enter data in a school-wide database on a regular basis (at least quarterly).

Goal: All teachers use data for instructional decision making to support optimal student outcomes.

Activities:

- Identify time for teachers in PLC or individually to review data on a regular (at least weekly) basis and make adjustments to instruction as needed.
- Identify time for teachers and administrators to review data on a regular (at least quarterly) basis and make adjustments to student schedules or classroom supports as needed.

Section 1.3 Directing and managing the operation of the Washington School for the Deaf (WSD)

TRANSITION

Career Interest and Knowledge Curriculum

Baseline: Avenues curriculum in Elementary Department addresses people in community and jobs. NAV 101 is offered in Secondary Department. Have multiple activities tied to graduation requirements that focus on career interests and experiences.

Goal: All students have an understanding of a variety of careers, and are able to explain the skills and education required to be successful in those careers.

Activities:

- Develop a career education scope and sequence specific to WSD.
- Determine career education curriculum or resources to support classroom instruction.
- Provide training to teachers on implementation of career education within their instruction.
- Reassess and prioritize activities related to career education and high school senior requirements.

Work Education Program

Baseline: WSD has on and off campus work placements. More structure and accountability has been created related to work experience expectations.

Goal: Students leave WSD with the “soft skills” needed to be successful in a work

environment and, when possible, the technical entry level skills to prepare them for competitive or supported employment.

Activity:

- Address scheduling issues to allow students to have a sequential program that includes a work experience class, on-campus work and an off-campus placement.

Goal: WSD has a large enough pool of work placements to fit students' career interests.

Activity:

- Provide extra days for work experience staff to develop work placements in the community.

Goal: The work education program provides adequate support and training to allow students to be successful in their placements.

Activity:

- Hire additional job coaches to provide initial training and periodic on-site supervision for students in on and off campus work placements.

Post Secondary Preparation

Baseline: Students are able to remain in high school to complete IEP goals and objectives to age 21; Independent Living Skills (ILS) program in place for juniors and seniors; NAV 101 in the Secondary Department; work education program; transition planning; partnerships with DVR and other agencies; support for college or next steps.

Goal: Students leave WSD prepared to take their next step.

Activities:

- Continue partnership with Vancouver School District to allow students access to CTE courses.
- Identify resources to support interpreters for mainstream classes.
- Explore developing CTE courses at WSD as appropriate: automotive, video and digital media, culinary arts, agriculture and work education.
- Strengthen work education program through activities identified above.

Section 1.4: Directing and managing the operation of the Washington School for the Deaf (WSD)

TECHNOLOGY

Emergency Communication Systems

Baseline: A school wide visual communication system was installed in 2011 or 2012. Within two years the system failed. Money has not been available to replace it. An Emergency Preparedness Committee meets every two weeks to review how to handle drills and prepare for crisis situations. Currently WSD has no method for communicating effectively and comprehensively with staff during a disaster situation.

Goal: Install a campus wide visual communication system.

Activities:

- Complete campus technology evaluation by outside source.
- Identify monetary resources and implement recommendations for installing a visual communication system throughout campus.

School/Agency Wide Infrastructure

Baseline: Two technology specialists oversee the infrastructure at WSD. They have requested the opportunity to attend training to develop/maintain their knowledge and skill sets.

Goal: WSD's infrastructure is able to support all operational technology needs as well as educational technology needs.

Activities:

- Complete campus technology evaluation by outside source.
- Identify monetary resources to implement recommendations
- Provide training opportunities for technology specialists as needed.

Instructional Tools

Baseline: WSD has an educational technology committee to review teacher needs for instructional support. This includes hardware and software support.

Goal: Academic staff has the tools, training and support necessary to utilize educational technology effectively within their instruction.

Activities:

- Hire a librarian-media specialist to oversee educational technology and print resources, and to provide training to staff.
- Identify monetary resources to implement a 1:1 electronic initiative with students.

Section 2: Providing statewide leadership and support for the coordination of regionally delivered educational services in the full range of communication modalities, for children who are deaf or hard of hearing.

Section 2. 1 CDHL Washington Outreach Network (WON): Statewide Local Support

Instruction/Services

Baseline: Provide direct instruction and consultation—on-site and remotely—to school districts, early childhood agencies/providers, families and students in need throughout the state.

Goal: Increase capacity to provide instruction to students where needed.

Activity:

- Recruit TODs and Related Services providers to be part of the WON. To include:
 - ASL specialists
 - Language coaches
 - SLPs
 - Other related service providers

Goal: Inform districts, early childhood agencies/providers, families, and other stakeholders of instructional services available.

Activity:

- Information sharing at ESD SPED director meetings, early childhood agency/provider meetings, RESPECT meetings, conferences, and via website

Goal: Have an adequate workforce within WON to meet the needs of districts, early childhood agencies/providers, students and families.

Activity:

- Identify FTE and monetary resources to support additional team members.

Goal: Provide ASL instruction to families throughout the state.

Activity:

- Hire additional FTE to provide instruction remotely to parents throughout state.

Goal: TODs are trained to use bilingual strategies as an integral part of their instruction.

Activities:

- Provide training for TODs.
- Provide supervision/follow up to ensure teachers have the knowledge/skills they need to

implement bilingual strategies.

Curriculum/Assessment

Baseline: Provide information to districts and individual teaching staff on curriculum choices, including but not limited to academic, cognitive, social/emotional, speech and language, ASL assessments upon request.

Goal: Disseminate information about evaluation resources and guidelines for selection, administration, and interpretation to districts and early childhood agencies/providers.

Activity:

- Information provided via website, individual consultations with school districts and early childhood agencies/providers, ESD SPED meetings, student IEP meetings.

Goal: To obtain a comprehensive bank of curriculum and assessment tools/resources for use by WON team members.

Activity:

- Identify and purchase appropriate curriculum and assessment tools/resources.

Goal: Implement ASL assessment for all ASL-using students, and incorporate as an area of SDI and/or related services in the 3 year evaluation and IEP process.

Activities:

- Identify FTE and monetary resources to hire ASL specialists to conduct assessments.
- Convene a work group of ASL linguistic specialists, SLPs and school psychologists to develop a model for incorporation of ASL into the evaluation and IEP process.

Transition

Baseline: We provide transition support through technical assistance consultations, transition fairs and visits with high school students. We have a Statewide committee on transition in collaboration with DVR, WSD, WSDS, WaCAD and the Center for Transition and Change

Goal: Increase number of students and their families attending transition fairs.

Activities:

- Increase number of visits to high schools to reach more students and inform of the fairs.
- Identify additional ways of providing information to families and districts about the fairs.

Goal: Increase family involvement in students' transition planning and implementation.

Activity

- Create and disseminate a survey to parents to create a database and determine existing understanding of transition among parents.

Goal: Collaborate with other agencies/organizations focusing on transition planning and post-

secondary outcomes.

Activity:

- In compliance with the Workforce Innovation Opportunity Act (WIOA), increase students' opportunities to gain job experience and career awareness through job shadowing, internships, mentoring with D/HH/DB adults.

Goal: Improve the connection between transition-aged students and DVR counselors resulting in increased referrals, applications and outcomes.

Activities:

- Information about DVR services available at transition fairs and during high school visits with students.
- Collaborate with DVR to have DVR counselors to attend and participate in transition fairs.

Technology

Baseline: No effective system currently exists for direct instruction, consultations, mentoring or classes using distance learning.

Goal: Establish a multi-platform system for meetings, webinars, consultations and direct instruction for students and parents.

Activity:

- Identify FTE and monetary resources to support development and oversight of system.

Goal: Develop and maintain an effective website.

Activity:

- Identify FTE and monetary resources to support development and oversight of website, social media and other public access tools.

Section 3.1 Collaborating with appropriate public and private partners for the training and professional development of educators serving children who are deaf or hard of hearing.

Professional Development

Instruction

Baseline: Have capacity to provide professional development opportunities to district staff and early childhood agencies/providers in ASL/English Bilingual methods, SEE, Listening and Spoken Language, EIPA, assessments selection/administration/interpretation, transition, speech language, behavior, social/emotional development, students with significant learning

challenges, early childhood transition, and language and literacy develop. Provide training to parents through activities such as: the Family Retreat; Deaf Fiesta; and monthly WSD parent gatherings i.e. Family Activity Night. Supporting implementation of HB 1144 through an 8-month mentorship opportunity for educational interpreters.

Goal: Develop and expand capacity for early childhood and school age trainings.

Activities:

- Create webinars on a variety of topics.
- Increase amount of FTE dedicated to or available for statewide training

Goal: Increase number of educational interpreters who meet the WA standards.

Activity:

- Identify monetary resources to support the interpreter mentorship program.

Curriculum/Assessment

Baseline: We provide information and training regarding curriculum and assessment issues with deaf and hard of hearing students to administrators through Respect meetings, to teachers through DHH Collaboration meetings, through presentations at conferences, and during technical assistant consultations.

Goal: To obtain a comprehensive bank of curriculum and assessment tools/resources for use by WON team members.

Activity:

- Identify and purchase appropriate curriculum and assessment tools/resources.

Transition

Baseline: We provide information and training regarding transition issues with deaf and hard of hearing students to administrators through Respect meetings, to teachers through DHH Collaboration meetings, through presentations at conferences, and during technical assistant consultations.

Goal: Meet the transition-related training needs of districts, students and families in the state.

Activities:

- Disseminate information regarding Center for Change in Transition Services (CCTS) trainings
- Identify additional FTE and monetary resources to increase transition-related expertise within the WON.

Technology

Baseline: No current infrastructure exists to support use of technology for training and instructional purposes.

Goal: Establish an infrastructure for training: webinars, video conferencing, direct instruction

Activities:

- Develop a training protocol to address needs for trainers and trainees re: fully accessing video conferencing, training modules and direct instruction.
- Hire staff to oversee and manage the technology and support its use.

Goal: Development of a statewide database to collect demographic information, track service needs/provision, parent contact information, assessment, data mining and report building.

Activities:

- Identify FTE and monetary resources needed to support the database activities.
- Partner with Department of Health, OSPI, Department of Early Learning, DSHS to analyze data and make decisions about resource deployment.

Goal: All TODs will have the knowledge and technical skills to utilize technology as part of their instructional programs.

Activities:

- Provide training related to use of technology to support ASL development in the classroom.
- Identify FTE and monetary resources to provide training related to use of video as part of ASL development.