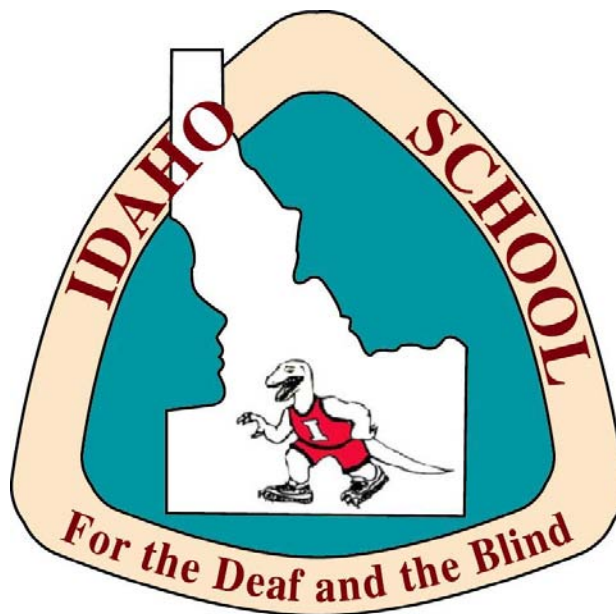




STRATEGIC PLAN



2010-2014

ISDB STRATEGIC PLAN 2010-2014

The Idaho School for the Deaf and the Blind (ISDB) is an integral part of the State Board of Education's overall system of quality education throughout Idaho. This plan describes the agency's vision, mission and desired educational outcomes for youth with sensory-loss. The ISDB also follows the Goals for Elementary and Secondary Schools as defined by the State Board and the Department of Education as well as Idaho Quality Standards. Specific details of the agency's objectives and activities to support the plan and provide quality services to Idaho's children, their families and their school districts are included in its Operational Plan, available under separate cover.

ISDB's Strategic Plan 2009-2012 outlines major Agency and State Board targets for ISDB services. It should be noted that pending legislation, according to SB #1074, may result in changes that impact this agency and its activities.

[Mary L. Dunne, Superintendent](#)

VISION STATEMENT

Education, communication and independence for life.

MISSION STATEMENT

- The Idaho School for the Deaf and the Blind (ISDB) is a leading center of educational expertise in the state of Idaho available to all children with hearing and/or vision loss (including those with additional disabilities), their families, local education providers and statewide policy makers.
- ISDB's campus and outreach programs provide a continuum of educational opportunities, services and support designed to meet the individual needs of children with hearing and/or vision loss, including those with additional disabilities, from birth to age 21+ and ensure that these children achieve their potential for independence and success.

ISDB GOALS & OBJECTIVES

Goal 1—QUALITY:

Sustain and continuously improve service delivery, educational programs and student outcomes.

Objectives for quality:

1. Direct efforts at continuous improvements in programming that support student growth.

Performance Measure:

- Student growth data from early childhood and state testing protocols.

Benchmarks:

- Early childhood data places ISDB toddlers and children with vision or hearing loss within the range of age-appropriate developmental skills.
- Student growth measures evidence 1 year growth or more for year of school.

2. Engage parents in activities that increase their knowledge and their child's achievement.

Performance Measure:

- Annual parent survey.

Benchmark:

- Parents representing different communication, literacy and placement choices will indicate 90% satisfaction with student learning opportunities and program goals.

3. Continue to update equipment and staff training to support innovative use of communication/computer technologies for student learning

Performance Measure:

- Technology Log with inventory, staff trainings, student/staff use and annual assessment

Benchmark:

- "Innovative" technology strategies increase by 10% each semester in each teaching team

4. Maintain, increase and scaffold independent living activities.

Performance Measures:

- Independent Living Skills Curriculum Checklist
- Workshop surveys

Benchmarks:

- New independent living skills documented each quarter
- Workshops for teachers, cottage staff, and parents earn high marks for satisfaction and usefulness (on a 5 point rating scale, 90% are 4 or better)

5. Direct agency efforts at continuous improvement in post-graduation outcomes.

Performance Measure:

- Post-graduation data

Benchmarks:

- The numbers of ISDB graduates in each placement category (below) will compare to national/state averages by 2013.
 - * Percent of college/program completers
 - * Percent of long-term employment rates
 - * Percent of individuals with supported living needs placement

Goal 2—ACCESS:

Provide access for students and staff to skills, knowledge and community services.

Objectives for Access:

1. Increase student participation in opportunities for receiving non-traditional credits (dual credit, Tech-Prep, IDLA)

Performance Measure:

- Number of students enrolled

Benchmark:

- Students enrolled in advanced opportunities programs will increase annually

2. Increase student participation in video conferencing to explore and connect with the world

Performance Measure:

- Number of students in innovative, out-of-classroom learning groups

Benchmark:

- 5% increase in student connections with other students or resources documented each semester

3. Maintain assistive technologies needed for students to access their education, communities and a competitive workplace in the 21st Century.

Performance Measure:

- Inventory/ checkout

Benchmark:

- Each student has prescribed/appropriate assistive technologies available to him/her
4. Continue and increase efforts to coordinate training and mentoring for educational interpreters working in public schools to improve student access to instruction in LEAs.
- Performance Measure:
- EITC Training and mentoring log
- Benchmark:
- Educational Interpreters working in LEAs score 3.5 or better on the EIPA (Educational Interpreter Proficiency Assessment) by August 2009
5. Continue and increase efforts to train and mentor para-educators working with students who are visually impaired
- Performance Measure:
- Video Conferencing Log: workshop participation
 - AT Training Log
- Benchmark:
- Para-educators working in LEAs pass the NLS literary Braille transcription exam by February 2011
 - Para-educators working in LEAS demonstrate proficiency in using a variety of assistive technologies annually

Goal 3—EFFICIENCY:

Deliver educational, habilitation and information programs and services in a manner which makes effective and efficient use of resources.

Objectives for efficiency:

1. ISDB Educational Interpreter Training Coordinator orchestrates statewide educational interpreter training and mentoring opportunities to increase consistency and equity statewide.
- Performance Measure:
- EITC Training and mentoring log
- Benchmark:
- Educational Interpreters working in LEAs score 3.5 or better on the EIPA (Educational Interpreter Proficiency Assessment) by August 2009
2. Provide additional training and information to identified screeners statewide.
- Performance Measure:
- Video Conferencing Log: workshop participation

Benchmark:

- Increase outreach workshops/training to hearing screeners by 5% annually

3. Provide additional Orientation and Mobility services statewide.

Performance Measure:

- O & M Log

Benchmarks:

- Increase O & M services on campus to 4 days per week.
- Determine the needs of students in their LEA with the education team

4. Continue and increase collaborative partnerships to increase service availability, improve networking, and minimize duplication

Performance Measure:

- ISDB directory of contact information, meeting schedules and joint activities

Benchmark:

- Directory is reviewed annually for 2-1-1 alignment and shown to be 80% complete

6. Enhance connectivity of ISDB staff/students with families, professionals, other students, and resources using video conferencing to increase services and reduce costs.

Performance Measure:

- Video Conference Log
- Car mileage Reports

Benchmark:

- Increase use of video conferencing by 5% each semester.

Key External Factors:

Funding:

State funding to support ISDB goals and objectives has been cut by 6%. Neither federal grants (IDEA-B) nor ARRA monies have been granted.

Public, Private, Parochial and Home Schools:

ISDB Outreach Consultants make recommendations to the local, primary educators of a child/student with sensory loss. Their decision to apply or disregard professional recommendations meant to affect change for their students is voluntary— there is no effective process of negotiation or appeal.

Referral of Students from LEAs:

Many LEAs in their efforts to provide a free and appropriate education in what they believe is a least restrictive environment are waiting too long to refer students for

the level of services available at the campus center. Many students transfer to ISDB with minimal language and literacy competency, a history of failure, a sense of inadequacy and social isolation presenting difficult “odds” for success.

Misinformation:

During a State Board and Legislative review of ISDB programs a great deal of misinformation was generated, some of which lingers still. Full repair will take time.

Senate Bill #1074:

Pending legislation making IESDB an independent Bureau with its own Board of Directors, will change ISDB governance in ways that will be determined by the yet-to-be created IESDB Board.