

An Innovative Approach Moving from Common Vision to Inspired Action

Rocky Mountain Deaf School
2013-2016 Strategic Plan

May 2013
Planning Document

Purpose

To inspire every deaf student to think, to learn, to achieve, to care.

Rocky Mountain Deaf School is founded on the belief that deaf children can and should succeed. The driving force behind the school is a theme of excellence in research-based academic programs. In this intellectually stimulating environment, communication is totally accessible throughout the day from every person in the child's environment. Each student's potential is maximized as teachers continue to instill in each child the joy of living and learning.

Vision

As a high-performing, innovative educational program for students who are deaf, we are deeply committed to providing a rigorous, standards-based curriculum. We prepare each deaf student to be literate, academically successful, and technologically competent. We provide a linguistically rich learning environment through the acquisition of American Sign Language and English both inside and outside the classroom.

Through strong collaboration with students, parents, the deaf community, the educational research community, the school community, the business community, and other interested stakeholders, we are a model of best practices and an exemplary resource in the field of Deaf Education both nationally and internationally.

Credo

We recognize that:

“deaf” means individuals who have varying hearing acuity (deaf, Deaf, and hard-of-hearing);

each deaf child is unique, important, and inviolate;

each deaf child is the child of his or her parent(s), not the product nor the property of any culture theory, or establishment;

parent(s) are partner(s) in each deaf child’s educational program;

each deaf child’s home and culture (language, values and lifestyle) must be respected;

being deaf is a positive state of being;

deaf children need school personnel who are competent in and knowledgeable about the current trends of education, deafness, and research;

deaf children deserve, and are capable of, an American education and English literacy on par with non-deaf children;

deaf children should be educated in the company of other deaf children;

deaf children need an education that uses and develops accessible language and communication methods and respects the child’s visual skills and strengths;

deaf children deserve a rigorous curriculum and fair assessments;

deaf children can succeed with innovative instructional methods, materials, and leading-edge technology; and

the world is the classroom.

Values

1. **High expectations.** We expect the best work from our students, faculty, administrators, board, and parents.
2. **Family atmosphere.** We create a welcoming and intimate environment where students, parents, and educators feel comfortable and can work productively together through respectful open communication.
3. **Exceptional teamwork.** We work collaboratively and inclusively to help each other be successful and to ensure that our collective efforts result in more than what we could accomplish individually.
4. **Continuous innovation.** We seek out and find creative new ways to be more effective in everything that we do, including thinking outside of the box.
5. **Zest.** We maintain high motivation to be the best.

Goals (Summary)

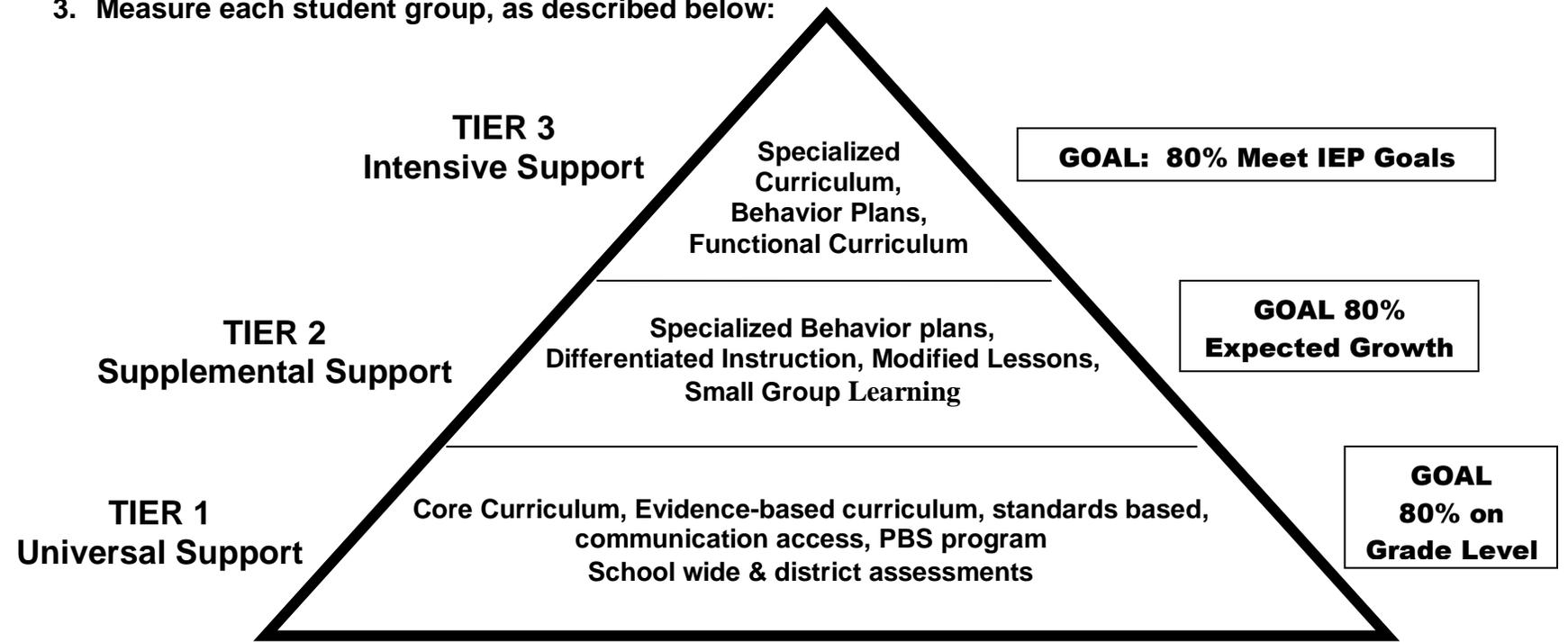
- 1) **ACADEMIC ACHIEVEMENT:** Achieve and maintain high levels of academic achievement. Providing an equally enriched bilingual educational program through ASL and Writing & Reading.
- 2) **ECE:** Provide a language rich, full service, developmentally appropriate, early childhood education program.
- 3) **HIGH SCHOOL:** Implement a successful High School program that will prepare students for postsecondary success.
- 4) **TRANSITION:** Equip students with the skills and resources needed for life, including: career, college, and life skills
- 5) **PR / OUTREACH:** Increase enrollment and collaboration through successful PR and outreach efforts
- 6) **NEW SCHOOL BUILDING:** Ensure the new building incorporates DeafSpace concepts and the philosophy and vision of RMDS.

Goals & Actions Plans

GOAL 1: Achieve and maintain high levels of academic achievement.

Sub-Goals:

1. Meet Performance Level Accreditation as Alternative Education Campus.
2. School wide average one year growth on Reading and Math scores.
3. Measure each student group, as described below:



Accountable Lead Roles: Teachers, Instructional Coordinators, Reading Specialist

Supervisory Role: Principal

Action Plans:

Action	Responsible Roles	Timeline	Completion	Comments
School-wide Objectives:				
1. Evaluate Program: <ul style="list-style-type: none"> • Self-assessment of program using the Accreditation self-assessment tool from CEASD • Invite CEASD consultant to provide evaluation and feedback 	Board Principal	2013-2014		•
2. Develop a strong RMDS Scope and Sequence aligned with the Common Core Standards <ul style="list-style-type: none"> • Complete a detailed curriculum guide for every subject, including a book list. • Curriculum Guide / Essential Skills Continuum for ASL / Reading / Math • Ensure Deaf History/Culture integrated into subject areas 	Principal Instructional Coordinators	2013-2016		
3. Enhance technology access and proficiency for all students including use of computers and iPads in their regular curriculum.	Principal Instructional Coordinators	2014-2016		
4. Increase Elementary, Middle School, & High School enrichment programs that will challenge and inspire students <i>(For example: Robotics, People to People Ambassadors, Destination Imagination, Sewing, Cooking...)</i>	Principal Instructional Coordinators Teachers	2013-2016		
5. Ensure that students receive real life experiences to apply what they are learning in class across the curriculum - Promote mental flexibility and critical thinking skills, relevancy	Principal Instructional Coordinators	2013-2016		
6. Collaboration between the ASL and English curriculum to promote balanced bilingual education strategies.	ASL Specialist Reading Specialist Instructional Coordinators	2013-2016		
7. Evaluate and monitor the administration team to meet the needs of a growing school	Board Principal	2013-2014		

Academic Achievement

ASL Sub-Goals:

1. Students skill level in ASL is increased by an average of 1 level as measured by *ASL Assessments*.
2. 80% of our students will meet their ASL goals as stated on their IEP.
3. All students have access to teachers who are fluent in ASL and whose primary language is ASL.

Deaf History / Deaf Culture Sub-Goals:

1. Students have a heightened understanding of Deaf History and Deaf Culture.
2. Deaf History and Deaf Culture are embedded in the curriculum.
4. All students have access to deaf role models.

Reading/Writing Sub-Goals:

1. Students skill level in Reading is increased by a school wide average of 8 months or more as measured by reading assessments.
2. Students skill level in Writing is increased by a school wide average of 1 level as measured by the Writing Rubric.
3. All students have access to teachers who are fluent in English.
4. Students accessing spoken English increase skill level in phonemic awareness by 50% as measured by phonemic &/or auditory analysis skills test.

Accountable Lead Roles: Specialists & Instructional Coordinator s

Supervisory Role: Principal

Action Plans:

Action	Responsible Roles	Timeline	Completion	Comments
ASL Objectives:				
1. Develop a clear ASL Curriculum Guide, which includes Deaf History/Culture embedded into the curriculum.	Instructional Coordinators & ASL Specialist	2013-2014		
2. Enhance ASL Library of materials by creating more videos and sharing videos with other schools.	ASL Specialist Teachers	2013-2014		
3. Annually attend at least one ASL conference to learn new teaching strategies and share ideas and resources.	Instructional Coordinators & ASL Specialist	2013-2016		
4. Increase use of iPads during ASL classes to enhance innovative strategies.	ASL Specialist & Teachers	2013-2014		
5. Have a continuum of ASL instructional supports available for students. <i>ASL immersion class, ASL family mentoring program, ASL Therapy</i>	Instructional Coordinators & ASL Specialist	2014-2016		
6. Develop and implement effective ASL Assessments to measure growth	Instructional Coordinators & ASL Specialist	2013-2014		
7. Ensure that ASL assignments are embedded into all subject areas	Instructional Coordinators & ASL Specialist	2013-2014		
8. Increase school to home connection by providing resources for parents via technology shared between home and school, online resources, parent workshops, etc.	Instructional Coordinators ASL Specialist	2013-2016		

Action	Responsible Roles	Timeline	Completion	Comments
Reading & Writing Objectives:				
1. Continue to train all staff in Step Up to Writing Strategies and identify complimentary materials - Make use of videotaped trainings.	Instructional Coordinators	2013-2016		
2. Strengthen the Vocabulary Program by identifying specific curriculum and teaching strategies; purchase resources and train teachers.	Instructional Coordinators, Reading Specialist & Teachers	2014-2015		
3. Use of reading strategies that enhance student skills related to Common Core Standards.	Instructional Coordinators Reading Specialist Teachers	2013-2016		
4. Ensure students have regular opportunity to apply reading strategies independently.	Reading Specialist Teachers	2013-2016		
5. Increase use of reading strategies across the curriculum, using content specific text.	Instructional Coordinators & Teachers	2013-2016		
6. Use a variety of technology to enhance discussion in English.	Reading Specialist Teachers	2013-2016		
7. Make a clear connection between reading and writing by infusing written responses to text into the curriculum. Show connection between ASL and English	Instructional Coordinator Teachers	2013-2016		
8. Maintain Spoken English Facilitator position at least half time to provide support for students who can benefit from spoken English teaching strategies.	Principal	2013-2016		
9. Add Reading Specialist position to focus on students who require additional support.	Principal	2013-2014		

GOAL 2: ECE: Provide a language rich, full service, developmentally appropriate, all inclusive early childhood education program.

ECE Sub-Goals:

1. 80% of ECE students will meet 80% of age appropriate “readiness” curriculum in the areas of language and literacy.

Accountable Lead Roles: ECE Teachers & Instructional Coordinator

Supervisory Role: Principal

Action Plans:

Action	Responsible Roles	Timeline	Completion	Comments
ECE Objectives:				
1. Adopt a curriculum for the ECE program and provide training for all ECE teachers.	Principal & ECE Team	2013-2014		
2. Enhance collaboration between ECE team and Special Education, Behavior Specialist, and Jeffco Resources.	Principal ECE Team	2013-2014		
3. Encourage strong parent involvement by creating motivating family events and trainings that enhance the school to home connection.	Principal ECE Team Leader	2014-2016		
4. Implement project based learning including language experience approach and a strong emphasis on science, literacy and field trips.	ECE Team	2013-2016		
5. Research purchasing age appropriate technology and make it more accessible to parents.	Principal ECE Team Leader	2013-2015		
6. Plan and Implement Toddler Program to ensure early exposure to ASL (<i>Learning Center, PIP?</i>)	Principal ECE Team Leader	2013-2014		

GOAL 3 - HIGH SCHOOL: Implement a successful High School program that will prepare students to achieve postsecondary goals

HIGH SCHOOL Sub-Goals:

1. Students will gain skills and experience that prepare them for a variety of careers.
2. Students will gain the skills that prepare them for college.
3. Students will gain the independent living skills to empower them to live successfully on their own.
4. Students will have access to high quality extracurricular activities that will promote diverse skill sets, social skills, discipline, and positive self esteem.

Accountable Lead Roles: High School Teachers & Instructional Coordinator

Supervisory Role: Principal

Action Plans:

Action	Responsible Roles	Timeline	Completion	Comments
GOALS:				
1. Offer a full range of high school courses and elective classes. - Offer hybrid courses to ensure that students gain proficient skills manipulating information online including text discussion and use of interactive resources	Principal High School Team	2013-2016		
2. Ensure that high school courses are taught by highly qualified teachers in that subject area	Principal	2013-2016		
3. Offer social events that include other high school students – Formal and informal dances (Prom)	Principal High School Team	2013-2016		

Action	Responsible Roles	Timeline	Completion	Comments
<ul style="list-style-type: none"> - Social outings and team building events with other high school students 				
<p>4. Ensure adequate extracurricular opportunities</p> <ul style="list-style-type: none"> - Academic Competitions - Clubs/Sports - Community Service 	Principal Teachers	2013-2016		

GOAL 4: TRANSITION: Equip students with the skills and resources needed for life, including: career, college, and life skills

Transition Sub-Goals:

1. Follow district and IEP procedures to establish measurable transition goals for students.
2. Ensure that each student begins transition planning at age 15.

Accountable Lead Roles: Counselor, High School Teachers & Instructional Coordinator

Supervisory Role: Principal

Action Plans:

Action	Responsible Roles	Timeline	Completion	Comments
GOALS:				
1. Offer expanded elective classes that meet the transition goals of our students.	Principal Teachers	2013-2016		
2. Ensure smooth transition for students enrolling in Warren Tech and other vocational training programs.	Principal Counselor	2013-2014		
3. Fully implement ICAP including offering appropriate transition assessments including College Exam Prep.	Instructional Coordinator Counselor	2013-2016		
4. Provide students opportunities for Community Service and Work Experience	Counselor High School Team	2013-2016		
5. Implement strong advocacy program and strengthen student independence.	Principal Counselor High School Team	2014-2015		

GOAL 5: PR / OUTREACH: Increase enrollment through successful PR and outreach efforts

PR/OUTREACH Sub-Goals:

1. Promote the image of RMDS as a powerful, innovative and highly successful regional program serving a diverse population of students in the Denver metro area.
2. Effectively promote events (fundraisers, assemblies...) to the community to increase general awareness of RMDS and to potential students to increase enrollment

Accountable Lead Roles: Principal

Supervisory Role: Board

Action Plans:

Action	Responsible Roles	Timeline	Completion	Comments
GOALS:				
1. Create an annual high quality publication showing the successes of our students to distribute nationally	Principal Secretary	2013-2016		
2. Update and improve our social media outlets including the website, Facebook page, and vlogs and include testimonials and resources	Principal Teachers	2013-2014		
3. Increased collaboration with CHIP, Hands and Voices and other organizations who interact with families who have deaf and hard of hearing children. -Co-host events with other organizations	Board Principal ECE Team Leader Parents	2013-2016		
4. Create professional quality DVD's to visually promote RMDS and include on the website and Facebook pages.	Principal	2014-2015		

Action	Responsible Roles	Timeline	Completion	Comments
<p>5. Establish a Full Summer Program for Deaf/HH students <i>(transportation?)</i></p> <ul style="list-style-type: none"> • <i>Educational options</i> • <i>Fun options</i> • <i>Skill specific options</i> 	Principal & Admin Team	2014-2015		

GOAL 6: NEW SCHOOL BUILDING: Design and build a school specifically for deaf and hard of hearing students.

NEW SCHOOL BUILDING Sub-Goals:

1. Ensure design of new building is aligned with DeafSpace principles.
2. Include staff members, families, and the Deaf Community in workshops for feedback during the design process.
3. Implement a smooth transition to the new school building

Accountable Lead Roles: Administrative Team

Supervisory Role: Principal

Action Plans:

Action	Responsible Roles	Timeline	Completion	Comments
New Ideas:				
1. Work in collaboration with Building Team, Architects and DeafSpace representatives to ensure that the building incorporates DeafSpace concepts	Principal Building Team	2013-2014		
2. Ensure regular meetings with staff, families, and Deaf community members to update on progress and provide feedback.	Principal Building Team	2013-2014		
3. Prepare for and implement a smooth transition to the new building.	Board Principal Building Team	Fall 2014		
4. Announce and plan events to engage the public, including an <u>Open House Celebration</u> .	Board Principal Building Team	Fall 2014		

