

OSD STRATEGIC PLAN

2008-2012

GOAL ONE: Students will demonstrate one year's growth in reading, writing and mathematics levels as measured on an annual basis.

| Strategies | Measures |
|---|---|
| <ol style="list-style-type: none"> 1. Conduct annual evaluations in the areas of reading, writing and mathematics for each student enrolled at OSD. 2. Compile and disaggregate yearly progress scores in reading, writing and mathematics for all students. 3. Assign an annual report card committee the responsibility of aggregating and disaggregating achievement data and report results to stakeholders. 4. Review of achievement data by the school's curriculum coordinator, principal, and department chairpersons and adjust instructional time, goals and resources in light of the previous years' learning results. 5. Adopt a literacy program in the dormitories using the Accelerated Reading and Developmental Reading Inventory guidelines set forth by the school in which all students will read a minimum of 20 minutes nightly, with the minutes increasing to 30 minutes nightly at the high school level. 6. Adjust the working day of one certified teacher to coordinate the after school tutor center in concert with student life personnel. 7. Identify students who have not met annual growth and may need additional intervention services; this will be conducted by math and reading department chairs who will also provide recommended interventions in addition to the regular academic day. 8. Establish, by math and reading specialists, a mathematics lab and literacy lab (individual and small group services) as intervention tools for students who have not made adequate yearly progress. 9. Provide a supplemental literacy program for additional learning opportunities for students as an Extended School Year resource statewide during the summer months. | <ol style="list-style-type: none"> 1. Students attending OSD will exceed the national averages of reading and mathematic levels for deaf and hard of hearing students upon graduation. Goal 70% 2. The percentage of students that demonstrate at least one year's growth as measured by an annual pre-test and post-test in mathematics. Goal: 80% 3. The percentage of students that demonstrate at least one year's growth as measured by an annual test in reading. Goal 70% 4. The percentage of students that demonstrate at least one year's growth as measured by an annual test in writing. Goal 70% 5. The percentage of students that demonstrate at least .5 percent growth in all three areas as measured by individualized annual testing. Goal 90% |

Ultimate Outcome: Students will have the skills needed for post secondary schooling or for entering the work force.

GOAL TWO: Deaf and hard of hearing students throughout the state of Ohio will individually demonstrate successful transition from the school environment to postsecondary options, employment and adult life.

| | |
|--|---|
| <ol style="list-style-type: none"> 1. Implement an extended transitional program for deaf and hard of hearing individuals and their families focusing on transition, employment and independent living areas. 2. Implement a school to work based (4Plus) program, with on campus and off campus internship possibilities for students who have met most of the traditional four year high school graduation credit requirements. 3. Locate supported or independent work placement for all program participants and offer college preparatory academic skill development for participants seeking enrollment in postsecondary training programs. 4. Appoint a Transition Specialist as a job coach and placement coordinator for 4Plus participants. 5. Utilize available dormitory housing and off-campus housing to support independent living skill development of 4Plus participants, including the senior apartment living program. 6. Appoint an independent living program coordinator to oversee all aspects of the 4Plus independent living program and the senior apartment participants. 7. Link participants with support services, possible employers, as well as independent living and community resources, upon completion of their transitional 4Plus program at OSD. 8. Build capacity through the transition program to provide services statewide by collaborating with career and technical centers, independent living centers, public school programs and other stakeholders. <p>Objective 1: OSD will provide increased extended learning opportunities for school-age deaf and hard of hearing students throughout the state, focusing on transition, during the summer months.</p> <ol style="list-style-type: none"> 1. Collaborate with local school districts, the Ohio State School for the Blind, Ohio Center for Deafblind Education, Bureau of Vocational Rehabilitation, and other agencies to determine how summertime transitional activities and opportunities could be structured for students. 2. Provide a two week long driver's education program for students, in cooperation with a local driver's education agency, in recognizing the role that transportation plays in maintaining gainful employment. 3. Develop an operational plan in cooperation with BVR that provides a transition immersion experience that deaf students may attend for up to six weeks of programming in the summer months. 4. Facilitate opportunities for deaf or hard of hearing students to participate in short term learning opportunities to learn employability skills and meet gainfully employed deaf adults in a variety of employment sectors. | <ol style="list-style-type: none"> 1. The number of deaf or hard of hearing participants securing gainful employment or transitioning to formal postsecondary programs successfully at the programs' completion will be 70% by the year 2009; 80 percent by the year 2010 and 85% by the year 2011. 2. The number of students maintaining gainful employment or enrollment in postsecondary education after 1, 3, and 5 years will be documented and compared with past baseline data. <p>Students leaving the extended learning programs will have met their transitional objectives as established at the beginning of the program.</p> |
|--|---|

GOAL THREE: OSD will support a wide variety of educational programs and philosophies to meet the needs of deaf and hard of hearing students throughout Ohio.

| Strategies | Measures |
|--|--|
| <p>1. Develop a Community of Practice with interested professionals throughout the state, utilizing the Deaf Educators Network, to discuss formation and structure of regional services.</p> <p>2. Support and consult, with state support teams, school districts and education agencies that provide instruction of deaf and hard of hearing students in their district of residence.</p> <p>3. Provide family-focused learning opportunities in a variety of formats throughout the year.</p> <p>4. Provide an annual summer institute and a wide variety of ongoing training and education opportunities for professionals and interpreters statewide.</p> <p>Objective 1: OSD will provide oral and aural communication resources and services for deaf and hard of hearing students throughout the state of Ohio while maintaining a philosophy that sign language enhances learning provided by these avenues.</p> <p>1. Continue consultation on a statewide basis by trained and qualified outreach specialists.</p> <p>2. Consult with other stakeholders to provide staff training and other capacity-building opportunities for service providers in public schools to gain skills in supporting the oral and aural development of children who are deaf or hard of hearing.</p> <p>3. Consult with other residential schools and stakeholders in determining and developing kinds and levels of additional services and classroom modifications needed to support deaf and hard of hearing children who have cochlear implants.</p> <p>4. Develop and implement sign language classes for parents and families on campus and through distance learning opportunities statewide.</p> <p>5. Establish a committee to collect, review, and communicate information on supporting students with cochlear implants from other schools and stakeholders. The committee will draft a plan for implementation from the results.</p> <p>6. Implement, in collaboration with parents, alumni, current staff and other stakeholders, an educational model for students identified as benefiting from oral-aural instruction based on the committee's findings.</p> <p>7. Provide at least two Visual Phonics training opportunities each school year, and at least two other training opportunities for oral/aural options.</p> <p>8. Disseminate and train on Cochlear Implant Best Practices document to school districts.</p> <p>Objective 2: OSD will increase the number of course offerings through distance learning for deaf and hard of hearing students statewide.</p> <p>1. Continue ASL courses 1-4 through distance learning for deaf and hearing students statewide as a foreign language elective.</p> <p>2. Increase the number of distance learning classes available to deaf and hard of hearing students in the public schools, taught by OSD's teachers.</p> <p>3. Increase the number of distance learning classes available to OSD's students accessing classes in a regular education setting on an annual basis.</p> <p>4. Develop and publish a catalog and brochure listing the OSD IVDL program and disseminate to public schools and other stakeholders.</p> <p>Objective 3: OSD will partner with stakeholder groups to create and expand classroom, dormitory and life skills instruction for students with cognitive disabilities and multiple handicapping conditions, including behavioral challenges.</p> <p>1. Study the students who have inquired about admission to the school to determine the service needs of those students whom OSD previously was not able to serve.</p> <p>2. Collaborate with various stakeholder groups to determine how services and classroom settings might be modified to serve those students whom OSD has not been able to serve in the past.</p> <p>3. Implement changes in programmatic and service provisions on campus and off campus that will better meet the needs of students with additional disabilities in the classroom and residential living areas.</p> <p>4. Generate a proposal for service delivery demonstrating the service needs and partnerships necessary to deliver a program for students needing social/emotional programming beyond the realm of the school's abilities.</p> <p>Objective 4: OSD will review, enhance and implement a school-wide behavioral management system that seeks to increase pro-social behaviors, independence and safety, and to decrease behavioral infractions.</p> <p>1. Continue to gather data and reinforce the implementation of the Positive Behavior Support system which provides rewards and reinforcements for socially appropriate behaviors and expectations.</p> <p>2. Implement a child abuse prevention curriculum for all elementary and pre-school students on an annual basis to promote individual safety of students.</p> <p>3. Re-establish a peer mentoring system among the middle and high school student bodies which promotes conflict resolution and anti-bullying responses among one another.</p> <p>4. Continue developing support opportunities for students who are in need of additional medical and psychological intervention and those who are in crisis.</p> <p>5. Conduct annual training on crisis intervention and prevention for all direct care staff members.</p> | <p>Increase the baseline of participants completing in each program annually based on the baseline established in July 2007.</p> <p>1. Number of training opportunities provided.</p> <p>2. Workshop evaluations and number of participants.</p> <p>3. Scheduled meetings of the Deaf Educators Network and meeting minutes.</p> <p>4. Draft proposal for regional program structure.</p> <p>The number of students receiving instruction through IVDL, at the school and through the public school system will increase annually by 25%, compared to baseline data as of September 2007. The number of sites providing IVDL courses to OSD's students will increase annually by 10%, compared to baseline data as of September 2007.</p> <p>The percentage of students with additional handicapping conditions receiving support and educational resources from OSD will increase by 50% based on internal measure using a baseline established on September 2007.</p> <p>The percentage of behavioral infraction write-ups will decrease 10% annually.</p> |