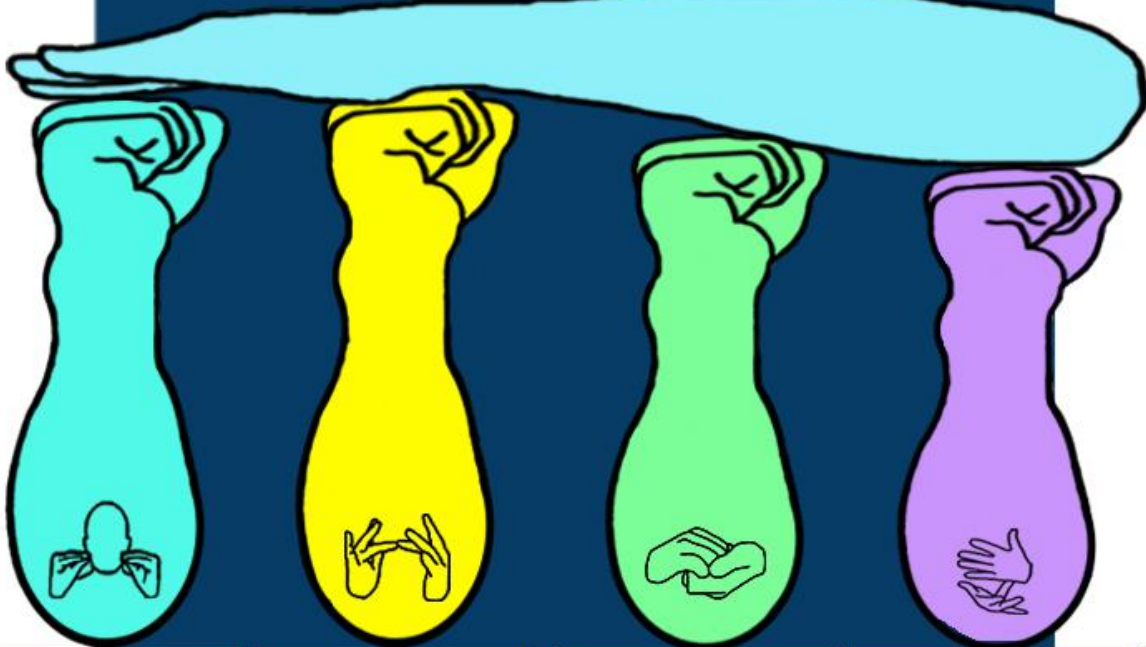


Kansas School for the Deaf  
**STRATEGIC PLAN**  
2020-2023



Our Mission  
To ensure that all students we serve achieve their full potential in a  
language-rich environment



**Dynamic Learning environment**

Create a dynamic learning environment that maximizes student achievement and personal growth

**Statewide Resources**

Provide the highest quality of statewide services, resources and support for educational programs, professionals

**Community Engagement**

Enhance community engagement and partnership through marketing and communication avenues

**Learning and Innovation**

Create and implement a technology system that supports and enhances learning and innovation for all students that we serve

## CONSOLIDATED REPORT OF KSD STRATEGIC PLAN

# Kansas School for the Deaf

TO ENSURE THAT ALL STUDENTS WE SERVE ACHIEVE THEIR FULL  
POTENTIAL IN A LANGUAGE-RICH ENVIRONMENT



December 2023

Dear Kansas School for the Deaf Community,

As we conclude the successful implementation of our 2020-2023 Strategic Plan, I am excited to announce the beginning of a new chapter in our journey toward educational excellence. The consolidated report of the strategic plan is posted on the KSD website [www.ksdeaf.org](http://www.ksdeaf.org).

The past three years have seen tremendous achievements and growth, thanks to the dedication and collaborative efforts of our educators, parents, students, administrators, and community members. As we navigate the complexities of the education landscape, the Kansas State Board of Education's dedication to promoting quality education has been a beacon of inspiration. The impact of the strategic initiatives outlined in our current plan is evident in the positive changes and advancements throughout our school.

As we celebrate these successes, it is essential that we continue to look ahead and plan for the future. Therefore, I am pleased to share that we are now embarking on the process of creating a new strategic plan to guide KSD's vision and objectives for the next phase of our educational journey.

Please accept our sincere thanks for your ongoing support. We look forward to continuing our partnership to further enhance the educational experiences and opportunities for the students who are deaf and hard of hearing in our community.

With gratitude,

Luanne Barron  
Superintendent



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# Kansas School for the Deaf

## Strategic Plan 2020-2023

### Introduction

Kansas School for the Deaf has completed its comprehensive strategic plan 2020-2023, and it incorporates four source documents. During the course of the planning work, the school mission, vision, and core beliefs were intertwined within the target goals and interventions. Planning activities and source documents to be incorporated into the plan include: identified areas for improvement in the CEASD Accreditation Self Study, the Kansas Association of School Boards Personnel Study, the CEASD Viability Study conducted several years ago, and the Outreach strategic plan. This strategic plan aligns all planning efforts in a systematic approach to school improvement and KSDE Board outcomes. The Kansas State Board of Education approved the plan on November 20, 2020.

The process was interrupted during the pandemic. Several in-person meetings with the internal and external stakeholders occurred from January – March 2020 then the stakeholders agreed to transfer the responsibility of completing the plan to the four chairs, who continued to solicit feedback remotely, so that KSD could move forward with the plan during the 2020-2021 school year.

The planning process consisted of:

1. Collecting feedback from their stakeholders including community, parents, staff, and students. Most of the feedback was retrieved from the CEASD survey and KESA report.
2. Stakeholders identified four target goals and initiatives.
3. Each target area was then subdivided into specific tasks/goals to accomplish. Those goals will be limited to a doable number and each goal will be assigned to a designated staff member(s) who will monitor the goal(s).

The Strategic Plan will be monitored by the Superintendent and the target goal chairs. There will be a bi-annual review of the action plans to ensure progress is being made.

### KSD's Mission, Vision and Diversity Statements, and Core Beliefs

#### Mission

To ensure that all students we serve achieve their full potential in a language-rich environment.

#### Vision

Every student, who is Deaf or Hard of Hearing in Kansas will achieve personal success and become a responsible and productive citizen.

#### Diversity

The Kansas School for the Deaf values the diversity of the students we serve. We believe all students must be able to understand, appreciate, work with and learn from people with cultures and backgrounds different from their own.

# Kansas School for the Deaf

## Strategic Plan 2020-2023

### Core Beliefs

KSD believes that:

- Each student has the right to a safe educational environment.
- Each student has the right to an academically rigorous program.
- Each student has the right to full access to ASL and English. Both languages are crucial to a student's development and are equally valued.
- Each student, and their family, should be given the opportunity to be exposed to and experience Deaf culture.
- Individuals, ages birth to 21, throughout the state of Kansas who are Deaf or Hard of Hearing, deserve quality outreach services, resources, and support. By collaborating with families, communities, and professionals we can provide comprehensive and unbiased information that addresses their specific, unique needs.
- Each student and their family have the right to transition services to understand student's needs, access available services, and utilize programs for the benefit of the student's educational career and into post-secondary life.

### Programming

KSD is the hub of expertise for the education of students who are D/HH, from birth to age 21, across the state of Kansas. Instructional services are the key foundation to these specialized services. Our 159-year history of educational services has ensured that thousands of students and youth who are D/HH have become active, productive, and independent citizens of the state. Over the years, our services have continuously improved to meet the changing needs of education and society. Instructional services are responsible to provide specially designed instruction (SDI) and extracurricular programs. Our Student Life program is an extended day program that offers room and board for students who do not live close enough to be transported to and from home and school daily; however, they go home every weekend. This program also includes an intensive focus on ASL and English acquisition and daily living skills to help our students successfully function in a postsecondary environment. Both our instructional and student life programs are actively involved in our transition and career education program.

In addition, KSD offers statewide outreach services that provide the highest quality of services, resources, and support to children aged birth to 21 who are D/HH by collaborating with their families, their communities, and the professionals that serve them.

### Serving Children Who are Deaf or Hard of Hearing

Research validates that D/HH children can acquire two languages, ASL and English, simultaneously if exposed to them in early life. There is no evidence that exposing D/HH children to two languages may cause language delay and/or language confusion. Research also shows that, without appropriate access to opportunities to learn language both explicitly and

# Kansas School for the Deaf

## Strategic Plan 2020-2023

incidentally, children who are D/HH will fall behind their hearing peers in communication, cognition, reading, and social emotional development. Such delays may result in inadequate readiness to begin kindergarten, lower educational levels, potential increased risk for mental health issues, and fewer employment opportunities in adulthood.

### Early Language Access

It is estimated that 95% of babies who are D/HH are born to parents who are hearing. These parents typically have no experience or knowledge of their infant's unique needs, especially in the area of language development. This can be an emotional time for parents faced with an unfamiliar scenario they might not have expected. It is critical they receive accurate, evidence-based, and comprehensive information about raising a child who is D/HH. Through early intervention and appropriate services supporting the development of ASL and English, the expectation for a successful school experience should be the same as it would be for any child.

Leading linguistic experts universally accept ASL as a language; it has its own syntax and semantics. ASL is an accessible and complete visual language that plays to the strength of a child. Utilizing ASL from birth, or as soon as it is confirmed the child is D/HH, is essential to guarantee the child has complete access to language in a visual modality since they cannot fully access it auditorily (even with assistive hearing devices). A National Science Foundation grant, which funded a 5-year research project called "Visual Language and Visual Learning" at Gallaudet University in Washington, D.C., verified that D/HH children who have received early exposure to two languages do not experience developmental language delays. On the contrary, children who were exposed to ASL and English demonstrated higher language skills as they grew. Studies also indicate that there are optimal learning times and conditions necessary for bilingual language mastery.

Language is the basis for all learning and leads directly to literacy. This is true for students and youth who are D/HH. The earlier a student who is D/HH has daily access to a visual language like ASL, the more effectively and efficiently the child/student will develop linguistic and literacy skills within their educational experience.

Early diagnosis of hearing loss, and early intervention, supports normal language development and better reading outcomes. A strong language foundation, whether it is spoken or signed, is critical for reading success. For children who use hearing aids or cochlear implants, early exposure to sign language will not impede the child's development of spoken language. Acquiring a complete first language (whether a signed or a spoken language) during early childhood, is critical for later reading comprehension (Visual Language and Visual Learning Science of Learning Center, June 2012).

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### KSD Supports Bilingualism for Students who are D/HH

For over twenty years, KSD teachers and students have participated in national research projects investigating the most effective educational strategies for students who are D/HH. This has allowed KSD to be on the leading edge of educational reform in Deaf Education and to serve as a model program for other schools throughout the United States. As a bilingual school, KSD has continued to strengthen its ASL/English Bilingual Program with a focus on developing language and academic proficiency in both ASL and English (literacy and listening/spoken language) for students who are D/HH in order for social, cognitive, and academic advantages to accrue. Ultimately, the goal is for all students who are D/HH to be proficient in both ASL and English. The pace of each child's language development varies as it depends on how early they acquired and learned the languages, and how frequently they use the languages for social and academic purposes.

KSD maintains a focus that is always on the linguistic needs of the student and where those needs can be served most efficiently and effectively, regardless of the student's age or where they are located in the state. It is our intent to support students by providing both an educational placement option at a school-based program in Olathe, Kansas as well as Outreach services to families, students, and professionals throughout the state in order to ensure students are: meeting developmental/linguistic milestones so as to be ready to enter kindergarten, progressing appropriately in their social/emotional development, building world knowledge to learn of various career opportunities, increasing their chance at successful graduation from high school, and developing skills to successfully complete postsecondary work.

Our students do utilize, or are encouraged to use, assistive hearing devices such as hearing aids and/or cochlear implants, if appropriate. Currently, 66% of our student population use some type of personal amplification; over 47% of those students have, or have had, cochlear implants. Some students with cochlear implants benefit from listening/spoken language while others detect only environmental sounds. Parents recognize the need for their child to have complete access to both a visual language and listening/spoken language, if possible, in order to maximize their educational experience.

Many times, these students have had no, or virtually no, formal ASL (and English) instruction. The challenge for KSD is getting students immersed in ASL to establish a linguistic foundation and build world knowledge while also addressing English skill development. At KSSD, students are exposed to both explicit instructions as well as accessible incidental learning due to the language-rich environment where communication and language are developed beyond the school day. This is a critical component, especially for students who are significantly language delayed. The Instructional, Student Life, and Support staff members are dedicated to support/facilitate the complete development of both languages. Some students may not be enrolled at KSSD until a

# Kansas School for the Deaf

## Strategic Plan 2020-2023

later age. These students' academic performance and social/emotional development are typically significantly below their age/grade level compared to their hearing peers.

### Conclusion

Kansas School for the Deaf (KSD) serves as a center-based educational option to provide a free and appropriate public education in the least restrictive environment (i.e., the most accessible environment) to students who are D/HH throughout Kansas. Additionally, KSD has an Outreach department to serve as a statewide resource center for students, families, agencies, programs, and educational placements serving students who are D/HH in their local school districts. KSD is an accredited school which is committed to the education of students who are D/HH. The school must maintain compliance with all state standards, assessments, and performance standards just like any other public school in Kansas.

KSD has a strong commitment to the education of students in Kansas who are deaf and hard of hearing. This commitment extends not only to students attending the campus-based program but also to those in programs throughout the state. There has been a growing focus on developing services for students who are D/HH regardless of where they live or go to school in the state through KSD Outreach services.



# Kansas School for the Deaf Strategic Plan 2020-2023

## Target Goal #1

Create a dynamic learning environment that maximizes student achievement and personal growth.

Priority Outcomes	Priority Outcomes	Priority Outcomes
<p>1.1 Implement a consistent instructional framework to guide and support teacher performance.</p> <p><b>Initiatives</b></p> <ul style="list-style-type: none"> <li>• Research instructional frameworks</li> <li>• Implement training and support for the selected instructional framework.</li> </ul>	<p>1.2 Establish a school-wide battery of formative and summative assessments which accurately measures student achievement and drives instruction.</p> <p><b>Initiatives</b></p> <ul style="list-style-type: none"> <li>• Identify appropriate evidence-based assessments to be integrated in a school-wide assessment program.</li> <li>• Collect and publish student achievement data for staff, parents and community members.</li> <li>• Instructional staff will regularly monitor assessment data to drive instruction.</li> </ul>	<p>1.3 Provide effective, research-based professional development activities which maximize student learning.</p> <p><b>Initiatives</b></p> <ul style="list-style-type: none"> <li>• Ensure professional development activities include regular collaboration between staff.</li> <li>• Establish effective channels of communication between instructional and student life staff.</li> <li>• Ensure newly hired staff are thoroughly oriented and mentored.</li> </ul>

# Kansas School for the Deaf Strategic Plan 2020-2023

Priority Outcomes	Priority Outcomes	Priority Outcomes
<p>1.4 Create a school-wide language plan to address language allocation and needed support for American Sign Language (ASL) and English.</p> <p style="text-align: center;"><b>Initiatives</b></p> <ul style="list-style-type: none"> <li>• Provide a consistent school-wide bilingual environment including: <ul style="list-style-type: none"> <li>* Campus-wide language planning</li> <li>* Classroom language planning</li> <li>* Individual language planning</li> </ul> </li> </ul>	<p>1.5 Using behavioral and counseling data as a guide, provide resources to address the full range of social, emotional and behavioral needs.</p> <p style="text-align: center;"><b>Initiatives</b></p> <ul style="list-style-type: none"> <li>• Identify and prioritize social emotional needs by regular reviews of behavioral and counseling data.</li> <li>• Implement a pedagogy where Instructional and student life staff teach and then apply targeted social emotional standards across both instructional and residential programs.</li> </ul>	<p>1.6 Students will successfully transition to college/technical training, career/employment and independent living.</p> <p style="text-align: center;"><b>Initiatives</b></p> <ul style="list-style-type: none"> <li>• Provide students K-12 with a consistent transition-based career and independent living curriculum.</li> <li>• Integration into all classes and Student Life programs specific social emotional character standards that support successful post-secondary training, employment and independent living.</li> </ul>

# Kansas School for the Deaf Strategic Plan 2020-2023

## INSTRUCTIONAL PROGRAM ACTION PLAN

### 1.1 Implement a consistent instructional framework to guide and support teacher performance.

#### Initiatives:

- Research instructional frameworks
- Implement training and support for selected instructional framework

Responsible Party	Timeline	Activities	Resources	Evaluation
Curriculum Coordinator	2020 - 2021 School Year	1. Research different instructional frameworks and summarize the results into a working document.	Copies of different Instructional Frameworks	Completed working document
Curriculum Coordinator	Summer 2021	2. Meet with a select group of Instructional Staff from both the Elementary and Secondary programs. Present the instructional frameworks and solicit feedback from the staff.		
Curriculum Coordinator and Elementary and Secondary Head Teachers	Summer 2021	3. Meet with the Head Teachers of the Elementary and Secondary programs to present the summaries and feedback. The Head Teachers and Curriculum Coordinator will select the framework to be implemented.		
Curriculum Coordinator	2021-2022 School Year	4. Selected teachers will pilot the instructional framework across different departments		Finished Framework
Elementary and Secondary Head Teachers	2022 Summer	5. The pilot teachers will meet with the committee in the summer to refine the framework		

## Kansas School for the Deaf Strategic Plan 2020-2023

Curriculum Coordinator and Elementary and Secondary Head Teachers	2022-23 School Year	<p>6. A training schedule will be developed including initial training in the fall followed by regular refreshers throughout the year.</p> <p>5. The Head Teachers will observe and document use of the instructional plan across the entire curriculum.</p> <p>6. The Curriculum Coordinator and Head Teachers will provide ongoing support throughout the year on an individual or small group basis.</p>		<p>Documentation of use of the Instructional Frameworks by the teaching staff</p> <p>Increase in local, district and state Assessment scores</p>
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# Kansas School for the Deaf

## Strategic Plan 2020-2023

### 1.1 Result

#### Closing Out the Journey Towards Dynamic Learning: Maximizing Student Achievement and Personal Growth

As we reach the final chapter of our strategic plan goal – creating a dynamic learning environment that maximizes student achievement and personal growth – we can proudly say that substantial progress has been made, particularly in our priority outcome of implementing a consistent instructional framework.

The journey began with the formation of a dedicated committee formed in 2021, tasked with evaluating a diverse range of instructional frameworks. After a thorough analysis, the Marzano Teacher Evaluation Model emerged as the most promising choice, aligning seamlessly with our vision for a data-driven and growth-oriented learning environment.

Recognizing the importance of robust teacher support, we embarked on a comprehensive training program in 2022. Led by Marzano experts, the initial training days provided a strong foundation for understanding the framework's core principles and applications. However, our commitment to continuous improvement extends beyond a single training session. We are currently engaged in a phased rollout of the framework, ensuring its effective integration into daily practice.

This ongoing endeavor enjoys the unwavering support of both our school principals. They actively champion the program within their respective buildings, emphasizing its importance in fostering a culture of excellence and setting clear goals for observation and evaluation.

While the path towards a fully dynamic learning environment remains ongoing, the milestones we have achieved are noteworthy. We have established a unifying instructional framework, invested in ongoing teacher training, and secured the unwavering support of our school leadership. These cornerstones pave the way for a future where every student thrives, reaching their full potential both academically and personally.

As we close this chapter, we look forward to witnessing the transformative power of the Marzano framework unfold in our classrooms. We are confident that this strategic initiative will not only elevate student achievement but also empower our educators to become even more effective guides and mentors on this shared journey of lifelong learning.

# Kansas School for the Deaf Strategic Plan 2020-2023

## 1.2 Establish a school-wide battery of formative and summative assessments which accurately measures student achievement and drives instruction.

### Initiatives:

- Identify appropriate evidence-based assessments to be integrated in a school-wide assessment program.
- Collect and publish student achievement data for staff, parents and community members.
- Instructional Staff will regularly monitor assessment data to drive instruction.

Responsible Party	Timeline	Activities	Resources	Evaluation
Curriculum Coordinator	2020 -2021 School Year	1. The Curriculum Coordinator will compile a list of currently used assessments in both the Elementary and Secondary programs.	List of assessments currently being used	
Curriculum Coordinator and selected staff from both departments	2021 Summer	2. Each current assessment will be evaluated on a standard-based rubric including: <ul style="list-style-type: none"> <li>• Does it match our needs?</li> <li>• Is it practical to administer?</li> <li>• Is there any culture or gender bias?</li> <li>• Does it truly measure what it purports to measure?</li> <li>• Are scores consistent?</li> <li>• Are norms adequate and appropriate?</li> <li>• What do the score reports look like?</li> <li>• Will the assessment drive instruction?</li> </ul>	Development of a rubric that meets the needs of our population	Results of the assessment rubric
Head Teachers	2021 Summer	3. Following the analysis of our current assessments, other assessments will be evaluated as well using the same rubric.		Results of the assessment rubric

## Kansas School for the Deaf Strategic Plan 2020-2023

Curriculum Coordinator	2021 Summer	<p>4. Once a battery of assessments are identified, they will be separated into assessment types:</p> <ul style="list-style-type: none"> <li>• Diagnostic</li> <li>• Formative</li> <li>• Summative</li> <li>• Criterion Referenced</li> <li>• Norm Referenced</li> </ul> <p>Different purposes will be identified for each group of assessments. (Example: Assessments for IEP PLEPS, Assessments for class placement, etc.)</p>		
Curriculum Coordinator and Head Teachers	2021-2022 School Year	<p>5. Once the battery of assessments have been grouped into different types and purposes, a school-wide assessment program will be developed and communicated to staff and parents.</p>		<p>School-wide Assessment Program communicated to staff and parents</p>
Curriculum Coordinator	2022 Summer	<p>6. Training will be developed for each selected assessment.</p>		<p>Training schedule</p>
Curriculum Coordinator	Ongoing	<p>7. Assessment results will be collected, organized, analyzed and disseminated to stakeholders including staff, parents, advisory council and state board of education.</p>	<p>Software to collect and store the results over time</p>	<p>Process for collecting the results and analyzing them Process for sharing the results with our stakeholders</p>

# Kansas School for the Deaf

## Strategic Plan 2020-2023

### 1.2 Result

#### Building a Foundation for Growth: Measuring Student Achievement and Driving Instruction

As we close the book on this strategic plan goal – creating a dynamic learning environment that maximizes student achievement and personal growth – we can confidently say that we have laid a strong foundation for future success. Our priority outcome, establishing a school-wide battery of formative and summative assessments, has seen significant progress, paving the way for data-driven instruction and improved student outcomes.

The journey began with a review of existing assessment practices. We began with the development of an initial list of evidence-based formative and summative assessments, tailored to our specific learning objectives and curriculum. Assessments including the ACT, WorkKeys, State Assessments, and NWEA MAP were identified as our current summative assessments.

However, our commitment to student growth extends beyond simply collecting data. We are actively working on building a robust system for data analysis and dissemination. This includes the publication of student achievement data in our annual School Profile, ensuring transparency and accountability to staff, parents, and the broader community.

Furthermore, we are empowering our instructional staff to utilize assessment data as a powerful tool for driving instruction. Training programs have been implemented, equipping teachers with the skills and knowledge to effectively analyze and interpret data to inform their daily teaching practices. This ongoing training ensures that instructional strategies are constantly evolving to meet the individual needs of each student. While we acknowledge that our current assessment system is not yet fully comprehensive, we are excited about the strides we have made. The development of formative assessment rubrics based on Marzano's performance scales, a key initiative for the next strategic plan, will further strengthen our ability to monitor student progress and provide targeted support.

In conclusion, the establishment of a school-wide assessment system is not a one-time effort, but rather a continuous process of refinement and improvement. We are committed to building upon the solid foundation we have established, ensuring that data-driven instruction remains a cornerstone of our dynamic learning environment. Through ongoing assessment, analysis, and professional development, we will continue to cultivate a culture where every student thrives, reaching their full potential and exceeding expectations.



# Kansas School for the Deaf Strategic Plan 2020-2023

## 1.3 Provide effective, evidenced-based professional development activities which maximize student learning.

### Initiatives:

- Ensure professional development activities include regular collaboration between staff.
- Establish effective channels of communication between Instructional Staff and Student Life Staff.
- Ensure newly hired staff are thoroughly oriented and mentored.

Responsible Party	Timeline	Activities	Resources	Evaluation
Curriculum Coordinator	2020-2021 School Year	1. Increase the collaboration between Student Life Staff and Instructional Staff: <ul style="list-style-type: none"> <li>• Schedule time for staff to work together in person</li> <li>• Develop a communication protocol between Student Life and the Instructional Staff</li> </ul>	List of state requirements for new employees	An increase in the amount of time that Student Life and Instructional Staff communicate
Curriculum Coordinator, Head Teachers, Dean of Students, Director of Operations	2020-2021 School Year	2. Revise the orientation program for new staff including: <ul style="list-style-type: none"> <li>• Human Resources Department</li> <li>• Instructional Department</li> <li>• Student Life Department</li> <li>• Operations Department</li> </ul>		
Curriculum Coordinator, Head Teachers, Dean of Students, Director of Operations	2020-2021 School Year	3. The Curriculum Coordinator will meet with the supervisors of each department to develop: <ul style="list-style-type: none"> <li>• The information and training that a new employee needs to be successful prior to beginning work.</li> <li>• An ongoing mentoring program for the new employee.</li> </ul>		A completed list of information and training needed for new employees in each of the different departments

## Kansas School for the Deaf Strategic Plan 2020-2023

Curriculum Coordinator, Head Teachers, Dean of Students, Director of Operations	2020-2021 School Year	4. A timeline and person(s) responsible for the initial training and mentoring will be developed for each department.		A completed timeline and persons responsible for the training and mentoring in each of the different departments
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# Kansas School for the Deaf

## Strategic Plan 2020-2023

### 1.3 Result

#### Cultivating Collaboration and Growth: Maximizing Student Learning Through Professional Development

As we turn the page on our strategic plan goal – creating a dynamic learning environment that maximizes student achievement and personal growth – we can proudly claim substantial progress in our priority outcome: fostering effective, research-based professional development activities that ultimately benefit student learning.

Gone are the days of one-hour Friday sessions. Recognizing the need for deeper dives into critical topics, we have transformed our professional development schedule into 4.5 full days throughout the year. This shift has allowed for more engaging exploration, collaborative learning, and deeper understanding of the content presented.

Collaboration has become the cornerstone of our PD experience. We actively encourage regular interaction and knowledge sharing between staff members, both within and across departments. This synergy fosters a sense of community, promotes shared best practices, and ultimately benefits students through diverse and well-rounded instruction.

To further bridge the gap between instructional and student life staff, we've established dedicated communication channels. These regular meetings, held annually in both secondary and elementary buildings, with additional gatherings scheduled as needed, ensure seamless collaboration and a holistic approach to student success.

Recognizing the importance of a strong foundation for new educators, we've expanded our new-hire orientation program by two days. This in-depth immersion into school culture, curriculum, and teaching strategies better equips new teachers for the challenges and rewards of their first year and sets them on a path to success.

While our journey towards optimizing professional development remains ongoing, the milestones we have achieved are clear. We have shifted towards deeper learning experiences, encouraged staff collaboration, fostered communication across departments, and ensured thorough support for new staff. These transformative steps pave the way for a culture of continuous learning and shared expertise, where every educator feels empowered to reach their full potential and, in turn, unlock the potential of every student.

## Kansas School for the Deaf Strategic Plan 2020-2023

As we close this chapter, we look forward to witnessing the fruits of our efforts blossom in our classrooms. We are confident that this revamped professional development approach will be a catalyst for even greater student achievement and personal growth, solidifying our commitment to creating a dynamic learning environment where every student thrives.

### 1.4 Create a school-wide language plan to address language allocation and needed support for American Sign Language (ASL) and English.

#### Initiatives:

- Provide a consistent school-wide bilingual environment including
  - Campus-wide language planning
  - Classroom language planning
  - Individual language planning

Responsible Party	Timeline	Activities	Resources	Evaluation
Bilingual Coordinator, Head Teachers, Selected Staff	2020-2021 School Year	Establish a Language Planning Committee to make recommendations for a consistent bilingual environment.	Clerc Center	Development of a comprehensive plan which addresses Instruction, Student Life and Operations.

# Kansas School for the Deaf

## Strategic Plan 2020-2023

### 1.4 Result

#### **Campus-wide language planning: Language and Communication Expectations Guidelines with annual training. Zoom Meeting Etiquette Guidelines.**

A team of stakeholders (Bilingual Specialist, early childhood teacher, elementary school teacher, secondary school teacher, early childhood parent, elementary school parent, secondary school parent, building principal, dormitory staff, speech and language pathologist, outreach representative, ASL/English interpreter, and superintendent), met monthly to discuss best practices for language and communication use on campus in mixed language groupings during the 2020-2021 school year. This was our Language Planning Committee (LPC), and our focus was on campus-wide language planning.

Previously, the Bilingual Department and the ASL/English interpreting department collaborated on creating referenceable folders for Meeting Room Etiquette and Interpreter Placement. The goal of these folders was to offer seating and standing options for presenters, participants, and interpreters in all of the typical meeting spaces on campus, and to create more language and communication equitable opportunities across campus during official meetings. Each folder offers pictures of interpreters, presenters, and audience members in a variety of situations where either spoken English or ASL, or both are utilized. The folders also contained the **Equitable Meeting Guidelines**.

With the emergence of COVID-19 and the resulting increase of zoom meetings, the LPC saw the challenge of language equity re-emerge. Spoken language is not always visible or trackable, and during zoom meetings, spoken language becomes even harder to follow for people with little or no access to spoken language, especially with multiple spoken language users communicating back and forth. The committee developed **Zoom Meeting Etiquette Guidelines**. These guidelines were developed to either display on screen at the beginning of the meeting, or to share in person with all participants at the beginning of the meeting.

The LPC then turned its attention on generally-occurring, face-to-face communication on campus. KSD had already developed Language and Communication Expectations ten years prior, but the committee felt the need to revisit them. LPC members discussed mixed-language (Signed Language/spoken language) situations occurring all over campus, and what was best practice in each situation. A model of Incidental Learning Opportunities from Indiana School for the Deaf was used during these considerations. After one year, the LPC revamped the **Language and Communication Expectations** with more precise language, including incidental learning opportunities, explaining when and where simultaneous communication could be used outside of the instructional environment, and adding special cases such as during school tours and SLP services. This has been added to the KSD Parent/Student Handbook.

## Kansas School for the Deaf Strategic Plan 2020-2023

In addition, the LPC decided it would be best to include an annual training during staff development to make sure all KSD staff understand our campus-wide language and communication expectations. A series of videos was created depicting certain mixed-language situations all over campus involving students, parents, and staff in situations where best practices are offered for each situation. This training is now housed under **Infinitec**, and it has become an annual training to remind staff what to do to remain equitable to all while communicating outside the instructional environment.

### **Classroom language planning: Creating Fingerspelling Opportunities.**

KSD was one of the first schools to join AEBPD training in the 1990's. This training continued on a weekly basis until all staff were trained in 2014. Since that era, the Bilingual Specialist identified 4 master teachers to retrain in 4 different bilingual strategies. This was an effort for veteran teachers to continue training other, newer teachers, but with limited resources, this plan did not come to fruition. In 2022, as part of Marzano training, the Bilingual Specialist decided to choose a specific bilingual methodology on which to focus to bring AEBPD training back to classroom language planning. The fall of 2023 brought a new reading curriculum to KSD (ARC), with a tentative start of "Fingerspelling Our Way to Reading" in the fall of 2024. In the spring of 2023, the Bilingual Specialist observed all early childhood and elementary teachers for how many fingerspelling opportunities they and their students utilized within a 20-minute lesson. After collecting data, a two-hour training was given to all elementary staff as well as dormitory staff on how to use more meaningful fingerspelling in the context of daily lessons, and how to create more opportunities for students to practice fingerspelling, and ultimately writing to internalize English vocabulary. After the training, the Bilingual Specialist made a second round of observations. The data collected showed vast improvement in teachers using more fingerspelling opportunities as well as increased student expression/practice of fingerspelled words, and an increase of requests for students to write their words down after achieving fingerspelling fluency. The Bilingual Specialist is now applying the same study for the secondary department.

### **Individual language planning:**

All students at KSD are assessed in receptive and expressive ASL for their triennial IEP meetings. If a student is receiving ASL tutoring services, s/he is assessed yearly in only expressive ASL. The ASL testing shows needs/next steps for language development, and are shared with the IEP team yearly in the reports and in the meetings. Based on assessment results, individuals receive ASL tutoring, ASL Immersion classes, fingerspelling intervention, ASL viewing intervention, reading intervention, and Language Facilitation services. Once students are proficient in social and academic ASL, services end, and there is more of a focus on English proficiency with a maintenance strategy for ASL through contests and a variety of ASL/Deaf Studies classes.

# Kansas School for the Deaf Strategic Plan 2020-2023

## 1.5 Using behavioral and counseling data as a guide, provide resources to address the full range of social, emotional and behavioral needs.

### Initiatives:

- Identify and prioritize social-emotional needs by regular reviews of behavioral and counseling data.
- Implement a pedagogy where Instructional and Student Life Staff teach and then apply targeted social-emotional standards across both Instructional and Student Life programs

Responsible Party	Timeline	Activities	Resources	Evaluation
School Social Worker, Counselor and Curriculum Coordinator	2021 Summer	1. Review current behavioral and social-emotional data collection instruments.	Current data	Report on the current SEL data collected
	2021 Summer	2. Identify a set of evidence-based instruments to collect useful behavioral and social emotional data.	List of evidence-based instruments	List of evidence-based instruments
	2021 Summer	3. Select consistent instruments and develop procedures to regularly collect behavioral and social-emotional data in the Instructional and Student Life programs.		Plan for school-wide collection of social-emotional data
	2021-2022 School Year	4. Collect data using the new instruments 5. Analyze the collected data and prioritize the social-emotional needs to be addressed.	State Social-Emotional Standards	
School Social Worker, Counselor, Curriculum Coordinator and Head Teachers	2022 Summer	6. Develop a plan and pedagogy to address the identified social-emotional needs in both the Instructional and Student Life programs.	Different SEL curriculums and programs	Written plan to address SEL in both Instructional and Student Life programs
School Improvement Coordinator	2022 Summer	7. Implement a training program for staff in order to successfully teach and apply the targeted social - emotional standards.		Annual training program schedule

## Kansas School for the Deaf Strategic Plan 2020-2023

### 1.5 Result

Health & Wellness Team (HWT) convened weekly meetings to review data and share patterns with administration. Those meetings were discontinued per administrative guidance. HWT reviewed multiple resources for social-emotional learning and selected Positive Action. Teacher surveys were conducted to identify strengths and areas of improvement for the program to address. Survey results guided the decision to continue with a school social worker leading instruction in the classrooms with teachers present as collaborative presenters.



# Kansas School for the Deaf Strategic Plan 2020-2023

## 1.6 Students will successfully transition to college/technical training, career/employment and independent living.

### Initiatives:

- Provide students K-12 with a consistent transition-based career and independent living curriculum.
- Integration into all classes and residential programs specific social emotional character standards that support successful post-secondary training, employment and independent living.

Responsible Party	Timeline	Activities	Resources	Evaluation
Transition Coordinator, Secondary and Elementary Head Teacher, Director of Student Life, Social Worker and Case Manager and Curriculum Coordinator	Summer 2021	1. Identify specific career and transition standards for grades K - 12.	State Transition Standards	Selection of grade level standards
	Summer 2021	2. Select formative and summative assessment tools to measure the standards.	Examples of assessment tools	Selected valuation tools
	Summer 2021	3. After identifying the standards, develop a scope and sequence of skills and objectives for each grade level and content area.		Scope and Sequence of career and SEL skills and objectives by grade level.
	2021-2022 School Year	4. Select materials and pedagogy to integrate the objectives cross -curriculum from grades K - 12.	Different transition, career and SEL curriculums	Cross curriculum teaching pedagogy
	Summer 2022	5. Create a training schedule for instructional and student life staff.		Training schedules
	Fall 2022	6. Provide training and begin implementation of the curriculum.		
	Ongoing Summers	7. Annually review data and make changes if necessary.		Data from selected evaluation tools

# Kansas School for the Deaf

## Strategic Plan 2020-2023

### 1.6 Result

School social workers have chosen to implement the Positive Actions curriculum for grades pre-K through 12. The curriculum focuses on the following units: self concept, positive actions for your body and mind, managing yourself responsibly, treating others the way you like to be treated, telling yourself the truth, and improving yourself continually. The curriculum is taught to elementary students on a weekly basis by the elementary social worker. Instruction is provided to middle school and high school students during seminar and PRIDE times.

Community helpers and workforce units have been integrated in the elementary social studies curriculum. Students begin meeting with the transition coordinator during their sixth grade year to encourage student ownership in their learning and future plans. Middle school and high school career courses have adopted the EnvisionIT curriculum. Modules (interactive slideshows) are being created and delivered. Approximately half of the curriculum modules have been developed thus far. All high school students are expected to complete all EnvisionIT modules during their junior year or during the first semester of their senior year. Seniors are encouraged to complete graduation requirements on time and dedicate a block of career class time to either receive an internship/employment or college/vocational training during their second semester. Our goal is for each student to obtain training or employment experience prior to graduation.

An interest inventory has been translated to American Sign Language (ASL) and presented with pictures for accessibility for all of our middle school and high school students. Transition and Career workshops are being provided to students during seminar periods. Middle school students receive quarterly workshops and high school students receive bimonthly workshops.

All high school students are being connected to pre-ETS services and are encouraged to meet with their pre-ETS and VR counselor on a monthly basis. We have also collaborated with Johnson County Workforce as another community resource that may help students connect, train, and engage with workforce opportunities.

The KSTAR curriculum has been further developed to contain monthly topics, skills, and objectives that focus on transition and career development.

# Kansas School for the Deaf Strategic Plan 2020-2023

## Target Goal #2

Provide the highest quality of statewide services, resources, and support for educational programs, professionals, and families resulting in student achievement.

Priority Outcomes	Priority Outcomes	Priority Outcomes
<p>2.1 Conduct statewide needs assessment to gather input from districts, coops/interlocals, families, and professionals as to what supports and resources they deem necessary.</p> <p><b>Initiative</b></p> <ul style="list-style-type: none"> <li>• Develop a comprehensive needs assessment to solicit input from various stakeholders.</li> <li>• Disseminate and collect responses by Fall, 2020.</li> <li>• Prioritize top areas in the development of a new 5-year action plan.</li> </ul>	<p>2.2 Develop training materials for statewide Language Assessment Program (LAP) Specialists.</p> <p><b>Initiatives</b></p> <ul style="list-style-type: none"> <li>• Identify and obtain all testing materials needed by each specialist.</li> <li>• Develop a training itinerary which includes content knowledge as well as application skills.</li> </ul>	<p>2.3 Provide a variety of opportunities for parent/family support for families with DHH children from birth to age 21.</p> <p><b>Initiatives</b></p> <ul style="list-style-type: none"> <li>• Host at least four (4) family events at various locations throughout the state.</li> <li>• Provide ASL supports to families, students, and professionals to encourage more fluent communication at home and in the community.</li> <li>• Support parent meetings to allow for parents to network and provide support for each other.</li> </ul>

# Kansas School for the Deaf Strategic Plan 2020-2023

## STATEWIDE RESOURCES ACTION PLAN

### **2.1 Conduct statewide needs assessment to gather input from districts, coops/interlocals, families, and professionals as to what supports and resources they deem necessary.**

#### Initiatives:

- Develop a comprehensive needs assessment to solicit input from various stakeholders.
- Disseminate and collect responses by Fall, 2020.
- Prioritize top areas in the development of a new 5-year action plan.

Responsible Party	Timeline	Activities	Resources	Evaluation
Outreach Coordinator, SLP, Early Intervention Specialist, Audiologist,	Fall 2020	1. Survey developed by 9/1/2020 2. Disseminated to families, professionals, community members by 9/11/2020 with deadline for submission by 10/2/2020 3. Analysis and prioritization complete by 10/16/2020	Past assessments, trend data	Return rate

#### **2.1 Result**

The survey was put on hold during the 2020-2021 school year. The year focused on a return to school and modifying Outreach services to accommodate the various protocols implemented through the state in school districts and tiny-k programs. In the Fall, 2021, the survey was refined and updated. In January, 2022, the survey was disseminated and results analyzed in the spring. KDHE completed a statewide survey of early intervention needs leading to a possible partnership between KSD and KDHE to provide more comprehensive services. Discussions are taking place between KSD and KSDE for a statewide survey of 3-21 services for DHH students.

# Kansas School for the Deaf Strategic Plan 2020-2023

## STATEWIDE RESOURCES ACTION PLAN

### 2.2 Develop training materials for statewide Language Assessment Program (LAP) Specialists.

#### Initiatives:

- Identify and obtain all testing materials needed by each specialist.
- Develop a training itinerary which includes content knowledge as well as application skills.

Responsible Party	Timeline	Activities	Resources	Evaluation
Angie Walker (LAP Coordinator)	Fall 2020 & ongoing	<ol style="list-style-type: none"> <li>1. Conduct initial training 8/5/2020 to 8/7/2020</li> <li>2. ASL Receptive Test - 10/16/2020 to 10/19/2020</li> <li>3. Standardize delivery of ASL signs used for assessments</li> <li>4. Collaboration with IHE for data collection and analysis</li> </ol>	LAP Assessment Training Itinerary and materials	Number of staff trained  Expansion of LAP

#### 2.2 Result

A training program was developed and initiated in Summer, 2018 and continued regularly to date. Sessions have been updated and revised to address identified areas. KSD LAP specialists undergo training annually and sessions are documented. KSD has an MOU with Vanderbilt University. VU is collaborating with University of California - San Diego (UCSD) and Temple University to focus on analysis of ASL and spoken English milestones. ASL Receptive Test: We received training on this test and opted not to select it for LAP. Standardize delivery: For various reasons, this has not been pursued. Presentation at KS Instructors for the Deaf (KID) and Language First conferences in Fall, 2022. Presentations and/or poster sessions have also been shared at ASHA and other national conferences. Research data is shared at Stakeholders' meetings.

# Kansas School for the Deaf Strategic Plan 2020-2023

## STATEWIDE RESOURCES ACTION PLAN

### 2.3 Provide a variety of opportunities for parent/family support for families with DHH children from birth to age 21.

#### Initiatives:

- Host at least four (4) family events at various locations throughout the state.
- Provide ASL supports to families, students, and professionals to encourage more fluent communication at home and in the community.
- Support parent meetings to allow for parents to network and provide support for each other.

Responsible Party	Timeline	Activities	Resources	Evaluation
Deaf Mentor Coordinator, Parent Liaison, SLP and Head Interpreter	Ongoing	<ol style="list-style-type: none"> <li>1. Four (4) activities have been reserved for the year. Developments with health and safety recommendations will determine if those events happen.</li> <li>2. Family Signs Kansas, Deaf Mentor, ASL Community Classes, ASL Immersion Camp, Blended Learning opportunities</li> <li>3. PATHS family events, Supporting You! programs</li> </ol>	<p>Public venues &amp; health guidelines</p> <p>Curricula for ASL class and Deaf Mentor</p> <p>PATHS leaders</p> <p>KDHE Supporting You! materials</p>	Attendance & satisfaction surveys

## Kansas School for the Deaf Strategic Plan 2020-2023

### 2.3 Result

The 2020-2021 school year limited the in-person activities due to COVID-19 restrictions. PATHS did host a Signing Santa event that was conducted outside as a drive-thru event for families. In 2021-2022 and 2022-2023, PATHS has hosted in-person events for families. FSK, Deaf Mentor, and ASL Live! (formerly known as “blended learning”) services were offered through KSD’s Outreach department. ASL Community Classes and ASL Immersion Camp were provided under the guidance of KSD’s lead interpreter. PATHS hosted the following events are hosted quarterly in a variety of areas throughout the state. *Supporting You!* section focusing on families with deaf children has been established and KSD Outreach is ready, willing and able to provide support should parents utilize this program.

# Kansas School for the Deaf Strategic Plan 2020-2023

## Target Goal #3

Enhance community engagements and partnerships through marketing and communication avenues.

Priority Outcomes	Priority Outcomes	Priority Outcomes
<p>3.1 Expand our capacity to share resources and more efficiently coordinate KSD's actions in the community both internally and externally</p> <p><b>Initiatives</b></p> <ul style="list-style-type: none"> <li>• Develop and sustain an effective internal infrastructure to support and coordinate community engagement among staff and families.</li> <li>• Develop and maintain an effective external infrastructure by harnessing the school's resources to provide resources to K-12 education in Kansas</li> </ul>	<p>3.2 Generate an integrated marketing plan that brings together all aspects of KSD in support of the branding and messaging</p> <p><b>Initiatives</b></p> <ul style="list-style-type: none"> <li>• Create focused publications to promote signature programs and key components of KSD</li> <li>• Redesign the website to better serve the needs of our audiences and allow for greater mobiles and tablet capability (increase online user experience, increase the number of new leads)</li> <li>• Create an online enrollment for potential students</li> <li>• Create a branded annual fund campaign program through Endowment</li> </ul>	<p>3.3 Create materials for each constituency to raise awareness of resources provided by KSD</p> <p><b>Initiatives</b></p> <ul style="list-style-type: none"> <li>• Identify key stakeholders from the state legislature, school districts, hospitals and medical professionals, early intervention providers and local communities</li> <li>• Develop a plan for bringing key state decision makers to the campus</li> </ul>



# Kansas School for the Deaf Strategic Plan 2020-2023

## COMMUNITY ENGAGEMENT ACTION PLAN

### 3.1 Expand our capacity to share resources and more efficiently coordinate KSD's actions in the community both internally and externally

#### Initiatives:

- Develop and sustain an effective internal infrastructure to support and coordinate community engagement among staff and families.
- Develop and maintain an effective external infrastructure by harnessing the school's resources to provide resources to K-12 education in Kansas.

Responsible Party	Timeline	Activities	Resources	Evaluation
Superintendent, KSDLT	Ongoing	1. Maintain an internal and external communication infrastructure using PowerSchool Swift K-12, KSD website, Social Media, KSDLT meetings and KSD Advisory Council	PowerSchool Technology Support	Employee and Stakeholder Satisfaction Rate of 90% and above (now in process of revising survey 11/15/23)
All Supervisors (mid-managers)		2. "Pass on" communication from KSDLT to departments and parents (consistency and frequency, timelessness, follow through and clarity/usefulness of information)		Surveys sent out to parents and staff (May 2021); satisfaction rate of 80% or above (No baseline as of 2020)
Outreach Team	Ongoing	Create focused publications to promote signature programs and key components of KSD <ul style="list-style-type: none"> <li>• Public and family activities hosted for networking and education</li> <li>• <i>Kansas Contact</i> monthly newsletter</li> <li>• Consults, evaluations, professional development, and blended learning opportunities</li> </ul>		1. Attendance and satisfaction surveys 2. Open/Read data 3. Number of delivered services and location

# Kansas School for the Deaf

## Strategic Plan 2020-2023

### 3.1 Result

The internal and external communication infrastructure, utilizing PowerSchool's Swift K-12, is designed for emergency situations such as inclement weather and actual lockdowns. In response to school closures and their impact on district transportation, the Transportation Coordinator will inform transportation providers about closures, ensuring that students are not transported to school on affected days, including Sundays. Swift K-12 is used to disseminate closure information to KSD employees and parents. Additionally, alternative communication channels rely on the preferred mode of school administrators, which may involve apps like Remind, S'mores, or email.

Internal communication at the Kansas School for the Deaf (KSD) serves the purpose of keeping employees informed about current events, trending topics, and upcoming accreditations. We utilize various channels for dissemination.

For detailed information regarding upcoming events or general updates, communication is channeled through supervisors to their respective departments. It's crucial that supervisors effectively relay information from KSDLT to departments and parents, emphasizing consistency, frequency, timeliness, and follow-through. This 'top-down' communication approach ensures immediate dissemination of important messages. Updates requiring full participation from KSD employees are addressed in quarterly forums. The response from employees underscores the value of direct communication from the Superintendent during these forums within work hours. To ensure maximum engagement across the campus, three time slots are designated for these forums.

Parent contacts primarily involve frequent communication from the principals and the Dean of Student Life through emails, the Remind app, newsletters, and video/phone calls.

Immediate or urgent announcements are conveyed via emails or in-person meetings, depending on the urgency of the message. This approach aims to maintain swift and effective communication across the organization.

The *Kansas Contact* is a monthly electronic newsletter for parents, professionals, and others with an interest in deaf education. Events, conferences, academic competitions, scholarship opportunities, and information about various organizations is included in this newsletter. KSD information is shared as well including the PATHS events held throughout the state.

# Kansas School for the Deaf Strategic Plan 2020-2023

## COMMUNITY ENGAGEMENT ACTION PLAN

### 3.2 Generate an integrated marketing plan that brings together all aspects of KSD in support of the branding and messaging

#### Initiatives:

- Redesign the website to better serve the needs of our audiences and allow for greater mobiles and tablet capability (increase online user experience, increase the number of new leads)
- Create an online enrollment for potential students
- Create a branded annual fund campaign program through Endowment

Responsible Party	Timeline	Activities	Resources	Evaluation
Superintendent, Program Administrators, IT Coordinator	March-July 2020	1. Select one website design via School In-Sites 2. Review and update contents within individual programs 3. Launch newly revised website by Aug. 1, 2020	School In-Sites Technology support	Completed – August 1, 2020; review in May 2021
Outreach Coordinator, Administrative Assistant, IT	Fall 2020	Initiate online enrollment via PowerSchool	PowerSchool & current enrollment data	Completion date: August 2020
Superintendent, KSDLT, KSD Advisory Council, Endowment Board	Fall 2022	1. Study the past branded events and its successes and failures 2. Determine one annual fund event 3. Identify programs needed additional funds (STEM, ASL Immersion Family Camp, LAP)	Current schools and/or programs with successful revenues via fundraising activities	First ever 5k ASL for All race on 9/30/23  Endowment Board determines profits proceeds go to Family ASL Immersion Camp

# Kansas School for the Deaf

## Strategic Plan 2020-2023

### 3.2 Result

The IT Coordinator spearheaded research to find the most cost-effective websites before presenting a couple of recommended options to the team. The KSD Leadership Team convened to choose the website design through School In-Sites. Every school leader reviewed and modified content within their respective programs, leading to the complete launch of the revamped website in the fall of 2020. The decision to overhaul the website stemmed from the necessity for enhanced visibility and improved accessibility for users. Lately, there have been discussions about the necessity of reviewing the website to enhance its user-friendliness by reducing the number of dropdown lists.

PowerSchool is used for the enrollment process for KSD. This allows information from the enrollment forms to be automatically imported and/or updated in the school information system. Parents are able to complete all forms in a timely manner from anywhere that they have internet access. Information entered is immediately accessible by various departments eliminating the delay that happened when paper forms were used. For the 2023-2024 school year, enrollment forms for all anticipated students were complete and accessible prior to the first day of school.

Our flagship fundraising event is the ASL for All 5K. The KSD Endowment Board, led by the Superintendent, reached an agreement that the ASL for All Walk/Run/Roll will be the annual fundraising event, co-sponsored by the KSD Endowment Association and the Museum of Deaf History, Arts and Culture (MDHAC). This event aims to foster a future 'shared signing community,' utilizing American Sign Language (ASL) where both Deaf and non-deaf individuals can communicate using sign language in their living, working, congregating, or recreational environments.

The inaugural event took place on Saturday, September 30, 2023, at the Frontier Trail Park on Indian Creek Parkway and was highly successful, generating a profit of nearly \$10,000 from sponsorships and registrations. Both the KSD Endowment and MDHAC are 501(c)(3) tax-exempt organizations committed to expanding programs and opportunities for Deaf and Hard of Hearing (DHH) youth, as well as for signing and non-signing individuals. The profits were divided between these two nonprofit organizations.

The KSD Endowment board will decide how these funds will be allocated during the January 2024 meeting.

# Kansas School for the Deaf Strategic Plan 2020-2023

## COMMUNITY ENGAGEMENT ACTION PLAN

### 3.3 Create materials for each constituency to raise awareness of resources provided by KSD

#### Initiatives:

- Identify key stakeholders from the state legislature, school districts, hospitals and medical professionals, early intervention providers and local communities
- Develop a plan for bringing key state decision makers to the campus

Responsible Party	Timeline	Activities	Resources	Evaluation
Superintendent and Outreach Team	Fall 2020	1. Needs assessment to determine areas of priority for stakeholders	Needs assessment	Return rate
		2. Develop plans for certain groups of stakeholders and its needs		
Superintendent	Fall 2021	1. Reestablish an annual Legislative Forums and plan for a tour of the campus and do presentation about campus-based and outreach programs		Due to pandemic, the efforts to bring legislature to campus have been put on hold until the next Strategic Plan
		2. Restart Annual Reports		Restart Annual Reports Summer of 2025

## Kansas School for the Deaf Strategic Plan 2020-2023

### 3.3 Result

It is crucial for KSD that legislators and stakeholders are aware of the financial and programmatic support required to enable full school/statewide initiatives. This involves raising awareness, supporting initiatives, and influencing decision-making to address challenges faced by deaf students and educators. Through testimonies presented to legislators, the State Board of Education, and Special Education, KSD consistently provides information about the school's needs and challenges. This aims to help them understand the importance of appropriate resource allocation for the school, which includes funding for specialized educational programs, technology, infrastructure, and support services tailored to the unique needs of deaf students.

With increased awareness, legislators and stakeholders (Kansas Department of Education, Kansas State Board of Education, Kansas Department of Health, Kansas Commission of Deaf and Hard of Hearing) can contribute to improving the quality of education and the lives of our students, staff, and families at KSD. This entails implementing evidence-based practices, fostering professional development for teachers, incorporating modern technologies that enhance learning experiences for deaf students, and maintaining facilities to maximize learning.

The upcoming events that need to take place on the campus include inviting legislators to meet the students in their respective areas, hosting legislative forums, and presenting both the campus-based and outreach programs. The ultimate goal for the Superintendent is to reinstate the annual reports to be shared with stakeholders.

# Kansas School for the Deaf Strategic Plan 2020-2023

## Target Goal #4

Create and implement a technology system that supports and enhances learning and innovation for all students that we serve, both on and off campus.

Priority Outcomes		Priority Outcomes
<p>4.1 Restructure all aspects of the Information Technology department</p> <p><b>Initiatives</b></p> <ul style="list-style-type: none"> <li>• Hire a Technology Coordinator to lead the department in developing a new Technology Plan and an enhanced service and delivery model</li> <li>• Pursue single sign-on initiative to enable ease of use, while maintaining required security protocols and practices</li> </ul>	<p>4.2 Establish effective professional development in the area of technology resources, access and effective use</p> <p><b>Initiatives</b></p> <ul style="list-style-type: none"> <li>• Focus on Digital Learning and the necessary training and support to enable effective instruction</li> <li>• Ensure professional development activities that will include training on software services, apps and other user applications</li> <li>• Ensure professional development activities include regular collaboration and support from information technology staff and vendors</li> </ul>	

# Kansas School for the Deaf

## Strategic Plan 2020-2023

### 4.1 Result

The administration understands that information technology is critical in the delivery of education and related operations. Ensuring that classroom technology and network infrastructure can support; digital instruction and research; live video streaming of events; robotic tournaments and virtual experiences; distance learning; real-time emergency notifications; and, secure parent portal and related access to student records. Considerable resources continue to be dedicated towards keeping existing technology operational, compatible with developing opportunities, and secure. Budget submissions have and will continue to include requests for technology for users, network infrastructure, and additional IT personnel and consultants to support all aspects of this mission critical area.

### 4.2 Result

Ongoing training opportunities on the various aspects of technology are made available during scheduled inservice meetings, on-line courses, and one-on-one support. Balancing data access and use against security and cyber threats, both on and off campus, is becoming a growing concern. Viruses, data breaches, and network sabotage/ransoming that can jeopardize access and effectiveness of technology and the functions of the entire organization. In addition to firewalls, antivirus and filtering software, safeguards against social engineering and user manipulation while interacting in daily use of technology requires training on safe practices. Staff and student awareness and understanding of phishing and identity theft will be helpful for both the organization and them personally. Policies and procedures on cyber incident response and training are a key component in mitigating risk. The pursuit of additional resources in IT personnel will allow for more personalized and timely training.



# Kansas School for the Deaf Strategic Plan 2020-2023

## TECHNOLOGY ACTION PLAN

### 4.3 Restructure all aspects of the Information Technology department

#### Initiatives:

- Hire a Technology Coordinator to lead the department in developing a new Technology Plan and an enhanced service and delivery model
- Pursue single sign-on initiative to enable ease of use, while maintaining required security protocols and practices

### 4.4 Establish effective professional development in the area of technology resources, access and effective use

#### Initiatives:

- Focus on Digital Learning and the necessary training and support to enable effective instruction
- Ensure professional development activities that will include training on software services, apps and other user applications
- Ensure professional development activities include regular collaboration and support from information technology staff and vendors

Responsible Party	Timeline	Activities	Resources	Evaluation
Chief Operating Officer	2020 Summer	Hire Technology Coordinator and training selected professional	Interview Team	Completed
Technology Coordinator and IT Department Staff	2020-2021 School Year	Evaluate current policies, practices and system capabilities of information infrastructure and services	Professional time of staff, consultants and vendors	More efficient use and management of user sign-on
Organization's Department Leaders and Stakeholders		Meet with stakeholders, technical experts and vendors on options to consider		Effective training, support and use of digital learning
External Technical Experts/Consultants/Vendors		Conduct cost analysis on options		
		Meet with stakeholders on implementing desired outcomes and put in motion		
		Implement initiatives and activities		
		Follow-up and survey effectiveness of deployed solutions		