

MEMORANDUM

To: Board of Regents

From: Board Office

Subject: Preliminary Review of the Iowa Braille and Sight Saving School Strategic Plan Progress Report

Date: November 4, 2002

Recommended Actions:

1. Receive the 2002 Progress Report on Iowa Braille and Sight Saving School's 1998-2002 Strategic Plan.
 2. Receive, for preliminary review, Iowa Braille and Sight Saving School's proposed 2003-2007 Strategic Plan, *Celebrating Our Past...Embracing Our Future*.
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Executive Summary:

The purpose of this memorandum is two-fold:

- 1) To report on the progress made in the final year of Iowa Braille and Sight Saving School's 1998-2002 Strategic Plan, as measured by the School's institutional performance indicators;
 - 2) To introduce, for preliminary review by the Board, the Iowa Braille and Sight Saving School's proposed 2003-2007 Strategic Plan, *Celebrating Our Past...Embracing Our Future*. Note: One of the initiatives detailed in the proposed Strategic Plan is being presented to the Board (IBS-1) as part of the Early Childhood Study.
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The Analysis section of this memorandum:

- 1) Categorizes the School's institutional performance indicators into those indicators in which progress was made (increases/advances) from the previous year and those in which no progress (decreases/declines) was made.
 - 2) Provides summary information on the critical components of the School's proposed 2003-2007 Strategic Plan.
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Institutional Indicators (FY98 to FY02)

A complete listing of the School's institutional performance indicators, including data from FY98 to FY02, can be found in Attachment A, pages 7-10.

Proposed 2003-2007 Strategic Plan

Iowa Braille and Sight Saving School's proposed 2003-2007 Strategic Plan, *Celebrating Our Past...Embracing Our Future*, as submitted by School officials, can be found in Attachment B, pages 11-18.

Strategic Plan: The Board of Regents is committed to maintaining consistency and linkages between the institutional strategic plans and performance indicators and the Board of Regents Strategic Plan and Performance Indicators. The School's 1998-2002 and proposed 2003-2007 Strategic Plans are consistent with the Board's Strategic Plan and Performance Indicators, specifically the Common Data Sets for the Special Schools.

Background: The Board of Regents approved the Iowa Braille and Sight Saving School's 1998-2002 Strategic Plan in May 1998. The School is nearing completion of its 1998-2002 Strategic Plan. Since the Strategic Plan's initial approval, several modifications to better serve students and their families have been made to the Plan and approved by the Board.

1998-2002
Strategic Plan

2003-2007
Strategic Plan

In developing the proposed 2003-2007 Strategic Plan, School officials spent the past year listening to and challenging ideas to determine what is the best future for the students served by the School. The provision of appropriate educational opportunities, resources, and support services are the three defining and guiding principles in the 2003-2007 Strategic Plan. Each individual education plan (IEP) made, each strategy selected, and each initiative embraced will result in creating or improving educational opportunities, resources, and support services for students.

Plan
Components

In addition, the mission, values, and culture of Iowa Braille and Sight Saving School are espoused in its proposed 2003-2007 Strategic Plan.

Mission
Statement

The mission of the Iowa Braille and Sight Saving School is to enable Iowa's students who are blind or visually impaired to function as independently as possible in all aspects of life by providing appropriate educational opportunities, resources, and support services.

Values
Statement

The values of the Iowa Braille and Sight Saving School are best defined by the following student outcomes. With every opportunity, resource, or service available, IBSSS will demonstrate a commitment to ensuring that every student will be better equipped to:

1. Maintain personal health and well-being;
2. Communicate thoughts and feelings;
3. Demonstrate independence and self-determination;
4. Solve problems and make personal decisions;
5. Develop interpersonal relationships and contribute to family, school and the community; and
6. Adapt to new circumstances.

Values
Statement (cont'd)

In addition to the values indicated in the student outcomes, IBSSS also values the following: people, knowledge, education, compassion, collaboration, diversity, efficiency, effectiveness, and accountability.

Culture
Statement

The climate and culture of the Iowa Braille and Sight Saving School, in order to be conducive to learning and personal growth, must include:

1. A common vision, shared by all;
2. Open dialogue with one another;
3. A spirit of cooperation;
4. Opportunities to form broad partnerships; and
5. Leadership that shares these beliefs and supports student and staff efforts to grow.

Analysis:

This section categorizes changes, by increases/advances and by decreases/declines, in selected institutional performance indicators. Not all of the performance indicators are reported, including those in which no change occurred. A complete listing of the School's institutional performance indicators is found in Attachment A, pages 7-11.

Increases/
Advances

The following increases/advances from FY01 to FY02 are reported in the School's institutional performance indicators:

#	Category	FY01	FY02
1	Skills Necessary to Attain Literacy in Reading and Writing (including Appropriate Learning Media) ➤ # of Students with Goal ➤ # of IEP Goals	15 21	20 27
2	Skills for Acquiring Information (including Appropriate Use of Technological Devices and Services) ➤ # of Students with Goal ➤ # of IEP Goals	20 30	21 30
3	Skills of Orientation and Mobility and Independent Travel ➤ # of Students with Goal ➤ # of IEP Goals	27 46	28 55
4	Skills of Independent Living: Dressing, Eating and Household Maintenance ➤ # of Students with Goal ➤ # of IEP Goals	26 56	26 68
5	Skills of Social Living: Working in a Group, Listening Skills, and Conversational Skills ➤ # of Students with Goal ➤ # of IEP Goals	16 22	19 34

Increases/
Advances (cont'd)

8	Skills to Obtain and Maintain Employment: Job Selection, Skill Development, and Part-Time Employment ➤ # of Students with Goal ➤ # of IEP Goals	9 9	19 22
9	Orientation & Mobility Services Statewide ➤ # of Students ➤ # of IEP Goals	68 194	194 228
11	Provide Parent and Professional Development Plans ➤ # of Families Served ➤ # of Professionals Served	37 157	50 319
14	Human Resources – Professional Development (Faculty/Professional) ➤ Total # / # Evaluated ➤ # of Goals	40/10 23	41/18 41
15D	Gifts During the Year	\$26,368	\$55,354
15E	Grants/Awards During the Year	\$0.43M	\$0.55M
16B	Capital Appropriation Amount	0	\$0.40M

Decreases/
Declines

The following decreases/declines from FY01 to FY02 are reported in the School's institutional performance indicators:

#	Category	FY01	FY02
7	Skills of Recreation and Leisure: Identify Individual Activities and Group Activities ➤ # of Students with Goal ➤ # of IEP Goals	7 8	6 9
15A	Internal Reallocation Dollars	\$0.488M	\$0.199M
15C	Allocation of New Revenue and Internal Reallocation for Strategic Planning Initiatives	\$0.418M	\$52,000
15F	% of State Appropriation Allocation of Total Expenditures (All Funds)	77.53%	76.38%
15G	% Increase in General Fund Annual Operating Budget	3.9%	-3.03%
16D	Amount of Deferred Maintenance (Inventory)	\$1.14M	\$1.61M
16F	General Fund Building Repair Budget	\$0.18M	\$0.11M

2003-2007
Strategic Plan

The Iowa Braille and Sight Saving School's proposed 2003-2007 Strategic Plan focuses on positioning the School as Iowa's "center of knowledge" regarding the education of children who are blind or visually impaired, including those with additional disabilities from birth to age twenty-one. Additionally, the School will position itself to be the primary service provider to these children and youth, their families, and to the professionals and para-professionals working with these children.

Strategic
Initiatives

The proposed 2003-2007 Strategic Plan focuses on the following strategic initiatives (the anticipated outcomes for each initiative are outlined in Attachment B, beginning on page 15):

Initiative I

Implement Quality Programming for Students who are Blind or Visually Impaired (QPVI).

Initiative II

Develop Early Childhood Services for children who are blind or visually impaired, including those with additional disabilities, from birth to kindergarten enrollment, and their families. NOTE: This initiative is being presented to the Board (IBS-1) as part of the Early Childhood Study.

Initiative III

Improve literacy among children who are blind or visually impaired demonstrated through reading at appropriate grade levels, improving the rate of words read per minute and improving the comprehension rates.

Initiative IV

Continue collaborative efforts that are support mechanisms for creating and sustaining opportunities, resources, and support for students.

Student
Performance
Indicators

Through the IEP process, the Iowa Braille and Sight Saving School continues to strive to improve student outcomes. It is not possible to aggregate data in a meaningful way on a student population that presents a wide range of complex learning needs. Therefore, five student profiles will illustrate the students, services provided, and progress made. During the course of the proposed Strategic Plan, the students' educational programs, progress, outcomes, and achievements will be documented.

Format of
Indicators

The format for the Student Performance Indicators will include:

- A brief description of the student, the eye condition, other disabilities, age, and any other pertinent demographics;
 - A description of why the student was referred to the Iowa Braille School's center-based or outreach services, and a description of services provided; and
 - A listing/description of the IEP goals.
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Indicators for
Expanded Core
Curriculum Skill
Areas

The School will continue to report (from the expanded core curriculum) the number of students at the Iowa Braille School with a goal in the listed skill area, the total number of IEP goals in the listed skill area, and the percent of goals where improvement is documented. The Expanded Core Curriculum Skill Areas include:

1. Skills necessary to attain literacy in reading and writing (including appropriate learning media).
2. Skills for acquiring information, including appropriate use of technological devices and services.
3. Skills of Orientation and Mobility and independent travel.
4. Skills of Independent Living which may include dressing, eating, and household maintenance.
5. Skills of Social Living which may include working in a group, listening skills, and conversational skills.
6. Skills to Transition to adult life which may include identifying community supports and developing family supports.
7. Skills of Recreation and Leisure which may include individual activities and /or group activities.
8. Skills to obtain and maintain employment which may include job selection, work skills development, and part-time employment activities.

Additional
Indicators

The Common Data Sets for the Special Schools, along with any new indicators determined appropriate by the Board of Regents, will be documented and reported to the Board.

**Performance
Indicators:**

A complete report of the School's institutional performance indicators and the Board of Regents Performance Indicators, including charts and tables, will be presented in the Annual Report on Performance Indicators in January 2003.


William R. Nelson

Approved: 
Gregory S. Nichols

IOWA BRAILLE SCHOOL PERFORMANCE INDICATORS

	CATEGORIES FOR PERFORMANCE INDICATORS #1 - #8 EXTENDED CORE CURRICULUM	YEAR	NUMBER OF STUDENTS WITH A GOAL IN THE SPECIFIED SKILL AREA	NUMBER OF IEP GOALS	% OF GOALS ACCOMPLISHED. * BEGINNING IN FY02, PER IEP, PERCENTAGE INCLUDES PERFORMANCE 'IMPROVED'
1	Skills Necessary to Attain Literacy in Reading And Writing (Including Appropriate Learning Media)	FY98 FY99 FY00 FY01 FY02	17 17 25 15 20	69 66 57 21 27	52.1% 75.8% 63.2% 38.0% 81.4%
2	Skills for Acquiring Information, including Appropriate Use of Technological Devices and Services	FY98 FY99 FY00 FY01 FY02	11 13 17 20 21	31 29 26 30 30	83.9% 58.6% 76.9% 56.6% 76.6%
3	Skills of Orientation and Mobility and Independent Travel	FY98 FY99 FY00 FY01 FY02	32 28 34 27 28	102 69 68 46 55	63.7% 65.2% 54.4% 54.4% 90.9%
4	Skills of Independent Living: Dressing, Eating and Household Maintenance	FY98 FY99 FY00 FY01 FY02	35 29 34 26 26	194 141 96 56 68	52.1% 57.4% 69.7% 41.0% 75.0%
5	Skills of Social Living: Working in a Group, Listening Skills, And Conversational Skills	FY98 FY99 FY00 FY01 FY02	27 25 23 16 19	73 58 40 22 34	43.8% 51.7% 55.0% 63.6% 79.4%
6	Skills to Transition Services to Adult Life: Identifying Community Supports and Developing Family Supports	FY98 FY99 FY00 FY01 FY02	16 10 7 3 3	22 16 7 4 4	81.8% 50.0% 71.4% 75.0% 75.0%
7	Skills of Recreation and Leisure: Identify Individual Activities and Group Activities	FY98 FY99 FY00 FY01 FY02	10 6 4 7 6	33 10 6 8 9	56.5% 60.0% 66.6% 62.5% 66.6%

CATEGORIES FOR PERFORMANCE INDICATORS #1 - #8 EXTENDED CORE CURRICULUM	YEAR	NUMBER OF STUDENTS WITH A GOAL IN THE SPECIFIED SKILL AREA	NUMBER OF IEP GOALS	% OF GOALS ACCOMPLISHED. * BEGINNING IN FY02, PER IEP, PERCENTAGE INCLUDES PERFORMANCE 'IMPROVED'
8	FY98 FY99 FY00 FY01 FY02	34 16 20 9 19	82 35 24 9 22	53.7% 48.6% 58.3% 55.5% 90.9%

9	ORIENTATION & MOBILITY SERVICES STATEWIDE	YEAR	NUMBER OF STUDENTS	NUMBER OF IEP GOALS	PERCENT ACCOMPLISHED
		FY98	112	208	80.2%
		FY99	128	197	88.8%
		FY00	204	327	70.0%
	Number for FY01 represent information gathered from AEA's # 1, 7, 10, 15 and 16 only. FY02 #'s represent all services	FY01	68	194	72.3%
		FY02	195	228	79.8%

10	SUMMER PROGRAMS	YEAR	NUMBER OF STUDENTS SERVED	NUMBER OF PROFESSIONALS SERVED
			Summer School Camps	UAB Graduate Program
	UAB - University of Alabama, Birmingham (UAB program ended FY00)	FY99	73	7
	OWOW - Orientation to the World of Work program discontinued after FY01 Target: Increase of 10%	FY00	83	8
	2 nd session of summer school cancelled and camp life cancelled due to budget reductions.	FY01	90 18 (sports camp)	0
		FY02	31	

11	PROVIDE PARENT AND PROFESSIONAL DEVELOPMENT PLANS	YEAR	NUMBER OF FAMILIES SERVED	NUMBER OF PROFESSIONALS SERVED
	IE: Sys. of Int., Fall Vision Conf., Tech Institute, Lilli Conf., ICN Sessions, Spec. Kids/Spec. Needs, Hands All Around, CTG, Nat'l Literacy, Penn. College of Opt., IE: Sys. of Int., Fall Vision Conf., Tech Institute, Lilli Conf., ICN Sessions, Spec. Kids/Spec. Needs, Hands All Around, CTG, Nat'l Literacy, Penn. College of Opt., Specifically included: Preschool Conference, What Do I Do Now?, Braille Class, CTG, VIISA, only.	FY99	18	233
		FY00	36	427
		FY01	37	157
	FY 02 specifically included: Preschool Conference, What Do I Do Now, CTG, VIISA, NASESE training for administrators, Parent Educator Connection annual mtgs (present and monitor family groups), Quality Programs for Students with Visual Impairment (QPVI), AEA parent mtgs, TVI/COMS mtgs, COMS bi-annual action planning, Graduate coursework offered in professional collaboration and vocational/career. (# does not include activities from the deaf/blind grant)	FY02	50	319

12	HUMAN RESOURCES - AFFIRMATIVE ACTION	YEAR	NEW HIRES	RESIGNATIONS	RETIREMENTS
	Faculty/ Professional/ Merit	10/1/98	0	0	0
		10/1/99	0	0	0
		10/1/00	0	0	0
		10/1/01	0	0	0
		10/1/02	1	1	0

13	HUMAN RESOURCES - RETENTION	YEAR	NEW HIRES	RESIGNATIONS	RETIREMENTS
	Faculty/Professional	1997/98	8 faculty / 1 professional	6 faculty / 0 professional	0 faculty / 1 professional
		1998/99	7 faculty / 1 professional	3 faculty / 1 professional	1 faculty / 0 professional
		1999/00	6 faculty / 0 professional	1 faculty / 1 professional	0 faculty / 0 professional
		2000/01	6 faculty / 1 professional	2 faculty / 3 professional	0 faculty / 0 professional
		2001/02	6 faculty / 1 professional	5 faculty / 0 professional	1 faculty / 0 professional

14	HUMAN RESOURCES - PROFESSIONAL DEVELOPMENT	YEAR	TOTAL NUMBER OF FACULTY/PROFESSIONAL	TOTAL NUMBER OF GOALS	PERCENT OF GOALS ACHIEVED
	Faculty/Professional	FY98	38 staff / 18 evaluated	45	96%
		FY99	41 staff / 10 evaluated	24	92%
		FY00	42 staff / 15 evaluated	42	88%
		FY01	40 staff / 10 evaluated	23	83%
		FY02	41 staff / 18 evaluated	41	88%

MEMORANDUM

To: The Board of Regents

From: Dennis Thurman

Date: October 28, 2002

RE: 2003 – 2007 Strategic Plan

REQUEST:

Review the Iowa Braille School's 2003 – 2007 Strategic Plan, anticipating approval of the plan in January 2003.

BACKGROUND:

Celebrating Our Past ...Embracing Our Future

A Strategic Plan for the Iowa Braille School, 2003 – 2007

The mission of the Iowa Braille School is to enable Iowa's students who are blind or visually impaired to function as independently as possible in all aspects of life by providing appropriate educational opportunities, resources, and support services. Founded in 1852 in Keokuk, Iowa by Samuel Bacon, the school first received the support of the state legislature in 1853 when its first appropriation was secured. Following a brief period of time located in Iowa City, the school found its permanent home in Vinton, Iowa in 1862. Nestled in scenic rural northeast Iowa, the school is close to all three state universities. It takes just 45 minutes to reach the University of Northern Iowa in Cedar Falls, one hour to reach the State University of Iowa in Iowa City, and just under two hours to reach the campus of Iowa State University in Ames, Iowa.

In the year 2002 we have spent much time 'celebrating our past' as the school celebrated its 150th birthday. We are proud of the longstanding mission to service Iowa's infants, toddlers, children, youth, and young adults to age 21 who are blind or visually impaired including those with additional disabilities. Historically, the provision of services was done exclusively in Vinton. Student's families brought them to the school, frequently arriving by train in the early days, and left them here to complete their education. It was considered the responsible method of providing an education for young people who were blind. Today, the students who attend school in Vinton are here during the week only. They are bused home every weekend, all across Iowa, to spend weekends at home with their families. Today, with the passage of IDEA, nearly all services initiated from the Iowa Braille School are actually delivered directly to the students in their local schools and Area Education Agencies (AEAs). We now refer to our campus as the state of Iowa.

Nearly 600 children annually receive services from the school, most delivered to the local school. The campus in Vinton remains the heart of the program. The school is able to support programs throughout the state because of the strength of the combined knowledge, expertise and experience available in Vinton. The school is also able to support programs throughout the state because of the strong cooperation received from the AEAs and local education agencies (LEAs) in Iowa.

As we have 'celebrated our past' we have also been actively involved in 'embracing our future'. We know that for children who are blind or visually impaired to function independently in today's world, they must be well prepared to face the challenges of adulthood. We have spent much time the last year in listening, planning, and challenging ideas to determine what is the best future for the children served by the school. We define our purpose in three ways, stating that we will provide appropriate educational opportunities, resources and support services. With our theme, "embracing the future", these three areas will become the defining light guiding our way from 2003 – 2007. Each plan that is made, each strategy selected, each initiative embraced will result in creating or improving opportunities, resources and support services.

Values

The values of the Iowa Braille School are best defined by the following Student Outcomes.

With every opportunity, resource or service available, our hope is that we will demonstrate a commitment to ensuring that every student will be better equipped to:

1. Maintain personal health and well-being;
2. Communicate thoughts and feelings;
3. Demonstrate independence and self-determination;
4. Solve problems and make personal decisions;
5. Develop interpersonal relationships and contribute to family, school and the community;
6. Adapt to new circumstances.

In addition to the values indicated in the student outcomes we also value the following. We value people. We value knowledge. We value education. We value compassion. We value collaboration. We value diversity. And we value efficiency and effectiveness and accountability.

Culture

Our school climate goal developed by the staff as a part of an accreditation process and earlier school improvement plan, defines our culture.

We believe that our school climate, and the culture of the Iowa Braille School, in order to be conducive to learning and personal growth, must include:

1. a common vision, shared by all;
2. open dialogue with one another;
3. a spirit of cooperation;
4. opportunities to form broad partnerships; and
5. leadership that shares these beliefs and supports student and staff efforts to grow

Environmental Assessment

Environmental assessments have been conducted during the last two years of the 1998 – 2002 Strategic Plan. They have focused on gathering information from parents, from professionals who provide services, and from supervisors and directors of educational programs. Areas assessed included early childhood and services to school age children through age twenty-one.

Superintendent Thurman has just completed face-to-face interviews with AEA Special Education Directors. The results will be presented orally during the November Board of Regents meeting. The Early Childhood Study, with the assistance of the University of Northern Iowa's Center for Behavioral Research has also been completed. Information is available upon request from the results of the study. Information was gathered from parents and guardians of children who were visually impaired including those with multiple disabilities ages 8 and younger at the time of the survey.

The National Association of State Directors of Special Education (NASDSE) developed, in cooperation with the Hilton/Perkins Program, educational service guidelines for students who are blind or visually impaired. The guidelines were published in 1999. The guidelines represent the most current and the most comprehensive body of work that addresses what is most needed to improve the education of children who are blind or visually impaired. The guidelines address five areas. They are 1) foundations for educating students who are blind or visually impaired, including those with additional disabilities; 2) supportive structure and administration; 3) assessment; 4) program requirements and placement options; and 5) personnel. The NASDSE educational service guidelines are available for review from the Iowa Braille School Superintendent's office.

Relevant issues addressed in the guidelines include but are not limited to the following.

- 1) Foundations for educating students who are blind or visually impaired, including those with additional disabilities:
 - Educators must be knowledgeable about the need for a full continuum of placement options for students who are blind or visually impaired, and they must understand the differences among placement options;
 - Educators must respect the importance of equal participation of parents as partners in the educational process

- 2) Supportive structure and administration
 - State and local education agencies should ensure that each student will receive ongoing and appropriate assessment in order for the education team to develop and implement an appropriate individualized education plan;
 - State and local education agencies should utilize residential / specialized schools as a resource;
 - State and local education agencies must assure that instruction for students with visual impairment of blindness will extend beyond the boundaries of the school and the school day

- 3) Assessment
 - Educators should recognize the need for on-going assessment of the progress of students with visual impairments with consideration given to the interaction of functional vision, additional disabilities, environmental factors, learning strategies, unique skill needs, and academic skill attainment;
 - The learning and literacy media assessment of students with visual impairment should be conducted prior to program planning

- 4) Program requirements and placement options
 - An expanded core curriculum for students with visual impairments is necessary and should be provided to insure an equal opportunity for learning in general education;
 - Educators must ensure appropriate mentoring and professional development opportunities for beginning teachers of students with visual impairments

- 5) Personnel
 - Teachers of the visually impaired should be knowledgeable and proficient in literacy and communication modes (including Braille reading and writing and use of optical devices) for students who are blind or visually impaired;
 - Education personnel must be expected to engage in ongoing professional development;
 - Educational administrators need to develop strategies to attract and retain certified personnel who specialize in working with students who are blind and visually impaired.

In June and July of 2001, NASDE training was done with the AEA Special Education Directors and with the AEA Vision Supervisors. A portion of the training time allowed for action plans to be developed. The Iowa Braille School provides leadership to facilitate carrying out the educational actions plans which is reflected in the 2003 – 2007 Strategic Plan.

2003 – 2007 Strategic Plan
Embracing our Future

The future we embrace will focus on positioning the Iowa Braille School to be Iowa's 'center of knowledge' regarding the education of children who are blind or visually impaired, including those with additional disabilities from birth to age twenty-one. Additionally, the school will position itself to be the primary service provider to these children and youth, their families, and to the professionals and para-professionals working with these children. As we embrace the future, we have identified initiatives for 2003 – 2007.

Initiatives

I. Implement Quality Programming for Students who are Blind or Visually Impaired (QPVI)

Anticipated Outcomes

The collaborative efforts of the Bureau of Children, Family and Community Services, the Iowa Braille School, and committed AEAs and LEAs will result in:

1. A three-phase process of self-study, improvement, and on-going evaluation of programming for students with visual impairment in the participating AEAs will be completed.
2. A three-phase process of self-study, improvement, and on-going evaluation of programming for students with visual impairment attending the Iowa Braille School, a 'special school', will be completed.
3. A consistent quality of services will be available to all students in Iowa who have visual impairment regardless of their placement.
4. A model state-wide program using promising practices for the education of students with visual impairment, including those students who have additional disabilities will be in place.
5. The Iowa Braille School will continue to be accredited through the NCA with a blending of the QPVI process as the core element leading to accreditation.

II. Develop Early Childhood Services for children who are blind or visually impaired, including those with additional disabilities, from birth to kindergarten enrollment, and their families

Anticipated Outcomes

In close collaboration with all AEAs and LEAs, and under the direction of the Early Childhood Specialist, the families of Iowa's children who are blind or visually impaired, including those children with additional disabilities, will have:

1. Information about the most promising practices for the development of all children who are blind or visually impaired readily available to all families in Iowa;

2. Leadership developing appropriate family support groups in their local communities;
3. Leadership developing a statewide early childhood organization to advocate for services for their children;
4. Effective lines of communication from families to all service providers, including but not limited to the Iowa Braille School and its staff, the State Vision Consultant, the State Deaf-Blind Consultant, the Vision Supervisors and the faculty of the Vision Professional Preparation Program at the University of Northern Iowa.

III. Improve literacy among children who are blind or visually impaired demonstrated through reading at appropriate grade levels, improving the rate of words read per minute and improving the comprehension rates.

Anticipated Outcomes

1. All children and students with visual impairments will receive quality literacy evaluations provided in collaboration with Iowa Braille through technical assistance, resources, and services.
2. Professionals, families, and other educational personnel will demonstrate increased skill level in the area of literacy instruction for children and students with visual impairments through on-going quality professional staff development provided by the Iowa Braille School.
3. Area Education Agencies will implement "promising practice" literacy instruction for children and students with visual impairments with technical assistance, resources, and services provided by Iowa Braille.
4. Children and students with visual impairments will demonstrate increased literacy levels after completion of the first three outcomes.

IV. Continue collaborative efforts that are support mechanisms for creating and sustaining opportunities, resources and support for students

Anticipated Outcomes

1. A teacher preparation program will be in place in Iowa at the University of Northern Iowa for teachers of the visually impaired
2. Support systems will be available to the AEAs and LEAs from the Iowa Braille School for parents and families, students, and professionals
3. Interagency agreements will be in place as appropriate for programming for special needs children

4. Creative funding streams will be in place
5. A campus long-range utilization plan will be in place
6. Old Main will be listed as a site on the National Historic Registry
7. A public information plan will be developed and implemented

Student Performance Indicators

Through the IEP process, the Iowa Braille School continues to strive to improve student outcomes. It is not possible to aggregate data in a meaningful way on a student population that presents a wide range of complex learning needs. Therefore, five student profiles will illustrate who our students are, what services we provide to them and the progress they make. During the course of this strategic plan we will describe the students' educational programs, follow their progress, and document their outcomes and achievements.

The format will include:

- a brief description of the student, the eye condition, other disabilities, age, and any other pertinent demographics
- a description of why the student was referred to the Iowa Braille School's center-based or outreach services, and a description of services provided.
- a listing/description of the IEP goals.

In each of the subsequent years, there will be a review of each of the identified student's IEP goals with progress noted and other accomplishments. Due to required confidentiality, the individual students will not be named.

In addition to the five students, the Iowa Braille School will continue to document and report from the expanded core curriculum: a) the number of students at the Iowa Braille School with a goal in the listed skill area; b) the total number of IEP goals in the listed skill area; and c) the percent of goals where improvement is documented. Expanded Core Curriculum Skill Areas include:

1. Skills necessary to attain literacy in reading and writing (including appropriate learning media)
2. Skills for acquiring information, including appropriate use of technological devices and services
3. Skills of Orientation and Mobility and independent travel
4. Skills of Independent Living which may include dressing, eating, and household maintenance

5. Skills of Social Living which may include working in a group, listening skills, and conversational skills
6. Skills to Transition to adult life which may include identifying community supports and developing family supports
7. Skills of Recreation and Leisure which may include individual activities and /or group activities
8. Skills to obtain and maintain employment which may include job selection, work skills development and part-time employment activities

The Iowa Braille School will also include documentation from the common data of performance indicators, including any new indicators the Board may select.