

LOUISIANA SCHOOL FOR THE DEAF  
STRATEGIC PLAN  
FY 2008-2009 THROUGH FY 2012-2013

Revised July 1, 2007

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# **LOUISIANA SCHOOL FOR THE DEAF**

The Louisiana School for the Deaf (LSD), located on 116 acres of land in Baton Rouge, provides residential and/or day elementary and secondary educational services to children ages three (3) through twenty-one (21) who are deaf and hard-of-hearing and whose hearing loss is such as to preclude their making normal progress in the regular public school system. The school operates under the jurisdiction of the State Board of Elementary and Secondary Education and is managed by a director. There are 22 buildings providing educational facilities for an elementary school, a middle school, a high school, physical education, vocational programs, and separate dormitory buildings for elementary, middle school and high school age students, a learning resource center and various physical plant support and administrative buildings. Students ages birth through three (3) are served in the natural environment of their homes. Programmatically the school is divided into three units: Administrative/Support Services, Instructional Services and Residential Services.

## **VISION, MISSION AND PHILOSOPHY**

### **VISION**

The Louisiana School for the Deaf will be a school that exemplifies the highest standards of excellence in educating and training deaf and hard-of-hearing students to take their place in the work force of the state.

### **MISSION**

The Louisiana School for the Deaf is mandated by the Legislature of Louisiana to provide educational services to children who are hearing impaired and reside in the State of Louisiana and whose hearing loss is such as to preclude their making normal progress in regular classrooms of the public schools.

The mission of the Louisiana School for the Deaf is to provide a:

**L**earning Community that is  
**S**tudent Oriented and  
**D**edicated to Excellence

### **PHILOSOPHY**

The Louisiana School for the Deaf believes that deaf and hard-of-hearing children can do anything except hear, and that with proper education and training they can become contributing, productive citizens of the state. LSD provides a comprehensive educational program for children who have a hearing loss that prevents them from taking full advantage of the classes attended by their hearing peers in parish schools. Through specialized strategies, students are trained to communicate in a variety of settings and situations to break down barriers caused by hearing loss. Not only does the school provide a rich educational atmosphere, but also a variety of opportunities for social involvement through after-school activities and athletics.

## **GOAL**

The Administrative/Support Services Program will provide the direction needed to maintain all functions necessary for the efficient operations of the School., thereby supporting the Instructional/Educational Services Program as it provides the services necessary to educate children who are deaf and hard-of-hearing to become self-sufficient adults in the mainstream of society at the same time that the Residential/Student Life Services Program provides training through guiding and demonstrating appropriate behaviors relative to obtaining independent living skills.

Vision 2020 Objectives 1.1, 1.2, 1.3, 1.4, 1.7, 1.9 and 1.11 are directly or indirectly related to LSD's program goals and objectives.

## **ADMINISTRATIVE/SUPPORT SERVICES PROGRAM**

**Program Authorization: Regulations for Implementation of the Children with Exceptionalities Act (R.S. 17:1941 etseq.) Subpart A – Regulations for Students with Disabilities and Subpart B – Regulations for Gifted/Talented Students**

**MISSION:** The Mission of the Administrative/Support Services Program is to provide support services for the Instructional and Residential Programs.

**Goal –** The Administrative/Support Services Program will provide the direction needed to operate and maintain all functions necessary for the efficient operations of the School. (Vision 2020 1.1, 1.2, 1.3, 1.4, 1.7, and 1.11)

**Objective 1** - By 2013, the Administrative/Support Services Program costs, excluding Capital Outlay Projects, as a percentage of total school appropriation, will not exceed 30%.

**Strategy 1.1** - The Business Manager will monitor annual appropriations and administrative/support services costs and make reports to the Director.

**Strategy 1.2** - The Division Heads along with the Business Manager will analyze staffing needs and make recommendations to the Director for change as appropriate.

### **Performance Indicators:**

**Input:** Administrative/Support Services program expenditures.

**Output:** Administrative/Support Services expenditures as a percentage of the appropriation.

**Outcome:** Administrative/Support Services expenditures as a percentage of the appropriation.

**Efficiency:** Cost per LSD student (total – all programs).

## **INSTRUCTIONAL/EDUCATIONAL SERVICES PROGRAM**

**Program Authorization: Regulations for Implementation of the Children with Exceptionalities Act (R.S. 17:1941 etseq.) Subpart A – Regulations for Students with Disabilities and Subpart B – Regulations for Gifted/Talented Students**

**MISSION:** The mission of the Instructional/Educational Services Program is to provide educational services to children who are deaf, hard-of-hearing and multi-disabled, 0 – 21 years of age, a comprehensive quality educational program that prepares students for post-secondary training and/or the workforce.

**Goal -** The Instructional Services Program is to provide the services necessary to educate children who are deaf and hard-of-hearing so they can acquire the necessary skills to become self-sufficient adults in the mainstream of society. (Vision 2020 1.1, 1.2, 1.3, 1.4, 1.7 and 1.9)

**Objective 1** - By 2013, 80% of the school's students who participate in LEAP Alternate Assessment 1 (LAA1) will achieve at least 70% of their annual Individualized Education Program (IEP) objectives.

**Strategy 1.1** - Teachers will closely monitor student's IEPs and utilize lesson plans designed to enable students to accomplish their IEP objectives.

**Strategy 1.2** - Supervising teachers will review progress reports submitted by teachers every nine weeks to monitor students' achievement of IEP objectives.

**Strategy 1.3** - The IEP committee will utilize prior year achievement data in determining new IEP objectives.

### **Performance Indicators:**

**Input:** Number of students having an IEP.

**Output:** Number of students achieving 70% of their annual IEP objectives.

**Outcome:** Number of students achieving 70% of their annual IEP objectives.

**Efficiency:** Percentage of students achieving 70% of their annual IEP objectives.

**Objective 2** - By 2013, 70% of students exiting from the Instructional Program (other than withdrawals) will enter the workforce, internships, post-secondary/vocational programs, sheltered workshops, group homes or working towards the completion of requirements for a state diploma.

**Strategy 2.1** - Teachers, counselors and supervising teachers will develop and implement Individual Transition Plans (ITPs) and Individual Educational Plans (IEPs) to meet the students' needs so that they can become self-sufficient adults in the community. Prior to the student's 16th birthday, an ITP will be developed.

**Strategy 2.2** - Rehabilitation Services contacts are made during a student's senior year. An annual College Day provides information from various post-secondary institutions known to provide services for students who are deaf or hard-of-hearing.

**Strategy 2.3** - The Transition Supervising Teacher and Career Education Teacher(s) will gather data, by January 15th of each school year, regarding students who exited the school through graduation the previous school year.

**Performance Indicators:**

**Input:** Number of students exiting high school through graduation.

**Output:** Number of students who entered the workforce, internships, post-secondary/vocational programs, sheltered workshops, group homes or work toward the requirements for a state diploma.

**Outcome:** Number of students who entered the workforce, internships, post-secondary/vocational programs, sheltered workshops, group homes or work toward the requirements for a state diploma.

**Efficiency:** Percentage of eligible students who entered the workforce, internships, post-secondary/vocational programs, sheltered workshops, group homes or worked towards the requirements for a state diploma.

**Objective 3** - By 2013, to have 85% of students participating in Extended School Year Program (ESYP) achieve at least one of their ESYP IEP objectives.

**Strategy 3.1** - Train classroom teachers to develop IEP objectives in incremental steps which can be targeted as Regression/Recruitment or Critical Point of Instruction ESYP objectives to be addressed/accomplished during a three to seven week time period.

**Performance Indicators:**

**Input:** Number of students participating in ESYP.

**Output:** Percentage of students participating in ESYP that achieved at least one of their ESYP IEP objectives.

**Outcome:** Percentage of students participating in ESYP that achieved at least one of their ESYP IEP objectives.

**Efficiency:** Yearly measurable increase in ratio of participating students who achieved at least one of their ESYP IEP objectives.

**Objective 4** - By 2013, adopt the Louisiana Educational Assessment Program (LEAP) such that 10% of the school's students in grades 4, 8 and 12 will meet state standards.

**Strategy 4.1** - Train classroom teachers to instruct with emphasis on reasoning ability, not just facts and figures so that the correct answers to questions on LEAP test are arrived at through deductive reasoning.

**Strategy 4.2** - Offer after-school LEAP tutoring and remediation for 4<sup>th</sup>, 8<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> graders from October until testing date.

**Strategy 4.3** - Offer summer LEAP remediation until retesting.

**Performance Indicators:**

**Input:** Number of students taking the LEAP testing in grades 4, 8, 10, 11 and 12.

**Output:** Number of students tested annually in March, and retested, if required in summer annual retest.

**Outcome:** Number and percentage of eligible students passing all components and 1-4 components of LEAP test on first attempt and number and percentage of eligible students passing all components and 1-4 components of LEAP test after remediation.

**Efficiency:** Yearly measurable increase in ratio of eligible students tested to number of students passing LEAP test on first attempt.

**Objective 5** - By 2013, to adopt the LEAP Alternate Assessment Program such that 75% of students assessed will advance at least one point on the scoring rubric in 10 of the 20 target areas.

**Strategy 5.1** -Teachers will closely monitor student's IEPs and utilize lesson plans designed to enable students to accomplish their IEP objectives.

**Strategy 5.2** - Supervising teachers will review progress reports submitted by teachers every nine weeks to monitor students' achievement of IEP objectives.

**Strategy 5.3** - The IEP committee will utilize prior year achievement data in determining new IEP objectives.

**Performance Indicators:**

**Input:** Number of students in grades 3-12 participating in the LEAP Alternate Assessment Program (supporting)

**Output:** Percentage of students assessed that advanced at least one point on the scoring rubric in 10 of the 20 target areas (key)

**Outcome:** Percentage of students assessed that advanced at least one point on the scoring rubric in 10 of the 20 target areas (key)

**Efficiency:** Yearly measurable increase in ratio of students participating in the LEAP Alternate Assessment Program that advanced at least one point on the scoring rubric in 10 of the 20 target areas.

**Objective 6** - By 2013, to provide Parent Pupil Education Program services to at least 245 students with hearing impairment and their families.

**Strategy 6.1** -Parent Advisors will participate in Child Search by maintaining professional relationships with state personnel and professionals who identify and track newborn hearing screening information on children born in Louisiana.

**Strategy 6.2** - Parent Advisors will provide best practice services to students who are deaf and hard-of-hearing ages 0-3.

**Strategy 6.3** - Parent Advisors will facilitate the completion of initial evaluations on those students turning age 3 so these students will be ready to enter an educational program which will meet their needs.

**Performance Indicators:**

- Input:** Number of referrals to PPEP
- Output:** Number of students/families served, visits, Individualized Family Services Program meetings attended, family contacts, professional contacts, and workshops presented/attended to educate families regarding appropriate education of children with hearing impairment from ages 0-3.
- Outcome:** Number of students/families served, visits, Individualized Family Services Program meetings attended, family contacts, professional contacts, and workshops presented/attended to educate families regarding appropriate education of children with hearing impairment from ages 0-3.
- Efficiency:** Cost per student and PPEP percentage of Instructional Budget

## **RESIDENTIAL SERVICES PROGRAM**

### **Program Authorization: Regulations for Implementation of the Children with Exceptionalities Act (R.S. 17:1941 etseq.) Subpart A – Regulations for Students with Disabilities and Subpart B – Regulations for Gifted/Talented Students**

**Mission:** The Residential Services Program will provide services to residential children who are deaf, hard-of-hearing, and multi-disabled. Children 3 – 21 years of age will be provided with a nurturing, safe and caring environment in which students can learn and live.

**Goal -** The Residential Services Program will provide training through guiding and demonstrating appropriate behaviors that help students achieve independence according to objectives outlined in the student's Independent Living Plan. (Vision 2020 1.1, 1.2, and 1.7)

**Objective 1** - By 2013, 70% of residential students will show improvement in at least two of the six life domains (personal hygiene, household management, emotional development, social skills, physical development, and intellectual development.

**Strategy 1.1** - A team consisting of the Student Development Specialists, Residential Team Leaders and Residential Advisors will identify strengths and weaknesses and establish objectives for each child for the year.

**Strategy 1.2** - The Student Development Specialist and Residential Team Leader will monitor each student's progress each nine weeks. Progress will be recorded and status updates will be forwarded to parents and appropriate school personnel.

**Strategy 1.3** - Achievement of student's performance objectives will be evaluated at the end of the school term.

### **Performance Indicators:**

**Input:** Number of residential students who reside in the dorm two consecutive 9 weeks.

**Output:** Number of students who showed improvement in at least two of the six life domains.

**Outcome:** Number of students who showed improvement in at least two of the six life domains.

**Efficiency:** Percentage of students who showed improvement in at least two of the six life domains.

## **EXTERNAL FACTORS**

Normal operations of the Administrative/Support, Instructional and Residential Services Programs are contingent on receipt of adequate funding from the Louisiana State Legislature annually.

Also beyond the control of these programs is the number of students applying for enrollment, their disabling conditions and academic potential, and the location in the state where those students reside. All these factors affect this program on both a monetary and staffing basis.

## **INTERNAL FACTORS**

### ■ Description of Principle Clients

The Administrative/Support Services Program provides services to students, parents/guardians, faculty, staff and the community.

The Instructional and Residential Services Programs provide services to students and parents.

### ■ Evaluation of Programs and Strategic Plan Development

Initially, a series of meetings were held with Special School District #1 staff, the BESE Special School Directors and administrative staff, and representatives from the Office of Budget Planning and Review to collaborate on common objectives and indicators that would apply to the three BESE Special Schools.

In 2002-2003, the school sought and attained national accreditation from the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD), a professional organization for schools and programs educating deaf children in the United States and Canada. During this campus-wide process, various groups gathered information regarding exemplary practices and the critical issues for each of the school departments. The most important critical school-wide issues were identified and action plans were developed to address them. This process focused on student needs and established a blueprint for what LSD would strive to attain over the next five years. During the 2003-2004 school year LSD addressed identified areas with an emphasis on:

- organizational changes in the Instructional and Residential Programs
- school-wide literacy needs
- recruitment of qualified personnel in the Business, Instructional, Residential and Educational Support Services Divisions
- technology plans
- communication/outreach efforts
- aging facilities

A review of progress made during the 2003-2004 school year was accomplished through a series of meetings among the CEASD committee members, Director, Division Heads (Administrator of Teaching and Learning, Administrator of Student Life, Business Manager, Administrator of Educational Support Services) and Program Managers. This led to a review of the Strategic Plan (goals, objectives, indicators, etc.) for the school.

During the 2006-2007 school year, LSD wrote a School Improvement Plan (SIP) based on input from parents, students, teachers, administrators and observation of teachers by outside educational personnel. Results of this process were incorporated into the present strategic plan, specifically in regards to the Instructional Services Program. During the 2007-2008 school year, the completion of goals and objectives will be monitored through the Degree of Implementation Guide (DIG) to indicate progress towards meeting the goals and objectives of the School Improvement Plan. Assessment data (LEAP scores), dropout rates and student attendance are monitored annually to determine Adequate Yearly Progress (AYP).

- Duplication of Effort

Duplication of effort does not exist in the programs providing services.

- Beneficiaries

The primary beneficiaries of the school are deaf and hard-of-hearing students from birth to their third birthday who are served in their homes throughout the state by itinerant teachers, and students from 3 through 21 years of age who attend classes on our campus.

## **LEGAL CITATIONS RELATIVE TO THE OPERATION OF LSD**

Individuals with Disabilities Education Act (IDEA) (R.S.17:1941 etseq.)

20 U.S.C. §1400 - §1485; 34 C.F.R. §300.1 - §301 and §104

This federal law and its accompanying regulations require the provision of a free, appropriate public education in the least restrictive environment to all children with disabilities in accord with a written “individual education plan” for each student. It also provides for parent participation in this process and guarantees certain due process rights to the students and to the family of a student with a disability. All programs operate under this law.

## **ADDITIONAL LEGAL CITATIONS RELATIVE TO THE HISTORICAL ESTABLISHMENT AND OPERATION OF THE SCHOOL**

Act 322 of General Assembly – March 18, 1852

Establishment of the Louisiana Institution for the Deaf and Dumb and the Blind to provide programs for deaf and blind children of Louisiana and governed by a Board of Administrators.

Act 166, July 14, 1898

Reorganized school under the name of the Louisiana Institute for the Deaf and Dumb to be governed by a Board of Trustees. The schools for the deaf and the blind were separated.

July 8, 1908

Changed the name of the school to the Louisiana State School for the Deaf.

Act 237, July 6, 1916

The Louisiana State School for the Deaf was placed under the direct control of State Board of Education.

Act 159, July 7, 1920

Establishment of a state school for deaf and blind children of the Negro race to be administered by the State Board of Education.

Act 7, June 21, 1938

Provision for the Louisiana State Board of Education to administer the affairs of the specific State educational institutions including the State School for the Deaf, Baton Rouge and the State School for Deaf Negroes, Scotlandville.

1938

Establishment of the Southern University System State School for the Deaf under the direction of Southern University System Board of Trustees to provide educational programs for deaf negro children.

State Board of Education Action, December 13, 1973

Designation of the Louisiana State School for the Deaf as the Statewide Learning Resource Center for the Hearing Impaired.

Louisiana State Constitution of 1974

Reorganized the Louisiana State Board of Education into two separate boards—State Board of Elementary and Secondary Education with responsibility for public elementary and secondary education, state special schools, and vocational-technical schools, and State Board of Regents with responsibility for public higher education. Article VII, Section 3 provides that BESE shall have jurisdiction and exercise supervision and control over state special schools for blind and deaf.

Act 633, July 12, 1978

Placement of the Southern University System State School for the Deaf under jurisdiction of the Louisiana State Board of Elementary and Secondary Education.

State Board of Elementary and Secondary Education Action, August 24, 1978

Directed the unitary operation (merger) of the two formerly separated state schools for the deaf – the Southern University System State School for the Deaf and the Louisiana State School for the Deaf – under the designation of the Louisiana School for the Deaf as legal successor to these schools effective as of September 9, 1978.

Act 468, July 13, 1979

Changed the official name of the school to the Louisiana School for the Deaf

Act 584, July 18, 1979

Provision for year round operation of the Louisiana School for the Deaf.

State Board of Elementary and Secondary Education Action, November 19, 1981

Final Adoption of BESE Policy and Procedure Manual, Section 3.02 for Board Special Schools and Special School District No. 1 which updated and reorganized BESE policies on special schools. Designated the Louisiana School for the Deaf as the specialized Statewide Resource Center on Deafness through board Policy 3.02.34.

State Board of Elementary and Secondary Education Action, October 20, 1988.

As part of a unified education system with the first board appointed State Superintendent of Education, the BESE grouped its Board Special Schools-the Louisiana School for the Deaf, the Louisiana School for the Visually Impaired, the Louisiana Special Education Center – with Special School District #1 within the State Department of Education structure.

Act 433, June 20, 1992

Amended and reenacted R.S. 17:1946 (A) and (B) relative to alternative educational settings. Allowed parents of children with hearing handicaps to refer children to the Louisiana School for the Deaf.

Act 911, July 9, 1992

Amended and reenacted R.S. 17:1946 (b) and enacted R.S. 17:348 (d) and (e) relative to education of children who are hearing impaired and provided for enrollment of hearing impaired children at the Louisiana School for the Deaf by the parents, legal guardians, appointed custodians or legal surrogates.

Act 395, June 8 1993

To ensure that children who are deaf or hearing impaired have the same rights and potential to become independent and self-actualizing as children who are not hearing impaired, the Deaf Child's Bill of Rights was established so that children who are deaf or hearing impaired are entitled to appropriate screening and assessment of hearing and vision capabilities and communication and language needs at the earliest possible age and to the continuation of screening services throughout the educational experience; to early intervention to provide for acquisition of a language base developed at the earliest possible age; to their parents' or guardians' full and informed participation in their educational planning; to adult role models who are deaf or hearing impaired; to meet and associate with their peers; to qualified teachers, interpreters and resource personnel who communicate effectively with the child in the child's mode of communication; to placement best suited to the child's individual needs including but not limited to social, emotional, cultural needs, age, hearing loss, academic level, modes of communication, styles of learning, motivational level, and family support; to individual considerations for free and appropriate education across a full spectrum of educational programs; to full support services provided by qualified professionals in their education settings; to full access to all programs in their education settings; to have the public fully informed concerning medical, cultural, linguistic issues of deafness and hearing loss; and where appropriate, to have deaf and hearing impaired adults directly involved in determining the extent, content, and purpose of all programs that affect their education.

July 23, 1996

The Honorable Ann Murray Keller of Jefferson Parish Juvenile Court ordered the State of Louisiana and the Louisiana School for the Deaf to create a program for students who are hearing impaired and behavior disordered and/or emotionally disordered.

## **Strategies for Development and Implementation of Human Resource Policies that Benefit Women and Children**

Human Resources Policies Beneficial to Women and Families that are directly or indirectly associated with LSD's goals and objectives include:

- flexible work schedules as approved by Division Heads in non-class load areas
- participation in the Family Medical Leave Act
- generous approval of annual leave at holiday instructional school closure times for non-essential personnel
- transportation arrangements to allow students to be home either every weekend or every two weeks
- participation in the free and reduced meals program
- participation in the Comprehensive Public Training Program
- provision of staff in-service training both on-campus and off-campus in areas of job responsibility during work hours
- operational procedures which monitor campus access, child abuse, reporting computer usage, and physical restraint of children
- provision of a Rewards and Recognition Program for staff
- provision of dental, medical and vision screening for students
- reverse mainstreaming program open to children of staff and siblings of students
- provision of suicide prevention procedures.

## ATTACHMENTS

**PERFORMANCE INDICATOR MATRIX**

**Program: Administrative/Support Services**

**Date: FY 2008-2009 –FY 2012-2013**

**GOAL:** The Administrative/Support Services Program will provide the direction needed to operate and maintain all functions necessary for the efficient operations of the School.

	<b>INPUT</b>	<b>OUTPUT</b>	<b>OUTCOME</b>	<b>EFFICIENCY</b>	<b>QUALITY</b>
Objective 1: By 2013, the Administrative/Support Services Program costs, excluding Capital Outlay Projects, as a percentage of total school appropriation, will not exceed 30%.	Administrative/Support Services program expenditures	Administrative/Support Services expenditures as a percentage of the appropriation.	Administrative/Support Services expenditures as a percentage of the appropriation.	Cost per LSD student (total – all programs)	Administrative/Support Services below or at 30% of the school's total appropriations.

**PERFORMANCE INDICATOR MATRIX**

<b>Program: Instructional/Educational Services</b>			<b>Date: FY 2008-2009 –FY 2012-2013</b>		
<b>GOAL:</b> The Instructional Services Program is to provide the services necessary to educate children who are deaf and hard-of-hearing so they may possess the necessary skills to become self-sufficient adults in the mainstream of society.					
	<b>INPUT</b>	<b>OUTPUT</b>	<b>OUTCOME</b>	<b>EFFICIENCY</b>	<b>QUALITY</b>
Objective 1: By 2013, 80% of the school's students will achieve at least 70% of their annual Individualized Education Program (IEP) objectives.	Number of students having an IEP.	Number of students achieving 70% of their annual IEP objectives.	Number of students achieving 70% of their annual IEP objectives.	Percentage of students achieving 70% of their annual IEP objectives.	Maintain national certification through the Conference of Educational Administrators of Schools and Programs for the Deaf
Objective2: By 2013, 70% of students exiting from the instructional program (other than withdrawals) will enter the workforce, internships, post-secondary/vocational programs, sheltered workshops, group homes or working towards the completion of requirements for a state diploma	Number of students exiting high school through graduation.	Number of students who entered the workforce, internships, post-secondary /vocational programs, sheltered workshops, group homes or work towards the requirements for a state diploma.	Number of students who entered the workforce, internships, post-secondary/vocational programs, sheltered workshops, group homes or work towards the requirements for a state diploma.	Percentage of eligible students who entered the workforce, internships, post-secondary/vocational programs, sheltered workshops, group homes or work towards the requirements for a state diploma.	

continued

Objective3: By 2013, to have 85% of students participating in Extended School Year Program (ESYP) achieve at least one of their ESYP IEP objectives.	Number of students participating in ESYP.	Percentage of students participating in ESYP who achieved at least one of their ESYP IEP objectives.	Percentage of students participating in ESYP who achieved at least one of their ESYP IEP objectives.	Yearly measurable increase in ratio of participating students who achieved at least one of their ESYP IEP objectives.	
Objective 4: By 2013, adopt the LEAP such that 10% of the school's students in grades 4, 8 and 12 will meet state required standards.	Number of students taking the LEAP testing in grades 4, 8 and 12	Number of students tested annually in March, and retested, if required in summer annual retest	Number and percentage of eligible students passing all components and 1-4 components of LEAP test on first attempt and number and percentage of eligible students passing all components and 1-4 components of LEAP test after remediation.	Yearly measurable increase in ratio of eligible students tested to number of students passing LEAP test on first attempt	
Objective 5: By 2013, to adopt the LEAP Alternate Assessment Program such that 75% of students assessed will advance at least one point on the scoring rubric in 10 of the 20 target areas.	Number of students in grades 3-12 participating in the LEAP Alternate Assessment Program (supporting)	Percentage of students assessed who advanced at least one point on the scoring rubric in 10 of the 20 target areas (key)	Percentage of students assessed who advanced at least one point on the scoring rubric in 10 of the 20 target areas (key)	Yearly measurable increase in ratio of students participating in the LEAP Alternate Assessment Program who advanced at least one point on the scoring rubric in 10 of the 20 target areas.	
Objective 6: By 2013, to provide Parent Pupil Education Program services to at least 245 students with hearing impairment and their families.	Number of referrals to PPEP	Number of students/families served, visits, Individualized Family Services Program meetings attended, family contacts, professional contacts, and workshops presented/attended to educate families regarding appropriate education of children with hearing impairment from ages 0-3.	Number of students/families served, visits, Individualized Family Services Program meetings attended, family contacts, professional contacts, and workshops presented/attended to educate families regarding appropriate education of children with hearing impairment from ages 0-3.	Cost per student and PPEP percentage of Instructional Budget	

**PERFORMANCE INDICATOR MATRIX**

<b>Program: Residential Services</b>		<b>Date: FY 2008-2009 –FY 2012-2013</b>			
<b>GOAL:</b> The Residential Services Program will provide training through guiding and demonstrating appropriate behaviors that help students achieve independence according to objectives outlined in the student’s Independent Living Plan.					
	<b>INPUT</b>	<b>OUTPUT</b>	<b>OUTCOME</b>	<b>EFFICIENCY</b>	<b>QUALITY</b>
Objective 1: By 2013, 70% of residential students will show improvement in at least two of the six life domains (personal hygiene, household management, emotional development, social skills, physical development, and intellectual development.	Number of residential students who reside in the dorm two consecutive 9 weeks.	Number of residential students who reside in the dorm two consecutive 9 weeks	Number of residential students who reside in the dorm two consecutive 9 weeks	Percentage of students who show improvement in at least two of the six life domains.	

## STRATEGY ANALYSIS CHECKLIST

### Reorganization of Administrative/Support Services, Instructional/Educational Services and Residential Services Programs to better address goals and objectives in each program

**Analysis**

- Cost/benefit analysis conducted
- Financial or performance audit used (internal analysis and cabinet participation in budget spreading)
- Benchmarking for best management practices used (Cabinet bimonthly meetings)
- Act 160 Reports used
- Other analysis or evaluation tools used (Cabinet reorganization, Leadership Team formed, national certification process included feedback from students, parents and employees,)
- Impact on other strategies considered (Cabinet and Leadership meetings allow for inter-division coordination)
- Stakeholders identified and involved (CEASD questionnaires from students, staff and parents; Leadership Team more involved in everyday school operation through inter-divisional/departmental and departmental meetings to share information)

**Authorization**

- Authorization exists
- Authorization needed

**Organization Capacity (Administrative/Support, Instructional and Residential Programs reorganized)**

- Needed structural or procedural changes identified
- Resource needs identified
- Strategies developed to implement needed changes or address resource needs
- Responsibility assigned

**Time Frame**

- Already ongoing
- New, startup date estimated
- Lifetime of strategy identified

**Fiscal Impact (reorganization completed within operating budget)**

- Impact on operating budget
- Impact on capital outlay budget
- Means of finance identified
- Return on investment determined to be favorable

**Louisiana School for the Deaf  
Strategic Plan**

**PERFORMANCE INDICATOR DOCUMENTATION**

**PROGRAM:** Administrative/Support Services Program

**Objective: 1** By 2013, the Administrative/Support Services costs as a percentage of total school appropriation, will not exceed 30%.

**INDICATOR NAME:** Administrative/Support Services Program percentage of total expenditures

**LaPAS PI Code:** 4509

**1. INDICATOR TYPE AND LEVEL:**

Output: Administrative/Support Services expenditures as a percentage of the appropriation (key).

Outcome: Administrative/Support Services expenditures as a percentage of the appropriation (key).

**2. RATIONALE:** To access the efficiency and productivity of the Administrative/Support Services program.

**3. USE:** Internal management purposes and performance-based budgeting purposes; performance as documented by this indicator will be analyzed and as appropriate, management strategies will be altered or developed to enhance performance.

**4. CLARITY:** Yes

**5. VALIDITY, RELIABILITY, AND ACCURACY:** No audits. Use of ISIS system.

**6. DATA COLLECTION PROCEDURES/SOURCE:** Monthly reports generated through the ISIS system and reported quarterly and annually (state fiscal year).

**7. CALCULATION METHODOLOGY:** Total Administrative/Support Services expenditures will be divided by the school's total appropriation to determine percentage.

**8. SCOPE:** Addresses the total student population served by LSD.

**9. CAVEATS:** Financial measurements only.

**10. RESPONSIBLE Person:** Business Manager

**Louisiana School for the Deaf  
Strategic Plan**

**PERFORMANCE INDICATOR DOCUMENTATION**

**PROGRAM:** Administrative/Support Services Program

**Objective: 1** By 2013, the Administrative/Support Services costs, excluding Capital Outlay Projects, as a percentage of total school appropriation, will not exceed 30%.

**INDICATOR NAME:** Cost per LSD student (total all programs)

**LaPAS PI Code:** 12943

**1. INDICATOR TYPE AND LEVEL:**

**Efficiency:** Costs per LSD student (total – all programs) (key)

**2. RATIONALE:** To access the efficiency and productivity of the Administrative/Support Services program.

**3. USE:** Internal management purposes and performance-based budgeting purposes; performance as documented by this indicator will be analyzed and as appropriate, management strategies will be altered or developed to enhance performance.

**4. CLARITY:** Yes

**5. VALIDITY, RELIABILITY, AND ACCURACY:** No audits. Use of ISIS system for budget numbers; student numbers collected and reported to State Department of Education by Admissions Office. Use of data collected by Parent Pupil Education System (PPEP) and the Statewide Assessment Center for the Hearing Impaired (SWACHI).

**6. DATA COLLECTION PROCEDURES/SOURCE:** Monthly reports generated through the ISIS system; daily (on campus students) or monthly (off-campus students) update of student numbers and reported quarterly and annually (state fiscal year).

**7. CALCULATION METHODOLOGY:** Total Administrative/Support Services expenditures will be divided by the school's on-campus and off-campus student load.

**8. SCOPE:** Addresses the total student population served by LSD.

**9. CAVEATS:** Financial measurements and student counts only.

**10. RESPONSIBLE Person:** Business Manager and Coordinator of Admissions and SWACHI

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**PERFORMANCE INDICATOR DOCUMENTATION**

**PROGRAM:** Administrative/Support Services Program

**Objective: 1** By 2013, the Administrative/Support Services costs, excluding Capital Outlay Projects, as a percentage of total school appropriation, will not exceed 30%.

**INDICATOR NAME: Total number of students (total on-campus, Parent Pupil Education Program (PPEP) and reverse mainstream)**

**LaPAS PI Code: 14671**

- 1. INDICATOR TYPE AND LEVEL:** Efficiency: Administrative/Support Services expenditures per student (service load)
- 2. RATIONALE:** To access the efficiency and productivity of the Administrative/Support Services program.
- 3. USE:** Internal management purposes and performance-based budgeting purposes; performance as documented by this indicator will be analyzed and as appropriate, management strategies will be altered or developed to enhance performance.
- 4. CLARITY:** Yes
- 5. VALIDITY, RELIABILITY, AND ACCURACY:** No audits. Use of data collected by Admissions Office and reported to the State Department of Education through the Student Information System (SIS).
- 6. DATA COLLECTION PROCEDURES/SOURCE:** Monthly reports generated through the SIS system and reported quarterly and annually (state fiscal year).
- 7. CALCULATION METHODOLOGY:** Total number of full-time students served on-campus, Parent Pupil Education Program students and reverse mainstream students.
- 8. SCOPE:** Addresses the total student population served by LSD.
- 9. CAVEATS:** Financial measurements only.
- 10. RESPONSIBLE Person:** Business Manager

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**PERFORMANCE INDICATOR DOCUMENTATION**

**PROGRAM:** Instructional/Educational Services Program

**Objective: 1** To have 80% of the school's students who participate in LEAP Alternate Assessment 1 (LAA 1) achieve at least 70% of their Individualized Education Program (IEP) objectives.

**INDICATOR NAME: Percentage of students achieving 70% of their IEP objectives  
LaPAS PI Code #8334**

**1. INDICATOR TYPE AND LEVEL:**

Efficiency: Percentage of students achieving 70% of their annual IEP objectives (key)

- 2. RATIONALE:** This indicator measures the effectiveness of the instructional program as measured on an annual basis related to student accomplishment of educational objectives.
- 3. USE:** This indicator measures the success of the students and the appropriateness of objectives on their IEPs.
- 4. CLARITY:** This indicator is a straightforward measure of student achievement.
- 5. VALIDITY, RELIABILITY, AND ACCURACY:** IEPs are monitored internally annually and externally by State Department of Education about every three years. Supervising teachers send data to the assistant to the Administrator of Teaching and Learning who compiles the data quarterly and analyzes for discrepancies.
- 6. DATA COLLECTION PROCEDURES/SOURCE:** Supervising Teachers and Teachers with IEP responsibility will monitor objectives every 9 weeks and annually
- 7. CALCULATION METHODOLOGY:** From data collected at each annual IEP review, the supervising teacher will determine the number and percentage of students who accomplished 70% of their IEP objectives.
- 8. SCOPE:** Aggregations – Total number of students achieving 70% of their IEP objectives divided by total number of students completing a full IEP year at LSD. Disaggregations by instructional departments.
- 9. CAVEATS:** Students who withdraw from LSD during the IEP cycle will be impossible to track or to include in the data collection. Students who did not complete a full IEP year at LSD will not be included in reporting data (i.e. new students, early evaluations, etc.)
- 10. RESPONSIBLE PERSON:** Supervising Teachers and the Administrator of Teaching and Learning

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Strategic Plan**

**PERFORMANCE INDICATOR DOCUMENTATION**

**PROGRAM:** Instructional/Educational Services Program

**Objective: 1** To have 80% of the school's students who participate in LEAP Alternate Assessment 1 (LAA 1) achieve at least 70% of their Individualized Education Program (IEP) objectives.

**INDICATOR NAME: Number of students achieving 70% of their IEP objectives  
LaPAS PI Code #8335**

**1. INDICATOR TYPE AND LEVEL:**

Output: Number of students achieving 70% of their IEP objectives (key)

Outcome: Number of students achieving 70% of their IEP objectives (key)

**2. RATIONALE:** This indicator measures the effectiveness of the instructional program as measured on an annual basis related to student accomplishment of educational objectives.

**3. USE:** This indicator measures the success of the students and the appropriateness of objectives on their IEPs.

**4. CLARITY:** This indicator is a straight forward measure of student achievement.

**5. VALIDITY, RELIABILITY, AND ACCURACY:** IEPs are monitored internally annually and externally by State Department of Education about every three years. Supervising teachers send data to the Administrator of Teaching and Learning who compiles the data quarterly and analyzes for discrepancies.

**6. DATA COLLECTION PROCEDURES/SOURCE:** Supervising Teachers and Teachers with IEP responsibility will monitor objectives every 9 weeks and annually

**7. CALCULATION METHODOLOGY:** From data collected at each quarterly IEP review, the supervising teacher will determine the number and percentage of students who accomplished (satisfactory progress) 70% of their IEP objectives. This information is maintained by the Administrator of Teaching and Learning.

**8. SCOPE:** Aggregations – Total number of students with an IEP. .Disaggregations by instructional departments.

**9. CAVEATS:** Students who withdraw from LSD during the IEP cycle will be impossible to track or to include in the data collection. Students who did not complete a full IEP year at LSD will not be included in reporting data (i.e. new students, early evaluations, etc.)

**10. RESPONSIBLE PERSON:** Supervising Teachers and the Administrator of Teaching and Learning

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Strategic Plan**

**PERFORMANCE INDICATOR DOCUMENTATION**

**PROGRAM:** Instructional/Educational Services Program

**Objective: 1** To have 80% of the school's students who participate in LEAP Alternate Assessment 1 (LAA 1) achieve at least 70% of their Individualized Education Program (IEP) objectives.

**INDICATOR NAME: Number of students having an IEP  
LaPAS PI Code #8337**

1. **INDICATOR TYPE AND LEVEL:** Input: Number of students having an IEP (key)
2. **RATIONALE:** This indicator measures the effectiveness of the instructional program as measured on an annual basis related to student accomplishment of educational objectives.
3. **USE:** This indicator reports the number of students having an IEP
4. **CLARITY:** This indicator is a straight forward count.
5. **VALIDITY, RELIABILITY, AND ACCURACY:** By federal and state law, each student attending the Louisiana School for the Deaf must have an IEP and is reported on the state's special education database.
6. **DATA COLLECTION PROCEDURES/SOURCE:** Supervising Teachers and Teachers with IEP responsibility will monitor objectives every 9 weeks and annually. The Administrator of Teaching and Learning compiles the data quarterly.
7. **CALCULATION METHODOLOGY:** The number of students who are reported to the state department of education database (includes new entries and withdrawals).
8. **SCOPE:** Data is collected by each Supervising Teacher and cross checked to our enrollment list by the Administrator of Teaching and Learning.
9. **CAVEATS:** All students with an IEP are counted. However, students who withdraw from LSD during the IEP cycle will be impossible to track or to include in the data collection. Students who did not complete a 9 week period at LSD during a quarter will not be included in reporting data (i.e. new students, early evaluations, etc.)
10. **RESPONSIBLE PERSON:** Teachers Supervising and the Administrator of Teaching and Learning

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**PERFORMANCE INDICATOR DOCUMENTATION**

**PROGRAM:** Instructional/Educational Services Program

**Objective: 2** To have 70% of students exiting the Instructional/Educational Services program enter the workforce, internships, post-secondary/vocational programs, sheltered workshops, group homes or working toward the completion requirements for a state diploma.

**INDICATOR NAME: Percentage of eligible students who entered the workforce, internships, post-secondary/vocational programs, sheltered workshops, group homes or working toward the completion requirements for a state diploma.**

**LaPAS PI Code #8339**

- 1. INDICATOR TYPE and LEVEL:** Efficiency: Percentage of eligible students who entered the workforce, internships, post-secondary/vocational programs, sheltered workshops, group homes or work towards the requirements for a state diploma (key).
- 2. RATIONALE:** This indicator measures the effectiveness of the instructional program to transition graduates to be productive members of the mainstreamed community.
- 3. USE:** This indicator gives information on post-secondary activity of our students which can then be used in determining coursework offered.
- 4. CLARITY:** This indicator is a straight forward reporting of student activity by percentage.
- 5. VALIDITY, RELIABILITY, AND ACCURACY:** Information is collected by mail, phone or email. Some data is collected from students and other data is reported by adults (family members or peers in the deaf community who have interacted with graduates).
- 6. DATA COLLECTION PROCEDURES/SOURCE:** Information is collected by mail, phone or email. Some data is collected from students and other data is reported by adults (family members or peers in the deaf community who have interacted with graduates).
- 7. CALCULATION METHODOLOGY:** Number of students from previous year's graduating class divided by the number of students meeting the criteria.
- 8. SCOPE:** This data is collected on the previous year graduating class.
- 9. CAVEATS:** This data is dependent on student response.
- 10. RESPONSIBLE PERSON:** The Administrator of Teaching and Learning collects this data.

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**PERFORMANCE INDICATOR DOCUMENTATION**

**PROGRAM:** Instructional/Educational Services Program

**Objective: 2** To have 70% of students exiting the Instructional/Educational Services program enter the workforce, internships, post-secondary/vocational programs, sheltered workshops, group homes or working toward the completion requirement for a state diploma.

**INDICATOR NAME: Number of students who entered the workforce, internships, post-secondary/vocational programs, sheltered workshops, group homes or working toward the completion requirements for a state diploma.**

**LaPAS PI Code #8340**

**1. INDICATOR TYPE and LEVEL:**

**Output:** Percentage of eligible students who entered the workforce, internships, post-secondary/vocational programs, sheltered workshops, group homes or work towards the requirements for a state diploma (key).

**Outcome:** Percentage of eligible students who entered the workforce, internships, post-secondary/vocational programs, sheltered workshops, group homes or work towards the requirements for a state diploma (key).

- 2. RATIONALE:** This indicator measures the effectiveness of the instructional program to transition graduates to be productive members of the mainstreamed community.
- 3. USE:** This indicator gives information on post-secondary activity of our students which can then be used in determining coursework offered.
- 4. CLARITY:** This indicator is a straight forward reporting of student activity by number.
- 5. VALIDITY, RELIABILITY, AND ACCURACY:** Information is collected by mail, phone or email. Some data is collected from students and other data is reported by adults (family members or peers in the deaf community who have interacted with graduates).
- 6. DATA COLLECTION PROCEDURES/SOURCE:** Information is collected by mail, phone or email. Some data is collected from students and other data is reported by adults (family members or peers in the deaf community who have interacted with graduates).
- 7. CALCULATION METHODOLOGY:** Number of respondents.
- 8. SCOPE:** This data is collected on the previous year's graduating class.
- 9. CAVEATS:** This data is dependent on student response.
- 10. RESPONSIBLE PERSON:** The Administrator of Teaching and Learning collects this data

**Louisiana School for the Deaf  
Strategic Plan**

**PERFORMANCE INDICATOR DOCUMENTATION**

**PROGRAM:** Instructional/Educational Services Program

**Objective: 2** To have 70% of students exiting the Instructional/Educational Services program enter the workforce, internships, post-secondary/vocational programs, sheltered workshops, group homes or working toward the completion requirement for a state diploma.

**INDICATOR NAME: Number of students exiting high school through graduation.  
LaPAS PI Code #4534**

- 1. INDICATOR TYPE and LEVEL:** Input: Number of students exiting high school through graduation (key).
- 2. RATIONALE:** This indicator delineates the number of students in this category who graduated with high school diplomas or a Certificate of Achievement.
- 3. USE:** This indicator gives information on post-secondary activity of our students who graduated with a diploma or certificates of achievement which can then be used in determining coursework offered.
- 4. CLARITY:** This is a straight forward reporting of students who graduate.
- 5. VALIDITY, RELIABILITY, AND ACCURACY:** LSD files contain copies of diplomas and certificates issued by the State Department of Education.
- 6. DATA COLLECTION PROCEDURES/SOURCE:** Student files in the admissions office contain copies of high school diplomas and certificates issued by the State Department of Education.
- 7. CALCULATION METHODOLOGY:** Hand count of students who received diplomas and certificates and downloads from the State Department of Education database.
- 8. SCOPE:** Figures are based on prior year graduation information.
- 9. CAVEATS:** None
- 10. RESPONSIBLE PERSON:** The Administrator of Teaching and Learning.

**Louisiana School for the Deaf  
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**PERFORMANCE INDICATOR DOCUMENTATION**

**PROGRAM:** Instructional/Educational Services Program

**Objective: 3** To have 85% of students participating in Extended School Year Program (ESYP) achieve at least one of their ESYP IEP objectives.

**INDICATOR NAME:** Percentage of students participating in ESYP who achieved at least one of their ESYP IEP objectives.

**LaPAS PI Code #14674**

1. **INDICATOR TYPE:** Output: Percentage of students participating in ESYP that achieved at least one of their ESYP IEP objectives (key)
2. **RATIONALE:** This indicator is one means of measuring the effectiveness of the Instructional Program's curriculum, and helps to measure the effectiveness of the teaching skills of individual teachers.
3. **USE:** This indicator assists in determining whether or not the ESYP program is effective in ensuring that our students have the opportunity to avoid regression/recruitment problems over the summer months and to continue education in the areas of critical points of instruction.
4. **CLARITY:** This indicator sets forth an achievement target for each student attending Extended School Year Program.
5. **VALIDITY, RELIABILITY, AND ACCURACY:** State Department of Education has monitored this program and provided appropriate training in this area. Internal monitoring by Supervising Teachers assists in the identification of appropriate ESYP IEP objectives.
6. **DATA COLLECTION PROCEDURES/SOURCE:** The Supervising Teachers (summer) compile data on objectives achieved. That data is then forwarded to the Administrator of Teaching and Learning and entered onto LANSER (special education database).
7. **CALCULATION METHODOLOGY:** The number of students achieving at least one of their ESYP IEP objectives is divided by the total number of students participating in ESYP.
8. **SCOPE:** This data is reported to the Special Education database. It can be reflected by the State Department of Education as part of a statewide figure.
9. **CAVEATS:** None
10. **RESPONSIBLE PERSON:** Supervising Teacher of ESYP and the Administrator of Teaching and Learning's secretary.

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**PERFORMANCE INDICATOR DOCUMENTATION**

**PROGRAM:** Instructional/Educational Services Program

**Objective: 3** To have 85% of students participating in Extended School Year Program (ESYP) achieve at least one of their ESYP IEP objectives.

**INDICATOR NAME: Number of students participating in ESYP**  
**LaPAS PI Code #14675**

- 1. INDICATOR TYPE and LEVEL:** Input: Number of students participating in ESYP (supporting)
- 2. RATIONALE:** This indicator is one means of measuring the effectiveness of the Instructional Program's curriculum, and helps to measure the effectiveness of the teaching skills of individual teachers.
- 3. USE:** This indicator assists in determining how many students the ESYP program is attempting to ensure have the opportunity to avoid regression/recruitment problems over the summer months and to continue education in the areas of critical points of instruction.
- 4. CLARITY:** This indicator identifies how many students are attending Extended School Year Program.
- 5. VALIDITY, RELIABILITY, AND ACCURACY:** State Department of Education has monitored this program and provided appropriate training in this area. Internal monitoring by Supervising Teachers assists in the identification of appropriate ESYP IEP objectives.
- 6. DATA COLLECTION PROCEDURES/SOURCE:** The Supervising Teachers (summer) compiles data on students qualifying for ESYP under state guidelines. That data is then forwarded to the Administrator of Teaching and Learning and entered onto LANSER.
- 7. CALCULATION METHODOLOGY:** Count students who participate in ESYP.
- 8. SCOPE:** This data is reported to the Special Education database. It can be reflected by the State Department of Education as part of a statewide figure.
- 9. CAVEATS: None**
- 10. RESPONSIBLE PERSON:** Supervising Teacher of ESYP and the Administrator of Teaching and Learning's secretary.

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**PERFORMANCE INDICATOR DOCUMENTATION**

**PROGRAM:** Instructional/Educational Services Program

**Objective: 4** To adopt the Louisiana Educational Assessment Program (LEAP) such that at least 10% of students tested in grades 4, 8 and 12 will meet state required standards.

**INDICATOR NAME: Percentage of students in grade 4 who met state standards in English Language Arts and Math.**

**LaPAS PI Code #21361**

1. **INDICATOR TYPE:** Efficiency: Yearly measurable increase in ratio of eligible students tested to number of students passing LEAP test on first attempt (key).
2. **RATIONALE:** This indicator measures the effectiveness of the Instructional Program's curriculum, and measures the effectiveness of the teaching skills of individual teachers.
3. **USE:** The LEAP Graduate Exit Exams established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSD and State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
4. **CLARITY:** This indicator clearly sets a standard.
5. **VALIDITY, RELIABILITY, AND ACCURACY:** This indicator is in accordance with state and federal mandates but does not reflect the deaf child's usual progression through the state curriculum. Reading skill achievement for the deaf child occurs at a slower rate.
6. **DATA COLLECTION PROCEDURES/SOURCE:** LSD's Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting. That data is then forwarded to the Administrator of Teaching and Learning and Director.
7. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized
8. **SCOPE:** LEAP testing occurs in March, and retesting occurs in June annually.
9. **CAVEATS:** The LEAP Graduate Exit Exams established challenging standards for deaf children. The LEAP GEE test raises the standard beyond the academic performance level of many deaf children. LSD and State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
10. **RESPONSIBLE PERSON:** LSD Testing Coordinator and the Administrator of Teaching and Learning

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**PERFORMANCE INDICATOR DOCUMENTATION**

**PROGRAM:** Instructional/Educational Services Program

**Objective: 4** To adopt the Louisiana Educational Assessment Program (LEAP) such that at least 10% of students tested in grades 4, 8 and 12 will meet state required standards.

**INDICATOR NAME: Percentage of students in grade 4 who scored “Approaching Basic” or above on 1-4 components.**

**LaPAS PI Code #21362**

1. **INDICATOR TYPE:** Efficiency: Yearly measurable increase in ratio of eligible students tested to number of students passing LEAP test on first attempt (key).
2. **RATIONALE:** This indicator measures the effectiveness of the Instructional Program’s curriculum, and measures the effectiveness of the teaching skills of individual teachers.
3. **USE:** The LEAP Graduate Exit Exams established challenging standards for deaf children. The LEAP GEE test raises the standard beyond the academic performance level of many deaf children. LSD and State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
4. **CLARITY:** This indicator clearly sets a standard.
5. **VALIDITY, RELIABILITY, AND ACCURACY:** This indicator is in accordance with state and federal mandates but does not reflect the deaf child’s usual progression through the state curriculum. Reading skill achievement for the deaf child occurs at a slower rate.
6. **DATA COLLECTION PROCEDURES/SOURCE:** LSD’s Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting. That data is then forwarded to the Administrator of Teaching and Learning and Director.
7. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized
8. **SCOPE:** LEAP testing occurs in March, and retesting occurs in June annually.
9. **CAVEATS:** The LEAP Graduate Exit Exams established challenging standards for deaf children. The LEAP GEE test raises the standard beyond the academic performance level of many deaf children. LSD and State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
10. **RESPONSIBLE PERSON:** LSD Testing Coordinator and the Administrator of Teaching and Learning

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**PERFORMANCE INDICATOR DOCUMENTATION**

**PROGRAM:** Instructional/Educational Services Program

**Objective: 4** To adopt the Louisiana Educational Assessment Program (LEAP) such that at least 10% of students tested in grades 4, 8 and 12 will meet state required standards.

**INDICATOR NAME: Number of students in grade 4 taking the LEAP test.**

**LaPAS PI Code #21365**

1. **INDICATOR TYPE and LEVEL:** Input: Number of students in grade 4 taking the LEAP test (supporting)
2. **RATIONALE:** This indicator measures the number of students in grade 4 who meet the qualifications/requirements to take the LEAP test.
3. **USE:** The LEAP Graduate Exit Exams established challenging standards for deaf children. The LEAP GEE test raises the standard beyond the academic performance level of many deaf children. LSD and State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
4. **CLARITY:** This indicator is a count.
5. **VALIDITY, RELIABILITY, AND ACCURACY:** This indicator is in accordance with state and federal mandates but does not reflect the deaf child's usual progression through the state curriculum. Reading skill achievement for the deaf child occurs at a slower rate due to language ability.
6. **DATA COLLECTION PROCEDURES/SOURCE:** LSD's Testing Coordinator is responsible for identifying students, administering tests and gathering data upon completion of testing and retesting. That data is then forwarded to the Administrator of Teaching and Learning and Director.
7. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized to verify the number of students who took the test.
8. **SCOPE: LEAP** testing occurs in March, and retesting occurs in June annually.
9. **CAVEATS:** The LEAP Graduate Exit Exams established challenging standards for deaf children. The LEAP GEE test raises the standard beyond the academic performance level of many deaf children. LSD and State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
10. **RESPONSIBLE PERSON:** LSD Testing Coordinator and the Administrator of Teaching and Learning

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**PERFORMANCE INDICATOR DOCUMENTATION**

**PROGRAM:** Instructional/Educational Services Program

**Objective: 4** To adopt the Louisiana Educational Assessment Program (LEAP) such that at least 10% of students tested in grades 4, 8 and 12 will meet state required standards.

**INDICATOR NAME: Percentage of students in grade 8 who met state standards in English Language Arts and Math.**

**LaPAS PI Code #21374**

1. **INDICATOR TYPE:** Efficiency: Yearly measurable increase in ratio of eligible students tested to number of students passing LEAP test on first attempt (key).
2. **RATIONALE:** This indicator measures the effectiveness of the Instructional Program's curriculum, and measures the effectiveness of the teaching skills of individual teachers.
3. **USE:** The LEAP Graduate Exit Exams established challenging standards for deaf children. The LEAP GEE test raises the standard beyond the academic performance level of many deaf children. LSD and State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
4. **CLARITY:** This indicator clearly sets a standard.
5. **VALIDITY, RELIABILITY, AND ACCURACY:** This indicator is in accordance with state and federal mandates but does not reflect the deaf child's usual progression through the state curriculum. Reading skill achievement for the deaf child occurs at a slower rate.
6. **DATA COLLECTION PROCEDURES/SOURCE:** LSD's Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting. That data is then forwarded to the Administrator of Teaching and Learning and Director.
7. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized
8. **SCOPE:** LEAP testing occurs in March, and retesting occurs in June annually.
9. **CAVEATS:** The LEAP Graduate Exit Exams established challenging standards for deaf children. The LEAP GEE test raises the standard beyond the academic performance level of many deaf children. LSD and State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
10. **RESPONSIBLE PERSON:** LSD Testing Coordinator and the Administrator of Teaching and Learning

**Louisiana School for the Deaf  
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**PERFORMANCE INDICATOR DOCUMENTATION**

**PROGRAM:** Instructional/Educational Services Program

**Objective: 4** To adopt the Louisiana Educational Assessment Program (LEAP) such that at least 10% of students tested in grades 4, 8 and 12 will meet state required standards.

**INDICATOR NAME: Percentage of students in grade 8 who scored “Approaching Basic” or above on 1-4 components.**

**LaPAS PI Code #21375**

1. **INDICATOR TYPE and LEVEL:** Efficiency: Yearly measurable increase in ratio of eligible students tested to number of students passing LEAP test on first attempt (key).
2. **RATIONALE:** This indicator measures the effectiveness of the Instructional Program’s curriculum, and measures the effectiveness of the teaching skills of individual teachers.
3. **USE:** The LEAP Graduate Exit Exams established challenging standards for deaf children. The LEAP GEE test raises the standard beyond the academic performance level of many deaf children. LSD and State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
4. **CLARITY:** This indicator clearly sets a standard.
5. **VALIDITY, RELIABILITY, AND ACCURACY:** This indicator is in accordance with state and federal mandates but does not reflect the deaf child’s usual progression through the state curriculum. Reading skill achievement for the deaf child occurs at a slower rate.
6. **DATA COLLECTION PROCEDURES/SOURCE:** LSD’s Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting. That data is then forwarded to the Administrator of Teaching and Learning and Director.
7. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized
8. **SCOPE:** LEAP testing occurs in March, and retesting occurs in June annually.
9. **CAVEATS:** The LEAP Graduate Exit Exams established challenging standards for deaf children. The LEAP GEE test raises the standard beyond the academic performance level of many deaf children. LSD and State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
10. **RESPONSIBLE PERSON:** LSD Testing Coordinator and the Administrator of Teaching and Learning

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**PERFORMANCE INDICATOR DOCUMENTATION**

**PROGRAM:** Instructional/Educational Services Program

**Objective: 4** To adopt the Louisiana Educational Assessment Program (LEAP) such that at least 10% of students tested in grades 4, 8 and 12 will meet state required standards.

**INDICATOR NAME: Number of students in grade 8 taking the LEAP test.**

**LaPAS PI Code #21380**

1. **INDICATOR TYPE and LEVEL:** Input: Number of students in grade 8 taking the LEAP test (supporting)
2. **RATIONALE:** This indicator measures the number of students in grade 8 who meet the qualifications/requirements to take the LEAP test.
3. **USE:** The LEAP Graduate Exit Exams established challenging standards for deaf children. The LEAP GEE test raises the standard beyond the academic performance level of many deaf children. LSD and State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
4. **CLARITY:** This indicator is a count.
5. **VALIDITY, RELIABILITY, AND ACCURACY:** This indicator is in accordance with state and federal mandates but does not reflect the deaf child's usual progression through the state curriculum. Reading skill achievement for the deaf child occurs at a slower rate due to language ability.
6. **DATA COLLECTION PROCEDURES/SOURCE:** LSD's Testing Coordinator is responsible for identifying students, administering tests and gathering data upon completion of testing and retesting. That data is then forwarded to the Administrator of Teaching and Learning and Director.
7. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized to verify the number of students who took the test.
8. **SCOPE: LEAP** testing occurs in March, and retesting occurs in June annually.
9. **CAVEATS:** The LEAP Graduate Exit Exams established challenging standards for deaf children. The LEAP GEE test raises the standard beyond the academic performance level of many deaf children. LSD and State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
10. **RESPONSIBLE PERSON:** LSD Testing Coordinator and the Administrator of Teaching and Learning

**Louisiana School for the Deaf  
Strategic Plan**

**PERFORMANCE INDICATOR DOCUMENTATION**

**PROGRAM:** Instructional/Educational Services Program

**Objective: 4** To adopt the Louisiana Educational Assessment Program (LEAP) such that at least 10% of students tested in grades 4, 8 and 12 will meet state required standards.

**INDICATOR NAME: Percentage of seniors (exiting students) who met state standards in English Language Arts, Math, Science and Social Studies.**  
**LaPAS PI Code #9697**

1. **INDICATOR TYPE AND LEVEL:** Efficiency: Yearly measurable increase in ratio of eligible students tested to number of students passing LEAP test on first attempt (key).
2. **RATIONALE:** This indicator measures the effectiveness of the Instructional Program's curriculum, and measures the effectiveness of the teaching skills of individual teachers.
3. **USE:** The LEAP Graduate Exit Exams established challenging standards for deaf children. The LEAP GEE test raises the standard beyond the academic performance level of many deaf children. LSD and State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
4. **CLARITY:** This indicator clearly sets a standard.
5. **VALIDITY, RELIABILITY, AND ACCURACY:** This indicator is in accordance with state and federal mandates but does not reflect the deaf child's usual progression through the state curriculum. Reading skill achievement for the deaf child occurs at a slower rate.
6. **DATA COLLECTION PROCEDURES/SOURCE:** LSD's Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting. That data is then forwarded to the Administrator of Teaching and Learning and Director.
7. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized
8. **SCOPE: LEAP testing occurs in March, and retesting occurs in June annually.**
9. **CAVEATS:** The LEAP Graduate Exit Exams established challenging standards for deaf children. The LEAP GEE test raises the standard beyond the academic performance level of many deaf children. LSD and State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
10. **RESPONSIBLE PERSON:** LSD Testing Coordinator and the Administrator of Teaching and Learning

**Louisiana School for the Deaf  
Strategic Plan**

**PERFORMANCE INDICATOR DOCUMENTATION**

**PROGRAM:** Instructional/Educational Services Program

**Objective: 4** To adopt the Louisiana Educational Assessment Program (LEAP) such that at least 10% of students tested in grades 4, 8 and 12 will meet state required standards.

**INDICATOR NAME: Percentage of seniors (exiting students) who passed 1-4 components.  
LaPAS PI Code #9698**

1. **INDICATOR TYPE AND LEVEL:** Efficiency: Yearly measurable increase in ratio of eligible students tested to number of students passing LEAP test on first attempt (key).
2. **RATIONALE:** This indicator measures the effectiveness of the Instructional Program's curriculum, and measures the effectiveness of the teaching skills of individual teachers.
3. **USE:** The LEAP Graduate Exit Exams established challenging standards for deaf children. The LEAP GEE test raises the standard beyond the academic performance level of many deaf children. LSD and State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
4. **CLARITY:** This indicator clearly sets a standard.
5. **VALIDITY, RELIABILITY, AND ACCURACY:** This indicator is in accordance with state and federal mandates but does not reflect the deaf child's usual progression through the state curriculum. Reading skill achievement for the deaf child occurs at a slower rate.
6. **DATA COLLECTION PROCEDURES/SOURCE:** LSD's Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting. That data is then forwarded to the Administrator of Teaching and Learning and Director.
7. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized
8. **SCOPE: LEAP** testing occurs in the Fall, March, and retesting occurs in June annually.
9. **CAVEATS:** The LEAP Graduate Exit Exams established challenging standards for deaf children. The LEAP GEE test raises the standard beyond the academic performance level of many deaf children. LSD and State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
10. **RESPONSIBLE PERSON:** LSD Testing Coordinator and the Administrator of Teaching and Learning

**Louisiana School for the Deaf  
Strategic Plan**

**PERFORMANCE INDICATOR DOCUMENTATION**

**PROGRAM:** Instructional/Educational Services Program

**Objective: 4** To adopt the Louisiana Educational Assessment Program (LEAP) such that at least 10% of students tested in grades 4, 8 and 12 will meet state required standards.

**INDICATOR NAME: Number of seniors taking the LEAP test.**  
**LaPAS PI Code #9699**

- 1. INDICATOR TYPE AND LEVEL:** Input: Number of seniors taking the LEAP test (supporting)
- 2. RATIONALE:** This indicator measures the number of seniors taking the LEAP test.
- 3. USE:** The LEAP Graduate Exit Exams established challenging standards for deaf children. The LEAP GEE test raises the standard beyond the academic performance level of many deaf children. LSD and State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
- 4. CLARITY:** This indicator is a count.
- 5. VALIDITY, RELIABILITY, AND ACCURACY:** This indicator is in accordance with state and federal mandates but does not reflect the deaf child's usual progression through the state curriculum. Reading skill achievement for the deaf child occurs at a slower rate due to language ability.
- 6. DATA COLLECTION PROCEDURES/SOURCE:** LSD's Testing Coordinator is responsible for identifying seniors, administering tests and gathering data upon completion of testing and retesting. That data is then forwarded to the Administrator of Teaching and Learning and Director.
- 7. CALCULATION METHODOLOGY:** Official LEAP test results are utilized to verify the number of seniors who took the test.
- 8. SCOPE:** LEAP testing occurs in March, and retesting occurs in June annually. Seniors can also retest in October.
- 9. CAVEATS:** The LEAP Graduate Exit Exams established challenging standards for deaf children. The LEAP GEE test raises the standard beyond the academic performance level of many deaf children. LSD and State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
- 10. RESPONSIBLE PERSON:** LSD Testing Coordinator and the Administrator of Teaching and Learning

**Louisiana School for the Deaf  
Strategic Plan**

**PERFORMANCE INDICATOR DOCUMENTATION**

**PROGRAM:** Instructional/Educational Services Program

**Objective: 5** To adopt the Louisiana Educational Assessment Program (LEAP) such that 75% of students assessed will advance at least one point on the scoring rubric in 10 of the 20 target areas.

**INDICATOR NAME:** Percentage of students assessed who advanced at least one point on the scoring rubric in 10 of the 20 target areas.

**LaPAS PI Code #14686**

**1. INDICATOR TYPE AND LEVEL:**

Output: Percentage of students assessed that advanced at least one point on the scoring rubric in 10 of the 20 target areas (key)

Outcome: Percentage of students assessed that advanced at least one point on the scoring rubric in 10 of the 20 target areas (key)

**2. RATIONALE:** This indicator measures the effectiveness of the Instructional Program's curriculum, and measures the effectiveness of the teaching skills of individual teachers.

**3. USE:** This indicator is used to assess a student with disabling conditions in addition to Hearing Impairment.

**4. CLARITY:** This indicator clearly identifies the students' expected performance.

**5. VALIDITY, RELIABILITY, AND ACCURACY:** The State Department of Education, in accordance with federal guidelines, has changed the population to which this indicator applied. Therefore the number and type of students addressed has changed.

**6. DATA COLLECTION PROCEDURES/SOURCE:** LSD Test Coordinator and Administrator of Teaching and Learning collect data from the teachers with IEP responsibility for the identified students.

**7. CALCULATION METHODOLOGY:** Assessments are hand scored.

**8. SCOPE:** This indicator applies to a specific group, each of which has individual differences.

**9. CAVEATS:** This indicator reflects results from tests created each year by the teacher with IEP responsibility and therefore is not always amenable to year by year comparisons.

**10. RESPONSIBLE PERSON:** LSD Testing Coordinator and the Administrator of Teaching and Learning

**Louisiana School for the Deaf  
Strategic Plan**

**PERFORMANCE INDICATOR DOCUMENTATION**

**PROGRAM:** Instructional/Educational Services Program

**Objective: 5** To adopt the Louisiana Educational Assessment Program (LEAP) such that 75% of students assessed will advance at least one point on the scoring rubric in 10 of the 20 target areas.

**INDICATOR NAME: Number of students in grades 3-12 participating in the LEAP Alternate Assessment Program.**

**LaPAS PI Code #14687**

**1. INDICATOR TYPE and LEVEL:**

Input: Number of students in grades 3-12 participating in the LEAP Alternate Assessment Program (supporting)

**2. RATIONALE:** This indicator supports the measure of effectiveness of the Instructional Program's curriculum, and supports the measure of the effectiveness of the teaching skills of individual teachers.

**3. USE:** This indicator is used to assess a student with disabling conditions in addition to Hearing Impairment.

**4. CLARITY:** This indicator is a count.

**5. VALIDITY, RELIABILITY, AND ACCURACY:** The State Department of Education, in accordance with federal guidelines, has changed the population to which this indicator applied twice recently. Therefore the number and type of students addressed is dependent on state and federal guidelines.

**6. DATA COLLECTION PROCEDURES/SOURCE:** LSD Test Coordinator and Administrator of Teaching and Learning collect data from the teachers with IEP responsibility for the identified students.

**7. CALCULATION METHODOLOGY:** Assessments are hands on activities and are hand scored according to the activity.

**8. SCOPE:** This indicator applies to a specific group, each of which has individual differences.

**9. CAVEATS:** This indicator reflects results from tests created each year by the teacher with IEP responsibility and therefore is not always amenable to year by year comparisons.

**10. RESPONSIBLE PERSON:** LSD Testing Coordinator and the Administrator of Teaching and Learning

**Louisiana School for the Deaf  
Strategic Plan**

**PERFORMANCE INDICATOR DOCUMENTATION**

**PROGRAM:** Instructional/Educational Services Program

**Objective: 6** To provide Parent Pupil Education Program services to at least 245 students with hearing impairments and their families.

**INDICATOR NAME: Number of students/families served**

**LaPAS PI Code #21387**

1. **INDICATOR TYPE and LEVEL:** Input: Number of students/families served (key)
2. **RATIONALE:** This indicator delineates the number of students/families served.
3. **USE:** This indicator gives information on the number of students with hearing impairments that have been identified and referred to PPEP for appropriate services during their first three years of life.
4. **CLARITY:** This is a straight forward reporting of students served by PPEP.
5. **VALIDITY, RELIABILITY, AND ACCURACY:** LSD files contain information on services provided to these students and their families.
6. **DATA COLLECTION PROCEDURES/SOURCE:** Student files in the Parent Advisors' home office or the PPEP/admissions office contain copies of general student information, documentation of hearing loss and services provided.
7. **CALCULATION METHODOLOGY:** Database maintained with notation of when services started and reviewed to give a total state count quarterly.
8. **SCOPE:** Figures are based number of students provided services.
9. **CAVEATS:** None
10. **RESPONSIBLE PERSON:** The Parent Advisors, Coordinator of PPEP and Coordinator of Admissions and Records.

**Louisiana School for the Deaf  
Strategic Plan**

**PERFORMANCE INDICATOR DOCUMENTATION**

**PROGRAM:** Instructional/Educational Services Program

**Objective: 6** To provide Parent Pupil Education Program services to at least 245 students with hearing impairments and their families.

**INDICATOR NAME: Number of students/families served**  
**LaPAS PI Code #21391**

1. **INDICATOR TYPE and LEVEL:** Input: Number of visits, Individualized Family Services Program meetings, family contacts, professional contacts, workshops presented/attended made to educate families regarding appropriate education of children with hearing impairment from ages 0-3 (supporting).
2. **RATIONALE:** This indicator delineates the number and types of services to the students/families served.
3. **USE:** This indicator gives information on number and types of services to the students with hearing impairments that have been identified and referred to PPEP for appropriate services during their first three years of life.
4. **CLARITY:** This is a straight forward reporting of the number and types of services provided to the students served by PPEP.
5. **VALIDITY, RELIABILITY, AND ACCURACY:** LSD files contain information on services provided to these students and their families.
6. **DATA COLLECTION PROCEDURES/SOURCE:** Student files in the Parent Advisors' home office or the PPEP/admissions office contain documentation of services provided.
7. **CALCULATION METHODOLOGY:** Database maintained regarding numbers of specific services provided by each Parent Advisor and compiled quarterly.
8. **SCOPE:** Figures are based on the number of service contacts made by each Parent Advisor.
9. **CAVEATS:** None
10. **RESPONSIBLE PERSON:** The Parent Advisors, Coordinator of PPEP and Coordinator of Admissions and Records.

**Louisiana School for the Deaf  
Strategic Plan**

**PERFORMANCE INDICATOR DOCUMENTATION**

**PROGRAM:** Residential/Student Life Services Program

**Objective: 1** To have 70% of residential students show improvement in at least two of the six life domains (personal hygiene, household management, emotional development, social skills, physical development, and intellectual developments).

**INDICATOR NAME:** Percentage of students who showed improvement in at least two of the six Life Domains.

**LaPAS PI Code #8342**

1. **INDICATOR TYPE and Level:** Efficiency: Percentage of students who showed improvement in at least two of the six life domains (key).
2. **RATIONALE:** This indicator measures the effectiveness of the Independent Living Skills program in the dormitories.
3. **USE:** Performance as documented by this indicator will be analyzed and as appropriate, management strategies will be altered or developed so as to enhance student performance.
4. **CLARITY:** Yes
5. **VALIDITY, RELIABILITY, AND ACCURACY:** No audits. The Administrator of Student Life monitored the data for the 03-04 school year and found that collection by newly hired staff was inappropriately collected. The Residential Team Leaders in each dormitory are now monitoring the collected data and further training has been given to the Student Development Specialists who collect the data.
6. **DATA COLLECTION PROCEDURES/SOURCE:** Student Development Specialist(s) and dorm staff are assigned groups of students to monitor. Student Development Specialist(s) and dorm staff document students' progress. The Student Development Specialist monitors student's progress and provide parents and school personnel with written status updates of their child's progress every school quarter.
7. **CALCULATION METHODOLOGY:** At the end of each school quarter (9 weeks), the Student Development Specialist will provide the Residential Team Leader with individual student progress reports of those students who have resided in the dormitory 2 consecutive 9 weeks. The Residential Team Leader will maintain a tally of student improvements in each of the six life domains... A summation will be generated each quarter with a final report produced at the end of the school year (4<sup>th</sup> quarter). Students reported as day students in the first quarter but later changed to residential status will be counted.
8. **SCOPE:** Aggregations – Total number of students showing improvement in at least two of the six life domains divided by the average number of students residing in dormitories for 2 consecutive 9 weeks during the school quarter. Disaggregation - by dormitory program
9. **CAVEATS:** Indicator is good at tracking student's progress towards developing independence. Students who withdraw from LSD during the cycle will be impossible to track or to include in the data collection.
10. **RESPONSIBLE PERSON:** Student Development Specialist(s) and dorm staff are responsible for documenting students' progress when on duty. Student Development Specialist(s) are responsible for forwarding data each school quarter and at the end of the school year to the Residential Team Leader. The Residential Team Leader is responsible for generating and maintaining the quarterly and end of the school year data.

**Louisiana School for the Deaf  
Strategic Plan**

**PERFORMANCE INDICATOR DOCUMENTATION**

**PROGRAM:** Residential/Student Life Services Program

**Objective: 1** To have 70% of residential students show improvement in at least two of the six life domains (personal hygiene, household management, emotional development, social skills, physical development, and intellectual development).

**INDICATOR NAME:** Number of students who showed improvement in at least two of the six Life Domains.

**LaPAS PI Code #8344**

**INDICATOR TYPE and LEVEL:**

Output: Number of students who showed improvement in at least two of the six life domains (key).

Outcome: Number of students who showed improvement in at least two of the six life domains (key).

**RATIONALE:** This indicator measures the effectiveness of the Independent Living Skills program in the dormitories.

**USE:** Performance as documented by this indicator will be analyzed and as appropriate, management strategies will be altered or developed so as to enhance student performance.

**CLARITY:** Yes

**VALIDITY, RELIABILITY, AND ACCURACY:** No audits. The Administrator of Student Life monitored the data for the 03-04 school year and found that collection by newly hired staff was inappropriately collected. The Residential Team Leaders in each dormitory are now monitoring the collected data and further training has been given to the Student Development Specialists who collect the data.

**DATA COLLECTION PROCEDURES/SOURCE:** Student Development Specialist(s) and dorm staff are assigned groups of students to monitor. Student Development Specialist(s) and dorm staff document students' progress. The Student Development Specialist monitors student's progress and provide parents and school personnel with written status updates of their child's progress every school quarter.

**CALCULATION METHODOLOGY:** At the end of each school quarter (9 weeks), the Student Development Specialist will provide the Residential Team Leader with individual student progress reports of those students who have resided in the dormitory 2 consecutive 9 weeks. The Residential Team Leader will maintain a tally of student improvements in each of the six life domains. A summation will be generated each quarter with a final report produced at the end of the school year (4<sup>th</sup> quarter). Students reported as day students in the first quarter will be counted.

**SCOPE:** Aggregations – Total number of students showing improvement in at least two of the six life domains divided by the average number of students residing in dormitories for 2 consecutive 9 weeks during the school quarter. Disaggregation - by dormitory program

**CAVEATS:** Indicator is good at tracking student's progress towards developing independence. Students who withdraw from LSD during the cycle will be impossible to track or to include in the data collection.

**RESPONSIBLE PERSON:** Student Development Specialist(s) and dorm staff are responsible for documenting students' progress when on duty. Student Development Specialist(s) are responsible for forwarding data each school quarter and at the end of the school year to the Residential Team Leader. The Residential Team Leader is responsible for generating and maintaining the quarterly and end of the school year data.

**Louisiana School for the Deaf  
Strategic Plan**

**PERFORMANCE INDICATOR DOCUMENTATION**

**PROGRAM:** Residential/Student Life Services Program

**Objective: 1** To have 70% of residential students show improvement in at least two of the six life domains (personal hygiene, household management, emotional development, social skills, physical development, and intellectual development).

**INDICATOR NAME:** Number of students who remained in the dorm for two consecutive nine weeks.

**LaPAS PI Code:** 21406

**INDICATOR TYPE and LEVEL:**

Output: Number of students who remained in the dorm for two consecutive nine weeks. (supporting). Outcome: Number of students who remained in the dorm for two consecutive nine weeks. (supporting).

**RATIONALE:** This number provides information on the number of residential students in the Residential/Student Life Services Program who were eligible to participate in the program which measures progress in six life domains.

**USE:** Internal management purposes and performance-based budgeting purposes; performance as documented by this indicator will be analyzed and as appropriate, management strategies will be altered or developed so as to enhance performance.

**CLARITY:** Yes

**VALIDITY, RELIABILITY, AND ACCURACY:** No audits. Use of ISIS system for budget numbers; student numbers collected and reported to State Department of Education by Admissions Office. Each student has an annual registration document filed in the Admissions Office.

**DATA COLLECTION PROCEDURES/SOURCE:** Monthly reports generated through the ISIS system; daily update of student numbers and reported quarterly and annually (state fiscal year)

**CALCULATION METHODOLOGY:** Residential Services Program students who remain in the dormitory for at least two consecutive nine week periods.

**SCOPE:** Addresses the residential student population who remain in the dormitory for at least two consecutive nine week periods.

**CAVEATS:** Student counts only.

**RESPONSIBLE Person:** Administrator of Student Life and Coordinator of Admissions and SWACHI.

**Louisiana School for the Deaf  
Strategic Plan**

**PERFORMANCE INDICATOR DOCUMENTATION**

**PROGRAM:** Residential/Student Life Services Program

**Objective: 1** To have 70% of residential students show improvement in at least two of the six life domains (personal hygiene, household management, emotional development, social skills, physical development, and intellectual development).

**INDICATOR NAME: Residential Cost per Student.**

**LaPAS PI Code: 4590**

**INDICATOR TYPE and LEVEL:**

**Efficiency:** Residential cost per student (supporting)

**RATIONALE:** To access the efficiency and productivity of the Residential/Student Life Services Program for all on-campus students

**USE:** Internal management purposes and performance-based budgeting purposes; performance as documented by this indicator will be analyzed and as appropriate, management strategies will be altered or developed so as to enhance performance.

**CLARITY:** Yes

**VALIDITY, RELIABILITY, AND ACCURACY:** No audits. Use of ISIS system for budget numbers; student numbers collected and reported to State Department of Education by Admissions Office. Each student has an annual registration document filed in the Admissions Office.

**DATA COLLECTION PROCEDURES/SOURCE:** Monthly reports generated through the ISIS system; daily update of student numbers and reported quarterly and annually (state fiscal year)

**CALCULATION METHODOLOGY:** Residential Services Program budget divided by total service load (on-campus students)

**SCOPE:** Addresses the total on-campus student population served by LSD.

**CAVEATS:** Financial measurements and student counts only.

**RESPONSIBLE Person:** Business Manager and Coordinator of Admissions and SWACHI.

## Louisiana School for the Deaf

### Strategic Plan

#### ACTION PLAN

<b>PROGRAM</b>	<b>Administrative/Support Services Program</b>	
<b>DATE</b>	July 1, 2004	
<b>GOAL</b>	The Administrative/Support Services Program will provide the direction needed to operate and maintain all functions necessary for the efficient operations of the School.	
<b>OBJECTIVE 1</b>	By 2013, the Administrative/Support Services costs, excluding Capital Outlay Projects, as a percentage of total school appropriation will not exceed 30%.	
<b>PERSONS RESPONSIBLE</b>	Purchasing Director, Business Manager, Human Resources Director, Accounting Director, Division Heads	
<b>STRATEGY(IES)</b>	<b>1.1</b>	The Business Manager will monitor annual appropriations and administrative/support services costs and make reports to the Director.
	<b>1.2</b>	The Division Heads along with the Business Manager will analyze staffing needs and make recommendations to the Director for change as appropriate.

<b>ACTION PLAN STEPS</b>		<b>PERSON RESPONSIBLE</b>	<b>TIME FRAME</b>	<b>RESOURCES NEEDED</b>
<b>1.</b>	The Purchasing Director (Purchasing Agent) and Business Manager will practice judicious purchasing procedures.	Purchasing Director, Business Manager	Annually	warehouse
<b>2.</b>	The Human Resources Director and Business Manager will provide for a viable preventive maintenance program.	Human Resources Director, Business Manager	Annually	adequate skilled personnel
<b>3.</b>	The Accounting Director and the Business Manager will monitor expenditures.	Accounting Director, Business Manager	Monthly	ISIS and internal reports
<b>4.</b>	The Division Heads will analyze staffing needs to meet programming needs.	Division Heads	On-going	employee roster and job descriptions

**Louisiana School for the Deaf  
Strategic Plan**

**ACTION PLAN TRACKING**

<b>PROGRAM</b>	<b>Administrative/Support Services Program</b>	
<b>DATE</b>	July 1,2004	
<b>GOAL</b>	The Administrative/Support Services Program will provide the direction needed to operate and maintain all functions necessary for the efficient operation of the School.	
<b>OBJECTIVE 1</b>	By 2013, the Administrative/Support Services costs, excluding Capital Outlay Projects, as a percentage of total school appropriation will not exceed 30%.	
<b>STRATEGY(IES)</b>	1.1	The Business Manager will monitor annual appropriations and administrative/support services costs and make reports to the Director.
	1.2	The Division Heads along with the Business Manager will analyze staffing needs and make recommendations to the Director for change as appropriate.

<b>ACTION PLAN STEPS</b>		<b>STATUS</b>	<b>COMMENTS</b>
1.	Secure bids for materials and supplies and utilize bulk purchasing and storage.	OS	
2.	Issue preventive maintenance work orders.	OS	
3.	Review and analyze financial reports.	OS	
4.	Determine programming needs and staff required to carryout the functions.	OS	

STATUS CODES: OS – On Schedule, AOS – Ahead of Schedule, DL – Delayed, CA – Cancelled, PS – In the Planning Stages

**Louisiana School for the Deaf  
Strategic Plan**

**ACTION PLAN**

<b>PROGRAM</b>	<b>Instructional Services Program</b>			
<b>DATE</b>	July 1, 2004			
<b>GOAL</b>	The Instructional Services Program is to provide the services necessary to educate children who are deaf and hard-of-hearing so they may possess the necessary skills to become self-sufficient adults in the mainstream of society.			
<b>OBJECTIVE 1</b>	By 2013, 80% of the school's students who participate in LEAP Alternate Assessment 1 (LAA 1) will achieve at least 70% of their annual IEP objectives.			
<b>PERSONS RESPONSIBLE</b>	Teachers, Supervising Teachers			
<b>STRATEGY(IES)</b>	<b>1.1</b>	Teachers will closely monitor student's IEPs and utilize lesson plans designed to enable students to accomplish their IEP objectives.		
	<b>1.2</b>	Supervising teachers will review progress reports submitted by teachers every nine weeks to monitor students' achievement of IEP objectives.		
	<b>1.3</b>	The IEP committee will utilize prior year achievement data in determining new IEP objectives.		
<b>ACTION PLAN STEPS</b>		<b>PERSON RESPONSIBLE</b>	<b>TIME FRAME</b>	<b>RESOURCES NEEDED</b>
<b>1.</b>	At the beginning of school and at the end of each nine weeks, homeroom teachers will monitor each student's IEP. Classroom teachers will evaluate progress at the end of each nine weeks. The homeroom teacher/supervising teacher will send the parents an IEP progress report.	Teachers, Supervising Teachers	each nine weeks	none
<b>2.</b>	Supervising teachers will monitor lesson plans and review progress reports.	Supervising Teachers	weekly (lesson plans), every nine weeks (progress reports)	none
<b>3.</b>	Supervising teachers will document the number of and percentage of objectives accomplished at the closing out of each IEP. The IEP committee will utilize the prior year's achievement data to determine new IEP objectives.	Supervising Teachers	at least once a year for each IEP	none
<b>4.</b>	Supervising teachers will turn in the percentage of students (along with names to document) who accomplished 70% if their objectives to the Administrator of Teaching and Learning's Office each quarter.	Supervising Teachers	each quarter	none

**Louisiana School for the Deaf  
Strategic Plan**

**ACTION PLAN TRACKING**

<b>PROGRAM</b>	<b>Instructional Services Program</b>	
<b>DATE</b>	July 1, 2004	
<b>GOAL</b>	The Instructional Services Program is to provide the services necessary to educate children who are deaf and hard-of-hearing so they may possess the necessary skills to become self-sufficient adults in the mainstream of society.	
<b>OBJECTIVE 1</b>	By 2013, 80% of the school's students who participate in LEAP Alternate Assessment 1 (LAA 1) will achieve at least 70% of their annual IEP objectives.	
<b>STRATEGY(IES)</b>	<b>1.1</b>	Teachers will closely monitor student's IEP's and utilize lesson plans designed to enable students to accomplish their IEP objectives.
	<b>1.2</b>	Supervising teachers will review progress reports submitted by teachers every nine weeks to monitor students' achievement of IEP objectives.
	<b>1.3</b>	The IEP committee will utilize prior year achievement data in determining new IEP objectives.

<b>ACTION PLAN STEPS</b>		<b>STATUS</b>	<b>COMMENTS</b>
<b>1.</b>	At the beginning of school and at the end of each nine weeks, homeroom teachers will monitor each student's IEP. Classroom teachers will evaluate progress at the end of each nine weeks. The homeroom teacher/supervising teacher will send the parents an IEP progress report.	OS	
<b>2.</b>	Supervising teachers will monitor lesson plans and review progress reports.	OS	
<b>3.</b>	Supervising teachers will document the number of and percentage of objectives accomplished at the closing out of each IEP. The IEP committee will utilize the prior year's achievement data to determine new IEP objectives.	OS	
<b>4.</b>	Supervising teachers will turn in the percentage of students (along with names to document) who accomplished 70% of their objectives to the Administrator of Teaching and Learning's Office each quarter.	OS	

STATUS CODES: OS – On Schedule, AOS – Ahead of Schedule, DL – Delayed, CA – Cancelled, PS – In the Planning Stages

**Louisiana School for the Deaf  
Strategic Plan  
ACTION PLAN**

<b>PROGRAM</b>	<b>Instructional Services Program</b>	
<b>DATE</b>	July 1, 2004	
<b>GOAL</b>	The Instructional Services Program is to provide the services necessary to educate children who are deaf and hard-of-hearing so they may possess the necessary skills to become self-sufficient adults in the mainstream of society.	
<b>OBJECTIVE 2</b>	By 2013, 70% of students exiting from the instructional program (other than withdrawals) will enter the workforce, internships, post-secondary/vocational programs, sheltered workshops, group homes or working towards the completion of requirements for a state diploma.	
<b>PERSONS RESPONSIBLE</b>	Supervising Teachers, Teachers, School Counselors, Career Education Teacher (s), Senior Class home-room Teachers, Transition Supervising Teacher	
<b>STRATEGY(IES)</b>	<b>2.1</b>	Teachers, Counselors and Supervising Teachers will develop and implement Individual Transition Plans (ITP) and Individual Educational Plans (IEP) to meet the student's needs so that they can become self-sufficient adults in the community.
	<b>2.2</b>	Rehabilitation Services contacts are made during a student's senior year. Annual college day provides information from various participating post-secondary institutions known to provide services for students who are deaf.
	<b>2.3</b>	The Transition Supervising Teacher and Career Education Teacher(s) will gather data, by January 15th of each school year, regarding students who exited the school during the previous school year.

<b>ACTION PLAN STEPS</b>		<b>PERSON RESPONSIBLE</b>	<b>TIME FRAME</b>	<b>RESOURCES NEEDED</b>
<b>1.</b>	ITPs (for ages 16+) and IEPs will be developed for each student annually to address the students' needs with emphasis on goals and objectives that will lead to the students becoming self-sufficient adults in the community.	Supervising Teachers, Teachers, School Counselors	annually	None
<b>2.</b>	Career Education Teacher and homeroom Teachers for graduating seniors will conduct a mini-workshop to explain the survey format and questions prior to graduation.	Career Education Teacher(s), Senior Class home-room Teachers, Supervising Teachers	by May 15 <sup>th</sup> , annually	None
<u>Continued on the next page</u>				

**Louisiana School for the Deaf  
Strategic Plan  
ACTION PLAN**

**Instructional Services Program – Continuation of Objective 2**

<b>ACTION PLAN STEPS</b>		<b>PERSON RESPONSIBLE</b>	<b>TIME FRAME</b>	<b>RESOURCES NEEDED</b>
3.	By January 15th, survey forms to determine post-graduation status will be mailed to each graduate who exited school during the previous school year.	Career Education Teacher(s), Transition Supervising Teacher	by January 15th, annually	None
4.	Phone calls and follow-up correspondence to the survey forms (certified letters, faxes, e-mails) will be done by January 15th to determine the post-graduation status for graduates who did not respond to the original survey.	Career Education Teacher(s), Transition Supervising Teacher	by January 15th, annually	None
5.	Data collection regarding the recent graduates' status (employment, education, living arrangements) will be compiled and distributed to supervising teachers for analysis of how to modify the ITPs and IEPs to better prepare students for adult life in the community.	Career Education Teacher(s), Supervising Teachers	by January 15 <sup>th</sup> annually  Find Report June 1 <sup>st</sup> annually	None

**Louisiana School for the Deaf  
Strategic Plan**

**ACTION PLAN TRACKING**

<b>PROGRAM</b>	<b>Instructional Services Program</b>	
<b>DATE</b>	July 1, 2004	
<b>GOAL</b>	The Instructional Services Program is to provide the services necessary to educate children who are deaf and hard-of-hearing so they may possess the necessary skills to become self-sufficient adults in the mainstream of society.	
<b>OBJECTIVE 2</b>	By 2013, 60% of students exiting from the instructional program (other than withdrawals) will enter the workforce, internships, post-secondary/vocational programs, sheltered workshops, group homes or working towards the completion of requirements for a state diploma.	
<b>STRATEGY(IES)</b>	<b>2.1</b>	Teachers, Counselors and Supervising Teachers will develop and implement Individual Transition Plans (ITP) and Individual Educational Plans (IEP) to meet the students' needs so that they can become self-sufficient adults in the community. Prior to the student's 16 <sup>th</sup> birthday, an ITP will be developed.
	<b>2.2</b>	Rehabilitation Services contacts are made during a student's senior year. Annual college day provides information from various participating post-secondary institutions known to provide services for students who are deaf.
	<b>2.3</b>	The Transition Supervising Teacher and Career Education Teacher(s) will gather data, by January 15th of each school year, regarding students who exited the school through graduation during the previous school year.

<b>ACTION PLAN STEPS</b>		<b>STATUS</b>	<b>COMMENTS</b>
<b>1.</b>	ITPs (for ages 16+) and IEPs will be developed for each student annually to address the students' needs with emphasis on goals and objectives that will lead to the students becoming self-sufficient adults in the community.	OS	
<b>2.</b>	Career Education Teacher and homeroom teachers for graduating seniors will conduct a mini-workshop to explain the survey format and questions prior to graduation.	OS	
<u>Continued on the next page</u>			

**Louisiana School for the Deaf  
Strategic Plan  
ACTION PLAN TRACKING  
Instructional Services Program – Continuation of Objective 2**

<b>ACTION PLAN STEPS</b>		<b>STATUS</b>	<b>COMMENTS</b>
<b>3.</b>	By January 15th, survey forms to determine post-graduation status will be mailed to each graduate who exited school during the previous school year.	OS	
<b>4.</b>	Phone calls and follow-up correspondence to the survey forms (certified letters, faxes, e-mails) will be done by January 15th to determine the post-graduation status for graduates who did not respond to the original survey.	OS	
<b>5.</b>	Data collection regarding the recent graduates' status (employment, education, living arrangements) will be compiled and distributed to supervising teachers for analysis of how to modify the ITPs and IEPs to better prepare students for adult life in the community.	OS	Final report June 1 <sup>st</sup> , annually.

STATUS CODES: OS – On Schedule, AOS – Ahead of Schedule, DL – Delayed, CA – Cancelled, PS – In the Planning Stages

## Louisiana School for the Deaf

### Strategic Plan

#### ACTION PLAN

<b>PROGRAM</b>	<b>Instructional Services Program</b>	
<b>DATE</b>	July 1, 2007	
<b>GOAL</b>	The Instructional Services Program is to provide the services necessary to educate children who are deaf and hard-of-hearing so they may possess the necessary skills to become self-sufficient adults in the mainstream of society.	
<b>OBJECTIVE 3</b>	By 2013, to have 85% of students participating in Extended School Year Program (ESYP) achieve at least one of their ESYP IEP objectives.	
<b>PERSONS RESPONSIBLE</b>	Consultants from DOE, Supervising Teachers (summer), Certified Teachers, Administrator of Teaching and Learning, Business Manager	
<b>STRATEGY</b>	<b>3.1</b>	Train classroom teachers to develop IEP objectives in incremental steps which can be targeted as Regression/Recruitment or Critical Point of Instruction ESYP objectives to be addressed/accomplished during a three to seven week time period.

<b>ACTION PLAN STEPS</b>		<b>PERSON RESPONSIBLE</b>	<b>TIME FRAME</b>	<b>RESOURCES NEEDED</b>
<b>1.</b>	Conduct teacher in-services on writing incremental IEP objectives which could be targeted as ESYP IEP objectives.	LSD Instructional Facilitator, Supervising Teachers, Administrator of Teaching and Learning	04-05 school year	none

## Louisiana School for the Deaf

### Strategic Plan

#### ACTION PLAN TRACKING

<b>PROGRAM</b>	<b>Instructional Services Program</b>	
<b>DATE</b>	July 1, 2007	
<b>GOAL</b>	The Instructional Services Program to provide services necessary to educate children who are deaf and hard-of-hearing so that they may possess the necessary skills to become self-sufficient adults in the mainstream of society.	
<b>OBJECTIVE 3</b>	By 2013, to have 85% of students participating in Extended School Year Program (ESYP) achieve at least one of their ESYP IEP objectives.	
<b>STRATEGY</b>	<b>3.1</b>	Train classroom teachers to develop IEP objectives in incremental steps which can be targeted as Regression/Recruitment or Critical Point of Instruction ESYP objectives to be addressed/accomplished during a three to seven week time period.

<b>ACTION PLAN STEPS</b>		<b>STATUS</b>	<b>COMMENTS</b>
<b>1.</b>	Conduct teacher in-services on writing incremental IEP objectives which could be targeted as ESYP IEP objectives.	OS	

STATUS CODES: OS – On Schedule, AOS – Ahead of Schedule, DL – Delayed, CA – Cancelled, PS – In the Planning Stages

**Louisiana School for the Deaf  
Strategic Plan**

**ACTION PLAN**

<b>PROGRAM</b>	<b>Instructional Services Program</b>	
<b>DATE</b>	July 1, 2007	
<b>GOAL</b>	The Instructional Services Program is to provide the services necessary to educate children who are deaf and hard-of-hearing so they may possess the necessary skills to become self-sufficient adults in the mainstream of society.	
<b>OBJECTIVE 4</b>	By 2013, adopt LEAP such that 10% of the school's students in grades 4, 8 and 12 will meet state required standards.	
<b>PERSONS RESPONSIBLE</b>	Consultants from DOE, LSD Instructional Facilitator, LSD Testing Coordinator, Teachers certified in various subjects, Administrator of Teaching and Learning, Business Manager	
<b>STRATEGY</b>	<b>4.1</b>	Train classroom teachers to instruct with emphasis on reasoning ability not just facts and figures so that the correct answers to questions on LEAP test are arrived through deductive reasoning.
	<b>4.2</b>	Offer after school LEAP tutoring and remediation for 4 <sup>th</sup> and 8 <sup>th</sup> graders from January until testing date.
	<b>4.3</b>	Offer summer LEAP remediation until retesting.

<b>ACTION PLAN STEPS</b>		<b>PERSON RESPONSIBLE</b>	<b>TIME FRAME</b>	<b>RESOURCES NEEDED</b>
<b>1.</b>	Conduct teacher in-services on effective LEAP instruction techniques.	Consultants from DOE and LSD Instructional Facilitator	On-going	none
<b>2.</b>	Conduct teacher in-services on all aspect of LEAP test including subject matter tested, scoring, remediation, etc.	LSD Testing Coordinator and Instructional Facilitator	On-going	none
<b>3.</b>	Provide additional after school LEAP instruction for those students having difficulty in various subjects.	Teachers certified in various subjects	On-going	none
<b>4.</b>	Provide after school and summer LEAP instruction for those students failing any segment of the LEAP test.	Teachers certified in various subjects	On-going	none
<b>5.</b>	Include in annual budget funding needs for additional LEAP instruction and remediation funds.	Business Manager	On-going	none
<b>6.</b>	Schedule teachers to conduct LEAP remediation for students identified as needing additional instruction to prepare for LEAP testing.	Administrator of Teaching and Learning	On-going	none
<b>CONTINUED ON NEXT PAGE</b>				

**Louisiana School for the Deaf  
Strategic Plan  
ACTION PLAN  
Instructional Services Program – Continuation of Objective 4**

	<b>ACTION PLAN STEPS</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME FRAME</b>	<b>RESOURCES NEEDED</b>
<b>7.</b>	Offer LEAP tutoring starting in January until March annual testing and offer a remediation course for high school students during the regular school day for students identified as needing additional instruction to prepare for the LEAP test.	Teachers certified in various subjects	January-March each school year	None
<b>8.</b>	Conduct summer LEAP remediation program concurrently with Extended School Year Program to decrease cost of program	Administrator of Teaching and Learning	June – July, annually	None
<b>9.</b>	Provide at least sixty (60) hours of remediation in each subject to comply with LEAP requirements.	Teachers certified in various subjects	January – end of school year	None

## Louisiana School for the Deaf

### Strategic Plan

#### ACTION PLAN TRACKING

<b>PROGRAM</b>	<b>Instructional Services Program</b>	
<b>DATE</b>	July 1, 2007	
<b>GOAL</b>	To provide services necessary to educate children who are deaf and hard-of-hearing so that they may possess the necessary skills to become self-sufficient adults in the mainstream of society.	
<b>OBJECTIVE 4</b>	By 2013, adopt LEAP such that 10% of the school's students in grades 4, 8 and 12 will meet state required standards.	
<b>STRATEGY</b>	<b>4.1</b>	Train classroom teachers to instruct with emphasis on reasoning ability not just facts and figures so that the correct answers to questions on LEAP test are arrived through deductive reasoning.
	<b>4.2</b>	Offer after school LEAP tutoring and remediation for 4 <sup>th</sup> and 8 <sup>th</sup> graders from January until testing date.
	<b>4.3</b>	Offer summer LEAP remediation until retesting.

ACTION PLAN STEPS		STATUS	COMMENTS
1.	Conduct teacher in-services on effective LEAP instruction techniques.	OS	
2.	Conduct teacher in-services on all aspect of LEAP test including subject matters tested, scoring, remediation, etc.	OS	
3.	Provide additional after school LEAP instruction for those students having difficulty in various subjects.	OS	
4.	Provide after school and summer LEAP instruction for those students failing any segment of the LEAP test.	OS	
5.	Include in annual budget funding needs for additional LEAP instruction and remediation funds.	OS	
6.	Schedule teachers to conduct LEAP remediation for students identified as needing additional instruction to prepare for LEAP testing.	OS	
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**Louisiana School for the Deaf**

**Strategic Plan**

**ACTION PLAN TRACKING**

**Instructional Services Program – Continuation of Objective 4**

<b>ACTION PLAN STEPS</b>		<b>STATUS</b>	<b>COMMENTS</b>
<b>7.</b>	Offer LEAP tutoring starting in January until March annual testing and offer a remediation course for high school students during the regular school day for students identified as needing additional instruction to prepare for the LEAP test.	OS	
<b>8.</b>	Conduct summer LEAP remediation program concurrently with Extended School Year Program to decrease cost of program	OS	
<b>9.</b>	Provide at least sixty (60) hours of remediation in each subject to comply with LEAP requirements.	OS	

STATUS CODES: OS – On Schedule, AOS – Ahead of Schedule, DL – Delayed, CA – Cancelled, PS – In the Planning Stages

## Louisiana School for the Deaf – Strategic Plan

### ACTION PLAN

<b>PROGRAM</b>		<b>Instructional Services Program</b>		
<b>DATE</b>		July 1, 2007		
<b>GOAL</b>		The Instructional Services Program is to provide the services necessary to educate children who are deaf and hard-of-hearing so they may possess the necessary skills to become self-sufficient adults in the mainstream of society.		
<b>OBJECTIVE 5</b>		By 2013, to adopt the LEAP Alternate Assessment Program such that 75% of students assessed will advance at least one point on the scoring rubric in 10 of the 20 target areas.		
<b>PERSONS RESPONSIBLE</b>		Consultants from DOE, LSD Instructional Facilitator, LSD Testing Coordinator, School Counselors, Teachers certified in various subjects, Administrator of Teaching and Learning, Business Manager		
<b>STRATEGY</b>		<b>5.1</b>	Teachers will closely monitor student's IEPs and utilize lesson plans designed to enable students to accomplish their IEP objectives.	
		<b>5.2</b>	Supervising teachers will review progress reports submitted by teachers every nine weeks to monitor students' achievement of IEP Objectives.	
		<b>5.3</b>	The IEP committee will utilize prior year achievement data in determining new IEP objectives.	
<b>ACTION PLAN STEPS</b>		<b>PERSON RESPONSIBLE</b>	<b>TIME FRAME</b>	<b>RESOURCES NEEDED</b>
<b>1.</b>	Conduct teacher in-services on effective LEAP Alternate Assessment instruction techniques.	Consultants from LDE and LSD Instructional Facilitator	On-going	none
<b>2.</b>	Conduct teacher in-services on all aspects of LEAP Alternate Assessment including subject matter tested, scoring, remediation, etc.	LSD Testing Coordinator and Instructional Facilitator	On-going	None
<b>3.</b>	At the beginning of school and at the end of each nine weeks, homeroom teachers will monitor each student's IEP. Classroom teachers will evaluate progress at the end of each nine weeks. The homeroom teacher/supervising teacher will send the parents an IEP progress report.	Homeroom Teachers and Supervising Teachers	On-going	none
<b>4.</b>	Supervising teachers will monitor lesson plans and review progress reports.	Supervising Teachers	On-going	none
<b>5.</b>	Supervising teachers will document the number of and percentage of objectives accomplished at the closing out of each IEP. The IEP committee will utilize the prior year's achievement data to determine new IEP objectives.	Supervising Teachers	On-going	none

<b>6.</b>	Supervising teachers will turn in the percentage of students (along with names to document) who advanced at least one point on the scoring rubric in 10 of the 20 target areas to the Administrator of Teaching and Learning's Office each quarter.	Supervising Teachers, Administrator of Teaching and Learning	On-going	none
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**Louisiana School for the Deaf  
Strategic Plan  
ACTION PLAN TRACKING**

<b>PROGRAM</b>	<b>Instructional Services Program</b>	
<b>DATE</b>	July 1, 2007	
<b>GOAL</b>	To provide services necessary to educate children who are deaf and hard-of-hearing so that they may possess the necessary skills to become self-sufficient adults in the mainstream of society.	
<b>OBJECTIVE 5</b>	By 2013, to adopt the LEAP Alternate Assessment Program such that 75% of students assessed will advance at least one point on the scoring rubric in 10 of the 20 target areas.	
<b>STRATEGY</b>	<b>5.1</b>	Teachers will closely monitor student's IEPs and utilize lesson plans designed to enable students to accomplish their IEP objectives.
	<b>5.2</b>	Supervising teachers will review progress reports submitted by teachers every nine weeks to monitor students' achievement of IEP Objectives.
	<b>5.3</b>	The IEP committee will utilize prior year achievement data in determining new IEP objectives.

<b>ACTION PLAN STEPS</b>		<b>STATUS</b>	<b>COMMENTS</b>
<b>1.</b>	Conduct teacher in-services on effective LEAP Alternate Assessment instruction techniques.	OS	
<b>2.</b>	Conduct teacher in-services on all aspects of LEAP Alternate Assessment including subject matter tested, scoring, remediation, etc.	OS	
<b>3.</b>	At the beginning of school and at the end of each nine weeks, homeroom teachers will monitor each student's IEP. Classroom teachers will evaluate progress at the end of each nine weeks. The homeroom teacher/supervising teacher will send the parents an IEP progress report.	OS	
<b>4.</b>	Supervising teachers will monitor lesson plans and review progress reports.	OS	
<b>5.</b>	Supervising teachers will document the number of and percentage of objectives accomplished at the closing out of each IEP. The IEP committee will utilize the prior year's achievement data to determine new IEP objectives.	OS	
<b>6.</b>	Supervising teachers will turn in the percentage of students (along with names to document) who advanced at least one point on the scoring rubric in 10 of the 20 target areas to the Administrator of Teaching and Learning's Office each quarter.	OS	

STATUS CODES: OS – On Schedule, AOS – Ahead of Schedule, DL – Delayed, CA – Cancelled, PS – In the Planning Stages

**Louisiana School for the Deaf  
Strategic Plan  
ACTION PLAN TRACKING**

<b>PROGRAM</b>		<b>Instructional Services Program</b>			
<b>DATE</b>		July 1, 2007			
<b>GOAL</b>		To provide services necessary to educate children who are deaf and hard-of-hearing so that they may possess the necessary skills to become self-sufficient adults in the mainstream of society.			
<b>OBJECTIVE 6</b>		By 2013, to provide Parent Pupil Education Program services to at least 245 students with hearing impairment and their families.			
<b>STRATEGY</b>		<b>6.1</b>	Parent Advisors will participate in Child Search by maintaining professional relationships with state personnel and professional who identify and track newborn hearing screening information on children born in Louisiana.		
		<b>6.2</b>	Parent Advisors will provide best practice services to students who are deaf and hard-of-hearing ages 0-3.		
		<b>6.3</b>	Parent Advisors will facilitate the completion of evaluations on those students turning age 3 so these students will be ready to enter an educational program to meet their needs.		
		<b>6.4</b>	Coordinator of Parent Pupil Education Services and the Coordinator of Admissions and Records will monitor cost per student/family served by PPEP and PPEP percentage of total Instructional Budget.		
		<b>ACTION PLAN STEPS</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME FRAME</b>	<b>RESOURCES NEEDED</b>
<b>1.</b>	Conduct teacher in-services on effective best practice techniques for the 0-3 population.	Coordinator of PPEP, Parent Advisors and attendance at national conferences.	On-going	none	
<b>2.</b>	Parent Advisors will maintain logs on services provided, professional contacts made, conferences attended, home visits, progress in speech and language development, amplification mode, other special education needs beyond hearing loss needs, etc.	LSD Technology Specialist and Coordinator of PPEP	On-going	None	
<b>3.</b>	Coordinator of PPEP and Parent Advisors will maintain databases on student information and number of services provided.	LSD Technology Specialist and Coordinator of PPEP	On-going	none	
<b>4.</b>	Coordinator of PPEP will monitor projected and revised schedules submitted by each Parent Advisor.	Coordinator of PPEP	On-going	none	
<b>5.</b>	Coordinator of Parent Pupil Education Services and the Coordinator of Admissions and Records will monitor cost per student/family served by PPEP and PPEP percentage of total Instructional Budget.	Coordinator of PPEP and Coordinator of Admissions	Quarterly	none	

## Louisiana School for the Deaf

### Strategic Plan

#### ACTION PLAN TRACKING

<b>PROGRAM</b>	<b>Instructional Services Program</b>	
<b>DATE</b>	July 1, 2007	
<b>GOAL</b>	To provide services necessary to educate children who are deaf and hard-of-hearing so that they may possess the necessary skills to become self-sufficient adults in the mainstream of society.	
<b>OBJECTIVE 6</b>	By 2013, to provide Parent Pupil Education Program services to at least 245 students with hearing impairment and their families.	
<b>STRATEGY</b>	<b>6.1</b>	Parent Advisors will participate in Child Search by maintaining professional relationships with state personnel and professional who identify and track newborn hearing screening information on children born in Louisiana.
	<b>6.2</b>	Parent Advisors will provide best practice services to students who are deaf and hard-of-hearing ages 0-3.
	<b>6.3</b>	Parent Advisors will facilitate the completion of evaluations on those students turning age 3 so these students will be ready to enter an educational program to meet their needs.
	<b>6.4</b>	Coordinator of Parent Pupil Education Services and the Coordinator of Admissions and Records will monitor cost per student/family served by PPEP and PPEP percentage of total Instructional Budget.

<b>ACTION PLAN STEPS</b>		<b>STATUS</b>	<b>COMMENTS</b>
1.	Conduct teacher in-services on effective best practice techniques.	OS	
2.	Parent Advisors will maintain logs on services provided, professional contacts made, conferences attended, home visits, progress in speech and language development, amplification mode, other special education needs beyond hearing loss needs, etc.	OS	
3.	Coordinator of PPEP and Parent Advisors will maintain databases on student information and number of services provided.	OS	
4.	Coordinator of PPEP will monitor projected and revised schedules submitted by each Parent Advisor.	OS	
5.	Coordinator of PPEP and Coordinator of Admissions and Records will monitor cost per student/family and PPEP percentage of total Instructional Budget quarterly.	OS	

STATUS CODES: OS – On Schedule, AOS – Ahead of Schedule, DL – Delayed, CA – Cancelled, PS – In the Planning Stages

**Louisiana School for the Deaf  
Strategic Plan  
ACTION PLAN**

<b>PROGRAM</b>	<b>Residential Services Program</b>	
<b>DATE</b>	July 1, 2007	
<b>GOAL</b>	The Residential Services Program will provide training through guiding and demonstrating appropriate behaviors so that students obtain independence according to objectives outlined in the student's Independent Living Plan.	
<b>OBJECTIVE 1</b>	By 2013, 70% of residential students will show improvement in at least two of the six life domains (personal hygiene, household management, emotional development, social skills, physical development, and intellectual development).	
<b>PERSONS RESPONSIBLE</b>	Student Development Specialists, Dorm Staff, Residential Team Leaders	
<b>STRATEGY(IES)</b>	<b>1.1</b>	A team consisting of the Student Development Specialist, Residential Team Leader and Dorm Staff will identify strengths and weaknesses and establish goals for each child for the year.
	<b>1.2</b>	The Student Development Specialist and Residential Team Leader will monitor each student's progress each nine-weeks. Progress will be recorded and status updates will be forwarded to parents and appropriate school personnel.
	<b>1.3</b>	Successful achievement of student's performance objectives will be evaluated at the end of the school term.

<b>ACTION PLAN STEPS</b>		<b>PERSON RESPONSIBLE</b>	<b>TIME FRAME</b>	<b>RESOURCES NEEDED</b>
<b>1.</b>	Student Development Specialist and Dorm Staff will meet to establish a master student list and schedule to write and implement annual Independent Living Plans for each returning and new residential student for the school year. The Master Student List and Schedule will be updated as students enter/exit the residential program.	Student Development Specialist, Dorm Staff	Within 3 weeks after school opens for returning students or when a new student enrolls.	None
<b>2.</b>	Student Development Specialist and Dorm Staff will document student's progress. Student Development Specialist will monitor student's progress and provide parents and school personnel with written status updates of their child's progress every school quarter (nine weeks).	Student Development Specialist, Dorm Staff	Each nine weeks	None
<b>3.</b>	Student Development Specialist will submit individual student achievement performance reports to the Residential Team Leader for each school quarter and a summarized report at the end of the school year.	Student Development Specialist	Each nine weeks and reported in 4 <sup>th</sup> quarter	None
<b>4.</b>	Residential Team Leader will provide a report to the Administrator of Student Life listing students who achieved/not achieved in the six life domains.	Residential Team Leader	End of school year.	None

## Louisiana School for the Deaf

### Strategic Plan

#### ACTION PLAN TRACKING

<b>PROGRAM</b>	<b>Residential Services Program</b>	
<b>DATE</b>	July 1, 2007	
<b>GOAL</b>	The Residential Services Program will provide training through guiding and demonstrating appropriate behaviors so that students obtain independence according to objectives outlined in the student's Independent Living Plan.	
<b>OBJECTIVE 1</b>	By 2013, 70% of residential students will show improvement in at least two of the six life domains (personal hygiene, household management, emotional development, social skills, physical development, and intellectual development).	
<b>STRATEGY(IES)</b>	<b>1.1</b>	A team consisting of the Student Development Specialist, Residential Team Leader and Dorm Staff will identify strengths and weaknesses and establish goals for each child for the year.
	<b>1.2</b>	The Student Development Specialist and Residential Team Leader will monitor each student's progress each nine-weeks. Progress will be recorded and status updates will be forwarded to parents and appropriate school personnel.
	<b>1.3</b>	Successful achievement of student's performance objectives will be evaluated at the end of the school term.

<b>ACTION PLAN STEPS</b>		<b>STATUS</b>	<b>COMMENTS</b>
<b>1.</b>	Student Development Specialist and Dorm Staff will meet to establish a master student list and schedule to write and implement annual Independent Living Plans for each returning and new residential student for the school year. The Master Student List and Schedule will be updated as students enter/exit the residential program.	OS	
<b>2.</b>	Student Development Specialist and Dorm Staff will document student's progress when on duty. Student Development Specialist will monitor student's progress and provide parents and school personnel with written status updates of their child's progress every school quarter (nine weeks).	OS	
<b>3.</b>	Student Development Specialist will submit individual student achievement performance reports to the Residential Team Leader for each school quarter and a summarized report at the end of the school year.	OS	
<b>4.</b>	Residential Team Leader will provide a report to the Administrator of Student Life listing students who achieved/not achieved in the six life domains.	OS	

STATUS CODES: OS – On Schedule, AOS – Ahead of Schedule, DL – Delayed, CA – Cancelled, PS – In the Planning Stages