



## **WVSDB Strategic Plan 2025-2026**

### **Mission**

*The mission of the West Virginia Schools for the Deaf and the Blind is to empower students who are Deaf, Hard of Hearing, Blind, Low Vision, or Deafblind to reach their full potential through a comprehensive array of school-based and statewide programs that support students, families, and professional partners.*

### **Vision**

*Students in West Virginia who are Deaf, Hard of Hearing, Blind, Low Vision, or Deafblind will have access to opportunities that challenge them academically, inspire professional achievement, and support their success in socially meaningful, real-world environments.*

**GOAL 1:** ELA and Mathematics performance will increase by 5% on benchmark assessments and/or increase grade level performance on Lexile and quantile measures from the WVSGSA.

**PROGRESS MONITORING:** By the end of the school year, given direction, instruction, and intervention support, student ELA and Mathematics performances will increase through implementation of core curriculum, benchmark assessments, walk-throughs, and data review.

**STRATEGY 1:** Implement a standards-based curriculum and benchmark assessments for ELA and Mathematics, with emphasis on the science of reading and DHH/VI adaptation and accessibility.

**ACTION STEPS:**

1. Implement ELA and Mathematics core curriculum, including components for the science of reading.
2. Administer benchmark assessments for students in grades K-8 at least twice during the school year, with state state-approved screening tool for K-3.
3. Collect and review benchmark assessment data, walkthrough feedback, and formative assessment data to support remediation efforts.

**STRATEGY 2:** Instructional leadership teams will focus on literacy and mathematics for each programmatic level, ensuring effective strategies and accessibility for DHH/VI students, while providing opportunities for parent-teacher communication and engagement.

**ACTION STEPS:**

1. Establish regular meeting opportunities for instructional leadership teams– middle/high career readiness, literacy, mathematics, and elementary literacy/mathematics.
2. Develop processes and procedures for instructional leadership team meetings to partner with Residential Care Specialists to collaborate and develop strategies to improve academics, independence, and communication.
3. Develop processes and procedures to engage families on a regular basis, targeting academics, independence, and residential experiences.

**STRATEGY 3:** Provide all students the opportunity for an immersive and engaged learning environment, incorporating Expanded Core Curriculum (ECC), ASL/English, and Orientation and Mobility (O&M) to prepare for independence.

**ACTION STEPS:**

1. Weekly observations and lesson plan reviews to document student engagement and accessibility to the instruction, including student interactions and collaboration, hands-on learning, and active student participation.
2. Create walkthrough and lesson plan review components to monitor implementation of Expanded Core Curriculum, ASL/English, and O&M.

**GOAL 2:** Increase participation and opportunities in career readiness programs, including work-based learning experiences.

**PROGRESS MONITORING:** 90% of high school students will enroll in at least one CTE academy and course, all middle school students will participate in Discover Your Future, and all seniors will have an opportunity in a work placement experience.

**STRATEGY 1:** Increase CTE opportunities for high school students, requiring enrollment in at least one CTE academy.

**ACTION STEPS:**

1. Ensure the master schedule provides multi-academy offerings and an embedded/support system for ELA/Math.
2. Partner with Hampshire County High School to offer CTE programming to eligible students for programs not offered at the WVSDDB.
3. Partner with Potomac State University and Eastern Community and Technical College to offer dual credit opportunities for students in grades 11-12.

**STRATEGY 2:** Expand and implement career readiness and transition opportunities.

**ACTION STEPS:**

1. Collaborate with DRS, Lion's Club, and community business leaders to provide high school students with work-based experiences.
2. Require all seniors to complete a portfolio and transition plan for post-secondary education or employment.
3. Coordinate with HEPC and DRS to offer a college preparation weekend to support families in completing the FASFA, as well as "Meet Your Counselor" day at least twice during the school year to provide opportunities for students to form a relationship with their local DRS counselor, providing connections to resources prior to graduation.

**GOAL 3:** Improve and support strong relationships between school, family, and residential staff, transforming the residential facility to support life experiences that are safe, supportive, and enhance independence.

**PROGRESS MONITORING:** 90% compliance rate with residential practices and procedures annually, and demonstrate an 85% positivity rate from post feedback surveys of families/guardians and students.

**STRATEGY 1:** Maintain and support strong relationships between school, family, and residential staff with a documentation/communication process and procedure.

**ACTION STEPS:**

1. Continue to implement the use of a digital portfolio for documentation regarding residential students, shared between all instructional and residential staff to support continuity between school and dorm.
2. Assign and monitor RCS staff to serve as the primary contact for the document file and key communication to each student's case manager for IEP.

**STRATEGY 2:** Transform and support residential life experiences that are safe, supportive, and enhance independence.

**ACTION STEPS:**

1. Coordinate and implement extracurricular programs for grades 6-12, in conjunction with WVSSAC, Eastern Athletic Association for the Blind (EAAB), and the Eastern Schools for the Deaf Athletic Association (ESDAA) to promote active, healthy lifestyles.
2. Reimagine activities, campus and community use, and scheduling for students to prepare them for independent living post-graduation.
3. Plan and conduct professional learning for all residential staff specific to social-emotional needs and crisis prevention.

**GOAL 4:** Enhance and expand school and statewide support, resources, engagement, and communication with families, educators, and professional partners who support children who are deaf, hard of hearing, blind, low vision, or deafblind through the WVSDDB Outreach.

**PROGRESS MONITORING:** Collect and analyze statewide low-incidence data to assess and guide outreach effectiveness and progress.

**STRATEGY 1:** Strengthen Statewide Low-Incidence Early Intervention Services

**ACTION STEPS:**

1. Strengthen the All-Aboard Initiative and promote this program statewide to recruit LEA VI/DHH teachers to increase participation.
2. Offer annual training and technical assistance for early intervention providers focused on evidence-based practices for early intervention and low-incidence disabilities.
3. Partner with educational and professional partners to offer in-person support to early childhood students (birth-kindergarten) and families periodically throughout the year at WVSDDB.

**STRATEGY 2:** Expand Access to Low-Incidence Resources and Services Across All LEAs

**ACTION STEPS:**

1. Promote our comprehensive digital resource library hub that contains our up-to-date tools, materials, and guidance specific to low-incidence disabilities, as well as promote all lending library resources and services.
2. Develop a systematic approach to providing tailored support and technical assistance to LEAs, both at the district and school levels.
3. Host regional workshops, training, professional development opportunities, as well as virtual webinars for educators and service providers to build local capacity and awareness, including support for educational interpreters.

**STRATEGY 3:** Enhance Collaboration with Professional and Community Partners to support educators and families of low-incidence students.

**ACTION STEPS:**

1. Establish regular interagency meetings/communication and key partnership agreements to align and ensure outreach services and resources are efficient and effective
2. Develop joint WVSDDB outreach campaigns and announcements that promote available services for low-incidence populations.
3. Formalize partnership agreements or MOUs to ensure consistent communication, data-sharing, and follow-through on collaborative initiatives.