*Texas School for the Blind
and Visually Impaired*



Annual Improvement Plan
2021–2022

Emily Coleman, Superintendent

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## VISION OF THE BOARD AND STAFFOF THE TEXAS SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED

All Texas students who are blind, visually impaired, or Deafblind, including those with additional disabilities, will have high quality educational opportunities at the TSBVI campus and in their home district; empowering them to lead productive and fulfilling lives.

## MISSIONOF THE TEXAS SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED

We serve as a leading center of expertise and resources, working in partnership with schools, families, communities, and organizations to transform educational outcomes for students, ages birth to 22, who are blind, visually impaired, or Deafblind, including those with additional disabilities.

## PHILOSOPHYOF THE TEXAS SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED

We believe in the strength, competence, and potential for independence of students who are blind, visually impaired, or Deafblind, including those with additional disabilities. All staff at TSBVI demonstrate commitment as a team to foster and celebrate these attributes every day.

We believe that our important mission, established by the people of Texas through our legislature, is to serve all students in the state through collaboration and partnership with families and local educational teams. By doing so, TSBVI ensures that Texas as a whole receives the greatest value for its investment in the promising future of these students.

We believe that the extraordinary expertise related to visual impairment and blindness developed at TSBVI since its founding in 1856 continues to grow in its leadership for the entire state. We are committed to using this expertise for innovations that will eliminate barriers to learning through instruction in all areas of the Core and the Expanded Core Curriculum.

We believe that the State of Texas has established a statewide educational system for these students that is widely recognized as among the very best in the nation. TSBVI is honored to play a key role in the achievement of this recognition.

# 2021–2022 TSBVI ANNUAL IMPROVEMENT PLAN

**LONG RANGE GOALS:** TSBVI will be a leader in providing statewide services and resources:

1. Students with visual impairments will demonstrate knowledge, skills and agency to lead vocationally, personally and socially satisfying lives.
2. Students with visual impairments will have access to quality education based on appropriate assessment, curriculum and instruction.
3. Students with visual impairments will receive a quality education from qualified professionals and trained staff.
4. Parents of blind, visually impaired and Deafblind students will have a thorough understanding of their child’s visual impairment and instruction in specialized skills needed to maximize learning.
5. Partnerships will be developed so that students with visual impairments have quality resources available at the TSBVI campus and in their home district.
6. TSBVI administrative and support staff will contribute to the accomplishments of the school’s mission by providing high-quality products and services.
7. Students and staff will learn and work in a quality state-of-the-art campus.

# DEVELOPING THE TSBVI ANNUAL IMPROVEMENT PLAN

## A STRATEGIC PLANNING APPROACH

The Texas School for the Blind and Visually Impaired (TSBVI) was established as an educational resource for VI students throughout the state of Texas. It provides direct educational programs to students at its campus in Austin and also provides consultative services to parents, professionals and paraprofessionals throughout the State. The School serves as a state agency and also functions as a school district and must therefore meet mandates for planning processes identified by the State Legislature and in Texas Education Code.

TSBVI’s strategic planning process consists of three major components. The **Site-Based Decision Making Plan** describes the process. The **Agency Strategic Plan** is a comprehensive five-year plan that includes all of the School’s programs, departments and divisions that is submitted to the Legislature and the Governor’s Office in June or July of even-numbered years. The contents of this plan is highly prescribed by the Legislative Budget Board. The **TSBVI Annual Improvement Plan** includes four sections: (1) the Comprehensive Program Improvement Plan that includes the Post-secondary Program, (2) the Short-term Programs (including Summer Programs) Improvement Plan; (3) the Outreach Program Improvement Plan; and (4) the Administrative and Support Services Improvement Plan that focuses on departments providing support services such as Human Resources, Center for School Resources, the Business Office, Information Resources, and the School Support Services Division. The Annual Improvement Plan serves as the School’s “District Improvement Plan” that is required in Texas Education Code §11.252. Its primary purpose is to guide staff in the improvement of student performance. The Annual Improvement Plan also serve as the School’s “operational plan” or “implementation plan” as required in the *Guide to Strategic Plan Development* for state agencies.

**Site-Based Decision Making Plan.** In January 2000, the TSBVI Board of Trustees approved a revised model for planning – *TSBVI’s Site-Based Decision Making Plan (SBDM Plan)*. The SBDM Plan strives to merge the two planning processes required of the School as a state agency and as a school district to ultimately lead to the development of the *Agency Strategic Plan* and *TSBVI’s Annual Improvement Plan*. The SBDM Plan outlines the roles of the board, administration and the Instructional Planning Council (the School’s site-based decision making team) in the planning process.

**Agency Strategic Plan.** The development of the current Agency Strategic Plan for 2021–2025 began in the fall of 2019 and extended through the spring of 2020.

In September 2019, the Board of Trustees, Superintendent, and TSBVI administrators held a full-day strategic planning session. Following this session, the Superintendent drafted a strategic initiatives document that was reviewed by the School’s administrators, the Board and the Instructional Planning Council in the first months of 2020. The final Agency Strategic Plan was submitted to the Legislative Budget Board and the Governor’s Office in June 2020 after approval by the Board in May.

**The TSBVI Annual Improvement Plan.** The 2021–2022 TSBVI Annual Improvement Plan represents the same collaborative planning efforts of the groups represented in the planning of the Agency Strategic Plan. The Annual Improvement Plan includes annual goals, objectives, strategies, and action plans that were developed after completion of a comprehensive needs assessment.

**Needs Assessment.** In developing the Agency Strategic Plan and the TSBVI Annual Improvement Plan, the Governing Board, TSBVI’s Management Team, the Instructional Planning Council, Outreach teams, and other planning groups consider critical issues facing the School and identify strengths, weaknesses, opportunities and threats that need to be considered in planning for the future.

Planning groups also review the School’s progress on the objectives and performance measures established in the Agency Strategic Plan and in the TSBVI Annual Improvement Plan. These performance measures evaluate student learning, the quality of programs, the quality of staff, customer satisfaction, the quality of Outreach services, compliance with laws and state standards, deployment of technology, adequacy of facilities, acquisition and allocation of funds.

**Goals and Objectives.** The objectives found in the current TSBVI Agency Strategic Plan (ASP) may also be found in the Annual Improvement Plan. The Legislative Budget Board requires that the number of goals and objectives be limited in the ASP. However, the Annual Improvement Plan is more comprehensive and includes additional goals and objectives from across the School’s programs and departments. Student performance data reflected in the measureable objectives is reported to TEA annually to determine the accreditation status of the School. In addition, the School’s performance on its objectives (outcomes), output, and efficiency measures is used by the Legislature as a basis for funding each biennium. A report on annual progress in reaching the School’s goals and objectives is provided to the Management Team, the Board and the IPC each fall. Progress on Board selected goals and objectives is part of the Superintendent’s appraisal process.

**Strategies and Action Plans.** Annual strategies and comprehensive action plans that outline sequential steps to achieve goals and objectives are developed by school staff and reviewed by the Board twice per year.

# Comprehensive ProgramsNeeds Assessment for 2021–2022 Annual Improvement Plan

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## A. Student Outcomes

The data below is from the 2018–2019 school year since we were unable to complete assessments for the 2019–2020 school year due to the COVID-19 pandemic.

### 1. Core Curriculum

To include consideration of the following areas: Language Arts, Math, Science, and Social Studies as reflected on student scores on the TSBVI Student Performance Indicators; State of Texas Assessment of Academic Readiness (STAAR) and Texas English Language Proficiency Assessment System (TELPAS).

#### Strengths

Areas of particular strength as reflected in the percentage of students making the highest rating (moderate to substantial progress) as assessed with TSBVI Student Performance Indicators:

* Language Arts – 96%
* Math – 92%
* Science – 100%
* Social Studies – 96%
* Infused Skills\* – 94%

\*Infused Skills (for students with multiple impairments): Social Communicative Interactions, Emotional Development, Senses and Motor Skills, Basic Concepts, Representation/Cognition

##### State of Texas Assessment of Academic Readiness (STAAR) and STAAR ALT2 (Alternate Version)

Areas of particular strength as reflected in the percentage of students meeting the state passing standard on STAAR 3-8, STAAR End of Course (EOC), STAAR ALT2 3-8 and STAAR ALT2 End of Course (EOC):

##### STAAR 3-8 and STAAR EOC

* 4th grade Math – 100% (1/1)
* 4th grade Reading – 100% (1/1)
* 4th grade Reading Progress Measure – 100% Expected Progress (1/1)
* Biology EOC – 70% (7/10)
* US History EOC – 71% (10/14)

##### STAAR ALT2 3-8 and ALT2 EOC

* Grade 4/7 Writing – 75% (3/4)
* Grade 8 Math, Science, and Social Studies – 100% (2/2)
* English I EOC – 100% (2/2)
* English II EOC – 75% (3/4)
* English II EOC Progress Measure – 100% Expected Progress (4/4)
* US History EOC – 88% (7/8)
* Biology EOC – 100% (3/3)
* Combined EOC exams – 81% (13/16)
* Combined Science (Grades 5, 8 and Biology) – 83% (5/6)
* Combined Social Studies (Grade 8 and US History) – 78% (7/9)

The passing rate for TSBVI students taking STAAR 3-8 and STAAR End of Course (EOC) exams on their first try exceeded the overall passing rate of Texas students in special education on the following exams:

##### STAAR

* 4th grade Reading
* 4th grade Math
* 6th grade Reading
* 6th grade Math
* 8th grade Reading
* English II EOC

##### STAAR ALT2

* 7th grade Math
* 8th grade Math
* 8th grade Science
* English I EOC
* Biology EOC

##### Early Childhood (K–3) Literacy and Math Student Achievement

Areas of particular strength for students in K–3, as reflected in the percentage of students scoring the highest rating (moderate to substantial progress) as assessed by core curriculum TSBVI Performance Indicator summative evaluations:

* Grade 1 English Language Arts – 100% (1/1)
* Grade 1 Math – 100% (1/1)
* Grade 3 English Language Arts –100% (1/1)
* Grade 3 Math – 100% (1/1)

#### Needs

Areas of particular need as reflected in the percentage of students meeting the state passing standard on STAAR 3-8, STAAR End of Course (EOC), STAAR ALT2 3-8 and STAAR ALT2 End of Course (EOC):

##### STAAR ALT2

* Grade 3–8 Math Progress Measure – 20% Expected Progress (1/5)
* Algebra I Progress Measure – 20% Expected Progress (1/5)
* US History EOC–0% (0/3)

##### STAAR 3-8 and STAAR End of Course (EOC)

* Grade 3–8 Reading – 35% (7/20)
* Grade 3–8 Math – 29% (6/21)
* Grade 4/7 Writing – 20% (2/10)
* Grade 8 Social Studies – 20% (1/5)
* Grade 5/8 Science – 0% (0/8)
* English I EOC – 33% (3/9)
* English II EOC – 37% (3/8)
* Algebra I EOC – 22% (2/9)
* Biology EOC – 44% (4/9)

Test scores of students in these areas will require improvement to reach the state standard passing rate. Work to assist students in these areas has continued during remote and in‑person instruction.

The consolidation of STAAR, STAAR-A, and STAAR-L into a single testing platform continues to present challenges, particularly for students whose academic skills were borderline between STAAR and STAAR-ALT2. As a result, we are placing more focus and emphasis on looking at Progress Measures in Reading and Math.

A comprehensive plan to continuously encourage academic excellence and improve student performance on the STAAR tests has been developed to address these needs. The plan includes: 1) teacher and administrator analysis of student performance on each test area; 2) discussion with language arts, math, science and social studies teachers regarding recommendations for instruction and remediation; 3) incorporation of test-specific formats and practice testing into instruction; and 4) identification and provision of trainings for teachers specific to student STAAR test and academic preparation.

For the 2019–2020 school year, the online TELPAS Assessment System for Listening, Speaking and Reading assessments were not appropriate for any of our students. Prior to COVID-19 and the cancellation of all testing the plan was to assess all English Learners (ELs) using a holistic rating system for Listening, Speaking and Writing. Our ELs were not required to participate in the Reading portion of the TELPAS because it is not available in braille.

##### Early Childhood (K–3) Literacy and Math Student Achievement

Areas of particular strength for students in K–3 as reflected in the percentage of students scoring the highest rating (moderate to substantial progress) as assessed by core curriculum TSBVI Performance Indicator summative evaluations:

* Grade 2 English Language Arts – 50% (1/2)
* Grade 2 Math – 50% (1/2)

### 2. Expanded Core Curriculum

To include consideration of the following areas: Compensatory Skills, Orientation and Mobility, Social Skills, Independent Living Skills, Recreation and Leisure, Assistive Technology, Sensory Efficiency, Career Education and Self-determination.

#### Strengths

Areas of particular strength as reflected in the percentage of students assessed making the highest rating (moderate to substantial progress -- a skill increase of 10% to 19%) as assessed with TSBVI Performance Indicator Assessments:

* Compensatory Skills – 85%
* Orientation and Mobility – 98%
* Recreation and Leisure – 92%
* Assistive Technology – 100%
* Career Education – 100%
* Self-determination – 100%
* Social Skills – 96%

#### Needs

Refer to **B. High-Quality Programs and Staff**,sections 5. Career Education, 7. Instructional Technology, and 8. Low Vision.

## B. High-Quality Programs and Staff

(To include consideration of the following areas of instructional program and staff development: Core Curriculum; Expanded Core Curriculum; Transition to Adult Life; English as a Second Language; Federal Title Fund Requirements; Special Education Requirements & Processes; and other priority areas.)

### 1. High-Quality Teachers and Staff

#### Strengths

All TSBVI Teachers, Teacher Aides, and other professionals meet state certification and licensure requirements for their respective areas of assignment.

TSBVI provides extensive staff development offerings to school day and residential staff. See Staff Development Plan and Plan to Promote Academic Excellence and Improve Student Performance on STAAR Tests.

Some of the areas in which staff participated in trainings to improve skills were Mandt Conflict Resolution and Crisis Intervention training; Foundations in Visual Impairment; Remote and Hybrid In Person/Remote Instruction; English as a Second Language; School Threat Assessment Team Training; Dyslexia; Paraeducator Training Series; Social-emotional Learning; Studies in Deafblindness; Behavior Support; Strengthening Reading; Mentoring; Maker Space Learning; Wilson Reading System; Action for Healthy Kids; Social Thinking; Cultivating Educator Effectiveness Using Student Growth; Accessibility; Adapted PE; Suicide Prevention; CPR; Defensive Driving; Texas Educator Ethics Training; Project Restore; Medications Sponsor Training, Campus Safety: Emergency Procedures, Bullying: Recognition & Response; Child abuse: Mandatory Reporting; Making Required Reports to Keep Students Safe; Discrimination Awareness in the Workplace; Family Educational Rights and Privacy ACT (FERPA); Medical Emergencies; Fire Safety; Social Media and You; Media Management; Campus Info Site Overview; 21st Century Teaching and Learning; Modified Math: “The Problem with Math is English”; Job Coaching, Mindfulness; Trauma Informed Behavior Support; Math Talk, VI Etiologies & Implications for the Classroom, Transition to Adult Life (home community resources & supports); sign language and Braille Reading Class.

Residential Instructor and Cheerleading Coach Tiayr Bradshaw was selected as the national 2020 Principals of Schools for the Blind Outstanding Residential Life Staff Member.

#### Needs

Maintenance of high quality, research-based staff development is critical to the on-going professional training for all staff members.

The school must recruit and retain high-quality teachers. Refer to the “High-Quality Teacher Recruitment and Retention Plan” ([file in Google Drive](https://drive.google.com/file/d/0BxCGErM0uw75cWNiRXNYWVBVSlNPaGlaRHU0ZEgxLVVXMnBV/view?usp=sharing)).

Continued work must take place by the school’s “Teacher Incentive Allotment Task Force” ([file in Google Drive](https://docs.google.com/document/d/1q9eVDhx2SRr_juCJ3KQ5QnRwCF93fH_voVGxZMIHF_I/edit?usp=sharing)) to prepare and apply for the school’s participation by April 2021.

Teachers of K–3 academic reading must attend assigned Reading and Math Academies at ESC Region 13.

A need for increased consultation and support for staff and students related to nutrition and diet has been identified.

There is a need for continued training in the following areas to support student success: promoting academic excellence and improving student performance on STAAR tests; TEKS‑based Facilitated Planning and Coaching; awareness of and strategies for instructing students with dyslexia and related disorders; specific conditions related to the needs of students with visual and additional impairments; strategies for instructing struggling readers; 21st Century Teaching and Learning; job-essential and instructional technology; positive behavior interventions and supports; social-emotional learning; self-determination; teacher selected professional development units and leadership pathways. Also, due to societal trends and on-going student needs, training is needed in mental health supports and trauma-informed care.

### 2. Residential Instruction

#### Strengths

TSBVI Residential Program provides high-quality instruction in the critical Expanded Core Curriculum areas of Independent Living Skills, Social Skills and Recreation and Leisure Skills in the after school residential setting. Residential Instructors work in coordination with Residential Teachers (certified Teachers of Students with Visual Impairments), classroom teachers and other members of the instructional team to provide additional supportive instruction related to students’ critical needs in all areas of the Expanded Core Curriculum.

Beginning in the summer of 2020 and continuing into the 2020–2021 school year, the Residential Department planned and executed expanded staff training opportunities in the following areas; Quality Residential Programing for New Staff, Literacy and Storytelling, Relationship Based Programing, Trauma Informed Care, Residential IEP Documentation, Adaptations used in Independent Living Skill Instruction, as well as training related to Autism Spectrum Disorder and Optic Nerve Hypoplasia.

In response to the COVID-19 Pandemic, opportunities for community-based activities were limited. Residential staff found innovative ways to support skill development in the area of Independent Living Skills. Staff provided instruction in the use of technology to order groceries via Instacart and by supporting student planning of restaurant experiences that involved contact less pick up.

Students have had a variety of opportunities to participate in recreational and athletic activities in the residential setting. Many of these experiences have taken place in virtual settings or in newly created outside environments involving carefully planned spaces that allow for safe physical distanced physical activity and instruction. These important solutions were the result of cross department collaborations involving school day staff, recreation and residential staff.

With a number of TSBVI students participating in distance based instruction, Residential staff have worked under the guidance of classroom teachers and Residential Teachers to provide outstanding learning opportunities in the evening hours through online learning platforms. Virtual classes have been held throughout the school year providing student specific instruction in all areas of the Expanded Core Curriculum, with a focus on Social Skills, Independent Living Skills and Self- Determination. Staff have worked hard to provide every student, learning in both in-person and distance settings, the opportunities to interact with their peers and feel a true sense of connection to the TSBVI community throughout every week of the school year.

#### Needs

Recruitment, retention, and development of Residential staff has been limited by inadequate pay comparable to the cost of living in the Austin area. Applicant recruitment and employee retention has also been impacted by COVID-19. A substantial number of Residential Instruction positions are currently open. Consideration should be given to a Residential Instructor Compensation System related to additional skill acquisition (including certification and/or coursework related to sign language and braille instruction).

The addition of a Residential Teacher would be helpful in supporting how we document and collect IEP data and provide input for the IEP. This position would allow support of all residential houses, along with the other four current Residential Teachers positions, with each having a smaller, reasonable caseload.

We anticipate an increased need to train new staff in the near future given the large number of open positions. Training areas of focus include: developing instructional routines, using calendars to facilitate conversations and communication, O&M, the ECC, behavioral supports and prevention, sensory integration, and medical sponsor training.

### 3. Collaboration with Local School Districts and Families in Developing and Monitoring Individualized Education Programs for Students

#### Strengths

An enrollment agreement is utilized along with a Live Binder to assist LEAs and families in understanding key information relevant to enrollment at TSBVI. This agreement is update annually to ensure it is a helpful resource for all parties.

Social Workers, LSSPs and Nurses connect with families and other service providers as part of the referral process to gather relevant out of school information and to determine needed supports for students while at TSBVI.

Pre-enrollment visits (including virtual visits) and staffing conferences are held with LEA staff to review a student's IEP and consider student needs, develop ARD committee agendas and consider graduation planning. Emphasis is on addressing other upcoming issues beyond placement in order to streamline the number of ARD committee meetings that the student will need.

Improvement has been made to behavior support planning for students prior to enrollment. LSSPs and behavior specialists gather data and work with LEA teams and families prior to enrollment to develop interim Behavior Intervention Plans.

Parents whose students were enrolled in Comprehensive Programs in 2019–2020 were surveyed regarding their satisfaction with the degree of participation in decisions regarding their children’s service/placements, and 100% reported their degree of participation as either satisfactory, very satisfactory or outstanding with 95% reporting their degree of participation as very satisfactory or outstanding.

#### Needs

Evaluate referral and admission processes, including consideration of technological options, that will streamline information sharing and improve timelines from application to referral decision.

Continue to provide teacher training related to data based decision making and writing IEPs aligned to Texas Essential Knowledge and Skills Standards.

Continue to explore the use of the MAPS assessments as a means of ongoing progress monitoring of academic skills.

Continue to evaluate and improve IEP progress monitoring to ensure that families and LEAs receive clear, concise and meaningful information in a timely manner.

Continue to evaluate ways to share progress reports digitally.

Continue to evaluate IEP development processes to allow for meaningful parent engagement and to streamline information sharing with LEAs and parents prior to ARD meetings.

Continue to evaluate TSBVI's role in IEP development, IEP documentation, and ARD meeting participation to avoid redundancies and streamline the process to the greatest extent possible for LEAs, teachers and families.

### 4. Transition to Adult Life

#### Strengths

##### External Collaboration Efforts

* Continued participation in the Student-Centered Transition Network State Advisory Committee. This committee is charged with improving Transition to Adult Life services statewide.
* Continued participation with an advisory committee at the Sam Houston State University Garrett Center on Transition and Disability Studies.
* Continued participation in the Regional Student Advisory Committee (RSAC). Four EXIT students are representing TSBVI on this committee for the 2020–2021 school year.
* Collaborated with the INCLUDE Project from UT Law School for the fifth consecutive year to provide information and support for high school and EXIT students and families considering guardianship and guardianship alternatives. 24 students were in attendance at this year’s information session. 15 students and their parents/family members followed up with UT law students and attorneys to continue discussing/considering a Supported Decision Making Agreement as an alternative to guardianship.
* Transition Coordinator and Career Education Coordinator are again members of the Central Texas Healthcare Provider K-12 Working Group that supports our on-going efforts to develop our community partnerships while learning from professionals involved in the growing healthcare professions about industry standards, labor market, and educational requirements for employment in this field.
* Increased efforts by the Transition Coordinator to seek out information from TWS-VR Counselors student training and parent learning opportunities across the state to ensure ongoing communication with and connection to TWC.

##### Internal Collaboration Efforts

* Increased number of coordinated meetings with districts, and when appropriate outside agencies, to further bridge student educational experiences and outcomes between TSBVI and their home communities.
* In order to uphold our tradition of hosting the Transition Fair at our annual Family Day in November, we invited representatives from 5 agencies and organizations significant to transition planning to present to our families at 30-minute information sessions via Zoom at this year’s virtual Family Day.
* Transition Coordinator, Career Education Coordinator, and School Counselor collaborated to provide students with the opportunity to learn from professionals who are visually impaired through a 4-part Career Cafe series on zoom as well as a project with Texas Folklife for the 2020–2021 school year.
* Increased efforts between Transition Coordinator and TSBVI Social Workers to ensure connections to state agencies for students and families across instructional teams.
* Transition Coordinator created two new person-centered planning tools (person-centered planning student interview and meeting template) utilized by advisors across campus for meaningful and individualized transition planning.
* Two TSBVI Social Workers facilitated a study group focused on accessing adult agency services and supports. Staff interest in this topic was evidenced by the fact that 28 people signed up.

##### Experiences In Transition (EXIT) Program

* Assistant Principal and Lead Teacher continued to facilitate “Life Plan” Transition Assessment discussions with parents of students that are new to the program.
* When appropriate, EXIT Advisors facilitated Life Plan meetings with adult students.
* Advisors coordinate monthly Life Plan Check Ins for which stakeholders meet to discuss the Transition planning process for individual students. Stakeholders include, but are not limited to, the student, TSBVI instructional team members, parents/family members, local school district reps, and adult agency reps.
* Students who demonstrate the need for explicit instruction in certain areas are enrolled in the following locally developed transition related courses: Practical Applications of Technology, Self Determination/Sex Education, College Prep, Financial Literacy, and the Career Education Continuum of courses (General Employability, MAPS I & II, Work Exploration, and Work Training).

#### Needs

Provide up to date Transition to Adult Life content on the TSBVI website by collaborating with the TSBVI Content Analyst to provide guidance and resources for students, families, and professionals.

Investigate the creation of a TSBVI alumni organization resource to provide alumni with personal and professional networking opportunities.

### 5. Career Education

#### Strengths

##### Career Education Courses/Curriculum

We continue to implement our five-step continuum of Career Education courses for students in Middle School, High School, and EXIT. These courses provide content and experiential learning opportunities that are designed to help students and their families narrow down goals for future employment.

Courses in the continuum are:

* General Employability
* Methodology for Academic and Personal Success (MAPS) I
* Work Exploration
* MAPS II
* Work Training

We continue to offer the following CTE courses:

* Lifetime Nutrition and Wellness
* Principles of Human Service
* Interpersonal Studies
* Child Development
* Principles of Hospitality
* Hospitality Services
* General Employability

During the 2020–2021 school year, the Career Education program had to suspend all off-campus work training options due to safety concerns related to the COVID-19 pandemic. We have strived to maintain all the business partnerships that we had during the previous school year, and will strive to have students working off-campus again when it is safe to do so. The following is the list from the 2019–2020 school year:

1. Karla’s Kuisine
2. Tiny Pies
3. Gethsemane Lutheran Child Development Center
4. YMCA (Town Lake)
5. Thinkery
6. Doubletree Hotel
7. Health and Human Services Commission (clerical)
8. University of Texas E4 Program
9. Disability Rights TX
10. Pinthouse Pizza
11. Read Naturally (proofreading)
12. Sammy’s House
13. Wheatsville Food Co-op
14. Chuckwagon Cafe
15. Top Drawer Thrift Store
16. Walgreens
17. Ten Thousand Villages
18. Discount Electronics
19. Cafe Monet
20. Johnson’s Backyard Garden
21. Clint Small Middle School (Coffee Cart)
22. Austin Humane Society
23. Tech Ridge Retirement Home
24. St. David’s North Austin Medical Center
25. Capital Area Food Bank
26. H-E-B Grocery

##### Additional Career Education Initiatives

* **Perkins V Grant:** In the fall of 2019, we applied for and were awarded a Perkins Career and Technical Education Institutional Grant. This is a federal grant that requires, among other things, that we establish and maintain a Business Advisory Council. Our council, which we established in the fall of 2020, consists of industry representatives, Blind/Visually Impaired professionals, students, parents, and professionals from both education and vocational rehabilitation. Our council convened for the first time on December 11, 2020. There were 26 stakeholders in attendance. The committee will meet twice a year to identify areas of improvement for the Career Education Program.
* **Nepris Virtual Platform:** This year, the Career Education Department began utilizing the Nepris platform to connect students with industry professionals from around the world. Students were able to conduct several informational interviews and gained more insight into the workplace through onsite virtual tours. This provided ample opportunities for students to participate in work-related informational activities while still adhering to COVID-19 protocols.
* **Career Cafe:** During the 2020–2021 school year, our Career Education Coordinator is continuing to collaborate with our Transition Coordinator and School Counselor to offer a “Career Cafe.” This is a monthly opportunity for students of all ages to listen to professionals (some of whom are blind and visually impaired) speak about a variety of careers and gain firsthand experience with the tools of various trades and professions. The Career Cafe was enhanced this year, as speakers could present virtually from anywhere around the nation. This year students heard from entrepreneurs from New York, mentors from the Austin Lighthouse for the Blind, and a mentor from the Perkins School for the Blind.
* **Assembly and Manufacturing Curriculum:** During the summer of 2020, two Career Education teachers created a scope and sequence that will be used to guide in person instruction for students in the Assembly and Manufacturing rotation of the General Employability course.
* **Vocational Adjustment Training through Easter Seals:** Five students from the EXIT program were able to participate in a Vocational Adjustment Training course through a partnership with TWC and Easter Seals Austin during the spring semester of the 2020–2021 school year. Students participated in a progression of modules that were designed to increase work readiness and self-awareness. This virtual course was adapted to meet the needs of students with visual impairments and neuro-diversities.
* **Career Education Newsletter:** The Career Education Department created a quarterly newsletter that features in-demand careers for individuals with visual impairments. The newsletter, entitled “Career Updates” highlighted specific career clusters, career paths and postsecondary training options, and lesson plans for teachers to introduce careers to elementary through transition aged students. The newsletter also focused on community and business partnerships that have enhanced student work training opportunities.
* **Job Coaching Study Group:** This year our Career Education Coordinator has continued to lead monthly Job Coaching study groups in the fall and spring semesters. Staff members enrolled in this group include teachers, teaching assistants, and the Post-Secondary Program Coordinator.
* **TSBVI Farmer’s Market:** The Farmer’s Market project was suspended this year due to COVID-19 restrictions, however, multiple teachers coordinated projects in which students created products which they sold in a manner that was deemed safe.
* **Links Program:** This program was suspended this year due to COVID-19, but will be reinstated when it is safe to do so.

##### Pivoting to provide meaningful Career Ed Program during COVID-19

* **Virtual scope and sequence for Work Exploration:** In August of 2020, it became apparent that the typical model of instruction for the Work Exploration course would need to be adapted to a remote learning environment. The Career Education Department tasked the CTE teachers and Job Coaches to create a curriculum that would provide meaningful instructions to students in a remote or hybrid environment. Within weeks, the staff had created three comprehensive scope and sequences that would address learning goals. These curricula provided hands-on activities that were mailed to students’ homes as well as a robust combination of synchronous and asynchronous instructional materials. This allowed the Career Ed team to effortlessly switch between remote and hybrid learning environments without compromising the quality of the instruction.
* **Work Training (project based learning):** Since all work training options were suspended due to safety concerns, it was necessary to create authentic learning experiences for students who would have been participating in the Work Training Course. The Career Education Department developed a service learning project for students to participate in virtually. Students worked together to identify a need in the community, collaborate with outside non-profit organizations, and develop and implement a fundraiser to meet the needs of the non-profit organization. Students worked as a team to create a product, advertise, and drive online sales and were able to connect with several different industry professionals during the process.

#### Needs

* Evaluate current Career Education Programming and CTE Courses in order to determine whether improvements or additions are needed. Additional courses under consideration include but are not limited to:
	+ Student to Industry Connection (TEA recognized Innovative Course)
	+ Project Based Research (Career Development Course)
	+ Career Prep (I&II)
	+ Explore the possibility of a locally developed course addressing social media literacy for professionals
* Continue working with the Information Resources (IR) team to develop and implement a streamlined time reporting system by which students can submit work training hours for training stipend pay.
* Provide up-to-date Career Education content on the TSBVI website by collaborating with the TSBVI Content Analyst to create and post information.

### 6. English as a Second Language (ESL)

#### Strengths

All students identified as English Learners (ELs) are instructed in the required core curricular areas by ESL-certified teachers in English Language Arts following and ESL pull out program model. Teachers of ELs implement the English-Language Proficiency Standards (ELPS) into daily classroom instruction, and these teachers are monitored to ensure that standards are being applied and that the ELPS are represented within IEP goals and objectives.

The Language Proficiency Assessment Committee (LPAC) meets monthly rather than only the three mandated meetings per year, and at least one member attends all ARD committee meetings for ELs. LPAC members complete required annual LPAC training, and teachers assigned to ELs complete Texas English Language Proficiency Assessment System (TELPAS) calibration before assessing ELs in the holistic TELPAS system. TELPAS and TELPAS‑Alternate assessments were in progress when the state moved all schools to remote instruction due to COVID-19 in the spring of 2020. As the assessments were not completed, there are no results for the 2019–2020 school year. The data included here is from the 2018–2019 school year.

* 4 out of 7 English Learners participating in the TELPAS Listening and Speaking Holistic Rating assessments were determined to be qualified for the new TELPAS-Alternate assessment, so comparisons to last year's scores were unavailable.
* 2 out of 4 ELs participating in TELPAS-Alternate received the highest rating, Basic Fluency, in Speaking.
* 2 out of 3 students participating in the TELPAS Listening and Speaking Holistic Rating assessment were rated as Advanced-High.

#### Needs

The Language Proficiency Assessment Committee (LPAC) has identified the following needs:

* Support completion of ESL certification training and testing for new teachers this year.
* Provide training and support for high school math, science and social studies teachers to obtain ESL certification.
* Provide ongoing training to teachers on how to implement ESL strategies and ELPS into goal-writing, infused skills, and academic instruction for English Learners.
* Select ESL curricula that can most easily be adapted for students with visual impairments and share with teachers of ELs.

### 7. Instructional Technology

This year, in light of the unique and demanding needs of remote and hybrid instruction due to COVID-19, we made efforts to provide robust technology training and support for our teachers, TAs, and administrative staff with the goal of improving our overall proficiencies in technology and improving access to the hardware/software needed to facilitate meaningful remote and hybrid in-person/remote instruction. Below is an overview of the various ways in which we have sought to work across departments to support, educate, and train our staff on technology.

#### Strengths

##### Supporting Remote/Hybrid Instruction

* **Shipping Instructional Materials:** Braille, tactile media, and adapted materials must be produced here at TSBVI for our students so we created a system for teachers and other staff to ship these highly specialized instructional materials to students during the times we were fully remote. At the beginning of each semester we shipped materials out daily. This included assistive technology devices, hot spots, braille writers, braille paper and textbooks. Once students had the means to connect and produce work we continued to ship supporting instructional materials at least once weekly and often more frequently. Since the start of the 2020–2021 school year until January 26, 1,026 packages have been shipped.
* **Hardware/software acquisitions for remote learning:** We expedited the purchasing of technology early in the Fall semester to equip students and staff with the technology tools needed to participate in remote/hybrid learning. Purchases included hundreds of headsets with microphones, flexible stands for iPads and iPhones, extra iPads, laptops, braille notetakers, and braille displays, mobile TV monitors, conference room Zoom speakers/microphones, extra cables and power adapters.
* **Remote assistance:** Our Assistive Technology Teachers learned how to remote assist students using a variety of tools such as Zoom remote assistance, Windows Quick Assist, and TeamViewer in order to provide robust and timely tech support for students. Additionally, our IR team used Quick Assist and Zoom to provide remote tech assistance to staff as well.
* **Hotspots for improved connectivity:** For students and staff who did not have adequate bandwidth and connectivity at home to participate in remote instruction, we purchased, delivered, and set up hot spots. Currently, there are 26 hot spots being used by students, and three being used by staff.

##### Virtual Tech Training

* **Zoom! Zoom! Zoom!:** We conducted numerous formal and informal tech trainings on using Zoom for our staff and students, as the primary means of conducting synchronous virtual instruction. It was a critical tool for our staff and students, and across the board we saw vast improvement in our skills with this application.
* **Virtual Tech Training Days:** We hosted two virtual Tech Training days during the Fall 2020 semester on August 11 and October 12 in order to provide multiple opportunities for our staff to continue improving their tech skills needed for remote and hybrid instruction. We have another virtual Tech Training day scheduled for February 12 in the Spring. During these events, we offered multiple sessions on topics such as facilitating distance learning through Zoom and Google Classroom, improving communication with the Remind app, accessible instructional design, and collaborative sharing sessions across teams for sharing successes, strategies, and lessons learned from teaching remotely.
* **TechCats Zoom Room for One-on-One Remote Support:** Prior to the 2020–2021 school year, the TechCats Zone was a physical space on campus in the LRC where anyone could drop in for in-person tech support. This year, we transitioned the TechCats Zone into a Zoom room where any staff can request support through our Help Desk system. Once the request is made, one of our TechCats volunteers schedules a time to meet with the requesting staff member one-on-one or in small groups over Zoom. We have also hosted topic specific trainings over Zoom, Google Classroom, Google Drive, JAWS, keyboarding, and many other instructional technology topics.
* **Bridge for On-Demand Training:** We continue to encourage staff to utilize our custom online micro-trainings in Bridge which cover a variety of tech-related topics, including all of the Google Apps.

##### Tools for Communication and Collaboration

* **Campus Info and Shared Drives:** This year we transitioned away from our old Intranet for internal campus communication, and launched our new Campus Info site. In conjunction with this effort, we also launched a new set of Google shared drives for Comp Programs to house departmental information and provide new means of collaboration in a centralized location. Now, regardless of whether staff are on campus, or off campus, they can access the information they need either via Google drive on the device of their choice, or via Campus Info.
* **Student Confidential Records Google Drive Folders:** In an effort to centralize the myriad of confidential records that live in the Google ecosystem across departments and users, we created a new Google Confidential Student Records directory with subfolders for each student. The access to these student folders matches up with our Student Care System, and we’ve been able to migrate important student records into these folders for an easy to find, centralized location.
* **TechCats Newsletter:** This school year we continued producing our monthly digital campus newsletter called the TechCats Newsletter. This publication is designed to capture and consolidate all the tech news, events, resources, and highlights across TSBVI and communicate them out to all employees in a consistent format in order to raise general awareness.
* **Remind App:** This year we continued to expand our use of the Remind app for teacher, student, and family communication.

##### Other Tech Initiatives

* **Wildcats Can Code:** Sue O’Brien, Renée Toy, and Daniel Wheeler are teaching this year’s coding class for students using Apple’s Swift coding app. We have three students participating this year and all are thriving despite the unique challenges of this school year. Students in this year’s class have maintained steady progress regardless of the circumstances around remote, in-person, or hybrid learning.
* **3D Printing:** In March of last year, our 3D printing focus changed from producing instructional materials to PPE. Our four 3D printers produced over 900 face shields for Austin’s Medical community. Once the medical community found other resources for face shields we began in July to produce PPE for our staff and students. We have printed mask breathers, ear protectors, and face shields. These are readily available on a table in the LRC for staff and students. Additionally, we continue to print a wide variety of objects that include mathematical shapes (especially for geometry) and plant and animal cells.
* **Expanding Online Instructional Resources:** We have continued to invest in and expand the online resources we have made available to our staff, including a campus-wide purchase of Newsela, TypingClub, and other instructional apps and resources. In coordination with the Curriculum department, we have created an Online Instructional Resources spreadsheet that we have made available to the entire staff to show what resources we have available, who they are best used for, and how to gain access.

##### Research & Development

* **App Development (Kaalo):** We continue to partner with software developers who are seeking to develop applications that meet the needs of individuals who are blind or visually impaired. This year, Kaalo partnered with us to develop a shopping assistant app that helps build shopping lists, track items placed in your shopping cart, and provide sighted assistance through AI. It is now available in the Apple App Store, and they are receiving feedback from our staff and students.
* **Accessibility Reviews for NWEA Map Growth:** Even though we had to pause our efforts to roll out NWEA’s online MAP Growth assessment, several of our staff participated in an accessibility review of their Alt text guidelines and we are continuing to partner with NWEA to find ways to improve the accessibility of their assessment items, which in turn positively impacts students across the country.

#### Needs

##### Training and Support Needs for 2021–2022

Several of our goals for 2020–2021 have rolled over to the 2021–2022 school year due to shifting priorities from COVID-19 and our focus on supporting remote/hybrid learning. For 2021–2022, we have identified the following areas of need:

* Identify specific tech needs among our staff such as:
	+ Gaps in TSBVI specific tech skills for new employees during the onboarding process.
	+ Needs of current employees specific to their role.
* Add more small group training opportunities throughout the school year that can be assigned to staff based on determined need.

##### Communication and Collaboration Needs for 2021–2022

* Continue increasing our adoption of Drive File Stream to facilitate better integration of Google Apps and Microsoft Office apps.
* Continue increasing our adoption of Google Shared Drives.
* Continue increasing collaboration and sharing of resources and instructional strategies among teachers.

##### Other Tech Initiative Needs for 2021–2022

* Further development of our online instructional resource bank for staff that shows all the online and software resources we have available for teachers by grade level and subject area.
* Find a new, larger location for the Makerspace and increase staff participation in Maker activities.
* Development of 3D printing library loan program and sharing of 3D files created at TSBVI that address the specific needs of the BVI field, i.e. the braille writer finger guide.

### 8. Low Vision

#### Strengths

Instruction and support in the area of low vision has been provided to teaching staff and students in the elementary, secondary, and EXIT programs. Focus has been on the use of handheld optical devices, strategies for visual access, use of non-optical aids, and attention to psychosocial concerns. Visual access across environments (e.g., classroom, weekend activities at home) is a part of discussion and goal setting with students.

Although it was necessary to cancel the on-campus Low Vision Clinics initiated in the 2019–2020 school year due to COVID-19 precautions, students have held on to optical devices or received these through the mail with lesson follow up.

#### Needs

* Continue to keep an updated stock of optical devices.
* Continue to promote an increase in student independence with using optical devices to access a range of visual information in the general curriculum and ECC areas.

### 9. Parental Involvement

#### Strengths

In addition to informal visits by families to campus and attendance at special events, families received frequent and regularly scheduled phone calls and written quarterly progress notes from teachers and residential instructors. After Spring Break and COVID-19’s impact, communication by distance became paramount. Other opportunities for parental involvement include:

* When COVID-19 restrictions cease, visits to campus by parents to observe their child’s educational program and to collaborate with staff.
* Lodging in the Wildcat Inn at no cost to parents for visits to campus.
* Reviewing annual parent survey results.
* Distribution of the new *Wildcat Times* e-News to keep families better informed of campus events and information.
* Hosting a Family Day for parent and teacher meetings, training and familiarization with students’ instructional programs.
* Meetings of School Health Advisory Council with family member participation.
* Staff visits to families’ homes and the local school district for training and collaboration.
* Behavioral and instructional strategies suggested for home implementation by behavior specialists and teachers.
* Use of a variety of formats for sharing information with parents and local school in digital format (email, PowerPoint, video, audio, pictures, and written routines).
* Attendance (either in person or by phone) in monthly Transition/Collaboration meetings for EXIT students in which stakeholders gather to plan for individual student Transition to Adult Life as well as individualized Life Planning Meetings.
* Implementation of new Enrollment Agreement with families and local school districts to better communicate and agree upon roles and expectations.
* Development of new TSBVI Family Lynx organization to promote family engagement in collaboration with Outreach family engagement specialists.

#### Needs

* Implement new opportunities above and maintain current parental involvement activities to promote family engagement and student success.
* Continue to provide information and training on adult transition planning to parents throughout the school year and on Family Day to support parents as instructional team members.
* Provide the opportunity for parents to participate in Leadership Training offered in partnership with Outreach and the Texas Workforce Commission-Blind Services Division, and Health and Human Services Commission-Blind Children’s Program, to improve knowledge and skills of parents as critical partners in the education of students.

### 10. Comprehensive School Counseling Program

The Texas Model for Comprehensive School Counseling programs is comprised of four service delivery components: a) Guidance Curriculum, b) Responsive Services (prevention, remedial and crisis-based), c) Individual Planning (related to post-secondary options) and d) System Support (assessing student and campus data).

Strengths and needs from the results of a staff survey completed in December 2020 are shown below.

Family survey results are pending.

#### Strengths

Results from the staff survey showed student strengths in the following areas:

* awareness of their own visual abilities and other physical abilities
* tolerance of change
* a desire to perform tasks independently
* pride in their accomplishments
* regular attendance and active participation in their own learning

All teaching and direct care staff have participated in online modules from Project Restore, TEA’s trauma informed training series. Modules provided staff with strategies to improve skills in building relationships and de-escalating students, building a strong classroom culture, and developing positive family partnerships.

A digital bulletin board website (Padlet) was created for virtual Family Day which included links to the school’s curriculums along with sample lessons. Financial aid and standardized testing information was also available. The Padlet included pictures of the school’s Career Cafe, an initiative that invites Blind/Visually Impaired professionals to speak about their career paths. Bios and links to speakers were included for families to review. Speakers come from a variety of fields including business, manufacturing, audio production and engineering and IT.

TSBVI obtained additional modules in the SafeSchools Staff and Student training system. Student training in spring 2021 will focus on teenage stress and suicidal risk. Lessons include information on state suicide hotlines and support services such as the Crisis HelpLine for students and families. Additional lessons on healthy stress management and coping strategies from Empowering Education will also be included.

An SEL task force was assembled and met monthly since September 2020. Members include campus wide representatives who work to adapt lessons to meet the needs of diverse learners. SEL lessons addressed:

* understanding COVID-19 safety precautions
* stress management
* internet safety
* mindfulness
* gratitude
* rewarding relationships
* self-compassion
* kindness
* problem solving

The school counselor and transition coordinator increased communication with individual students to review performance on standardized assessments and to discuss post-secondary opportunities. Information was shared in senior-level English classes this year to provide instruction and guidance on how to complete college and scholarship applications.

TSBVI social workers attended Texas Education for Homeless Children and Youth (TEHCY) Program Summit. The Summit included sessions on:

* impact of COVID-19
* connecting youth and family to services
* diversity and advancing equity for special student populations
* understanding trauma and resilience

TSBVI social work and counseling staff provided students and families with COVID-19 related community based resource information on topics such as accessing health services, housing issues, mental health needs, food insecurity, etc.

TSBVI students participated in the 2020 *Start With Hello* week where students voiced their commitment to inclusiveness and kindness. This year’s contest theme was “How *Start With Hello* Can Create Unity in Diversity.” Student Marianela O. was recognized in the visual art category; she won a cash prize and national recognition.

#### Needs

* Student needs from the staff survey included:
	+ utilization of healthy coping strategies
	+ decision making and problem solving both in person and online
	+ awareness of resources available for mental health (including self-harm and suicide prevention/intervention)
	+ knowledge of transition/post-secondary planning

Due to COVID-19, many of the needs previously identified were not able to be fully addressed and will remain areas of need for the upcoming school year.

* Continue to identify and modify SEL lessons including a focus on healthy and unhealthy stress management, decision making and problem solving and review of post-secondary terminology and resources.
* Provide parent and student awareness education including warning signs related to dating violence, sexual harassment, sexual abuse, sex trafficking or other maltreatment.
* Improve communication with parents regarding SEL topics addressed so that information can be reinforced and supported at home.
* Continue to research and identify evidenced based programs to improve student mental health for all students.
	+ mental health promotion including mental health wellness for individuals with intellectual and developmental disabilities
	+ conflict resolution and violence prevention
	+ substance abuse prevention and intervention
	+ suicide prevention
	+ grief-informed and trauma-informed practices
* Arrange training in Psychological First Aid and grief counseling for licensed specialists in school psychology, social workers and school counselor to provide responsive services related to traumatic events.
* Continue to provide training in Mental Health First Aid for all direct care staff.
* Continue to develop positive behavior intervention and support (PBIS) trainings.
* Continue to explore resources for at-risk students to improve absenteeism and dropouts.

## C. Comprehensive Programs: 2021–2022 Staff Development Priority Needs

1. Students and Staff Mental Health Supports
2. Dyslexia and Related Disorders
3. TEKS-based Facilitated Planning and Coaching
4. Specific Conditions Related to Students with Visual and Additional Impairments
5. 21st Century Teaching and Learning (academics & alternative academics)
6. Instructional Technology
7. Positive Behavior Interventions and Supports
8. Transition to Adult Life
9. Social Emotional Learning & Self-determination
10. Teacher Selected Professional Development Units and Leadership Pathways

# Curriculum DepartmentNeeds Assessment for 2021-22 Annual Improvement Plan

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## A. Supporting the Staff at TSBVI

The curriculum department supports the curricular needs of the classroom teachers and related service providers at TSBVI.

### 1. Development/Location and Adaptation of Materials for Core Curriculum Courses

(Language Arts, Math, Science, Social Studies) for TSBVI students included in modified and alternate instruction: AGS curriculum and Unique Learning System (ULS) Curriculum.

#### Strengths

The staff of the curriculum department has located and ordered curriculum for teachers in the comprehensive programs.

#### Needs

Funds will need to be available for purchasing necessary curricular materials for teachers and other staff members for instructional purposes.

### 2. Working with the Career Ed Department on Project-Based Learning

#### Strengths

The curriculum department has worked with the Assistant Principal and a career education teacher to determine needs related to Project-Based Learning and related training.

#### Needs

This project will require the continued participation in regularly scheduled meetings with the Assistant Principal, Career Ed teachers and the Lead Teacher and Director of the Curriculum Department.

### 3. Performance Indicator Evaluations

As per a Memorandum of Understanding (MOU) between Texas Education Agency (TEA) and TSBVI, student progress is measured by a battery of evaluations known as Performance Indicator (PI) Evaluations. These evaluations are conducted for core and expanded core curricular areas in which each student is receiving instruction. A report is compiled and sent to TEA each year delineating this progress.

#### Strengths

Lead Teachers advise the staff on which PIs are appropriate for each student. The curriculum director compiles the final report, and sends it to TEA in a timely manner.

#### Needs

PI administration requires an extensive amount of time for the classroom teachers to conduct pre-tests in the fall and post-tests in the spring, and an extensive amount of time for the Lead Teachers to enter all scores into the system. New PIs will need to be entered into the system by the Information Resources (IR) department. MAP testing needs to be evaluated for this purpose.

### 4. Update of the Braille Fundamentals Curriculum to be UEB Compliant

#### Strengths

The Primary level of the BF curriculum is complete. (This curriculum is also used statewide.)

#### Needs

Completion of the upper elementary level, middle school level and high school levels of the curriculum. A new Braille embosser needs to be purchased, and repair to the current Braille embosser needs to occur to enable the timely embossing of this curriculum.

### 5. Training on *Essential Tools of the Trade: A How-To Guide for Completing Functional Vision, Learning Media, and ECC Evaluations*

#### Strengths

Essential Tools of the Trade has been completed. Training for Essential Tools of the Trade has occurred for Team 6.

#### Needs

To conduct this training for all TSBVI teams. This has not occurred in 2020–2021.

## B. Developing Instructional Guides to Support Teachers of Students with Visual Impairments (TVIs), Certified Orientation and Mobility Specialists (COMS), Other Related Service Providers, and Families at TSBVI and Across the State of Texas

### 1. Update of the Independent Living Evaluation Tool and Related Activity Routines

#### Strengths

The update of the IL Evaluation was completed and used during the 2020–2021 school year.

#### Needs

Current activity routines need to be evaluated for revisions and additions based on the new IL Evaluation. A writing team is being assembled for this project.

### 2. Training on *Texas 2 STEPS – An Early Intervention O&M Guide*

#### Strengths

Training for the Texas Two STEPS curriculum has occurred for Regions 1, 4, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19.

#### Needs

To conduct this training in the remaining ESCs as requested.

### 3. Training on *Essential Tools of the Trade: A How-To Guide for Completing Functional Vision, Learning Media, and ECC Evaluations*

#### Strengths

Training for Essential Tools of the Trade has occurred in Regions 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18, 19, and Pennsylvania Training and Technical Assistance Network (PaTTAN).

#### Needs

To conduct this training in the remaining ESCs as requested.

### 4. Participation in a Project Addressing the Progression of Tactual Learning Skills

#### Strengths

The curriculum director has been working with three Outreach staff members twice a month to develop a profile that delineates the progression of skills necessary for tactual learners to be able to access home, community and school environments.

#### Needs

To determine the next steps related to pre-braille instruction as an extension of the Tactile Learning Profile.

### 5. Participation in a Pilot Project Addressing Early Literacy for Students Who will be Tactual Learners: Literacy for Little Ones (LLO)

#### Strengths

During the 2019–2020 school year the Curriculum Director and two Outreach staff members began conducting a four-session training in Region 11 ESC for TVIs and parents addressing the early literacy skills for students who will be tactual learners. Families and their TVIs met two times during 2019–2020 to begin the training. The other two sessions were cancelled due to COVID-19. Training was also cancelled for Region 2 ESC.

#### Needs

Training for LLO resumed in Region 11 via Zoom for teachers only. Since the in-person training for Literacy for Little Ones was cancelled due to travel difficulties, we hope to resume the training for several ESCs during the 2021–2022 school year. The trainers meet several times a month to prepare for the Zoom trainings and compile a training packet.

### 6. Development of Publication *Essential Tools of the Trade 2: A How-To Guide for Completing Functional Vision, Learning Media and ECC Evaluations for Students who are Deafblind*

#### Strengths

A new publication, *Essential Tools of the Trade 2*, was started during the 2019–2020 school year. The Curriculum Director and two DB Outreach specialists began the project as a companion to the *Essential Tools of the Trade* book.

#### Needs

To develop a pilot team to review and utilize this publication and provide feedback to the writing team. To conduct training for this publication in ESCs as requested.

# 2021–2022 Comprehensive Programs and Curriculum Department Long-Range Goals and Annual Objectives

## GOAL A: Students with visual impairments will demonstrate knowledge and skills to lead vocationally, personally, and socially satisfying lives.

**Objective 1:** 80% of students will achieve moderate to substantial progress on every area of the Core and Expanded Core Curriculum in which they receive programming.

**Objective 2:** 60% of statewide assessment tests will be passed.

**Objective 3:** The percent of statewide assessments passed by students will meet or exceed the passing rate of special education students in the state of Texas.

**Objective 4:** Student progress in 100% of the 10 major instructional areas of Comprehensive Programs will be rated by at least 90% of LEAs, parents and students as satisfactory or above.

**Objective 5:** 70% of students graduated during the past five years will be employed, enrolled in post-secondary education or training, or engaged in productive activities (including unpaid work or volunteer activities, or homemakers with at least one dependent).

**Objective 6:** 70% of graduates will rate as satisfactory or above how well TSBVI prepared them to be successful in their adult lives.

**Objective 7:** 80% of LEAs where TSBVI students transitioned will rate as satisfactory or above skills student learned in order to return to district.

## GOAL B: Students with visual impairments will have equal access to quality education based on appropriate assessment, curriculum and instruction.

**Objective 8:** Development and completion of a plan to address early childhood literacy and mathematics proficiency.

**Objective 9:** 100% of students who have demonstrated readiness for a work training experience in the community will receive community-based work training in an area in alignment with their interests and goals.

**Objective 10:** 100% of requests from staff or students for education or training on low vision will be met leading to greater independence.

**Objective 11:** 100% completion of five identified curriculum publications pertaining to instruction in the Expanded Core Curriculum (ECC).

**Objective 12:** Development and completion of a plan for improving the comprehensive school counseling program.

## GOAL C: Students with visual impairments will receive a quality education from qualified professionals and trained staff.

**Objective 13:** Development of a plan to increase technology competence of all staff based upon specific job responsibilities.

**Objective 14:** 100% of teachers, teacher aides and other professionals will meet state certification and licensure requirements for their areas of assignment.

**Objective 15:** 100% of students who are English Learners (EL) will receive instruction in core-curricular areas by ESL-certified (English as a Second Language) teachers.

**Objective 16:** 100% completion of training as requested by Education Service Centers, LEAs, and TSBVI staff pertaining to instruction in the Core and Expanded Core Curriculum.

## GOAL E: Partnerships will be developed so that students with visual impairments have appropriate available quality services.

**Objective 17:** 90% of parents of enrolled students will rate as satisfactory or above their degree of participation in decisions regarding their child’s educational services and placement.

**Objective 18:** 90% of local school districts of enrolled students will rate as satisfactory or above their degree of participation in decisions regarding their student’s educational services and placement.

# Comprehensive Programs and Curriculum Department Action Plans by Goal Area, 2021–2022

In accordance with the board-adopted long-range goals and objectives and to address the needs identified in the preceding sections, TSBVI staff will implement the following strategies and action plans for improvement:

## GOAL A: Students with visual impairments will demonstrate knowledge and skills to lead vocationally, personally, and socially satisfying lives.

#### Action Plan

1. Prepare for student academic excellence and participation in STAAR.

## GOAL B: Students with visual impairments will have equal access to quality education based on appropriate assessment, curriculum, and instruction.

#### Action Plans

2. Improve early childhood (K–3) literacy and math program.

3. Refine and improve the Career Education program.

4. Promote students’ effective usage of low vision.

5. Develop curriculum in five areas of the Expanded Core Curriculum (ECC).

6. Implement activities to improve the Comprehensive School Counseling Program.

7. Implement activities of the School Health Advisory Council (SHAC).

## GOAL C: Students with visual impairments will receive a quality education from qualified professionals and trained staff.

#### Action Plans

8. Improve instructional technology competencies for all staff.

9. Develop English as a Second Language skills of students who are English Learners.

10. Complete training as requested by Education Service Centers and TSBVI staff pertaining to instruction in Core and Expanded Core Curriculum.

## GOAL E: Partnerships will be developed so that students with visual impairments have appropriate available quality services.

#### Action Plans

1. Implement programs to encourage parental involvement.
2. Evaluate and improve collaboration with local schools and families in development and monitoring of IEPs.

2021–2022 Action Plan #1

ACTION PLAN

**1. Prepare for Student Academic Excellence and Participation in STAAR.**

SUMMARY OF RESOURCES NEEDED

Funds for staff development

PROJECT LEADER

Miles Fain – Comprehensive Programs

SPECIFIC EXPECTED RESULT OF STRATEGY

60% of statewide assessments tests will be passed.

The percent of statewide assessment passed by TSBVI students will meet or exceed the passing rate of special education students in the state of Texas.

CRITICAL EVENTS TABLE

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Action Steps** | **Timeline for Completion** | **Person(s) Responsible** | **Resource Allocation** | **Status** |
| 1. Conduct initial analysis of 2020-2021 STAAR test results and begin development of plan for improvement. | August 2021 | Miles FainJanet BeanEden Hagelman G’Nell Price |  |  |
| 2. Collaborate with and provide guidance for teachers in analysis of 2020-2021 STAAR test results. | August 2021 | Janet BeanEden Hagelman G’Nell Price |  |  |
| 3. Based upon the analysis of STAAR results with teachers, develop and implement individualized instructional plans to incorporate STAAR-specific formats into instruction, including use of STAAR practice tests and tactile graphics. | May 2022 | Janet BeanEden Hagelman G’Nell Price |  |  |
| 4. Develop and implement appropriate IEP goals and objectives related to intensive instruction in core academics. | May 2022 | Eden Hagelman G’Nell PriceTeachers |  |  |
| 5. Determine appropriate professional development activities for teachers in instructional methods related to improving student academic performance, including Explicit Instruction, TEKS Resource System and TEKS Facilitated Planning offered by ESC Region 13. | May 2022 | Miles FainEden Hagelman G’Nell Price | Funds for staff development |  |

2021–2022 Action Plan #2

ACTION PLAN

|  |
| --- |
| **2. Improve Early Childhood (K-3) Literacy and Math Student Program.** |

SUMMARY OF RESOURCES NEEDED

|  |
| --- |
| Professional development funding Release time for teachers and staff to attend training and professional development TRS (Teks Resource System) online platform Reading and Math Specialist Reading and Math curriculum advisory team |

PROJECT LEADER

|  |
| --- |
| G’Nell Price – Comprehensive Programs |

SPECIFIC EXPECTED RESULT OF STRATEGY

|  |
| --- |
| Development and completion of a plan to address early childhood literacy and mathematics proficiency. |

CRITICAL EVENTS TABLE

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Action Steps** | **Timeline for Completion** | **Person(s) Responsible** | **Resource Allocation** | **Status** |
| 1. All K-3 teachers and principals to attend Reading and Math academies.  | May 2022 and ongoing for specific years as mandated | Elementary academic teachers (Joanne Rodgers, Salena Brumfield, Dawn Hudnall), Assistant Principal (G’Nell Price), Lead Teacher (Amanda Fierro), Curriculum Lead Teacher (Shanna Hamilton), Reading/Math Specialist (Leah Read) | ESC training ($400/participant) |  |
| 2. Creation of a reading and math advisory committee. | December 2021 | Shanna Hamilton, Debra Sewell, G’Nell Price, Reading and Math Advisory Committee |  |  |
| 3. Phonics adoption   | May 2022 | Debra Sewell, G’Nell Price, Reading and Math Advisory Committee | Curricular materials cost |  |
| 4. Professional Development related to reading interventions for struggling readers. | May 2022 | G’Nell Price, Lead Read | Release time to attend training associated with costs of PD |  |
| 5. Identify and integrate reading and math diagnostics through a reading and math assessment instrument. | May 2022 | Debra Sewell, G’Nell Price, Leah Read | Costs of TRS platform |  |

2021–2022 Action Plan #3

ACTION PLAN

**3. Refine and Improve the Career Education Program.**

SUMMARY OF RESOURCES NEEDED

* Time and potentially stipend pay for teachers to develop a scope and sequence for new course(s)
* Time for ongoing consultation and collaboration with TSBVI Programmer/Analyst regarding the implementation of new electronic student time recording system

PROJECT LEADER

Tad Doezema – Comprehensive Programs Assistant Principal

Carlotta Binns- Comprehensive Programs Career Education Coordinator

SPECIFIC EXPECTED RESULT OF STRATEGY

70% of students graduated during the past five years will be employed, enrolled in post-secondary education or training, or engaged in productive activities (including unpaid work or volunteer activities, or homemakers with at least one dependent).

70% of graduates will rate as satisfactory or above how well TSBVI prepared them to be successful in their adult lives.

100% of students who have demonstrated readiness for a work training experience in the community will receive community-based work training in the area in alignment with their interest and goals.

CRITICAL EVENTS TABLE

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Action Steps** | **Timeline for Completion** | **Person(s) Responsible** | **Resource Allocation** | **Status** |
| 1. Evaluate current Career Education Programming and existing CTE courses in order to determine whether changes or additions are needed. | May 2022 | Tad DoezemaCarlotta Binns | Stipend money for teachers to develop scope and sequence for new CE courses (if applicable) |  |
| 2. Implement electronic time reporting system to be used by all students submitting work hours for stipend pay. | May 2022 | Tad DoezemaCarlotta BinnsScott Brackett |  |  |
| 3. Develop awareness training presentation for businesses and community partners. | May 2022 | Carlotta Binns |  |  |

2021–2022 Action Plan #4

ACTION PLAN

**4. Promote Students’ Effective Use of Low Vision.**

SUMMARY OF RESOURCES NEEDED

1. Continued restocking of handheld optical devices; 2. Training time to continue to raise awareness and strategies for increasing student initiative to use range of tools

PROJECT LEADER

Cindy Bachofer – Comprehensive Programs

SPECIFIC EXPECTED RESULT OF STRATEGY

100% of requests from staff or students for education or training on low vision will be met leading to greater independence.

CRITICAL EVENTS TABLE

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Action Steps** | **Timeline for Completion** | **Person(s) Responsible** | **Resource Allocation** | **Status** |
| 1. Instruct selected students to use optical devices for visual access of near and distance information in classroom settings (including TSBVI and McCallum campus). | May 2022 | Cindy Bachofer | Continued funding for restock of handheld devices |  |
| 2. Provide technical support for staff to reinforce student use of vision with and without optical devices to access instruction and participate in learning activities along with peers in a range of environments. | May 2022 | Cindy Bachofer |  |  |
| 3. Instruct students and staff in residential settings as requested to use optical devices in activities of daily living and community outings. | May 2022 | Cindy Bachofer |  |  |
| 4. Instruct selected students in eye anatomy and functioning as it relates to individual eye condition and low vision self-identity. | May 2022 | Cindy Bachofer |  |  |
| 5. Coordinate on-campus low vision clinic | May 2022 | Cindy Bachofer |  |  |

2021–2022 Action Plan #5

ACTION PLAN

**5. Develop Curriculum in Five Areas of the Expanded Core Curriculum (ECC).**

SUMMARY OF RESOURCES NEEDED

Release time for teachers, stipend money, funds for necessary supplemental materials/books.

PROJECT LEADER

Debra Sewell – Curriculum Department

SPECIFIC EXPECTED RESULT OF STRATEGY

100% completion of the five identified curriculum publications pertaining to instruction in the Expanded Core Curriculum (ECC).

CRITICAL EVENTS TABLE

| **Action Steps** | **Timeline for Completion** | **Person(s) Responsible** | **Resource Allocation** | **Status** |
| --- | --- | --- | --- | --- |
| 1. Sensory Efficiency: Completion of *Essential Tools of the Trade, FVE/LMA/ECC for Students with DeafBlindness*
 | Spring 2022 | Debra SewellShanna HamiltonChris Montgomery |  | Documents have been shared with professionals for 1st review. |
| 1. Independent Living: Review and update of Activity Routines for Self-Care
 | Spring 2022 | Debra SewellShanna HamiltonResidential Instructors | Work time for all authors | Writing team being assembled |
| 1. Career Education: Development of Project-Based Learning to support Career Education
 | Summer 2022 | Shanna Hamilton | Training for Shanna Hamilton and at least one other teacher | Licensing information is being explored for pblworks.org for lesson plans and training. |
| 1. Compensatory Skills: The *Braille FUNdamentals Curriculum*, Middle and High School Levels will be completed, printed and embossed
 | Fall 2021 | Debra SewellJeanne WilliamsonTag Millikin | Embosser and burster | Primary level is currently available, Upper Elementary is currently being reviewed. |
| 1. Compensatory Skills: The continuation of the Tactile Learning Profile (the progression of skills necessary for tactile learners), connecting it to the learning of Pre-Braille and Braille.
 | Summer 2022 | Debra SewellAnn AdkinsSara Kitchen | Work time for all authors |  |

2021–2022 Action Plan #6

ACTION PLAN

**6. Implement Activities to Improve the Comprehensive School Counseling Program.**

SUMMARY OF RESOURCES NEEDED

None

PROJECT LEADER

Valerie Perwein and Ria Ferich – Comprehensive Programs

SPECIFIC EXPECTED RESULT OF STRATEGY

Development and completion of a plan for improving the Comprehensive School counseling program.

CRITICAL EVENTS TABLE

| **Action Steps** | **Timeline for Completion** | **Person(s) Responsible** | **Resource Allocation** | **Status** |
| --- | --- | --- | --- | --- |
| 1. Develop mental health training guidelines for new and returning staff. | October 2021 | Valerie PerweinPatti Robinson |  |  |
| 2. Revise Suicide Prevention and Crisis Management Procedure. | October 2021 | Valerie PerweinSally FreemanRia FerichLSSPs and Social Workers | Staff time |  |
| 3. Revise MANDT training plan guidelines. | September 2021 | G’Nell PricePatti RobinsonMatt SchultzBehavior Specialists | Staff time |  |
| 4. Continue PBIS development and team training sequence. | May 2022 | G’Nell PriceValerie PerweinBehavior Specialists | Staff time |  |
| 5. Explore student psychoeducational training sequence available from Safe Austin to address dating violence, sexual harassment, cyber safety, abuse and human trafficking. | January 2022 | Ria FerichSocial Workers | Staff time |  |
| 6. Explore MOU with Dell TCHATT for psychiatric services. | October 2021 | Valerie PerweinSally FreemanSusan Morrison | Staff time |  |
| 7. Review SEL survey results and continue to refine evidence-based curriculum that addresses developmentally appropriate social-emotional learning (SEL) needs for students with visual impairments at all grade levels. | August 2021 | Ria FerichAssistant PrincipalsLead TeachersBehavior SpecialistsSEL task force teachers | Staff time |  |
| 8. Update website with parent, staff and student counseling information. | October 2021 | Ria FerichIR staff | Staff time |  |
| 9. Explore resources and consider student and staff training needs related to diversity and inclusivity. | May 2022 | Valerie PerweinRia FerichSocial WorkersAssistant Principals | Staff time |  |

2021–2022 Action Plan #7

ACTION PLAN

**7. Implement Activities of the School Health Advisory Council (SHAC).**

SUMMARY OF RESOURCES NEEDED

Various identified staff

PROJECT LEADER

Ria Ferich – Comprehensive Programs

SPECIFIC EXPECTED RESULT OF STRATEGY

Development and completion of a plan for activities of the School Health Advisory Council to improve student knowledge of healthy lifestyle components. Compliance with Senate Bill 19 and required School Health Programs.

CRITICAL EVENTS TABLE

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Action Steps** | **Timeline for Completion** | **Person(s) Responsible** | **Resource Allocation** | **Status** |
| 1. Hold a Wellness Fair on campus during Family Day for staff and families to improve awareness of the impact of healthy choices. | November 2021 | Ria FerichPE teachersHealth teachersSocial workersMaribeth Betton | Set up fair, invite various health-related groups to participate, and provide activities and information |  |
| 2. Offer evening class options to students on healthy snack and mealtime ideas, incorporate healthy choice options into dorm cooking programs. | Fall/Spring 2021-22 | Ria FerichMatt SchultzDorm managersResidential Teachers | Dorm managers and teachers |  |
| 3. Send home to parents once each semester (Fall and Spring) a newsletter centered around health-related topics. | Fall/Spring 2021-22 | Ria FerichKristine SeljenesElina MullenSally Freeman | Email using Constant Contact to families and adult students |  |
| 4. Continue to collect heights and weights on all students at the beginning and end of the school year. | August 2021, May 2022 | PE teachersSally Freeman | Existing scales and height measurement tools |  |
| 5. Provide education program for EXIT team students and students on other teams as appropriate to include students being able to identify their own pills, improved knowledge of their personal health conditions, schedule doctor appointments, and how to refill medications, all in preparation for student self-medication program attainment. | 2021-22 | Sally Freeman | Nurses in the Health Center |  |
| 6. Continue to provide weekly staff options to participate in fitness opportunities on campus. | 2021-22 | Recreation staff, other staff who can organize or teach a class | Use of gym, weight room, pool, yoga, track (if/when cleared by CDC) |  |
| 7. Continue to provide after-school physical activities options for all students on campus. | 2021-22 | Athletic/RecreationDirectorDorm managersCoaches | Existing school resources and facilities |  |
| 8. Continue the school’s Jump Rope for Heart activities. | 2021-22 | Elina Mullen |  |  |
| 9. Continue the school’s Special Olympics activities. | 2021-2022 | Kristine SeljenesElina Mullen |  |  |
| 10. Share options for staff to improve mental/emotional health. | 2021-2022 | Cheryl WilliamsDebra SewellRia Ferich | Existing school resources, EAP |  |
| 11. Continue to provide diabetic care training yearly for all teams as necessary. | 2021-2022 | Sally Freeman | Existing school resources |  |
| 12. Continue to work with the school cafeteria to make improvements to the food options available during the supper meal time and weekend food options. | 2021-2022 | Brian McDonaldSally FreemanCristi Fleming | Existing school resources |  |
| 13. Continue the work of the physical activity and fitness planning subcommittee. Continue to measure fitness levels of students, (Fitnessgram) and compare over time. | 2021-2022 | Elina MullenKristine Seljenes | Existing school resources |  |
| 14. Continue to work with students who are selling food items on campus to select healthy options for sale to students and staff on campus. | 2021-2022 | Brian McDonaldSally FreemanCristi FlemingCareer Education staff | Existing school resources |  |
| 15. Continue to plan outreach health-related activities for nurses to deliver to individual classrooms on various teams. | 2021-2022 | Sally FreemanCristi Fleming | Nurses in Health Center |  |
| 16. Evaluate the need for an on-campus Registered Dietitian to meet students’ health and nutrition needs; present findings to school administration for consideration. | 2021-22 | Miles FainBrian McDonaldSally FreemanCristi Fleming | Existing school resources |  |

2021–2022 Action Plan #8

ACTION PLAN

**8. Improve Instructional Technology Competencies for All Staff.**

SUMMARY OF RESOURCES NEEDED

Each of the steps in this action plan only require time and collaboration between staff members. No additional resources will be needed as we will rely on our existing tools for communication, such as email and Google Forms. We will also utilize the time we’ve already set aside for our Campus Technology Training Committee to discuss survey results and any potential strategic changes needed to achieve our goal of developing a plan to increase technology competencies of all staff.

PROJECT LEADER

Daniel Wheeler – Comprehensive Programs and Sue O’Brien – Learning Resources Center

SPECIFIC EXPECTED RESULT OF STRATEGY

Development of a plan to increase technology competence of all staff.

CRITICAL EVENTS TABLE

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Action Steps** | **Timeline for Completion** | **Person(s) Responsible** | **Resource Allocation** | **Status** |
| 1. Develop, distribute, and collect a new staff technology survey containing two main parts:1. A Revamped Tech Skills Survey for All Staff
2. A Post-Pandemic Remote and Hybrid Instruction Feedback Survey for Teaching Staff
 | 8/16/21 - Deadline for Staff to Complete | Daniel and Sue, with Feedback from Tech Training Committee and HR | Google Forms (free) |  |
| 2. Share survey results with the Campus Tech Training Committee and analyze results for how it can shape the year’s tech training initiatives. | 9/16/21 - September Tech Training Committee Meeting | Daniel and Sue will compile and share survey results  | Google Sheets (free) |  |
| 3. Develop a campus-wide tech training plan based off survey feedback and identified areas of staff need. | 10/21/21- October Tech Training Committee | Daniel and Sue will be primary authors with input from Tech Training Committee | Google Docs (free) |  |

2021–2022 Action Plan #9

ACTION PLAN

**9. Develop English as a Second Language Skills of Students Who Are English Learners.**

SUMMARY OF RESOURCES NEEDED

None

PROJECT LEADER

Janet Bean – Comprehensive Programs

SPECIFIC EXPECTED RESULT OF STRATEGY

100% of students who are English Learners (ELs) will receive instruction in core-curricular areas by ESL-certified (English as a Second Language) teachers.

CRITICAL EVENTS TABLE

| **Action Steps** | **Timeline for Completion** | **Person(s) Responsible** | **Resource Allocation** | **Status** |
| --- | --- | --- | --- | --- |
| 1. Train Assistant Principals, Lead Teachers, and ARD facilitators on ARD process for students receiving ESL services using the LiveBinder ESL procedures for Frontline, annotated copies of the Decision-Making Guide for LPACs; and on EL Identification/Reclassification Criteria using Guidance on Identification/Reclassification: LPAC and ARD Committee Collaboration, and the Framework Manual for the LPAC Process. | August 31, 2021 | Janet Bean | 90 minutes, meeting room, computer projector |  |
| 2. Assign ELs to ESL-certified teachers and ensure teachers familiarize themselves with the student’s LPAC history and current English-language developmental level. | September 13, 2021 (anticipated Beginning Of Year (BOY) meeting date) | Janet Bean, LPAC | 90 minutes, meeting room, computer projector, classroom coverage as needed |  |
| 3. Convene LPAC to review current and monitored students, gather information needed to complete Parent Notification on Student Progress Forms, and develop LPAC recommendations (including the individualized reclassification process for a student with a significant cognitive disability) and ESL interventions for the school year. | September 13, 2021 (anticipated BOY meeting date) | Janet Bean, LPAC | 90 minutes, meeting room, computer projector, classroom coverage as needed |  |
| 4. Send Parent Notification on Student Progress forms to parents to inform them of their student’s progress and placement. | September 27, 2021 (required within the first 30 calendar days of school) | Janet Bean | Funding for translating letters and forms  |  |
| 5. Train LPAC members on responsibilities and procedures using the Framework Manual for the LPAC Process. | October 4, 2021 | Janet Bean, Allison Kemp | Development of new Bridge course |  |
| 6. Provide staff development for dorm staff serving ELs regarding development of social language skills in English via Bridge course. | October 29, 2021 | Janet Bean, Allison Kemp | Development of new Bridge course |  |
| 7. Convene LPAC to review current ELs and develop LPAC recommendations for statewide assessment including STAAR, STAAR Alt2, TELPAS, and TELPAS Alt. | February 7, 2022 (anticipated Middle Of Year (MOY) meeting date) | Janet Bean, LPAC | 60 minutes, meeting room, computer projector, classroom coverage as needed |  |
| 8. Ensure teachers of students participating in TELPAS ALT complete training and teachers of students participating in TELPAS complete training and calibration. | February 14, 2022 (based on proposed TEA assessment calendar) | Janet Bean, teachers | classroom coverage as needed |  |
| 9. Assess needs of teachers providing instruction to ELs and recommend professional development activities related to second-language acquisition. | May 9, 2022 (anticipated End Of Year (EOY) meeting date) | Janet Bean, teachers | Funds for activities, classroom coverage as needed |  |
| 10. Convene LPAC to review annual progress of ELs, reclassify applicable students and develop LPAC recommendations for the next school year. | May 9, 2022 (anticipated EOY meeting date) | Janet Bean, LPAC | 90 minutes, meeting room, computer projector, classroom coverage as needed |  |

2021–2022 Action Plan #10

ACTION PLAN

**10. Complete Training as Requested by Education Service Centers, LEAs and TSBVI Staff Pertaining to Instruction in the Core and Expanded Core Curriculum (ECC).**

SUMMARY OF RESOURCES NEEDED

Travel Funds, possible contracts with outside authors to conduct training

PROJECT LEADER

Debra Sewell – Curriculum Department

SPECIFIC EXPECTED RESULT OF STRATEGY

100% completion of training as requested by Education Service Centers, LEAs, and TSBVI staff pertaining to instruction in the Core and Expanded Core Curriculum.

CRITICAL EVENTS TABLE

| **Action Steps** | **Timeline for Completion** | **Person(s) Responsible** | **Resource Allocation** | **Status** |
| --- | --- | --- | --- | --- |
| 1. Conduct training on the implementation of *Texas 2 STEPS*
 | Summer 2022 | Debra SewellOther T2S authors | Travel funds | Training has been conducted for 14 ESCs |
| 1. Conduct training on *Essential Tools of the Trade – A How-To Guide for Performing FVE/LMA/ECC Evaluations*
 | Summer 2022 | Debra SewellShanna Hamilton | Travel funds | Training has been conducted for 16 ESCs |
| 1. Conduct training on the Tactile Learning Profile
 | Summer 2022 | Debra SewellAnn AdkinsSara KitchenScott Baltisberger | Travel funds |  |

2021–2022 Action Plan #11

ACTION PLAN

**11. Implement programs to encourage parental involvement and family engagement.**

SUMMARY OF RESOURCES NEEDED

Funds for hosting Family Day; staff and family travel and lodging expenses

PROJECT LEADER

Miles Fain – Comprehensive Programs

SPECIFIC EXPECTED RESULT OF STRATEGY

90% of parents of enrolled students will rate as satisfactory or above their degree of participation in decisions regarding their child’s educational services and placement.

CRITICAL EVENTS TABLE

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Action Steps** | **Timeline for Completion** | **Person(s) Responsible** | **Resource Allocation** | **Status** |
| 1. Provide information to parents about their child’s visual impairment and instructional implications upon completion of Functional Vision/Learning Media Evaluations, Orientation and Mobility Evaluations and upon request. | May 2022 | TeachersO & M Specialists |  |  |
| 2. Conduct a Family Day with training and parent-teacher conference components. | November 2021 | Miles Fain | Expenses for breakfast and lunch; parent transportation and lodging assistance costs |  |
| 3. Prepare and distribute a school newsletter. | May 2022 | Alexa ArguelloDoug Bigham |  |  |
| 4. Facilitate parent participation with the activities of the Family Lynx Organization, the School Health Advisory Council and the Instructional Planning Council. | May 2022 | Katherine HouckRia FerrichMiles Fain |  |  |
| 5. Conduct annual parent surveys. | May 2022 | Susan Houghtling |  |  |
| 6. Facilitate participation in students’ Admission, Review, and Dismissal (ARD) committee meetings with on-going communication to provide information and obtain input from parents about their child’s instruction, services and placement. | May 2022 | Miles FainValerie Perwein |  |  |
| 7. Conduct frequent phone calls and send quarterly written progress notes to parents. | May 2022 | TeachersResidential Instructors |  |  |
| 8. Encourage visits by parents to campus and continue to arrange visits by staff to students’ homes and local school districts to facilitate involvement of families in transition of students to and from TSBVI. | May 2022 | Miles Fain | Parent transportation and lodging assistance costs; expenses for staff travel and lodging to local schools and students’ homes |  |

2021–2022 Action Plan #12

ACTION PLAN

**12. Evaluate and Improve Collaboration with Local Schools and Families in Development and Monitoring of IEPs.**

SUMMARY OF RESOURCES NEEDED

None

PROJECT LEADER

Valerie Perwein and Eden Hagelman – Comprehensive Programs

SPECIFIC EXPECTED RESULT OF STRATEGY

90% of parents of enrolled students will rate as satisfactory or above their degree of participation in decisions regarding their child’s educational services and placement.

90% of local school districts of enrolled students will rate as satisfactory or above their degree of participation in decisions regarding their student’s educational services and placement.

CRITICAL EVENTS TABLE

| **Action Steps** | **Timeline for Completion** | **Person(s) Responsible** | **Resource Allocation** | **Status** |
| --- | --- | --- | --- | --- |
| 1. Identify or develop training on Child Find and state special education requirements for new and returning staff. | May 2022 | Valerie PerweinPatti Robinson | Possible funds needed to purchase a course but likely to be available for free.Will need time and staff to adapt to make relevant to TSBVI. Include in NEO staff development. |  |
| 2. Review and update collaboration activities related to IEP development for students transitioning to or from TSBVI.  | May 2022 | Assistant PrincipalsLead TeachersCollaboration SpecialistsEden HagelmanValerie Perwein | Staff timeLEA and parent surveys |  |
| 3. Review and update operating guidelines related to Re-evaluation procedures, LEA and parent and TSBVI participation. | November 2021 | Valerie PerweinLicensed Specialists in School Psychology | Staff time |  |
| 4. Review and identify training needs related to improving reporting evaluation results, present levels and student progress succinctly to parents and LEAs. | May 2022 | Assistant PrincipalsLead TeachersEden HagelmanValerie Perwein | Staff time to review and incorporate new TEKS based IEP development resources.AP and Lead Teacher training to support teams. |  |

# Short-Term Programs Needs Assessment for 2021–2022 Annual Improvement Plan

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## A. School Year Student Outcomes

### 1. Core Curriculum

Short-Term Programs (STP) does not offer direct instruction in the core curriculum and instead focuses on access via the Expanded Core Curriculum (ECC). This year we began exploring how to provide an online credit math class, such as Algebra 1 or Geometry, in the future.0

### 2. Expanded Core Curriculum

#### Strengths

* 97% of students attending STP classes in 2019–2020 demonstrated progress as measured by improved scores between pre-and post-assessment data.
* 96% of LEAs, parents, and students rated the student’s experiences in STP as very satisfactory or outstanding.
* 17 Educational Service Centers (ESC) in Texas sent at least one student to a class.
* 69 students attended 1 class during the year.
* 17 attended two classes during the year.
* 16 attended three classes during the year.
* STP teachers provided all instruction remotely this year. Requests for individualized instruction (in a wide variety of topics) increased due to COVID-related limitations in local districts.

School year attendance for the last six years is listed in *Table 1: School Year Attendance for Short-Term Programs*.

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Unduplicated Count** | **Duplicated Count** | **Cancellations** |
| 2014-15 | 138 | 206 | 112 |
| 2015-16 | 153 | 223 | 85 |
| 2016-17 | 157 | 268 | 129 |
| 2017-18 | 170 | 311 | 88 |
| 2018-19 | 149 | 275 | 130 |
| 2019-20 | 114 | 205 | 171 |

Table 1: School Year Attendance for Short-Term Programs

#### Needs

* For students to maintain skills learned during an STP class, local Teachers of the Visually Impaired (TVI) must continue implementing the targeted instruction. This model has been and continues to be a challenge. STP needs to work with local ESCs, TVIs, and Outreach to determine a more effective method for assuring this follow-through instruction occurs in a timely fashion.
* As we serve more students via distance learning, we struggle to research and create new content while teaching our existing courses. STP has five teachers that cover the full continuum of academic needs from grades 2–12. Soon, STP will need new teachers to meet the growing needs of students across the state.
* Before the COVID-19 pandemic, our students came to us with increased gaps in their grade-level academic competencies. The pandemic has increased these gaps. The STP service delivery model must continue to change and adapt to meet students where they are when they arrive.

## B. School Year High-Quality Programs and Staff

### 1. Highly Qualified Teachers and Staff

#### Strengths

* All teachers, teacher aides, and other professionals meet state certification and licensure requirements for their respective areas of assignment.
* The STP office can process a large number of admissions quickly and efficiently with a small staff. The cycle from referral to acceptance to attendance is a fully digital process.
* The Bridge Learning Management System is the official tool for required staff training and documentation. The Bridge platform allows supervisors to create and monitor staff training in a concise and easy-to-use manner, increasing our ability to ensure compliance with required training.
* STP teachers have become highly specialized in rapidly changing distance learning technology.
* STP teachers pursue online training to increase their content area knowledge and skills.
* STP teachers provide technology training to staff at the TSBVI Technology Training days.
* STP teachers continue to innovate and provide instructional leadership throughout the state and nation by presenting at conferences, serving on statewide committees, providing distance learning lessons, teaching in teacher training programs, serving as mentors, and supervising internships.
* This year, STP residential staff have moved to Comprehensive Programs for COVID-19 related safety staffing needs. We look to the time when we can provide in-person programs again.
* All teachers have advanced degrees and are highly skilled in teaching areas of the Expanded Core Curriculum for students with visual impairments (ECC).

#### Needs

* Staff needs continuous training in a wide range of technologies to provide current instruction on diverse and ever-changing systems students are learning in their local schools.
* Evaluate our recommendations regarding a systematic approach to braille and tech instruction. Many students arrive at STP with inadequate technology that diminishes their proficiency in accessing the same content as their non-disabled peers.
* Teachers need ongoing training concerning new statewide assessments and curricula, especially in math, science, and technology, to adapt their instruction and collaborate effectively with local educators.
* As health conditions in the state stabilize, STP will need to rebuild our programs’ residential component.

### 2. High-Quality Programs

#### Strengths

* STP offers 3–5 days, small-group instruction on objectives collaboratively identified by our staff and local teachers. Classes are designed for students on or close to grade level in grades 3–12.
* STP offers training in ECC areas that can be difficult for local districts to address, including college preparation, traveling in a city environment, math, science, technology, accessibility, food preparation, and fitness.
* STP provides specialized services to students with low vision.
* STP writes student reports and shares them with families, local schools, and ESCs. These reports include suggestions that local teachers can use to extend and continue instruction on newly acquired skills.
* STP regularly receives calls and visits from professionals working in their communities’ short-term programs. They request observations and consultation because STP is viewed as an innovative model.
* The Short-Term Programs website provides thorough, organized, detailed explanations of every aspect of the program, from the referral to post-program processes.
* Short-Term Programs collaborated with TSBVI Outreach staff to provide “The Game of Life” and “In The Drivers’ Seat” classes this year. Both of these classes are designed for families and their students to develop new skills. Additionally, some parents and students build friendships and connections that last beyond the program.

#### Needs

* The STP Distance Learning position has remained unfilled yet continues to be a departmental priority. Some of STP’s distance learning classes have reached their shelf life and need to be updated or retired.
* STP continues to look for creative and more effective ways to work with teachers in local districts, both before students arrive and after they return home, to maintain skills learned.
* STP would like to offer more classes in local communities.
* A unified schoolwide referral/application process that allowed all TSBVI departments to access student information would improve efficiency and increase the ease of requesting services for our TVIs and families.

## C. Summer Student Outcomes

### 1. Core Curriculum

During Summer 2020, Short-Term Programs (STP) could not offer our typical SBOE credit class in Physical Education due to the pandemic.

### 2. Expanded Core Curriculum

#### Strengths

* TSBVI has the largest and most diverse summer program for students with visual impairments in the country. This year due to COVID health restrictions, our program was held online.
* 97% of local district and parent surveys rated their students’ learning experience in summer programs 2020 as very satisfactory or above.
* In 2020 we received 340 applications. Between March and July, 263 of those students were offered a class at some point.
* A total of 108 students attended during one of four weeks offered online in summer 2020.
* Students from 16 of the 20 Educational Service Centers attended.
* Practical Experiences in Expanded Core served 17 students.
* Elementary Summer Enrichment served 35 students.
* SWEAT and WALIC work programs served 18 students.
* Secondary Enrichment served 38 students.

#### Needs

* Continue to create new and engaging classes.
* Increase the number of credit courses offered. Finding staff skilled and willing to work in core academic classes during the summer has been challenging.
* Summer programs instruct students in the Expanded Core Curriculum for students with visual impairments (ECC). This instruction may be challenging to provide in some local districts due to concentration on high stakes testing. Students have time away from their typical school demands to learn ECC skills during both the school and residential parts of their day during the summer.
* Summer provides a supportive environment for students to learn and practice career education skills they may not experience during the school year.
* Summer provides an opportunity to pilot new types of classes and rotates through various offerings from one summer to the next. We maintain classes that are the core offerings in summer while implementing new or rotating topics requested during the year.
* We refine the types and number of classes we provide after receiving the applications and learning what people have requested that year.
* Students who go to school and live with only sighted people during the school year are able, during the summer, to interact with successful students and adults who share their experiences as a person with a visual impairment. This benefit’s impact is immeasurable, affecting self-esteem and the confidence to challenge themselves in all life areas, including the school curriculum.
* Individual student reports are written for every summer student, addressing both school day and residential participation in the Expanded Core Curriculum’s skills.
* Several employee groups are not year-round employees, thus determining who will work each summer remains a challenge. Staff schedules that included summer work would address this challenge.
* Managing all the data and systems needing implementation every summer (e.g., class and dorm groups, food services, health center, etc.) is a big challenge. We need to determine priorities for expanding the use of the web application for planning future summers.

### 3. High-Quality Programs

#### Strengths

* We have used the Bridge Learning Management System for four years. All required staff training and documentation is successfully managed through the system.
* The STP web application allows us to process a large number of summer applications each year. Teachers referring students from around the state can manage all their students and update their applications.
* The staff works diligently throughout the spring to ensure that any student who withdraws from a class is quickly replaced.

#### Needs

* Determine a way to anticipate last-minute cancellations better. Many variables beyond our control cause families to decline an offer of attendance, including family emergencies, transportation difficulties, and conflicts with family vacations. It is difficult to fill a last-minute withdrawal or “no-show” due to the intense medical review required to approve a student's application.

## D. Short-Term Programs 2021–2022 Staff Development Priority Needs

1. Technology and 21st Century Instruction.
2. Increase Math instruction capabilities of the STP department.
3. Teacher selected Professional Development Units and Leadership Pathways.

# 2021–2022 Short-Term Programs Long-Range Goals and Annual Objectives

## GOAL A: Students with visual impairments will demonstrate knowledge and skills to lead vocationally, personally and socially satisfying lives.

**Objective 19:** 90% of students in short-term programs classes will demonstrate progress as measured by pre- and post-assessment.

**Objective 20:** 90% of responding LEAs, parents, and students will rate the students’ learning experiences in school-year short-term programs as very satisfactory or outstanding.

**Objective 21:** 90% of students’ learning experiences in summer programs will be rated by parents and local districts as very satisfactory or outstanding.

## GOAL B: Students with visual impairments will have equal access to quality education based on appropriate assessment, curriculum and instruction.

**Objective 22:** Creation of three new distance learning classes.

**Objective 23:** 15% increase in the number of distance education students.

## GOAL F: TSBVI programs and departments will receive high-quality products and services from qualified, trained TSBVI administrative and support staff to accomplish the mission of the School.

**Objective 24:** Creation of a job manual documenting the functions and duties of a Training Specialist.

**Objective 25:** Establishment of a centralized pattern library for in-house front-end development.

#  Short-Term Programs Action Plans by Goal Area, 2021–2022

In accordance with the board-adopted long-range goals and objectives and to address the needs identified in the preceding sections, TSBVI staff will implement the following strategies and action plans for improvement:

## GOAL B: Students with visual impairments will have equal access to quality education based on appropriate assessment, curriculum and instruction.

#### Action Plans

13. Expand the types of instructional offerings to meet the needs of students statewide.

14. Expand the number of distance education students by 15%.

## GOAL F: TSBVI programs and departments will receive high-quality products and services from qualified, trained TSBVI administrative and support staff to accomplish the mission of the School.

#### Action Plans

15. Create a job manual documenting the functions and duties of a Training Specialist.

16. Establish a centralized pattern library for in-house front-end development.

2021–2022 Action Plan #13

ACTION PLAN

**13. Expand the Types of Instructional Offerings to Meet the Needs of Students Statewide.**

SUMMARY OF RESOURCES NEEDED

No additional resources needed.

PROJECT LEADER

Sara Merritt – Short-Term Programs

SPECIFIC EXPECTED RESULT OF STRATEGY

Creation of three new distance learning classes.

CRITICAL EVENTS TABLE

| **Action Steps** | **Timeline for Completion** | **Person(s) Responsible** | **Resource Allocation** | **Status** |
| --- | --- | --- | --- | --- |
| 1. Create a schedule of 3 new classes to be completed this school year. | September 2021 | Sara Merritt |  |  |
| 2. Create one new class. | January 2022 | STP Teacher assigned by Sara Merritt |  |  |
| 3. Create a second new class. | June 2022 | STP Teacher assigned by Sara Merritt |  |  |
| 4. Create a third new class. | July 2022 | STP Teacher assigned by Sara Merritt |  |  |

2021–2022 Action Plan #14

ACTION PLAN

**14. Expand the Number of Distance Education Students by 15%.**

SUMMARY OF RESOURCES NEEDED

No additional resources needed.

PROJECT LEADER

Sara Merritt – Short-Term Programs

SPECIFIC EXPECTED RESULT OF STRATEGY

15% increase in the number of distance education students.

CRITICAL EVENTS TABLE

| **Action Steps** | **Timeline for Completion** | **Person(s) Responsible** | **Resource Allocation** | **Status** |
| --- | --- | --- | --- | --- |
| 1. Compile data from 20-21 and disaggregate Individualized Instruction from the regular STP classes to determine baseline.  | September 2021 | Sara Merritt |  |  |
| 2. Calculate number of students needed to meet target.  | September 2021 | Sara Merritt |  |  |
| 3. Determine which Individualized Instruction subjects received the most most referrals during previous school year.  | October 2021 | Sara Merritt |  |  |
| 4. Send monthly ads for Individualized Instruction classes via constant contact. Suggest high referral subjects. | April 2022 | Sara Merritt |  |  |
| 5. Attend conferences and meetings to promote Individualized Instruction.  | May 2022 | Sara Merritt |  |  |
| 6. Calculate final attendance results.  | June 2022 | Sara Merritt |  |  |

2021–2022 Action Plan #15

ACTION PLAN

**15. Create a Job Manual Documenting the Functions and Duties of a Training Specialist.**

SUMMARY OF RESOURCES NEEDED

None

PROJECT LEADER

Allison Kemp – Short-Term Programs

SPECIFIC EXPECTED RESULT OF STRATEGY

Creation of a job manual documenting the functions and duties of a Training Specialist.

CRITICAL EVENTS TABLE

| **Action Steps** | **Timeline for Completion** | **Person(s) Responsible** | **Resource Allocation** | **Status** |
| --- | --- | --- | --- | --- |
| 1. Create a timeline of when projects occur throughout the year. | September 2021 | Allison Kemp | None |  |
| 2. Create documentation that outlines where files are stored and the organizational structure of the files. | December 2021 | Allison Kemp | None |  |
| 3. Create a list of responsibilities and duties as the admin of the Bridge LMS (including course creation and revision) and instruction on how to complete said duties. | May 2022 | Allison Kemp | None |  |
| 4. Outline the revision process for the Teacher Compensation System. | June 2022 | Allison Kemp | None |  |
| 5. Create a list of all duties and document how to do them. | July 2022 | Allison Kemp | None |  |

2021–2022 Action Plan #16

ACTION PLAN

**16. Establish a Centralized Pattern Library for In-House Front-End Development.**

SUMMARY OF RESOURCES NEEDED

Will use existing infrastructure, no additional resources needed.

PROJECT LEADER

Scott Brackett – Short-Term Programs

SPECIFIC EXPECTED RESULT OF STRATEGY

Establishment of a Centralized Pattern Library for In-House Front-End Development.

CRITICAL EVENTS TABLE

| **Action Steps** | **Timeline for Completion** | **Person(s) Responsible** | **Resource Allocation** | **Status** |
| --- | --- | --- | --- | --- |
| 1. Determine best platform to host finished examples. | 10/1/2021 | Scott Brackett |  |  |
| 2. Determine basic UI patterns needed. | 12/1/2021 | Scott Brackett |  |  |
| 3. Add additional template language recommendations. | 2/1/2022 | Scott Brackett |  |  |
| 4. Write example code based on current best-practice. | 6/1/2022 | Scott Brackett |  |  |
| 5. Write any additional non-code copy. | 7/1/2022 | Scott Brackett |  |  |
| 6. Finalize patterns and documentation. | 7/1/2022 | Scott Brackett |  |  |

# Outreach Programs Needs Assessment for 2021–2022 Annual Improvement Plan

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## Data Sources Used to Determine Strengths and Opportunities within Outreach Programs

* Needs Assessment Survey of Stakeholders throughout the state
	+ 173 respondents
	+ 20/20 ESCs represented
	+ Respondents included ESC VI and LID Consultants, TVIs, COMS, Related Service Providers, Family Members, AT Specialists, TWC and HHSC staff, TDHH, and TDBs.
* Data collected as part of the 2018-2023 Deafblind Project Grant
* Participation data from evaluations from online and in-person offerings
* Preliminary VI Registration and Deafblind Child Count data collected in Jan. 2021
* Final VI Registration and Deafblind Child Count data collected in Jan. 2020
* Anecdotal information collected from our Outreach providers regarding trends
* 2020 Summary of Professionals in Visual Impairment in Texas
* TSBVI Outreach event survey results

## A. Continue Expanding Distance Technology and Training Opportunities, and Spread Awareness of those Opportunities

As agencies and school districts continue to struggle to find professional development funding for educators, and as ESCs are less and less able to fund PD, the need for opportunities to participate in low- or no-cost virtual training increases. In the hopes to increase the number of students benefiting from the efforts of our programs, we provide a variety of delivery models for our content. This does not negate the need for in-person trainings, which provide networking and collaborative advantages, and we are hopeful that we can return to delivering more face-to-face opportunities as the pandemic nears its end.

However, the increase in virtual offerings does provide resources to others who do not live in close proximity to our events, specifically in rural Texas. Outreach is also a valuable resource to those in other states relying on TSBVI to provide leadership in our field. The next step is to increase awareness of these opportunities.

#### Strengths/Accomplishments

* According to the Needs Assessment Survey, the majority of our stakeholders prefer live and interactive webinars for professional development opportunities. This is different than in years past, but 52.6% of people listed this in their top three training modalities. The other top preferences were face-to-face workshops and conferences (48.6% and 43.4% respectively), pre-recorded webinars (42.8%), online training modules (32.4%), and a hybrid model utilizing both distance and in-person elements (31.8%). These results show that our stakeholders are more and more interested in accessing virtual and distance professional development opportunities.
* Within Bridge, we currently have 1,274 active enrollments (up from 926) within our 74 course offerings. During 2020, 4,447 individual courses were completed.
* In the spring of 2020, Outreach introduced “Coffee Hour” as a way to provide professional development, resources, and training opportunities. From March 31, 2020 to February 1, 2021, we have had a total of 60 sessions, 13,200 participants, and an average 220 people per session. We were honored to receive a special award from AER and DVIDB over the summer in recognition of “Coffee Hour”.
* The podcast, “A Sense of Texas”, now has 55 episodes with an average of 388 downloads per episode. There were 10,700 total downloads for 2020, up from 8,984 in 2019. Listenership is in all 50 states, D.C., various U.S. Territories, and at least 31 other countries. However, 93% of downloads are happening in the United States versus internationally and of those in the United States, 41% of downloads are in Texas.
* Outreach has a dedicated media team, an archivist, and an instructional developer, and we were able to hire an additional media technician that allowed us to create a dedicated accessibility specialist position. This group is skilled in their abilities, as well as motivated by the Mission of TSBVI. Their talents extend beyond production and include vast accessibility knowledge. This remains crucial for us to serve our professionals well and to be the example for other organizations when considering the needs of our unique population.
* Our Deafblind Project members participate on multiple work groups and national projects in partnership with the National Center on Deaf-Blindness (NCDB).
* Our collaborative websites continue to be popular including Paths to Literacy (<http://www.pathstoliteracy.org>) and Active Learning Space (<http://www.activelearningspace.org>). This last year, we also launched the new Texas Deafblind Project website (<https://txdeafblindproject.org>).
* Social media has proven to be a valuable tool in sharing information and providing space to collaborate. On Facebook, we maintain a Deafblind Project page, a Deafblind PLC group, and an Early Childhood Education group.

#### Needs

* Although we are increasing the scope and reach of our products, we continue to focus on effective marketing to ensure educators and families are aware of our numerous resources. Anecdotal evidence from Outreach staff members highlights numerous conversations with families and ISD staff who are unaware of our programs.
* Website redevelopment is necessary to increase the usability of our Outreach page and to accurately guide users to the resources they seek.
* Online resources that include a micro-credential component require more staff support to interact with users completing online tasks for credit. We have not yet determined staff capacity for this role.

## B. Collaboration with Statewide and National Entities Reciprocally Builds Greater Capacity

TSBVI Outreach is known as a leader, not only in Texas, but throughout the nation as well. Outreach staff have the time and expertise to develop a variety of trainings and resources to meet the needs of many professionals and families. Although other entities have knowledge and expertise, TSBVI Outreach has a unique model. Our partners may not have the same capacity to produce resources as they are providing direct support and services for students full-time. By working in collaborative partnerships, we can build on our strengths while increasing regional and state capacity for improving student services. Our partners are crucial members of the Outreach team.

#### Strengths/Accomplishments

* Within the first six months of our current year, we have provided school consultations and/or workshops within all 20 ESCs.
* Twelve of 20 ESC leads completed the Needs Assessment Survey with several asking for individual collaboration, indicating strong collaborative ties.
* Our professional preparation coordinator works closely with Texas University programs (TTU and SFA) and coordinates the Personnel Prep Advisory Group (PPAG) to meet bi-annually to address staffing shortages within visual impairment. Our Mentor Program Coordinator is also an integral collaborator with the Universities, ESCs, and ISDs in providing support to new teachers in our field.
* The Texas Education Agency Educational Action Committee meets bi-annually through TSBVI Outreach facilitation and has provided a forum for continued development of strategies to meet ongoing state needs.
* CVI collaboration continues throughout the state, with a new course being offered as part of Project INVITE, a newly awarded federal grant aimed at training VI professionals with an emphasis in neurological visual impairment. Outreach staff have been very involved by creating modules for each phase of CVI.
* TEA, TSBVI, and ESCs combine efforts to collect our child count/census data and preliminary data from January of 2020 show a total increase of 372 identified students for a state total 11,125 students who are blind, visually impaired, or Deafblind.
* TSBVI Outreach participates in the Texas Interagency Task Force on Deafblindness which gives space to address the needs of children and adults who are Deafblind in Texas from the perspective of educators, families, and agency providers.
* Our Family Engagement Specialists are advisors and partners within the family organizations in our state for children who are Deafblind or blind/visually impaired.
* The Texas Deafblind Project has a quarterly advisory group to assist with project activities and the advancement of priorities within our Texas State Plan for Students who are Deafblind.
* The Deafblind Project has also partnered with state, national, and international partners to present this year’s Texas Symposium on Deafblind Education (March). There will be approximately 1,000 participants for this virtual conference.
* *TX SenseAbilities* was published in December 2019; staff is currently turning content into layout for a Spring 2020 issue.
* We have been able to partner with the Blind Children’s Program at HHS. Their staff and the Outreach staff have met several times to discuss programming and collaboration opportunities.

#### Needs

* This year, we have a focus to strengthen our collaboration efforts with TWC.
* We continue to work closely with the Sensory Network out of Region 11 to define state needs and the roles of each agency in order to assist with the statewide delivery of training and services for those who are blind, visually impaired, and Deafblind.
* As we have looked at data gathered through the VI/DB Registry, the data show a continued and significant statewide need for increasing capacity to fulfill the Child Find mandate of IDEA, particularly for students age birth to three. More robust training for and dissemination of information to families, ECI staff, the medical community, and other state partners is essential in order to ensure services are being provided to children as soon as possible.
* The Needs Assessment Survey, as well as anecdotal evidence from Outreach and TSBVI staff, show that there is a high need in the state for training and support of the evaluation and assessment of students who are blind/VI and Deafblind. We have received numerous phone calls from LSSPs and Diagnosticians throughout the state who need training specific to this population of students. Currently, we do not have the capacity, nor the personnel, to efficiently fulfill this need.
* Nine of 12 ESC Leads who responded to the Assessment of Needs survey have identified the need for additional support for teachers serving students in the 0–3 age range. They have asked for training and support in the coaching model, child find, assessment, and transition from Part C to Part B of IDEA.

## C. Student Specific Family and School Consultations Remain Necessary and Needed, Specifically for High-Incidence Etiologies within our Low-Incidence Population

Outreach receives referrals regularly from around Texas to provide family and school consultations. We also work closely with regional ESC leadership to ensure they are aware of and included as needed on any services we provide. This in turn ensures efficient use of resources and continues to build local district capacity for serving students who are blind, visually impaired, and Deafblind. During this last year, we have continued to provide consultation services, but the use of distance technologies has given us an opportunity to re-vamp our consultation model into a coaching process.

#### Strengths/Accomplishments

* With the advent of the pandemic, Outreach implemented some new processes for stakeholders to request information, resources, training, and consultations. Initially, we titled this the “Rapid Response Form” and was a way that someone could get in touch with Outreach within 48 hours. After its success, the process was tweaked some and is now the “Initial Contact Form” on our Outreach Website. This offers a way to request information or services more efficiently than the request for consultation/training forms.
* Within the first six months of the current year, we have completed 48% of the consults toward meeting our annual target.
* Our VI Team and DB Team both meet every Monday morning to review referrals and determine which Outreach consultant(s) has the expertise for the request provided.
* Given the highest ranking primary etiology for vision loss in Texas is Cortical/Cerebral Visual Impairment, we have made a concerted effort to address this need. Outreach staff have developed online learning modules for the TTU program, which have been made available as a course on Bridge. Our staff have also worked with Sensory Network to run an ongoing study group/coaching model surrounding CVI. This is intended to address the individual needs of more students through building increased regional expertise.
* Developing Local Capacity for students with the most significant disabilities (DDCAL) continues to be implemented in collaboration with local ISDs, which includes components of trainings and specific student consultations.
* Requests for active learning consultations remain significant and the Active Learning Modules are now complete and are a part of our online course offerings.
* Increased amount of technology and assistive technology training requests continue to be delivered via Zoom.

#### Needs

* Optic nerve hypoplasia (also known as septo-optic dysplasia) is a top primary etiology in Texas. Support for students who have this etiology often include a request for guidance regarding behavior and sensory issues. Our current staff is considering ways to support this statewide need, while considering behavior support for students of all etiologies. A new guide to supporting behavior needs of students who are Deafblind is being piloted and will be published soon. However, we do not currently have a behavior/sensory expert on staff, and this has been identified as a significant statewide need.
* The psychosocial impact of visual impairment on students and families has been brought up anecdotally by Outreach staff as an increasing need. Outreach staff have partnered with Texas School for the Deaf staff to hold the first Mental Health Symposium for Students who are Deaf/Deafblind in April. In the coming year, the hope (and the need) is to expand to students who are blind/visually impaired as well. These symposiums will support training of school and mental health professionals in meeting the unique psychosocial needs of our students and families.

## D. Continued Support is Needed to Develop Professionals in the Field of Vision Impairment, Including Teachers of Students who are Deafblind and Orientation & Mobility Specialists

Through our Professional Prep Coordinator, Mentor Coordinator, Deafblind Project staff, and grant funding, we have had targeted efforts to expand and maintain a comparably realistic level of professionals dedicated to students who are blind, visually impaired, or Deafblind in Texas. However, these efforts must continue and increase in order to continue to meet the need of our growing population of students.

#### Strengths/Accomplishments

* We currently have Teacher of the Deafblind Pilot programs in Katy, Houston, and Dallas (2) ISDs.
* SBEC recently adopted standards for Teacher of the Deafblind licensure.
* 70% of students in our teacher prep programs for VI and DB are receiving support through Texas Grants.
* There continues to be an increase in the number of O&M professionals this year (3.7% increase), and 76 VI professionals are dually certified, providing both TVI and O&M services. This is the highest total ever reported by the ESCs.
* Several of the Deafblind Project staff worked on a committee to write standards for Teachers of Students who are Deafblind. The committee was composed of Outreach, University, and other professional staff. The standards have been accepted by SBEC, and we are partnering with TEA to continue the process of test writing, etc.
* An intervener team training was provided virtually in the fall, and we have provided multiple “train-the-trainer” model trainings that are also offered virtually and then are implemented in local communities to build local capacity for interveners.
* Partnerships with family organizations help increase understanding of the need for professionals within the community and home, including interveners.

#### Needs

* This last year, the total number of VI professionals, including leadership positions, decreased significantly from 992 to 963, a loss of 29 individuals. The majority of this change was seen in the total number of TVIs working full-time. The number of full-time COMS increased and there was no change in the number working part-time.
	+ The total number of TVIs was 669, a loss of 25 individuals.
		- Part-time total fell by 10, from 168 to 158
		- Full-time total decreased by 15, from 526 to 511 individuals.
		- Full-time equivalent total dropped a bit less (by 20) from 610 to 590 FTEs.
	+ Approximately 23% of the total number of VI professionals serving students are contract service providers.
* Cultural diversity of VI professionals showed both signs of growth and decline.
	+ The number of VI professionals who are African-American increased by 15, or a 27% increase.
	+ The number of VI professionals fluent in Spanish increased from 96 to 104, still less than the 106 in 2018.
	+ The number of VI professionals who are Hispanic or Asian American decreased in 2020.
	+ Recruitment efforts should take into consideration student demographics.
* Attrition in the previous year increased slightly from 44 to 49 individuals. ESC consultants anticipate that 100 TVIs and 45 COMS (the highest projection on record for COMS), or 13% of existing VI professionals, will retire or otherwise leave the field over the next 3 years.
* For the 2020 VI Registry and Deafblind Child Count, the number of students grew by 3.5%, greater than the 2.7% average increase typically seen each year.
	+ In 2020, the total number of students reported to the Annual Registration of Students with Visual Impairments was 11,125, adding 372 students.
	+ An increase in caseloads was reported by 65% of the ESCs. An increase in caseloads is an unsurprising result of this student growth paired with the fact that there are fewer TVIs available.
	+ Although preliminary numbers for 2021 show a decrease in the number of students (to 10,900), we expect that this number will grow post-pandemic.
* Tuition continues to increase annually at all Texas universities, which reduces the number of professionals who can be sponsored when grants remain flat-funded or even reduced.
* As part of our Needs Assessment Survey, we asked some additional questions related to Professional Development and COVID-19:
	+ 66.2% of VI Professionals report that they currently have time built into their contract hours to complete PD.
	+ Some reported that they did have time previous to this school year, but they no longer have PD time in their contracts.
	+ 67.7% feel that they have enough time to participate in PD in light of their present workload
	+ About 60% report that their employer provides some funds to attend trainings.
	+ 61% report that COVID has impacted their ability to participate in PD (either positively or negatively)
		- Most reported a positive impact
		- Many reported that having increased access to virtual offerings has increased their ability to participate in PD opportunities.

## E. Texas Families of Children who are Visually Impaired, Blind, or Deafblind Need Continued Support

#### Strengths/Accomplishments

* Both the VI and DB Family Engagement Specialists consult and collaborate with families around the state. A new policy in Outreach ensures that there will be a Family Engagement section in every consult report to increase collaboration with schools and families in meeting the needs of students.
* The Texas Families Together initiative was a project that grew out of the pandemic. TFT is a weekly, online collaboration opportunity for families. Our Family Engagement and Transition Specialists host Texas families and provide space for them to network together.
* Upon completion of the Game of Life event, family members reported they were much more confident in their knowledge of the Expanded Core Curriculum and how to address it at home and school.
* Our Deafblind Family Engagement Specialist collaborates and networks monthly with similar specialists from around the country via an online platform.
* Outreach was able to provide some financial support to our family organizations to assist with registration to multiple events and to support their annual conferences.
* Family organization leadership conference calls are hosted by TSBVI family engagement specialists.

#### Needs

* The families that have participated in Family Leadership programs in the past have reported the need for follow-up and continued training. The Family Engagement Specialists are exploring options of “tracks” or “levels” to family leadership in order to provide on-going and cyclical support.
* Families report that it remains difficult to get funding for travel to conferences and events. Although there are not many in-person offerings right now, this will remain a concern as we return to face-to-face events. Outreach remains committed to providing support, but with budget limitations, we are unable to support as many as in the past. We will continue to ask for grant funding from organizations such as All Blind Children to support family travel to such events.
* TSBVI remains an advocate and non-voting member of the state TAPVI board, but many local chapters have become inactive. TAPVI continues to need support to increase membership and engagement in the organization. However, this current board has been very enthusiastic about working with TSBVI to learn some new strategies to increase their capacity.

## F. Activities/Products/Events Planned for 2021–2022 to Address Needs

##### Scheduled Conferences/Events

* Braille Boot-Camp: August 1–5, 2021 and January 3–7, 2022
* Mentor Center: 3 sessions in 2020–2021
* SWOMA: November 4–6, 2021
* Mentor Training
* Texas Focus

##### To-be-scheduled Conferences/Events

* Assistive Technology Bootcamp
* Intervener Train-the-Trainer
* Intervener Team Training
* Low Vision Conference
* Low Vision on the Road

##### Short Term Program Collaboration (more TBD)

* Game of Life
* In the Driver’s Seat (student/parent)
* City Travel (student/professional)

##### Family Focused Training Events (not yet scheduled)

* Connect-Play-Grow
* IDEAL Partners
* Literacy for Little Ones (building local capacity)
	+ Possible collaboration with DB team
* Mental Health Symposium
* Spanish Speaking Family Workshops
* Texas Hands and Voices

##### Additional Planned Products/Projects

* Active Learning Study Group and International Group
* Aiden Project
* AT “Just-in-Time” Videos--continuing
* AT Zoom Sessions
* Behavior Webinar
* Community of Practice for TDB
* Customized Employment (with TWC)
* CVI Online Course—move from University to general public
* CVI Study Group
* CVI Training for Medical Professionals
* DDCAL Pilot
* Early Intervention Study Group
* Early Childhood Website
* Possible Early Childhood symposium or conference
* FVE/LMA for Deafblindness (with Curriculum)
* Low Vision on the Road
* QPVI
* Screen Reader Bootcamp
* Sense of Texas Podcast
* Sibshops
* Training Medicaid Waiver Providers
* Transition Website
* *TX SenseAbilities*

# 2021–2022 Outreach Programs Long-Range Goals and Annual Objectives

## GOAL C: Students with visual impairments will receive a quality education from qualified professionals and trained staff.

**Objective 26:** 85% of families, professionals and paraprofessionals will rate as very satisfactory or above the improvement of their knowledge & skills as a result of services or products received from TSBVI.

**Objective 27:** 85% of families, professionals and paraprofessionals will rate as very satisfactory or above the effectiveness of the consultation/workshop.

**Objective 28:** 90% of families, professionals and paraprofessionals will agree that there was a positive change for the student, staff, or family as a result of a school consultation.

**Objective 29:** 5% increase in the number of school consultations/coaching cycles.

**Objective 30:** Completion of the Texas Deafblind Project website.

## GOAL D: Parents of blind and visually impaired students have a thorough understanding of their child’s visual impairment and instruction in specialized skills needed to maximize learning.

**Objective 31:** 5% increase in the number of family engagements through consulting/technical assistance and participation in webinars, conferences and trainings.

## GOAL E: Partnerships will be developed so that students with visual impairments have appropriate available quality services.

**Objective 32:** Development of an initiative to increase identification of and services to students with visual impairments, focusing on children ages birth to five.

# Outreach Programs Action Plans by Goal Area, 2021–2022

In accordance with the board-adopted long-range goals and objectives and to address the needs identified in the preceding sections, TSBVI staff will implement the following strategies and action plans for improvement:

## GOAL C: Students with visual impairments will receive a quality education from qualified professionals and trained staff.

#### Action Plan

17. Continue to create new materials and increase of and access to developed trainings, webinars, and technical assistance via distance modalities.

## GOAL D: Parents of blind and visually impaired students will have a thorough understanding of their child’s visual impairment and instruction in specialized skills needed to maximize learning.

#### Action Plan

18. Provide resources and support for families, educators, and community members to increase knowledge and advocacy surrounding the unique needs of our population, ages birth-22.

## GOAL E: Partnerships will be developed so that students with visual impairments have appropriate available quality services.

#### Action Plan

19. Collaborate with Texas partners (ESCs, ISDs, universities, HHSC, TWC, etc.) to increase local capacity and expertise in the service of students who are blind, visually impaired and Deafblind.

2021–2022 Action Plan #17

ACTION PLAN

**17. Continue to create new materials and increase awareness of and access to developed trainings, webinars, technical assistance via distance modalities.**

SUMMARY OF RESOURCES NEEDED

No new resources needed.

PROJECT LEADER

Kate Borg – Outreach Department

SPECIFIC EXPECTED RESULT OF STRATEGY

5% increase in the number of school consultations/coaching cycles.

Completion of the Texas Deafblind Project website.

CRITICAL EVENTS TABLE

| **Action Steps** | **Timeline for Completion** | **Person(s) Responsible** | **Resource Allocation** | **Status** |
| --- | --- | --- | --- | --- |
| 1. Continue to support teachers and families in providing literacy instruction for students with visual impairments, including those with multiple disabilities and deafblindness.
	1. Finalize Progression of Early Tactile Learning and provide trainings/resources
	2. Begin project to create a pre-braille checklist and resources for evaluation
	3. Present Progression of Tactile Learning and pre-braille resources at various conferences
 | 1a. Winter 21-221b. Winter 21-221c. June 2022 | VI and DB Outreach Teachers | Outreach Funds |  |
| 1. Continue to build resources and training for students who are Deafblind in the general education setting (Proficient Communicators).
2. Pilot the Requisite Concept Evaluation (RCE),
3. Using child count data, send targeted email to PLC,
4. Create webinar (Technology and Resources)
5. Complete article for Texas SenseAbilities.
 | 2a. Ongoing2b. Fall 212c. Spring 212d. June 2022 | Deafblind Project | DB Project |  |
| 1. Increase and promote access for educational teams to information about how to improve evaluation strategies and educational programming.
2. Develop TX Deafblind website (including microsites for interaction, communication, symposium, blog, etc.)
3. Disseminate information about best practices, evaluation, programming, family resources via the site
4. Publish new editions of the Texas SenseAbilities newsletter with an upgraded online presence.
 | 3a. Fall 213b. Ongoing3c. June 2022 | Various Outreach Teams | Outreach, Project, and TWC Funds |  |

2021–2022 Action Plan #18

ACTION PLAN

**18. Provide Resources and Support for Families, Educators, and Community Members to Increase Knowledge and Advocacy Surrounding the Unique Needs of Our Population, Ages Birth-22.**

SUMMARY OF RESOURCES NEEDED

No new resources needed

PROJECT LEADER

Kate Borg – Outreach Department

SPECIFIC EXPECTED RESULT OF STRATEGY

85% of families, professionals and paraprofessionals will rate as very satisfactory or above the improvement of their knowledge and skills as a result of services or products received from Outreach.

5% increase in the number of family engagements through consulting/technical assistance and participation in webinars, conferences and training.

CRITICAL EVENTS TABLE

| **Action Steps** | **Timeline for Completion** | **Person(s) Responsible** | **Resource Allocation** | **Status** |
| --- | --- | --- | --- | --- |
| 1. Increase the outreach and connections to families, especially those who have not traditionally received support from the Texas Deafblind Project, by partnering with family organizations, HHSC BCP, TWC, and ESCs.
	1. Partner with DBMAT and Texas Chargers to host their family conferences (either virtually or hybrid model).
	2. Continue Cultural Humility Action Plan efforts.
	3. Collaborate with Texas Hands & Voices and Texas School for the Deaf Statewide Outreach Center on Family Weekend.
	4. Continue leadership duties and Texas family recruitment for Family-to-Family Communities.
	5. Continue facilitating Ed Action Family Issues Subcommittee
 | 1a. Spring 20221b. ongoing1c. Spring 20221d. ongoing1e. ongoing | Deafblind Project | DB Project |  |
| 1. Continue to build district capacity in their advocacy and implementation of accessibility for students who are visually impaired, blind, and deafblind.
	1. Collaborate with the Texas Action Committee to create resources in the area of accessibility and distance learning for students with visual impairments.
	2. Create resources to facilitate VI professionals' understanding of various Learning Management Systems and their communication with classroom teachers about their students' unique needs for access.
	3. Compile and share resources with VI professionals, including braillists, to support their "just-in-time" learning.
	4. Partner with ESCs and SSN to host Texas Focus.
	5. Offer Literacy for Little Ones training in 2 ESC regions.
	6. Host SWOMA virtual conference.
 | 2a. Spring 20222b. Spring 20222c. June 20222d. Feb 20222e. June 20222f. Nov 2021 | Outreach VI and Media Teams | Outreach and SSN Funds |  |
| 1. Provide space for networking and collaborations opportunities for various statewide partners and stakeholders.
2. Conduct biannual PPAG and Ed Action meetings
3. Facilitate quarterly meetings for leaders of TX family organizations.
4. Facilitate quarterly meetings for various statewide deafblind organizations.
 | 3a. Fall/Spring 21-223b. June 20223c. June 2022 |  |  |  |

2021–2022 Action Plan #19

ACTION PLAN

**19. Collaborate with Texas Partners (ESCs, ISDs, Universities, HHSC, TWC, etc.) to Increase Local Capacity and Expertise in the Service of Students Who are Blind, Visually Impaired and Deafblind.**

SUMMARY OF RESOURCES NEEDED

No additional resources needed.

PROJECT LEADER

Kate Borg – Outreach Department

SPECIFIC EXPECTED RESULT OF STRATEGY

Development of an initiative to increase identification of and services to students with visual impairments, focusing on children ages birth to five.

CRITICAL EVENTS TABLE

| Action Steps | **Timeline for Completion** | **Person(s) Responsible** | **Resource Allocation** | **Status** |
| --- | --- | --- | --- | --- |
| 1. Partner with ECIs, districts, HHS, and ESCs to create and implement a plan to increase the number of Part C referrals.
	1. Create and disseminate a brochure on ECI/VI and DB
	2. Contact pediatricians, ophthalmologists, Medicaid offices, etc. to disseminate resources and information.
	3. Create training on DB eligibility for young children.
	4. Partner with BCP and ECI to train staff in DB eligibility.
 | 1a. Fall 20211b. Ongoing1c. Fall 20211d. Ongoing | Outreach VI Team and DB Project | Outreach Funds and DB Project |  |
| 1. Continue to support teachers in their understanding of CVI throughout the State of Texas.
2. Pair with the Sensory Support Network (SSN) to support the professional learning community through an online book study/discussion.
3. Coach individual teachers through the CVI Range with a specific student with or without accompanying observers of the process.
4. Continue to provide Coffee Hours or other accessible online trainings from experts of varying perspectives in CVI.
5. Continue to offer CVI study groups to look at specific students and offer ideas/discussion.
6. Continue to support learning through the use of online CVI modules that have been developed.
7. Create and offer CVI Range Virtual Coaching
 | 2a. Ongoing2b. Ongoing2c. Ongoing2d. Ongoing2e. Ongoing2f. Ongoing | Outreach VI Team | Outreach Funds |  |
| 1. Continue to support Active Learning throughout the State of Texas by pairing with the SSN to support the professional learning community already in process.
2. Pair with the SSN to support the professional learning community already in process to provide discussion groups and Active Learning Coaching Training for ESC Staff and others.
3. Support coaches by accompanying them when requested while they provide training and coaching teams they are working with.
4. Work directly with teams to coach them in their use of Active Learning through a combination of distance and face to face trainings and discussions of the student.
5. Continue to offer Active Learning study groups to look at specific students as a group and offer ideas/discussion.
6. Use the Active Learning modules paired with coaching.
 | 3a. Ongoing3b. Ongoing3c. Ongoing3d. Ongoing3e. Ongoing | Outreach VI Team | Outreach and SSN Funds |  |
| 1. Increase and promote access for educational teams to information about how to improve evaluation strategies and educational programming.
2. Develop TX Deafblind website (including microsites for interaction, communication, symposium, blog, etc.)
3. Disseminate information about best practices, evaluation, programming, family resources via the site.
4. Provide annual QPVI facilitator training and support local QPVI sites as requested.
 | 4a. September 20214b. Ongoing4c. June 2022 | Deafblind Project and Outreach VI Team | DB Project and Outreach Staff |  |
| 1. Continue provide statewide support for new VI and O&M professionals to increase knowledge and experience in the field.
2. Conduct 3 Mentor Centers for new VI and O&M professionals to provide opportunities to observe experienced VI professionals as they demonstrate strategies and materials used with students with visual impairments.
3. Conduct Mentor Training for VI Professionals, which includes strategies and resources for supporting new VI professionals.
 | 5a. May 20225b. January 2022 | Statewide Mentor Program | Outreach Funds |  |

# Human Resources Needs Assessment for 2021–2022 Annual Improvement Plan

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## A. Recruitment, Retention, and Staffing

Recruitment and retention of our employees is critical to having a safe and productive educational environment for our students. Ensuring alignment between those that work directly with students and those that support those that work with our students is paramount. Additionally, how and where we use our valuable staff is key.

### 1. Total Rewards (Pay and Benefits)

The competitiveness of the Austin market has driven private sector compensation to continue to rise. This impacts TSBVI particularly for entry level jobs. Taking out the mandatory ERS contributions further decreases the employee’s paycheck. Additionally, the local area school districts did significant across the board increases for all their non-contract staff effective for the 2019–2020 school year which TSBVI was not able to do. TSBVI has made some progress for some positions; however, we continue to lag behind in competing with the local area school districts.

#### Needs

* Recruiting and retaining Residential Instructors as well as Weekend Home staff continues to be problematic. Some of this can be attributed to the pay as well as the 9.75 employment period. For FY2020 our overall turnover rate was 16.1%; however, for Residential Instructors that number was 19.3% (including interagency transfers). In April 2020, we requested the Resident Specialist job series salary groups be increased to address additional pay movement as well as employees who are maxed out. The SAO did not concur with our request. We also requested the Vehicle Driver job series salary groups be increased. The SAO has indicated they will take forward adding an additional level. While this change will not be made until October 2021, if approved, this is a step in the right direction. We must provide compelling data in our next legislature request to justify the need for additional compensation so these positions are competitive. Partner with Residential to review options for differentiated pay based on additional skill acquisition (including certification and/or coursework related to sign language and braille instruction)
* TSBVI has historically made conservative offers to Classified staff and not taken advantage of the salary group range. This has resulted in employees being low in the paygrade. Due to budgetary constraints, we have then been limited in our ability to make pay adjustments which perpetuates the problem. These decisions impact future hires since making an appropriate offer would result in new hires being paid more than existing staff. This has now been even more exasperated by the local area school districts making across the board increases. We must provide compelling data in our next legislature request to justify the need for additional budget allocation so our pay rates are competitive and remain competitive.
* While a significant increase was provided to RN and LVN employees in October 2019, we continue to lag behind – even to the Texas School for the Deaf. With the COVID-19 pandemic, we have seen even more competition for nursing staff. While we will never likely be able to compete on salary alone, we must have an ongoing plan, including at minimum an annual increase, to stay competitive to recruit and retain these hard to fill positions.
* Support Comprehensive and Short Term Programs in development of Teacher Incentive Allotment (TIA) plan for TSBVI.

### 2. Staffing

Supporting Comprehensive, Short Term Programs and Residential with development of a 10.5-month or 11-month plan.

### 3. Recruitment

Over the last several years, TSBVI has struggled to have sufficient applicant flow. We have done increased paid advertisements, used LinkedIn and Facebook as well as cold called/emailed candidates found in WorkInTexas (e.g., CDL drivers). Despite those attempts, this continues to be an area of concern.

#### Needs

* **Workforce Planning/Forecasting:** Identify the consistent needs for recruitment and then creating a pipeline for candidates will be key. Reviewing the identified positions and then reviewing where retention issues exist.
* **Recruitment Plan:** Develop a recruitment plan to provide additional structure and intentional advertising. We must continue to take a more active approach to find and attract candidates by seeking out candidates through sourcing, cold calling, etc. We must capture passive candidates (those not currently looking) as well.

### 4. Retention

Identify the departments/managers/positions with the highest rate of turnover. Work with leadership to develop potential solutions to increase retention and address concerns. This past year significant work was done in Residential and Weekends Home departments related to orientation of new staff as well as on-going staff development improvements. These were noted as key elements to retention so we will want to monitor potential outcome. Refer to **D. Staff Development**, below.

## B. Performance Management and SMART Goals

It is critical that our leaders coach and grow their staff year round. In 2020, HR rolled out new training as well as a new evaluation tool and expectations on goal development. The 2021–2022 evaluation cycle will be the first full year of use. This will be quite a culture change so we will need to monitor for additional manager support.

#### Needs

* Coaching of managers - In order to support this change, one up managers will need to support (and hold accountable) their direct report managers and be available as a resource. In addition, the HR Director will be available to consult with managers as they prepare to coach or have discussions with their employees.

## C. Manager Education, Training, and Resources

HR is continuing to identify education and training needs for management. Recognizing that according to research the primary reason an employee leaves employment is due to the leader they report to, it is critical that we develop our leaders and prepare our new leaders for their positions. HR will offer New Leader Orientation as well as a menu of on-going manager training to include Performance Management including SMART Goals, Family and Medical Leave Act (FMLA), etc. In addition, for 2021–2022 HR will review and identify other meaningful offerings to develop.

## D. Staff Development

This area will focus on developing our Residential staff as well as HR staff development.

* **Residential, including Weekends Home:** Support Residential management as they develop a more robust plan to onboard new staff as well as continue to develop existing staff.
* **HR Department:** Intentional development of the HR staff as we raise the departmental expectations.

## E. Job Description Project

HR continues to work through review and updating job descriptions. Continued work will be done as follows.

#### Needs

* Determine if we want to include TSBVI working titles in CAPPS.
* Review if staff are classified in the correct role.
* Review FLSA status.
* Revision of existing job descriptions and continued implementation of new job description template.

## F. Redesigning of Resources and HR Pages on Campus Info

Improve usability of resources and the HR pages on Campus Info to include focus by audience and/or topic. Create manager and staff “how to” resources. Timing is somewhat contingent on IR support.

## G. Policies, Procedures. and Exhibits/Forms Revision

While progress has been made, continued work is needed to review and, if needed, revise HR procedures and exhibits/forms. There continues to be a large number that are due for review and many are out of date.

## H. Human Resources: 2021–2022 Staff Development Priority Needs

1. Management training
2. HR staff development

# Center for School Resources Needs Assessment for 2021–2022 Annual Improvement Plan

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## A. Health Center (Comprehensive Programs and Short-Term Programs)

#### Strengths/Accomplishments

* Implemented billing for SHARS using our new electronic health record (SNAP).
* Participated in the design and training for TSBVI COVID-19 Health and Safety Plan. The topics include mitigation measures to prevent the spread of COVID-19, routine testing, and vaccination opportunities for designated staff.
* Contracted with Maxim Healthcare to obtain a Medical Assistant to cover Friday and Saturday nights. The previous weekend RN/LVN position was posted for over 9 months and had no applicants.
* Purchased a second electronic vital signs machine in September 2020 that is used to monitor students in the Wildcat Inn who are suspected to have COVID-19 illness.
* Revised Medication Sponsor training and limited class size to 15 participants to allow for greater interaction and hands-on experience for staff participating. TSBVI nurses each take turns teaching this course to school staff.
* Health Center Director participates on the SHAC committee and assisted with Family Day activities, which included a question and answer session on COVID-19 mitigation practices at TSBVI.
* Created Individualized Health Care Plans (IHCPs) for students with medical needs such as seizures, adrenal insufficiency, diabetes, asthma, anaphylaxis and administration of self-medications.
* Created and implemented an annual Health Center nurse competency training for all TSBVI nurses to complete on an annual basis.

#### Needs

* Improve hiring and retention of experienced and qualified nursing staff. Continue steps to bring compensation for TSBVI nurses closer to community standards including an additional 5% increase in salary for all nurses. Total estimated cost is approximately $35,000.
* Hire a dietitian consultant who has experience with children and adolescents to assist with school wide education about healthy eating, developing food plans based off on a student’s medical orders, strategizing with student’s team on how to support student’s eating goals, and providing education to the team as needed. The proposed cost for this initiative is $10,000.
* Continue to update TSBVI Health Center website.
* Continue creating Individual Health Care Plans for students with high medical needs to meet the requirements of SHARs billing and ARDs.
* Continue to expand provision of TSBVI behavioral health reports to student’s medical providers, so providers have information about behaviors observed at TSBVI.
* Continue to identify opportunities to improve medication safety, including safe administration and handling of medications.
* Encourage TSBVI nurses to consider obtaining their certification as “Nationally Certified School Nurses,” as a method of improving knowledge base of nurses as well as care provided to students.
* Finish updating Spinal Screening Procedure to reflect nurses performing screenings and providing appropriate follow-up as needed.
* Finish creating a new EpiPen procedure.
* Update Self Administration of Medications procedure to allow for full independence with medication compliance in specific situations, primarily involving EXIT students.
* Re-establish the program for Concordia School of Nursing to send student nurses to shadow Health Center nurse. Due to COVID-19, we do not have student nurses in the TSBVI Health Center at this time.
* Last year we assisted with “Stop the Bleed” training and purchased stop the bleed kits. Additional “Stop the Bleed” training still needs to take place with school staff. The original training was put on hold due to COVID-19.

## B. Referrals and Admissions (Comprehensive Programs)

#### Strengths/Accomplishments

(Refer to the **Comprehensive Programs Needs Assessment** section.)

#### Needs

* Evaluate referral and admission processes, including consideration of technological options, that will streamline information sharing and improve timelines from application to referral decision. (See Comprehensive Programs Needs Assessment)
* It would be helpful for a virtual campus tour to be developed, so that parents, districts, and community members can become more familiar with the campus without visiting the campus in person.
* Obtain final transfer withdrawal grades for newly accepted students before enrollment so that Assistant Principals have it in order to update a student’s Personal Grad Plan, schedule the student’s courses correctly, and accurately update the student’s transcript. Registrar will begin submitting TREx requests for mid-year withdrawal grades and PGPs when notification is received of the student’s TSBVI acceptance by the Admissions Coordinator.

## C. Registration (Comprehensive Programs and Short-Term Programs)

#### Strengths/Accomplishments

* Due to need for COVID distancing, new methods were implemented for handling registration through phone and electronic means, and in-person registrations were changed to decrease social contact (such as drive-through registration and/or meeting families outside).

#### Needs

* Continue to adjust the methods used for in-person/virtual registration to maximize efficiency and safety.

## D. State and Federal Reporting (Comprehensive Programs)

#### Strengths/Accomplishments

* The PEIMS Procedure has been updated and posted.
* A Federal Grants Procedure has been created and posted.
* A Federal Reporting Procedure has been created and posted.
* A Civil Rights Data Collection Procedure has been created and posted.
* A State Performance Plan Indicator 13 & 14 (SPPI 13 & 14) procedure is being created and will be posted.

#### Needs

* Create a procedure for new state reporting.

## E. Skyward Student Data Management (Comprehensive Programs)

#### Strengths/Accomplishments

* The “TSBVI Student Course Scheduling: Summer Timeline and Tasks” informal procedure was shared in Google Drive with staff during summer 2020.

#### Needs

* Statewide test scores (STAAR, end of course tests) need to be entered consistently into Skyward by the Testing Coordinator so that the scores are available for generating complete transcripts.
* The Course Description Book needs to be updated with current courses, service IDs, course descriptions, and other information needed to be in compliance with House Bill (HB) 5. Registrar has offered to help Curriculum Department with this project.
* Streamline the distribution of report cards and progress reports to LEAs and parents, preferably by digital transfer at the end of each reporting period.

## F. SHARS Medicaid Billing (Comprehensive Programs)

#### Strengths/Accomplishments

* Comp Programs developed a spreadsheet and communication system to notify CSR and other campus staff when students’ status changed between remote and in-person attendance at any time during the year.
* SHARS training materials are updated as needed and staff are trained annually for SHARS responsibilities.
* Medicaid consent forms were mailed out for all Medicaid eligible students to ensure that TSBVI remains in compliance with all federal and state Medicaid regulations.
* A SHARS procedure was completed and sent for posting.

#### Needs

* Continue cross training of CSR staff to support management of the SHARS program.
* CSR Director and CSR staff responsible for the SHARS program stay current on RMTS and other SHARS training.

## G. Agency Records

#### Strengths/Accomplishments

* An agency records inventory was completed and a new TSBVI Records Retention Schedule was developed and approved by Texas State Library and Archives Commission (TSLAC).
* A new agency records management procedure was developed, shared with the management team, and posted on Campus Info.

#### Needs

* CSR Director as Records Management Officer (RMO) to continue to receive training and stay abreast of information regarding requirements and best practices for state agency records management provided by TSLAC.
* RMO to provide records management assistance to departments as needed.

## H. Student Records (Comprehensive Programs and Short-Term Programs)

#### Strengths/Accomplishments

* Work has been done to cull, organize and scan a backlog of former students’ paper records that were returned to CSR from TSLAC storage.
* New shelving has been ordered so that paper student records can be managed and stored on campus effectively.

#### Needs

* Continued cross training of CSR staff to support management and archiving of student records.
* Continue work to complete culling, organizing and scanning the backlog of former students’ records.
* Determine most appropriate methods of backing up permanent student digital records.
* Update student records retention and archiving procedure, as needed.

## I. Title IX and Abuse/Neglect

#### Strengths/Accomplishments

* CSR Director Susan Hauser, who is assigned as TSBVI Title IX Coordinator, completed a two-day ATIXA Title IX Coordinator training and obtained training materials to post on TSBVI website (as required by new Title IX rules).
* Title IX investigators (social workers and Cheryl Williams) and Decision-Makers (Emily Coleman, Miles Fain, Sara Merritt) were trained by Susan Hauser and Susan Morrison on new Title IX requirements and investigation skills.
* New Social Worker Katherine Houck participated in 3-day LRA investigation training, to prepare for completing Abuse/Neglect and Title IX investigations

#### Needs

* Any staff who is new to the Title IX Coordinator, Investigator, or Decision-Maker role receive training on current Title IX requirements.
* Abuse/Neglect investigators receive required annual investigation training, and new investigators receive full investigation training.

## J. Bridge Training for Staff (Comprehensive Programs and Short-Term Programs)

#### Strengths/Accomplishments

* Four Bridge courses (Attendance, General Navigation, Setting Categories, Creating Assignments) were revised. Teachers continue to be successful in using these courses to effectively navigate and utilize Skyward.
* Student Care Summary Bridge training was updated.
* FERPA Bridge training was updated.
* SHARS program overview Bridge training was created.
* Four COVID 19 modules were created (see Health Center section above).

# CFO Departments (Budget/Accounting/Procurement/Support Services) Needs Assessment for 2021–2022 Annual Improvement Plan

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## A. Budget Department

### 1. Internal/External Reporting Requirements

The department manages numerous internal and external deadlines in order to meet reporting requirements. It is important that internal reports are user-friendly and provide the detailed information needed by management to make decisions. For external reporting we must ensure that the agency can support the data and provide backup documentation, as needed.

#### Strengths/Accomplishments

* All external reporting deadlines were successfully met.
* The department internal reporting procedures were streamlined due to the implementation of CAPPS Financials system.

#### Needs/Objectives

* Develop a google calendar to track all external reporting due dates.
* Collaborate with department heads to determine if additional internal budget reports are needed.

### 2. Budget Amendments

The current process for executing changes to the budget is not clearly defined in written procedures.

#### Strengths/Accomplishments

* The CAPPS Financial system was successfully implemented.
* The new system provides consolidated access to budget, encumbrance and expenditure data.

#### Needs/Objectives

* Develop an automated process for department heads to request amendments to their budgets and obtain documented approval from the Superintendent.

## B. Accounting Department

### 1. Campus Wide Procedures

The Accounting Department supports all aspects of the agency including direct support to students through the Cashier’s Office. Customers should have clear and concise direction on the steps needed to meet state requirements.

#### Strengths/Accomplishments

* The Accounting Department successfully implemented the CAPPS Financial System. During implementation, the department successfully maintained all services to campus.

#### Needs/Objectives

* The CAPPS Financial System has allowed the department to streamline some processes. Processes that have had changes need to be communicated to campus through revised campus wide procedures.
* Patience with the department as they work with the CPA to resolve issues that are discovered with the CAPPS system.

## C. Procurement Department

### 1. Supplier Communications and Relationships

The Procurement Department is the face of the agency when dealing with vendors and suppliers across the state. It is important that the agency develop productive relationships with the outside entities that supply goods and services to the school.

#### Strengths/Accomplishments

* The Procurement Department is a two-person team that successfully serves the entire campus. The newly hired Purchaser has extensive experience and has proven to be very efficient.
* The department has extensive written information and guidance on Campus Info and are readily available to assist staff with purchases.

#### Needs/Objectives

* Each state agency with a biennial appropriation that exceeds $10 million, shall implement a Mentor Protégé Program.
* The department needs to establish a HUB Mentor Protégé Program.

## D. Support Services Department

### 1. Campus Wide Communication

The Support Services Department supports the campus through facilities, food services, transportation, printing, warehouse, safety and security operations.

#### Strengths/Accomplishments

* The Support Services Department is fully staffed and available to provide the needed services to the agency.

#### Needs/Objectives

* Identify areas of deficiency with communications
* Develop a survey to campus to measure customer service satisfaction for the department.
* Develop and implement an improvement plan to address highest areas of concern.

### 2. Implementation of Automated Systems

The Support Services Department is a customer driven department. As it supports campus, there are extensive functions that are performed “as they have always been performed”.

#### Strengths/Accomplishments

* The department has successfully participated in the implementation of the CAPPS Financial system.
* Warehouse requests were automated with the CAPPS Financial system.
* Food Services is working with a vendor to implement a system that will help the department in many different ways, such as menu, production, recipes, inventory and cost analysis.
* Transportation implemented a software to track and identify mechanical issues with the buses.

#### Needs/Objectives

* Identify areas that are tracked through a manual process and develop a plan to automate the process.

## E. CFO Departments: 2021–2022 Staff Development Priority Needs

1. Management and conflict training for directors and managers in the departments
2. Continued training on the CAPPS Financial System

# Information Resources Needs Assessment for 2021–2022 Annual Improvement Plan

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## A. Technology Systems

Information Resources ongoing mission is balancing the delivery of excellent customer support with the planning, research, design, purchasing, integration, implementation, training, and support required to improve our technical systems. Key systems upon which we are focused include the following.

### 1. Expansion of our Virtual Private Network (VPN) Service

The provision of remote instructional and business operations support during the pandemic required us to expand our VPN services so our customers could remotely access resources normally only available on campus.

#### Strengths/Accomplishments

* As part of our Wide Area Network (WAN) expansion and our upgrade to pfSense firewall appliances we were able to transition from the Cisco VPN client to OpenVPN providing a greater level of access control.
* We have taken advantage of this opportunity to better segment our network traffic and restrict remote access to resources based on user type and business need.

#### Needs/Objectives

* Accessing secure internal systems using VPN is inherently riskier than accessing them from campus.
* We are currently working with DIR to implement multi-factor authentication (MFA) for our VPN users. This transition will significantly reduce our risk profile and lay the foundation for broader MFA use.
* Simultaneously, we are planning to implement automated disk encryption for all of our computing resources to help prevent data loss in the event of loss or theft of those resources.

### 2. Local Area Network Improvements

Challenges remain in updating our local area network (LAN). Our LAN has developed organically for decades. Lacking documentation, every question about or change to the network requires some amount of trial and error discovery.

#### Strengths/Accomplishments

* We continue to work with our ESC13 network engineer to help us understand our existing network and architect a streamlined new LAN design.
* Documentation is now a key component of our scope on all projects.
* TFC and Campus Support Services are partnering with IR to integrate cooling and temperature monitoring capabilities in our networking closets. We anticipate this work will provide a resolution to the long-term problem with over-heating in those closets.

#### Needs/Objectives

* Our goal is to progressively improve, standardize and document our LAN as we learn it so we can better manage it today and in the future.
* We have been unable to find a skilled network engineer at a salary we can afford. We continue to work on creative ways to fill this critical position.

### 3. Cybersecurity

Another outgrowth of doing business and educating students during the pandemic has been a substantially increased focus on cybersecurity as external threats continue to escalate.

#### Strengths/Accomplishments

* We have promoted Byron Barry into a new role of Cybersecurity Developer II where he continues to handle programming responsibilities but also takes on primary responsibility for cybersecurity as our designated Information Security Officer (ISO).

#### Needs/Objectives

* The above-mentioned multifactor authentication and disk encryption will further enhance our overall security profile.
* We are improving our processes for tracking and reporting vulnerabilities and threats to DIR as part of a larger process improvement project for IR.
* Several existing security and technology processes need to be updated, so work continues making progress on those needs.

### 4. Technology Assets

We are making substantial headway on getting our technology assets inventoried and replaced as needed. The pandemic has forced the transition of a significant number of staff members from desktop PCs to laptops or iPads.

#### Strengths/Accomplishments

* We were able to meet the demand for additional laptops and mobile devices through creative reallocation of existing loaner resources and by purchasing 50+ new laptops and 30 new iPads with state/federal funding assistance.

#### Needs/Objectives

* As time and budget allow, we continue moving toward implementing a comprehensive asset management system. Currently, assets are tracked with a combination of spreadsheets and the State’s SPA asset tracking system which together don’t provide a sufficient level of detail.
* In a perfect situation, we would directly tie issued equipment to individuals using a database of staff. We hope to leverage our SMART database (see below) for this purpose.
* Planned annual processes for checking-in and reissuing equipment will provide better control of school-owned equipment overall.

## B. Instructional Technology

Please refer to 7. Instructional Technology in the Comprehensive Programs section for details on the following accomplishments:

### 1. Supporting Remote/Hybrid Instruction

* Shipping Instructional Materials
* Hardware/software acquisitions for remote learning
* Remote assistance
* Hotspots for improved connectivity

### 2. Virtual Tech Training

* Zoom! Zoom! Zoom!
* Virtual Tech Training Days
* TechCats Zoom Room for one-on-one remote support
* Bridge for on-demand training

### 3. Tools for Communication and Collaboration

* Campus Info and shared drives
* Student confidential records Google Drive folders
* TechCats Newsletter
* Remind App

### 4. Other Tech Initiatives

* Wildcats Can Code
* 3D Printing
* Expanding online instructional resources

### 5. Research and Development

* App Development (Kaalo)
* Accessibility Reviews for NWEA Map Growth

## C. Content Management

The pandemic also impacted our Content team as the need for remote access to materials traditionally only accessible from campus had to be made available to people working from home. While this content is not confidential, it is school-internal, so a new campus.tsbvi.edu site was developed and continues to grow and evolve.

Using newly available Legacy funds, we are increasing our focus on documenting, standardizing and enhancing our content in preparation for Web 2.0. Our thinking is that understanding and documenting our content will help us model how the new website should look and act. We are working to find individuals and/or vendors we can pull in temporarily to help with content editing, branding, and design and WordPress development.

### 1. Accessibility

#### Strengths/Accomplishments

* The Accessibility (A11Y) Committee now includes several blind and VI staff to give a voice to those on campus who rely on accessible resources to thrive at TSBVI.
* Jim Allan is actively sharing his lifetime of A11Y experiences with others on our team so we can leverage his skills and insights to make more progress faster.
* Several people on the accessibility team are training for and some have already earned Certified Professional in Accessibility Core Competencies (CPACC) certification.

#### Needs/Objectives

* The team is working on expanded accessibility training materials to inform a larger number of our faculty and staff.
* We are investigating tools to help us with creating and converting documents in a variety of accessible formats with the ongoing aim of making our content universally accessible.

### 2. Specialized Micro-Websites

#### Strengths/Accomplishments

Simultaneous with Web 2.0 planning, the need exists for more and better ways for TSBVI’s staff to share content. This has led to a number of microsites to meet those specific objectives.

* The TX Deafblind Project website, created by the Outreach team in collaboration with IR was a project where we found a way for the team to create and manage their website independent of but similar in underlying structure to other TSBVI properties.
* A Family Day website was developed and will likely be the genesis of a more extensive Family Inclusion project.
* A CAPPS documentation site has been developed in cooperation with HR and the Business Office to provide how-to information for all campus users of the CAPPS system.
* Paws for Praise is a place where everyone on staff can take a moment to express their appreciation for the above-and-beyond contributions of their colleagues.
* The FamilyLynx site for parental involvement has been launched.

#### Needs/Objectives

* We continue to balance working on a comprehensive rebuild of our public website with making the most of the assets we currently have.
* In pursuit of that goal, work is currently underway to architect a multi-site strategy where smaller semi-autonomous sites can be spun up with inherited standards and structure. This concept will simplify building new micro-sites, while providing for established standards and legal obligations.

## D. Software Solutions

Our software solutions team is collaboratively evolving our common set of tools, methods, and practices. Concurrently, they maintain and support multiple critical applications and data management activities for the campus and beyond.

### 1. SMART Database

#### Strengths/Accomplishments

* The SMART database was built collaboratively to replace the outdated PERS system for tracking staff information and to power directories, contact lists, departmental directories, Bridge registrations, and more.

#### Needs/Objectives

* SMART 1.0 is live, so we are now thinking about version 2.0 as we work to provide consistently accurate personnel data for a variety of uses on campus from asset assignments to directory services.

### 2. Activity Proposal System

#### Strengths/Accomplishments

* The Activity Proposal System launched in the fall of 2019, but before the initial kinks could be worked out completely, the pandemic hit, students left campus and activities ceased.

#### Needs/Objectives

* As campus activities gradually return to normal, we will continue to adjust the system to meet the evolving needs.
* The VI Registry and Deafblind Child Count databases are being merged to simplify their design and provide access to needed student information in a more universal fashion.

## E. 2021–2022 List of Priority Initiatives/Action Plans

1. Enhanced and documented cybersecurity systems and processes and standardization and documentation of our local area network.

## F. 2021–2022 Staff Development Priority Needs

1. Network Engineering Training
2. Advanced Cybersecurity Training
3. Accessibility Design Training

# 2021–2022 Administrative and Support Services Long-Range Goals and Annual Objectives

## GOAL C: Students with visual impairments will receive a quality education from qualified professionals and trained staff.

**Objective 33:** Completion of a written needs assessment and plan for schoolwide staff development needs.

## GOAL F: TSBVI programs and departments will receive high-quality products and services from qualified, trained TSBVI administrative and support staff to accomplish the mission of the School.

**Objective 34:** 100% of all in use job descriptions will be reviewed and updated.

**Objective 35:** 100% of open nurse positions will be filled in one month by qualified staff.

**Objective 36:** Development and implementation of a plan to ensure the continuity of knowledge of the new CSR Director.

**Objective 37:** Development of a plan to increase the efficiency of the Comprehensive Programs student referral process.

**Objective 38:** 75% of TSBVI staff will be satisfied with the responsiveness of the Support Services Department.

**Objective 39:** Development and implementation of an automated process for department heads to request and receive approval for amendments to their budgets.

**Objective 40:** 100% of the connections between the network core, servers, backup applications, firewalls, and individual building switches including those located on campus and in the TSBVI rack at NSOC will be mapped.

# Administrative and Support Services Action Plans by Goal Area, 2021–2022

In accordance with the board-adopted long-range goals and objectives and to address the needs identified in the preceding sections, TSBVI staff will implement the following strategies and action plans for improvement:

## GOAL C: Students with visual impairments will receive a quality education from qualified professionals and trained staff.

#### Action Plan

20. Provide high-quality staff development for all TSBVI staff according to State/Federal regulations, policy, and needs assessments.

## GOAL F: TSBVI programs and departments will receive high-quality products and services from qualified, trained TSBVI administrative and support staff to accomplish the mission of the School.

#### Action Plans

21. Partner with management to review and update all in use job descriptions.

22. Strengthen nurse retention and hiring.

23. Ensure the continuity of knowledge of the new CSR Director.

24. Increase the efficiency of the Comprehensive Programs referral process.

25. Develop a Support Services Department plan to effectively and efficiently respond to campus needs.

26. Develop an automated process for department heads to request amendments to their budgets and obtain documented approval from the Superintendent.

27. Map TSBVI’s local area network topology.

2021–2022 Action Plan #20

ACTION PLAN

**20. Provide High Quality Staff Development for All Staff According to State/Federal Regulations, Policy and Needs Assessments.**

SUMMARY OF RESOURCES NEEDED

Two new Mandt Trainers, a Behavior Specialist and replacement for Jennifer Hysaw, and four Mandt Instructor recertifications, one new Defensive Driving instructor, and three or four new CPR instructors. Materials needed will include student manuals for all classes, time for staff to attend training, continued Zoom meeting use for non-physical skills instruction and an annual user agreement with the National Safety Council for defensive driving course rental.

PROJECT LEADER

Patti Robinson – Human Resources

SPECIFIC EXPECTED RESULT OF STRATEGY

Completion of a written needs assessment and plans for school wide staff development needs.

CRITICAL EVENTS TABLE

| **Action Steps** | **Timeline for Completion** | **Person(s) Responsible** | **Resource Allocation** | **Status** |
| --- | --- | --- | --- | --- |
| 1. Identify and enroll new instructors for CPR training with the help of department supervisors. | January 2022 | Patti RobinsonSally FreemanMatt SchultzG’Nell Price | • CPR instructor course $220• Department supervisor support to identify new instructors.• Staff time away from regular duties to attend online training and in person training at Austin Travis County EMS. |  |
| 2. Identify and enroll new Defensive Driving 4 hour class instructor from Transportation. | January 2022 | Patti RobinsonChris Pfeffer | DDC 4 instructor course $895Department supervisor support to identify new instructions.Staff time to complete online training. |  |
| 3. Identify and enroll 2 new Mandt Instructors in The Mandt System certification program. | January 2022 | Patti RobinsonMatt SchultzCarrie Clark | Mandt Instructor certification $1,699Department supervisor support to identify new instructions.Staff time to attend 4 full days of in person training and Recertification instructors to attend 2 full days of in person training. |  |
| 4. Merge PBIS Training with Mandt Training. | May 2022 | Patti RobinsonVal PerweinG’Nell PriceMorgan Yarbrough, Carolyn HeathLauren AllenCarrie Clark | Time |  |
| 5. Develop a report format to update supervisors bi-annually on status of required training totals. | January 2022 and May 2022 | Patti Robinson | Bridge  |  |

2021–2022 Action Plan #21

ACTION PLAN

**21. Partner with Management to Review and Update All In Use Job Descriptions.**

SUMMARY OF RESOURCES NEEDED

HR Staff time to support the effort. Review and edit by managers.

PROJECT LEADER

Cheryl Williams – Human Resources

SPECIFIC EXPECTED RESULT OF STRATEGY

100% of all in use job descriptions will be reviewed and updated

CRITICAL EVENTS TABLE

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Action Steps** | **Timeline for Completion** | **Person(s) Responsible** | **Resource Allocation** | **Status** |
| 1. Develop list of in-use job descriptions to identify which ones need to be updated. | September 2020 | Cheryl Williams | Amanda Anguiano |  |
| 2. Partner with directors of departments with incumbents to revise remaining job descriptions. | July 2021 | Cheryl Williams | Amanda AnguianoManagers of departments with prioritized job descriptions |  |

2021–2022 Action Plan #22

ACTION PLAN

**22. Strengthen Nurse Retention and Hiring**

SUMMARY OF RESOURCES NEEDED

None

PROJECT LEADER

Sally Freeman – Health Center

SPECIFIC EXPECTED RESULT OF STRATEGY

100% of open nurse positions will be filled in one month by qualified staff.

CRITICAL EVENTS TABLE

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Action Steps** | **Timeline for Completion** | **Person(s) Responsible** | **Resource Allocation** | **Status** |
| 1. Analyze comparative data on nurse pay and compensation in the Austin area. | September 2021 | Sally Freeman | Collaborate with Cheryl Williams to obtain data on nurse pay and compensation in the Austin area. |  |
| 2. Submit a proposed business plan regarding differential pay for weekend nursing staff. | August 2021 | Sally Freeman | Collaborate with TSBVI finance to obtain information about average hours and pay worked each weekend. |  |
| 3. Analyze comparative data on nurse staffing models in the Austin area. | October 2021 | Sally Freeman | Reach out to other school nurse administrators including TSD, to learn more about their staffing model in a school environment. |  |
| 4. Investigate ways in which TSBVI could support nurses to obtain additional certifications in order to increase nurse’s professionalism. | December 2021 | Sally Freeman | Reach out to other school nurses administrators including AISD, to learn how they encourage nurses to obtain additional certifications. |  |

2021–2022 Action Plan #23

ACTION PLAN

**23. Ensure the Continuity of Knowledge of the New Center for School Resources (CSR) Director.**

SUMMARY OF RESOURCES NEEDED

None

PROJECT LEADER

Director – Center for School Resources (CSR)

SPECIFIC EXPECTED RESULT OF STRATEGY

Development and implementation of a plan to ensure the continuity of knowledge of the new CSR Director.

CRITICAL EVENTS TABLE

| **Action Steps** | **Timeline for Completion** | **Person(s) Responsible** | **Resource Allocation** | **Status** |
| --- | --- | --- | --- | --- |
| 1. Review written annual Comprehensive Programs registration procedures and collaborate with Cathy Olsen and other TSBVI staff to plan and implement an effective August registration. | September 2021 | CSR Director |  |  |
| 2. Meet with each CSR Program Specialist to become familiar with their roles and responsibilities. | October 2021 | CSR Director |  |  |
| 3. Review relevant policies and procedures in each area of CSR Director’s responsibility. | December 2021 | CSR Director |  |  |
| 4. Complete requires RMTS (SHARS) training. | September 2021 | CSR Director |  |  |
| 5. Review Title IX policy, procedure, and website information and training materials so as to be prepared to fulfill responsibilities as TSBVI Title IX Coordinator. | September 2021 | CSR Director |  |  |
| 6. Consult TSLAC website to review training information, consult with TSLAC specialists and/or attend TSLAC conferences so as to be prepared to fulfill responsibilities as TSBVI Records Management Officer. | December 2021 | CSR Director |  |  |

2021–2022 Action Plan #24

ACTION PLAN

**24. Increase the Efficiency of the Comprehensive Programs Student Referral Process.**

SUMMARY OF RESOURCES NEEDED

None

PROJECT LEADER

Director - Center for School Resources (CSR)

SPECIFIC EXPECTED RESULT OF STRATEGY

Development of a plan to increase the efficiency of the Comprehensive Programs student referral process.

CRITICAL EVENTS TABLE

| **Action Steps** | **Timeline for Completion** | **Person(s) Responsible** | **Resource Allocation** | **Status** |
| --- | --- | --- | --- | --- |
| 1. Collect data on timelines for student referrals from receipt of LEA referral documents until a determination about the referral is sent to LEA/parent | October 2021 | Cathy Olsen |  |  |
| 2. Analyze referral timeline data to identify possible efficiencies in the process and update referral procedures accordingly | December 2021 | CSR Director |  |  |
| 3. Research and document technological options for digitizing district referral information and communications among TSBVI staff and make a software recommendation for streamlining the referral process. | March 2021 | CSR Director |  |  |

2021–2022 Action Plan #25

ACTION PLAN

**25. Develop a Support Services Department Plan to Effectively and Efficiently Respond to Campus Needs.**

SUMMARY OF RESOURCES NEEDED

The primary resources required by this action plan are the time and expertise of subject matter experts from the School Support Services department and their customers.

PROJECT LEADER

Brian McDonald – Support Services

SPECIFIC EXPECTED RESULT OF STRATEGY

75% of TSBVI staff will be satisfied with the responsiveness of the Support Services Department.

CRITICAL EVENTS TABLE

| **Action Steps** | **Timeline for Completion** | **Person(s) Responsible** | **Resource Allocation** | **Status** |
| --- | --- | --- | --- | --- |
| 1. Create questions for the survey and present to Management Team for review. | August 2021 | Brian McDonald/Pam Darden | Management Team agenda item |  |
| 2. Develop survey based on input from Management Team. | September 10, 2021  | Brian McDonald | n/a |  |
| 3. Distribute survey to campus via Google survey. | September 15, 2021 – Response Due Date: September 30, 2021 | Brian McDonald/Pam Darden | Google Survey |  |
| 4. Analyze results. | October 2021 | Brian McDonald/Pam Darden | n/a |  |
| 5. Make action plan to address areas that are unsatisfactory. | November 30, 2021 | Brian McDonald | n/a |  |
| 6. Implement action plan. | December 2021 | Brian McDonald | n/a |  |
| 7. Distribute follow up survey to campus via Google survey. | April 18, 2022 – Response Due Date: April 30, 2022 | Brian McDonald | n/a |  |
| 8. Analyze results and prepare report for Finance Committee with outcome and action plans to address any continued areas of concern. | May 2022 Board Meeting | Brian McDonald/Pam Darden | n/a |  |

2021–2022 Action Plan #26

ACTION PLAN

**26. Develop and Automated Process for Department Heads to Request Amendments to Their Budgets and Obtain Documented Approval from the Superintendent.**

SUMMARY OF RESOURCES NEEDED

The primary resources required by this action plan are the time and expertise of subject matter experts from the Budget Office and their customers.

PROJECT LEADER

Pam Darden – Business Office

SPECIFIC EXPECTED RESULT OF STRATEGY

Development and implementation of an automated process for department heads to request and receive approval for amendments to their budgets.

CRITICAL EVENTS TABLE

| **Action Steps** | **Timeline for Completion** | **Person(s) Responsible** | **Resource Allocation** | **Status** |
| --- | --- | --- | --- | --- |
| 1. Determine Google format to develop the tool to gather the data. | August 2021 | Pam Darden | n/a |  |
| 2. Develop tool to gather the data and automate process for submission of budget amendments. | September 2021 | Pam Darden/Gemma Cooper-Langdale | n/a |  |
| 3. Develop procedures for budget amendment submissions. | October 2021 | Pam Darden | n/a |  |
| 4. Present to Management Team and provide training as needed. | October 2021 | Pam Darden | Management Team agenda item |  |
| 5. Implement automated process for department heads to request and receive approval for amendments to their budgets. | November 1, 2021 | Pam Darden/Gemma Cooper-Langdale | n/a |  |

2021–2022 Action Plan #27

ACTION PLAN

**27. Map TSBVI’s Local Area Network Topology**

SUMMARY OF RESOURCES NEEDED

Staff time, outside consultant time, network scanning software, structured diagramming software

PROJECT LEADER

Dan Hampton – Information Resources

SPECIFIC EXPECTED RESULT OF STRATEGY

100% of the connections between the network core, servers, backup applications, firewalls, and individual building switches including those located on campus and in the TSBVI rack at NSOC will be mapped.

CRITICAL EVENTS TABLE

| **Action Steps** | **Timeline for Completion** | **Person(s) Responsible** | **Resource Allocation** | **Status** |
| --- | --- | --- | --- | --- |
| 1. Determine appropriate network scanning software, procure it and run a set of baseline scans. | 11/1/21 | Craig AbbeKeith KirschlingBryan Maffett | Staff time + software acquisition (open source or off-the-shelf |  |
| 2. Analyze and document network scan information. Distribute to stakeholders for feedback. | 12/1/21 | Keith KirschlingDan Hampton | Staff time |  |
| 3. Perform physical verification of electronic network scans to enhance findings. | 6/1/22 | Bryan Maffett | Due to the number of locations, this step will require significant time. |  |
| 4. Revise and update network components documentation based on feedback and physical investigations. | 6/1/22 | Keith KirschlingBryan Maffett | This will occur concurrently with the physical verification process. |  |
| 5. Establish a standardized set of documentation processes and formats that can be consistently reused and updated as conditions in the field change. | 8/1/22 | Bryan Maffett | This stage will include a substantial shift in responsibility for network documentation from Keith to Bryan. |  |