Texas School for the Blind

and Visually Impaired



Annual Improvement Plan

2023–2024

Emily Coleman, Superintendent

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## VISION OF THE BOARD AND STAFF OF THE

## TEXAS SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED

All Texas students who are blind, visually impaired, or deafblind

will be empowered to lead productive and fulfilling lives.

**MISSION OF 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.

**PHILOSOPHY OF THE TEXAS SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED**

We believe in the independence of students who are blind, visually impaired, or deafblind. All staff at TSBVI collaborate to increase student potential every day.

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

We believe that the expertise developed at TSBVI since 1856 continues to grow in its leadership for the entire state. We are committed to using this expertise to eliminate barriers 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 our 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.

**TSBVI LONG-RANGE GOALS**

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

A. Students with visual impairments will demonstrate knowledge, skills,

and agency to lead vocationally, personally, and socially satisfying lives.

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

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

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

E. Partnerships will be developed so that students with visual impairments have quality resources available at the TSBVI campus and in their home district.

F. TSBVI staff will contribute to the accomplishment of the school’s mission by providing high-quality products and services.

G. Students and staff will learn and work on 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, providing educational programs to students on its Austin campus and providing technical and consultative services to parents and families, professionals, and paraprofessionals throughout the State. The School serves as a state agency and also functions as a school district and must therefore address mandates for planning processes identified by the State Legislature and in the 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 and is submitted to the Legislature and to the Governor’s Office in June or July of even-numbered years. The contents of this plan are 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” which 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 serves 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.** Development of the current Agency Strategic Plan for 2023–2027 began in the spring of 2021 as the Superintendent gathered internal and external stakeholder input regarding the mission of TSBVI. In September 2021, the Board, Superintendent, and TSBVI administrators held a full-day strategic planning session. Following that, 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 2022. The final Agency Strategic Plan was submitted to the Legislative Budget Board and the Governor’s Office in June 2022 after approval by the Board in May. This plan was the basis for the biennial Legislative Appropriations Request submitted in August 2022.

**The TSBVI Annual Improvement Plan.** The 2023–2024 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 the completion of the comprehensive needs assessments.

**Needs Assessment.** In developing the Agency Strategic Plan and the TSBVI

Annual Improvement Plan, the Board of Trustees, 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, and 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 accreditation standards developed with the Texas Education Agency as well as goals and objectives from across the School’s programs and departments. The School’s performance on outcome, output, and efficiency measure data outlined in the Agency Strategic Plan is used by the Legislature as a basis for funding each biennium. A report on annual progress in reaching all goals and objectives is provided to the Management Team, the Board and the IPC each fall. Progress on Board selected goals and objectives is also part of the Superintendent’s appraisal process.

**Strategies and Action Plans:** Annual strategies and comprehensive action plans that outline sequential steps in completing the strategy are developed by the planning groups. The School’s Management Team and IPC routinely review progress on the action plans throughout the year and the Board receives a report from the Superintendent on progress made regarding action plans twice per year.

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| TSBVI Logo | Texas School for the Blind and Visually Impaired  Comprehensive Programs |

# Needs Assessment for 2023–2024 Annual Improvement Plan

## Student Outcomes

### 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 – 88%
* Math – 95%
* Science ­– 96%
* Social Studies – 96%

**State of Texas Assessment of Academic Readiness (STAAR) and STAAR Alternate 2 (STAAR Alt2):**

The TSBVI passing rate exceeded the state passing rate for students in Special Education for each of these areas of assessment.

STAAR 3-8 and STAAR EOC

* 7th grade Reading 100% (2/2)
* 7th grade Mathematics 33% (1/3)
* 8th grade Reading 50% (1/2)
* 8th grade Mathematics 40% (2/5)
* 8th grade Science 40% (2/5)
* 8th grade Social Studies 40% (2/5)
* English II EOC 67% (6/9)
* US History EOC 67% (8/12)

STAAR Alt2 3-8 and Alt2 EOC

* Grade 3 Reading 100% (1/1)
* Grade 3 Mathematics 100% (1/1)
* Grade 4 Reading 100% (1/1)
* Grade 4 Mathematics 100% (1/1)
* Grade 6 Reading 100% (2/2)
* Grade 6 Mathematics 100% (2/2)
* Grade 8 Reading 100% (3/3)
* Grade 8 Science 100% (3/3)
* Biology EOC 100% (8/8)

**Needs**

The TSBVI passing rate did not meet the state passing rate for students in Special Education for each of these areas of assessment.

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

* Grade 4 Reading 0% (0/1)
* Grade 4 Mathematics 0% (0/2)
* Grade 5 Mathematics and Science 0% (0/1)
* Grade 6 Reading and Mathematics 0% (0/2)
* English I EOC 20% (1/5)
* Algebra I EOC 33% (2/6)
* Biology EOC 50% (7/14)

STAAR Alt2 3-8 and Alt2 EOC

* Grade 7 Reading and Mathematics 0% (0/1)
* Grade 8 Mathematics and Social Studies 67% (2/3)
* English II EOC 57% (4/7)
* US History EOC 80% (4/5)

The School must continue to implement its plan to improve student performance which includes 1) teacher and administrator analysis of student performance, 2) incorporation of test specific formats and practice testing into instruction, 3) identification and provision of related teacher training to encourage best practices for instruction, and 4) provision of tutoring designed to remediate targeted student needs.

TSBVI Reading and Math Advisory Committee is completing a comprehensive assessment inventory of available resources for teachers. Information gathered will provide teachers with opportunities for needed interventions for core curricular instruction.

#### 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.)

* + 1. **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:

* Assistive Technology – 98%
* Career Education – 96%
* Compensatory Skills – 94%
* Independent Living Skills – 94%
* Orientation and Mobility – 96%
* Recreation and Leisure – 100%
* Self-determination – 100%
* Social Skills – 96%
* Transition Planning Skills – 96%
  + 1. **Needs**

See B. High-Quality Programs and Staff, Career Education, Instructional Technology, and Low Vision.

### High-Quality Programs and Staff

(To include consideration of the following areas of the 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.)

#### High-Quality Teachers and Staff

**Strengths**

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

TSBVI provides extensive staff development offerings to school day and residential staff. See [Partial List of Staff Development Offerings](https://docs.google.com/document/d/1E2P9zHQbCHl1_umGKCW87wDMm763i0kJ9hJm6JGWDzM/edit?usp=sharing) and [Plan to Promote Academic Excellence and Improve Student Performance on STAAR Tests](https://docs.google.com/document/d/1wI0vNcJrM5fQvyAtXko_z1gQlY1Rewdj/edit?usp=share_link&ouid=101559694442436900432&rtpof=true&sd=true).

The school has attracted many high-quality and highly effective teachers and other professionals to serve our students. See our [Highly Effective Teacher Recruitment and Retention Plan](https://docs.google.com/document/d/1bJSv4J55AQH34PVrtDZeObGmCTjU-Mwn/edit?usp=share_link&ouid=101559694442436900432&rtpof=true&sd=true).

Teacher Dori Senatori was selected as the 2022 Principals of Schools for the Blind (POSB) Outstanding Teacher of Students with Visual Impairments.

**Professional Learning Communities (PLCs)**

This year, we’ve grouped our teachers and related service staff members into sixteen PLCs, based on subject and learner type, and each of these groups has a PLC lead. Our PLCs are meeting each week to support each other in the professional work of instructional design and collective problem-solving, and we’ve seen a substantial increase in communication, collaboration, problem-solving, and planning between staff as a result of this new structure.

* + 1. **Needs**

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

The school must continue to recruit and retain highly effective teachers, teacher aides and related service professionals.

In order to address the Independent Living Skills and Recreation and Leisure Skills needs of the increasing number of day students, the school must evaluate and consider new staff assignments and instructional methods to focus on these areas of instruction.

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

See list of Comprehensive Programs Staff Development Priority Needs, Item D, at the end of this document.

#### 

#### Residential Instruction

**Strengths**

The 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 Dorm Managers, Residential Instructional Specialists (certified Teachers of Students with Visual Impairments), classroom teachers, and other members of the instructional team to provide supportive instruction related to students’ critical learning needs.

During the 2022–2023 school year, our residential staff has worked hard to provide a warm, enriching, and fun evening living environment for our students.

Continued staffing issues resulted in positions from the Recreation Department to be shifted into the Residential Department to provide coverage and instruction in the dorms. Recreation and Residential staff collaborated to provide this coverage while also finding ways to maintain some daytime and evening offerings out of our Recreation Department. This collaborative process highlighted the staff's ability to be both flexible and creative in finding new ways to meet the needs of our students. We are hopeful these collaborations will make both the Residential and Recreation departments even stronger in the future.

Throughout the school year, staff has fostered student learning opportunities in the following areas: meal planning and preparation, cleaning and household chore tasks, arts and crafts, sensory integration, the exploration of hobbies and rec/leisure activities, fitness options, game nights, gardening, music exploration and community outings to local parks, restaurants, museums and animal sanctuaries. Residential staff also support students with homework and study assignments each week. Many of these learning opportunities are cataloged in a digital publication titled Paw Prints. This publication was created by Dorm Manager, Jennifer Hysaw, and Residential Instructor, Itza Perez, to capture and share images and descriptions of outstanding residential programming from all areas of our department.

The TSBVI Athletic Department has provided student opportunities in cheer, goalball and wrestling. TSBVI traveled to Alabama to compete in the SCASB wrestling, cheer and fine arts competitions in January 2023. TSBVI is set to host the SCASB Goalball and Track tournaments in April 2023.

Residential Instructors have provided unique and exciting learning opportunities throughout the school year in the Independent Living Lab and Venture Crew programs. Experienced staff have planned and executed these opportunities to a wide subset of students while also working with an assigned dorm group. Residential Teachers have developed a revamped Residential Work program, providing vocational training in the evening hours to students across campus.

Residential Managers, Assistant Directors and Director planned a two-week training and student prep period before our students arrived on campus for the new school year. The new two-week training period was created to provide staff more time for more training, staff development and learning in working collaboratively to be prepared to welcome our students into an environment set up to support the individualized learning and support needs in the Residential environment.

**Needs**

Recruitment, retention, and development of residential staff has been limited by inadequate pay comparable to the cost of living in the Austin area. A number of Residential Instructor positions are currently open. TSBVI continues to prioritize this vital area of need in the communication and interaction with the Legislative Budget representatives.

A comprehensive training approach to support new and existing staff continues to be an area of needed improvement. Feedback from staff will be incorporated in next year’s planning of the two-week training period in August to provide clear and helpful information about student safety and instruction prior to the 2023–2024 school year. Opportunities for staff to share their experiences with each other via presentations and structured conversations will be prioritized in the planning process.

Continued work to refine the Role of the Residential Instructional Specialists would be beneficial for the department. The Residential Instructional Specialists, Residential Assistant Directors, and Director continue to work together to create a unique model to meet the instructional needs of our students as well as the training needs of our staff. Three Residential Instructional Specialists and two Residential Instructors are registered to attend a 4-day Mandt and Positive Behavior, Instruction, and Support Training in March of 2023. At the conclusion of the training, these five staff members will be certified Mandt and PBIS trainers and can provide regular and ongoing training to the Residential, Recreation, and Weekends Home departments.

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

**Strengths**

Instructional specialists have been able to participate in more collaboration activities with local school partners as the pandemic-related restrictions were lifted.

Revisions were made to IEP document sharing with districts and families to utilize a more user-friendly google drive sharing application. A folder structure was created to improve the ability for parents and districts to locate documents for meetings. Documents now remain available for district staff and parents to access by school year and meeting held.

Increased efforts were made to improve meaningful parent participation in IEP development for families that speak languages other than English. Translated documents were provided and meetings utilized an interpreter service arranged upon parent request. Social workers reached out to parents to solicit their interest.

Teachers received training regarding dyslexia identification and an updated evaluation procedure was implemented. A focus group continues to meet periodically to work on exploring best practice procedures for students with dyslexia, dysgraphia, and dyscalculia.

Use of the MAPS assessment, an achievement measure that assesses growth in K–12 math, reading, language usage, and science has expanded to more students. Accessible testing areas have provided teachers with additional data reports to improve identification of student academic needs and assist with IEP development. Continued feedback is given to the test publisher to ensure accessibility for students with visual impairments. A high school study group for English teachers to collaborate about using MAP data to inform instruction has been formed.

Assistant Principals and Lead Teachers continued to partner with LEA teams and parents to review a student’s individual course of study and grad plan at the time of referral in order to highlight academic and extracurricular opportunities available at TSBVI. These pre-enrollment conversations have provided students and families with more information about TSBVI services and extracurricular opportunities.

**Needs**

Continue to update and streamline the enrollment agreement and pre-referral information sharing process.

Continue to develop recurring teacher training opportunities and coaching, especially for new staff and returning staff as needed, related to progress monitoring, evaluation procedures, and IEP development.

Continue to evaluate ways that TSBVI can improve three-year re-evaluation procedures.

#### Transition to Adult Life

**Strengths**

**External Collaboration Efforts**

* Transition Coordinator’s participation in the Transition and Employment Services Designee (TED) Community of Practice (CoP) for its second year of practice. Contributions to the CoP include content for a statewide website that will support TEDs in their role and the expansion of participants’ knowledge and understanding of transition services and challenges unique to our population.
* Ongoing advancements in communication and collaboration with school districts and state agencies in Transition to Adult Life matters. This includes the growing involvement and instruction of TSBVI advisors and Social Workers in this critical piece of transition planning.
* Transition Coordinator represented TSBVI at ESC Region I’s Transition Fair in Edinburg that spotlighted transition. Individual consult on transition planning to the majority of the 140 guests which included teams of CTVIs, students, and their families. In May, the Transition Coordinator will represent TSBVI at Region XIII’s Low Vision Conference which will focus on Transition to Adult Life.
* Transition Coordinator partnered with TSBVI Collaboration Specialist from the HSSC/HSMC team to facilitate individual transition/collaboration meetings for 18 seniors. These meetings ensure ongoing teamwork and coordinated planning with our students’ districts and a more solid connection to their home communities. Outcomes also included in-person tours of district 18+ programs for 3 students and coordination of in-person meetings when district staff visit TSBVI.
* Transition Coordinator and TSBVI College Prep teacher organized two information sessions for high school juniors and seniors with reps from Austin Community College’s Student Accessibility Services to learn about college expectations and readiness, admissions process, for-credit and non-credit course options, and the role that self-advocacy plays in ensuring accommodations in college.
* TSBVI’s website revision has provided our Transition Coordinator with the opportunity to field numerous inquiries from districts and parents regarding transition planning and TSBVI-services.
* Transition Coordinator supported an EXIT advisor on a 3-day home visit which resulted in the student gaining competitive employment in her home community.
* 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.
* EXIT Program Assistant Principal and Lead Teacher continue to facilitate “Life Plan” Transition Assessment discussions with parents of students that are new to the program.

**Internal Collaboration Efforts**

* Transition Coordinator coordinates the scheduling and supports the planning for and facilitation of monthly Life Plan Check-In meetings for all EXIT students which has resulted in broader stakeholder representation and collaboration thus improving student outcomes.
* Transition Coordinator coordinated efforts with Social Workers to ensure each students’ connection to the appropriate state agency - TWC and/or Blind Children's Program. We have successfully connected 100% of our students whose families support this connection by completing the required follow up with the agency.
* At our annual Family Day, the Transition Coordinator provided one-on-one consultation to 24 families to address their individual transition planning concerns.
* At the start of the school year, the Transition Coordinator distributed individual copies of the updated “Pathways: Texas Transition and Employment Guide” to all teachers/advisors, administration, and appropriate related service staff with a one-page guide on how best to utilize it when speaking with families, instructing students, and coordinating activities towards a successful transition.
* All EXIT families received copies of the “Pathways: Texas Transition and Employment Guide” at registration and instruction on how to utilize it for purposes of transition planning.
* Transition Coordinator manages the campus-wide Transition Assessment Library and Family Resource Library to ensure relevant and current tools and resources that support transition activity timelines and planning for staff and families are available to all staff.
* Transition Coordinator coordinates the monthly advisory period for middle and high school students. Lesson topics and materials are provided that focus on transition to adult life planning and skills. Transition Coordinator provides instruction to individual students and small groups on transition topics during these monthly advisory times.
* Transition Coordinator created a streamlined and centralized system to ensure accessibility transition related matter for each student on the campus CSR Google-drive.
* Through coordinated efforts with Social Workers and Advisors, TSBVI has supported more students on average this school year with completing activities critical to transition planning such as acquiring state IDs, applying for SSI, and opening bank accounts.
* Transition Coordinator and Lead Teacher (HSSC/HSMC) continue to refine systems and tools that are utilized to better represent transition services and planning at students’ annual ARDs and improve campus-wide coordination across teams.
* When appropriate, EXIT Advisors facilitated Life Plan meetings with adult students.
* EXIT 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, Career Technology, Self Determination/Sex Education, College Prep, Financial Literacy and the Career Education Continuum of courses (General Employability, MAPS, Work Exploration, Student to Industry Connection and Work Training).
* EXIT Program advisors continually collaborate with each other to create experiential learning opportunities (both on campus and off campus) that align with student needs, interests, and goals.

**Needs**

* Continue providing up-to-date Transition to Adult Life content on the TSBVI website.
* Create an EXIT one-pager or brochure to distribute at conferences and transition fairs across the state.

#### 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:

1. General Employability

2. Methodology for Academic and Personal Success

3. Work Exploration

4. Student to Industry Connection

5. Work Training

We are offering the following Career & Technology Education (CTE) courses:

* Lifetime Nutrition and Wellness
* Principles of Human Service
* Interpersonal Studies
* Child Development
* Principles of Hospitality
* Hospitality Services
* General Employability
* Student to Industry Connection
* Fundamentals of Computer Science
* Computer Science 1
* Assistive Technology

We continue to offer the following locally developed Career Education courses:

* Work Exploration - Students participate in a work-based practicum, on campus, that is tailored to students’ individual interests.
* Work Training - Students are paired with community-based vocational sites that match their interests and aptitudes. Students learn to apply the skills learned in on-campus courses.
* Career Tech - A technology course that focuses on the tools that employers use regularly. A focus is placed on the use of Google Suite products and Microsoft Office products in a work setting, as well as how to utilize social media platforms in a professional manner.

During the 2022–2023 school year, the Career Education program placed students for community-based work training at the following locations:

1. Austin Lighthouse for the Blind
2. HEB
3. Wheatsville Co-Op
4. Cafe Monet
5. Goodwill of Central Texas
6. DoubleTree Hotel
7. Juiceland
8. Clint Small Middle School
9. Austin Dog Alliance
10. Gethsemane Lutheran Child Development Center
11. Thinkery
12. The University of Texas E4 Program
13. New Century Hospice
14. Ten Thousand Villages
15. Spero Rehab

#### Lighthouse for the Blind

During the 2022–2023 school year, the Austin Lighthouse hosted 11 student interns. We partnered with Texas School for the Deaf in this endeavor. Two students from TSD who are Deafblind participated. One of these students was recently hired by the Lighthouse. In this student Work Training experience, students receive new employee orientation, information on benefits and payroll processes, on-the-job training in the warehouse, retail store, laundry services, front desk, retail store, vocational training, and technology classes.

#### HEB

TSBVI also continued its partnership with the HEB Bridges program by having four students intern at a local store. Students participated in bagging duties, compiling and stocking returned items, and light cleaning responsibilities. Students quickly became part of the HEB team and were working independently with intermittent staff support. Additionally, one student from the EXIT Program obtained competitive employment at HEB.

**Additional Career Education Initiatives**

* **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. The committee meets twice a year to identify areas of improvement for the Career Education Program.
* **Residential Work Training Program:** During the 2022–2023 school year the Residential Work Program continued to provide students with meaningful, authentic work experiences in the evening hours. The career education department worked closely with dorm teachers to enhance the program this year. They created a menu of jobs, wrote routines for each job and developed a consistent system for student payment. They are currently working on developing a training program for students and Residential Instructors.
* **Student Employees of the Month:** This year the Career Education Professional Learning Community decided to focus on clear communication in the classroom. One result of this effort is the addition of a “Student Employee of the Month”. Each month, two students (one in High School and one in the EXIT Program) earn this recognition by demonstrating professional communication skills.
* **TSBVI Farmer’s Market:** Students make a variety of artisanal items and small batch craft foods for sale on-campus. The variety of handmade items reflect the interests of students and allow opportunities for them to discover new vocational skills and aptitudes. This program integrates money management, customer service, art, communication, cooking and independent living skills in a real-world setting.

**Needs**

* Continue to evaluate feedback from the Business Advisory Council in order to determine improvements to Career Education programs and services.
* Increase Career Education content on TSBVI website.
* Resume production of quarterly Career Education newsletter.

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

**Strengths**

All students identified as Emergent Bilinguals (EBs) are instructed by ESL-certified teachers in English Language Arts following an ESL Pull-Out Model. Teachers of EBs 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, and at least one member attends all ARD committee meetings for EBs. LPAC members complete required annual LPAC training, and teachers assigned to EBs complete Texas English Language Proficiency Assessment System (TELPAS) calibration before assessing EBs in the holistic TELPAS system. The TELPAS Reading assessment is available in braille for the first time and the TELPAS Writing assessment will be moved online next year. There are five students classified as current EBs:

* The two students following an Academic Curriculum each scored Advanced High overall and were reclassified at the end of the year.
* The three students following a Modified Academic Curriculum each scored Intermediate overall; one graduated and the other two continue to be part of the ESL program.
* The two students following the Modified Academic Curriculum who were administered the Reading Assessment in braille each scored at the Beginning Level

**Needs**

The Language Proficiency Assessment Committee (LPAC) along with the annual ESL program evaluation identified several needs:

* Continue to support completion of ESL certification for teachers in core curricular areas.
* Provide ongoing training to teachers to implement ESL strategies and ELPS into goal-writing, infused skills, and classroom instruction for EB students.
* Collaborate with the ARD Committees to determine if the Reading assessment in braille is appropriate or if a holistic rating is needed, and similarly, if the Writing domain can be assessed online or should be assessed holistically using a Writing Collection.

#### Instructional Technology

**Strengths**

### Staff Tech Trainings

* **Semester Workgroups for JAWS/Google Apps:** This fall we formed a weekly workgroup of 15 staff representing a variety of departments and roles who met once a week on Mondays to develop their JAWS skills and accessing Google Apps with screen readers. It was a success and we’re extending this workgroup into the spring semester.
* **Vendor Visits/Training:** Humanware, HIMS, and APH have visited our AT teacher PLC this year, offering targeted trainings on a variety of assistive technology devices to help our AT teachers stay up to date on current assistive technology.
* **Hybrid TechCats Zone for Support/Training:** We continue to offer the TechCats Zone as a physical space in the LRC computer lab for walk-in tech support, and we also offer, at the same time, a TechCats Zoom room for virtual support. The TechCats Zone is open Tuesdays and Thursdays from 11:50am-1:00pm, and we also offer individualized tech trainings by request via the Help Desk system.
* **TechCats Tutorials:** We began creating short screencast tutorials called “TechCats Tutorials” that we embed in our monthly TechCats Newsletter to provide short tips/tricks on TSBVI-specific tech areas of need, such as using JAWS to add a shortcut to a file in Drive, or how to copy a file from a Google Shared drive into your My Drive. We plan to continue building out our repository of TechCats Tutorials over the next year.
* **Feb 17th Staff Development Day:** We are offering a menu of six different tech sessions as part of the February 17th staff development day. Topics include creating 3D models in OpenSCAD, designing vector files and using our new laser cutter, using the new circuit cutter in the LRC, VoiceOver with Siri for accessing Google Calendar on an iPad, and JAWS essentials.

**Tools for Communication and Collaboration**

* **Professional Learning Communities -** Based on feedback from our 2021­–22 Staff Engagement Survey and our 2021–22 Technology Knowledge and Skills Survey, we focused our programming efforts on Instructional Technology in helping design, train, and implement a Professional Learning Communities model this 2022–23 school year. This new team structure is designed to improve communication and collaboration between staff and to provide a mechanism for offering more targeted trainings based on specific areas of needs. (see High-Quality Programming section for more information on PLCs)
* **Accelerated Instruction** - we designed a dashboard for our HB4545 Accelerated Instruction program that helps track tutoring objectives and hours for each student in the program, as well as providing detailed records/insights on student attendance and progress for our program manager and tutors in the program.
* **Student Learning Objectives (SLO) and Teacher Incentive Allotment (TIA)-** We helped design the architecture for managing our SLO and TIA systems using a combination of Shared drives, Google Classroom, Google sheets, and Google docs. We’ve centralized SLO resources in a new Shared drive for staff and admin to access, and have utilized the PLC structure to provide on-going support to PLC members as they participate in the SLO process. On the back end, we partnered with our programmer Scott Brackett to track teacher appraisal and SLO data and submitted the data to TEA for potential TIA designations.
* **Teacher Compensation System Google Classroom -** we redesigned our Teacher Compensation System Google Classroom with new consolidated forms for tracking professional goals, PDUs, and Leadership Pathways. The new forms are simpler and more accessible and have been designed to improve efficiency and save staff time as they participate in the Teacher Compensation System.
* **Student Confidential Records Google Drive Folders -** We’ve further expanded our use of our Google Confidential Student Records directory with subfolders for each student to centralize confidential student records online. We developed a custom script to provision access to student subfolders based on the associations in the Student Care System. Inside each student confidential Google drive folder are files such as family/LEA communication logs, collaboration logs, career ed input forms, and MAP Growth assessment results.
* **TechCats Newsletter:** We have 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.

**Other Tech Initiatives**

* **Two ATECH Classes and Fundamentals of Computer Science/Computer Science Level I Classes:** This year Sue O’Brien and Chris Correll are co-teaching two ATECH classes and a combined Fundamentals of Computer Science/Computer Science Level I. ATECH is designed to teach students how to use their Assistive Technology through projects and high-interest activities as well as improve their overall foundational skills. Both of the ATECH classes have completed projects using the laser cutter, taking computers apart, reassembling them while documenting their work in text and photos. The morning ATECH class is now working on audio recording and editing their Podcast called “Horror Street After Midnight.” The afternoon ATECH class has recorded and edited a video of Emily Coleman as an introduction to the Made At TSBVI STEM webpage. The computer science classes are exploring employment opportunities in the tech field, project-based learning using the design process to solve problems for other students, and learning 3D modeling using OpenSCAD, a 3D drawing application that uses a programming language to create shapes on a coordinate plane. Students draw from their knowledge and skills learned in mathematics to position and move their designs on a coordinate grid and then produce their object designs on a 3D printer. Through the use of PowerShell, students are learning to use a 3D printer independently by controlling settings and sending their 3D files to a printer.
* **Expanded Use of 3D Printing:** This year we continue to expand 3D printing services into work areas and classrooms for teachers looking for tactile models to aid instruction and job coaches needing specialized supports for job training. We continue to 3D print the braille writer finger guide, created by Jim Allan, for use at TSBVI and throughout the state. Teachers at TSBVI are still requesting the ASL sign language hands in 3D for their classrooms. At this time, we have made 9-10 complete sets of alphabet letter hand signs and 1-10 numbers for classroom teachers and dorm staff. Overall, our 3D printers have become a valuable resource for creating items that can’t readily be purchased.
* **Production Studio:** The Rosa B. Gonzales Studio for Podcasting has rapidly become a busy center of activity. It is used by multiple classes throughout each day as well as students who want to record songs they have created. English teacher, Patrick Healy conducts several of his classes in the studio which allows students to record articles and stories they have written. The ATECH classes meet in this space as well as the Computer Science classes. Training for teachers, staff and students who want to use the space is held as requested.
* **Laser Cutter:** We installed a fully functioning laser cutter located in the fabrication lab in the LRC next to the 3D printers. STEM Specialist Chris Correll has designed and implemented staff training on safe use of the laser cutter and staff and students have begun using the laser cutter to create amazing products!
* **New Maker Space Location:** We’ve identified a location for a future Maker Space in the Fine Arts building and secured a large donation from Garver Engineering to help build out the new Maker Space. We have installed new power drops from the ceiling and are purchasing shelving and desks, and anticipate moving into the new Maker Space by the end of the Spring ‘23 semester.
* **Asset Tiger for Asset Management** - We’ve expanded our use of Asset Tiger to better track and manage our technology assets across all departments at TSBVI. We started with the Assistive Technology teacher equipment as a pilot group, and the system was so successful it has quickly expanded to include all the Information Resources technology equipment, Short Term Programs equipment, LRC equipment, and the Outreach tech loan program. Asset Tiger allows us to easily see where our tech assets are located, what their status is, and to lease out devices to students or staff.

**Needs**

**Instructional Tech Needs**

* Continue fostering effective PLCs and leverage them to facilitate small group tech trainings and cross-team instructional projects with a technology component.
* Standardize instructional tech expectations across teachers, especially middle and high school multi-classroom students, to try to help ensure students are interacting with their tech in all their classes on a daily basis. For example, students should be expected to:
  + Access email and/or Remind daily
  + Access Google apps and Google Classroom weekly
  + Keep a calendar system to manage assignments
  + Produce written work and take notes in all their classes
  + Complete projects in all their classes at least once a semester
  + Bring their device with them to every class adequately charged and properly maintained
* Increase the number of teachers who design and implement cross-curricular projects with a tech component.

**Training and Support Needs for 2023-24:**

* Expand our semester long “work groups'' model to include additional tech topics for staff who want to take a deeper dive into specific topics. These groups would meet weekly after school for on-going and deeper levels of trainings. Examples may include:
  + Braille Devices Workgroup
  + Screen Readers Workgroup
  + Google Apps Workgroup
* Continue offering on-demand and by appointment trainings via the TechCats Zone and Bridge.
* Improve the new teacher orientation on technology systems and tools to expand beyond a single half-day event to be ongoing over the fall semester.

**Communication and Collaboration Needs for 2023–24:**

* Continue increasing our adoption of Drive for Desktop 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 2023–24:**

* **Maker space expansion** - finish building out and moving into the new Maker Space by the start of 2023–24 school year, and develop programming to increase student/staff engagement with the Maker Space.
* **Laser cutter/3D printer adoption** - continue seeking to increase student/staff engagement and use of the Laser cutter and 3D printers in the LRC fabrication lab.
* **Computer Science curriculum/course offerings** - continue growing and developing our computer science curriculum and course offerings.
* **Student accessibility testing** - develop more opportunities with web development companies to provide paid accessibility testing experiences for select students.
  1. **Low Vision**

**Strengths**

Instruction and support in the area of low vision have 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, the 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.

Learning about eye anatomy and implications of an individual’s eye

condition is a related area of instruction. This topic is often an entry point for students who may be resistant to acknowledging or talking about their visual impairment and its impact on their goals. Instruction may include a one-time session or consecutive sessions with an individual or a group of students.

The on-campus low vision clinics continued this year with two taking place

in the fall and nine students attending. Teachers and/or COMS

accompanied the students. By having the clinic on campus, these

appointments provide an opportunity for more staff to attend and give a

chance to visit with the doctor about the specific student as well as

generalized questions on low vision and eye conditions.

**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.

#### Parental Involvement

* + 1. **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.

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
* Annual parent survey
* Distribution of the *Wildcat Times* e-news about campus events
* 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 and bi-annual publication of a digital newsletter
* 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 Enrollment Agreement with families and local school districts to better communicate and agree upon roles and expectations
* TSBVI Family Lynx organization to promote family engagement in collaboration with Outreach family engagement specialists and school social worker.
* 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.

#### 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 2022 are shown below.

**Strengths**

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

* expressing strong emotions safely
* awareness of their own visual abilities and other physical abilities
* a desire to perform tasks independently
* pride in their accomplishments
* regular attendance and active participation in their own learning
* engagement in healthy, non-violent ways to resolve conflicts, with minimal support
* respect of healthy physical and emotional boundaries

Results from the student survey showed student strengths, according to self-report in the following areas:

* Feeling safety and belonging at school
* Feelings of accomplishment at school
* Access to trusted adults
* Internet Safety
* Awareness of coping strategies
* awareness of their own visual abilities and other physical abilities
* Planning for adult transition and identifying post-secondary goals

Results from parent survey were too limited to be reported.

To address needs that emerged from a review of the Staff Survey, Student Survey and OSIR data, this year’s Social Emotional Learning lessons focused on the following:

* Suicide prevention and resources
* Anti-bullying topics
* Self-compassion and mental health awareness
* Healthy Habits
* Informal versus Formal Language
* Gratitude
* Internet Safety
* OT/PT Body Awareness Training
* Drug and Alcohol Awareness
* Healthy Dating Relationships (presented by SAFE Alliance/Creative Action)

The school counselor and transition coordinator increased communication with individual students to review performance on standardized assessments such as the TSIA2 and the SAT and to discuss post-secondary opportunities. Students received instruction and guidance on how to complete college and scholarship applications, how to disclose visual impairment related needs in a post-secondary or work setting, and how to complete summer work applications offered through Texas Workforce Commission. Selected high school upperclassmen were invited to the 10th Annual Youth Career Fest hosted by the City of Austin to practice these skills in a real-world setting.

Eligible high school and EXIT students were offered online college preparatory courses to strengthen ELAR and math skills prior to college through the new Texas College Bridge program. School counselor served as coordinator of this online program with high school and EXIT teachers serving as instructors. After successful completion of courses, students may earn a TSI exemption from participating colleges and universities in Texas. School counselor continued to work with appropriate students and staff to pursue this new opportunity.

The School Health Advisory Committee met four times this year to discuss and share information on topics including:

* Healthy and safe school environment
* Available state-wide counseling and mental health services
* Staff wellness opportunities
* Parent and community engagement (through Family Lynx and Recharge Coffee Hours)
* Physical education initiatives such as Jingle Bell Run and Jump Rope for Heart
* Health education
* Child abuse and human trafficking awareness and education
* Improvement in nutrition services information for families and menu updates

Mental Health staff (school counselor, social workers, and LSSP) continued to expand their knowledge of student mental health and other issues by attending various trainings focused on topics such as:

* Suicide Awareness and Prevention
* Building Resiliency in Teens
* Expect Respect SAFE Curriculum
* Start with Hello Violence Prevention
* Cognitive Behavior Therapy
* Conflict Resolution
* Disordered Eating
* Depression, Grief, and Loss
* Trauma Informed Care
* Restorative Practices
* Cultural Responsiveness
* Mindful Movement for Youth
* Diversity, Equity, and Inclusion
* Attendant and Habilitation Services
* Drug Prevention

In 2021 TSBVI continued to refine the partnership with Dell Children’s Medical Center to provide access to telepsychology and telepsychiatry services to students and families through their TCHATT program. By Feb 2022, TSBVI mental health staff (social workers, school counselor, and LSSPs) facilitated appointments and supportive services for 8 students and families. Services accessed included: student assessment, teletherapy counseling, assistance with referrals to community-based mental health services, and behavior support. Students accessing these resources have been in 8th grade, 12th grade, and EXIT.

“Start with Hello” week was held schoolwide from September 19­–23. During the week students participated in activities such as the Unplug and Share lunch and the Trusted Adult Treasure Hunt designed to connect students with others in order to teach about empathy and avoid social isolation.

Teacher training on the newly released Un|Hushed Elementary School Sex Education Curriculum was held in January 2023. TSBVI’s health teacher continues to partner with teachers to ensure that lessons are provided to all grade levels as well as students in the EXIT program.

Staff received training in October on the topics of suicide prevention, bullying prevention, parent engagement and behavior progress data reporting.

Positive Behavior Intervention and Support Training was expanded and updated for new staff. Behavior and instructional specialists provided monthly study group trainings on an array of topics from proactive classroom management strategies to individual behavior planning, interventions and supports. Additional MANDT crisis prevention trainers were identified to expand more training opportunities to residential staff. A MANDT “Train the Trainer’ event will be hosted at TSBVI the week following Spring Break.

**Needs**

Ensure SEL lessons address the following needs as identified by survey results:

* Stress management
* Communicating effectively to express wants and needs
* Decision making and problem solving both in-person and online
* Improving awareness of resources available for mental health (including self-harm and suicide prevention/intervention)
* Positive self-image
* Planning for adult transition and identifying post-secondary goals

Continue to expand counseling support groups focused on building healthy relationships and promoting safe behaviors at school and in the community.

Continue to research and identify evidence-based programs that improve student mental health including curriculum appropriate for students in elementary, middle school, high school and post-secondary.

Revise the method and timing of the Parent Needs Assessment to encourage more participation

Incorporate recurring Mental Health First Aid trainings for all direct care staff aligned to New Employee Orientation offerings.

### Comprehensive Programs: 2023–24 Staff Development Priority Needs

1. Teacher of Students with Visual Impairments, Teacher of Deafblind Students and English as a Second Language certification training
2. 21st Century Teaching and Learning (academics & alternative academics for students with visual and other impairments)
3. Teachers of K-3 Reading and Math Academies training
4. Students and Staff Mental Health Supports
5. Dyslexia and Related Disorders
6. Specific Conditions Related to Students with Visual and Additional Impairments
7. Instructional Technology and Access Technology
8. Positive Behavior Interventions and Supports, Crisis Prevention and Intervention
9. Transition to Adult Life
10. Social Emotional Learning & Self-determination
11. Teacher Selected Professional Development Units and Leadership Pathways to address the unique needs of students with visual and other impairments

**TSBVI Title 1 Program Plan**

Updated: 6/15/23

[Plan del Programa del Título I de la TSBVI Spanish version](https://www.tsbvi.edu/hispanohablantes/plan-del-programa-del-titulo-i-de-la-tsbvi)

Title I, Part A, Improving Basic Programs, of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015, provides supplemental funding to state and local educational agencies to acquire additional education resources at schools serving students from low-income homes. These resources are used to improve the quality of education programs and ensure students from low-income families have opportunities to meet challenging state assessments. The school receives these funds to support the implementation of a school-wide program of services.

The school assures the following.

1. The plan has been developed with timely and meaningful consultation with teachers, other school staff, and families/parents.
   * Evidence:
     + The school’s Title I Program Plan is included in the school’s Annual Improvement Plan.
     + Meeting agendas and minutes of the annual meetings of the Instructional Planning Council and Board where the needs assessment and plan are discussed.
     + Annual Parent Survey
2. The school will monitor students’ progress in meeting challenging state academic standards by working with each student’s ARD Committee to develop and implement an Individualized Education Program to assess each student’s needs; provide individualized instruction, supplementary aids and services; and monitor progress with individualized goals and objectives.
   * Evidence:
     + The school’s Title I Program Plan is included in the school’s Annual Improvement Plan.
3. The school will ensure that all students have access to appropriately trained, effective teachers in an effort to close achievement gaps and provide a high-quality education for all students.
   * Evidence:
     + [TSBVI Highly Effective Teacher Recruitment and Retention Plan](https://docs.google.com/document/d/11TeDzthrit9VhaiZVjJZwxR-pLUjR27W/edit)
4. The school will share resources and assistance to any student who is experiencing homelessness through the school’s homeless education liaison.
   * Evidence:
     + [TSBVI Parent and Student Handbook](https://www.tsbvi.edu/wp-content/uploads/assets/documents/programs/2022-2023-parent-student-handbook.docx)
5. The school has developed (with the help of parents) and will implement a Parent/Family Involvement Plan including School-Parent Compact, Parent Involvement Policy and Ongoing Assessment of Parent Involvement Policy and Initiatives.
   * Evidence:
     + [Parent/Family Involvement Plan](https://www.tsbvi.edu/administration/education-notices/parent-family-involvement-plan)
6. The school will implement strategies to facilitate effective transitions for students from middle school to high school (visits by middle school students at the end of the 8th grade year to high school classes) and from high school to postsecondary education (transition planning with the ARD Committee and/or participation in the EXIT Program).
   * Evidence:
     + [TSBVI Parent and Student Handbook](https://www.tsbvi.edu/wp-content/uploads/assets/documents/programs/2022-2023-parent-student-handbook.docx)
7. The school will implement a program of Positive Behavior Intervention and Support in an effort to reduce the overuse of discipline practices that remove students from the classroom.
   * Evidence:
     + TSBVI Procedure P.1.5 Positive Behavior Intervention and Support
8. The school will coordinate and integrate career education programming for students that provides experiential and work-based learning opportunities.
   * Evidence:
     + [TSBVI Career Education website, Overview, Career & Technical Education, Community Based Vocational Education](https://www.tsbvi.edu/programs/transition/career-education)
9. In coordination with the school’s site-based decision-making committee, the Instructional Planning Council, and prioritized in the annual Comprehensive Needs Assessment, the school plans to spend the funds received in alignment with the Texas Education Agency’s recommended use of funds and Strategic Priority #1: Recruit, Support and Retain Teachers – teacher mentoring and coaching; providing relevant training for better serving students with disabilities; and Teacher of Students with Visual Impairments (TSVI), English as a Second Language (ESL) and other high needs teacher certification fees.
   * Evidence:
     + [2022-2023 Comprehensive Programs Needs Assessment](https://docs.google.com/document/d/140maX3kU8zJyhvMcJjRvrQ1cYq_5CVrx/edit#heading=h.4d34og8)
     + [Plan to Promote Academic Excellence and Improve Student Performance on STAAR Tests](https://docs.google.com/document/d/1gwnSGk3ec6Et50Leui1XcGd9J2k06xZL/edit)
10. The school will ensure that migratory children and formerly migratory children receive services on the same basis as other children.
11. The school will participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8.
12. The school will coordinate and integrate services with other services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and children experiencing homelessness.
13. The school will collaborate with state or local child welfare agency to designate a point of contact if the corresponding child welfare agency notifies the school, in writing, that the agency has designated an employee to serve as a point of contact for the school.
14. The school will ensure all teachers and paraprofessionals meet applicable certification requirements.
15. The school will notify the parents of each student via the Parent and Student Handbook of the parents’ right to know that the parents may request, and the school will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student’s classroom teachers and whether the child is provided services by paraprofessionals and, if so, their qualifications.
16. The school will notify the parents of each student via the Parent and Student Handbook regarding local and state assessments.
17. The school will implement an effective means of outreach to parents of English learners by providing information via the Parent and Student Handbook with follow-up and support by the school’s Social Workers about how they may be involved in the education of their children; be active participants in assisting their child to attain English proficiency; achieve at high levels within a well-rounded education; and meet the challenging state academic standards expected of all students. Social Workers will meet regularly with parents of English learners for the purpose of formulating and responding to recommendations.

**TSBVI Use of Federal Funds Plan**

Updated 5/29/23

The school receives federal funds as authorized by the [Every Student Succeeds Act (ESSA)](https://www2.ed.gov/policy/elsec/leg/essa/essa-flex.pdf). ESSA is the federal K–12 education law. It was signed into law in 2015, replaced No Child Left Behind, and reauthorized the Elementary and Secondary Education Act (ESEA). The intent of the funds is to provide support to address needs in the following areas.

1. **Title I, Part A – Improving Basic Programs**

This grant provides supplemental funding to acquire additional education resources at schools serving high concentrations of students from low-income homes. These resources are used to improve the quality of education programs and ensure students from low-income families, and all students, have opportunities to meet challenging state assessments. In consultation with the TSBVI Instructional Planning Council, the school’s site-based decision-making committee, and prioritized in the annual Comprehensive Needs Assessment, the school plans to use the $1,217 received for the 2023-2024 school year in alignment with the Texas Education Agency’s recommended use of funds and Strategic Priority #1: Recruit, Support and Retain Teachers – providing relevant training for better serving students with disabilities including Teacher of Students with Visual Impairments (TSVI), Teacher of Students who are Deafblind (TSDB), English as a Second Language (ESL) and other high needs teacher certification fees.

1. **Title II, Part A — Supporting Effective Instruction**

The intent of the funding is to support educators in their work to improve the overall quality of instruction and ensure equity of educational opportunity for all students. The school plans to use the $1,208 received to support the Texas Education Agency’s recommended use of funds and Strategic Priority #1: Recruit, Support, and Retain Teachers – providing relevant training for better serving students with disabilities.

1. **Title IV, Part A — Student Support and Academic Enrichment**

The intent of this funding is to support schools to 1) Provide all students access to a well-rounded education; 2) Improve school conditions for student learning (safe and healthy students); and 3) Improve the use of technology to improve the academic outcomes and digital literacy of students. The school plans to use the $10,000 received to provide programs and training for students and staff to keep students safe and healthy (activities of the [Comprehensive School Counseling Program](https://docs.google.com/document/d/1yDDEt1o5Y8csIn2nrgsBcOfwGi7Fj5Oh/edit?usp=sharing&ouid=101559694442436900432&rtpof=true&sd=true)).

Expenditures will take place during the 2023–2024 school year.

Please contact Principal Miles Fain with any questions or comments about the use of these funds at [fainm@tsbvi.edu](mailto:fainm@tsbvi.edu).

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| TSBVI Logo | Texas School for the Blind and Visually Impaired  Curriculum Department |

# Needs Assessment for 2023–24 Annual Improvement Plan

## Sales and Production of High-Quality Curricular Resources

### Sales of Publications

#### Strengths

* The sale of TSBVI Curriculum publications generates revenue for the General Fund. In FY2022, total sales equaled $215,790.46. The book that sells the most and also generates the highest percentage of total sales is *Essential Tools of the Trade*.
* Our publications are purchased by customers worldwide. In 2022, 18% of total sales were from Texas, 77% were from other states in the U.S., and 5% were from international customers; including Australia, Canada, Italy, New Zealand, Poland, and South Korea.
* Our new TSBVI Online Store allows U.S. customers to easily submit online orders for print and digital publications using a credit card. The site allows us to update featured items, add and remove products, and track sales data.
* Other organizations use our publications as a part of their work. APH annually purchases the book, *Calendars for Students with Multiple Impairments Including Deafblindness*, which they include in a calendar kit. Currently, our publications are used as required textbooks for courses in at least twenty universities across the nation.

#### Needs

* Our catalog currently contains titles that are no longer ordered or are rarely ordered, indicating the need to review the catalog and prioritize publications that need to either be revised or discontinued. We also need to evaluate and identify the need for new resources on relevant and timely topics for the field of education for students who are blind, have low vision, or are deafblind and develop a list of future publication projects.
* We have not had a comprehensive sales and marketing plan. We will need to identify where our market is saturated and where we have potential for sales growth, identify key groups and strategies for marketing our publications, and establish processes for using sales data to help make decisions.

### Production of Publications

#### Strengths

* We produce thirty titles, some of which have multiple components that can be bundled or sold separately.
* Our department works closely with Operations to fulfill orders in a timely manner. Our customer service representative communicates with individuals in the print shop, braille production area, and the warehouse. Barring major production issues, we are able to fill and ship orders within a one-week window.

#### Needs

* We have a part-time employee who produces and packages all of our braille material and also binds the printed publications. As sales increase, we need to evaluate the need for additional personnel to support increased production to maintain timely order fulfillment.
* Many of our publications are not fully accessible. We will need to ensure that staff developing content for publications is trained on accessibility to be able to produce accessible products moving forward. Additionally, we will need to evaluate the need to remediate older publications for accessibility and prioritize the order in which they are made accessible.

## B. Supporting High-Quality Instruction for Students

### Training for Professionals on TSBVI Publications

#### Strengths

* We have a collaborative relationship with the TSBVI Comprehensive Programs and Outreach departments to provide training for professionals on the TSBVI campus, as well as statewide. In the last few years, we have worked closely with the Comprehensive Programs to provide targeted training for new teachers.
* Curriculum staff, as well as authors of publications not employed by TSBVI, have conducted training during state and national conferences.

#### Needs

* Based on the Curriculum Needs Assessment Survey, responses indicated there is an increased demand for training videos and webinars. We will need to develop a plan for producing and distributing content for either platform.
* While we have a spreadsheet that captures many training opportunities, we need to develop a more robust system for collecting and maintaining the data related to the training we provide. Additionally, as we develop new training methods, we will need to have systems in place to track the usage and effectiveness of that training.

### Instructional Support for Professionals in the Field and Staff at TSBVI

#### Strengths

* According to the Needs Assessment Survey, respondents consistently commented on the organization and ease of use of our publications and that the content is clear and simple to understand as they are used to support student instruction.
* Respondents to the survey also indicated that because of a lack of relevant instructional material in the field, our publications fill a need for access to resources for assessment and instructional planning.

#### Needs

* In addition to analyzing what publications, we need to update or create on new topics that are sold, we also need to evaluate current projects and identify new projects that can be free resources available to support professionals in the field.

## C. Performance Indicators

### Development and Revision of PIs

#### Strengths

* In spring 2022, the Curriculum Lead Teacher in collaboration with a group of residential teachers worked to update the Independent Living PI evaluation. They completed three of the eight evaluations.

#### Needs

* Not all of the PI evaluations have been updated to reflect new instructional standards and do not all directly align to instructional materials teachers are using in their classrooms. We will need to develop a plan to update and revise all PIs to align with the most recent state standards (including a process to continue to update and revise as new standards are adopted), as well as provide teachers with access to new aligned instructional resources as needed.

### Collection and Reporting of PI Data

#### Strengths

* In the 2021–2022 school year, the Curriculum Department converted over 200 PI evaluations to Google spreadsheets, which included built-in scoring that populates on a separate tab. This makes it easier for lead teachers to input the data into the PI app when reporting student progress.
* In hopes of increasing the fidelity with which teachers use PI evaluations, the Curriculum and Comprehensive Programs departments worked together to develop a plan to train teachers on the new data collection tool at the beginning of the 2022–2023 school year.
* During the conversion to Google Sheets, the Curriculum Lead Teacher worked with residential teachers, as well as the Transition Coordinator to develop more inclusive scoring guides for the Independent Living, EXIT, and Infused Skills evaluations. The new scoring guides allow teachers to indicate the prompt level needs of students to reflect progress more accurately, especially for students who make more incremental progress not previously captured with the other scoring method.

#### Needs

* Not all of the PI evaluations being used by teachers are listed in the PI application. We will need to update this list, as well as maintain it, as we continue to update and revise the PIs being used.
* Currently, student groups on campus are categorized as either academic, modified, or alternate. The definitions for each of the categories are unclear. The Curriculum Department will need to work with the Comprehensive Programs leadership to clarify these definitions to ensure accurate reporting of student progress to TEA.
* As processes for collecting, reporting, and maintaining student progress data evolve, we will need to evaluate the PI app and identify features that need to be added or changed.

# Comprehensive Programs and Curriculum Department

# Long-Range Goals and Annual Objectives

GOAL A: Students with visual impairments will demonstrate knowledge, skills, and agency 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 who 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.

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

**Objective 7:** Development and implementation of a plan to address literacy and mathematics student achievement.

**Objective 8:** 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 9:** 100% of requests from staff or students for education or training on low vision will be met leading to greater independence.

**Objective 10:** Implementation of a plan for improving the comprehensive school counseling program.

**Objective 11:** Implementation of a plan for activities of the School Health Advisory Council to improve student knowledge of healthy lifestyle components.

**Objective 12:** Development and implementation of a departmental strategic plan for revising performance indicator evaluations and updating systems for collecting and reporting student data.

**Objective 13:** Development and implementation of a plan for an Instructional Resource Library.

**Objective 14:** Creation and implementation of a strategic and marketing plan for the Curriculum Department.

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

**Objective 15:** Implementation of a plan to increase technology competence of all staff and students.

**Objective 16:** 100% of teachers, teacher aides, and other professionals will meet state certification and licensure requirements for their areas of assignment.

**Objective 17:** 100% of students who are Emergent Bilinguals (EL) will receive instruction in English Language Arts areas by ESL-certified (English as a Second Language) teachers.

**Objective 18:** Provision of staff training to meet the staff development priority needs identified in the 2023–2024 Comprehensive Programs needs assessment.

GOAL E: Partnerships will be developed so that students with visual impairments have quality resources available at the TSBVI campus and in their home districts.

**Objective 19:** 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 20:** 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

**2023–2024**

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 impairment will demonstrate knowledge, skills, and agency 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 impairment will have access to quality education based on appropriate assessment, curriculum, and instruction.

**Action Plans:**

2. Develop and implement a plan to address Early Childhood (K-3) literacy and math student achievement.

3. Refine and improve the Career Education Program.

4. Promote students' effective usage of low vision.

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

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

7. Develop and implement a departmental strategic plan for revising Performance Indicator evaluations and updating systems for collecting and reporting student data.

8. Develop and implement a plan for the Instructional Resource Library.

9. Create and implement a strategic sales, production, and marketing plan for curriculum products.

**COMPREHENSIVE PROGRAM AND CURRICULUM DEPARTMENT ACTION PLANS**

**BY GOAL AREA**

(continued)

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

**Action Plans:**

10. Implement a plan to improve instructional technology competencies for all staff and students.

11. Implement a plan to improve English as a Second Language skills of students who are Emergency Bilinguals.

12. Provide training to staff to meet the staff development priority needs identified in the 2023–2024 Comprehensive Programs needs assessment.

**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:**

13. Implement programs to encourage family/parental involvement.

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

**Action Plan:**

14. Evaluate and improve collaboration with local schools and families in development and monitoring of IEPs.

# 2023–2024 Action Plan

## ACTION PLAN

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

## SUMMARY OF RESOURCES NEEDED

None

## PROJECT LEADER

Miles Fain – Comprehensive Programs

## SPECIFIC EXPECTED RESULT OF STRATEGY

60% of statewide assessment tests will be passed.

The percent of statewide assessments 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 2022–2023 STAAR test results and begin development of plan for improvement. | August 2023 | Miles Fain  Janet Bean  Eden Hagelman  G’Nell Price |  |  |
| 2. Collaborate with and provide guidance for teachers in analysis of 2022–2023 STAAR test results. | August 2023 | Janet Bean  Eden 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 2024 | Janet Bean  Eden Hagelman  G’Nell Price |  |  |
| 4. Develop and implement appropriate IEP goals and objectives related to intensive instruction in core academics. | May 2024 | Miles Fain  Eden Hagelman  G’Nell Price | Funds for staff development |  |
| 5. Provide high dosage tutoring to students who did not pass or take the STAAR to assist with remediation and acceleration of learning. | May 2024 | Miles Fain  Eden Hagelman  G’Nell Price |  |  |

# 2023–2024 Action Plan

## ACTION PLAN

**2. Develop and Implement a Plan to Address Early Childhood (K-3) Literacy and Math Student Achievement.**

## SUMMARY OF RESOURCES NEEDED

Professional leave time allocated to teachers and support staff

Phonics curriculum

Really Great Reading Training costs for up to 4 teachers

Texas Reading Academy completion; time and costs for 3 teachers ($400/person)

Texas Math Academy enrollment and completion for 3 teachers and 1 administrator ($400/person)

Numicon curriculum materials ($1000)

## PROJECT LEADER

G’Nell Price – Comprehensive Programs

## SPECIFIC EXPECTED RESULT OF STRATEGY

Development and implementation of a plan to address early childhood literacy and mathematics student achievement.

## CRITICAL EVENTS TABLE

| **Action Steps** | **Timeline for Completion** | **Person(s) Responsible** | **Resource Allocation** | **Status** |
| --- | --- | --- | --- | --- |
| 1. All Elementary Teachers, Curriculum Lead Teacher, Math Specialist, and Administrator to enroll in Math Academy through ESC XIII. | July 2024 | Assistant Principal | $400/participant |  |
| 2. Continue to enroll all new teachers in Texas Reading Academies through ESC XIII. | July 2024 | Assistant Principal  Elementary Teacher  Reading Specialist | $400/participant |  |
| 3. Consolidate campus data from needs assessment to review: standard assessments, MAP, PIs, STAAR, DRA, and any additional reading/writing/ listening/speaking assessments. | December 2023 | Reading and Math steering committee | time |  |
| 4. Create a comprehensive list of assessments divided into types of testing. | December 2023 | Reading & Math Steering Committee,  Lead Teachers | time |  |
| 5. Develop curricular resources including phonics and math materials available (Numicon, Really Great Reading training and materials). | June 2024 | Reading & Math Steering Committee | training and material costs  $1200 |  |

# 2023–2024 Action Plan

## ACTION PLAN

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

## SUMMARY OF RESOURCES NEEDED

Dedicated time for task completion

Website support from Information Resources Department

## PROJECT LEADER

Tad Doezema – Comprehensive Programs Assistant Principal

Carlotta Binns- 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. Expand Career Education programming for students with multiple disabilities who participate in “Emerging Voc” coursework by creating at least five task-based career activities. This will increase student exposure to basic work and motor skills and will help prepare students for volunteer or supported employment as adults. | Five or more task boxes  completed by May 2024 | Carlotta Binns | Money to purchase supplies.  Time to develop activity routines that accompany kits. |  |
| 2. Add Business Engagement page to the campus website. This will provide a streamlined way for potential community partners to request student interns for work training. | June 2024 | Tad Doezema  Carlotta Binns | Support from Information Resources department. |  |

# 2023–2024 Action Plan

## ACTION PLAN

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

## SUMMARY OF RESOURCES NEEDED

Handheld optical and non-optical devices

## 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 students (as requested by staff) to use optical devices for visual access of near and distance information in classroom settings (including TSBVI and McCallum campus). | May 2024 | Cindy Bachofer | Continued funding for restock of handheld optical and non-optical 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 2024 | 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 2024 | Cindy Bachofer |  |  |
| 4. Instruct selected students in eye anatomy and functioning as it relates to individual eye condition and low vision self-identity. | May 2024 | Cindy Bachofer |  |  |
| 5. Coordinate on-campus low vision clinic. | May 2024 | Cindy Bachofer |  |  |

# 2023–2024 Action Plan

## ACTION PLAN

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

## SUMMARY OF RESOURCES NEEDED

Staff time

## PROJECT LEADER

Valerie Perwein – Special Education Director

Ria Ferich – Comprehensive Programs

## SPECIFIC EXPECTED RESULT OF STRATEGY

Implementation 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. Update SEL lessons and staff training to address TEA guidelines for Minimum Standards for Bullying Prevention. | May 2024 | Ria Ferich | Staff time |  |
| 2. Improve School Needs Assessment with students, staff and parents to obtain more meaningful participation. | May 2024 | Ria Ferich  Valerie Perwein | Staff time |  |
| 3. Identify Staff to be Mental Health First Aid trainers and work with HR to develop training schedule for new direct care staff. | May 2024 | Valerie Perwein  HR Staff Development Coordinator | Staff time |  |
| 4. Research and identify evidence-based programs that improve student mental health including curriculum appropriate for students in elementary, middle school, high school and post-secondary. | May 2024 | Valerie Perwein  Angela Wolfe  Ria Ferich | Staff time;  Funds to purchase curriculum |  |
| 5. Pursue staff training in Restorative Disciplinary Practices and begin identifying ways to incorporate these practices campus wide. | May 2024 | Valerie Perwein  Miles Fain  Assistant Principals | Staff training time; Funds  for training |  |

# 2023–2024 Action Plan

## ACTION PLAN

**6. 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

Implementation of a plan for activities of the School Health Advisory Council to improve student knowledge of healthy lifestyle components.

## CRITICAL EVENTS TABLE

| **Action Steps** | **Timeline for Completion** | **Person(s) Responsible** | **Resource Allocation** | **Status** |
| --- | --- | --- | --- | --- |
| 1. Increase recruitment efforts for parents and caretakers to join SHAC. | Fall 2023 | Ria Ferich | Existing communication methods (Constant Contact, Electrifying News, recruitment at Registration) |  |
| 2. Hold a Wellness Fair on campus during Family Day for staff and families to improve awareness of the impact of healthy choices. | November 2023 | Ria Ferich  PE teachers  Health teachers  Social workers  Maribeth Betton | Set up fair, invite various health-related groups to participate, and provide activities and information |  |
| 3. Offer evening class options to students on healthy snack and mealtime ideas, incorporate healthy choice options into dorm cooking programs. | Fall/Spring 2023-24 | Ria Ferich  Matt Schultz  Dorm managers  Residential Teachers | Dorm managers and teachers |  |
| 4. Send home to parents once each semester (Fall and Spring) a newsletter centered around health-related topics. | Fall/Spring 2023-24 | Ria Ferich  Kristine Seljenes  Elina Mullen  Sally Freeman | Email using Constant Contact to families and adult students |  |
| 5. Continue to collect heights and weights on all students at the beginning and end of the school year. | Fall/Spring 2023-24 | PE teachers  Sally Freeman | Existing scales and height measurement tools |  |
| 6. 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. | Fall/Spring 2023-24 | Sally Freeman | Nurses in the  Health Center |  |
| 7. Continue to provide weekly staff options to participate in fitness opportunities on campus. | Fall/Spring 2023-24 | Recreation staff, other staff who can organize or teach a class | Use of gym, weight room, pool, yoga, track, dance |  |
| 8. Continue to provide after-school physical activities options for all students on campus and special athletic events including but not limited to the Jingle Bell Run Jump Rope for Heart, Special Olympics. | Fall/Spring 2023-24 | Athletic/ Recreation  Director  Dorm managers  Coaches | Existing school resources and facilities |  |
| 9. Share options for staff to improve mental/emotional health. | Fall/Spring 2023-24 | Cheryl Williams  Ria Ferich | Existing school resources, EAP |  |
| 10. Continue to provide diabetic care training yearly for all teams as necessary. | Fall/Spring 2023-24 | Sally Freeman | Health Center staff |  |
| 11. Continue to work with the school cafeteria to improvements to the food options available during the mealtime and weekend food options and to provide nutrition information to families. | Fall/Spring 2023-24 | Brian Swegle  Sally Freeman  Cristi Fleming | Cafeteria staff, existing school resources |  |
| 12. Continue the work of the physical activity and fitness planning subcommittee. Continue to measure fitness levels of students, (Fitnessgram) and compare over time. | Fall/Spring 2023-24 | Elina Mullen  Kristine Seljenes | Physical education staff |  |
| 13. Continue to work with students who are selling food items on campus to select healthy options for sale to students and staff on campus. | Fall/Spring 2023-24 | Sally Freeman  Cristi Fleming  Career Education staff | Health Center staff, Career Education staff |  |
| 14. Continue to plan outreach health-related activities for nurses to deliver to individual classrooms on various teams. | Fall/Spring 2023–24 | Sally Freeman  Cristi Fleming | Existing school resources |  |

# 2023–2024 Action Plan

## ACTION PLAN

**7. Develop and Implement a Departmental Strategic Plan for Revising Performance Indicator Evaluations and Updating Systems for Collecting and Reporting Student Data.**

## SUMMARY OF RESOURCES NEEDED

Time for Curriculum Director and Curriculum lead teacher to work collaboratively to review existing PIs, stipend budget or work time for identified teachers to help revise identified PIs

## PROJECT LEADER

Angela Wolf, Curriculum Director

## SPECIFIC EXPECTED RESULT OF STRATEGY

Development and implementation of a departmental strategic plan for revising performance indicator evaluations and updating systems for collecting and reporting student data.

## CRITICAL EVENTS TABLE

| **Action Steps** | **Timeline for Completion** | **Person(s) Responsible** | **Resource Allocation** | **Status** |
| --- | --- | --- | --- | --- |
| 1. Create a PI priority list with timeline (list of PIs that need updates). | June 2024 | Curriculum Director and Curriculum Lead Teachers | Time to work collaboratively |  |
| 1. Create a list of PIs that need to be discontinued. | June 2024 | Curriculum Director and Curriculum Lead Teachers | Time to work collaboratively |  |
| 1. Create guidelines for revising PIs that teacher work groups can use when updating PIs. | June 2024 | Curriculum Director and Curriculum Lead Teachers | Time to work collaboratively |  |
| 1. Recruit teachers and create work groups to help revise/update identified PIs. | June 2024 | Curriculum Director and Curriculum Lead Teachers | Time to talk to teachers, space for work groups to meet |  |

# 2023–2024 Action Plan

## ACTION PLAN

**8. Develop and Implement a Plan for the Instructional Resource Library.**

## SUMMARY OF RESOURCES NEEDED

Services from the web design company currently under contract with TSBVI. Designated time for cross-departmental collaboration and lesson plans, videos, articles, and other materials to be posted on the site (whether already existing or newly created for this purposed.

## PROJECT LEADER

Angela Wolf, Curriculum Director

## SPECIFIC EXPECTED RESULT OF STRATEGY

Development and implementation of a plan for an instructional resource library.

## CRITICAL EVENTS TABLE

| **Action Steps** | **Timeline for Completion** | **Person(s) Responsible** | **Resource Allocation** | **Status** |
| --- | --- | --- | --- | --- |
| 1. Creation of cross-departmental work group to determine criteria and templates for materials on the site. | October 2023 | Curriculum Director | Designated time for group to work collaboratively |  |
| 2. Creation of criteria for what will be added to the site for each identified category. | January 2024 | Curriculum Director and representatives from Outreach, STP, and Comp Program for work group | Designated time for collaborative work |  |
| 3. Creation of template for documents , such as lesson plans, that will be posted to the site. | January 2024 | Curriculum Director and representatives from Outreach, STP, and Comp Program for work group | Designated time to work collaboratively |  |
| 4. Compile materials that will be uploaded to the site and reformat materials as needed to conform to identified template. | June 2024 | Curriculum Director, IRL work group, Curriculum Lead Teacher | Time and teacher lessons, activities, etc. |  |

# 2023–2024 Action Plan

## ACTION PLAN

**9. Create and Implement a Strategic Sales, Production, and Marketing Plan for Curriculum Products.**

## SUMMARY OF RESOURCES NEEDED

Designated time for the Curriculum Director, Customer Service Representative, and other Curriculum staff to research and gather data on markets and needs of the field professionals and other potential customers for specific products; Designated time for Curriculum staff to work with Warehouse and Print Shop personnel on using existing or new systems for production and order fulfillment.

## PROJECT LEADER

Angela Wolf, Curriculum Director

## SPECIFIC EXPECTED RESULT OF STRATEGY

Creation and implementation of a strategic sales, production, and marketing plan for curriculum products.

## CRITICAL EVENTS TABLE

| **Action Steps** | **Timeline for Completion** | **Person(s) Responsible** | **Resource Allocation** | **Status** |
| --- | --- | --- | --- | --- |
| 1. Create a list of identified potential market opportunities for TSBVI publications. | February 2024 | Curriculum Director, Curriculum Customer Service Rep | Designated time to research and compile data |  |
| 2. Develop a timeline for the revision of older publications based on sales and market need. | February 2024 | Curriculum Director, Customer Service Rep, Curriculum Lead Teacher | Designated time to work on compiling data and prioritizing needs |  |
| 3. Develop a prioritized list/timeline of new publications based on target markets that have been identified. | June 2024 | Curriculum Director, Customer Service Rep, Curriculum Lead Teacher | List of identified target markets, data from field professionals, designated time to evaluate/  compile data to prioritize |  |
| 4. Identify personnel needs based on projected increase of production demand and develop a proposed timeline and budget for hiring. | June 2024 | Curriculum Director | Work time |  |
| 5. Streamline the fulfillment system, including the Development of process and procedures for keeping items in stock, managing inventory, and communicating between departments when stock is low. | June 2024 | Curriculum Director and Customer Service Rep | Time to work with warehouse and print shop personnel, digital systems (existing or new) to facilitate process |  |

# 2023–2024 Action Plan

## ACTION PLAN

**10. Implement a Plan to Improve Instructional Technology Competencies for All Staff and Students.**

## SUMMARY OF RESOURCES NEEDED

Each of the steps in this action plan only require time, collaboration, commitment, and follow-through between staff members. No additional resources will be needed as we will utilize our Google Workspace apps for communication and productivity. We will also utilize feedback/input from our Instructional Tech and Staff Learning Coordinator, Adapted Materials Coordinator, Assistive Technology Teachers, Comp Programs Admin team, and our Staff Development Committee.

## PROJECT LEADER

Daniel Wheeler – Comprehensive Programs

## SPECIFIC EXPECTED RESULT OF STRATEGY

Implementation of a plan to increase technology competence of all staff and students.

## CRITICAL EVENTS TABLE

| **Action Steps** | **Timeline for Completion** | **Person(s) Responsible** | **Resource Allocation** | **Status** |
| --- | --- | --- | --- | --- |
| 1. Manage the implementation of staff Professional Learning Communities through on-going training and support for PLC leads, and utilize the small group format of PLCs to facilitate at least one tech training for each PLC each semester. | May 2024 | Daniel Wheeler and AT Teachers as needed. | No additional resources needed |  |
| 2. Develop and add new baseline technology use expectations for academic students and teachers into the teacher handbook for the 2023–24 school year in order to standardize tech expectations for staff and to increase student core tech competencies with laptops, keyboarding, productivity software, and web applications. Monitor and reinforce the implementation of these expectations through PLC lead and AT teacher feedback, providing additional staff training as needed. | May 2024 | Daniel Wheeler and AT Teachers as needed | No additional resources needed |  |
| 2. Develop and implement a beginning of the year and end of the year “Student Tech Use” survey to help track whether or not our academic and modified academic students are increasing their proficiency and use of email, word processing, file/folder management, and web navigation for professional and academic purposes over the course of the school year as a result of the new baseline tech expectations (see action item 1. above). | Beginning of the year survey completion - Oct 1, 2023  End of year survey - May 1, 2024 | Daniel Wheeler and AT Teachers | No additional resources needed |  |
| 3. Lead a weekly JAWS/Accessibility workgroup in the Fall and Spring semesters to provide in-depth learning opportunities for our staff to improve their screen reader and keyboarding skills. | May 2024 | Daniel Wheeler and the AT Teachers | No additional resources needed |  |
| 4. Support the STEM Specialist in expanding staff and student use of the Makerspace, incorporating classes from across campus in order to increase student STEM and hands-on learning opportunities. Consider creating a short-Thursday Makerspace study group to train teachers on how to use the space and its resources for their respective students. | May 2024 | Daniel Wheeler,  Chris Correll,  Sue O’Brien | No additional resources needed |  |

# 2023–2024 Action Plan

## ACTION PLAN

**11. Implement a Plan to Improve English as a Second Language Skills of Students Who are Emergent Bilinguals.**

## SUMMARY OF RESOURCES NEEDED

None

## PROJECT LEADER

Janet Bean – Comprehensive Programs

## SPECIFIC EXPECTED RESULT OF STRATEGY

100% of students who are Emergent Bilinguals (EB) will receive instruction in English Language Arts 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 EB services using the LiveBinder EB procedures for Frontline and LPAC Guidance and Resources for the current school year from TEA; review TELPAS scores and annual program self-evaluation; discuss assignment of EBs to ESL-certified teachers. | August 31, 2023 | Janet Bean, LPAC | 90 minutes, meeting room, computer projector |  |
| 2. Meet with assigned ESL teachers to ensure teachers familiarize themselves with the student’s LPAC history and current English-language developmental level. | August 28, 2023 (anticipated Beginning Of Year (BOY) meeting date) | Janet Bean, LPAC | 75 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 regarding potential reclassification and ESL interventions for the school year. | August 28, 2023 (anticipated BOY meeting date) | Janet Bean, LPAC | 75 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 25, 2023 (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 13, 2023 | Janet Bean | Classroom coverage as needed for TEA online course with completion certificates (<https://www.txel.org/lpac/trainingresources/>) |  |
| 6. Provide staff development for dorm staff serving EBs regarding development of social language skills in English via in-person (or online) training. | October 13, 2023 | Janet Bean | 30 minutes, meeting room, computer projector |  |
| 7. Convene LPAC to review current EBs and develop LPAC recommendations for statewide assessment including STAAR, STAAR Alt2, TELPAS (including Reading test now available in braille), and TELPAS Alt. | January 29, 2024 (anticipated Middle Of Year (MOY) meeting date) | Janet Bean, LPAC | 75 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 16, 2024 (based on TEA assessment calendar) | Janet Bean, teachers | Classroom coverage as needed |  |
| 9. Assess needs of teachers providing instruction to EBs and recommend professional development activities related to second-language acquisition. | May 13, 2024 (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 EBs, reclassify applicable students and develop LPAC recommendations for the next school year. | May 13, 2024 (anticipated EOY meeting date) | Janet Bean, LPAC | 75 minutes, meeting room, computer projector, classroom coverage as needed |  |
| 11. Complete ESL Program Implementation Rubric, a self-evaluation of the ESL program effectiveness. | July 31, 2024 | Janet Bean | none |  |

# 2023–2024 Action Plan

## ACTION PLAN

**12. Provide Training to Staff to Meet the Staff Development Priority Needs Identified in the 2023–2024 Comprehensive Programs Needs Assessment.**

## SUMMARY OF RESOURCES NEEDED

Approximately $20,000 for training fees, registration fees and related travel expenses.

## PROJECT LEADER

Miles Fain – Comprehensive Programs

## SPECIFIC EXPECTED RESULT OF STRATEGY

Staff development will be provided to staff to address the priorities identified by the comprehensive needs assessment.

## CRITICAL EVENTS TABLE

| **Action Steps** | **Timeline for Completion** | **Person(s) Responsible** | **Resource Allocation** | **Status** |
| --- | --- | --- | --- | --- |
| 1. Provide training to staff in the following priority areas:   * Teacher of Students with Visual Impairments, Teacher of Deafblind Students, and English as a Second Language certification training * 21st Century Teaching and Learning (academics & alternative academics for students with visual and other impairments) * Teachers of K-3 Reading and Math Academies training * Students and Staff Mental Health Supports * Dyslexia and Related Disorders * Specific Conditions Related to Students with Visual and Additional Impairments * Instructional Technology and Access Technology * Positive Behavior Interventions and Supports, Crisis Prevention and Intervention * Transition to Adult Life * Social Emotional Learning & Self-determination * Teacher Selected Professional Development Units and Leadership Pathways to address the unique needs of students with visual and other impairments | May 2024 | Miles Fain |  |  |

# 2023–2024 Action Plan

## ACTION PLAN

**13. Implement Programs to Encourage Family/Parental Involvement.**

## SUMMARY OF RESOURCES NEEDED

Family transportation and lodging assistance costs; expenses for staff travel and lodging to local schools and students’ homes.

## 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 2024 | Teachers  O&M  Specialists |  |  |
| 2. Conduct a Family Day with training and parent-teacher conference components. | November 2023 | Miles Fain | Expenses for breakfast and lunch; parent transportation and lodging assistance costs |  |
| 3. Prepare and distribute the Wildcat Times family newsletter. | May 2024 | Alex Arguello |  |  |
| 4. Facilitate parent participation with the activities of the Family Lynx Organization, the School Health Advisory Council and the Instructional Planning Council. | May 2024 | Miles Fain  Katherine Houck  Ria Ferich |  |  |
| 5. Conduct annual parent surveys. | May 2024 | 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 2024 | Miles Fain |  |  |
| 7. Conduct frequent phone calls and send quarterly written progress notes to parents. | May 2024 | Teachers,  Residential Instructors |  |  |
| 8. Facilitate 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 2024 | Miles Fain | Family transportation and lodging assistance costs; expenses for staff travel and lodging to local schools and students’ homes |  |

# 2023–2024 Action Plan

## ACTION PLAN

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

## SUMMARY OF RESOURCES NEEDED

Staff time

## 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. Update staff resources and training/ coaching related to IEP development in the areas of Present Levels of Academic Achievement and Functional Performance, Progress Reporting, and Evaluations. | May 2024 | Valerie Perwein  Assistant Principals  Lead Teachers | Staff Time |  |
| 2. Explore with LEAs on ways to improve the Three-Year Re-evaluation documentation process to include multidisciplinary team and parent information. | May 2024 | Valerie Perwein  Evaluation Staff | Staff time |  |
| 3. Explore ways to improve service documentation for related services and monitoring IEP compliance. | May 2024 | Valerie Perwein  Assistant Principals | Staff time |  |

|  |  |
| --- | --- |
| TSBVI Logo | Texas School for the Blind and Visually Impaired  Short-Term Programs |

# Needs Assessment for 2023–24 Annual Improvement Plan

## School Year Student Outcomes

### Core Curriculum

Short-Term Programs (STP) began offering Algebra I for credit for the first time in the 2022–23 school year. The other classes offered in STP focus on access to the general curriculum via the Expanded Core Curriculum (ECC).

## Expanded Core Curriculum

### Strengths

* 94% of students attending STP classes demonstrated progress as measured by improved scores between pre-and post-assessment data.

98% of LEAs, parents, and students rated the student’s experiences in STP as very satisfactory or outstanding.

* 16 Educational Service Centers (ESC) in Texas sent at least one student to a class.
* STP teachers have been working with students for a more extended time (remotely), thus increasing student skill retention.
* STP is fully staffed for the first time since the pandemic.
* School year attendance in the table below:

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Unduplicated Count** | **Duplicated Count** | **Cancellations** |
| 2017­–18 | 157 | 268 | 129 |
| 2018–19 | 170 | 311 | 88 |
| 2019–20 | 149 | 275 | 130 |
| 2020–21 | 122 | 366 | 53 |
| 2021–22 | 119 | 311 | 42 |
| 2022–23 | In progress | In progress | In progress |

### Needs

* In fall of 2022, STP fully returned to in-person classes taught on campus while maintaining the increased level of remote instruction brought on by the pandemic. Maintaining both types of service delivery with the current staffing model needs to be evaluated. School day staff are reporting difficulty meeting the 16-session requirements for SLO Instruction.

## School Year High-Quality Programs and Staff

## Highly Qualified Teachers and Staff

### Strengths

* All teachers, teacher aides, and other professionals meet state certification and licensure requirements for their respective assignment areas.
* The STP office can quickly and efficiently process many admissions with a small staff. The cycle from referral to acceptance to attendance is a fully digital process.
* STP teachers have become highly specialized in rapidly changing technologies and math.
* STP teachers continue to expand their use of online learning tools and training modules to increase their content-area knowledge and skills. All STP teachers pursue individualized professional development.
* STP teachers participate in Student Learning Objective (SLO) with five identified students for at least sixteen class sessions.
* 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.
* All teachers have advanced degrees and are highly skilled in teaching the Expanded Core Curriculum areas for students with visual impairments (ECC).

### Needs

* Due to the wide variety of subjects covered in STP, the internal organization of the curricular materials needs to be updated, organized and adjusted.
* Staff need continuous training in various technologies to provide current instruction on diverse and ever-changing systems students learn 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 about new statewide assessments and curricula, especially in math, science, and technology, to adapt their instruction and collaborate effectively with local educators.

## High-Quality Programs

### Strengths

* STP offers instruction in individually determined objectives identified in collaboration with local teachers of students with visual impairments.
* STP offers training in areas of the ECC that can be difficult for local districts to provide, including college preparation; traveling in a city environment; math, science, and technology accessibility tools and adaptations; food management and preparation; outdoor physical adventure; maximizing use of low vision; adapted sports; etc.
* Provide specialized services to students with low vision, both in individual classes designed to meet this need, as well as in any of our classes.
* STP student reports provide families, local schools, and ESC’s specific student information that local teachers can use to extend and continue instruction on newly acquired skills.
* The Short-Term Programs website at tsbvi.edu provides thorough, organized, detailed explanations of every aspect of the program, from referral and attendance to post-program processes.
* Short-Term Programs has continued its collaboration with TSBVI Outreach staff to provide instructional programs that use the excellent skills of both staffs. Some classes jointly serve students and their teachers, families, and paraprofessionals. Together we provided: “The Game of Life,” “In the Driver’s Seat,” and “City Travel Plus.”

### Needs

* 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.

## Summer Student Outcomes

## Core Curriculum

When possible, Short-Term Programs (STP) offers an SBOE credit class in Physical Education. In three action-packed weeks, students can obtain half a credit that counts toward their graduation requirements in local districts. Unfortunately, a credit PE class was not offered in the summer of 2022.

## Expanded Core Curriculum

### Strengths

* TSBVI has the country's largest and most diverse summer program for students with visual impairments.
* 83% of local district and parent surveys rated their student’s learning experience in summer programs 2021 as very satisfactory or above.
* In 2022, we received 299 applications. Between March and July, 282 students were offered an online or in-person class at some point.
* A total of 220 students attended during four weeks of programming.
* Students from 19 of the 20 Educational Service Centers attended.
* 111 districts referred students from across the state.
* STP sent an individualized written report to the family and school district of every student in attendance.
* Elementary Summer Enrichment served 88 students
* SWEAT, and WALIC work programs served 29 students
* Secondary Enrichment served 103 students

### Needs

* Resume the credit PE course offered during summer.
* Attract more teachers to work during summer enrichment programs.

## Summer High-Quality Programs and Staff

## Highly Qualified Teachers and Staff

### Strengths

* A wide range of diverse programs are offered during the summer, addressing the arts, technology, travel and mobility, independent living, athletics, social and self-determination skills, and applied academic skills. All programs emphasize infusing and practicing skills within real-life domestic, thematic, vocational, and/or recreational activities.
* 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 the concentration on high-stakes testing. During the summer, students have time away from their typical school demands to learn ECC skills during the school and residential parts of their day.
* Summer provides a supportive environment for students to learn and practice career education skills they may not experience during the school year, especially if they receive an education in the regular classroom.
* Summer provides an opportunity to pilot new classes and rotate 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 that have been requested during the year.
* We refine the types and number of classes we provide after we receive the applications and learn what people have requested that year.
* Students who go to school with only sighted people during the school year can interact with successful students and adults who share their experiences as blind or visually impaired persons during the summer. The impact of this benefit is immeasurable, affecting self-esteem and the confidence to challenge themselves in all areas of life, including the school curriculum.
* Individual student reports are written for every summer student, addressing both school day and residential participation in many skills of the Expanded Core Curriculum.

### Needs

* Managing all the data and systems requiring 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. The lifecycle of the STP web app is ten years old, and consideration of how to update it, given the need for a unified registration system, is warranted.

## High-Quality Programs

### Strengths

* The STP web application allows us to process many summer applications each year. Teachers referring students from around the state can manage all their students and update their applications.
* Staff works diligently throughout the spring to ensure that any student who withdraws from a class is quickly replaced.

### Needs

* Reinstate the SBOE PE for credit class
* Increase the number of students served to pre-pandemic levels.

# Short-Term Program

# Long-Range Goals and Annual Objectives

**2023–2024**

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

**Objective 21:** 90% of students in short-term programs classes will demonstrate progress as measured by pre-and post-assessment.

**Objective 22**: 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 23:** 90% of students’ learning experiences in summer programs will be rated by parents and local districts as very satisfactory or outstanding.

**Objective 24:** 20% increase in the number of blind and low-vision role models participating in Short-Term Programs.

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

**Objective 25:** Development of two new Short-Term Program classes based on Student Learning Objective data.

## SHORT-TERM PROGRAMS ACTION PLANS

## BY GOAL AREA

**2023–2024**

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 impairment will demonstrate knowledge, skills, and agency to lead vocationally, personally, and socially satisfying lives.**

**Action Plan:**

15. Increase the number of blind and low-vision role models participating in Short-Term Programs by 20%

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

**Action Plan:**

16. Develop two new Short-Term Program classes based on Student Learning Objective data.

# 2023–2024 Action Plan

## ACTION PLAN

**15. Increase the Number of Blind and Low-Vision Role Models Participating in Short-Term Programs by 20%.**

## SUMMARY OF RESOURCES NEEDED

None

## PROJECT LEADER

Sara Merritt – Short-Term Programs

## SPECIFIC EXPECTED RESULT OF STRATEGY

20% increase in the number of blind and low-vision role models participating in Short-Term Programs.

## CRITICAL EVENTS TABLE

| **Action Steps** | **Timeline for Completion** | **Person(s) Responsible** | **Resource Allocation** | **Status** |
| --- | --- | --- | --- | --- |
| 1. During the first month of school host departmental meeting to discuss the goal and determine classes which have BVI role models and determine the number needed to increase by 20%. Include residential staff. | September 2023 | Sara Merritt |  |  |
| 2. Add item to STP Coordinator checklist to seek BVI role models for classes. | September 2023 | Sara Merritt |  |  |
| 3. Provide a PD session for STP department to increase awareness of issues impacting BVI students and adults. | December 2023 | Sara Merritt |  |  |
| 4. Conduct classes with BVI role models. | May 25, 2024 | Sara Merritt |  |  |

# 2023–2024 Action Plan

## ACTION PLAN

**16. Develop Two New Short-Term Program Classes Based on Student Learning Objective Data.**

## SUMMARY OF RESOURCES NEEDED

None

## PROJECT LEADER

Sara Merritt – Short-Term Programs

## SPECIFIC EXPECTED RESULT OF STRATEGY

Development of two new Short-Term Program classes based on Student Learning Objective data.

## CRITICAL EVENTS TABLE

| **Action Steps** | **Timeline for Completion** | **Person(s) Responsible** | **Resource Allocation** | **Status** |
| --- | --- | --- | --- | --- |
| 1. Hold a series of meetings to review SLO achievement of STP students. | December 2023 | Sara Merritt |  |  |
| 2. Identify areas in which the SLO data shows the smallest amount of progress. | December 2023 | Sara Merritt |  |  |
| 3. Identify two instructional areas that warrant a new class. | January 2024 | Sara Merritt |  |  |
| 4. Assign staff member or teams to develop two the two new classes and create an outline of instructional objectives. | February 2024 | Sara Merritt |  |  |
| 5. Turn in new class description for the STP webpage. | May 2024 | Sara Merritt |  |  |
| 6. Schedule two new classes to be offered the following school year. | June 2024 | Sara Merritt |  |  |

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| --- | --- |
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# Needs Assessment for 2023–2024 Annual Improvement Plan

## Data sources utilized to determine strengths and opportunities within Outreach.

* Needs Assessment Survey of Stakeholders throughout the state
  + 168 respondents
  + 17/20 ESCs represented
  + Responses from various stakeholders, including: ESC VI and CAN Consultants, TVIs, COMS, Related Service Providers, Family Members, AT Specialists, TWC and HHSC staff, TDHHs, TDBs, School and District Administrators, Paraprofessionals, and others.
* Data collected as part of the 2018-2023 Deafblind Project Grant
* 2022–2023 Annual Report
* Participation data from evaluations from online and in-person offerings
* Preliminary VI Registration and Deafblind Child Count data collected in Jan. 2023
* Final VI Registration and Deafblind Child Count data collected in Jan. 2022
* Anecdotal information collected from our Outreach providers regarding trends
* 2022 Summary of Professionals in Visual Impairment in Texas
* TSBVI Outreach event survey results

1. **Continue to create new materials and improve marketing strategies to increase awareness of and access to developed trainings, webinars, and technical assistance via in-person and distance modalities.**

As agencies and school districts continue to struggle to find funds for professional development for educators and staffing shortages make it difficult to find substitutes, and as ESCs are less and less able to fund PD, the need for opportunities to participate in low- or no-cost virtual training continues to be prevalent. 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 continue to offer 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. However, it is clear that we need a more robust marketing plan in order to reach teachers and families throughout Texas.

* + 1. Strengths/Accomplishments
* According to the Needs Assessment Survey, the majority of our stakeholders prefer in-person workshops and conferences; 62% of people listed these in their top 3 training modalities. The other top preferences were single and multi-session virtual workshops (33% and 30% respectively), pre-recorded webinars (28%), online training modules (27%), and live webinars (29.5%). E-learning and hybrid learning opportunities both came in at over 20%. These results show that although our stakeholders remain interested in accessing virtual and distance professional development opportunities, they are ready to return to in-person events.
* During the 2021–2022 school year, there were 44,208 total registrations via escWorks for our virtual offerings. 5,955 courses were completed through our E-Learning platform for 2713 CEUs awarded to 669 awardees.
* Although we have decreased to one session per week, Coffee Hour attendance remains high. So far this school year, we have had 18 sessions with 1,145 total participants, for an average of 64 participants per session.
* The podcast, “A Sense of Texas”, now has 89 episodes with an average of 390 downloads per episode. Something to celebrate is that we are nearing 35,000 downloads! (34,700) We have listeners 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 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 <http://www.pathstoliteracy.org> and <http://www.activelearningspace.org>. We continue to curate and add resources to <http://www.tsbvi.edu/statewide-resources> and the Texas Deafblind Project Website, <https://txdeafblindproject.org>.
* Social media has proved 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.
  + 1. Needs
* Although we are increasing the scope and reach of our products, we need to 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.
* Outreach Policies and Procedures are in desperate need of updating.

1. 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 has 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.

* + 1. Strengths/Accomplishments
* Within the first six months of our current year, we have provided school consultations and/or workshops within all 20 ESCs.
* Ten of twenty 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.
  + Under this umbrella, Outreach has been instrumental in the creation of a new sub-committee dedicated to Child Find and Early Childhood Eligibility.
* CVI collaboration continues throughout the state, with a course being offered as part of Project INVITE, a 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 2023 show a total 10,587 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 an advisory group to assist with project activities and the advancement of priorities within our Texas State Plan for Students with Deafblindness.
* The Texas Symposium on Deafblind Education will take place, in person, on Feb 23–25, 2023. There are nearly educators and family members registered.
* TX SenseAbilities continues to be a valuable publication. This school year, the team made the decision to take the newsletter to an online only format (with Spanish and audio still available), and is available as a microsite on the tsbvi.edu site.
* We have been able to partner with the Blind Children’s Program at HHS. Their staff and Outreach staff have met several times to discuss programming and collaboration opportunities.
  + 1. 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 3. 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.
* The 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.
* ESC Leads have also identified an ongoing need for paraprofessional training and support, CVI, and AT as top training needs.

1. Student specific family and school consultations and coaching 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 6 months of the current year, we have completed over 50% 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. Our staff has 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 by building increased regional expertise.
* Requests for active learning consultations remain significant and the Active Learning Modules are a part of our online course offerings.
* Increased amount of technology and assistive technology training requests continue to be delivered via Zoom.
* We continue to implement coaching strategies into the consultation process.
  + 1. 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 guide to supporting behavior needs of students who are deafblind was published in October, 2021 and is currently being updated. 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 second 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.
* Developing Local Capacity for students with the most significant disabilities (DDCAL) needs to continue to be implemented in collaboration local ISDs, which includes components of trainings and specific student consultations. This should increase as our ability to travel increases.
* We are looking at creating a new database for referrals/consultations and documentation. This would create a streamlined way to track data. We also need to update the organization in our Team Drives.
* We also continue learning and implementing strategies for Adult Learning.

1. 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 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.

* + 1. Strengths/Accomplishments
* Many of the deafblind team are working with TEA and Pearson to write the test questions for TDB licensure
* 70% of students in our teacher prep programs for VI and DB are receiving support through Texas Grants.
* The intervener team training was created as a module in Bridge. We have provided multiple supplementary group sessions that are also offered virtually to address questions from the modules.
* QPVI continues in 3 districts. QPVI Train the Trainer took place in December.
* Partnerships with family organizations help increase understanding of the need for professionals within the community and home, including interveners.
  + 1. Needs
* The number of Total VI staff decreased by 38 individuals: 935 (compared to 973 in 2021)
  + The number of Total O&M Specialists decreased by 8: 305 (compared to 313 in 2021)
  + The number of Total TVIs decreased by 36 individuals: 643 (compared to 679 in 2021)
  + Total FTEs: 871.5 (compared to 897.1 in 2021) - decrease of 25.6
  + Dually Certified Professionals: 81 (compared to 75 in 2021) - increase of 6
* Cultural diversity of VI professionals showed both signs of growth and decline.
  + The total number of VI Professionals: African American 53 (compared to 76 in 2021) - decrease of 23
  + The total number of VI Professionals: Hispanic is 150 (compared to 126 in 2021) - increase of 24
  + The total number of VI Professionals: Asian-American is 7 (compared to 9 in 2021) - decrease of 2
  + The total number of VI Professionals: Spanish-Speaking is 115 (compared to 99 in 2021) - increase of 16
* Total number of Attrition within Past Year: 63 (compared to 48 in 2021) - increase of 15
  + ESC consultants anticipate that 143 VI professionals, or 15% of existing VI professionals, will retire or otherwise leave the field over the next 3 years.
* VI Registry and Deafblind Child Count numbers are on the rise post pandemic, which will necessitate substantial growth in the VI/DB field.
* 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
  + 56% (down from 64%) 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.
  + 55% (down from 58%) 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.
  + 87% of respondents feel that they are able to find PD to fit their specific needs. (First year asking this question.)

1. Texas families of children who are visually impaired, blind, or deafblind need continued support.
   * 1. Strengths/ Accomplishments

* Both the VI and DB Family Engagement Specialists consult and collaborate with families around the state.
* The Texas Families Together initiative was re-branded to Texas Family Re-charge. A survey and focus groups were conducted to find out needs in terms of online collaboration opportunities 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.
* Our Deafblind FE Specialist was instrumental in the writing of a new national family engagement report, [The Value of Family Engagement: Definition and Priorities](https://www.nationaldb.org/products/families-engagement-priorities/), which was published in November 2022.
  + 1. 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. 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 partner with the Blind Children’s Program at HHS and Family Organizations to support families to attend.
* 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.

## Activities/ Products/ Events planned for 2023–2024 to address needs:

* + 1. Conferences/ Events
* Braille Boot-Camp: 1 session each in August 2023 and January 2024
* Mentor Center: 3 sessions in 2023–2024
* SWOMA
* Mentor Training
* Texas Focus
* Assistive Technology Bootcamp
* Intervener Train-the-Trainer
* Intervener Team Training
* Low Vision Conference
* Low Vision on the Road
* Exploring possibility of Early Childhood symposium
  + 1. Short Term Program Collaboration (more TBD)
* Game of Life
* In the Driver’s Seat (student/ parent)
* City Travel (student/ professional)
  + 1. Family Focused Training Events
* Early Childhood Playdates
* Literacy for Little Ones (building local capacity)
* Mental Health Symposium
* Spanish Speaking Family Workshops
* Texas Hands and Voices
* Family Engagement and Family Leadership series

Additional Planned Products/ Projects

* Active Learning Study Group
* AT “Just-in-Time” Videos--continuing
* AT Zoom Sessions
* Behavior Webinars
* Community of Practice for TDB
* Customized Employment (with TWC)
* CVI Study Group
* CVI Training for Medical Professionals
* Early Intervention Study Group
* Early Childhood Website
* NAVEG Train the Trainers
* Possible Early Childhood symposium or conference
* Low Vision on the Road
* QPVI
* Screen Reader Bootcamp
* Traveling Braille Bootcamp
* Sense of Texas Podcast
* Training Medicaid Waiver Providers
* Transition Website
* TX SenseAbilities

**Outreach Programs**

## Long-Range Goals and Annual Objectives

**2023–2024**

GOAL C: Students with visual impairment 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:** Development and implementation of a plan to improve marketing strategies to increase awareness of and access to Outreach products.

GOAL D: Parents of students who are blind, visually impaired, and deafblind will 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 quality resources available at the TSBVI campus and in their home districts.

**Objective 32:** 3% increase in the identification of students with visual impairments.

## OUTREACH PROGRAMS ACTION PLANS

## BY GOAL AREA

**2023–2024**

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 impairment will receive a quality education from qualified professionals and trained staff.**

**Action Plan:**

17. Continue to create new materials and improve marketing strategies to increase awareness of and access to developed training, webinars, and technical assistance via in-person and distance modalities.

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

**Action Plan:**

18. Collaborate with Texas partners (ESCs, ISDs, universities, state agencies, and family organizations) to increase local capacity and provide resources (such as coaching, technical assistance, or customized workshops) to professionals and families of students who are blind, visually impaired and deafblind.

GOAL E: Partnerships will be developed so that students with visual impairments have quality resources available at the TSBVI campus and in their home districts.

**Action Plan:**

19. Provide resources and support for families, educators, and community members to increase knowledge and advocacy surrounding the unique needs of our population, and support statewide child find needs.

# 2023–2024 Action Plan

## ACTION PLAN

**17. Continue to Create New Materials and Improve Marketing Strategies to Increase Awareness of and Access to Developed Training, Webinars, and Technical Assistance Via In-Person and Distance Modalities.**

## SUMMARY OF RESOURCES NEEDED

No additional resources needed.

## PROJECT LEADER

Kate Borg – Outreach Programs

## SPECIFIC EXPECTED RESULT OF STRATEGY

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

Development and implementation of a plan to improve marketing strategies to increase awareness of and access to Outreach products.

## CRITICAL EVENTS TABLE

| **Action Steps** | **Timeline for Completion** | **Person(s) Responsible** | **Resource Allocation** | **Status** |
| --- | --- | --- | --- | --- |
| 1. Implement marketing strategies to increase awareness of Outreach products and programs.    1. Redo TSBVI information sheet for ARD meetings (to include Comprehensive, Short-term, and Outreach Programs.)    2. Create committee to create and implement other marketing strategies.    3. Create list of medical professionals to share information and resources    4. Create PSA for Low Vision on the Road | 1a. December 2023  1b. October 2023  1c. Ongoing  1d. Fall 2023 | Kate Borg and various Outreach team members | Outreach funds |  |
| 1. Continue to support teachers and families in providing literacy instruction for students with visual impairments, including those with multiple disabilities and who are deafblind.    1. Provide training on Progression of Early Tactile Learning and provide trainings/resources    2. Partner with Curriculum to create a pre-braille checklist and resources for evaluation    3. Complete Early Numeracy project | 2a. Ongoing  2b. Summer 2024  2c. Summer 2024 | Outreach VI and DB team members | Outreach funds |  |
| 1. Increase and promote access for educational teams to information about how to improve evaluation strategies and educational programming. 2. Publish new editions of the TX SenseAbilities newsletter with an upgraded online presence. 3. Continue curating information for the Texas Deafblind Project website. 4. As part of marketing, create ads for technical assistance/consultations. | 3a. Ongoing  3b. Ongoing  3c. Ongoing | Outreach VI and DB team members | Outreach Funds |  |

# 2023–2024 Action Plan

## ACTION PLAN

**18. Collaborate with Texas Partners (ESCs, ISDs, Universities, State Agencies, and Family Organizations) to Increase Local Capacity and Provide Resources (Such as Coaching, Technical Assistance, or Customized Workshops) to Professionals and Families of Students Who are Blind, Visually Impaired, and Deafblind.**

## SUMMARY OF RESOURCES NEEDED

No additional resources needed.

## PROJECT LEADER

Kate Borg – Outreach Programs

## SPECIFIC EXPECTED RESULT OF STRATEGY

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

## 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 Outreach, including the Texas Deafblind Project, by partnering with family organizations, HHSC BCP, TWC, and ESCs.    1. Partner with DBMAT to host their family conferences (either virtually or hybrid model).    2. Collaborate with Texas Hands & Voices and Texas School for the Deaf Statewide Outreach Center on Family Weekend.    3. Re-introduce the Family Engagement Leadership Series    4. Continue facilitating Ed Action Family Issues Subcommittee    5. Strategize on future ECI Playdates around the state    6. Partner with Blind Children’s Program through co-workshops and regular meetings    7. Use identified national priorities to evaluate current family engagement activities and plan future activities | 1a. Fall 2023  1b. Spring 2024  1c. Ongoing  1d. Ongoing  1e. Ongoing  1f. Ongoing  1g. Fall 2023 | Deafblind Project; Family Engagement Coordinators; VI Team Members | DB Project; Outreach funds |  |
| 1. Continue to build district capacity in their advocacy and implementation of quality educational programming and accessibility for students who are visually impaired, blind, and deafblind.    1. Compile and share resources with VI professionals, including braillists, to support their "just-in-time" learning    2. Partner with ESCs and SSN to host Texas Focus    3. Offer Literacy for Little Ones training in various ESC regions    4. Host SWOMA conference | 2a. Spring 2024  2b. Spring 2024  2c. Ongoing  2d. Fall 2023 | Outreach VI, DB, 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. Attend and support quarterly meetings for the Statewide Taskforce on Deafblindness | 3a. Fall/Spring  3b. June 2023  3c. Ongoing | Outreach VI and DB Teams; Family Engagement Specialists | Outreach Funds |  |
| 1. Partner with ESCs to host various training events.    1. Behavior Guidance Training across regions    2. Provide in-person training for braille tools and accessibility    3. Advanced Practitioner in Deafblind Education training | 4a. Spring 2024  4b. Ongoing  4c. Fall 2023 | Outreach VI and DB Teams | Outreach and ESC Funds |  |
| 1. Collaborate with partners to update and create resources.    1. Begin work on Essential Tools of the Trade publication for Orientation and Mobility Specialists with TSBVI Curriculum    2. Update the Administrator’s Toolbox to assist administrators who work in or oversee VI programs    3. Update the Intervener Team Model self-paced module    4. Revise fact sheets for recruitment of educators into the VI/DB field | 5a. Ongoing  5b. Fall 2023  5c. Fall 2023  5d. Fall 2023 |  |  |  |

# 2023–2024 Action Plan

## ACTION PLAN

**19. Provide Resources and Support for Families, Educators, and Community Members to Increase Knowledge and Advocacy Surrounding the Unique Needs of Our Population, and Support Statewide Child Find Needs.**

## SUMMARY OF RESOURCES NEEDED

No additional resources needed

## PROJECT LEADER

Kate Borg – Outreach Programs

## SPECIFIC EXPECTED RESULT OF STRATEGY

3% increase in the identification of students with visual impairments.

## 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. Continue to disseminate brochure about early childhood VI and DB considerations    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 continue training staff in DB and VI eligibility. | 1a. Ongoing  1b. Ongoing  1c. Fall 2023  1d. Ongoing | Outreach VI Team and DB Project | Outreach and DB Project Funds |  |
| 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. Continue CVI Range Virtual Coaching | 2a. Ongoing  2b. Ongoing  2c. Ongoing  2d. Ongoing  2e. Ongoing  2f. 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. 7. Partner with SSN to create Administrator tools for evaluating classrooms in which Active Learning utilized 8. Partner with SSN to and ESC 13 to put on an Active Learning Conference 9. Create digital and downloadable products on Active Learning Space and the Texas DB Project websites | 3a. Ongoing  3b. Ongoing  3c. Ongoing  3d. Ongoing  3e. Ongoing  3f. June 2024  3g. June 2024  3h. Ongoing | Outreach VI and DB Project Teams | Outreach and SSN Funds |  |
| 1. Increase and promote access for educational teams to information about how to improve evaluation strategies and educational programming. 2. Disseminate information about best practices, evaluation, programming, family resources via the Texas DB Project and TSBVI websites. 3. Provide annual QPVI facilitator training and support local QPVI sites as requested. 4. Develop new training for tactile interaction with students who are deafblind. | 4a. Ongoing  4b. Ongoing  4c. June 2024 | Deafblind Project and Outreach VI Team | Outreach Funds |  |
| 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 2024  5b. Jan 2024 | Statewide Mentor Program | Outreach Funds |  |

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| TSBVI Logo | Texas School for the Blind and Visually Impaired  Human Resources (HR) |

# Needs Assessment for 2023–2024 Annual Improvement Plan

## 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 only increased. The limited applicants have driven private sector compensation to continue to rise. In addition, the local housing market has greatly increased the costs for both rentals and ownership. This has driven residents out of the Austin area. This impacts TSBVI particularly for entry level jobs however we also lost two teacher new hires due to the cost of housing. Taking out the mandatory ERS contributions, along with Social Security (many school districts do not take out Social Security), further decreases the employee’s paycheck. ERS did make a change to add a Group 4 retirement group for new hires starting 9/1/2022 which decreased the required deduction from 9.5% to 6%.

Additionally, the local area school districts did significant across the board increases for all their non-contract staff in the last few school years which TSBVI was not able to do. TSBVI has made some good progress to include moving to a comparable hourly rate of $17 per hour. However, there are still areas where we continue to lag behind in competing with the local area school districts. In addition, our applicant pool has greatly decreased and for multiple positions we receive no applicants. We have also seen movement of administrative positions staff to other state agencies.

* + 1. Needs
* Recruiting and retaining Teacher’s Aides, Residential Instructors (RI) as well as Weekend Home staff continues to be problematic. For FY2022 our overall turnover rate was 22.7% excluding interagency transfers (compared to 18.3% in FY2021 and 16.1% in FY2020). The FY2022 turnover rate including interagency transfers (transferred to another state agency or higher education institution) was 24.8%.

Due to the state’s biennium cycle, it has been challenging to keep up with the unprecedented market changes. We have made changes where possible. We are hopeful that the changes we expect to see implemented by the State Auditor Office to the Salary Group assignment will help and allow for additional pay movement for staff. In April 2022, we requested changes to multiple job series salary groups to be increased which the SAO agreed with.

We must continue to provide compelling data in our legislature requests to justify the need for additional compensation to be and then remain competitive.

We are also hopeful that the recent news from the legislature related to proposed across the board state employee pay increases effective 9/1/2023 and then again 9/1/2024 along with proposed base budget increases will help improve our competitiveness (recruitment and retention).

* A significant increase was provided to RN and LVN employees in December 2021 and in August 2022, however we continue to lag behind the market. 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. TSBVI has made a request for additional funding which looks promising.
* Continue to support Comprehensive and Short-Term Programs in implementation of the Teacher Incentive Allotment (TIA) plan for TSBVI. We are on track to pay our first stipend to teachers that have their national certification beginning with the 2023–2024 school year and other eligible teachers awarded under the plan by 8/31/2023.
  1. Staffing

HR partnered 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). At this time, we have not implemented this change.

* 1. Recruitment

Over the last several years, TSBVI has struggled to have sufficient applicant flow. This has dwindled even further over the past year. We are not alone in struggling to fill our positions as many employers in the Austin area are experiencing that issue. 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 a significant area of concern. In addition, most in-person job fairs have not started again due to COVID. With the virtual fairs, we are more at the mercy of the applicant choosing to enter our virtual room vs. being able to interact with applicants as they walk by an in-person booth.

This past year, HR requested support from the Head of Community Engagement to interview key staff and highlight them and why they work at TSBVI for posting on LinkedIn and Facebook. Our hope is this will identify potential passive candidates as well as increase our social media interaction as a potential employer.

* + 1. Needs
* Workforce Planning/Forecasting - Identifying 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 - We have developed a recruitment plan to provide additional structure and intentional recruitment ideas. We must continue to take a more proactive 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. Our plan also includes partnering with a marketing firm to identify opportunities to improve our outreach and social media presence.
  1. Retention

In November 2021, TSBVI did an Employee Engagement Survey – something that had not been done since 2011. Our goal was to identify and improve the work environment. In February 2022, the Management Team rolled out results to staff and identified priority items. The real work continues as work teams work to improve the selected two to three priority items.

Identify the departments/managers/positions with the highest rate of turnover. Work with leadership to develop potential solutions to increase retention and address concerns.

## 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. We have now completed two full cycles with the new tool (2020-2021 and 2021–2022). We will continue to do a key review of our bell curve of performance across classified employees.

* + 1. Needs
* Continued coaching of managers - 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.
* Management accountability to complete meaningful evaluations timely.

## Manager Onboarding, 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 manager they report to, it is critical that we develop our managers and prepare our new managers for their positions. HR is preparing to rollout training focused on applicant interviews. HR is also in the process of developing a New Manager Checklist to ensure a smoother onboarding of new managers. HR will review and identify other meaningful offerings to develop.

## Staff Development

This will continue to be a key area in the coming year, as the HR employee responsible for staff development retired in May 2022 and we have not had success backfilling. This change has given us an opportunity to make some process improvement changes as well as further review how we want to best utilize this position in the future. Unfortunately, it has already created challenges in getting the duties completed.

* 1. Residential, including Weekends Home

Support Residential management, as needed, as they develop a more robust plan to onboard new staff as well as continue to develop existing staff.

* 1. HR Department

Continued intentional development and cross training of the HR staff as we raise the departmental expectations.

## Job Description Project

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

* + 1. 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.

## Resources and HR Campus Info

Continue to improve the useability of resources and the HR Campus Info to include focus by audience and/or topic. Timing is somewhat contingent on IR support.

## Policy and Procedures and Exhibits/Forms revision

While progress has been made, continued work is needed to review and, if needed, revise HR Procedures, Exhibits/Forms. There continues to be those that are due for review or are out of date.

### Human Resources: 2023–2024 Staff Development Priority Needs

* Management training
* HR staff development

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| TSBVI Logo | Texas School for the Blind and Visually Impaired  Center for School Resources (CSR) |

# Needs Assessment for 2023–2024 Annual Improvement Plan

1. **Referrals and Admissions**

**Strengths/Accomplishments**

* The average timeline from when the referring district first sends the referral ARD to the date the TSBVI Referral Committee makes a determination of eligibility has been reduced to sixty days or less.
* A mock online application for comprehensive programs admissions has been created and tested, and is currently under revision and review.
* The online Comprehensive Programs application is designed to mirror that of Short-Term Programs, ensuring continuity between programs.

**Needs**

* Align online application to self-populate sections of the Referral Summary.
* Create Referral Folders on Google Drive (or comparable software suite) that are accessible to school districts and will allow districts to upload required documents independently.
* Convert family forms (med diet, family/social history, and Consent to Invite an Outside Agency) into electronic format for parents to access online and complete independently.

1. **Registration**

**Strengths/Accomplishments**

* Successfully streamlined both Summer and Comprehensive Programs registrations:
  + Increased number of families who submitted registration documents online in Skyward by sending frequent reminders and alert texts.
  + Eliminated unnecessary stations during the registration process.
  + Scheduled registration times were added to limit the amount of time that families had to wait to register.
* Changes to the registration process were designed to ensure that new students and families have a positive introduction to our campus.
* Continued to align registration forms between summer programs and comprehensive programs to ensure as much continuity between registration processes as possible.

**Needs**

* Continue to adjust the methods used for registration to maximize both efficiency and safety.
* Additional collaboration between CSR and the Health Center in contacting families and completing the Student Care Summaries for each session.

1. **State and Federal Reporting**

**Strengths/Accomplishments**

* Completion of biennial Civil Rights Data Collection.
* Completed data collection and submission of Pandemic Electronic Benefits Transfer.
* Completed all Quarterly reports, as well as the annual Federal Quota report, the Deaf-Blind census, and VI Registration.

**Needs**

* Prepare for 2023–2024 biennial Civil Rights Data Collection (CRDC) report.
* Ongoing work to complete reporting for PEIMS, Class Rosters, SPPI 13 and 14, and the Gun Free School initiative.

1. **Federal Grants**

**Strengths/Accomplishments**

* Completion of pandemic grant: Coronavirus Response & Relief Support Act (CRRS ESSER II).

**Needs**

* Complete and submit the new School Safety Standards Formula Grant.
* Ongoing work to complete and report compliance on existing and new grants.

1. **Skyward Student Data Management**

**Strengths/Accomplishments**

* The CSR team continues to update and streamline the *TSBVI Student Course Scheduling: Summer Timeline and Tasks* scheduling document to ensure a smooth beginning of the school year for our students.
* For the 2021–2022 school year, the Registrar piloted a student withdrawal check out form for mid-year student withdrawals. This form will continue to be utilized and revised as needed.
* The distribution of report cards and progress reports to LEAs and parents has been streamlined and continues to be refined; parents and LEAs are receiving report cards electronically within two weeks of the end of a reporting period.
* Our Registrar has been maintaining an ongoing list of course service ID and course changes as issued by TEA–this document is shared with the Curriculum Department and all staff involved with student scheduling.
* Registrar continues to update and maintain the Skyward Master Schedule to align with TEA revisions, working in collaboration with the Curriculum Department for the 2023–2024 Course Description Book.

**Needs**

* Statewide test scores (STAAR, end of course tests) need to be entered into Skyward by the Testing Coordinator to ensure 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 5.

1. **SHARS Medicaid Billing**

**Strengths/Accomplishments**

* SHARS training materials are updated as needed and staff are trained annually for SHARS responsibilities.
* Medicaid consent forms were sent via DocuSign for all Medicaid eligible students to ensure that TSBVI remains in compliance with all federal and state Medicaid regulations.
* Frequent communication with our third-party vendor to ensure TSBVI remains in compliance with new federal and state Medicaid regulations.
* Monitored and ensured all staff responsible for submitting PCS SHARS billing are submitting their billing within the newly allotted seven-day timeframe.

**Needs**

* CSR Director and CSR staff responsible for the SHARS program need to be trained on the new SHARS billing system used by the new Medicaid vendor.
* Develop training materials for the new SHARS billing system.
* Train all direct care staff (including school day/residential PCS and related services) on the SHARS billing system used by the new Medicaid vendor.
* Work with school day and residential staff to ensure all SHARS billing and logs are submitted in such a way that is feasible for PCS staff and remains within state and federal Medicaid regulations.
* CSR Director and CSR staff responsible for the SHARS program stay current on RMTS and other SHARS training.
* Partner with the Business Office for any new changes to SHARS billing requirements.

1. **Agency Records**

**Strengths/Accomplishments**

* As the Records Management Officer of TSBVI, the CSR Director continues to attend monthly training webinars from the Texas State Library and Archives Commission (TSLAC).
* The Records Management Officer and the CSR staff provided records management assistance to departments as needed.
* The TSBVI Records Retention Schedule is providing a timeline for records storage and removal.
* The CSR Director attended the e-Records Conference hosted by TSLAC and the Department of Information Resources on November 18, 2022.
* The CSR Director created and maintained a Disposition Log tracking the disposition of hard copy files exceeding the formal retention date.

**Needs**

* The CSR Director will continue to receive training regarding requirements and best practices for state records management.
* The CSR Department will continue to revise records management procedures to allow for multi-tiered levels of staff accessibility.
* The CSR Director will establish a yearly timeline for tracking and maintaining disposition of outdated records past their retention period.

1. **Student Records**

**Strengths/Accomplishments**

* All hard copy student records that were previously kept at TSLAC have been scanned into electronic format and stored in two separate media locations (both in Emerson and in the Confidential Student Folders in Google Drive).
* All hard copy working files that were past retention dates, or were duplicates of other records, have been destroyed or are scheduled for disposition.
* The TSBVI Records Room has been reorganized to accommodate our hard copy permanent student files, adding more shelving and creating additional sections in the records room for Permanent Records.
* Continued fulfilling all records requests from outside sources, including third party agencies and current/former students.
* Hard copy Performance Indicator scores and protocols past their retention date have been destroyed or are scheduled for disposition.
* The TSBVI Registrar continues to monitor the new informal records procedure for TREx requests that was introduced in the fall of 2022, and will update our processes as needed.

**Needs**

* Organize and plan for a designated storage space for confidential student medical records.
* Create electronic folders to store student releases and consent forms and share with the necessary staff.

1. **Title IX**

**Strengths/Accomplishments**

* The CSR Director, who is assigned as TSBVI Title IX Coordinator, completed a three-day ATIXA Title IX K-12 Coordinator One training and obtained training materials to post on TSBVI website. He is registered for additional ATIXA training in April 2023.
* All three TSBVI social workers have been trained as Title IX Investigators.

**Needs**

* Any staff that is new to the Title IX Coordinator, Investigator, or Decision-Maker role receive training on current Title IX requirements.
* Abuse/neglect Investigators receive annual investigation training, and new Investigators receive the full three-day LRA investigation training.

1. **Bridge Training for Staff**

**Strengths/Accomplishments**

* The Skyward Bridge courses are updated as needed to train new staff and teachers on effectively utilizing the Skyward Student Information System.
* The Skyward Coordinators are available to troubleshoot and offer technical support/assistance throughout the school year.
* The Registrar provides additional support to teachers with gradebook and navigation questions.

**Needs**

* Update SHARS Bridge training to incorporate any revisions put in place by TEA during the 2022–2023 school year.

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| TSBVI Logo | Texas School for the Blind and Visually Impaired  Business Office and Support Services |

# Needs Assessment for 2023–2024 Annual Improvement Plan

## Business Office

### 1. Accounting Department

The Accounting Department’s main functions are internal/external financial reporting, travel, payroll, cashier’s office, and accounts payable and receivable.

* + 1. **Strengths/Accomplishments**
* All external reporting deadlines were successfully met.
* The department has desk aids in place for all the CAPPS modules.
* New staff members have completed accounting training courses provided by the Comptroller’s Office.
  + 1. **Needs/Objectives**
* Implement a reconciliation process between the CAPPS System and all accounts (Legacy, Student Activity, Student Trust Funds) held locally.
* The department needs to develop CAPPS policies and procedures for each function throughout the department.
* Cross-train staff on all critical operational activities to ensure departmental continuity and increase employee skillsets.
* The department has begun to look into ways to streamline processes across accounting functions.

### 2. Procurement Department

The Procurement Department’s main focus and responsibility is to facilitate the most cost-effective acquisition of goods, professional and non-professional services, maintenance, and repair services in order to support the educational Mission and Goals of our agency. The Procurement Department adheres to all the procurement rules prescribed in the State of Texas Procurement and Contract Management Guide.

* + 1. **Strengths/Accomplishments**
* Procurement uses the state established Central Master's Bidders List to identify available HUB Providers. Our HUB numbers are very encouraging and we continue to meet/exceed our goals for the coming year.
* All contracts are stored in Emerson and reviewed each spring for renewal, etc.
* All procedural and job aid documents are established. However, completion of forward-facing forms is processed manually by both end users and the Business office.
  + 1. **Needs/Objectives**
* Establish a HUB Mentor Protege Program. Participate in HUB conferences and shows. Budget is required for travel to non-local events.
* Procurement manages contract tracking independent of a formal or standardized application platform. We need to establish a forward-facing process for campus access (in progress-Google doc) and possibly migrate to a system application. Budget is required for purchase of a true contract management system.
* Investigate opportunities for automation of required forms- Purchase Order Change Notice Requests, P-card Maintenance Forms, etc. TSBVI possesses application processes (Google Forms) to complete this objective.

## Support Services

The School Support Services Department is the team of people who support daily operations of TSBVI including Operations, Food Services, Transportation, Warehouse, Print Shop, Safety and Security.

* + 1. **Strengths/Accomplishments**
* Utilized the Texas Coop to acquire the best possible vendors for the child nutrition services.
* Successfully facilitated numerous campus projects and TFC projects.
* Increased security presence by adding two guards to the day and evening shifts to allow cross-coverage and built in redundancies.
* With increased mechanical awareness and timelines, we have reduced Weekend’s Home mechanical issues by 27% and reduced bus rescues by 77% to allow for more timely and accurate delivery of our students.
* Implemented food service software that tracks incoming food all the way through consumption to determine appropriate ordering department wide.
  + 1. **Needs/Objectives**
* Continue the project to incorporate internal MOJO Help Desk as the first line of the work order system to create a more user-friendly interface for our users to better filter and track all work orders and ensure orders are submitted correctly and with approval in the TFC system if needed.
* Implement a new key control system throughout the entire campus. Review key control and badging policy and adapt for the new electronic key control assignment system that is part of our new package.
* Review all current projects to determine current status and estimated completion times to ensure all goals and projects are on track from changes over the last year.

### CFO Departments: 2023–2024 Staff Development Priority Needs

1. Leadership training for directors and managers in the Business Office such as the Texas Fiscal Officer’s Academy that is offered every other year by State Auditor’s Office.
2. Accessibility training for all staff.
3. Offer opportunities for staff to learn about the State of Texas budgeting process and the Legislative Session.
4. Staff continues to attend monthly CAPPS Fin and HR webinar sessions to keep abreast of changes/updates in CAPPs system.

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| TSBVI Logo | Texas School for the Blind and Visually Impaired  Information Resources |

# Needs Assessment for 2023–2024 Annual Improvement Plan

## Technology Systems

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

* 1. Network Infrastructure Updates
     1. Switches are the key building blocks for networks. Firewalls protect the network from cyber threats. Together they safely connect devices, such as computers, wireless access points, printers, and servers within buildings on campus. Firewalls live on the edge of the network and monitor traffic looking for and blocking cyber threats.
     2. Strengths/Accomplishments
* A key component of last year’s Annual Improvement Plan included the replacement of our building switches using GEER II funds. This purchasing process was completed in August 2022.
* In conjunction with our switch replacement project, we purchased a pair of Palo Alto firewalls that have been configured and installed at NSOC.
  + 1. Needs/Objectives
* The new switches still need to be configured and installed. We currently have minimal staff to achieve that goal.
* Our current switch configurations are not documented, so the challenges with replacing them are significant.
* In many cases, the only way to determine how and why any given switch port is configured as it is, is to simplify the configuration following networking best practices and see if anything breaks.
  1. Technology Assets and Tracking

We continue to make substantial headway on getting our technology assets updated and inventoried. The pandemic drove the transition of a significant number of staff members from desktop PCs to laptops or iPads. We continue to use Asset Tiger to help us better manage our assets and track to whom they have been assigned.

* + 1. Strengths/Accomplishments
* We have been able to catch up on replacing our older technology resources including laptops, desktops, iPads, and others.
* The use of Asset Tiger has expanded to include Outreach Tech Loans, LRC braille and embossing equipment, and Comprehensive Programs’ Tech Teachers to track student issued technology.
  + 1. Needs/Objectives
* Broader adoption of Asset Tiger will make the tool more useful and extend the foundation for comprehensive management of school technology assets.
* In a perfect world, we would directly tie issued equipment to individuals using a database of staff. We intend to leverage our SMART database (see below) to meet this objective.
* Planned annual processes for checking in and reissuing equipment will provide better control of school-owned equipment overall.

## Website 2.0

TSBVI’s Website 2.0 went live in July 2022. Responding to feedback on content that was not moved into the new site is challenging.

* + 1. Strengths/Accomplishments
* The Website 2.0 project involved virtually every campus department. Guided by the IR team, campus content owners evaluated existing and desired content in preparation for the new website.
* Migrating tsbvi.edu from being a worldwide resource for blind and VI education to a focus on supporting and educating blind and VI students in Texas guided our decisions on what content to migrate and what to archive.
  + 1. Needs/Objectives
* Maintaining and expanding the website is a significant task. Finding departments who are willing to own site content is key to avoiding the content creep that impacted the original tsbvi.edu site.
* We continue 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 and finding better ways to categorize content on our site.
* Continuing to contract for support from Monkee-Boy gives us the ability to keep the site up and running despite staffing shortages.

## Software Solutions

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

* 1. SMART Database

The SMART database has been integrated with Bridge, CAPPS HR data, and School Messenger. Work is underway to integrate SMART with Active Directory to help automate the staff onboarding and offboarding processes.

* + 1. Strengths/Accomplishments
* The SMART database continues to grow through collaboration. New uses for the data are being identified and effective integrations designed.
  + 1. Needs/Objectives
* Our SMART program design has grown to include a data warehouse designed to facilitate consistent student data management for Outreach, Comprehensive and Short-Term Programs. Common data for all students on campus will enhance data management effectiveness and reduce redundant systems requirements.

## 2023–24 List of Priority Initiatives

1. Install and configure new Cisco switches in every building on campus
2. Design and develop a student data warehouse
3. Move away from 3CX to a more reliable platform for phone services to improve student safety
4. Specify, purchase, and install new wireless network access points and controllers

## 2023–24 Staff Development Priority Needs

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

# Administrative and Support Services

# Long-Range Goals and Annual Objectives

**2023–2024**

GOAL F: TSBVI staff will contribute to the accomplishment of the school’s mission by providing high-quality products and services.

**Objective 33:** 10 of the remaining uncompleted in-use job descriptions will be reviewed and updated.

**Objective 34**: Completion and implementation of a plan to improve and streamline the Comprehensive Program referral process.

**Objective 35:** Completion and implementation of a plan to increase the efficiency of student records storage systems and procedures.

**Objective 36:** 50% of the Business Office identified forms will be automated, tested and fully implemented.

**Objective 37:** Development of an accessible system for the campus to submit service requests to the Support Services Department.

**Objective 38:** 100% of the Cisco 3750 network switches in campus buildings will be replaced with new Cisco 9300 switches.

## ADMINISTRATIVE AND SUPPORT SERVICES ACTION PLANS

## BY GOAL AREA

**2023–2024**

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 F: TSBVI staff will contribute to the accomplishment of the school’s mission by providing high-quality products and services.**

**Action Plans:**

20. Partner with management to review and continue to update in-use job descriptions.

21. Continue to improve and streamline the Comprehensive Programs referral process, allowing for better collaboration with families and districts statewide.

22. Increase the efficiency of student records storage systems and procedures, scanning and storing all student files electronically and reorganizing the hard copy Records Room.

23. Automate required Business Office forms to include School Support Services, Finance, Accounting and Payroll.

24. Develop an automated system to better support campus requests for services provided by Support Services.

25. Replace the Cisco 3750 network switches in campus buildings with new Cisco 9300 switches.

# 2023–2024 Action Plan

## ACTION PLAN

**20. Partner with Management to Review and Continue to Update 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

10 of the remaining uncompleted 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 2023 | Cheryl Williams | Amanda Anguiano |  |
| 2. Review list and prioritize the 10 remaining uncompleted in-use job descriptions to update. | October 2023 | Cheryl Williams  Amanda Anguiano | Amanda Anguiano |  |
| 3. Partner with directors of departments with incumbents to revise remaining job descriptions. | July 2024 | Cheryl Williams  Amanda Anguiano | Amanda Anguiano  Managers of departments with prioritized job descriptions |  |

# 2023–2024 Action Plan

## ACTION PLAN

**21. Continue to Improve and Streamline the Comprehensive Programs Referral Process, Allowing for Better Collaboration with Families and Districts Statewide.**

## SUMMARY OF RESOURCES NEEDED

IR staff support

## PROJECT LEADER

Eric Grimmett – Director, Center for School Resources

## SPECIFIC EXPECTED RESULT OF STRATEGY

Completion and implementation of a plan to improve and streamline the Comprehensive Programs referral process.

## CRITICAL EVENTS TABLE

| **Action Steps** | **Timeline for Completion** | **Person(s) Responsible** | **Resource Allocation** | **Status** |
| --- | --- | --- | --- | --- |
| 1. Pilot the new online application form for the 2023–2024 school year. | May 2024 | CSR Director, Admissions Coordinator |  |  |
| 1. Monitor the timeline between the submission and review of referrals in the new online system, and maintain a turnaround period of 60 days or less. | May 2024 | CSR Director, Admissions Coordinator |  |  |
| 1. Refine the workflow for online referral folders to allow both independent district submission and easy transfer to our student database systems. | February 2024 | CSR Director, IR Director | IR Services |  |
| 1. Create a workflow chart to show the online pathway from application submission to referral review, and finally to the pre-enrollment process. | February 2024 | CSR Director, IR Director | IR Services |  |

# 2023–2024 Action Plan

## ACTION PLAN

**22. Increase the Efficiency of Student Records Storage Systems and Procedures, Scanning and Storing All Student Files Electronically and Reorganizing the Hard Copy Records Room.**

## SUMMARY OF RESOURCES NEEDED

None

## PROJECT LEADER

Eric Grimmett – Center for School Resources

## SPECIFIC EXPECTED RESULT OF STRATEGY

Completion and implementation of a plan to increase the efficiency of student records storage systems and procedures.

## CRITICAL EVENTS TABLE

| **Action Steps** | **Timeline for Completion** | **Person(s) Responsible** | **Resource Allocation** | **Status** |
| --- | --- | --- | --- | --- |
| 1. Scan remaining hard copy records for current and recent students into an electronic format and archive in a protected database. | May 2024 | CSR Director, Student Records Specialist |  |  |
| 1. Organize final hard copy student files received from TSLAC into working and permanent file folders. | February 2024 | CSR Director, Student Records Specialist |  |  |
| 1. File all student medical records in the designated section of the CSR Records Room. | May 2024 | CSR Director, Student Records Specialist |  |  |
| 1. Create electronic file folders to store student releases and consent forms and share with the appropriate staff. | February 2024 | CSR Director, Student Records Specialist |  |  |
| 1. Identify any remaining hard copy files and convert these into electronic format, or if appropriate schedule for document disposition. | May 2024 | CSR Director |  |  |

# 2023–2024 Action Plan

## ACTION PLAN

**23. Automate Required Business Office Forms to Include School Support Services, Finance, Accounting and Payroll.**

## SUMMARY OF RESOURCES NEEDED

Digitizing processes- resources needed time and labor, implementation training for front end users.

## PROJECT LEADER

Ann Du – Business Office

## SPECIFIC EXPECTED RESULT OF STRATEGY

50% of the Business Office identified forms will be automated, tested and fully implemented.

## CRITICAL EVENTS TABLE

| **Action Steps** | **Timeline for Completion** | **Person(s) Responsible** | **Resource Allocation** | **Status** |
| --- | --- | --- | --- | --- |
| 1. Identify area team leads. | August 2023 | Cyrenna Villegas | N/A |  |
| 2. Track the current job tasks and related projects/document use (3 weeks). | September 2023 | Cyrenna Villegas | All area related team members |  |
| 3. Strategy- Review job mapping results/map existing Paper Process. | October 2023 | Cyrenna Villegas/  Team leads | All area related team members |  |
| 4. Map existing document storage. | October 2023 | Cyrenna Villegas/  Team leads | All area related team members |  |
| 5. Identify form automation vehicle (Google Forms, spreadsheet and forms). | October 2023 | Cyrenna Villegas | All area related team members |  |
| 6. Seek additional training support for Google forms internally if needed. | October 2023 | Cyrenna Villegas/  Team leads | D. Wheeler |  |
| 7. Draft mockup. | November 2023 | Cyrenna Villegas/  Team leads | Cyrenna/ Team leads |  |
| 8. Test process. | November/ December 2023 | Cyrenna Villegas/  Team leads | All area related team members |  |
| 9. Document process. | December 2023 | Cyrenna Villegas/  Team leads | All area related team members |  |
| 10. Update related procedures to reference digitized process. | December 2023 | Cyrenna Villegas/  Team leads | All area related team members |  |
| 11. Post links to digitized processes as required. | January 2023 | Cyrenna Villegas/  Team leads | All area related team members |  |
| 12. Roll out campus procedures. | March 2023 | Cyrenna Villegas/  Team leads | All area related team members |  |

# 2023–2024 Action Plan

## ACTION PLAN

**24. Develop an Automated System to Better Support Campus Requests for Services Provided by Support Services.**

## 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 Swegle – Support Services

## SPECIFIC EXPECTED RESULT OF STRATEGY

Development of an accessible system for the campus to submit service requests to the Support Services Division

## CRITICAL EVENTS TABLE

| **Action Steps** | **Timeline for Completion** | **Person(s) Responsible** | **Resource Allocation** | **Status** |
| --- | --- | --- | --- | --- |
| 1. Create a workflow chart to be reviewed by management team to understand how work orders can be identified, submitted and tracked by appropriate personnel. | August 2023 | Brian Swegle | I.R. and Support Services |  |
| 2. Work with I.R. to develop a preliminary testing site to allow several beta test work orders to be submitted and tracked. | September 2023 | Scott Brackett / Brian Swegle | I.R. and Support Services |  |
| 3. Analyze the results and modify as needed. | October 2023 | Brian Swegle | N/A |  |
| 4. Draft a roll out notification to campus making campus aware. | November 2023 | Brian Swegle | N/A |  |
| 5. Go Live with internal work order portal for campus. | January 2024 | Scott Brackett / Brian Swegle | N/A |  |
| 6. Access feedback to understand what’s working and what’s not. | March 2024 | Scott Brackett | N/A |  |

# 2023–2024 Action Plan

## ACTION PLAN

**25. Replace the Cisco 3750 Network Switches in Campus Buildings with New Cisco 9300 Switches.**

## SUMMARY OF RESOURCES NEEDED

Finding times when the network can be down or at least placed at risk without impacting school business is always a challenge when executing network upgrades. Planning and coordination decreases the risk. Shortage of qualified staff to participate increases risk.

## PROJECT LEADER

Scott Brackett, Information Resources Director

## SPECIFIC EXPECTED RESULT OF STRATEGY

100% of the Cisco 3750 network switches in campus buildings will be replaced with new Cisco 9300 switches.

## CRITICAL EVENTS TABLE

| **Action Steps** | **Timeline for Completion** | **Person(s) Responsible** | **Resource Allocation** | **Status** |
| --- | --- | --- | --- | --- |
| 1. Replace network switch count 1–12. | 11/30/2023 | Keith Kirschling | Switches, fiber, cables, & SFPs |  |
| 2. Replace network switch count 13–24. | 2/28/2024 | Keith Kirschling | Switches, fiber, cables, & SFPs |  |
| 3. Replace network switch count 25–36. | 5/31/2024 | Keith Kirschling | Switches, fiber, cables, & SFPs |  |
| 4. Complete network switches replacement. | 8/31/2024 | Keith Kirschling | Switches, fiber, cables, & SFPs |  |