



ESSER 6 Month Review Committee Summary

Feb. 15, 2022

5:00 - 7:30

Forney ISD Administration Building- Board Room

ATTENDEES

Name	Title	Role
Pamela Agans	Parent	Parent
Stacie Brown	Director of Health and Wellness	LEA Administrator
John Chase	Chief Financial Officer	LEA Administrator
Melanie Farrell	Teacher	Teacher
Barbara Jo Green	School Board Member	LEA Administrator
Heather Hembree	Learning Specialist	Other School Leader
Kacey Jackson	Parent	Parent
Enrique Jolay	Director of Bilingual and ESL	LEA Administrator
Stacy Joseph	Director- Virtual Learning and Media Services	LEA Administrator
Jay Keaffer	Teacher- SpEd	Teacher
Holly Lukas	Teacher	Teacher
Laura Merchant	Exec Director of Special Populations	LEA Administrator
Tom Myers	Teacher- Robotics	Teacher
Anna Nichols	Community	Community
Adalee Oldacre	Teacher- Kindergarten	Teacher
Jeff Overbay	Teacher- Secondary Science	Teacher
Erika Price	Parent	Parent
Savannah Seabolt	Student	Student
Megan Still	Teacher- Math	Teacher
Sandi Whitley	Exec Director of Leadership Development & Sp. Programs	LEA Administrator

(Sign-in sheets are on file.)

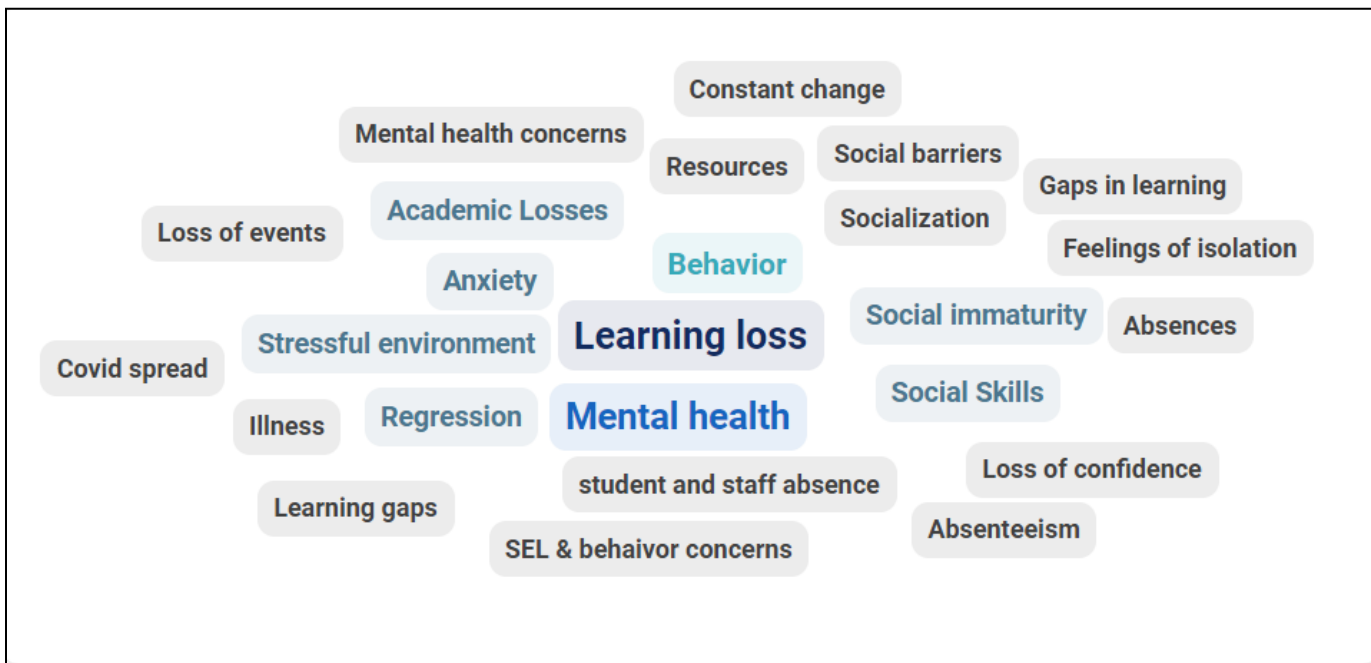
THE COMMITTEE

The ESSER III 6-Month Review committee met on February 15, 2022, 5:00 - 7:30pm in the boardroom at 600 S. Bois d'Arc, Forney, TX 75126. The committee consisted of students, teachers, parents, community members, and district office administrators. The group was charged with reviewing the ESSER III plan, including the implementation of the plan to date. The following narrative summarizes the discussion and decisions of the group.

The group collectively addressed questions related to Current Issues, Challenges, and Best Practices; Accelerated Learning and Additional Supports Needed; and Compensatory Student Groups. Subsequently, they made recommendations as shown on page 4.

CURRENT ISSUES, CHALLENGES, AND BEST PRACTICES

The group was asked for their opinions on the top issues currently facing students and schools during the COVID-19 pandemic. A visual representation is shown below:



Committee members submitted their beliefs about the greatest struggles today. The larger the text, the greater the number of responses. Mental health was the greatest concern, with learning loss and behavior ranking second and third, respectively. Please note that there were some responses that were aligned with mental health, learning loss, and behavior. However, different words were used so those responses were not grouped together.

Committee members were then asked about the biggest challenges our schools face in accelerating student learning due to the COVID-19 pandemic. Responses included student behavior, insufficient staff, buy-in from teachers and students, and an increase in mental health issues. Some cited unclear rules for exposure or potential exposure to COVID.

When committee members were asked about the highest priority needs for the remainder of the 2021-2022 school year and the 2022-2023 school year, there responses were as follows (n = 18):

- Academic Learning Loss-16.7%
- Emotional Skills-11.1%
- Mental Health-22.2%
- Social Skills- 50%

Participants were provided the following data to consider about the impact of COVID-19 on the social-emotional well-being of students and their families,

:

STUDENT VISITS TO SCHOOL COUNSELORS FOR MENTAL HEALTH SUPPORT

School Year	Student Enrollment	Number of Personal-Self Guidance Visits	Generalized Visits per Student
2017-2018	10,179	802	0.079
2018-2019	11,112	1720	0.155
2019-2020	11,977	3933	0.328
2020-2021	12,765	3958	0.310
2021-2022	14,351	4389 (1st semester only)	0.612 (projected for the year)

The committee discussed the importance of campus counselors and nurses that serve students and staff. Additionally, there was conversation about promoting existing mental health resources for teachers and campus administrators, such as mental health support provided by the district insurance.

ACCELERATED LEARNING AND ADDITIONAL SUPPORTS NEEDED

Committee members were asked about programs beyond the traditional school day, including tutoring, after-school programs, summer learning programs, and blended learning. Teachers stated that there are intervention blocks built into the school day. In addition, ideas about Saturday events (including parents and siblings) were discussed as a possible addition to the traditional after-school tutoring programs. Several participants suggested recruiting parents to help provide additional support.

When asked about resources and tools to align the after-school and Saturday programs to the instruction received during the school day, suggestions were made to train parents on the curriculum and tutoring to provide supplemental support. Additionally, some committee members discussed the possibility of using high school students to help tutor students. These high school students could use this time to earn community service hours. It was also recommended that the district provide late bus service to enable more students to attend after-school programs. Finally, additional virtual curriculum and instructional activities were suggested.

When asked about data sources for stakeholders to determine the impact of lost instructional time for students due to COVID-19, the committee cited STAAR, Skyward, CANVAS, and the students themselves. Some group members discussed bringing back parent/teacher conferences and hard copy report cards.

COMPENSATORY STUDENT GROUPS

Committee members were asked to consider special supports for the following student groups (based on TEA classifications):

- Specific race or ethnicity
- Economically disadvantaged
- Current and monitored English learners
- Students receiving Special Education
- Continuously enrolled students
- Non-continuously enrolled students
- Students with dyslexia
- Homeless and foster students
- Migratory students
- Children and youth who are neglected, delinquent, or at-risk (including incarcerated students)

The committee did not address each group separately, but noted that students' social emotional needs must be met before we can address academic needs. Discussion occurred about how these needs may manifest themselves in different ways by different groups of students. The group focused on the need for differentiation in the classroom and discussed the need for professional development to help teachers embed more supports into their teaching practices.

Subsequently, the committee members reviewed the 2021 TAPR document and noted that student performance decreased for all student groups, between the 2019 and 2021 school years.

RECOMMENDATIONS

The committee made the following recommendations.

1. Provide trauma-based training for teachers
2. Provide trauma counselors on campuses (in addition to the existing counseling staff)
3. Pay teachers supplemental pay to provide after-school and Saturday tutorials.
4. Promote the availability and increase awareness of mental health resources for staff members.

RESOURCES AND LINKS

[ESSER III Review Data](#)

[ESSER III 6-Month Review Questions](#)

[2021 Forney ISD TAPR](#)

[ESSER III Review Committee List](#)