



Seguin ISD Learning Recovery and Acceleration Plan *SY 21-22*

June 15, 2021 Board Meeting

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Where We Are

Where We're Going for SY21-22

How We'll Get There



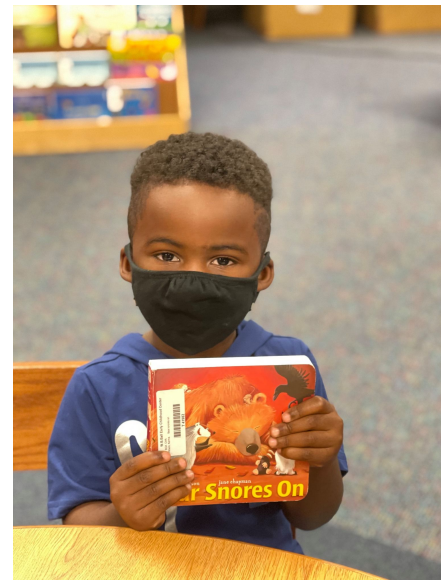
Our district has a set of goals and strategic priorities to guide our work

Superintendent and Board Goals

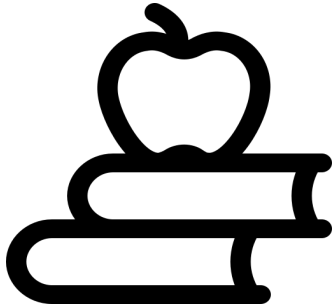
1. Increase **K-3 literacy** proficiency
2. Implement **PLCs** district-wide
3. Utilize **Rigor and Relevance Framework** district-wide
4. Develop a Guaranteed and Viable **Curriculum**



This year, our community experienced challenges *and* demonstrated resilience associated with COVID-19



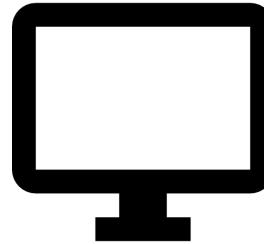
Looking ahead, our community will continue to have significant needs and focus on four key areas



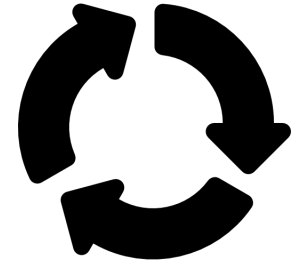
**UNFINISHED
LEARNING**



**MENTAL + PUBLIC
HEALTH NEEDS**



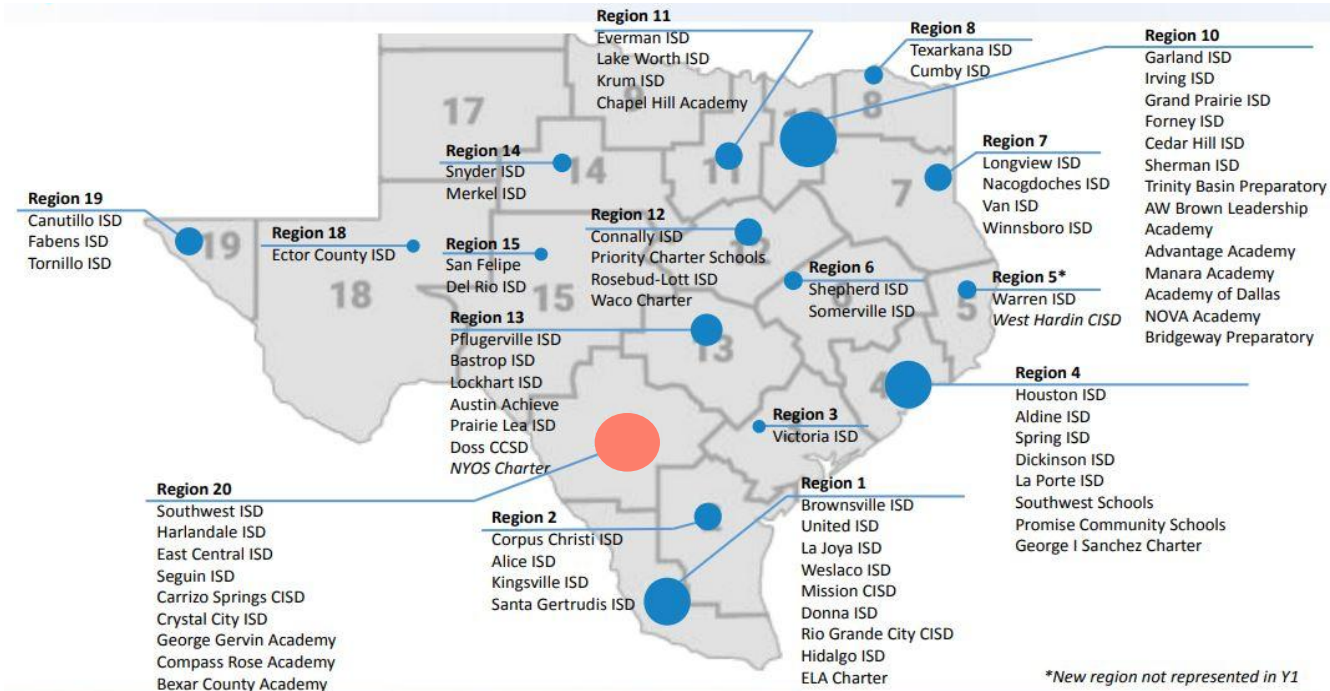
TECHNOLOGY



**CONTINUITY OF
SERVICES**

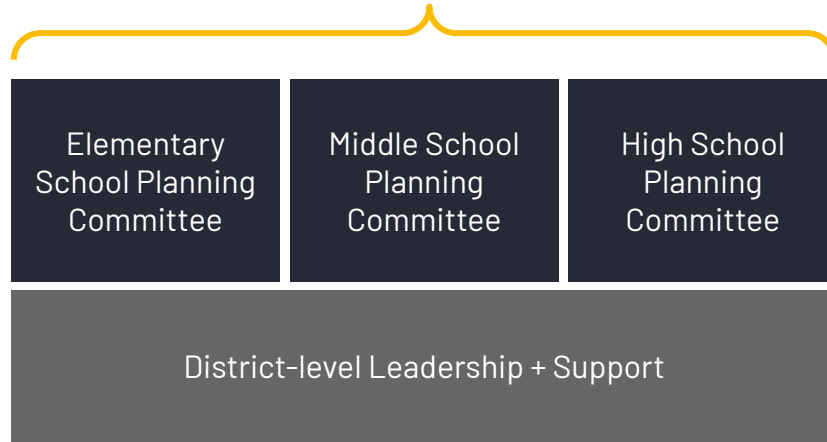


As one way to address *unfinished learning*, Seguin joined TEA's Resilient Schools Support Program [RSSP]



Through RSSP, Seguin launched a district-wide taskforce to plan to address unfinished learning for SY21-22

Seguin ISD Learning Recovery and Acceleration Taskforce



SEGUINISD
LEARNING RECOVERY AND ACCELERATION TASKFORCE

Planning efforts included teachers, students, families, and staff from across the district.

Since April, this taskforce has engaged in a detailed planning process to set us up for success next year

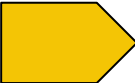
Phase	Essential Question
0. Project Set Up	How will we organize ourselves to do this work?
1. Analyze Student Data	What is the data telling us?
2. Understand Stakeholder Needs	What is our community telling us?
3. Make Key Decisions	What is our high level plan to address our community's needs over the next 12-18 months?
4. Identify Short Term Actions	What needs to happen in the next 1-2 months to make this plan possible?
5. Align to Other Work	How does our Recovery and Acceleration plan connect to other work in our LEA?
 6. Share Plan with Community	What have we decided and why?

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Seguin has identified 3 priority areas for learning acceleration for SY21-22




Focus Area	Rationale
 Early Literacy + Math	<ul style="list-style-type: none">• Nationwide data suggests that K-2 students will have some of the largest learning gaps resulting from COVID-19 school disruptions.• Stakeholders here in Seguin confirmed that our youngest learners also had difficulty transitioning to remote learning.• We know that strong foundations in literacy and math are essential to student success.
 Middle School Math	<ul style="list-style-type: none">• Prior to the pandemic, our middle schools already needed improvement (both F rated).• In interviews, stakeholders identified middle school math as a particular area of need.• Math scores, overall, are lower than ELA (and have stagnated over past several years).• Early data from across the country suggests that middle school math may be one of the subject areas most significantly impacted by COVID-19 disruptions.
 Freshmen Supports	<ul style="list-style-type: none">• Research shows those who succeed in their first year of HS are more likely to graduate.• However, many of our Seguin freshmen were not on track this year, with several failing multiple classes.• In interviews/surveys, many families and staff expressed concerns about freshmen.

To address each priority area, we have identified research-based learning acceleration strategies

Learning Acceleration Strategies	
 <p>Early Literacy + Math</p>	<ul style="list-style-type: none"> Continue to strengthen teachers' understanding of key components of effective instruction in Math and ELA through PLCs Leverage new instructional coach to provide targeted coaching on differentiation and scaffolding Train paraprofessionals to lead additional small group instruction in foundational literacy skills
 <p>MS Math</p>	<ul style="list-style-type: none"> Pilot new, high-quality instructional materials in math Redesign use of 1:1 and small groups to provide targeted supports to students during school-wide intervention block Support teachers with Tier 1 curricula + differentiation/scaffolding
 <p>Freshmen Supports</p>	<ul style="list-style-type: none"> Lead PD focused on Tier 1 in ELA/Math and differentiation/scaffolding Provide teachers with access to HQIM by revising curricula and assessments to ensure alignment Rethink use of flex time to leverage small group and 1:1 instruction as needed

- Utilize **extended time** and **extended year** to support students

We have also strategically aligned our ESSER investments to each of these priority areas

	ESSER Investments	
 <p>Early Literacy + Math</p>	<ul style="list-style-type: none"> • Instructional Aids (14 FTEs) • 8 Elementary Math/Reading Specialists • Dyslexia Teacher (1.5 FTEs) 	<ul style="list-style-type: none"> • Extended Day • Extended Year • Tech Service Technicians (2 FTEs)
 <p>Middle School Math</p>	<ul style="list-style-type: none"> • 2 MS Math Coaches + Interventionist • 2 additional Teachers to support Reading and Math 	<ul style="list-style-type: none"> • SEL Training • Fine Arts Supplemental Supports • Behavior Support Specialist
 <p>Freshmen Supports</p>	<ul style="list-style-type: none"> • 3 new additional Teachers to create smaller class sizes for freshmen • CCMR Specialist • SHS Math Coach + Interventionist 	<ul style="list-style-type: none"> • Pre-K - 12 Math Coordinator • Innovation Officer

We then aligned other ongoing and new programming supports to these areas

Programmatic Supports



Early Literacy + Math

- Our teachers will continue to receive training in the science of reading through the **Reading Academies**.
- A group of teacher leaders will write **district-wide lesson plans** in math and literacy over the summer, as planned.



Middle School Math




- We are **partnering with our Service Center** to receive targeted support for our middle school math program.
- We will pilot a new middle school **Math curriculum and resources**.



Freshmen Supports

- Our high school teachers will continue to receive support from **UTeach** via the **Foundations of Blended Learning** program.
- We will provide **targeted instruction** for students with biggest learning gaps.

It is important to note that our strategic goals and outcomes support these learning recovery priority areas

	Connection to Goals + Scorecard	
 <p>Early Literacy + Math</p>	<ul style="list-style-type: none">• A strong focus on early literacy will help us reach our board goal of increased K-3 literacy proficiency.	<ul style="list-style-type: none">• To be successful, all priority areas will rely on implementing high quality PLCs district-wide.• This work aligns to the use of Rigor and Relevance Framework district-wide.
 <p>Middle School Math</p>	<ul style="list-style-type: none">• By piloting a new set of HQIM in the MS math grades, we will move closer to our goal of a guaranteed and viable curriculum for all.	
 <p>Freshmen Supports</p>	<ul style="list-style-type: none">• Aligns with our strategic plan of improving student learning through improving instructional practices.	

Other ESSER Investments

- Continuity of Services
- Staff Wellness Supports
- Arts Enrichment Program, K-12
- IT Infrastructure Updates



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Next Steps

June	July	August
<ul style="list-style-type: none">● Continue to Solicit Feedback on this Plan from Stakeholders● Beginning staffing for new positions	<ul style="list-style-type: none">● Final ESSER Plan Submitted to TEA● Launch Detailed Implementation Planning	<ul style="list-style-type: none">● Embed Learning Acceleration Plan into School Systems● Train faculty and staff on new curriculum and initiatives

Thank You to Our Taskforce Members!

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