

# Tuloso Midway I.S.D. - ESSER III

## COMMUNITY FEEDBACK AND INPUT

TMISD sent out information regarding an online survey to gather feedback and input on the impact of COVID-19. The district surveyed parents, staff and community, along with requested input from a Student Advisory Committee, in preparation for effective planning. Results are below –

Tuloso-Midway ISD  
July 30, 2021

### ESSER Student Advisory Meeting Agenda

Purpose: Discuss and consider solutions to the educational gaps caused by Covid-19

#### **I. Welcome and Introductions**

- a. Dr. John White – provides campus administration with leadership support
- b. Mr. Patrick Hernandez – provides campus support for transportation, food services, and facilities improvements

#### **II. Review of Student Needs**

- a. Remote Learning
  - i. Pros – asynchronous allowed for flexible learning, Google Classroom was easy to navigate and use
  - ii. Cons – students expressed disappointment in switching from Google Classroom to Schoology since this will be a new learning platform they will have to learn; providing teacher support so that classroom learning time is maximized and not wasted on troubleshooting technology
- b. Learning Loss – review of HB454 requirements and the Acceleration Learning Committee (ALC); APEX will address/fill in gaps for Math and Reading
  - i. Math – all students agreed that this was their number one concern (remote learning does not lend itself well to math instruction/retention of information); need for teachers to be understanding and patient as students work to regain their performance; will provide teachers with initial training with expectations of meeting students where they are currently at in their learning
  - ii. Reading – the majority of students expressed the need for more reading/text that is relevant to the current times in which we are living (more information/expository texts); supported efforts to increase rigor in English as a way to increase expectations and help prepare students for advanced academics testing (e.g., SAT, ACT)
  - iii. College and Career Readiness – district has purchased Xello so that students will have a unique profile they will build and use toward preparing for college/career/graduation requirements; FAFSA was explained to students as a new state requirement that all seniors will need to complete before they graduate
- c. Social and Emotional Wellness
  - i. Transitioning back to in-person learning – TMHS Maroon Madness is currently still scheduled for the beginning of year but may be canceled if Covid-19/Delta variant concerns continue to rise; review of expectations for campus/classroom behavior, student dress code, and student learning; there are no major changes to TM expectations; teachers/students will continue to use technology to

enhance, not replace, student learning (students expressed concerns that teachers would return to paper/pencil traditional teaching)

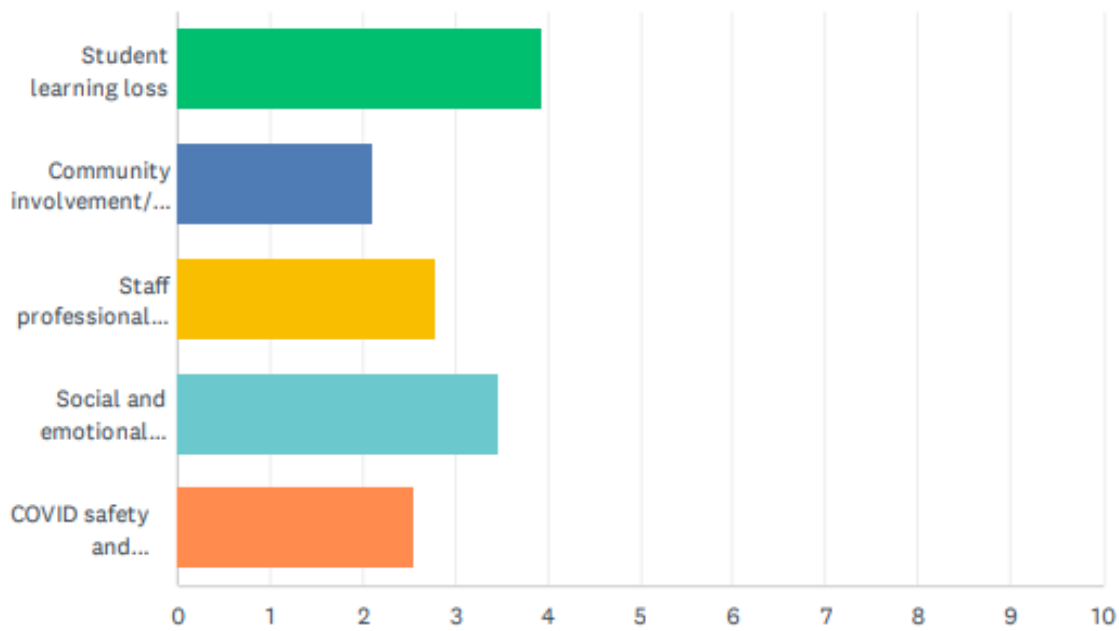
- ii. **Coping Skills** – all students explained this to be their number one concern (that not necessarily them, but the majority of students are struggling in some capacity to self-regulate/monitor their anxiety, fears, worries, etc.); it was explained to students that the goal was to increase student face time with counselors; 3 of 4 counselors are new this school year
  - iii. **Student Groups** – some students felt it was important to offer more than one way they can receive help/support, not just individually; it was explained that part of the new requirements for counselors was to set aside more time for meeting with students individually or in groups
  - iv. **Grade Level Meetings** – currently this is not an option due to following protocols for Covid-19; will revisit at some point after the first six weeks ends
  - v. **Use of Funds** – majority of students want to see the HS upgraded; increase available campus technology; increase bandwidth and connectivity
- d. The “New Normal”
- i. **Current Status** – will continue to follow existing Covid-19 protocols for gatherings, events, and learning in the campus; no campus visitors; face masks are encouraged but not required
  - ii. **Year at a Glance** – will monitor the positive/close contact case rate weekly/monthly to determine when/how to transition back to pre-Covid times

## TMISD ESSER III Funding Survey

ANSWER CHOICES	RESPONSES	
TMISD Parent/Guardian	72.25%	302
TMISD Teacher	29.67%	124
TMISD Support Staff	11.72%	49
TMISD Student	2.15%	9
TMISD School Board Member	0.24%	1
TMISD Campus or District Administrator	2.39%	10
TMISD Community Member	12.20%	51
Parent, guardian, and/or teacher of a student/s with learning disabilities or other special education needs.	19.86%	83
Parent, guardian, and/or teacher of a student/s with English as a Second Language	4.78%	20
Parent, guardian, and/or teacher of a student/s served through the Free & Reduced Child Nutrition Program.	32.54%	136
Parent, guardian, and/or teacher of a student/s currently or previously served through Foster Care.	2.87%	12
Parent, guardian, and/or teacher of a student/s who currently or have previously experienced homelessness.	2.63%	11
Parent, guardian, and/or teacher of a student/s of color.	13.88%	58
Parent, guardian, and/or teacher of a migratory student/s.	2.15%	9
Total Respondents: 418		

From your perspective, please rank the following areas of priority -

Answered: 417    Skipped: 1



	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>TOTAL</b>	<b>SCORE</b>
Student learning loss	44.68% 172	27.01% 104	12.99% 50	5.97% 23	9.35% 36	385	3.92
Community involvement/engagement/informed	9.02% 35	6.44% 25	14.95% 58	26.80% 104	42.78% 166	388	2.12
Staff professional development	6.09% 24	20.81% 82	31.98% 126	28.43% 112	12.69% 50	394	2.79
Social and emotional student needs	23.16% 91	30.03% 118	23.92% 94	15.78% 62	7.12% 28	393	3.46
COVID safety and mitigation/facilities/supplies	13.53% 56	14.25% 59	16.67% 69	23.43% 97	32.13% 133	414	2.54