

SPRING BRANCH  
INDEPENDENT SCHOOL DISTRICT'S

# **STRONG START**

**Learning Plan**

2021-2022

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## **Introduction**

Spring Branch ISD's *Strong Start Learning Plan* includes strategies to ensure students stay on track and academically successful during the 2021-2022 academic school year. It is focused on acceleration and intervention instead of a traditional remediation approach to instruction.

A focus on acceleration helps students experience success as they move forward in their grade level curriculum rather than focusing on the past. For example, students review prerequisite concepts as new instruction is being delivered. Past standards are spiraled into new teaching so that students build the prior knowledge needed to master the new content.

The plan addresses the challenges created by the Covid-19 pandemic and identifies specific strategies for instructional acceleration and recovery through a process of continuous improvement.

### **The follow steps define plan development:**

- **Understanding:** What was the impact of interrupted learning?
- **Planning:** How will Spring Branch ISD enhance instruction to close learning gaps?
- **Adjusting:** How will ongoing analysis of Key Performance Indicators (KPI) and formative assessments drive planning adjustments and instructional supports?

## **Plan Presentation and Review Dates**

### **Board of Trustees Presentation**

August 23, 2021

January 24, 2022

August 8, 2022

### **District Improvement Team Review**

September 2, 2021

March 3, 2022

## Understanding

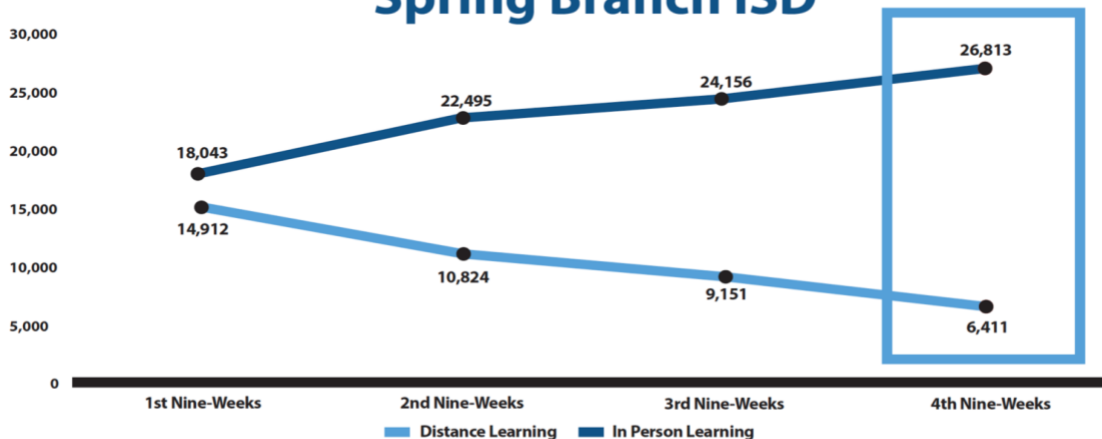
It is important to remember the last “normal” school year completed by students in SBISD was the 2018–2019 academic year. In the 2019–2020 school year, students attended school ‘normally’ until March of 2020 when–

- There were 10 weeks of learning how to navigate a virtual classroom
- There were cancellations of spring sports and activities
- There were non-traditional exam experiences and the cancellation of STAAR exams
- There was less social contact

Additionally, the 2020–2021 academic year faced a range of challenges due to in-person vs. virtual instructional delivery including:

- Lower enrollment
- Less student engagement
- Some challenges with home conditions
- Social emotional impacts

### Learning Model by Nine-Weeks: 2020-2021 Spring Branch ISD



Flexibility and agility were key tools employed by our SBISD educators in addressing the transitions between distance learning and in-person learning. Even through the challenges of the year, Spring Branch ISD **outperformed state levels**–

- in every subject
- at every performance standard, Approaches, Meets, and Masters Grade Levels
- by 2 to 9 points.

<b>SBISD 2021 STAAR/EOC Results</b>						
Subject	Approaches Grade Level		Meets Grade Level		Masters Grade Level	
	SBISD	State	SBISD	State	SBISD	State
Reading/ELA	69%	67%	44%	39%	25%	21%
Math	66%	61%	43%	34%	25%	16%
Writing	60%	57%	36%	29%	13%	8%
Science	66%	64%	41%	36%	23%	17%
Social Studies	59%	56%	32%	27%	17%	13%

## Planning

Implementing evidence-based activities is the focus of planning for school year 2021–2022. The Texas Education Agency (TEA) established funding categories to drive strategies in school districts in an effort to address the needs of all students as they return to school. Below is an overview of the funding categories as well as Spring Branch ISD’s strategies to address the work.

 <p><b>Supported Teachers</b></p>	 <p><b>More time for Learning</b></p>	 <p><b>Rigorous Instructional Materials</b></p>
 <p><b>Social-emotional Supports</b></p>	 <p><b>Parent/Family Supports</b></p>	 <p><b>Other Resources</b></p>

In addition to continuing to provide quality first instruction, implementing research-based teaching practices with a focus on acceleration, below are other actions that will be taken to support students in 2021–2022, by level, as well as their alignment with the Superintendent’s key priorities.

Elementary Key Priorities		Secondary Key Priorities	
Literacy & Numeracy	<b>(L&amp;N)</b>	Literacy & Numeracy	<b>(L&amp;N)</b>
English Learners	<b>(EL)</b>	Social Emotional Supports	<b>(SES)</b>
Social Emotional Supports	<b>(SES)</b>	Digital Expansion	<b>(DE)</b>
		Career & Technical Education	<b>(CTE)</b>

### Learning Plan Supports Pre-K and Early Childhood

While vertical alignment of curriculum is important at all levels, Pre-K planning must be in collaboration with planning for Kindergarten. This ensures seamless transitions for students as they learn skills that will continue to build toward literacy.

Pre-K teacher support for planning and implementation of strong instructional practices is aligned with Kindergarten standards and practices. The following actions also support strong Pre-K programming as a crucial foundation for student learning.

- Additional training for early childhood staff on working with students who may have missed school last year **(SES) ADJUST**
- Trauma-informed practices to support students with emotional needs associated with learning loss **(SES) CONTINUE**
- Family outreach with campuses and Communities in Schools **(SES) CONTINUE**
- Training and support on classroom management, SES, and small group instruction for PK paraprofessionals **(SES, L&N) ADJUST**
- Alignment between PK and Kindergarten to support seamless transitions for students **(L&N) CONTINUE**
- Personalized learning through small group instruction **(L&N, EL) ADJUST**
- Job-embedded supports from specialists and coaches to ensure English learners are advancing in language acquisition **(EL) CONTINUE**
- Implement Core Characteristics of a T-2-4 Graduate **(SES) NEW**
- Support transition to new learning management system **(DE) NEW**

## **Learning Plan Supports** Elementary School

- Family outreach with campuses and Communities in Schools **(SES) CONTINUE**
- Ongoing training for counselors, teachers and leaders in implementing behavior intervention, social and emotional supports, and timely response services to students in need **(SES) CONTINUE**
- Social emotional check-ins for students demonstrating instructional learning loss due to experiences **(SES) ADJUST**
- Trauma-informed practices to support students with emotional needs associated with learning loss **(SES) CONTINUE**
- Word study instruction to support reading and writing **(L&N) CONTINUE**
- Reading incentive programs to encourage more time in text **(L&N) CONTINUE**
- Additional print and digital reading materials **(L&N) CONTINUE**
- Multi-tiered system of supports for students encountering academic and behavioral intervention needs **(SES) CONTINUE**
- Revised Spiral curriculum containing research topics that add depth and complexity to content units of study **(SES, L&N) CONTINUE**
- K-2 Progress Monitoring Cycle: identify students in need of support **(L&N) CONTINUE**
- Teacher team support with just-in-time instructional planning on reading, writing, listening, and speaking strategies **(L&N, EL) ADJUST**
- Phonics and phonological awareness training in both English and Spanish **(L&N, EL) ADJUST: Intervention/Dyslexia team in coordination with Humanities**
- Cross-linguistic connections **(L&N, EL) ADJUST**
- Resources for smaller "quick checks" for understanding in core content areas to increase opportunities for differentiated instruction **(L&N, EL) ADJUST**
- Training, modeling and coaching for high quality English Language Development blocks **(L&N, EL) ADJUST**
- Hire, train, and provide ongoing development for Kindergarten paraprofessionals to support small group instruction **(L&N, EL) ADJUST**
- Routines to support implementation of small group instruction as part of balanced literacy **(L&N, EL) ADJUST**
- Literacy, Math, and Science Instructional Specialist support for job-embedded teacher training **(L&N, EL) ADJUST**

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- Summer opportunities for academic growth and enrichment **(L&N, EL) NEW**
- Implement Core Characteristics of a T-2-4 Graduate **(SES) NEW**
- Support transition to new learning management system **(DE) NEW**

### **Learning Plan Supports** Middle School

- Reconnect with students who did not attend school last year through a collaboration with Communities in Schools **(SES) ADJUST**
- Ongoing training for counselors, teachers and leaders in implementing behavior intervention, social and emotional supports, and timely response services to students in need **(SES) ADJUST**
- Social skills lessons to increase student readiness for learning and school connectedness **(SES) ADJUST**
- Implement Core Characteristics of a T-2-4 Graduate **(SES) NEW**
- School Connectedness surveys to gauge student Self-management, social awareness and emotion regulation **(SES) DISCONTINUE**
- Multi-tiered system of supports for students encountering academic and behavioral intervention needs **(SES) CONTINUE**
- Mental health awareness in order to provide responsive services to students **(SES) CONTINUE**
- College and career exploration opportunities in Naviance aligned to Programs of Study offered in SBISD in addition to 4-year high school course planning **(CTE) CONTINUE**
- Small groups and conferring to accelerate learning in all content areas **(L&N) CONTINUE**
- Just-in-time instructional planning on reading, writing, listening, and speaking strategies **(L&N) CONTINUE**
- Increase volume of reading and transfer opportunities **(L&N, EL) CONTINUE**
- Resources for smaller "quick checks" for understanding in core content areas to increase opportunities for differentiated instruction **(L&N, EL) ADJUST**
- Literacy, Math, and Science Instructional Specialist support for job-embedded teacher training **(L&N, EL) ADJUST**



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- Support for teachers of newcomer students through the implementation of the district curriculum resources **(L&N, EL) ADJUST**
- Support for English Learner strategies that will aid long-term English learners (LTELs) with language acquisition **(L&N, EL) ADJUST**
- Course scheduling guidance for leaders that is data-driven for recent arrivals **(EL) ADJUST**
- Summer opportunities for academic growth and enrichment **(L&N, EL) NEW**
- Support transition to new learning management system **(DE) NEW**

### **Learning Plan Supports** High School

- Review academic records to ensure all students are scheduled appropriately to stay on track for graduation **(SES) CONTINUE**
- Reconnect with students who did not attend school last year through a collaboration with Communities in Schools **(SES) CONTINUE**
- Student support for academic and post-secondary planning **(SES) CONTINUE**
- Ongoing training for counselors, teachers and leaders in implementing behavior intervention, social and emotional supports, and timely response services to students in need **(SES) CONTINUE**
- Multi-tiered supports for attendance, truancy, and dropout prevention **(SES) CONTINUE**
- School Connectedness surveys to gauge student Self-management, social awareness and emotion regulation **(SES) DISCONTINUE**
- Trauma-informed practices to support students **(SES) CONTINUE**
- Mental health awareness in order to provide responsive services to students **(SES) CONTINUE**
- Connect students with technical, 2-year, 4-year and military institutions for admissions purposes **(SES) CONTINUE**
- Smaller "quick checks" for understanding in core content areas to increase opportunities for differentiated instruction **(L&N) CONTINUE**
- Instructional Specialists support job-embedded teacher training **(L&N) CONTINUE**
- Specialists will provide teachers with speaking, writing, reading, and listening strategies to accelerate learning **(L&N) CONTINUE**

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- Utilize PSAT data to provide individualized student opportunities to prepare for the SAT and to identify AP potential **(L&N) CONTINUE**
- Focus on writing across the curriculum **(L&N, EL) ADJUST**
- Course scheduling guidance for leaders that is data-driven for recent arrivals **(EL) ADJUST**
- Resume field experiences for CTE students with partners who are able to host students onsite for enriching real world exposure and experiences **(CTE) CONTINUE**
- Career and Technical Student Organizations (CTSO) for student participation in leadership and competitions connected to their Program of Study **(CTE) CONTINUE**
- Multiple opportunities for credit recovery during the school year and summer **(SES) NEW**
- Implement Core Characteristics of a T-2-4 Graduate **(SES) NEW**
- Support transition to new learning management system **(DE) NEW**

## Adjusting

Monitoring student progress and adjusting instruction based on various data points is an important part of continuous improvement. Just-in-time data, gathered through formative (and summative) assessments can help a teacher decide which content may need to be spiralled into future lessons.

While formative assessments can include informal daily “checking for understanding” which teachers use during day-to-day instruction, they also include common district assessments used to confirm students are progressing as expected.

Spring Branch ISD also uses summative data points to plan and adjust instructional guidance for campuses. Below are some of the formative and summative assessments used to drive adjustments to instructional planning.

### **Universal Screener**

- Circle (PK)
- TxKEA (Kinder)
- Measures of Academic Progress (K-8)
- Dyslexia Screener (Kinder and First Grade)

### **Formative Assessment**

- Running Records
- Common Formative Assessments (teacher team developed)
- Priority Standard Assessments (district developed )
- Skills assessments in Performing Arts, Elective courses (ex. Chair tests, portfolio review, music play offs) are used to tailor individual learning plans for each student.

### **Summative Assessment**

- Texas English Language Proficiency Assessment System (measure English language proficiency)
- CollegeBoard Assessments, such as AP, PSAT, SAT (measure college readiness)
- STAAR (grades 3-8) and End-Of-Course (high school)

### **House Bill 4545**

In response to HB 4545, Spring Branch ISD will provide accelerated instruction for students who did not pass the STAAR in spring 2021. For students who “did not meet” standards on STAAR in grades 3, 5, or 8 (math or reading), an Accelerated Learning Committee (ALC) will develop an individual educational plan and monitor student progress over the year.

While the ALC will meet for qualifying students in grades 3, 5, or 8, accelerated instruction will be provided for all students who failed to perform satisfactorily on any grade 3 through 8 STAAR assessment or any end of course (EOC) assessment. Students will be provided at least 30 hours of supplemental instruction (i.e., tutoring) in the applicable subject area(s) in addition to regular classroom instruction.

## **FAQs for Parents**

### ***I feel like my child is behind. What do I need to do to help him/her catch up?***

The District has multiple resources to help students work on possible skill gaps. Speak with your child's teacher regarding resources that can be accessed from home for extra practice or enrichment. If applicable, view spring 2021 STAAR reports for your child to identify possible gaps that were noticed on the assessment.

You can also visit the SBISD website to view grade level guides which outline curriculum at each grade level:

<https://www.springbranchisd.com/studentsfamilies/grade-level-guides>.

### ***My child needs support under HB4545, accelerated instruction. What are my next steps?***

Your campus will reach out to you to schedule an ACL meeting if your child was not successful on STAAR Reading or Math in grades 3, 6, or 8.

If your child did not meet expectations on any of the other levels of STAAR, you can reach out to your campus administrator or child's teacher to learn more about the supplemental instruction that will be provided to meet the 30 hour requirement.

Spring Branch ISD's Plan for COVID Learning Loss

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