

Forney ISD
ESSER III 6-Month Review Minutes
August 25, 2022
5:00 - 7:00
[Link to ESSER III Plan on FISD Website](https://www.forneyisd.net/Page/919)
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GROUP MEMBERS

Name	Role*
Sandi Whitley	LEA Admin
Judy Webber	LEA Admin
John Chase	LEA Admin
Laura Merchant	LEA Admin
Floyd Webb (Asst Principal - High School)	School Admin
Stephanie Leach	School Admin
Heather Hembree	Other School Leader
Felicia Marshall	School Admin
Jeff Overbay	Teacher - Secondary
Barbara Jo Green	School Board Member
Melanie Ferrell	Teacher - intermediate
Erika Price	Parent
Karen Howard	School Admin
Adalee Oldacre	Teacher - elementary

***Role Options**

- Student
- Parent
- Teacher
- Principal
- Other School Leader
- LEA Administrator
- School Administrator
- Other Appropriate School Personnel
- Specialized Instructional Support Personnel
- Other Members of the Community
- Local Government Representative
- Civil and or Disability Rights Organizations

1. In your opinion, based on the 2022 STAAR scores, what are the biggest challenges our schools face in accelerating student learning?
 - Diversity of learners - meeting needs of all learners, closing the gaps between the various groups
 - Teacher turn-over and retention, moving teachers to different grades levels
 - Time - instructional minutes v. calendar days, dismiss 30 min early to provide CLC time/intervention time
 - Time to teach students to mastery - systems/procedures to unpack TEKS, CLC time
 - Paying paraprofessionals more - adding to TIA? Base salary is way too low (bus drivers are paid at a higher rate)
 - SEL deficits still remain
 - Not enough staff to meet student needs
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2. Based on our STAAR scores from 2022, how do you believe the COVID-19 pandemic impacted the academic progress in any of the student groups listed above?
 - Increase in requests for sped & dyslexia evaluations - increase demands on many staff
 - Increase in low socioeconomic students - lots of tier 3 intervention needs
 - Students missed almost 2 years of school - missed the experience of those grades (academic, social, etc...)

ACCELERATED LEARNING AND ADDITIONAL SUPPORTS NEEDED

3. Beyond the traditional school day, which types of programs do you believe our schools should consider to accelerate student learning? Please select all that apply.

- Tutoring
- After-school Programs
- Summer Learning Programs
- Blended Learning
- Other

If you answered "Other" to the above question, please explain:

- All of the above are important
- Combinations of the above
- After-school tutoring - using virtual... use teachers from other districts (?), college students
- Hiring staff who work different/flex hours (after school, Sat, etc...)
- UIL participations for 2nd - 5th grade

4. In your opinion, what resources, tools, and or training supports would help our schools align after-school activities and the school day to address student needs?

- Transportation for after hours programs
- After school grant programs
- More professional learning for teachers
- Field trips (for extended learning opportunities)
- Connect curriculum and real life experiences (connect learning to real life)

COMPENSATORY STUDENT GROUPS

5. What special considerations should our schools take into account when planning services for the following student groups?

Student Groups	Special Considerations
Specific race or ethnicity? Please specify	Staff reflect student population
Economically disadvantaged	Food, transportation, internet access
Current and monitored English learners	ESL specialists & classes
Students receiving special education services	
Continuously enrolled (students enrolled in a district consecutively (grade 3 for 3 years; grades 4-12 for 4 years)	
Non-continuously enrolled	
Dyslexia	
Homeless and foster students	
Migratory students	
Children and youth who are neglected, delinquent, or at-risk (including incarcerated students)	
Other	Parent participation/education, community resources

ADDITIONAL THOUGHTS AND COMMENTS