

# Summarized Learning Loss Breakout Data

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## Implement Key Components of Effective Instruction in Reading Language Arts

| Focus Grade Bands   | Subpops  | Area of Focus  |
|---|--|--|
| <p>Continuing K-2nd focus. We need a long-term commitment in order to see impact in the older grade levels.</p> <p><b>Build teacher capacity in literacy skills rather than just ELAR TEKS.</b></p> <p>We could build expertise by adapting more team-teaching in the lower grade levels. Teachers could teach to their strength.</p> <p>-“EMBEDDED” assessments not stand-alone; increasing instructional time rather than “testing time”</p> <p>-All grades (lower grades w/ other assessments)</p> <p>KG-2nd Grade</p> <p>6th &amp; English I</p> <p>6th grade transition year - keep the excitement for reading/writing as they move into MS. Need to find text that students can connect to - it’s easier to maintain the love of reading. Even in writing, always find the connection to the content before reading/writing.</p> <p>All grades, including the early ed grade levels to build the foundational requirements of reading prior to the high need STAAR grade levels...and build</p> | <p>Students reading below grade level</p> <p>All students, all teachers<br/>Support staff (TA’s, Librarians, etc)</p> <p>All populations will benefit.</p> <p>EL</p> <p>All pops</p> <p>EL are over ½ of our population, and the language needs are instrumental for overall success in the future courses and grade levels.</p> <p>Training for all grade level teachers.</p> | <p>Reading</p> <p>Reading/Literacy</p> <p><b>Consider OTHER options - more focus on differentiation, other consultants (research-based, proven success). Need to evaluate what and how we are doing things, not more of the same.</b></p> <p><b>Make sure that the foundations are set in the lower grades, with a strong phonics program (Reading First/SSR). Fluency checks.</b></p> <p><b>RLA (foundational reading skills - if a child cannot read well, they will struggle in MS, so reading instruction must continue through MS.</b></p> <p><b>More in-depth in ELAR classes, but increased connections in and implementation of reading and writing in all content areas</b></p> <p>RLA, but also other core contents to support as needed and requested based on Literacy Committee decision making</p> <p><b>Build instructional resources for teachers to be more effective across content to close learning gaps. PD that focuses on one small specific skill, something that they can integrate into what they’re already doing</b></p> |

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|--|--|---|
| <p>from there.</p> <p>Training for all grade level teachers.</p> |  | <p>versus something large and changing the way they do their instruction on the whole. Hands on examples Should not become an inconvenience to the teacher, has to feel natural.</p> <p>ALL</p> |
|--|--|---|

## Focus Grade Bands Based on Frequency

adapting (1) assessments (2) **build** (4) capacity (1) commitment (1) connect (2) content (1) continuing (1) early (1)  
 easier (1) ed (1) elar (1) embedded (1) english (1) excitement (1) expertise (1) focus (1) foundational (1) **grade** (10) impact (1)  
 including (1) instructional (1) keep (1) kg (1) **levels** (5) literacy (1) long-term (1) love (1) lower (2) maintain (1) nd (2) older (1)  
 order (1) prior (1) rather (2) **reading** (4) requirements (1) skills (1) staar (1) stand-alone (1) strength (1) teach (1)  
**teachers** (3) team-teaching (1) teks (1) testing (1) text (1) transition (1) **writing** (3) year (1)

## Focus Subpops Based on Frequency

benefit (1) courses (1) **el** (2) etc (1) future (1) **grade** (3) instrumental (1) language (1) **level** (3) librarians (1)  
 needs (1) overall (1) pops (1) **population** (2) reading (1) staff (1) **students** (2) success (1) support (1) ta (1)  
**teachers** (2) training (1)

## Focus Areas Based on Frequency

already (1) areas (1) build (1) changing (1) child (1) committee (1) connections (1) consider (1) **content** (3) continue (1) decision (1)  
 differentiation (1) effective (1) elar (1) examples (1) feel (1) fluency (1) focus (1) focuses (1) **foundations** (2) gaps (1) grades (1) hands (1)  
 implementation (1) inconvenience (1) **instruction** (3) integrate (1) large (1) **literacy** (2) lower (1) making (1) **ms** (2)  
 natural (1) needed (1) phonics (1) program (1) proven (1) **reading** (7) requested (1) research-based (1) rla (2) **skill** (2)  
**something** (2) specific (1) strong (1) success (1) support (1) **teacher** (2) things (1) writing (1)

## Build teacher capacity to deliver Interventions and Individualized Supports (e.g. Just-in-Time Intervention, Differentiation, Scaffolding, and Small Group/1:1 Intervention)

| Focus Grade Bands  | Subpops  | Area of Focus   |
|--|--|---|
| <p>All grade levels should be a main priority given the current school year. <i>All grade levels should be a focus considering that a learning loss has happened across all grades.</i></p> <p>All grade levels and subjects will need some type of intervention.</p> <p>Grade Bands: 1st grade (lacking reading foundation) 2nd grade (lack reading foundation, build Strats &amp; Skills for STAAR), 3rd, (first year of assessment) 6th (first year of MS) and English I (combination of reading and writing)</p> <p>6th grade, struggle with the culture shock. The switch between bilingual to complete English. 9th grade, transition from middle school academics to high school expectations and testing. 3rd grade, when students are starting to be tested.</p> <p>All, but 6th Grade to build the fundamental foundations at the middle school to maximize the future results for SSI in 8th and HS. Plus with the transition back to school and back to a NEW school will cause a high level of anxiety and possibly lack of success especially after just</p> | <p>We believe that all subpopulations are going to need intervention in the upcoming school year. One specific group with more need will be our LEP students.</p> <p>Support needs to be broken down on an individual level. All special pops will need some type of intervention.</p> <p>Special Education and ELs.</p> <p>ESL students, a lot of assumptions about understanding. Sink or swim mindset. They will either get it or not. Something about a program to support the language transition/support system to monitor, RI and Language Learner</p> <p>All populations need the support, but if we need to be more targeted then EL, SpEd, and Migrant populations based on their STAAR results being outside the within 10% of all pops results for SpEd and some Migrant especially.</p> <p><i>ANY student in any pop may have loss. STAAR scores aren't sufficient data to identify the underlying issues, especially when students were engaged to various levels, not turning on camera, maybe didn't</i></p> | <p>Reading and Math</p> <p>All areas</p> <p>Reading Language Arts and Math (recommended for all)</p> <p>Literacy through multiple contents, a class that supports the acclimation of the language itself</p> <p>Math and Reading. Long term scaffolding is more possible in these subjects as they build from year to year.</p> <p><i>ALL - question deeply HOW we know what and how much was lost and for whom loss was experienced. What is the impact on NEXT year's growth in addition to filling in gaps in prior learning, scaffolding, etc. Also, a lot of skills are learned through social interaction; we need to consider that, without that, students may be missing more than just the basic content (TEKS), and we need to find a way to evaluate or watch out for those additional gaps (interacting with others, conflict resolution, collaboration, etc.).</i></p> <p>Although all content areas are important. However, based on data, Reading and Math are priority.</p> |

|  |   |   |
|--|---|---|
| <p>being “pushed” through the usual 5th Grade SSI.</p> <p><i>Need to set aside time for 1:1 teacher evaluation at beginning of the year (especially in developmental grades) to find out WHERE a student is and exactly what the gap/loss is. Examples: old school running records, performance assessment (visually watch students do fundamental math operation)</i></p> <p>Based on data, 3rd grade was most in need. However, need is different based on campus rating, population, etc.</p> <p>3rd - 5th Grades should be priority. Maybe even 2nd grade.</p> <p>All grade levels in elementary</p> <p>All grade levels.</p> <p>STAAR grade levels<br/>Early Elementary (prioritize 2nd going into 3rd)<br/>AP students (HS)<br/>EOC grade levels</p> | <p>test.</p> <p>Special Ed, Migrant</p> <p>Special Education students, EL, Migrant and GT students.</p> <p>ALL</p> <p>At this point, all populations would greatly benefit from intervention, remediation, and IS.</p> <p>All students (SpEd, ELs, GT, etc)</p> | <p>ELAR, Math, Science</p> <p>Reading and Math</p> <p>All content areas, but specifically reading and math</p> <p>Reading/Literacy<br/>STAAR grade levels .</p> |
|--|---|---|

**Focus Grade Bands Based on Frequency**

academics (1) assessment (2) based (2) beginning (1) build (2) campus (1) culture (1) data (1) developmental (1) different (1) elementary (2) english (2) eoc (1) etc (1) evaluation (1) exactly (1) examples (1) expectations (1) focus (1) foundation (3) fundamental (2) gap (1) given (1) going (1) grade (20) happened (1) hs (2) lack (3) levels (8) loss (2) maximize (1) middle (2) nd (3) performance (1) plus (1) population (1) priority (2) rating (1) reading (3) school (7) ssi (2) staar (2) students (4) tested (2) transition (2) type (1) usual (1) visually (1) writing (1) year (4)

## Focus Subpops Based on Frequency

based (1) believe (1) ed (1) **education** (2) either (1) **el** (4) engaged (1) esl (1) etc (1) going (1) greatly (1) group (1) **gt** (2) identify (1)  
**intervention** (3) issues (1) **language** (2) learner (1) lep (1) **level** (2) lot (1) maybe (1)  
**migrant** (4) mindset (1) monitor (1) needs (1) **pops** (3) **populations** (3) remediation (1)  
**results** (2) school (1) scores (1) sink (1) **special** (4) **sped** (3) **staar** (2) **students** (7)  
subpopulations (1) sufficient (1) **support** (4) swim (1) system (1) test (1) transition (1) turning (1) type (1) understanding (1)  
upcoming (1) various (1) year (1)

## Focus Areas Based on Frequency

acclimation (1) **addition** (2) **areas** (3) arts (1) based (1) basic (1) build (1) class (1) collaboration (1) conflict (1) consider (1)  
**content** (4) data (1) deeply (1) elar (1) **etc** (2) evaluate (1) experienced (1) filling (1) **gaps** (2) growth (1) important (1)  
**interacting** (2) **language** (2) **learned** (2) levels (1) **literacy** (2) loss (1) lost (1) lot (1)  
**math** (7) missing (1) others (1) possible (1) question (1) **reading** (7) recommended (1) resolution (1)  
**scaffolding** (2) science (1) social (1) specifically (1) **staar** (1) students (1) subjects (1) supports (1) teks (1) term (1) watch (1)  
**year** (3)

## Providing High Dosage Tutorials

| Focus Grade Bands  | Subpops   | Area of Focus   |
|--|---|---|
| <p>All grade levels, specifically 1st 5th.</p> <p><i>This year's 1st grade students (2nd grade 21-22) they have missed foundational f2f instruction in reading. This year's 2nd grade students (3rd grade 21-22); first year STAAR testing after 2 yrs of inconsistent instruction.</i></p> <p>All grade levels. Intervention in early grade levels, and remediation in the upper grade levels. Priority in school, after school (2nd choice), or Saturday (3rd choice-although the most supportive parents will bring their children on those days which would support the increase in the Meets and Masters, but many of the others will not). Additional funding will need to be spent on the professional pay and the busing.</p> <p>RtI Tier 2-once a week for each content, and Tier 3 twice a week for Math and Reading.</p> <p>Incoming 3rd graders</p> <p>6th and 7th Grade based on the needs coming from the 5th Grade SSI shortage (either COVID shortened year 2019-2020 and/or the full COVID year 2020-2021). The students in 6th Grade are also testing in English only, versus the students testing in L1 Spanish in 5th.</p> | <p>All populations, they all would benefit from tutorials.</p> <p><i>ANY individual student evaluation and decision-making</i></p> <p>All, although over ½ are EL if specificity is needed, and Migrant and SpEd show the biggest loss/regression</p> <p>All students</p> <p>Reading/Literacy -- In either language</p> <p>Recent immigrants, ELs, SpEd, and Migrant.</p> <p>Yes sped, ELL and GT/Advance students</p> <p>ELs</p> <p>ELL, Sp.Ed, and Migrant.</p> | <p>After reviewing the data, it is evident that we should focus on Reading and Math to help foster other subjects.</p> <p><i>The focus should be LITERACY and reading fluency/proficiency/level/comprehension (not ELAR TEKS) because a student who can read on grade level will be set up for success in all areas. A greater focus on non-fiction texts will help the other content areas, STAAR increased focus on content-specific (science/social studies) NF readings. Preliminary EOY data for Math (HB3/BG1) shows that consistent use of Imagine Math asynchronously can produce great gains, so f2f is more necessary for literacy</i></p> <p>All, but Math and Reading are the key to keeping scaffolded needs to a minimum.</p> <p>Reading</p> <p>Reading and Math</p> <p>RLA &amp; Math, 8th Grade Social Studies &amp; Science</p> <p>ELA, Math, and Science.</p> |

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|---|--|--|
| <p>6th-12th<br/>Focused intervention</p> <p>Saturday Camps during the first Semester to act as an intervention.<br/>Extra pay needed for teachers<br/>Offer an assessment at the beginning to act as a measure.</p> <p>Need increased staffing ESL<br/>Co-teachers</p> <p>All STAAR tested grade levels;<br/>RLA &amp; Math (3rd -8th)</p> <p>K-1, 1-2, 3-5, 6-9.</p> |  |  |
|---|--|--|

## Focus Grade Bands Based on Frequency

act (2) additional (1) based (1) beginning (1) bring (1) busing (1) children (1) choice (1) coming (1) content (1) covid (2) days (1) either (1)  
 extra (1) full (1) funding (1) **grade** (12) graders (1) incoming (1) inconsistent (1) increase (2) instruction (2)  
 intervention (3) **levels** (5) masters (1) math (2) measure (1) **nd** (3) needs (2) offer (1) parents (1)  
 pay (2) reading (2) rta (1) school (2) semester (1) shortage (1) specifically (1) spent (1) **staar** (2) staffing (1)  
**students** (4) support (2) teachers (1) **testing** (4) tier (2) twice (1) upper (1) week (2) **year** (5)

## Focus Subpops Based on Frequency

advance (1) although (1) benefit (1) biggest (1) decision-making (1) ed (1) either (1) **ell** (2) **els** (3) evaluation (1) gt (1) immigrants (1)  
 individual (1) language (1) literacy (1) loss (1) **migrant** (3) needed (1) populations (1) reading (1) recent (1) regression (1)  
 sp (1) specificity (1) **sped** (3) **students** (3) tutorials (1)



## Focus Areas Based on Frequency

areas (2) asynchronously (1) bg (1) comprehension (1) consistent (1) content-specific (1) content (1) data (2) ela (1) elar (1) eoy (1)  
 evident (1) fiction (1) fluency (1) **focus** (4) foster (1) gains (1) grade (2) greater (1) hb (1) help (2) imagine (1) increased (1)  
 keeping (1) key (1) level (2) literacy (2) **math** (7) minimum (1) necessary (1) needs (1) nf (1) non (1) preliminary (1)  
 produce (1) proficiency (1) **reading** (7) reviewing (1) rla (1) scaffolded (1) **science** (3) shows (1)  
 social (2) staar (1) student (1) **studies** (2) subjects (1) success (1) teks (1) texts (1)

## Adding Instructional Staff

| Focus Grade Bands  | Subpops  | Area of Focus   |
|--|--|---|
| <p>Need professional development on how to successfully use support in the classroom. Establish clear expectations for support staff and teacher of record; Develop a support model</p> <p>Need support staff entire 90 minutes so that they can cycle through the entire lesson. (Support is there for direct teach but not independent practice or Support attends independent practice, but don't have the content expertise to adequately support the students because they were not there for the direct instruction. Need more support staff</p> <p>Tutors who are well-versed in content area they are assisting in, especially at secondary level because it is high-level content that is specific to testing. Must be familiar and comfortable with high level thinking in content area.</p> <p>Intervention period-visit with actual teacher, no new content. Possibly at the end of the day would be most successful, morning is too early. Build it into schedule.</p> <p>Secondary, and STAAR specific courses more focused</p> <p>Tested grade levels, testing subjects,, ESL classrooms, ELA and Math classes (to make class numbers smaller), Bil/ESL</p> | <p>SpEd</p> <p>ESL</p> <p>ELs</p> <p>Any student that is at risk of not reading on grade-level should receive some intervention. Reading is critical and foundational.</p> <p>English Language Learners; (at this point all students) EL</p> <p>All, but specifically 1st-5th, and KG in 2nd semester.</p> <p>All populations are priority post-COVID. (AtRisk, SpEd)</p> <p><i>ALL/any, even students not identified or who seemed on track are now behind</i></p> <p>ALL</p> | <p>Tested Subjects</p> <p>Reading and Math</p> <p>RLA (Focus on Reading)</p> <p>Reading and Math</p> <p>Reading/Literacy</p> <p>Reading (fluency) and Math.</p> <p><i>Reading &amp; Math</i></p> <p>Reading</p> |

support staff

1st - 3rd (literacy instruction to help students read)  
Currently only PK & K have TAs. Promoting literacy across the contents. Also, 6th Grade needs additional support. Student to teacher ratio needs to be lower so that students are better served and more focus is based on the reading. Small group instruction is more beneficial.

Pod kids according to their reading levels. Place teachers where they will make biggest impact on reading levels. The same kind of approach could be used in math

2-5th

additional teacher to make a lower student to teacher ratio; and provide a double dose on instruction in the areas of Read/Math  
PreK, Kinder and 1st grade; focus on Reading; small group instruction; to ensure students master reading skills

*Current 1st & 2nd grade - pull out staff or additional staff in classroom to facilitate small group in classroom, but MAXIMIZE class time and instruction (don't spend a lot of time testing and gathering data that you don't have time to respond to or plan for adjustment). Support staff could do acceleration while teacher of record works w/ struggling students. Additional staff needs to be CONSISTENT (whomever it is - careful of using TAs that have duty), and very well trained or professional staff. Frequently have to stop instruction*

to take time to test a child.  
**IDENTIFY NON-NEGOTIABLES**  
 and maintain consistency of those.

For an additional staff member  
 it would be ideal to focus one on  
 K-2nd, and another 3rd-5th. If  
 only using support staff,  
 distribution of instructional  
 aides throughout the campus.

## Focus Grade Bands Based on Frequency

acceleration (1) according (1) actual (1) **additional** (5) approach (1) **area** (3) assisting (1) attends (1) based (1)  
 beneficial (1) better (1) build (1) campus (1) careful (1) child (1) **class** (3) **classroom** (4) clear (1) **consistent** (2)  
**content** (6) courses (1) **current** (2) data (1) **develop** (2) **direct** (2) dose (1) double (1) duty (1) ela (1) end (1)  
 entire (2) **esl** (2) establish (1) expectations (1) expertise (1) facilitate (1) familiar (1) **focus** (3) focused (1) frequently (1) gathering (1)  
**grade** (4) **group** (3) identify (1) impact (1) independent (2) **instruction** (8) intervention (1)  
 kinder (1) **levels** (5) literacy (2) lot (1) lower (2) maintain (1) master (1) **math** (3) member (1) minutes (1) model (1)  
 morning (1) **nd** (2) **needs** (3) non-negotiables (1) pk (1) plan (1) pod (1) possibly (1) **practice** (2) **professional** (2)  
 promoting (1) pull (1) **ratio** (2) **reading** (7) record (2) schedule (1) **secondary** (2) served (1) skills (1)  
**small** (3) **specific** (2) spend (1) staar (1) **staff** (11) struggling (1) **students** (7) subjects (1)  
 successful (1) successfully (1) **support** (12) tas (2) teach (1) **teacher** (7) **testing** (5)  
 thinking (1) throughout (1) trained (1) tutors (1) used (1) whomever (1) works (1)

## Focus Subpops Based on Frequency

atrisk (1) behind (1) critical (1) **el** (2) english (1) esl (1) foundational (1) grade-level (1) identified (1) intervention (1) kg (1) language (1)  
 learners (1) **nd** (1) point (1) populations (1) post-covid (1) priority (1) **reading** (2) receive (1) risk (1) seemed (1) semester (1)  
 specifically (1) **sped** (2) **students** (3) track (1)

## Focus Areas Based on Frequency

fluency (1) focus (1) literacy (1) **math** (4) **reading** (7) rla (1) subjects (1) tested (1)

# Wraparound Services

| Focus Grade Bands  | Subpops   | Area of Focus   |
|--|---|---|
| <p><i>ALL (and not just students)</i><br/> <i>Singleerry: Community in Schools has been really positive (motivating, feels like an incentive to students, has been done as pull out one day a week during PE). Students feel more open with an outside person (not a teacher who grades or feels tied to content timelines). Need academic counselor and emotional counselor.</i><br/> <i>LeNoir they did combined class meeting in the morning (ALL grade level) with motivational videos and topics daily first thing in the morning for 30 min.</i><br/> <i>Work out some type of emotional/psychological support for teachers (like online doc, but for mental health)</i><br/> <i>Parent program: how to talk to your child about... (outside/community providers do presentations)</i></p> <p>All grade levels, PK-5th Grade</p> <p>"We all need to be well in order to give"<br/>                     -all students including adults</p> <p>2nd-5th Grade as the upper grade levels start to have more stress and issues that need to be addressed usually.</p> <p>ALL grade levels</p> | <p>All populations.</p> <p>All students, all staff</p> <p>All may have suffered trauma (almost every family has lost someone due to COVID or otherwise), but SpEd that are ED would be the most specific.</p> <p>ALL students</p> | <p>Bring in CIS.<br/>                     Throughout the school day as a pull out program.<br/>                     Parental Sessions.</p> <p>"What needs to be moved over"<br/>                     "SEL is the protein to the plate"<br/>                     In order to be successful in academics, we need to support the SEL with additional staff<br/>                     Additional professional support (not just our counselors)<br/>                     Practice the positive</p> <p>Additional counselors, but not paper pushers but actually working with the student social emotional needs. LPC for every other elementary campus (2-3 share one, however certain campuses such as Ochoa might need one specifically based on having the discovery unit).</p> <p>Social Emotional built in time of day-15 minutes a day to kickstart the the morning from 7:30 - 7:45. Videos, motivational speakers, activities with counselor and admin leading.</p> |

### Focus Grade Bands Based on Frequency

academic (1) adults (1) child (1) class (1) **community** (2) **counselor** (2) daily (1) doc (1) done (1) **emotional** (2)  
**feels** (3) give (1) **grade** (7) health (1) incentive (1) including (1) lenoir (1) **levels** (4) mental (1) min (1)  
**morning** (2) **motivating** (2) nd (1) online (1) open (1) order (1) **outside** (2) parent (1) pe (1) person (1) pk (1) positive (1)  
program (1) psychological (1) pull (1) really (1) schools (1) singleterry (1) start (1) stress (1) **students** (4) support (1)  
**teacher** (2) timelines (1) topics (1) type (1) upper (1) usually (1) videos (1) week (1)

### Focus Subpops Based on Frequency

almost (1) covid (1) due (1) ed (1) family (1) lost (1) otherwise (1) populations (1) someone (1) specific (1) sped (1) staff (1)  
**students** (2) suffered (1) trauma (1)

### Focus Areas Based on Frequency

academics (1) activities (1) **additional** (3) admin (1) based (1) bring (1) built (1) campus (1) campuses (1) certain (1)  
**counselors** (3) discovery (1) elementary (1) **emotional** (2) kickstart (1) leading (1)  
lpc (1) minutes (1) morning (1) motivational (1) moved (1) **needs** (2) ochoa (1) order (1) paper (1) parental (1) plate (1) positive (1)  
practice (1) professional (1) program (1) protein (1) pull (1) pushers (1) school (1) **sel** (2) sessions (1) share (1) **social** (2) speakers (1)  
specifically (1) staff (1) student (1) successful (1) **support** (2) throughout (1) unit (1) videos (1) working (1)

## Empowering & Engaging Families

| Focus Grade Bands   | Subpops  | Area of Focus   |
|---|--|---|
| <p>Middle School &amp; High School</p> <p>We definitely need more engagement with parents at the middle school level versus the elementary level as the elementary level already tends to have more of this engagement. Informing parents what the needs are, and how they can still support their children such as when and how to turn materials/work in. This definitely needs to be early in the year as well. A Bridge/FishCamp with students AND parents would be extremely beneficial. 6th Grade students were afraid to go and STAAR test, as this was their first "day" on campus ever in their middle school.</p> <p>1st grade (lacking reading foundation) 2nd grade (lack reading foundation, build Strats &amp; Skills for STAAR), 3rd, (first year of assessment) 6th (first year of MS) and English I (combination of reading and writing)</p> <p>Need to change culture of parent/student/teacher relationships<br/>           More frequent opportunities for parental involvement.<br/>           Need a standardized system for a primary contact. Some campuses do it by alpha or grade level with administration.<br/>           Possibly having a progress report/report card night pick up</p> | <p>ELs - parents are not able to assist student because of language barrier.</p> <p>For all students</p> <p><b>Special Education</b></p> <p>All students (at risk of failing)</p> <p>EL's, parents/families with parents who primarily speak primarily Spanish. Low socioeconomic populations where transportation, resources might be an issue.</p> | <p>All contents</p> <p>Not specific to a content area.</p> <p>All</p> <p>All content areas. Opportunities that demonstrate the importance of education and the different options you have with education. Not limited to certain careers or certain geographical areas of living.</p> |



for so that there can be more teacher/student interaction and teachers can help student's parents when the need arises, adverse to waiting until it is too late.

Training for parents uses of TEAMS, google classroom, attendance, grades and, supporting school vision. Reorientation of culture of community in school.

All levels, parents like being involved and socializing with the teachers, especially if they're not English speakers. Some specific emphasis on secondary. Less parent involvement naturally. Students are older, less themed nights and events. Parents still need to be involved at all levels, just in different capacities. A PTO at each level can provide for the school and the teachers in different capacities based on age/grade level.

After the meeting yesterday, I went home and thought about how this year could have been much easier for parents, if in the past we had maybe offered some form of technology hands on training for parents. I don't think anyone was prepared for what was to come when 2020 started, so with that I wanted to suggest the idea of parent tech camps.

Would it be possible to add the idea of maybe once a month session, for parents to learn about the technology, students are using in the classroom, so that they can be more informed

and involved in their child's school. Offering a once a month or maybe every two months, parents the ability to come to campus and be taught how to use these programs. I feel it will also make a very big difference for not just our parent involvement, but student involvement as well. Moving into the following school year with Blended learning and empowering our parents to feel more comfortable with the direction education is taking them.

### Focus Grade Bands Based on Frequency

adverse (1) already (1) assessment (1) attendance (1) based (1) bridge (1) build (1) capacities (2) change (1) children (1) combination (1) culture (2) definitely (2) different (2) elementary (2) engagement (2) english (2) events (1) extremely (1) fishcamp (1) foundation (2) grade (6) help (1) involved (4) lack (2) level (8) middle (3) naturally (1) needs (2) night (2) older (1) parents (10) progress (1) provide (1) reading (3) report (2) school (7) skills (1) staar (2) standardized (1) strats (1) student (6) support (2) teachers (5) tends (1) test (1) themed (1) training (1) vision (1) year (3)

### Focus Subpops Based on Frequency

able (1) assist (1) barrier (1) education (1) el (2) failing (1) families (1) issue (1) language (1) parents (3) populations (1) primarily (2) resources (1) risk (1) socioeconomic (1) spanish (1) speak (1) special (1) students (3) transportation (1)

## Focus Areas Based on Frequency

**areas** (3) **careers** (1) **certain** (2) **content** (3) **demonstrate** (1) **different** (1)  
**education** (2) **geographical** (1) **importance** (1) **limited** (1) **living** (1) **opportunities** (1) **options** (1) **specific** (1)