

SPRINGTOWN INDEPENDENT SCHOOL DISTRICT



RETURN TO IN-PERSON AND CONTINUITY OF SERVICES PLAN **2021-2022**

MEETING ALL STUDENTS' NEEDS

SPRINGTOWN ISD
#PORCUPINEFAMILY



PLAN FOR THE SAFE RETURN TO IN-PERSON INSTRUCTION & CONTINUITY OF SERVICES



SPRINGTOWN INDEPENDENT SCHOOL DISTRICT

The Texas Education Agency recently announced the availability of \$11.2 billion in federal funding made available to school districts through ESSER III under the American Rescue Plan. This is a substantial sum of money, though amounts vary significantly from district to district. The Springtown ISD website will be used to communicate with our staff, parents, and community members about the ESSER III funds (ESSER stands for Elementary and Secondary Emergency Education Relief). ESSER III funds are federal funds sent to the states to help cover costs associated with learning loss due to COVID-19 and the cost of online instruction, facilities improvements, and the pandemic.

Springtown ISD is proud to have offered the opportunity for in-person instruction for all students during the 2020-21 school year. Thanks to the support of our faculty, staff, students, and community, we developed our return to school plan in the summer of 2020 and with full consideration of public comment and feedback. We have persevered throughout the year, despite the occasional setback, to keep students in school and to maintain open lines of communication with our entire school community.

For the 2021-22 school year, SISD will continue to provide full in-person instruction, after school activities, and extracurricular programs. This declaration of commitment to providing the best environment for our students is meant to satisfy the requirements for accepting additional funds through the American Rescue Plan (ARP) and the Elementary and Secondary School Emergency Relief (ESSER) Fund. The top priorities of Springtown ISD are the safety and academic success of all students. As Springtown ISD continues to provide in person learning; protocols and information for parents have been updated for the 2021-22 school year. These protocols, addressing TEA as well as CDC recommendations, will be revisited every 6 months to address any changes.

Springtown ISD has and will continue to engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan for the uses of ARP ESSER III funds to be utilized for safely opening and operating for in-person learning according to the CDC guidance. The funds will address the academic impact of lost instructional time through implementation of evidence-based interventions, such as summer learning and personalized “WIN Time” (What I Need) at all grade levels. Springtown ISD will work to ensure our interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic (including students from low-income families, students of color, English language learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students). The district will do the following:

- Follow the guidelines shared by the Texas Education Agency and the Center for Disease Controls in an effort to keep our students and staff safe;

- Assess academic gaps and provide accelerated closing-the-gap growth opportunities;
- Evaluate the social and emotional needs of our students and staff; and
- Keep schools open all year without experiencing school closure.

All plans are subject to change based on regulations by the Texas Education Agency and the Office of the Governor of Texas. Parents will be notified if changes are necessary.

BACK TO SCHOOL

Entering into the 2021-2022 school year Springtown ISD plans to continue the learning initiatives it has established and will provide new learning opportunities for our students. All SISD employees and students will continue with in-person instruction in the 2021-2022 school year. All SISD school operations will return to normal (prior to COVID19) with the following expectations listed below.

FACILITIES

- Addition of space as needed for the safety of staff and students;
- Building improvements as needed for the safety of staff and students.



PART I. PROPOSED COVID-19 HEALTH AND SAFETY PROTOCOLS



FACE COVERINGS

- The District shall follow mask/facial covering directives from State, Federal, and/or local agencies where applicable. Absent directives, (or when directives conflict), the authority of our Board of Trustees will be exercised.
- The District will strive to provide masks upon request.

COVID IMMUNIZATIONS ARE NOT MANDATORY

- Springtown ISD will continue to provide information to the community about COVID immunization opportunities as a courtesy for those who wish to access the vaccine.
- Springtown ISD will continue to partner with Parker County and the State of Texas to offer the vaccine to students and staff.

COVID SCREENING & TESTING

- All staff will be required to self screen for COVID-19 symptoms daily prior to coming to work. Individuals who have symptoms throughout the day will be assessed, isolated, and sent home if necessary.
- Parents will be asked to screen students for COVID-19 symptoms daily before sending students to school.
- Covid-19 tests supplied by TEA and/or TDEM will be offered (as available) to SISD's students and staff

HAND HYGIENE

- Springtown ISD will continue to encourage good hand hygiene, such as reminding students to wash hands after using the restroom, before meals, etc., and provide access to hand sanitizer stations.

DISINFECTION

- Frequent cleaning and disinfecting will occur throughout the school day in high-traffic and frequent-touch areas (i.e. doorknobs, bathrooms, etc.);
- School buses will continue to be disinfected;
- Teachers and staff will continue to have access to disinfectant supplies to clean high-touch areas regularly if desired.

CAFETERIAS & CHILD NUTRITION

- Employees must adhere to Food Services Guidance;
- Use disposable student food service items (e.g., utensils, trays);
- Ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher;

- Students should not share food, drinks, or personal devices;
- Parents visiting their children for lunch will have access to reserved tables.

VISITORS IN SISD SCHOOLS/FACILITIES PERMITTED

- Visitors with lab-confirmed COVID19 or symptoms of COVID19 will be prohibited from campuses.
- Visitors should utilize hand-sanitizer upon entering a campus building.
- In some instances, virtual meetings may be utilized in lieu of in-person meetings .

PLAYGROUNDS AND RECESS

- Playground use will be allowed with appropriate safeguards.
- Groups using playgrounds may be staggered and/or limited.
- Students should be encouraged to wash hands before and after recess.

ATHLETICS AND OTHER EXTRA-CURRICULAR PROGRAMS

Where applicable, athletics and other extra-curricular programs/activities will follow guidelines provided by their governing bodies. The University Interscholastic League (UIL), community health organizations, and other related agencies and organizations will be consulted as appropriate.

FIELD TRIPS

All field trips will adhere to all health and safety guidelines established by TEA, TDEM and CDC.

RESPONSE TO COVID19

- Prevention and Precaution
 - Stay home and seek medical advice from physician
 - Students with symptoms will be sent to the nurse
 - Positive lab-confirmed cases: SISD will follow CDC guidance and other governing bodies for length of isolation
 - As with any other infection or illness, students must be fever-free for 24 hours without medication before returning to campuses



PART II. INSTRUCTIONAL SETTINGS AND CONTINUITY OF SERVICES



Even though COVID-19 has been challenging, SISD continues to move forward responding to the pandemic and addressing student learning loss. SISD’s plan has been created to be flexible as governing authorities and/or health officials update us on present situations of the environmental conditions affecting our protocols for safety.

ASSESSING AND ADDRESSING THE IMPACT OF LEARNING LOSS

- Use of screeners and/or benchmark assessments to help identify student strengths, learning gaps and disabilities
- Provide learning interventions that lead toward student progress and growth.
- Incorporate adaptive online learning programs
- Utilize the Branching Minds Platform to implement the MTSS framework

MORE INSTRUCTIONAL TIME TO ADDRESS THE IMPACT OF LEARNING LOSS

Springtown ISD will offer additional learning opportunities that may include:

- “WIN Time” to recapture learning loss
- After-school tutorials to help with students not passing STARR and EOC
- Tutoring through partnerships
- Summer School
- Credit Recovery

APPROPRIATE INTERVENTIONS FOR ACCELERATION

Key questions for SISD staff when determining the most appropriate interventions for acceleration:

Skill Mastery	Most Effective	When
Where is each student in their mastery of critical skills and concepts?	What interventions are most effective?	When will accelerated instruction and learning take place?

RIGOROUS INSTRUCTIONAL MATERIALS AND TEACHER SUPPORTS

- Implementation of mCLASS Dibels 8 testing to assess student growth in reading, grades K-4
- Implementation of RAPID Lexia testing to assess student growth in reading, grades 5-8
- Implementation of NWEA MAP Testing to assess student growth in math K-8
- WIN Time (K-12) built in to the master schedule
- Weekly Professional Learning Communities and/or collaborative planning

- Implementation of CIRCLE curriculum in prekindergarten
- Increased use of technology in the classrooms
- Extracurricular Programs

IN SCHOOL ACCELERATION (“WIN TIME”)

To address lost instructional time, SISD administrators are asked to think differently when building a master schedule that includes opportunities for in-school interventions and enrichments.

Common Planning and Collaboration: Educators and grade-level teams should have built in time for common planning and collaboration through Professional Learning Communities. Teachers should coordinate and plan additional support for students within the context of grade level work. High-quality lessons are focused on individual student needs and on the mastery of the standards.

High-Quality Assessments: SISD teachers will use diagnostic and formative assessments that provide timely information to help teachers know where to focus for particular students. We will create and administer standards-based assessments such as unit assessments, quick checks, exit tickets, formative assessments, and timely progress monitoring.

Power Standards/Essential Standards: Each grade level/ content area will identify the critical content on which to focus. Identifying and focusing on the most essential standards will guarantee a viable and guaranteed curriculum that builds a solid foundation within and across the grade levels.

HB4545: As a result of HB4545, students in SISD must attend WIN Time in the subject area in which they *Did Not Meet* passing standards for STAAR or EOC; no less than once per week. Students cannot be removed from foundation curriculum, enrichment curriculum, or recess/physical education.

Accelerated Learning Committees and Plans: SISD is committed to each child’s growth and development. For monitoring and guiding purposes, Accelerated Learning Committees will help in the development and implementation of individual accelerated learning instruction plans for each student that did not meet approaches on the previous STAAR assessment. These plans will detail the areas of accelerated instruction needed by the student, the plan for progress monitoring, assessment data, and the actions and tools that will be provided for the student. This plan will be documented in writing with a copy provided to the student’s parent or guardian. All plans and meetings will be documented in the Branching Minds platform.

Student-Ratio Services for reading and math interventions are provided in small groups to maximize the instruction. Typically groups will range from 5-7 students. If a parent requests a smaller group size, we will accommodate for the required 30 hours of instruction for any student who failed a STAAR or EOC course.

WIN Time Guidelines

- WIN time must focus on learning. This includes prevention, intervention, and enrichment.
- At the elementary level, WIN Time is offered for a total of 60 minutes daily on Monday-Friday.
- In grades 5-12, a 30 minute advisory period on Monday-Friday is embedded in the Master Schedule for WIN Time as needed.

- WIN Time provides students the opportunity to:
 - Receive targeted interventions
 - Receive accelerated instruction
 - Participate in SEL activities
 - Complete assignments
 - Practice presentations
 - Study for tests & quizzes
 - Receive help from a teacher
 - Make progress on long-term assignments
 - Collaborate with classmates on group assignments

Instructional Materials & Assessment	Grade Level(s)	What resources are included to support students with disabilities?	What resources are included to support ELs?	Other Information
MATH INSTRUCTIONAL MATERIALS FOR WIN TIME				
TEKS Resource System: GAP Implementation Tool	K-12	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs.	Teacher Planning Tool
NWEA MAP Growth	K-8	Progress monitoring for IEP attainment	Progress monitoring; available in Spanish	Online Screener & Data Tool
DreamBox	K-4 5-8	Skill plans for master of goals and standards	Both English and Spanish	Adaptive Online Program with Analytics
IXL	5-12	Skill plans for mastery of goals and standards	Both English and Spanish	Online Program with Analytics; Can be used whole group or individually
StemScopes Math	K-4	Access to lessons in multiple grade levels; intervention activities included	Both English and Spanish	Teacher Planning Tool; supplemental resource
Go Math!	K-8	Access to lessons in multiple grade levels; intervention activities included	Both English and Spanish	CORE

LITERACY INSTRUCTIONAL MATERIALS FOR WIN TIME

TEKS Resource System: GAP Implementation Tool	K-12	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs.	Teacher Planning Tool
mCLASS Dibels 8	K-4	Progress monitoring for IEP attainment	Progress monitoring; available in Spanish (IDEL)	Universal Screener, Dyslexia Screener, Data Tool
Benchmark Assessment System (BAS)	K-2	Progress monitoring for IEP attainment	Progress monitoring; available in Spanish (IDEL)	Diagnostic
Lexia RAPID Assessment	5-8	Progress monitoring for IEP attainment	Progress monitoring; available in Spanish	Online Universal Screener, Data Tool
HMH Growth Progress Measure	9-12	Progress monitoring for IEP attainment	Progress monitoring; available in Spanish	Online Universal Screener, Data Tool
Amplify Reading	K-4	Progress monitoring for IEP attainment	Progress monitoring; available with Spanish support	Adaptive Online Program
Lexia	5-8	Progress monitoring for IEP attainment	Progress monitoring; available with Spanish support	Adaptive Online Program
System 44/Read 180	3-8	Program components support foundational literacy; Progress monitoring for IEP attainment	Program components support foundational literacy;	Blended Learning Program: Dyslexia services and Tier 3 intervention
HMH Into Reading/Literature	K-4, 9-12	Differentiated lessons, embedded scaffolded supports	Available in Spanish; Mini Lessons: English Language Development; Embedded ELs Supports	CORE

Savvas EasyBridge	5-8	Differentiated lessons, embedded scaffolded supports	Differentiated lessons, embedded scaffolded supports	CORE
SCIENCE INSTRUCTIONAL MATERIALS FOR WIN TIME				
StemScopes Science	K-12	Access to lessons in multiple grade levels; intervention activities included	Both English and Spanish	Teacher Planning Tool; supplemental resource
Study Island	5-6, Biology	Scaffolded supports	Scaffolded supports	Standards Practice Online; Formative Assessment
SOCIAL STUDIES INSTRUCTIONAL MATERIALS FOR WIN TIME				
Studies Weekly	K-4	Differentiated lessons	Both English and Spanish	CORE

TRACKING STUDENT GROWTH AND DATA

The District utilizes Eduphoria and Branching Minds to track students data, data will be uploaded into respective programs in alignment with the assessment calendar and discussed at MTSS and PLC meetings.

2021-2022 STUDENT ASSESSMENT CALENDAR

Assessment	Grade Level (s)	Window
Universal Screeners		
Universal Screener (BOY) mClass Reading (1-4) Lexia Rapid Assessment (5-8) NWEA MAP Growth Math (1-8)	Grades 1-8*	August 16--September 10
Universal Screener (BOY) mClass Reading NWEA MAP Growth Math	Kindergarten	September 7--October 8
Universal Screener (BOY) CIRCLE PM/CLI	Prekindergarten 4	August 30-September 24
Universal Screener (BOY) HMH Growth Measure Reading	9-12	August 16--September 10
Universal Screener (BOY) DESSA Mini	K-12	September 7-24
Benchmark Assessment System (BAS)	Grades 1-2	August 16--October 15
Benchmark Assessment System (BAS)	Kindergarten	Completed by November 19

Universal Screener (MOY) mClass Reading (K-4) Lexia Rapid Assessment Reading (5-8) NWEA MAP Growth Math (K-8)	Grades K-8*	January 10--28
Universal Screener (MOY) CIRCLE PM/CLI	Prekindergarten 4	January 10--February 4
Universal Screener (MOY) HMH Growth Measure Reading	9-12	January 10--28
Universal Screener (MOY) DESSA Mini	K-12	January 10--28
Benchmark Assessment System (BAS)	Grades K-2	January 10-February 4
Universal Screener (EOY) mClass Reading (K-4) Lexia Rapid Assessment Reading (5-8) NWEA MAP Growth Math (K-8)	Grades K-8*	April 25--May 13
Universal Screener (EOY) CIRCLE PM/CLI	Prekindergarten 4	April 19-May13
Universal Screener (EOY) HMH Growth Measure Reading	9-12	April 25--May 13
Universal Screener (EOY) DESSA Mini	K-12	April 25--May 13
Benchmark Assessment System (BAS)	Grade K-2	April 19-May 13
District Benchmarks		
Math Benchmark	Grades 3, 4, 5,6, 7, 8	March 8
Reading Benchmark	Grades 3, 4, 5,6, 7,8	March 9
State Assessments		
STAAR EOC - English I	Grades 9-12	December 7
STAAR EOC - Algebra I, Biology, US History	Grades 9-12	December 7-17* (Online)
STAAR EOC - English II	Grades 9-12	December 9
STAAR Stand-Alone Field Test Grades 3-8 Math; Grades 3-8 Reading; Grades 5 & 8 Science; Grade 8 Social Studies; Alg. I; Eng. I; Eng. II; Biology; US History; Spanish Grades 3-5 Reading	Multiple	February 14-18 (More Information will be provided as it is released.)
TELPAS Assessment Window	Grades K-12	February 21--April 1
STAAR Alternate 2	Grades K-12	March 28--April 22
STAAR EOC - English I	Grades 9-12	April 5

STAAR EOC - English II	Grades 9-12	April 7
STAAR EOC - Algebra I, Biology, US History	Grades 8-12	May 3-6
STAAR Science	Grade 8	May 5 (through May 20 if online)
STAAR Social Studies	Grade 8	May 6 (through May 20 if online)
STAAR Math	Grade 3, 5, 7	May 10 (through May 20 if online)
STAAR Reading	Grades 3, 5, 7	May 11 (through May 20 if online)
STAAR Science	Grade 5	May 12 (through May 20 if online)
STAAR Math	Grades 4, 6, 8	May 18 (through May 20 if online)
STAAR Reading	Grades 4, 6, 8	May 19 (through May 20 if online)
STAAR EOC - Algebra I, Biology, USH	Grades 8-12	June 21-24
STAAR EOC - English II	Grades 9-12	June 23



PART III. MENTAL HEALTH AND BEHAVIORAL SUPPORTS



- Springtown ISD will utilize Choose Love in addition to various programming, resources, and partnerships that benefit the mental, social and emotional needs of the student.
- Offer in school counseling
- Administer the DESSA Screener
- Continue with community partnerships to benefit the whole child
- Ensure the continuity of Food service programs- All students in SISD will receive free breakfast and lunch for the 2021-22 school year.
- Continue to build strong and trusting relationships among students, families, and educators.
- Explicitly teach critical social, emotional, and academic skills.
- Provide supportive and specific feedback to encourage skill growth across all domains.



PART IV. ADDITIONAL SUPPORTS & RESOURCES



PROFESSIONAL LEARNING

Springtown ISD's staff will participate in ongoing professional activities throughout the school year. Various learning opportunities will be tailored to support teachers in delivering excellence in the classroom to foster more than one year of academic growth in one calendar year. System supports may include:

- K-3 Teachers attending Reading Academies (schedule below)
- Weekly Professional Learning Communities and planning time
- New teachers participating in mentor program(s)
- Assessment Training
- "Choose Love" Implementation Training
- TTESS
- Branching Minds/MTSS Training

TEXAS EDUCATION AGENCY RESOURCES

[HB4545 FAQs](#)

SPRINGTOWN ISD RESOURCES

[Springtown ISD ESSER webpage](#)

<https://www.springtownisd.net/Page/13213>