

Weimar ISD ESSER III (American Rescue Plan) Community Feedback and Input Survey-6 Month Review (bit.ly/june23esser3)

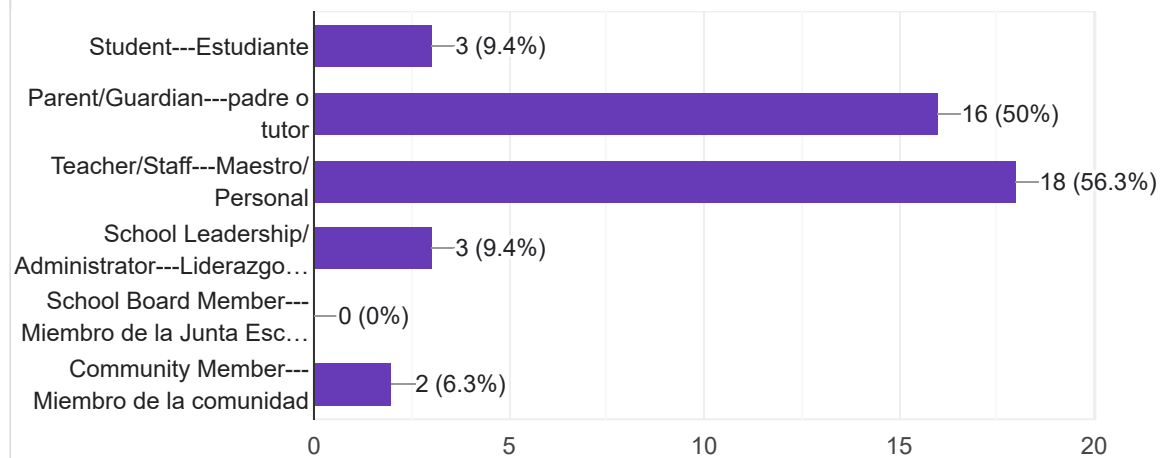
32 responses

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Tell us who you are (check all that apply)---Díganos quién es usted
(marque todo lo que corresponda)

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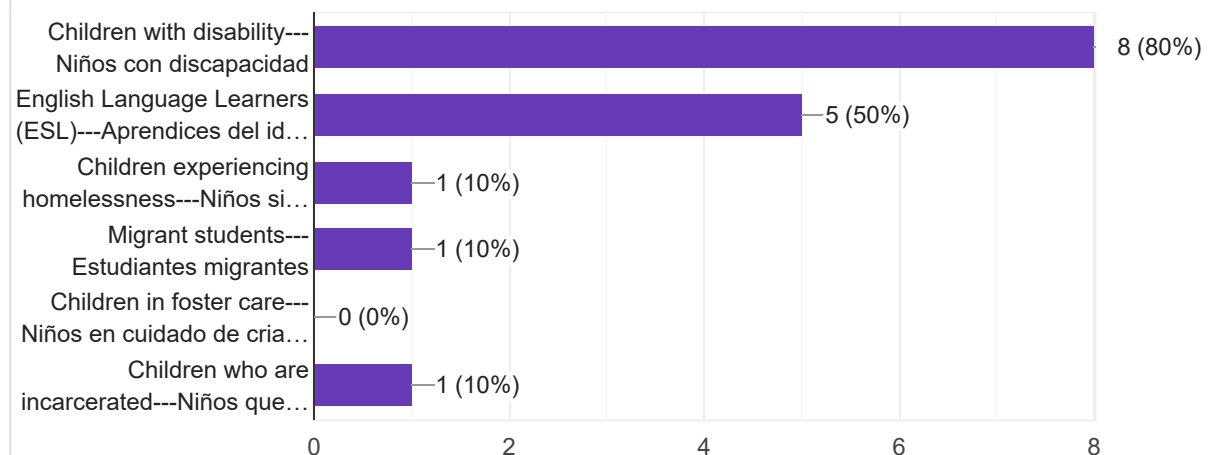
32 responses



Check all that apply to your child (if applicable)---Marque todo lo que se aplique a su hijo (si corresponde)

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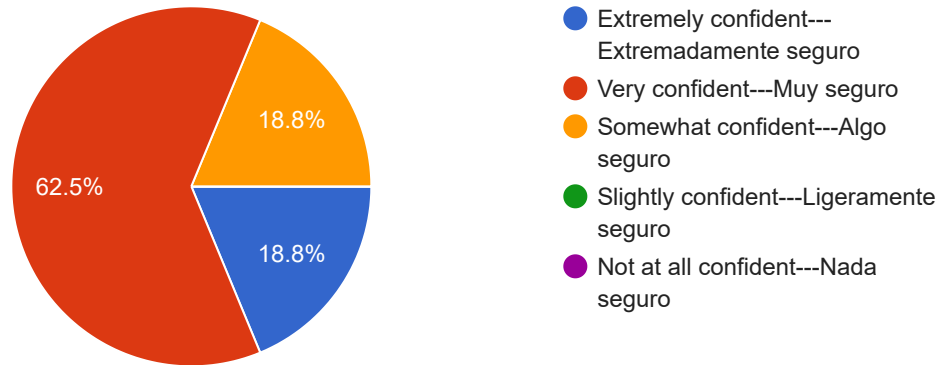
10 responses



How confident are you that students of WISD made sufficient academic progress this school year? ---¿Qué tan seguro está de que los estudiantes de WISD lograron un progreso académico suficiente este año escolar?

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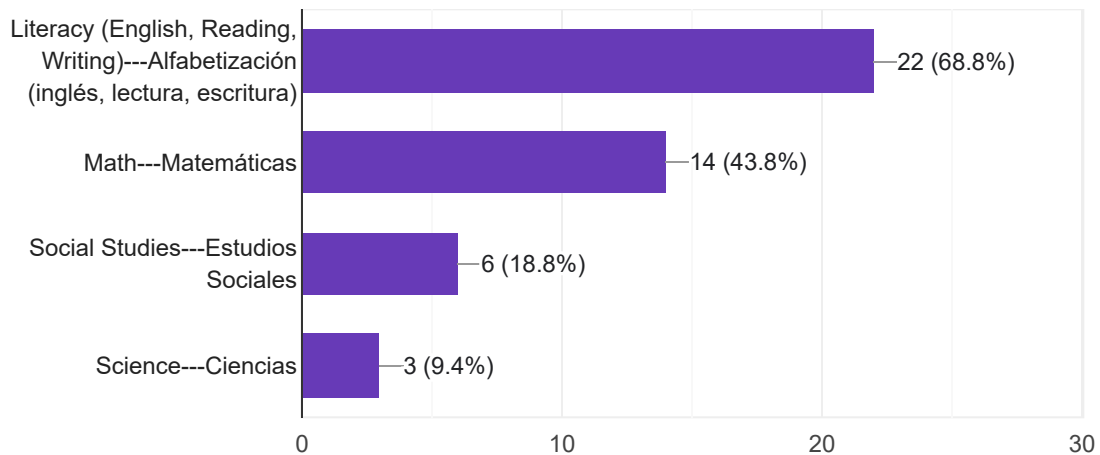
32 responses



Which subject areas do you feel students of WISD need more academic support in next school year?---¿Qué áreas de materias cree que los estudiantes de WISD necesitan más apoyo académico el próximo año escolar?

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32 responses

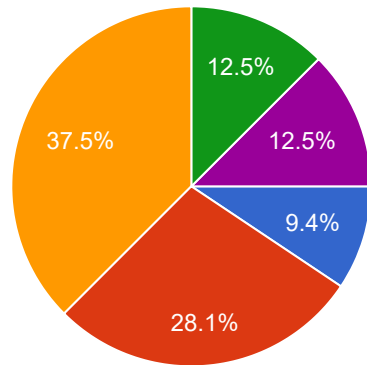


How concerned are you about the student's social-emotional well-being? --

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-¿Qué tan preocupado está por el bienestar socioemocional del estudiante?

32 responses



- Not at all concerned---No todos están preocupados
- Slightly concerned---Ligeramente preocupado
- Somewhat concerned---Algo preocupado
- Quite concerned---Bastante preocupado
- Extremely concerned---Extremadamente preocupado



Share your ideas and suggestions for the district to help address the loss of learning and academic needs impacted by COVID 19. ---Comparta sus ideas y sugerencias para que el distrito ayude a abordar la pérdida de aprendizaje y las necesidades académicas afectadas por COVID 19.

10 responses

Implement resource classes for SPED students that are currently in the general education classroom but need a slower pace and a smaller education setting.

Students seem to be struggling with social interactions since COVID. The separation they experience forced them onto social media to interact with their peers. At this point, they seem to be lacking the ability to interact face to face in social settings. They would rather sit next to each other and text vs actually holding a conversation.

Adding interventionist and more SPED (Resource and/or Co-teachers) staff to the Jr High would help some of the problems we are seeing with students reading 2-3 grade levels below their current grade placement.

I believe that COVID19 may have played a part somewhat in the learning process. Get over it, and don't use this as an excuse. Students use this as an easy out.

Increased paraprofessional support at the high school

High school students (grades 8-11) who perform at the average or below average range do not appear to be transferring their learning from one subject to another and are having a more difficult time making connections or seeing cause and effect relationships. Information may have been missed and or rushed through in an attempt to make up for loss of time during Covid 19 or deemed not as important as those areas more affected due to Covid 19. Both ELAR and social studies/history educators need to be cognizant of how students need to be taught to identify problems, analyze information, and then determine relationships that would provide possible solutions. For example, the history and location of prior events needs to be reviewed and taught so that students understand their relevance in today's world - in current affairs. When students are analyzing historical text (historical fiction/informational), students are lacking important knowledge that should have been addressed through their social studies and history courses. I am not implying that these things are not being taught but perhaps not taught to mastery or in such a way that will improve long-term retention of the information and helping students see (connect to) their relevance today. Rather than memorizing facts and notes for the short-term, support the analytical TEKS under the ELAR umbrella by teaching the same process of analysis and require written responses that demonstrate a student is making connections. Provide more opportunities for these short constructed and resource-based responses than multiple choice responses that allow the students to connect the past to the present just as a student must connect one genre to another.

Attempting to keep class sizes as close to 16:1 ratio as possible.
Targeting individual students' learning gaps and deficits.

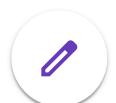


Incentives for attendance - seems to be a decrease in student attendance this year. (Or info sent home to parents about the importance of great attendance for students, and negative impacts from unexcused absences.

Students are lacking the basic functions like: using scissors and glue in a responsible manner; communication with others in an academic setting, using correct punctuation and spelling, using resources provided. As far as suggestions, I suggest implementing a digital citizenship course/education setting that provides students with the correct use of technology.

I think we are doing the best we can

These kids need more hands on, limited tablet/Chromebook times, I feel like test on paper instead of doing test on tablets, ART can we have art in Junior High? So many kids love to draw, write, and craft, but we have zero of that in our school. Columbus, eagle lake, Lagrange, Sealy, All of these schools provide that. More talking, hands on learning life skills will help these kids. Communication! None of them know how to freaking speak to adults or look in their i and speak!



Share your ideas and suggestions for the district to help address the mental health and social emotional needs impacted by COVID 19. ---Comparta sus ideas y sugerencias para que el distrito ayude a abordar las necesidades de salud mental y socioemocionales afectadas por COVID 19.

11 responses

More programs about social and emotional awareness , guest speakers

Keep counselors on campus and continue to teach students to manage their anxiety so that they can be productive in school and in life.

Maybe a class period could be dedicated for to teacher students about self care, self confidence, time management, task management, and social interactions could be added as an elective. This class would need a structured curriculum to follow in a scope sequence to help build their resilience and self confidence as they become more independent.

Mental health days built into the school calendar. There are many other school districts that have built in "mental health" days so that both, students and teachers have time to "reset." The demand from the state with testing, has put a toll on the states teachers and they are exhausted.

Counselors in our district have so many roles that sometimes their role as counselor is put on hold and students do not receive the intervention/education they need. Bringing in speakers that can share real-world experiences and more training for teachers on how to handle situations in their classrooms or on campus would be beneficial. The LSSP is also very busy and can be difficult to meet the needs of her assigned students. More communication with teachers on how to help students that are in need to extra care or are "handle with care" students. Understanding that confidentially goes out the window when a student or campus is at risk and the well being of the student/others on campus is in question. Educating teachers on what 504 plans are and ensuring that teachers take these seriously as well as follow though with the plans should be priority.

Our counselor does an amazing job in this area

The district through its counseling educators are doing a good job to address the mental health and social emotional needs of its students with resources provided and despite a lack of support from some parents whose students suffer more in these areas.

Mental health of students with divorced parents and unstable homes can possibly be addressed with a newsletter for suggestions for parents. (I think one was sent home once this year.)

I suggest a weekly parent support group. If not, weekly grade-level meetings of students. Many students are simply lacking the practice of what to say, how to say it, and when NOT to say it.



I think we are doing are part

Mental health problems.....start at home, then linger to the school because half these children are raising themselves.

Share your ideas and suggestions for the district to help address the sanitation and air quality that is related to COVID 19. ---Comparta sus ideas y sugerencias para que el distrito ayude a abordar el saneamiento y la calidad del aire relacionados con COVID 19.

10 responses

None

Sanitize desks, doors, and other frequently touched surfaces on a daily basis.

Classroom air purifiers and dehumidifiers may help.

No concerns

Improve / Repair Air Supply at WHS

Trash needs to be removed from all classrooms and offices daily, desks and doorknobs wiped down, toilets and sinks properly cleaned (scrubbing a toilet does not address germs on the handle, seat, or on the outside of the bowl), all rest rooms need to be cleaned with floors mopped daily - not just those in high traffic areas like the main building. Classes are held in other locations where staff and students use working restrooms. This should be the norm and not something implemented when the community is seeing an increase in cases of Covid 19, flue, strep, etc.

This is not an issue on the campus I work on.

Housekeeping is doing a GREAT job in the classrooms. However, as far as air quality goes... I've noticed a musty smell in the science lab here in the JH. Maybe it's plumbing but it seems "damp" in there.

It's our life now, just like flu, it's not going anywhere, it's here to stay, the more we mask it the more health problems we will have. General sanitizing skills of soap and water/ washing your hands/ cleaning around the school is your best!



Share your ideas and suggestions for the district to help address technology that is related to COVID 19. ---Comparta sus ideas y sugerencias para que el distrito ayude a abordar la tecnología relacionada con COVID 19.

10 responses

None

Continue to provide a 1:1 ratio of computers to students. Offer more technology/typing classes to learn basic skills that can help students succeed in school and beyond.

our technology is great- allow students to be issued a laptop for the school year to carry from class to class. We are at a 1 to 1 ratio- make them responsible for any damages as we do with calculators.

Devices needs to be updated. Typing, caring for a device and how to properly using a device needs to be taught beginning at the elementary level.

n/a

Ideally, every student would have a Chromebook issued to him/her to use daily. If that is not feasible, then every classroom should have a cart of Chromebooks with the correct number available to cover the number of students in each of the teacher's class periods. Two teachers should not have to share a Chrome cart between their classes, hoping their students will not need them on the same days or putting them in a difficult situation of taking time from their class period to figure out what to do to make it work when there are not enough computers and both teachers need their students to use the computers.

Technology devices need to be readily available when devices are no longer able to update and run efficiently for students. This means the campus always has on hand devices.

Students need an earlier class/course on technology use and ALL of the features that are available. Teachers need to start practice using the features available as well. With that being said, to stay on the forefront of education and practices, teachers and students need to utilize the online textbooks available to them. Yes, there's a learning curve, but the reality is that the online textbooks provide differentiation and scaffolding and ELL services that might not be readily available when learning is taking place (paras being used elsewhere or being absent from the room). They also have virtual simulations that are ALWAYS available (unlike blocked sites and YouTube videos). All Savvas books have the online feature. Money can be saved - not buying as many books, as well as trees - moving more toward digital learning and storage of educational material. However, if this is the way WISD goes, internet and devices and headphones will need a serious upgrade.

None



More hands on, make these kids speak to each other, less Chromebook testing, paper testing, more hands on.

Please share other ideas of suggestions or specific questions you may have. ---
Comparta otras ideas, sugerencias o preguntas específicas que pueda tener.

3 responses

We need more electives so that students can unlock potential interests that will help them succeed in school and in life. We also need a full-time SPED case manager and a full-time dyslexia teacher.

Closing off an area for testing dates and not allowing students to roam those areas. Structured Activity period that counts for credit toward class(es) they need assistance in.

ART program for junior high, police officer full-time on our campuses especially when you have children that can't act right, pay the teachers more or at least cost of living raise.

Name (optional)----Nombre: (Opcional)

2 responses

Stacy Heger

McAfee

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