

Question 1: Language Arts/Math for Grades 3-5

What barriers get in the way of students attending school regularly, and what suggestions do you have to address these barriers?

Student Investment Account Plan

Allowable Uses

All grant requests must have a spending plan focused *in any, some or all* of the four allowable use categories.

(Points in RED are criteria needing to be met. Points in BLACK are direct responses from the community)



Reducing Class Size

- Use evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads;
- This may include increasing the use of instructional assistants.
- More EA support
- More staff
- Volunteered and observed: class sizes are too large (20 kinder)
- Smaller classes would help with scores.
- Agree with reducing class sizes.
- More 1 on 1
- Parent volunteers utilized
- More staff to reduce class-size/behavior disruptions
- More room to house staff growth

Well-Rounded Education

- Developmentally appropriate and culturally responsive early literacy practices and programs in pre-K through third grade.
- Culturally responsive programs and practices in grades 6-8, including learning, counseling and student support that is connected to colleges and careers.
- Broadened curricular options at all grade levels including: Art, Music, PE, STEM, CTE, engaging electives,



accelerated, dual credit, IB, AP, Life Skills, TAG, dropout and prevention programs, and transition supports.

- Access to licensed educators with a library media endorsement.
- Look at high achieving districts and get ideas
- Concerning: glean info from districts/teachers: what do they need?
- SPED focus: don't have TAG program. Title I program cannot meet needs of all students who qualify.
- Funding to specific groups (SPED, TAG)
- Technology emphasized in classroom. Are students using tech for math and doing own thinking or copying others' responses?
- Reinvesting in non-core subjects (arts, electives) to give incentive
- Free preschool
- Personal development for teachers

Instructional Time

- More hours and/or days.
- Summer programs; before or after school programs.
- Technological investments that minimize class time used for assessments administered to students.
- More individual instruction
- Time to work with kids and plan for them.
- Reinvesting in non-core subjects (arts, electives) to give incentive
- Free preschool
- Small group/after school, classrooms? Flexible
- Training in all disabilities for all staff

Health & Safety

- Social and emotional learning, trauma-informed practices; student mental and behavioral health.
- Improvement to organizational structures that lead to better interpersonal relationships at the school; improvement to teaching and learning practices.
- More school health professionals and assistants.
- Counseling and resources
- Community needs help
- Wondering if helping 2 ends (SPED/TAG) would bring it all together



- Boys (especially) include movement: movement in class, part of lesson plan
- Specialists for Mental Health full time on staff – counselling, nursing, and therapist. The earlier the better – return nurses to school
- Nutrition education for parents/students (energy drinks etc., buy back?)
- Basic supplies closet for economically disadvantaged (salary cap is raining for free lunches...) laundry? Showers?
- Make known services and how to access
- Life skills/behavior classroom, reduce disturbance in class
- Students expectations of themselves

Question # 2:

Language Arts/Math for Grades 6-8

What barriers get in the way of students attending school regularly, and what suggestions do you have to address these barriers?

Student Investment Account Plan

Allowable Uses

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Reducing Class Size

- Use evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads;
- This may include increasing the use of instructional assistants.
- Focusing attention on certain groups of students. Instead, focus on all students – smaller class sizes.
- Better students-teacher ratios
- More EA support 6-8
- Smaller class size (limited by space)
- More adults in each room
- One EA and teacher per room

Well-Rounded Education

- Developmentally appropriate and culturally responsive early literacy practices and programs in pre-K through third grade.
- Culturally responsive programs and practices in grades 6-8, including learning, counseling and student support that is connected to colleges and careers.
- Broadened curricular options at all grade levels including: Art, Music, PE, STEM, CTE, engaging electives,



accelerated, dual credit, IB, AP, Life Skills, TAG, dropout and prevention programs, and transition supports.

- Access to licensed educators with a library media endorsement.
- Offer lots of choices (subjects, curriculum, speakers) give them a voice
- Education/awareness training in implicit bias
- Trade classes/expanding electives for middle grades
- Home economics/project learning: this is an agreement with teachers/parents/board
- If issues are addressed at elementary level would that prepare them more for higher grade levels
- Students don't know how to make change (\$). Idea: open a school store w/students as cashiers
- After school programs--opportunity for homework assistance
- Community service opportunities--add value to students experience
- Real-life experiences needed
- More invested in non-STEM
- Resources to help strengthen the whole family (classes, programs, communications, etc.)



Instructional Time

- More hours and/or days.
- Summer programs; before or after school programs.
- Technological investments that minimize class time used for assessments administered to students.
- 6th grade transition class (like frosh seminar for 6th)
- Combat technology overuse
- Reward for classroom % turned in free & reduced
- After school programs: opportunity for homework assistance
- After school programs good! Transportation challenge
- After school programs, activities, other programs unit about 5:30
- Tutoring after school

Health & Safety

- Social and emotional learning, trauma-informed practices; student mental and behavioral health.
- Improvement to organizational structures that



lead to better interpersonal relationships at the school; improvement to teaching and learning practices.

- More school health professionals and assistants.
- Reward motivations (food, etc.)
- Are we expecting too much?
- Mental health services for underserved students
- Adding free/reduced as a required/encouraged form in registration
- Bring more movement into learning
- MS students are starting to think about how they fit in
- Pantry established with basic essential needs: laundry, food, clothing
- Older kids can more aptly seek help and advocated for themselves, therefore, MS age group needs more mentorships, counselors, helpers
- Health clinic (remove insurance barrier)
- Mental health care
- Provide a late afternoon/evening meal

Question #3: Ninth grade year on track

What barriers get in the way of students attending school regularly, and what suggestions do you have to address these barriers?

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Reducing Class Size

- Use evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads;
- This may include increasing the use of instructional assistants.
- Connections-smaller classes, connection = improvement



Well-Rounded Education

- Developmentally appropriate and culturally responsive early literacy practices and programs in pre-K through third grade.
- Culturally responsive programs and practices in grades 6-8, including learning, counseling and student support that is connected to colleges and careers.
- Broadened curricular options at all grade levels including: Art, Music, PE, STEM, CTE, engaging electives, accelerated, dual credit, IB, AP, Life Skills, TAG, dropout and prevention programs, and transition supports.
- Access to licensed educators with a library media endorsement.
- 9th grade having graduating seniors come and speak to 9th graders (peer mentor), encourage younger students entering, advice for success
- Dual credit--CTE--community connections
- Options for students who don't enjoy traditional class setting
- Opportunities for different demographics are available and relevant

- After school w/snack and assistance w/ school work, creates an opportunity for relationships, opportunities for STEM
- Panel of graduated students to talk w/ 9th graders. Share successes kids to kids
- Is there a way not to do testing?
- Are we teaching to the test or developmentally appropriate content?
- Community events to help create solidarity with the school and seniors
- Training on implicit bias (auto calling kids “good” and “bad” kids)
- More development in the trades at all grade levels
- Target skill opportunities through groups, training and other programs



Instructional Time

- More hours and/or days.
- Summer programs; before or after school programs.
- Technological investments that minimize class time used for assessments administered to students.
- Transportation: what if we offer a bus at 5pm for students who want to stay and work later?
- Dual credit: CTE – community connections
- After school w/snack and assistance w/ school work, creates an opportunity for relationships, opportunities for STEM
- Are we passing people through without meeting the standards?
- Are we teaching to the test or developmentally appropriate content?
- HS tests are better than 3-8 state test scores. Are tests accurate representation?
- Need more extra activities after school (bus options)
- Less time removed from classroom
- Transitional support from lower grade to upper

Health & Safety

- Social and emotional learning, trauma-informed practices; student mental and behavioral health.
- Improvement to organizational structures that lead to better interpersonal relationships at the



school; improvement to teaching and learning practices.

- More school health professionals and assistants.
- Connections, relevancy, inspired, mentorship: all back to relationships
- Student buy-in needs to be increased
- After school w/snack and assistance w/ school work, creates an opportunity for relationships, opportunities for STEM
- Must offer after school meal/supper
- Panel of graduated students to talk w/ 9th graders. Share successes kids to kids
- Connections-smaller classes, connection = improvement
- Community events to help create solidarity with the school and seniors
- Events to build community for all students that are directly related to academics
- Emotional health services for all/and economically disadvantaged
- Educate to apply for free reduced lunch
- Increase OR - Free for all no application
- Are we putting too much value on test scores?

Question #4: Addressing Chronic Absenteeism

What barriers get in the way of students attending school regularly, and what suggestions do you have to address these barriers?

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Reducing Class Size

- Use evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads;
- This may include increasing the use of instructional assistants.

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- Developmentally appropriate and culturally responsive early literacy practices and programs in pre-K through third grade.
- Culturally responsive programs and practices in grades 6-8, including learning, counseling and student support that is connected to colleges and careers.
- Broadened curricular options at all grade levels including: Art, Music, PE, STEM, CTE, engaging electives, accelerated, dual credit, IB, AP, Life Skills, TAG, dropout and prevention programs, and transition supports.
- Access to licensed educators with a library media endorsement.
- Different between elem/ms/hs: hunting, working, motivation (For older kids)
- Motivate parents as well
- Attendance incentive/award individual students or class or grade level incentive
- My school had rewards ribbons for attendance



- Relevancy of being at school it does matter. Sense of urgency and importance of being at school
- Students who are chronically absent need a reason to come
- 1st period, favorite class encourages student to get there on time
- Mentors to create a plan
- Reality of life type do/don't
- Involving families
- Make school matter
- More electives, activities engaging classes for non-mainstream students



Instructional Time

- More hours and/or days.
- Summer programs; before or after school programs.
- Technological investments that minimize class time used for assessments administered to students.
- Year-round school options
- If my student rides the bus they have to get on it at 6:50 am, too early. How to fix that?
- Change start of school day
- Early buses-miss breakfast
- Later start may interfere with parent work schedule
- More buses--shorter ride-increase attendance
- Transportation (bus rides are long)
- Later start time
- Increase of # of busses
- Before school care

Health & Safety

- Social and emotional learning, trauma-informed practices; student mental and behavioral health.
- Improvement to organizational structures that lead to better interpersonal relationships at the school; improvement to teaching and learning practices.
- More school health professionals and assistants.
- Don't want to keep home unless they are sick
- Identify reasons for absences
- Family taking vacations



- Medical clinic on campus
- Remove insurance barriers
- Nurse on campus to avoid needing off campus appointments
- Mental health screening/counselor on campus
- Welcoming environment- want to attend and be here
- Mental health interferes with attendance
- Chronic illness
- Lack of adults who make you (students) go to school
- Students who are the “adult” at home
- Lack of adult at home who encourages school attendance and performance
- Early buses-miss breakfast
- Parents who can drive students are at an advantage
- Community buy-in so student doesn't want to miss (morning handshake) food for older students
- Community building activities
- Make them not want to miss out on school
- Mental health service
- More meals for kids
- Illness
- Anxiety
- Mental health
- Family responsibilities
- Lack of parental responsibility
- Contact person for support w/ home needs
- Create communities to build relationships in and out of school
- Provide more meals
- Showers, laundry, other facilities for personal needs
- Hygiene items readily available

Question #5:

What are other recommendations and/or suggestions would you like to offer the district leadership team to consider as they begin to draft the Student Investment Account Plan?

Student Investment Account Plan

Allowable Uses

All grant requests must have a spending plan focused *in any, some or all* of the four allowable use categories.



Reducing Class Size

- Use evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads;
- This may include increasing the use of instructional assistants.
- Improve staff to student ratio
- Increase staffing-reduce
- EA in every classroom
- Competitive wages
- More staff
- More adults, more people to provide support (EAs, teachers,)
- Elementary counselor/mentor to direct students who are not performing well

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- Culturally responsive programs and practices in grades 6-8, including learning, counseling and student support that is connected to colleges and careers.
- Broadened curricular options at all grade levels including: Art, Music, PE, STEM, CTE, engaging electives, accelerated, dual credit, IB, AP, Life Skills, TAG, dropout and prevention programs, and transition supports.
- Access to licensed educators with a library media endorsement.
- More specialized opportunities: flexible groups for students (i.e., TAG programs, special ed life skills)
- counselors/student advocates



- Preschool availability (cost effective) needs to be improved. Noticeable difference between have and have nots
- After school programs for all types of students
- Home economics
- Hands-on learning
- Summer: academics/cte/social, lunch program, all meals
- Purchase vans for transportation: cte --lcc classes, engagement
- Need to establish skills and competency level up at elementary
- Focus on CTE, different avenues for all students
- CTE for MS and HS is helpful for special Ed kids
- FFA is good for a lot of kids
- Keep investing in program (college readiness and CTE) sustained
- More choice, especially with home econ.
- Seek more specialized training for groups of students
- Remedial training for certain focus areas such as ELA, remedial math
- More offering for TAG students
- Funding for TAG coordinator/resource who actively focuses on this group of students
- More specialization to enhance professional development for the staff to recognize systems that properly identify which students would benefit and how to effectively teach them
- Raise the expectation for all students
- Give them a purpose, and reward them for their sincere efforts to achieve, not just for participating or showing up.
- More actual work during the school day and less time for movies

Instructional Time

- More hours and/or days.
- Summer programs; before or after school programs.
- Technological investments that minimize class time used for assessments administered to students.
- More specialized opportunities: flexible groups for students (i.e., TAG programs, special ed, life skills)
- More instructional hours
- Free-up time for teachers by providing more support
- After school programs for all types of students



- Summer school
- Year-round school
- Longer school year
- Summer: academics/cte/social, lunch program, all meals
- KITS program, remove cost
- Encourage any mechanism that increases actual educational time for the students within normal parameters of the school day
- Ending early release Wednesdays and reinstating it as a full student contact day
- Reducing the number of in-service or other off days throughout the calendar year
- Extending the actual school year
- Removal of study hall until a student reaches the level of high school
- Make school time count

Health & Safety

- Social and emotional learning, trauma-informed practices; student mental and behavioral health.
- Improvement to organizational structures that lead to better interpersonal relationships at the school; improvement to teaching and learning practices.
- More school health professionals and assistants.
- Providing meals
- More mental health specialist on staff (all ages)
- Elementary counselor --sooner you can help the better
- Getting parents getting involved--improve communication and ways to get involved--utilized social media-be more tech savvy
- Continue to build on mentoring for all age groups elem/ms/hs
- Ways to reach parents who are struggling
- Wrap around services
- Mental health resources (counselors and other things)
- Training for staff, re: mental health
- Training on implicit bias for staff
- Summer: academics/cte/social, lunch program, all meals
- Early interventions for mental health services
- Childcare for staff/subs (using students/college credit)
- Increase janitorial/cleaning



- Community building events. Ex: school clean-up day, bonding w/ other students and fun
- Ways to celebrate students who are not in sports
- Celebrate students for being good citizens (not grades, sports)
- Students take ownership of school, pride
- How to prioritize when they all have value
- Data doesn't show everything (mental health students feeling valued and loved)
- Most bang for the buck: Pre-K-HS. District wide nutritional lunch program. Farm to table. Healthy food and nutrition.
- Lunch room is too much chaos for students. Add sound tiles, noise reducing, round tables
- Therapist available to school district full time to work with students with high mental health needs, beyond the scope of school counselor training.
- Elementary school needs a counselor (3 people agree)
- Support for students in trauma: licensed therapist, school hours with kids, after school for staff support
- Everyone wanting all students to get support, teachers, students more service for low income school to get them through school, to succeed
- Reduction of teacher absenteeism especially when no lesson plans are prepared for the substitute teacher