# ESSER III Stakeholder Survey Results

## 31 RESPONSES

## Stakeholder Category

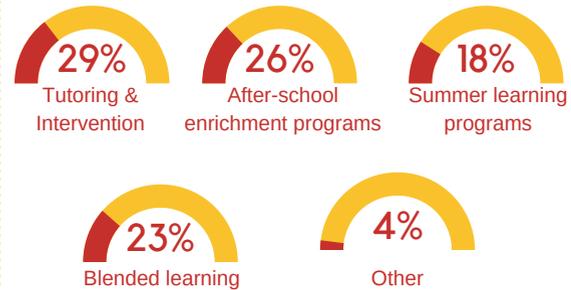| | | | |
|---|---|---|---|
| **TEACHERS** 9 | **PRINCIPALS** 4 | **STUDENTS** 2 | **CIVIL RIGHTS ORGS** 2 |
| **ADMINISTRATORS** 6 | **OTHER PERSONNEL** 3 | **PARENTS/FAMILIES** 6 | **OTHER (ELL, SPED)** 4 |

### What are the top issues currently facing students and our school during the COVID-19 pandemic?

**Effective** implementation of rigorous **instruction** and individual education plans.
Prices for the ECC for hourly associates who do not make as much as the salary associates
**Meaningful** student peer to peer social **engagement**
**High** Teacher **Turnover** Rate, Lack of Support, Lack of Resources
**Mental Health**
Unusual Health-related **circumstances**

### What are the biggest challenges our school faces in accelerating student learning due to the COVID-19 pandemic?
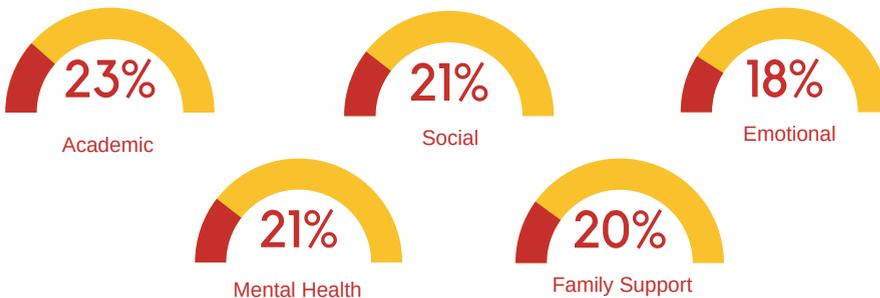
**Funds**, and the drive to keep all the students in check as they should be
**High** Teacher **Turnover** Rate affects student success
Getting children to where they need to be academically
**Limited Resources**
Low rigor
Well trained, **energetic**, and **inclusive** staff
Refocus classroom instruction, immediate remedial instruction to cover gaps of loss in learning
**Managing** our own **emotions** so we can keep students learning; **communication**
Hiring enough **support** staff.

## What do you think?

- 29% Tutoring & Intervention
- 26% After-school enrichment programs
- 18% Summer learning programs
- 23% Blended learning
- 4% Other

Beyond the traditional school day, which types of programs do you believe our school should consider or strengthen to accelerate student learning?

## Priorities

- 23% Academic
- 21% Social
- 18% Emotional
- 21% Mental Health
- 20% Family Support

What do you believe are the highest priority needs for the 2021-2022 school year related to the impact of the COVID-19 pandemic?
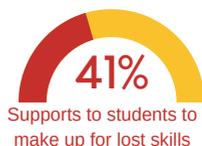
# ESSER Stakeholder Feedback

## What resources, tools, and/or training supports would help our school align after-school activities and the school day to address student needs?

Student **incentives** *(Feed them, they will come)*

Youth and Teacher **Mentoring programs**

Blended **learning**

Integrated iPad applications accessible at home

Virtual and Face to Face **Tutorial Sessions**

**7 Habits of Highly Effective Curriculum**

A year-long tutorial program, that includes Saturday availability

Pay teachers to tutor after school in targeted reading and math topics to increase students scores

I think students are burned out - extending the school day will not support the kids unless it is an open gym activity etc.

## If you work at, attend, or your child attends a Stafford MSD school, what data sources are being used to determine the impact of lost instructional time for students?

CIP meeting (*very enlightening*)

Student work. MAP scores and other **assessments**

Very little direct feedback from teachers

## When addressing the needs of students with disabilities resulting from the loss of services related to COVID-19, we recognize there are many possible supports. Of the four options listed below, what should Stafford MSD prioritize?

**41%**
Supports to students to make up for lost skills

**18%**
Direct support to parents

**27%**
Trainings for teachers/staff

**14%**
Training for parents

## What special considerations should our school take into account when planning services for English Learners?

**SHOW** them, instead of TELL them

**Extra support staff,** who culturally relate to them available for one on one help

Parent level of education should be considered

Encourage staff to be more i**nclusive**

Send resources out in **Spanish** and include **translation** services

More **Spanish-speaking personnel** on campus to assist with communicating with parents

We NEED **bilingual** SPED teachers

## From your perspective, what outreach or strategies were used by SMSD to engage families of any student group listed in questions 9-15?

Provided **iPads** for all students. Offered after-school computer labs where students could come and work

**Home visits** by teachers who delivered work and taught lessons in their homes

**PARENT UNIVERSITY**

## What special considerations should our school take into account when planning services for Special Education students?

More **engagement** between teachers and parents to see that education plans are really **working**

Consider focusing on **empowering parents** and teachers to better understand the diagnosis instead of generalized

**PD opportunities** for teachers to provide interventions with **fidelity**

**Customized** tutorials and interventions that exceed the bounds of their IEP. Co-teachers active inside the classrooms.

**Integrating** them in the classroom for at least 30 minutes a day.

More **access** to behavior training

## What special considerations should our school take into account when planning services for students with dyslexia?

Making sure that **testing** services are available to detect it

Having **more staff** trained to assist with one on one support for students

Personalized **meetings** with the students and the parents to assess where they feel they struggle beyond the bounds of what a test can show. Give the student a **voice** in their needs

## What special considerations should our school take into account when planning services for students who are in economically disadvantaged situations?

The school can't help with everyone's disadvantages in life, but if they can **help** some out it would be smart to give out certain **necessities** that the students/family needs.

Finding out what they need and sharing **resources**; counseling; having administrators and staff tell their story (we have a lot more in common from our childhood than some people think!)

Offer **after-school opportunities** for students to complete work at school. Offer "learning labs" as an extension to the classroom. *Communities in Schools* is a great resource. Peer mentoring / **tutoring programs**

## What special considerations should our school take into account when planning services for students who are incarcerated?

Focus on **minimizing** the behaviors that would cause students to get arrested

Extra **support** staff

Consider a transition program for a **positive** engagement at home, school, and community

Have a team of teachers 4 one in each subject or 3 that is licensed in all 4 core subjects to go and spend time **teaching** and keeping those students on track

Ensure that relevant, rigorous, and effective instruction is offered and provided to students by assigning district staff to **facilities**

## What special considerations should our school take into account when planning services for students who are in a homeless situation or foster care?

**Offer wrap-around services,** train staff on how to identify and support homeless and RF students as mandated by state and federal statutes

Offer **transportation** and community **resources**

Home visits made to assess needs

## What special considerations should our school take into account when planning services for students who are of specific underserved races or ethnicities?

As a black student nothing. Everyone needs to be **equal,** no ethnicity or race is higher than the other. So why should any of them get special treatment?

Consider having your staff **trained** to understand different races and ethnicity.

**Surveys** to see what their needs are

Culturally relevant **curriculum**

Extra **support** staff

## How has the COVID-19 pandemic impacted SMSD's academic progress for any student groups mentioned in questions 9-15?

Younger learners have more success **face-to-face**

Low attendance, and low grades

It's definitely delayed the progress but made it more obvious that **managing mental and emotional health should come first, and that mentorship will be increasingly effective for students who feel slighted**

The students have exhibited **gaps** in their education. Students were not properly able to develop socially and emotionally due to the virtual (only) platform.

There was a lack of participation, discussion, and collaboration. Some **struggled** with reception, no microphone to participate, no camera, causing a lack of personal connection

## Please describe how remote instruction impacted participation by any student groups mentioned in questions 9-15?

I was a virtual student and I was fine, but everything sort of shifted when those first ftf students went back.

All the teachers **focused** their attention mainly on the in-person students than the virtual students

Teachers should have only been allowed to either teach in person or virtual. Teachers couldn't cater to one group which **impacted** learning

A lot of students did not participate due to a **lack of support** or motivation.

Students with home support thrived, while those without were impacted negatively

Under-served and economically **disadvantaged** did not have equitable access to technology and/or **additional instructional** supports needed

## In your opinion, how did the COVID-19 pandemic impact the social/emotional well-being of any student group and their families listed in questions 9-15?

Made it more clear how **foundationally important** it is! Great if you get your Associates's degree and know how to do algebra, but do you know how to **recognize** when you need help or when you are not feeling well?

Increase in **anxiety** and depression

**Financially** it was difficult for many families

# Additional Comments

As a Middle School Student at Stafford Middle School for the 2020-2021 school year, I am beyond sad about how the year went. The teachers gave absolutely no effort towards students and instead decided to just give us the paper instead of teaching us what was in the paper ahead of time. As one of those students, I am actually above most of my class at Stafford, but seeing all of my other classmates merely pass by this year is a terrible sight. I know Stafford can do much better, and I'm hoping to see it this upcoming school year.

As a teacher at SMSD, I feel our campus did a great job providing students and parents with everything they needed. I know my students did not want for anything. Some parents had to make tough decisions as far as learning goes however with all the great resources provided by the district including technology and online support some students did fall behind. I feel we need parents to understand education matters, and it is important. It is going to take the entire community including parents to support students. Teachers and staff cannot do it alone.

Please consider hiring more teachers to have smaller class sizes so that teachers are not overwhelmed by the workload. The fewer students there are in a class, the more the teacher can work with students that are behind, but if you pack the classes, they won't have time to address all the needs and issues.

Virtual options need to be available for students not wanting to make the transition. My child is terrified to return and needs other options.

More support for teachers, *please*!