
Gull Lake Community Schools

1. What was the total amount of the district's Section 31a allocation for the 2025-26 school year?

\$1,851,248.90

2. Describe the district's methodology and decision-making for distributing Section 31a At-risk grant funds to target the buildings with the highest needs.

Gull Lake Community Schools utilized multiple sources of student achievement and demographic data to identify buildings and student populations with the highest needs and to guide the distribution of Section 31a At-Risk grant funds. The district reviewed NWEA assessment data, Acadience reading data, DeltaMath data, and Free and Reduced-Price Lunch data to identify achievement gaps, students at risk of not meeting grade-level standards, and buildings with greater concentrations of economically disadvantaged students.

We analyzed these data sources collectively to determine where additional instructional supports, interventions, and resources would have the greatest potential impact. Academic data provided information regarding student performance and areas of need, while Free and Reduced-Price Lunch data provided an additional indicator for identifying student populations experiencing greater risk.

3. What evidence-based interventions and services were implemented with the Section 31a At-risk grant funds during the 2025-26 grant cycle?

- Instructional Academic Coaching: Provided targeted instructional support to strengthen teaching practices, analyze student achievement data, and support interventions for students demonstrating academic risk.
- Math Lab Intervention Support: Provided students with additional, targeted mathematics instruction and intervention based on identified skill gaps and assessment data.
- Behavior Interventionist/Specialist: Provided individualized and small-group behavioral interventions, strategies, and support for students experiencing behavioral barriers to academic success.
- Social Work Services: Provided students with social-emotional and school-based support to address barriers that may interfere with attendance, engagement, behavior, and academic achievement.

These services were aligned with student needs identified through multiple data sources, including NWEA, Acadience, DeltaMath, Behavior, Pass/Fail, Intervention, and Free and Reduced-Price Lunch data. The district monitored student progress and used ongoing data to adjust supports and interventions with the Y5-8 Collaborative Action Team (CAT), 6-8 MTSS Team, and 9-12 Academic Success Team (AST).



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4. In what ways has the district collected feedback from parents or legal guardians on these interventions and services provided this year?

Families provide feedback and discuss student progress through individual student check-ins, CAT, MTSS, and AST meetings, as well as direct communication with individual teachers and support staff.

The district also maintains regular communication with families through Skyward online grade and progress information, teacher newsletters, biweekly principal newsletters, and parent-teacher conferences. These opportunities allow families to share concerns, provide input regarding student needs, and collaborate with staff regarding the effectiveness and appropriateness of interventions and supports.

5. Describe the method parents or legal guardians may use to provide feedback on the use of these funds.

Contact the Building Principal or Assistant Superintendent Bobbi Jo Stoner.

For more information about Section 31a interventions and services available for your child(ren), contact: Building Principal or Assistant Superintendent Bobbi Jo Stoner.

To provide feedback or for more information on the use of Section 31a funding, contact: Building Principal or Assistant Superintendent Bobbi Jo Stoner.

For additional questions regarding the Section 31a At-Risk grant, contact: Assistant Superintendent Bobbi Jo Stoner