

## 2022-2023 SIA Annual Report - Sunny Wolf

Questions	District Response
<p>1. What changes in behavior, actions, policies or practices have you observed related to SIA implementation during the 2022-23 school year? How do you see these changes contributing to the goals and outcomes in your SIA plan?</p>	<p>We have tried to keep a consistent direction with programs and systems that are working for Sunny Wolf. For example, the two educational assistants that were hired have been able to support students very successfully. They are able to work in the classroom, in small groups, reteaching students in small groups or individually when needed. It is our experience that when children have a smaller group learning is optimized. Another area we continued to support is the opportunity for students to “purchase” a book each month. Students have \$10 virtually to spend on books from Scholastic Books. The opportunity to pick their own book develops enthusiasm and motivates students to read. Families are very supportive of this program. We expanded the book program with “Take a book - leave a book”. Students could bring a book from home when they are finished reading and leave it for someone else and select a different book to take home. Our mental and behavioral health support was much improved by hiring a Behavior Interventionist who worked collaboratively with the School Counselor to provide targeted support to students. In the 2022-23 school year, the counselor received 28 referrals, served 27 k-6 students during the one day of the week they were at Sunny Wolf. The role of the Behavior Interventionist is to provide a continuum of support by meeting with every new student in order to understand their strengths and needs as they start school. This allowed staff members to make correct decisions about the level of support a new student might need. It also creates a very welcoming and inviting culture for our community. SEL is taught using the Second Steps curriculum. The Behavior Interventionist provides coaching and support to classroom teachers with the curriculum and observes students on the playground or in other common areas and watches for how students are getting along and interacting. We continued our attendance incentive program which has increased attendance this year, and we maintained art and music classes. All of these activities, practices and services help Sunny Wolf to support the SIA outcome and strategy of creating a school environment and culture that is more engaging</p>

	<p>for students and promotes closer connections between students, staff, and families.</p>
<p>2. What barriers or challenges to SIA implementation have you experienced that are helpful for your community and/or state leaders to be aware of? What adjustments, if any, did you make to your SIA plan as a result of these challenges?</p>	<p>One of the biggest barriers we experienced was that of personnel shortages. Staffing shortages impact what programs we can offer. This challenge is not new to us, which is why some of our activities are written more broadly. For example, due to staffing shortages we were unable to hire a music teacher but could hire an art teacher which aligned with our well-rounded strategy and activity description. We have explored a variety of options to be able to find applicants such as working with AmeriCorps to try and find a music or PE teacher. Even AmeriCorps was not successful last year in finding us a music teacher.</p> <p>In an effort to combat the staffing shortage, we partnered with SOESD to purchase counseling time. By combining several small district/charter school positions, SOESD was able to post a full-time counseling position which garnered many more applicants than a part time position would have gotten. However, we would like to offer more counseling time to our students. Due to sharing the counselor, it is not possible to extend the time they were at Sunny Wolf. It is often difficult to share staffing with other schools.</p> <p>Another challenge is to re-engage families at school. We continue to emphasize the engagement of families. We are working on expanding various two-way communication and community engagement opportunities.</p>
<p>3.SIA implementation includes ongoing engagement with all students, focal students, families, staff, and community partners. How have relationships with or between those groups changed and/or been maintained throughout this academic year? Consider the Community Engagement Toolkit (see link below) and where your efforts might land on the spectrum as you complete your response.</p>	<p>Sunny Wolf continues to prioritize student and family engagement, and in the past year we have maintained and expanded our strategies. We have continued surveying families and students about their needs, interests, and desires for their school. The responses we receive are honest and insightful. We are able to get quality input from families. When in-person engagement sessions are offered, we get lower attendance and less feedback. We continue to offer in-person sessions to provide more opportunities and to have consistency so we can get families involved. In the area of attendance, we continued our successful strategy of offering fun community field trips to students with perfect attendance each trimester. This</p>

	<p>past year we implemented a new strategy, “Donut Days with the Director”, to celebrate perfect monthly attendance. We have been engaging with families at a deeper level in supporting their child’s attendance and are working with them to develop new incentive programs for families as well as students. Through our behavioral health supports, we have expanded engagement strategies with focal groups including students with high level mental health needs and students who are newcomers to the school. To promote literacy at home, we continue to engage families and students in building a home library and fostering a love of reading. Our Scholastic book voucher program sprouted into the idea for a book group initiated by several 6<sup>th</sup> grade girls which motivated other students to create book groups. Engaging staff also continues to be a priority. Staff have embraced the Playworks training to support SEL and engaged in a supported needs assessment process facilitated by SOESD. Community engagement continues to be a priority at many levels.</p>
<p>4. As you think about what guided your choices and prioritization efforts in this year of SIA implementation, what stands out? How will what you’ve learned this year impact future SIA implementation efforts?</p>	<p>Family and staff input helped guide our choices and prioritization efforts. The focus on student engagement, behavioral health and wellness, and academic achievement is truly making a difference. We have determined that the focus areas from the 2021-23 biennium continue to be priorities for the future and were carried over into our Integrated Program Plan. We will be continuing to focus on strengthening the engagement of students and families in improving attendance, supporting the behavioral health needs of students, improving literacy outcomes and providing opportunities for well-rounded education.</p>