SIA Application Template- Revision

Part One: General Information

This preview of the SIA application is created for information purposes only. It shares the content of what applicants will be asked to submit through an application portal. It may be revised slightly for clarity, logistical, use-ability, or formatting purposes. It is provided here only as a tool to plan and prepare.

Applicant

School District or Eligible Charter School Name: Sunny Wolf Charter School
Institution ID: 4823
Webpage (where SIA Plan will be posted): www.sunnywolfcharterschool.com

Contact Person

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Last Name: Hoffmann
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Part Two: Narrative Plan Summary

Plan Summary

Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months this may also be used by your district to quickly explain your investments to community, local legislators, media, and other partners. Please write 3-6 paragraphs and provide the following information:

- A brief description of your school district eligible charter school (enrollment, demographics, strengths, challenges, etc.).
- The exact need(s) or issue(s) SIA funding will address as outlined in your 3 year plan and as it relates to the two purposes stated in the law (meeting students' mental and behavioral health needs and reducing disparities and increasing academic achievement).

> Sunny Wolf Charter School is a K-5 school, located in the rural town of Wolf Creek, Oregon. We currently serve 116 students, drawn from around 89 families, and over 95% receive free or reduced lunch. About 9% of our students are considered homeless. Children that attend Sunny Wolf experience food scarcity, family drug abuse, and lack of adequate housing. The demographic makeup of students at Sunny Wolf Charter School is as follows: 2% American Indian/Alaskan Native, 1% Black/African American, 9% Hispanic, 6% Multiracial, and 82% White.
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> Sunny Wolf Charter School does a great job providing for the needs of students in the community. We are a K-5 school that has one classroom per grade. We have small class sizes with the younger grades

having a maximum of 20 students and the upper grades having a maximum of 25 students. Each classroom has a full-time licensed teacher and an assistant that works 7 hours a day. We have high quality literacy, mathematics, science, and social studies curriculum. Teachers and assistants work together to instruct students in special programs such as art, music, gardening, technology, and PE. Each classroom has 1-to-1 technology and we have a classroom set of computers for additional technology instruction. The food we provide to students is high-quality and prepared on site. We have showers and laundry facilities for students and families to use. We work as a team to support our students and their needs.

Sunny Wolf Charter School is located in Josephine County, the 8th poorest county in Oregon. The families in the community experience poverty which translates to food scarcity, lack of transportation, lack of adequate clothing and housing. Many students that attend Sunny Wolf have had traumatic experiences and need emotional support. Lack of transportation makes it difficult for families to make it to the doctor or dentist regularly. Many students that start Kindergarten at Sunny Wolf have never attended a preschool program or experienced a structured learning environment. The attendance rate for the 2018-2019 school year was a problematic 64%. All of these are challenges that Sunny Wolf Charter School experiences.

We will be focusing on two priority areas with our SIA funds: social-emotional programs and increasing instructional aides.

Our revised SIA plan will focus on social-emotional programs and increasing instructional aids. We will use funds to implement a school-wide social-emotional curriculum, develop social-emotional and behavioral small learning groups, and provide training for staff. When students feel comfortable, are able to solve conflicts, and are supported at school then attendance will increase and academic achievement will increase. Additionally, we will add staff to support learning interventions. An instructional aide will be added to help support small group instruction and interventions throughout the day.

Part Three: Community Engagement and Input

Overview of Community Engagement

Describe your approach to community engagement. (250 words or less). Ensure your response includes:

- Who you engaged
- Frequency / occurrence
- How you ensured engagement of staff and each of the focal student groups and their families
- Key information you collected
- Who you partnered with in the engagement efforts

Sunny Wolf Charter School used written surveys and in-person meetings to engage families, the community, students, and staff. Teachers have been part of the SIA process and discussion since September 2019 when the funds were announced. Our Site Council Committee has been involved by providing feedback and input.

The first survey we sent out at our Back-to-School night on September 26, 2019. From this survey we received 20 responses from families, representing 22% of families. A second survey was given during conferences November 25-27, 2019, with 40 responses from families, representing 45% of families, 2 of the responses were from families with students of color.

A community input session was held on February 20, 2020 with 13 families and staff members in attendance. Of the 13 families and staff members, 1 family participated that had students of color in their household. Altogether responses and engagement represent 60% of families at Sunny Wolf Charter School.

Staff members were engaged multiple times during the planning process. Teachers were included in the process since September when the announcement of funds came available. An anonymous survey was sent out and 11 out of 23 staff members responded. In December, during a staff meeting we discussed the Student Investment Account and staff discussed areas of strength and concern for the school.

Student engagement has consisted of 5th graders completing a survey.

Self-Assessment of Community Engagement

Please share a self-assessment about the quality and nature of your engagement of focal students, families and the staff more broadly. If the goal is meaningful, authentic and ongoing community engagement, where are you at in that process? What barriers, if any, were experienced and how might you anticipate and resolve these issues in future engagement? (500 words or less)

What relationships and/or partnerships will you cultivate to improve future engagement? (150 words or less) What resources would enhance your engagement efforts? How can ODE support your continuous improvement? (150 words or less)

> Our overall family and community engagement is not at the level I would like it to be. The families that we serve have challenges that make it difficult for them to actively participate in our school community. Some of those challenges consist of lack of transportation, lack of child care, substance abuse issues, and conflicts with parents' work schedules. When surveys were sent, we hoped for more engagement. Families that had cell phones were able to complete the surveys on their phones. We also distributed hard copies of surveys during conferences. It was during conferences that we received additional, completed surveys. We will continue to use conferences as a means to acquire feedback from families.
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> On February 20, 2020, at 5:30 pm we held a community input session at Sunny Wolf Charter School. Dinner and childcare were provided. 13 families and staff members attended. Though the turnout was lower than hoped, the conversations were more intimate, the environment more relaxed, and promoted people feeling comfortable sharing their personal opinions. Going forward, inviting smaller groups of families representing specific, focal groups to discuss strengths and considerations for the school might provide more engagement than inviting larger groups.

Who was Engaged?

Select all of the community members / groups you engaged for this process:

X   Students of color
X   Students with disabilities
         Students who are emerging bilinguals
X   Students navigating poverty, homelessness, and foster care
X   Families of students of color
X   Families of students with disabilities
         Families of students who are emerging bilinguals
X   Families of students navigating poverty, homelessness, and foster care
X   Licensed staff (administrators, teachers, counselors, etc.)
X   Classified staff (paraprofessionals, bus drivers, office support, etc.)
X   Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
Tribal members (adults and youth)

X   School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)

X   Business community

X   Community leaders

Other _____

How did you engage your community?

Select all of the strategies / activities you deployed to engage your community:

X   Survey(s) or other engagement applications (i.e. Thought Exchange)

X   In-person forum(s)

         Focus group(s)

X   Roundtable discussion

         Community group meeting

         Website

X   Email messages

         Newsletters

         Social media

X   School board meeting

         Partnering with unions

         Partnering with community based partners

X   Partnering with faith based organizations

         Partnering with business

         Other _____

Evidence of Engagement

   ★ Upload top five artifacts of engagement.
   - Family Survey
   - Staff Survey
   - Student Survey
   - Meeting sign-ins
   - Community Input notes

Tell us why you selected the artifacts you did. How do they show evidence of engaging focal student populations, their families and the community? (250 words)

1. The Family Survey was selected because it demonstrates the largest amount of input that we received from families. Forty families participated in this survey. The survey provided insight into areas of importance for families. This survey was given out at conferences. By having families complete them at conferences we were able to receive feedback from all focal groups, including families with students navigating poverty, students navigating homelessness, students of color, and students with disabilities. The disaggregated data is as shown; Families with students… Navigating Poverty 31, Navigating Homelessness 6, Students of Color 3, Students with Disabilities 3.

2. The Staff Survey was selected to show the engagement staff had in the entire engagement process. Both classified and certified staff completed the survey. This survey gave staff an opportunity to share their thoughts on the strengths and weaknesses of the school. It was more of an open ended survey, which allowed for more variety and details in answers.

3. The Student Survey was completed by the 5th grade class. This was selected to show the engagement with students. Grades 3 and 4 were going to complete a survey, due to school closures they were not able to.

These meeting sign-ins are evidence of the two times when groups were brought together to discuss and plan. The first sign-in is when staff had a meeting about SIA and discussed ideas. The other sign-in is from the community input session on February 20, 2020.

4. The final artifact are the notes from the community input session. The feedback involved different groups, including families of color, families navigating poverty, and families with students with disabilities. Disaggregating the feedback helped to clarify focal group needs.

Strategies and Activities for Engaging Focal Student Populations and their Families

Describe the **strategies** (at least two) that you executed to engage each of the focal student groups and their families present within your district and community. Your response should include why the strategies were used. (500 words).

Sunny Wolf Charter School's strategies for engaging focal groups included mailing surveys to every family, providing in person opportunities for survey completion at conferences and school activities, and inviting community and family members to an in-person presentation and discussion. We used these strategies because we felt the personal contacts were more likely to result in a high level of feedback, as compared to online surveys. Our community thrives on personal relationships and parents and community partners think of the school as the center of the community. These strategies engaged focal group parents and all parents by bringing activities to places and events that already exist and that typically get high participation. For example, we hold Parent/Student/Teacher conferences in November each year, and get nearly all focal group parents to show up. Providing space and time for parents to complete the engagement survey at conferences helped get high response rates. We also provided child care and food to make the session more welcoming. For example, 5 of our Hispanic families, and 2 of our Tribal families completed the parent survey or attended the community input session.

Our primary focal group is students in poverty, while also targeting survey completion and in-person feedback form parents of students with disabilities and Language Learners. Direct phone calls and in-person contacts are strategies that we have come to know work best for our school community members. These contacts were made by Ms. Hoffmann, the Director, as well as all teachers during conferences and other school/community activities.
 In disaggregating the parent survey data and the data recorded at the listening sessions, we learned that all focal group parents wanted more academic support for their children, especially parents of students with disabilities and Hispanic parents. In addition, all parents hoped that the school could provide mental health supports to students and families.

Students in 5th grade were also surveyed, and plans were underway to survey the 3rd and 4th graders as well. Hispanic/Latino and Native students' needs were gleaned this way. From the 5th grade written surveys, we learned that additional grades was a high priority for focal group students. In addition, our focal group students needed more academic support and for school to be more engaging.

Describe the **activities** (at least two) that you executed to engage each of the focal student groups and their families present within your district and community. Your response should include why the activities were used. (500 words)

The Charter School Board and Director wanted to ensure that we heard from all aspects of our community. Sunny Wolf began activities for engagement as soon as we knew the funds would be possible. As mentioned above, at our Back-to-School night in September, we had teachers and staff hand out paper-pencil surveys to all families in attendance, which included families of students of color. At November parent-teacher conferences, another survey was distributed personally, and, again, a high percentage of parents of students of color participated. Later, a pre-school survey was sent to all parents and community members we knew would have pre-school aged children. Finally, we had a community dinner in February and invited families and community members to come and chat informally, see a presentation about the SSA/SIA, and give input and recommendations. Childcare and dinner was provided to enable all to focal groups to attend. The school site council also discussed and analyzed survey feedback throughout the process, and helped publicize the surveys and solicit input on a personal level.

Strategies and Activities for Engaging Staff

Describe the **strategies** (at least two) that you executed to engage staff. Your response should include why the strategies were used. (500 words) Please note: your strategies for staff may be the same or different for the focal engagement with student populations and their families. Describe the **activities** (at least two) that you employed to engage staff. Your response should include why the strategies were used. (500 words) Please note: your activities for staff may be the same or different for the focal engagement with student populations and their families.

The entire staff, both classified and certified, was given a survey to glean what they considered should be our priorities based on our current challenges and successes. Additionally, staff meetings included time to discuss and brainstorm beginning in September until school was interrupted for COVID-19. Our school is small enough that 100% participation amongst staff was achieved. Staff are also members of the Site Council and provided input at these meetings.

Collecting and Using Input

Describe and distill what you learned from your community and staff. Ensure your response includes (250-500 words):

- What you learned or are actively learning
- How you applied the input to inform your planning

All told, survey responses represented over 60% of our students and 100% of our staff, both classified and certified. The Board and Site Council reviewed the survey responses and the detailed notes from the in-person family night in February. They also reviewed data on student achievement and attendance and discipline data, student and staff race/ethnicity data, etc. The Board and site council analysis indicated that the highest concerns and needs were 1) providing social-emotional support to students, 2) increasing academic interventions, especially provision of preschool to support school readiness, and 3) providing licensed instructors for special programs such as art and music. We applied this input by making these concerns our highest priorities in our proposed plans.

Part Four: Data Analysis

Data Sources

Describe the data sources used and how the data informs equity-based decision-making. (150 words or less)

The data sources that were used were the Oregon Integrated System (ORIS) analysis, 2019 Oregon School Report Card, information from multiple surveys (staff, families, community, and students), community input session feedback, Site Council Committee input, and 2018 kindergarten assessment.

The data collected helped to determine areas of concentration that would help close gaps for our focal groups. Based on the kindergarten assessment, family input, and staff input it became apparent that families and students need more access to early learning opportunities that can be provided by preschool.

Data secured from multiple sources indicated our priorities should be focused on: providing social-emotional support to students, increasing academic interventions, and providing licensed instructors for special programs such as art and music.

Part Five: SIA Plan

Your SIA plan must be for three years. It names the strategies, activities and actions that you believe will cause changes to occur and meet the two primary purposes of the SIA fund. It also reflects the choices you've made after pulling all the input and planning pieces together for consideration. Your SIA Plan serves as an essential snapshot of your expected use of SIA funds. In this section, you'll be required to upload and share how you applied an equity lens or tool in your engagement, planning and decision-making.

We are not setting a firm limit on plan page size or word count for the SIA Plan. We suggest your written plan be between five and 20 pages. Along with your written plan, you'll be asked to complete and submit an SIA Integrated Planning Tool (optional, see below) and SIA Budget (template to be release in January 2020).

Key Elements of You SIA Plan: Outcomes, Strategies, Activities and Priorities

The SIA Plan itself includes the following elements and the suggested questions are offered as a guide to support your planning:
- **Outcomes** are the changes you're trying to cause.

- **Strategies** inform long-term goals, have a theory of action or impact, and consider resources, context, people and timelines.
- **Activities** are much more concrete and are oriented to smaller steps or shorter-time frames within the arc of a given strategy or set of strategies. Activities generally have specific resource allocations and might also be called "initiatives," "tactics," "investments" or "work plans."
- **Priorities** identify an order or level of focus for different strategies and activities. Where a district or school might have several desired strategies and activities to advance those strategies, priorities signal what will be focused on amidst time and resource availability.

Outcomes

Your SIA plan will likely have multiple outcomes. Outcomes can be described as the changes you are trying to cause. They might be changes in student achievement and growth; changes in policy and practice; changes in student participation and access to programs and courses; changes in adult behavior, practices or beliefs; etc.
- What changes do you hope will happen over the next three years by executing your SIA plan?
- Are you having the impact you were hoping for on the people or groups you are engaged or partnering with?
- What are you seeing and learning?
- What would you like to see happening?

Outcomes
- Increase attendance rate
- Develop a sense of belonging, identity, and safety at Sunny Wolf Charter School
- Increase academic support
- Provide well-rounded enriching education

This plan focuses on student health and safety along with providing a well-rounded education. To increase student attendance and to develop a sense of belonging we will be training staff, and developing a school-wide social-emotional and behavioral curriculum.

Another way to increase student attendance and belonging is to increase access to academic support. We will hire an additional instructional aide.

Strategies

Your SIA plan may focus on multiple (more than one) strategies over a 1-3 year period. Strategies are the plans designed to achieve and reach your intended outcome(s).

- What means (strategies) will be used to create change in your district or eligible charter school?
- What spending priorities have you decided to focus on for the next three years?
- What evidence or theory of action have you considered that indicates this strategy will bring about the changes you are targeting?

Strategies
- Purchase and implement curriculum and tools for social-emotional and behavior learning
- Hire additional assistant to provide instructional supports

Hiring more staff to provide instructional support and to teach subjects that are engaging to students will help increase our attendance rate. These strategies align with the Quality Education Commission's recommendations for paying attention to creating a school environment and culture that is more engaging for students and promoting closer connections between students and staff.

We will provide more instructional support for struggling learners which includes students in focal groups such as students navigating poverty, students navigating homelessness, students of color, and students with disabilities. Having a school wide social-emotional program will allow educators and staff build a connection with students. Especially students from underserved populations. These programs will ensure students get a voice in their learning and the school environment.

Activities

Your SIA plan outlines specific actions, activities and investments. For purposes of efficiency and review this will be considered your budget narrative.
- What activities and investments are you planning to make to advance your priorities?
- What are the focused ways you plan to utilize the SIA investment (and possibly other braided funds) to reach your identified outcomes?
- Who is responsible for implementing the activities and investments?
- What are the timelines for changes in strategy?
- What is your model for continuous evaluation of the return on investment or impact of this investment?
- How are the resource allocations in your budget reflective of the changes your planning is intended to cause?

Activities
- Purchase social-emotional curriculum and tools.
- Hire Academic Assistant 7 hrs/day

We believe that extra learning supports will help underserved students begin to close the achievement gap. The intent of these activities is to inspire students and expand their dreams of what is possible for them.

Priorities

In order to support tiered planning for SIA funds, please share what you think we need to understand about your priorities for the first three years. Consider the following questions:
- Where do you expect to put most of your focus, resources, and energy in the first year?
- Using "High/Medium/Low" or "A/B/C" please provide a narrative description of your priorities over the first three years.
- In what ways might your priorities shift within a given year based on resource availability (including human resources or skilled consultant supports you are planning for)?

Due to our success in receiving funding for the Preschool Promise Program, our originally identified "Plan B" will be implemented with SIA funding. Sunny Wolf Charter School would use SIA funds for social-emotional programs, and increasing instructional aids.

SIA Integrated Planning Tool

★ Upload the SIA Integrated Planning Tool

Budget

★ Upload a completed SIA Budget Template. ODE will release an SIA budget template in late January 2020.

Equity Lens or Tool

★ Upload the equity lens or tool you used to inform and/or clarify your plan.

Describe how you used the uploaded equity lens or tool. (250 words or less)

Sunny Wolf Charter School used the Oregon Equity Lens (2011) to clarify our plan. The Oregon Equity Lens was used to inform practices and determine areas needing change. The current tool was used by Sunny Wolf Charter School's administrator. Due to closures, the intended use of the tool was not able to happen. In the future this tool will be used with the staff, site council, and school board.

Draft Longitudinal Performance Growth Targets

[Please reference Section Four of the SIA Guidance for more information.]

Part Six: Use of Funds

Allowable Uses-

Which of the following allowable use categories is your plan designed to fund within? Select any or all.

X   Increasing instructional time
X   Addressing students' health and safety needs
     Evidence-based strategies for reducing class size and caseloads
X   Expanding availability of and student participation in well-rounded learning experiences

Meeting Students Mental and Behavioral Health Needs

Identify which allowable use(s) will be designated to meet student mental and behavioral needs.
X   Increasing instructional time
X   Addressing students' health and safety needs

Evidence-based strategies for reducing class size and caseloads

X   Expanding availability of and student participation in well-rounded learning experiences

Describe how you will utilize SIA funds to: (500 words or less)

- Meet students' mental and health needs; and
- Increase academic achievement and reduce academic disparities for the focal student groups called out in the law.

(This is from your email)

Our revised plan was originally described as "Plan B" and focuses on student health and safety along with providing a well-rounded education. Developing and training staff and students in social-emotional education helps to build a community where students feel connected, supported, and heard. We want to give students a voice in the classroom, especially students of color. Hiring an instructional aid for struggling learners will give them the additional academic support that is needed to succeed in school. This support will be used for all learners including students of color. Providing a well-rounded education means that students are engaged mentally, physically, and emotionally. We want to hire a trained educator to implement art and music instruction in the classroom.

Addressing the Needs and Impact on Focal Student Groups

The act supports "targeted universalism." This means that all students can benefit while focus can be given to target or focal student groups.

Describe the potential academic impact for all students and the focal student groups based on your plan to use funds. (500 words or less)

With these SIA funds we are looking at meeting the first three levels of Maslow's Hierarchy of Needs. A school wide social-emotional and trauma informed care program will expand the feeling of safety and belonging to all students and staff at the school. Students that feel safe and cared for are going to enjoy coming to school. This will raise our attendance rate. Since we have 100 total students, creating new programs or adding staff benefits **all** students just by the nature of scale. For example, an Educational Assistant provides intervention support to all students in an intervention group. The group may include some students with disabilities, some students living in poverty, some homeless students, some ELL students. All benefit from the intentional targeted intervention.

The newly hired instructional assistant will work with struggling learners, help them build confidence and help them be successful in the classroom. Students that feel successful and supported in the classroom are more likely to attend school. Providing enrichment opportunities will also increase students' desire to attend school and hiring a part-time teacher will provide those opportunities.

Though we expect every student to benefit from our SIA activities, we have identified activities specific to the needs of our student and family focal groups. For example, our homeless students and students living in poverty, as well as our students of color and students with disabilities, will have access to the additional academic support, arts and music. Training all staff in social-emotional learning and trauma informed practices will benefit ALL students.

What barriers, risks, or choices are being made that could impact the potential for focal students to meet the longitudinal growth targets you've drafted or otherwise experience the supports or changes you hope your plan causes? (250 words)

The small size of our school and, consequently, the very small size of many of the focal subgroups of students, factors such as homelessness or mobility can exaggerate the longitudinal statistical measures of improvement within those subgroups. On the other hand, 9% of our students, or 9 of 100, are identified as Latino/Hispanic, and we can easily track their academic growth on a weekly/monthly basis.

Being located in a rural community, hiring highly qualified individuals becomes a challenge. With this plan we would be hiring a new staff member. If we are able to find a candidate and get programs running immediately, it would be possible to see an increase in attendance rate within a few months of implementation. The impact on Third Grade Reading growth targets may be slower than the impact on the Attendance Rate growth targets.

Part Seven: Documentation and Board Approval

Evidence of Board Approval

Upload evidence of board approval in an open public meeting (meeting minutes, notes, etc.). Share link where the plan exists on a public website.