

Annual Reporting - Rockwood Preparatory Academy



Questions	2022-23 Annual Reporting 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>Our Playworks program has made a great impact on RPA students and staff. Our 4th and 5th grade students had the opportunity to "apply" for junior coaching which encouraged personal development in leadership and responsibility, increase ownership over the playground, and an understanding that they often have the answers, or know how to find the answers to problems, on their own. Providing Junior Coaches with ongoing training and a clear, meaningful incentive system gave them the necessary tools to develop the confidence and knowledge they needed to take ownership over the playground.</p> <p>Playworks and junior coaches were successful in getting Kindergarten-3rd grade students excited about recess and organized play while at recess. There was less incident of student-to-student conflict as students learned simple ways to resolve disagreements. Our recess Teams continuously worked with students to develop their leadership skills.</p> <p>Our Social Emotional Learning (SEL) Coordinator has also made a great impact on students and staff by teaching monthly lessons in the classroom with teachers during community circles to practice self control, coping strategies, empathy, communication and other similar skills. Students who were struggling more than their peers were placed into small social groups to work on specific skills tiered to the group. These students showed marked improvement with simple skills, such as not being able to play a game with their peers in the first few groups without shutting down, to feeling eager and excited when getting to play a game. Teachers noted a marked increase in these self-monitoring and coping skills being displayed in the classroom on their year-end surveys.</p> <p>Our instructional aides (IA) have been placed into classrooms where they can help support students 1:1 with extra reading, math and emotional support. Students are becoming more confident in asking for help when needed and making growth in academics with the extra practice. The IAs also provide extra support and have helped limit uncertainties on the playground when there are student injuries as there is more than enough supervision ensuring student safety and wellbeing.</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>Staff attendance created an enormous barrier this year. When we have multiple staff call outs we had to pull staff from other areas to support student coverage, which in return effected SEL implementation, student check-in and check-outs, student support calls, etc.. The lack of subs and coverage impeded student growth due to limited instruction and interaction on these days.</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 https://www.oregon.gov/ode/StudentSuccess/Documents/69236_ODE_CommunityEngagementToolkit_2021-web[1].pdf and where your efforts might land on the spectrum as you complete your response.</p>	<p>By increasing our focus on community engagement throughout this year we placed ourselves in the 'involve' category (level 3) by engaging community voice and its role in decision making. Students, families, and community needs were at the forefront of our decision making throughout the year. While overall community involvement was still lower than pre-pandemic, the overall feedback and engagement in community events and listening sessions increased as the year went on. Family responses to weekly polls continued to indicate a need and desire for increased SEL opportunities as well as more academic support for students who were left behind during distance learning.</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 feedback was a priority in our choices of what we focused our SIA funding and goals toward this year. This increase in community engagement really allowed stakeholders to feel like they had a voice in our decision-making process, which increased buy-in and support not only in the areas related to SIA, but in the school environment as a whole. Our goal is to maintain this high-level engagement in the future.</p>