

# Activities and Budget 22-23 - Valley Inquiry Chart



Activity Number	Activity	2022-23 (Y2) Budgeted Cost	Total Spent 2022-23	Allowable Use Category	Object Code	FTE	FTE Type	Partnership	Q2 Progress Notes (7/1/22-12/31/22)	Q2 Progress Rating (7/1/22-12/31/22)	Q2 Amount Spent (7/1/22-12/31/22)	Q3 Progress Notes (1/1/23-3/31/23)	Q3 Progress Rating (1/1/23-3/31/23)	Q3 Amount Spent (1/1/23-3/31/23)	Q4 Progress Notes (4/1/23-9/30/23)	Q4 Progress Rating (4/1/23-9/30/23)	Q4 Amount Spent (4/1/23-9/30/23)	Unspent Funds 2022-23
1	<b>Total</b>	<b>\$146,022.81</b>	<b>\$146,022.81</b>								<b>\$61,081.75</b>			<b>\$42,163.97</b>			<b>\$42,827.81</b>	<b>\$0.00</b>
1	Student Growth Coordinator (provides emotional, behavioral, tutoring, and academic supports for students)	\$124,122.51	\$139,328.19	H&S	111	1	Equity/Diversity/Inclusion Specialist		Expect to see school data teams reviewing literacy data that support engagement, attendance and interventions instruction	●	\$56,081.75	Seeing students individually and in small groups for emotional, behavioral, tutoring, and academic supports based on testing data.	●	\$42,163.97	Continued to see students individually and in small groups. Saw progress in emotional, behavioral, and academic needs through testing data.	●	41082.47	
2	Technology	\$11,000.00	\$0.00	WRE	4xx				Student access to 1:1 device for instruction and learning	●		N/A - Money spent	●	0	Reallocated Tech Funds	●		
3	Consumables	\$1,000.00	\$0.00	WRE	4xx				No progress yet	●		Unused	●	0	Reallocated Consumable Funds	●		
4	Professional Development	\$5,000.00	\$4,950.00	WRE	31x				IB staff development	●	\$4,950.00	No Changes	●	0	Readjusted Amounts based on SK Data	●		
5	Instruction and Curriculum Resources	\$5,000.00	\$1,844.94	WRE	4xx				No Progress Yet	●		Unused	●	0	Readjusted Amounts based on SK Data	●	1844.94	
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# Journaling Progress - Valley Inquiry Charter School



Question	Second Quarter
1 What has been the impact of the implementation of the activities in your SIA plan so far on the behavior, actions, policies, or practices in your school community? Reflect on the Progress Markers as you develop your response. <a href="https://www.oregon.gov/ode/StudentSuccess/Documents/SIAProgressMarkersFinal.pdf">https://www.oregon.gov/ode/StudentSuccess/Documents/SIAProgressMarkersFinal.pdf</a>	Student growth coordinator provides academic baseline assessment with all students. Student Growth Coordinator provides academic tutoring on a daily basis, emotional and social support for students.
2 What evidence can you point to that supports the impact you have described occurring?	Fall to mid year assessment in literacy for grades K-2
3 Share any stories or anecdotes about who is contributing to your SIA activities and how they are making significant contributions.	literacy intervention strategies.
4 What lessons, constructive or critical, have you learned throughout this reporting period of SIA implementation?	Training and professional collaboration make a difference in implementation

# Annual Reporting - Valley Inquiry Charter School



Questions	2022-23 Annual Reporting Response
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?	Implementation of SIA funding allowed our charter school to dedicate resources to the funding of a specific position dedicated to the support and development of students from a more holistic perspective. This has been instrumental to help our school function even though we often lack the funding and resources of our district school counterparts. The results of these interventions have been incredibly positive in what we have seen both anecdotally and through our testing data.
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?	We have been fortunate enough to have a strong partnership with SKPS in the allocation and utilization of our SIA funding. Their support has removed many of the barriers or challenges we would have experienced if doing this on our own.
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 <a href="https://www.oregon.gov/ode/StudentSuccess/Documents/69236_ODE_CommunityEngagementToolkit_2021-web[1].pdf">https://www.oregon.gov/ode/StudentSuccess/Documents/69236_ODE_CommunityEngagementToolkit_2021-web[1].pdf</a> and where your efforts might land on the spectrum as you complete your response.	SIA implementation has allowed for us to engage more thoroughly with our PTC and charter board to be more inclusive in our decision-making as a charter school. There has been a tremendous amount of appreciation and support from our community as they see how we have utilized funding for the success of focal group, all students, and within the broader community.
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?	Our focus has been to provide legitimate and dedicated resources to underserved population student groups, as well as allowing for school wide supports. The support given through this funding has transformed the culture of our school and allows for continued capacity in ensuring student success.

# Progress Markers (Optional) - Valley Inquiry Chart

Progress Marker	Progress in 2022-23	Explanation of progress marker ratings (optional)
<b>1 Expect to See</b>		
2 Every school recognizes and honors the strengths that educators, students and their families bring to the educational experience through active and consistent community engagement.	High	
3 An equity lens is in place, adopted, and woven through all policies, procedures and practices.	High	
4 Data teams are forming, and they frequently review data that inform a school's decision-making processes, including barriers to engagement and attendance.	Medium	
5 Schools and districts have an inventory of literacy assessments, tools, and curriculum being used.	Medium	
6 Increased communication exists between educators and families about student growth, literacy trajectory, areas for improvement, and individualized supports are provided.	Medium	
7 Schools and districts co-develop and communicate a shared understanding (among educators, students, families and community members) of what it means to be on track by the end of the 9th Grade.	Medium	
<b>8 Like to See</b>		
9 Every school has effective foundational learning practices in place including safe, welcoming classroom environments, social-emotional learning, trauma-informed practices, behavioral supports, and culturally sustaining practices.	Medium	
10 Educators use student-centered approaches to foster student voice, reinforce student engagement and motivation, and increase academic achievement.	High	
11 Dedicated time for professional learning and evaluation tools are in place to see if policies/procedures are adequately meeting the needs of students.	High	
12 Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to staff, students (developmentally appropriate), and families.	High	
13 An audit of 9th grade course scheduling is conducted, accounting for student core and support course placement, and disaggregated by student focal groups.	No observable change	
14 Schools strengthen partnerships with active community organizations and partners, including local public health, businesses, faith communities, tribal leaders, and others.	High	
<b>15 Love to See</b>		
16 Educators have a balanced assessment system in place to help them identify student learning in the areas of reading, writing, research, speaking, and listening that are clearly connected to Oregon's English Language Arts and Literacy Standards.	High	
17 School districts have a process to identify and analyze the barriers that disconnect students from their educational goals and/or impede students from graduating on time.	Medium	
18 Students have avenues to share and communicate their dreams and aspirations at all levels, including a clear picture of the contributions and next steps they plan to take after they graduate from high school.	High	