

Activities and Budget 22-23 - South Columbia Famil



Activity Number	Activity	2022-23 (Y2) Budgeted Cost	Total Spent 2022-23	Allowable Use Category	Object Code	FTE
1	Total	\$40,291.82	\$40,291.82			
1	Payment for administration of grant	\$2,200.00	\$2,200.00	ADMIN	ADMIN	
2	Allocation for social-emotional counselor contractual pay	\$8,000.00	\$5,697.00	H&S	31x	
3	Payments to staff for after-school support	\$12,000.00	\$12,407.10	IIT	13x	
4	Social and emotional support for classrooms	\$3,000.00	\$3,441.00	H&S	4xx	
5	Purchase additional material for outside physical activity	\$1,500.00	\$1,706.00	WRE	4xx	
6	Purchase additional books for reading grades 1-3	\$3,500.00	\$4,805.49	WRE	4xx	
7	Materials requested for classroom and after-school activities	\$6,500.00	\$6,232.35	WRE	4xx	
8	Writing Development support for students/staff	\$3,000.00	\$3,113.00	WRE	4xx	
9	Miscellaneous	\$591.82	\$689.88	WRE		
10			\$0.00			
11			\$0.00			
12			\$0.00			
13			\$0.00			
14			\$0.00			
15			\$0.00			
16			\$0.00			
17			\$0.00			
18			\$0.00			
19			\$0.00			
20			\$0.00			
21			\$0.00			
22			\$0.00			
23			\$0.00			
24			\$0.00			
25			\$0.00			
26			\$0.00			
27			\$0.00			
28			\$0.00			
29			\$0.00			
30			\$0.00			

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)
				\$3,270.70
Guidance/School		Upcoming	●	
General Education		We were able to hire a new social-emotional counselor	●	1005
		So far, this has been successful with programs including	●	1157.1
		Will be ordering more material at the request of our	●	
		In progress	●	
		We continue to purchase books for children to read. Our	●	509
		We are working both electronic and hard copies for class.	●	599.6
		Still looking for appropriate materials.	●	
			●	

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)
\$18,218.24			
Continual monitoring of the program	●	\$2,000.00	Completed
Our social emotional counselor had to resign, so we will allocate the	●	\$2,542.00	Our counselor, due to a family situation, had to resign, so
This is continued for student engagement.	●	\$3,700.00	Continued as a success for student involvement, including
Since we lost our counselor, we are providing other resources.	●	\$2,092.00	Purchased pamphlets and books, along with posters
We are continuing to offer outside physical activity, including	●	\$276.00	We continued to grow our physical activity supplies for K-8
This continues to be a major focus because we want to ensure that	●	\$3,049.49	This is a huge factor for our students since they tend to be
There have been a variety of requests for material to keep all	●	\$3,895.75	This included virtual licenses, science material, and math
Writing is showing as a weakness, so we are modifying our	●	\$463.00	This continues to be an area of need as we move forward.
	●	\$200.00	This category has been important to help us fill gaps.

Q4 Progress Rating (4/1/23-9/30/23)	Q4 Amount Spent (4/1/23-9/30/23)	Unspent Funds 2022-23
	\$18,802.88	\$0.00
●	\$200.00	
●	\$2,150.00	
●	\$7,550.00	
●	\$1,349.00	
●	\$1,430.00	
●	\$1,247.00	
●	\$1,737.00	
●	\$2,650.00	
●	\$489.88	

Journaling Progress - South Columbia Family School



Question

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:
<https://www.oregon.gov/ode/StudentSuccess/Documents/SIAPProgressMarkersFinal.pdf>

- 1
 - 2
 - 3
 - 4
- What evidence can you point to that supports the impact you have described occurring?
- Share any stories or anecdotes about who is contributing to your SIA activities and how they are making significant contributions.
- What lessons, constructive or critical, have you learned throughout this reporting period of SIA implementation?

Second Quarter

Thus far, we have had remarkable success in both behavior and practices in the school community. Our reading programs seem to be thriving, based on state testing and our quarterly testing through Fastbridge. Behavior and attendance continue to be positive with excellent parental support. Our after school activities for socialization have been well-attended and popular. We have used art, physical activities, chess, and gaming as sources of social and emotional development. Our social-emotional counselor, hired with SIA funds, has been proactive in the classroom and in advising students.

There are several markers that we can use. For reading, our state test responses were, for the school, indicated we had an 81% of the students at or above grade levels. Our social and emotional counselor has kept busy (with confidential records) on working with specific students who have shown anxiety. She is, also, working to help develop proper study habits for the students.

This has been a school-wide endeavor, gaining traction. We are sending out a survey to families to reinforce what we are doing well and what improvements are needed. The Board has remained a vital part of this, making recommendations for improvement. We recently have been working with the development of the PTO for additional input. Our previous PTO declined during the pandemic, although our reading scores have sky-rocketed (we continue to purchase books students want to read for our classroom libraries), we seem more deficient in math. Although we were at over 60% student population meeting or exceeding the goal, we could improve on this area. Plus, including parents even more for decision-making would be beneficial.

Annual Reporting - South Columbia Family School



Questions

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?

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?

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-web11.pdf and where your efforts might land on the spectrum as you complete your response.

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?

2022-23 Annual Reporting Response

The changes have been both academic and social. With increased spending on the academic side, we have maintained an average higher test score than the state average. Our attendance has been good, and our participation in extra-school activities has been excellent.

We lost our social and emotional part-time counselor who was forced to resign due to a family issue. With that, we lost our only counselor. Counselors, especially on a part-time basis, are challenging to find, so we used the unspent money on more social activities for our students and families.

As a charter school who works with families who want to home-base most of their child's learning, we have found it necessary to include more social activities involving both the individual students (through after-school courses) and families, with support for field trips and family experiences. We, also, communicate community activities that the families can be involved with. There has developed an extreme camaraderie between various families, the students, and the staff.

I think that the combination of academic growth and social development both stand out. Families who continue to stay with us over the years see wonderful growth and support for their children. One of the key components we have learned has been the emphasis on reading has detracted a little from math. So, as we move forward, we are going to give math an equal footing.

Progress Markers (Optional) - South Columbia Famil

Progress Marker		Progress in 2022-23
1	Expect to See Every school recognizes and honors the strengths that educators, students, and their families bring to the educational experience through active and consistent community engagement.	Firmly in place
2	An equity lens is in place, adopted, and woven through all policies, procedures and practices.	High
3	Data teams are forming, and they frequently review data that inform a school's decision-making processes, including barriers to engagement and attendance.	Medium
4	Schools and districts have an inventory of literacy assessments, tools, and curriculum being used.	High
5	Increased communication exists between educators and families about student growth, literacy trajectory, areas for improvement, and individualized supports are provided.	Firmly in place
6	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
7	Like to See 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. Educators use student-centered approaches to foster student voice, reinforce student engagement and motivation, and increase academic achievement.	High
8	Dedicated time for professional learning and evaluation tools are in place to see if policies/procedures are adequately meeting the needs of students.	Firmly in place
9	Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to staff, students (developmentally appropriate), and families.	High
10	An audit of 9th grade course scheduling is conducted, accounting for student core and support course placement, and disaggregated by student focal groups.	High
11	Schools strengthen partnerships with active community organizations and partners, including local public health, businesses, faith communities, tribal leaders, and others.	No observable change
12	Love to See 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. 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
13		Firmly in place
14		High
15		High

Explanation of progress marker ratings (optional)

Since we are a specialized charter school, we appreciate our families, and meet with them weekly or bi-weekly on a regular basis. We listen to our parents (via our PTO, surveys, and face-to-face contact) and respect the community's opinions, as they do ours. Our teachers continue to have close contact with the families.

One of our goals has been to provide each student and family to equal access for everything that our school has to offer. Marginalized students are accepted and appreciated by other students and all staff.

Since we have a staff of only 6 individuals, we are all on the data team. We currently use FastBridge, student work, and teacher-required work to ensure continued growth. At times, we have to meet with parents who are not encouraging their child's efforts.

We test the students several times a year to analyze data. One of our most successful ventures has been to use SIA money for reading books. Most of our students are avid readers, so this just increases their knowledge of word structure and literary techniques. Along with this, we do continue to teach writing, using programs that are proven.

We communicate with parents through the weekly or bi-weekly meetings, the principal's newsletters, the web page, and emails. Sometimes, a conversation, still, is the best way to communicate. We, also, use the PTO for communication purposes.

Since our students come from three different school districts, this is difficult to ascertain. We have increased our middle school attendance, and we have gone from one day per week on campus to two days per week on campus to prepare them for high school. Also, for advanced students, we provide high school credit in some courses through the NWESD, especially in math, at our cost.

SCFS makes every effort to provide a substantive learning environment for our students with special emphasis in providing an environment that is safe and welcoming, while maintaining supportive foundations for students from all cultural and social backgrounds.

Students have shown a willingness to voice their opinions and support specific engagements as a class and as individuals. An excellent example of this was to get students involved with a clean water project for Africa, and our middle school students earned \$1800 for this program. This was their decision to support this cause.

We use various techniques to support professional learning and the processes of evaluation to ensure that we are consistently meeting the needs of students. Whether it is by using our testing platform or our dyslexia screening device, we try to find the holes in a child's education to meet their academic needs.

Please see the previous entry.

We are a K-8 grade school.

Although we work well with the local public health community, we rely upon the Scappoose School District to engage with the tribal and community members. Therefore, we benefit with the District's engagement procedures which are already in place.

The use of FastBridge is consistent with testing done a minimum of three times per year.

This is done through the communication among the staff, the parents/guardians, and the students themselves.

Progress Marker

Progress in 2022-23

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.

18

Explanation of progress marker ratings (optional)

We encourage this through discussions with students, through their art, their stories that they write, and the plans that they share as they move forward with their aspirations.