



## Student Investment Account Annual Report 2021-22

The Student Investment Account (SIA) is the portion of money generated by the Student Success Act (SSA) that is dedicated to K-12 education. SIA funds are distributed to school districts through a non-competitive grant process that is focused on 4 key areas of improvement:

1. Reducing class size
2. Increasing instructional time
3. Improving student health and safety
4. Ensuring a well-rounded education

Schools meaningfully engage their community to determine the best investments for students in their local community, while focusing on student mental and behavior health, addressing disparities based on race or disability, and improving teaching and learning conditions.

For the 2021-23 biennium, Mosier Community School identified 5 strategies to meet the needs of our students, staff, and community:

1. Hire a K-3 Literacy Specialist
2. Integrate Social Emotional Learning Curriculum & Counseling Services
3. Expand Enrichment Activities
4. Enhance School Communication & Translation Services
5. Encourage Attendance for K-3 and SPED Students

The following report shows how Mosier Community School utilized the Student Investment Account grant during the 2021-2021 school year. The report also includes questions from the Oregon Department of Education and our school's answers.

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			<u>Budgeted</u>	<u>Spent</u>
<b>Health &amp; Safety</b>			<b>\$ 74,719.50</b>	<b>\$ 74,418.24</b>
111	Licensed Salaries	SEL support from TOSA		
31x	Professional Services	SEL Counseling Services		
4xx	Supplies & Material	Walkie-Talkies, Other Technology		
4xx	Supplies & Material	Second Step SEL K-8 Curriculum (3 Year License)		
<b>Community Engagement</b>			<b>\$ 1,750.00</b>	<b>\$ 1,250.00</b>
111	Licensed Salaries	Translation & Interpretation Services		
<b>Well-Rounded Education</b>			<b>\$ 78,058.66</b>	<b>\$ 78,855.81</b>
111	Licensed Salaries	K-3 Literacy Teacher		
31x	Professional Services	K-8 Enrichment Activities		
33x	Transportation	K-8 Enrichment Activities		
4xx	Supplies & Material	K-8 Enrichment Activities		
			<u>Budgeted</u>	<u>Spent</u>
<b>Total for 2021-22</b>			<b>\$154,528.16</b>	<b>\$154,524.05</b>



1. What changes in behavior, actions, policies, or practices have you observed related to SIA implementation during the 2021-22 school year? How do you see these changes contributing to the goals and outcomes in your SIA plan?

As our student behaviors are not back to pre-Covid years, adding a full-time Dean of Students, a part-time student support position and implementing our Second Step SEL curriculum has added multiple layers of student support during our school day. Students began feeling safe and began requesting time with the Dean and our SEL support provider. There were times we engaged large groups of middle school students in a conflict resolution dialogue that touched on cyberbullying and physical bullying in and out of school. One student who was involved stated, "It stopped a lot of the drama and other issues the students were having."

During the 2021-2022 school year, we focused on relearning school routines, social interactions, and appropriate behaviors at school, as well as relearning study habits. We had

to slow down and refocus on where each individual student was academically, socially, and emotionally, and move forward from there.

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?

Filling staff positions is an ongoing challenge. We planned to have our full-time K-3 Literacy Teacher, which SIA funded, in addition to our existing Title 1 position provided by our sponsoring district. When our Title 1 teacher resigned in October, the district was unable to fill the position due to the staffing shortages and our K-3 Literacy Teacher had to fill in.

The Interpretation and Translation category was a need that arose with our original SIA process. When we discovered we didn't need the amount we budgeted for, we reassigned the additional funds to another category.

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](#) and where your efforts might land on the Levels of Community Engagement spectrum as you complete your response.

Mosier Community School had many different avenues to engage with all students, focal students, staff, families and community members. Administration and teachers utilized the Remind messaging system for two-way communication, as well as email and newsletters. The newsletters were sent to families, and they were also posted on our website. A monthly community newsletter also went out via the local Mosier Valley Newsletter. Members of the community and families have access to these various modes of communication.

Our monthly MCS Board meetings were streamed and recorded. This was yet another way to have clear communication with our families and community members. We also upgraded our website last year and are now using their messaging system for newsletters and brief messages.

We were able to begin inviting families back into the school for Parent/Teacher conferences, Student Recognition assemblies, and Family Nights, which included showcasing our Transitional Kindergarten-5th grade student project-based units. Our bi-annual Drama performance also took place that same evening.



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There was more communication with families, partially due to the Covid-19 protocols that were in place that helped maintain a healthy and safe school atmosphere and 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?

MCS hired a highly qualified Reading Specialist with SIA funds targeting our Kindergarten-3rd grade students. Our State Report Card data reflected our students' growth in reading, showing Mosier students at 53%, with the state average being 44%.

We noticed through our iReady Reading and Math diagnostics, our students' scores were lower in 2nd and 8th grades. These two groups of student data highlighted the impact of the last few years. For example, last year was the first typical school year for our 2nd grade students. On the same note, last year was our 8th grade students' first typical middle school experience.

MCS prioritized our students' social/emotional well-being by additional class meetings, implementing Second Step SEL curriculum and adding our Dean of Students to support students school-wide. We also hired a part-time SEL student support provider for our middle school students, using SIA funds.

Mosier Community School learned what was successful for students. We will continue to use SIA funds for K-3 Literacy support, social/emotional support, enrichment, and activities to enhance our students' learning and growth.