



# Student Investment Account Annual Report

## Student Investment Account

- Part of the Student Success Act
  
- Allowable uses:
  - Expanding Instructional Time
  - Addressing Student Health and Safety
  - Reducing Class Size and Caseloads
  - Providing a Well-Rounded Education
  
- **Our Six Chosen Strategies for the 21-23 Biennium**
  - Implement mental health supports for MS/HS students through on-site counselors who will provide preventative and crisis support to students and staff.
  
  - Implement rigorous literacy instruction and intervention support in elementary and middle level programs through targeted coaching and Response to Instruction and Intervention (RTII) programs.
  
  - Implement family resource coordination support services at the middle and high school to support the well-being of students and families experiencing poverty.
  
  - Expand early learning options to include full day preschool.
  
  - Implementation of a school-based health center to support the well-being of all students and staff.
  
  - Increase support for emerging bilingual students and their families through culturally and linguistically inclusive communications, outreach, and support.

<p><b>Reflection 1:</b>  <b>What changes in behavior, actions, policies, or practices has the district observed related to SIA implementation during the 2021-23 biennium? How does the district see these changes contributing to the goals and outcomes in the SIA plan?</b></p>	<p>Neah-Kah-Nie School District students have significantly benefited from SIA implementation during the 21-23 biennium. One area of change was that each elementary building implemented on-site preschool with the capacity for 20 students. Staffing and services were doubled in order to make this occur and both programs were full during the 2021-22 school year with waiting lists. In its second year at the buildings (2022-23), the program was again full with a waiting list at Garibaldi Grade School. This project was an enormous undertaking that garnered increased participation from preschool families, which will, in turn, help Neah-Kah-Nie staff better serve students as they enter kindergarten.</p> <p>Another change in practice was the dedicated time of the Literacy Coach to support the implementation of the Response to Instruction and Intervention (RTII) model at the middle school level. This position became critical for the support of teachers and teams in order to provide the additional strategies necessary for students to find success in literacy across content areas. As the middle school continues to refine this process, they have adjusted their team meetings and schedule to make interventions even more effective. The team continues to seek out training and model RTII schools at the middle school level since most examples come from the elementary level, but they have created a system that allows all students to receive the interventions needed during the school day.</p>
<p><b>Reflection 2:</b>  <b>What barriers or challenges to SIA implementation has the district experienced that are helpful for the community and/or state leaders to be aware of? What adjustments, if any, did the district make to the SIA plan as a result of these challenges?</b></p>	<p>Neah-Kah-Nie School District struggled to find bilingual employees to implement the strategic goal of supporting linguistically inclusive communication and outreach. Despite having the Spanish Language Family Resource Coordinator/English Language Development position open for over a year, there were no successful applicants. Therefore, the unfilled position funds were transferred to the other strategies in the second year of the biennium.</p> <p>Finding ways to communicate quickly and effectively with families has been a challenge. During the 21-23 biennium, the district was able to contract with local private citizens who had advanced degrees to complete written translations for specific documents or to interpret during certain scheduled meetings on an as needed basis.</p>
<p><b>Reflection 3:</b>  <b>SIA implementation includes ongoing</b></p>	<p>The Neah-Kah-Nie School District leadership team embarked on a multi-month process of gathering and analyzing data during the 22-23 school year. Student data included student academic assessment</p>

<p><b>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 the 21-23 biennium? Consider the Community Engagement Toolkit and where the district efforts might land on the Levels of Community Engagement spectrum as the district completes this response.</b></p>	<p>data, attendance data for each school and grade level, credit attainment and course completion, participation in CTE programs, participation in school activities, and perception data from climate surveys and focus groups. Staff data included perception data from climate surveys, input from focus groups and staff meetings, and retention data. Family data included perception data from climate surveys, input gathered from focus groups, participation data from school or district activities, and feedback received during engagement sessions or board meetings. Community data included perception data from the community survey, input received during engagement sessions, and feedback gathered during meetings with partner organizations and advisory groups.</p> <p>The district leadership team compiled and reviewed the data, disaggregating the data by student and family populations and experiences when possible (race/ethnicity, economic status, language, disability, and other intersectional factors when the data was available). Staff used multiple data organizers to capture their reflections and plans in response to the data. Each activity included equity-centered questions to prompt deeper root cause analysis and impact. The data analysis and discussions supported the leadership team in identifying and refining possible strategies for the next four years.</p> <p>Staff and community members were invited to provide feedback on strategies identified by the leadership team. Proposed strategies were refined during a community engagement session where participants identified their top priorities. During a district-wide all staff meeting, proposed strategies were reviewed and ranked. Staff were further invited to identify what type of support staff needed from the district leadership team to ensure success. Prior to the final review by the leadership team, the district’s Inclusion Alliance Committee (equity committee) conducted a review and provided feedback using their equity analysis protocol.</p> <p>District leadership outlined a budget that could staff and support the top strategies and priorities identified through the community engagement and needs assessment processes. The budget largely sustains staffing investments from the previous year with some new investments and adjusted responsibilities for these staff to help support the district’s goals.</p> <p>Finally, once the proposed strategies were drafted, the leadership team reviewed each strategy and the aligned budget to determine if the plan missed opportunities to support the students with the greatest needs and addressed the district’s top opportunities for improvement.</p>
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**Reflection 4:**

**As you think about what guided the district's choices and prioritization efforts in this last year of SIA implementation, what stands out? How will what the district learned last school year impact future SIA implementation efforts?**

Neah-Kah-Nie students utilized the Family Resource Coordinator (FRC) at a high rate, sometimes beyond the available capacity, for weekend food bags, clothing, sports equipment, and hygiene supplies, so the FRC sought out additional community partners. Homelessness continued to emerge as an area of prioritization for our students. Neah-Kah-Nie School District has joined the Tillamook County Houselessness Collaborative (new name coming) as part of continuing to work on these efforts. While the generosity of our community is astounding, so is the magnitude of the need. This area of concern combined with the mental health needs that often coincide with the tangible needs continue to emerge as areas for future SIA efforts.

Full day preschool has greatly supported our students moving into kindergarten or having a second year of preschool if they started as 3-year-olds. Students understand school expectations and the valuable instructional time provided during preschool has shown students are more school ready than those who have not attended preschool. It has also engaged our families more than ever so that we are able to bring them into our educational community and intervene with students in a more impactful way.

The needs assessment process as part of Integrated Guidance highlighted some of the areas of need for our students, families, staff, and community, including:

- expanded support for student behavioral and mental health needs including social emotional learning
- early literacy and embedded literacy interventions pre-k through grade nine, attending to emerging bilingual students
- wraparound support and intervention for students experiencing poverty K-12
- strengthened math interventions grades five through nine
- increased access to CTE programs of study for students experiencing poverty, migrant students, girls, and students with disabilities, and
- greater leverage of hands-on, integrated lessons to increase relevance and engagement for students in grades 6-12.

These priorities will influence the leadership team as new goals for SIA are developed going into the next year.