

Central Point SD 6 - Outcomes and Strategies 25-27

Identifier	Outcome or Strategy	2025-27 Application Response
1	Outcome 1	Increase academic outcomes, student engagement, and attendance through high-quality instruction and authentic learning.
2	1.1	Strengthen Multi-Tiered Systems of Support (MTSS) to improve academic outcomes and attendance.
3	1.2	Expand career and technical education (CTE) & learning pathways to increase post-secondary success.
4	1.3	Support STEM, literacy, and math core curriculum, adoptions, and instructional strategies with high-quality curriculum, professional development and resources.
5	1.4	Increase enrichment learning opportunities through community partnerships and service learning with highly-skilled staff.
6	1.5	Implement universal screeners and progress monitoring tools to inform instruction for students in literacy and math.
7	1.6	Promote summer learning programs to address learning loss, provide enrichment opportunities, and offer targeted academic support, with an emphasis on K-3 early literacy.
8	Outcome 2	Strengthen early intervention, inclusive practices, and collaboration to provide better support for all students.
9	2.1	Strengthen tiered supports (e.g., PBIS, MTSS) tailored to the needs of all students, including those with disabilities.
10	2.2	Provide the availability of school-based specialists and mental health professionals (e.g., school psychologists, counselors, behavior specialists, speech language, autism and special education) and partner with community agencies to support students.
11	2.3	Provide ongoing professional development and coaching for staff—including general education teachers, special education teachers, EL/ML teachers, and support staff—on behavior de-escalation techniques, inclusive practices, differentiation, instructional strategies and core/intervention curriculum, including an emphasis on K-3 Science of Reading
12	2.4	Increase collaboration between special education and general education teachers.
13	2.5	Strengthen intervention materials and supplies to support literacy, with an emphasis on K-3.
14	Outcome 3	Attract, retain, and develop highly qualified educators by offering robust recruitment, mentorship, and professional development opportunities.
15	3.1	Focus on strategic recruitment efforts, structured mentorship programs, and ongoing professional development opportunities, while providing support for leadership and enrichment roles.
16	3.2	Strengthen mentorship programs to support new educators and improve retention.
17	3.3	Provide high-quality professional development focused on Professional Learning Communities, instructional practices, and student engagement.
18	3.4	Employ highly skilled staff to provide targeted academic literacy and MTSS support.
19	Outcome 4	Expand student opportunities for dual credit, career readiness, and extracurricular engagement to prepare students for post-secondary success.
20	4.1	Expand dual credit, Advanced Placement (AP), and career-connected learning opportunities, including updated "tools of the trade."
21	4.2	Employ and train highly-skilled staff or community partners to increase student access to internship, learning pathways, and credit recovery programs supporting student choice, innovation and belonging.
22	4.3	Enhance student engagement in extracurriculars and leadership development.
23	4.4	Strengthen credit recovery & homebound instruction programs with curriculum to support students in earning necessary credits to stay on track for graduation and post-secondary readiness.
24	Outcome 5	Promote a safe, supportive, and inclusive school culture that nurtures student well-being and cultural responsiveness.
25	5.1	Expand social-emotional learning (SEL), English Learner, and Migrant Education initiatives to support student well-being.
26	5.2	Recruit, employ, and train staff to build trusted relationships, de-escalate conflict, model restorative practices, and partner with community organizations, for a safe, supportive environment.
27	5.3	Foster inclusive school environments through belonging initiatives and cultural responsiveness.
28	5.4	Implement regular, district-wide school safety training and professional development, ensuring all staff are equipped with tools to respond effectively to safety concerns, manage crises, and support a safe learning environment.
29	Outcome 6	Build stronger partnerships to increase student, family, and community involvement in supporting student success.
30	6.1	Foster school climate to improve student and staff sense of belonging and engagement.
31	6.2	Strengthen family engagement efforts through workshops, forums, and communication tools.
32	6.3	Build stronger partnerships with businesses, higher education, and local organizations.
33	6.4	Provide transparent, proactive communication on key district initiatives.
34	6.5	Increase family access to literacy resources and learning opportunities for K-3.
35	Outcome 7	Ensure efficient use of resources and sustainable facilities planning to support district growth and modernization.
36	7.1	Develop a long-term financial sustainability and facilities plan aligned with the district's strategic vision, growth, and modernization to ensure responsible resource allocation and support for future needs.
37	7.2	Invest in necessary building improvements that enhance student safety, expansion of high school learning pathways and career-focused education programs.
38	7.3	Allocate funding for necessary building improvements that support K-12 technology integration.
39	Outcome Early Lit	K-3 students in Central Point School District 6 will demonstrate measurable growth in early literacy skills through expanded summer learning programs, evidence-based instructional practices, enhanced intervention resources and staffing, and increased family access to literacy opportunities.
40	Early Lit 1.3	Support STEM, literacy, and math core curriculum, adoptions, and instructional strategies with high-quality curriculum, professional development and resources.
41	Early Lit 1.6	Promote summer learning programs to address learning loss, provide enrichment opportunities, and offer targeted academic support, with an emphasis on K-3 early literacy.
42	Early Lit 2.3	Provide ongoing professional development and coaching for staff—including general education teachers, special education teachers, EL/ML teachers, and support staff—on behavior de-escalation techniques, inclusive practices, differentiation, instructional strategies and core/intervention curriculum, including an emphasis on K-3 Science of Reading
43	Early Lit 2.5	Strengthen intervention materials and supplies to support literacy, with an emphasis on K-3.
44	Early Lit 3.4	Employ highly-skilled staff who provide academic and engagement literacy and MTSS support.
45	Early Lit 6.5	Increase family access to literacy resources and learning opportunities for K-3.