

Prepared for
The Central Point School District 6 School Board

2025-2027 Integrated Grants Application

April 15, 2025



OUR VISION

Central Point School District 6 students will acquire the skills, knowledge and attributes necessary to confidently navigate the opportunities and challenges of a complex world. Our students should know:

- I am a lifelong learner, ready to face new challenges and opportunities with confidence.
- I have the ability to think critically, solve problems, and adapt to change.
- I am prepared to contribute to my community and make a positive impact in the world.
- I believe in myself and my ability to succeed in school and beyond.
- I treat others with respect, understanding that acknowledging different perspectives strengthens our community and world.

OUR MISSION

The mission of the Central Point School District, in partnership with families and community, is to create a culture of belonging where personalized and authentic learning opportunities empower every student to thrive and contribute to our ever-changing society.

OUR COMMITMENT

Achieve. Believe. Create.

- Inspire both staff and students to **ACHIEVE** their highest potential by fostering a belief in continuous growth, collaboration, and dedication to excellence.
- Cultivate a shared **BELIEF** in the capacity of both staff and students to learn, grow, and succeed, supporting each other in achieving meaningful outcomes.
- **CREATE** a dynamic environment where both staff and students work together to achieve innovative solutions, fostering a belief in the power of creativity and collaboration.

OUR CORE VALUES

Achievement

We believe achievement is accomplished through great effort, courage and skill by providing rich inquiry, meaningful work, opportunities for critical thinking, and outlets for creativity. With input and support from our community, families and schools, we strive to reach and exceed our individual and collective established goals.

Innovation

We believe innovation addresses the challenges of a complex world in new and different ways to meet the needs of our students, staff, families and community. Innovation requires a commitment to adaptability, curiosity, creativity, risk-taking, critical thinking and the pursuit of excellence.

Character

We believe character is nurturing the intrinsic fortitude to be your best you.

Relationships

We believe healthy relationships are based in a connected community whose members share common experiences. Individuals in different groups recognize each other's value to the greater good and communicate that with appreciation and empathy. Efforts are made to maintain approachability, and to listen and attempt to understand with a shared commitment to the well-being of the whole.

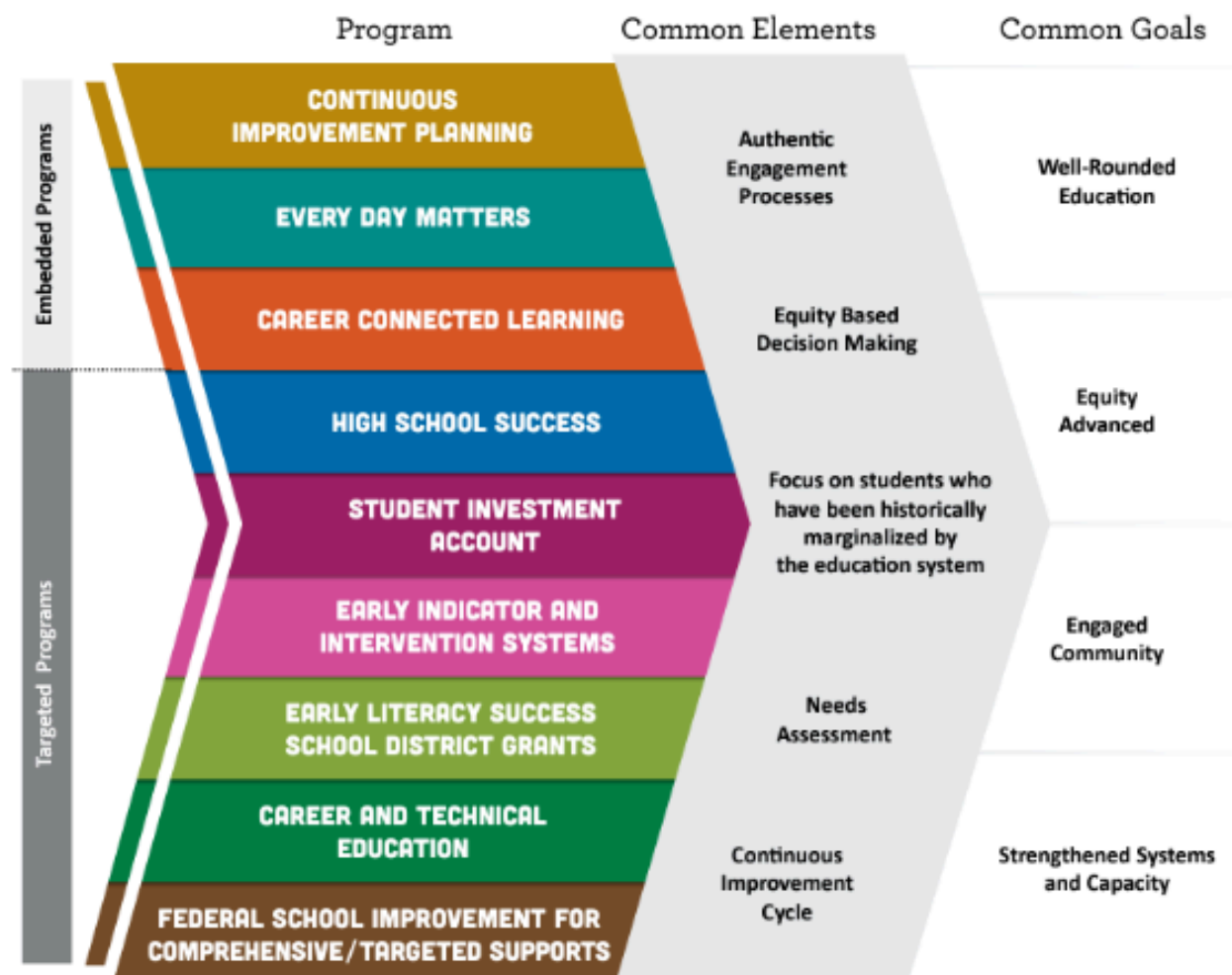
Safety

We believe our students, staff, and community should feel free from physical, emotional, social, and/or mental harm or danger. We strive to create consistent, predictable, and secure environments where people can be themselves and thrive.

Equity

We believe in the qualities of being just, fair and impartial by removing barriers and providing accessibility.

Aligned Programs & Common Goals



Summary of Program Purpose & Grants

Continuous Improvement Planning (CIP)

A process involving educator collaboration, data analysis, professional learning and reflection - toward improved outcomes for students and especially students experiencing disparity.

Every Day Matters (EDM)

Embedded across the five other programs, focusing attention on student engagement, school culture, climate/safety & culturally sustaining pedagogy.

Career Connected Learning (CCL)

Framework of career awareness, exploration, preparation, and training that is both learner-relevant and directly linked to professional and industry-based expectations.

High School Success (HSS)

Systems to improve graduation rates and college/career readiness.

Student Investment Account (SIA)

To meet students' mental health and behavioral needs and to increase academic achievement/reduce disparities for student focal groups.

Career Connected Learning (CCL)

Centering supports from kindergarten readiness through college & career and especially for focal group students.

Summary of Program Purpose & Grants

Early Literacy Success (ELSI)

A grant to school districts in order to increase early literacy for children from birth to third grade, reduce literacy academic disparities for student groups that have historically experienced academic disparities, increase support to parents and guardians around literacy, and to increase access to early literacy learning through support that is research-aligned, culturally responsive, student-centered and family-centered.

Career & Technical Education (Perkins)

Improving access and participation in education and training programs that prepare learners for high-wage, high-skill, in-demand careers.

Federal School Improvement

Framework of career awareness, exploration, preparation, and training that is both learner-relevant and directly linked to professional and industry-based expectations.

Focal Groups Engaged



Students: Including those from Latino Student Union, Native American Student Union, Student Leadership Groups, and CTE participants



Families: Engaged through annual surveys, multiple language options, and regular updates via ParentSquare



Staff: Feedback from both certified and classified staff, including teacher surveys and exit tickets after professional development sessions



Community: Listening sessions with YMCA, CraterWorks, City of Central Point, RCC/SOU/KCC, D6 School Board, Rotary, Crater Foundation & more



OUR GOALS



GOAL 1

Elevate Student Achievement and Attendance Rates



GOAL 2

Build & Support a Thriving Student Services & Special Education Program



GOAL 3

Recruit, Retain, & Develop High-Quality Educators



GOAL 4

Strengthen Comprehensive High School Programming & Post-Secondary Success



GOAL 5

Foster a Safe, Supportive & Inclusive School Environment



GOAL 6

Strengthen Community & Stakeholder Engagement



GOAL 7

Ensure Fiscal Responsibility & Facilities Excellence

Outcomes & Strategies

Central Point SD 6 - Outcomes and Strategies 25-27



Identifier	Outcome or Strategy	2025-27 Application Response
Outcome 1	Increase academic outcomes, student engagement, and attendance through high-quality instruction and authentic learning.	
1.1	Strengthen Multi-Tiered Systems of Support (MTSS) to improve academic outcomes and attendance.	
1.2	Expand career and technical education (CTE) & learning pathways to increase post-secondary success.	
1.3	Support STEM, literacy, and math core curriculum, adoptions, and instructional strategies with high-quality curriculum, professional development and resources.	
1.4	Increase enrichment learning opportunities through community partnerships and service learning with highly-skilled staff.	
1.5	Implement universal screeners and progress monitoring tools to inform instruction for students in literacy and math.	
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.	
Outcome 2	Strengthen early intervention, inclusive practices, and collaboration to provide better support for all students.	
2.1	Strengthen supports (e.g., PBIS, MTSS) tailored to the needs of all students, including those with disabilities.	
2.2	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.	
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.	
2.4	Increase collaboration between special education and general education teachers.	
2.5	Strengthen intervention materials and supplies to support literacy, with an emphasis on K-3.	
Outcome 3	Attract, retain, and develop highly skilled educators by offering robust recruitment, mentorship, and professional development opportunities.	
3.1	Focus on strategic recruitment, structured mentorship programs, and ongoing professional development opportunities, while providing support for leadership and enrichment roles.	
3.2	Strengthen mentorship programs to attract and retain new educators and improve retention.	
3.3	Provide high-quality professional development focused on Professional Learning Communities, instructional practices, and student engagement.	
3.4	Employ highly skilled staff to provide academic literacy and MTSS support.	
Outcome 4	Expand student opportunities for dual credit, career readiness, and extracurricular engagement to prepare students for post-secondary success.	
4.1	Expand dual credit, Advanced Placement, and other career-connected learning opportunities, including updated "tools of the trade."	
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.	
4.3	Enhance student engagement in extracurricular activities and leadership development.	
4.4	Strengthen credit recovery & homebound instruction with curriculum to support students in earning necessary credits to stay on track for graduation and post-secondary readiness.	
Outcome 5	Promote a safe, supportive, and inclusive school environment that ensures student well-being and cultural responsiveness.	
5.1	Expand social-emotional learning (SEL), English Language Learner (ELL), and Education Initiatives to support student well-being.	
5.2	Recruit, employ, and train staff to build trusted relationships, resolve conflict, model restorative practices, and partner with community organizations, for a safe, supportive environment.	
5.3	Foster inclusive school environments through belonging initiatives and cultural responsiveness.	
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.	
Outcome 6	Build stronger partnerships to increase student, family, and community engagement in supporting student success.	
6.1	Foster school climate to improve student and staff sense of belonging and engagement.	
6.2	Strengthen family engagement efforts through workshops, forums, and community events.	
6.3	Build stronger partnerships with businesses, higher education, and local organizations.	
6.4	Provide transparent, proactive communication on key district initiatives.	
6.5	Increase family access to literacy resources and learning opportunities for K-3.	
Outcome 7	Ensure efficient use of resources and sustainable facilities planning to support district growth and modernization.	
7.1	Develop a long-term financial sustainability and facilities plan aligned with the district's strategic growth, and modernization to ensure responsible resource allocation and support for future needs.	
7.2	Invest in necessary building improvements that enhance student safety, expansion of high quality learning pathways and focused education programs.	
7.3	Allocate funding for necessary building improvements that support K-12 technology integration.	
Outcome Early Lit	K-3 students in Central Point School District 6 will demonstrate measurable growth in early literacy resources and staffing, and increased family access to literacy opportunities.	
Early Lit 1.3	Support STEM, literacy, and math core curriculum, adoptions, and instructional strategies with high-quality curriculum, professional development and resources.	
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.	
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.	
Early Lit 2.5	Strengthen intervention materials and supplies to support literacy, with an emphasis on K-3.	
Early Lit 3.4	Employ highly-skilled staff who provide academic and engagement literacy and MTSS support.	
Early Lit 6.5	Increase family access to literacy resources and learning opportunities for K-3.	

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	Outcome or Strategy
	Increase academic outcomes
1.1	Strengthen Multi-Tiered Systems of Support (MTSS) to improve academic outcomes and attendance.
1.2	Expand career and technical education (CTE) & learning pathways to increase post-secondary success.
1.3	Support STEM, literacy, and math core curriculum, adoptions, and instructional strategies with high-quality curriculum, professional development and resources.
1.4	Increase enrichment learning opportunities through community partnerships and service learning with highly-skilled staff.
1.5	Implement universal screeners and progress monitoring tools to inform instruction for students in literacy and math.
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.
	Strengthen early intervention, inclusive practices, and collaboration to provide better support for all students.
	Strengthen tiered supports (e.g., PBIS, MTSS) tailored to the needs of all students, including those with disabilities.
	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.
	Increase collaboration between special education and general education teachers.
	Strengthen intervention materials and supplies to support literacy, with an emphasis on K-3.
	Attract, retain, and develop highly skilled educators by offering robust recruitment, mentorship, and professional development opportunities.
	Focus on strategic recruitment, structured mentorship programs, and ongoing professional development opportunities, while providing support for leadership and enrichment roles.
	Strengthen mentorship programs to attract and retain new educators and improve retention.
	Provide high-quality professional development focused on Professional Learning Communities, instructional practices, and student engagement.
	Employ highly skilled staff to provide academic literacy and MTSS support.
	Expand student opportunities for dual credit, career readiness, and extracurricular engagement to prepare students for post-secondary success.
	Expand dual credit, Advanced Placement, and other career-connected learning opportunities, including updated "tools of the trade."
	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.
	Enhance student engagement in extracurricular activities and leadership development.
	Strengthen credit recovery & homebound instruction with curriculum to support students in earning necessary credits to stay on track for graduation and post-secondary readiness.
	Promote a safe, supportive, and inclusive school environment that ensures student well-being and cultural responsiveness.
	Expand social-emotional learning (SEL), English Language Learner (ELL), and Education Initiatives to support student well-being.
	Recruit, employ, and train staff to build trusted relationships, resolve conflict, model restorative practices, and partner with community organizations, for a safe, supportive environment.
	Foster inclusive school environments through belonging initiatives and cultural responsiveness.
	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.
	Build stronger partnerships to increase student, family, and community engagement in supporting student success.
	Foster school climate to improve student and staff sense of belonging and engagement.
	Strengthen family engagement efforts through workshops, forums, and community events.
	Build stronger partnerships with businesses, higher education, and local organizations.
	Provide transparent, proactive communication on key district initiatives.
	Increase family access to literacy resources and learning opportunities for K-3.
	Ensure efficient use of resources and sustainable facilities planning to support district growth and modernization.
	Develop a long-term financial sustainability and facilities plan aligned with the district's strategic growth, and modernization to ensure responsible resource allocation and support for future needs.
	Invest in necessary building improvements that enhance student safety, expansion of high quality learning pathways and focused education programs.
	Allocate funding for necessary building improvements that support K-12 technology integration.
	K-3 students in Central Point School District 6 will demonstrate measurable growth in early literacy resources and staffing, and increased family access to literacy opportunities.
	Support STEM, literacy, and math core curriculum, adoptions, and instructional strategies with high-quality curriculum, professional development and resources.
	Promote summer learning programs to address learning loss, provide enrichment opportunities, and offer targeted academic support, with an emphasis on K-3 early literacy.
	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.
	Strengthen intervention materials and supplies to support literacy, with an emphasis on K-3.
	Employ highly-skilled staff who provide academic and engagement literacy and MTSS support.
	Increase family access to literacy resources and learning opportunities for K-3.

Budget Aligned to Outcomes & Strategies

Central Point SD 6 - Budget Integrated Prog 25-27

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Allocation

Unbudgeted (Autocalc)

Total Budgeted Amounts

7.1	Indirect/Administration
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1.1 MTSS: Synergy SIS Module

1.2 CTE/Perkins & Pathways Prog

1.2 CTE/Perkins & Pathways Proc

1.3 Core Subject Curriculum & S

1.3 Digital Library Subscription

1.4 Community Partnerships:

Comments	Summary	+
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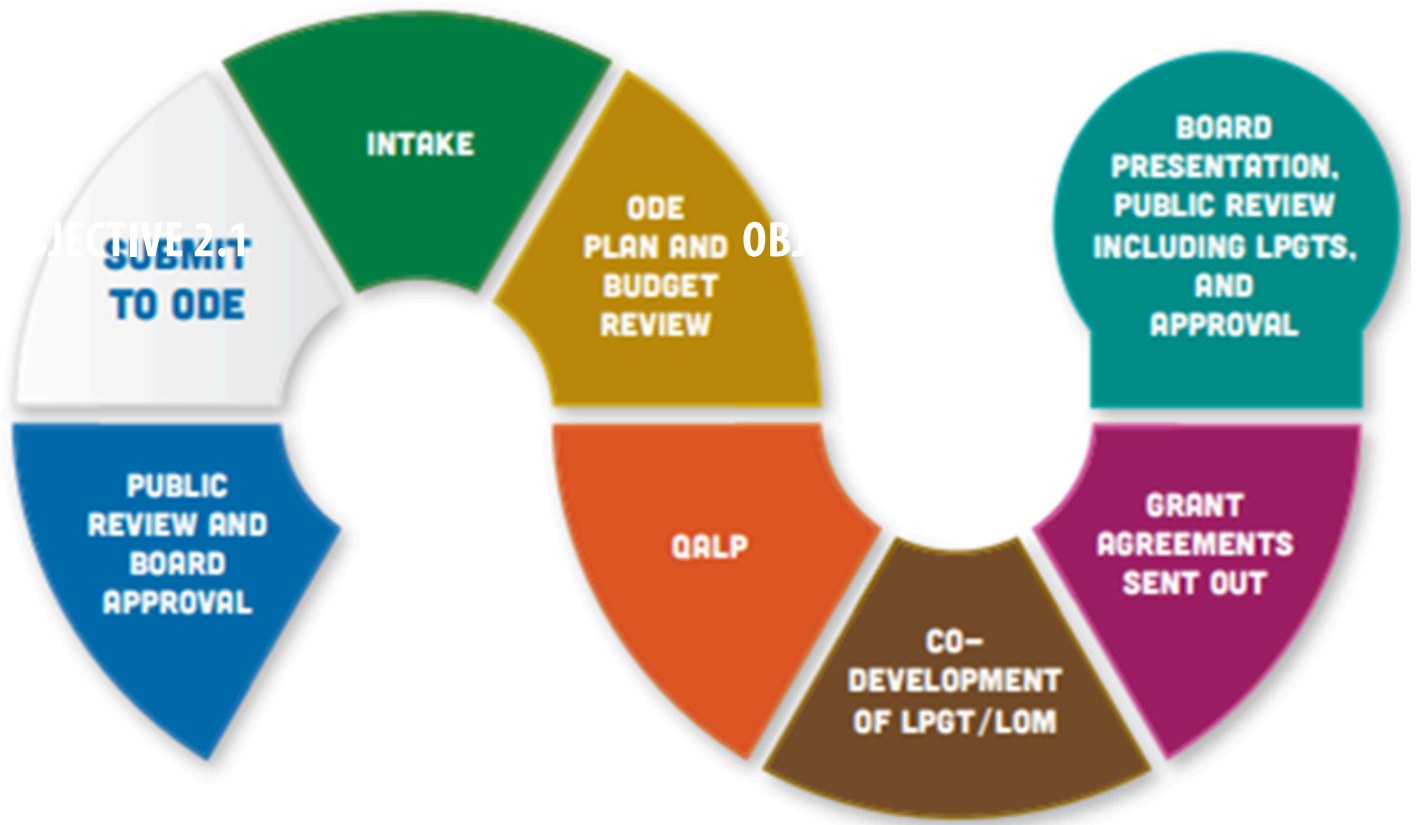
Tiered Planning

Tiers of Planning & Budgeting allow for nimble course changes that have been pre-considered but aren't within the current budget parameters.

In our district, these additional strategies and activities are possible if we move to another tier in our plan.

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Next Steps



Questions & Comments





D6 Strategic Plan Goals, Outcomes & Strategies

GOAL 1

Elevate Student Achievement & Attendance Rates



OUTCOME 1

Increase academic outcomes, student engagement, and attendance through high-quality instruction and authentic learning.

STRATEGY 1.1

Strengthen Multi-Tiered Systems of Support (MTSS) to improve academic outcomes and attendance.

STRATEGY 1.2

Expand career and technical education (CTE) & learning pathways to increase post-secondary readiness.



STRATEGY 1.3

Support STEM, literacy, and math core curriculum, adoptions, and instructional strategies with high-quality curriculum, professional development and resources.



STRATEGY 1.4

Increase enrichment learning opportunities through community partnerships and service learning with highly-skilled staff.

STRATEGY 1.5

Implement universal screeners and progress monitoring tools to inform instruction for students in literacy and math.

STRATEGY 1.6 (Early Lit)

Promote summer learning programs to address learning loss, provide enrichment opportunities, and offer targeted academic support, with an emphasis on K-3 early literacy.

GOAL 1 PERFORMANCE INDICATORS AND TARGETS

- K-12 Regular Attender Rate
- 3rd & 7th grade English Language
- Arts State Assessment
- 5th & 8th grade Mathematics State Assessment
- 9th Grade On-Track for Graduation
- 4-Year Graduation Rate
- 5-Year Completer Rate
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GOAL 2

Build & Support a Thriving Student Services & Special Education Program



OUTCOME 2

Strengthen early intervention, inclusive practices, and collaboration to provide better support for all students.

STRATEGY 2.1

Strengthen tiered supports (e.g., PBIS, MTSS) tailored to the needs of all students, including those with disabilities.

STRATEGY 2.2

Support the availability of 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.

STRATEGY 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



STRATEGY 2.4

Increase collaboration between special education and general education teachers.

STRATEGY 2.5

Strengthen intervention materials and supplies to support literacy, with an emphasis on K-3.

GOAL 2 PERFORMANCE INDICATORS AND TARGETS

- Measure the percentage of students in each tier of support to assess the effectiveness of interventions.
- Reduce discipline referrals and suspensions.
- Promote co-teaching and collaborative planning sessions by 25% by the end of the school year.
- Achieve a 10% increase in the percentage of K-3 students meeting reading proficiency targets within one year.



GOAL 3

Recruit, Retain & Develop High-Quality Educators



OUTCOME 3

Attract, retain, and develop highly qualified educators by offering robust recruitment, mentorship, and professional development opportunities.

STRATEGY 3.1

Focus on strategic recruitment efforts, structured mentorship programs, and ongoing professional development opportunities, while providing support for leadership and enrichment roles.

STRATEGY 3.2

Strengthen mentorship programs to support new educators and improve retention.



STRATEGY 3.3

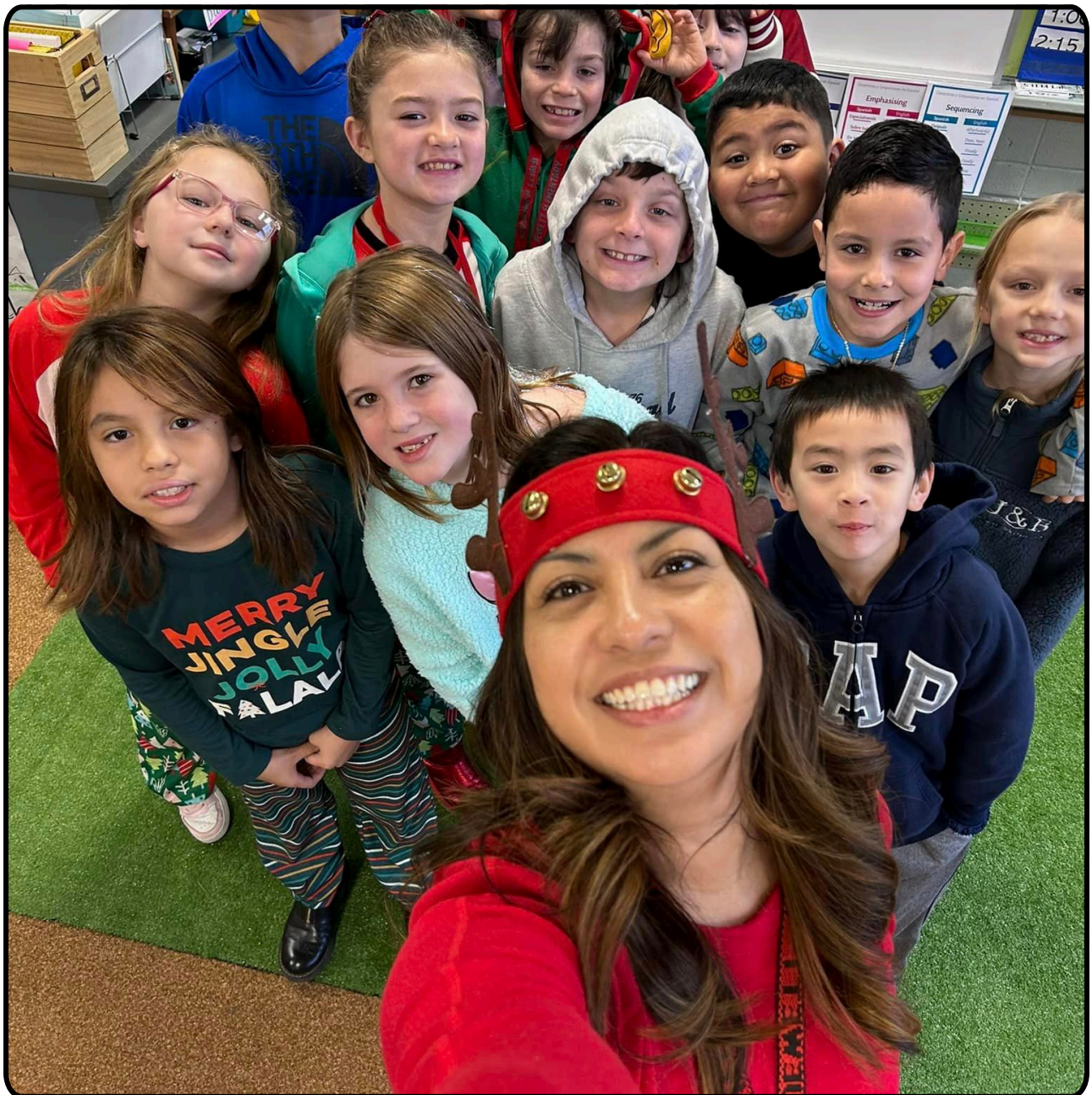
Provide high-quality professional development focused on Professional Learning Communities, instructional practices, and student engagement.

STRATEGY 3.4

Employ highly skilled staff to provide targeted academic literacy and MTSS support.

GOAL 3 PERFORMANCE INDICATORS AND TARGETS

- Measure the percentage of new educators who remain in the district after one, two, and three years.
- Target: Ensure that 85% of new hires remain in the district for at least three years.
- Pair 100% of new educators with a mentor within their first month of employment.
- Ensure 100% of teachers are provided the opportunity to participate in at least three professional development sessions per year focused on instructional practices and student engagement.



GOAL 4 | Strengthen Comprehensive High School Programming & Post-Secondary Success

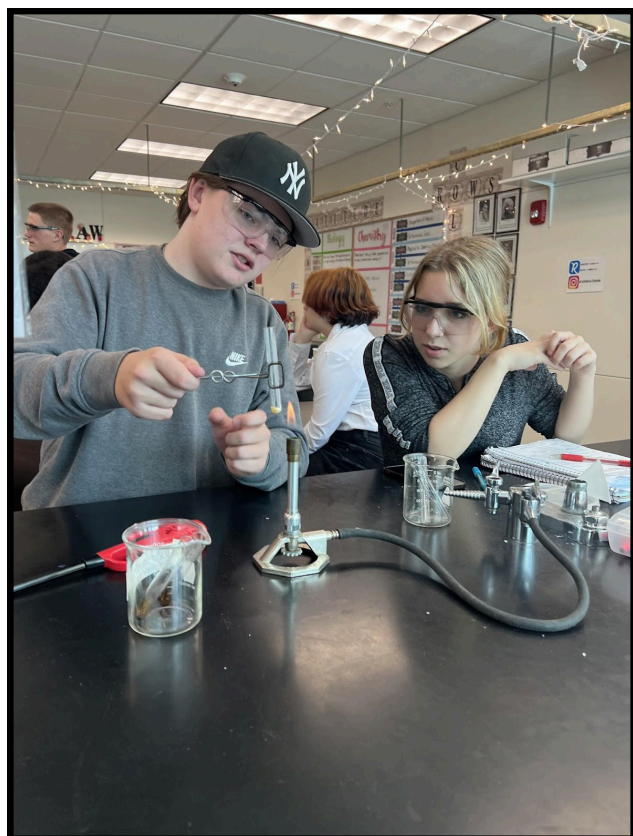


OUTCOME 4

Expand student opportunities for dual credit, career readiness, and extracurricular engagement to prepare students for post-secondary success.

STRATEGY 4.1

Expand dual credit, Advanced Placement (AP), and career-connected learning opportunities, including updated “tools of the trade.”



STRATEGY 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.

STRATEGY 4.3

Enhance student engagement in extracurriculars and leadership development.

STRATEGY 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.

GOAL 4 PERFORMANCE INDICATORS AND TARGETS

- Increase student enrollment in dual credit, AP, and career-connected learning programs by 15% by the end of the school year.
- Increase the number of internships and learning pathways by 20% in the next year.
- Ensure at least 85% of students in need of credit recovery participate in and complete the program successfully.
- Expand the number of career pathways by 25% within the next two years.



GOAL 5

Foster a Safe, Supporting & Inclusive School Environment



OUTCOME 5

Promote a safe, supportive, and inclusive school culture that nurtures student well-being and cultural responsiveness.

STRATEGY 5.1

Expand social-emotional learning (SEL), English Learner, and Migrant Education initiatives to support student well-being.

STRATEGY 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.

STRATEGY 5.3

Foster inclusive school environments through belonging initiatives and cultural responsiveness.

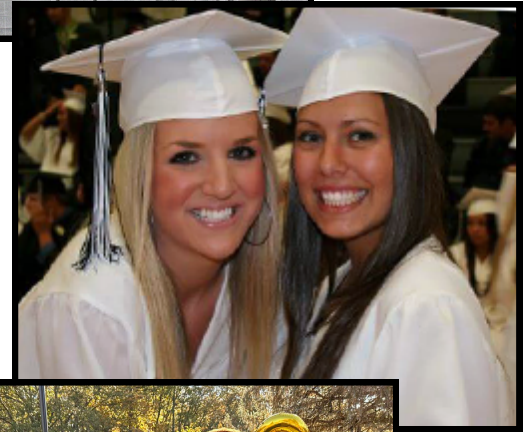
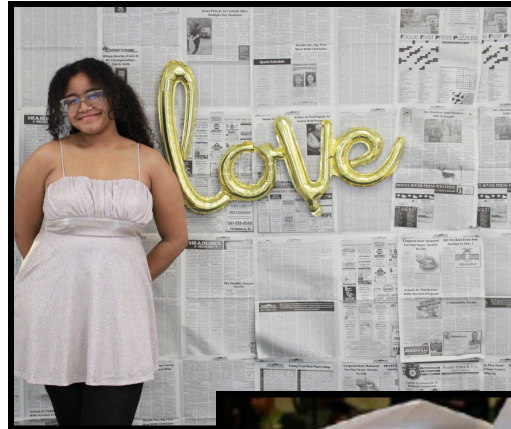
STRATEGY 5.4

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.



GOAL 5 PERFORMANCE INDICATORS AND TARGETS

- Track the percentage of staff who complete training in building relationships, de-escalating conflict, and restorative practices.
- Track student feedback through surveys or focus groups to assess their sense of inclusivity and cultural responsiveness in the school environment.
- Ensure that 100% of staff complete school safety training and professional development within the academic year.
- Conduct surveys to assess student and parent perceptions of the safety and supportiveness of the school environment.
- Track the academic performance of English Learners and migrant students, focusing on their progress in language acquisition, academic achievement, and graduation rates.



GOAL 6

Strengthen Community & Stakeholder Engagement



OUTCOME 6

Build stronger partnerships to increase student, family, and community involvement in supporting student success.

STRATEGY 6.1

Foster school climate to improve student and staff sense of belonging and engagement.



STRATEGY 6.2

Strengthen family engagement efforts through workshops, forums, and communication tools.

STRATEGY 6.3

Build stronger partnerships with businesses, higher education, and local organizations.

STRATEGY 6.4

Provide transparent, proactive communication on key district initiatives.

STRATEGY 6.5

Increase family access to literacy resources and learning opportunities for K-3.

GOAL 6 PERFORMANCE INDICATORS AND TARGETS

- Increase participation in school activities.
- Increase family attendance at events, conferences and parent meetings.
- Establish at least 10 new partnerships with businesses, higher education, or local organizations by the end of the school year.
- Increase student participation in internship or career pathway programs through these partnerships.
- Provide updates on key district initiatives to families and stakeholders via email, newsletters, and meetings.



GOAL 7

Ensure Fiscal Responsibility & Facilities Excellence



OUTCOME 7

Ensure efficient use of resources and sustainable facilities planning to support district growth and modernization.

STRATEGY 7.1

Develop a long-term facilities plan to support district growth and modernization.

STRATEGY 7.2

Invest in necessary building improvements that enhance student safety, expansion of high school learning pathways and career-focused education programs.

STRATEGY 7.3

Allocate funding for necessary building improvements that support K-12 technology integration.



GOAL 7 PERFORMANCE INDICATORS AND TARGETS

- Measure the progress toward completing and approving the facilities plan.
- Ensure the facilities plan is aligned with enrollment projections and growth forecasts.
- Track the total budget allocated to improvements that support K-12 technology integration (e.g., upgraded wiring, staff/student laptops).
- Track the completion rate of regular building maintenance tasks as part of the long-term facilities plan.