

North Santiam SD 2 - Outcomes and Strategies 25-27



Identifier		Outcome or Strategy
1	Outcome Early Lit	All students in grades K-3, regardless of their background, will develop strong foundational literacy skills ensuring they are prepared for future academic learning and success.
2	Strategy Early Lit 1	Identify and address individual student needs through targeted, extended learning opportunities, including before/after school programs, summer learning, family engagement initiatives, and community partnerships, all focused on evidence-based literacy practices.
3	Strategy Early Lit 2	Implement a comprehensive approach focusing on intensive support for struggling readers, emphasizing targeted, high-dosage tutoring seamlessly integrated with ongoing progress monitoring and strong teacher collaboration.
4	Strategy Early Lit 3	Identify and develop high quality, culturally responsive intervention transition planning to support students entering the next grade level.
5	Outcome A	Create and implement a comprehensive school behavioral and mental health system to support all students' social-emotional and behavioral learning needs.
6	A1	Increase coordination of services to support multi-tiered level supports for focal group populations' mental health and academic learning needs.
7	A2	Implement and continue alternative education placement opportunities for students with an increased need for academic and emotional support.
8	A3	Proactively address chronic absenteeism by leveraging a centralized attendance tracking system to identify students in need and deliver timely, research-based interventions, including connecting families with resources that emphasize the crucial link between attendance and student success.
9	A4	NSSD will increase the number of students on track to graduate by the end of ninth grade, ensuring that (students with disabilities and English language learners) are enrolled in the appropriate courses to ensure on-time graduation.
10	A5	Counselors will facilitate open communication and collaboration among staff, students, and families are essential for fostering a supportive environment to coordinate direct/indirect students services
11	A6	Develop and implement a comprehensive, age-appropriate Social-Emotional Learning (SEL) curriculum that empowers students to cultivate essential skills for academic success, fulfilling careers, healthy relationships, and responsible civic engagement.
12	Outcome B	NSSD will create opportunities to engage the community throughout the year to assess what we are doing well and where we can improve.
13	B1	NSSD will create and implement intentional opportunities for families to examine how students experience school, collect input on enhancing what we do well, and identify areas for improvement.
14	B2	NSSD will create and implement more opportunities to encourage, value, and amplify student voices, including students with disabilities, navigating poverty, and emerging bilingual students. Students will have avenues to share their experiences which can be considered in professional development planning for teachers, curriculum and instruction planning, and influence procedures and policies.
15	B3	NSSD will introduce more resources for serving students from focal groups in CTE programs through communication activities and professional development for staff.
16	B4	Establish a data team (all sites/district level) to review the impact of data collection on improving student outcomes.
17	B5	Explore and implement an age-appropriate SEL Curriculum 9-12.
18	Outcome C	NSSD will create, sustain and grow culturally supportive, high quality instructional practices in all learning environments within our schools.
19	C1	NSSD will increase access and retention of all students in college and career programs of study, with particular attention to students of underserved populations.
20	C2	Provide professional learning, coaching, and planning time for all educators on research-based instructional practices supporting students in improving social-emotional learning, reading, writing, and mathematics skills.
21	C3	NSSD will continue to comply with instructional material adoption cycles in line with ODE, state standards, and mandates in a matter that most effectively meets the needs of our community.
22	C4	NSSD will increase all students' academic achievement and growth by using culturally responsive and evidence-based classroom practices (STAR framework, WICOR strategies, and academic language supports) and build capacity for educators to support learners in our focal groups.
23	C5	Explore multiple academic assessment measures that gauge achievement of literacy and math proficiency.
24	Outcome D	NSSD will increase students' sense of belonging, safety, and well-being at school.
25	D1	All students, including students with disabilities, navigating poverty, and emerging bilingual students, will report an increased sense of belonging at school measured by increased attendance rates and decreased behavioral incidents.
26	D2	NSSD will decrease the academic disparities (3rd-grade reading, 9th-grade on track) of students with disabilities, students navigating poverty, and our emerging bilingual students.
27	D3	NSSD will increase graduation rates (SHS and OA) by offering various pathways for students to access courses to ensure students' college and career readiness - CTE, accelerated classes, fine arts, dual credit, college credit courses, and alternative graduation options.
28	D4	Provide ongoing and sustained professional learning for staff so that they recognize access and barriers for all focal groups of students in the school environment.
29	D5	Identify and review district attendance policies/procedures and the impact on students who experience chronic absenteeism.

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