# Bandon SD 54 - Outcomes and Strategies 25-27

| | Identifier | Outcome or Strategy | 2025-27 Application Response |
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| 1 | Outcome Early Lit | Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to staff, students (developmentally appropriate), and families. | New for 2025-27 |
| 2 | Strategy Early Lit 1 | Provide professional learning, coaching and team-planning time for our primary teachers on early literacy instructional practices supporting primary teachers to apply those early literacy instructional practices improving students reading and writing abilities. | New for 2025-27 |
| 3 | Strategy Early Lit 2 | Teachers will focus on activities that help children recognize and manipulate the sounds of spoken language. Teachers will teach systematic phonics lessons starting with simple sounds and gradually progressing to more complex letter-sound relationships. | New for 2025-27 |
| 4 | Strategy Early Lit 3 | | New for 2025-27 |
| 5 | Outcome A | Create a culture of inclusion with safety and respect for all students and adults that supports the emotional, physical, and social wellbeing of students and adults that is critical to academic and professional success in the community of Bandon. | |
| 6 | A1 | Implement a school-wide Integrated Health Model inclusive of culturally affirming and sustaining pedagogy, trauma-informed practices, and a social emotional curriculum to improve our climate and student experience through the use of Mental Health Therapists K-12 | |
| 7 | A2 | Utilize behavior specialists to help students who struggle with behavior, emotions, or social skills so they can succeed in the classroom by supporting teachers and offering strategies, creating behavior plans, and promoting a positive school environment. The goal is to help all students learn and grow in a safe, supportive space through the use of an Behavior Specialist at the elementary and middle school level. | |
| 8 | A3 | Support district schools on their journey in becoming Community Schools to provide wrap-around health and well-rounded academic and extracurricular supports for students and families. | |
| 9 | A4 | Utilize an academic advisory at the high school to assist students with course selection, academic support, and personal development, ensuring they meet graduation requirements and plan for post-secondary education or careers, providing guidance on college applications, career exploration, and offering resources for academic improvement. Additionally, monitoring student progress, address personal challenges, and facilitate transitions to higher education or the workforce. | |
| 10 | A5 | Students in each focal group and all students report an increased sense of belonging at each school. | |
| 11 | Outcome B | Create a culture of wellness through a directive of physical activity, health attentiveness & social/emotional well being | |
| 12 | B1 | Support a culture of wellness by prioritizing physical education, through the use of K-12 physical education specialists and mental health through supportive programs and consistent communication. This includes offering wellness activities for students, providing access to mental health and health services, promoting a positive and inclusive environment, while partnering with community organizations. | |
| 13 | B2 | Use of school nurses in our K-12 system to provide medical care, manage health conditions, manage vaccinations, and promote student wellness through health education and prevention. They also collaborate with families, healthcare providers, and community organizations to support students' overall health and well-being. | |
| 14 | B3 | Implementation of a social-emotional learning (SEL) curriculum to improve school climate and enhance the student experience. This curriculum will equip students with essential skills like self-awareness, relationship building, and responsible decision-making to foster resilience and empathy. | |
| 15 | Outcome C | Expand Career and Technical Education (CTE) programs to equip students with essential skills and knowledge for future career success. | |
| 16 | C1 | 2 CTE teachers (1 @ 1.0 FTE and 1 @ .338 FTE) serving 8th-12th Grades. Expand access to career and technical education programs to equip students with hands-on skills, industry certifications, and real- world experience, enhancing career readiness and workforce development. | |
| 17 | C2 | CTE Data Specialist - ensures accurate tracking of student data, improving reporting, and accountability. This role supports compliance and enhances the effectiveness of CTE programs, leading to a better program quality and student success. | |
| 18 | C3 | CAD software is used to create, modify, and analyze detailed 2D and 3D designs in fields like engineering, architecture, and product development. It helps users visualize, simulate, and refine designs before production or construction. | |
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| 20 | Outcome D | Reduce academic disparities by providing intervention resources and extended learning opportunities. | |
| 21 | D1 | Offering credit recovery programs at the high school level to give students a second chance to earn credits for courses they previously failed or did not complete. These programs are designed to be flexible, allowing students to work at their own pace while receiving support from teachers. By making up missed credits, students can stay on track with their classmates and meet graduation requirements on time. | |
| 22 | D2 | Freshman intervention | |
| 23 | D3 | Using assessment data effectively across a K-12 school district by creating a data-driven culture that emphasizes continuous improvement, personalized learning, and equity. Use of the Northwest Evaluation Association (NWEA), the goal is not only to track and measure student performance but also to leverage this data to inform instruction, identify needs for interventions, guide professional development, and drive decision-making at all levels. | |