

2011-12 School Board Priorities

1. Sustain and support effective K-12 academic and behavior systems to improve student achievement, close achievement gaps, and prepare all students to earn a diploma.

- *Math Improvement:*
 - Coordinate and improve K-12 math instruction by refining Common Core State Standards alignment and performing an error/gap review on locally developed materials
 - Begin a second year of implementation of math focal point core curriculum units at the 2nd- 5th grade level, and develop and implement math focal point core curriculum units at the 1st grade level.
 - Ensure fidelity and best instructional practice in math by providing training and coaching to enhance student success through alignment to Common Core Standards.
 - Develop data analysis protocols for the updated and aligned easyCBM formative math assessment system that replaced the Bethel Math Assessment (BMA).
 - Through the full implementation and coordination of school and district Math Leadership Teams, seek opportunities to move forward with a staged K-12 aligned math adoption.
 - Develop interventions and local performance assessments for students that have not met the math Essential Skills requirements.
 - Develop math course opportunities for students who are not on target to earn three credits of math at algebra I or higher.
- *Literacy Improvement:*
 - Empower School Literacy Leadership Teams to disseminate information, articulate goals, and implement literacy instruction best practices in their schools.
 - Develop and implement writing units that align to the district curriculum, Common Core State Standards, and integrate writing with the Open Court Reading program and other core content areas.
 - Ensure fidelity and best instructional practice in reading, content-area literacy, and writing by providing training and coaching to enhance student success through alignment to Common Core Standards.
 - Develop interventions and local performance assessments for students that have not met the reading and/or writing Essential Skills requirements.
 - Align 6-12 English Language Arts curriculum vertically across schools and with the Common Core State Standards, in coordination with UO/EPIC College Readiness principles.
- *Positive Behavior Interventions and Supports (PBIS: school-wide, classroom, individual) Improvement:*
 - Systemically increase cultural competency and update Bethel School District's Diversity Plan accordingly to meet the needs of all students.
 - Improve collaboration between academic and behavior systems to meet the needs of all students.
 - Ensure fidelity and best practice in student behavioral support by providing training and coaching to enhance student success.
- *Healthy and Ready To Learn Improvement:*
 - Promote healthy nutritional choices and increase physical activity levels to ensure students have the foundation to focus on learning.
 - Operate a school based health center to provide preventative and ongoing medical care for students in order to ensure students have the foundation to focus on learning.
 - Ensure fidelity and best practice in student wellness by raising awareness of the aims and implementation of the District Wellness Policy.
 - Seek, develop and enhance partnerships with key stakeholders to increase student achievement.

- *Career and College Ready Improvement:*
 - Continue to implement the Bethel Graduation Project to increase district-wide graduation rates.
 - Partner with UO, EPIC, LCC, 4J, and SPS to increase the number of local graduates going on to receive 2 and 4-year degrees.
 - Partner with Bethel staff (College and Career Center, HS/MS school staff, and district staff) and local community (affinity groups, cause-based organizations, concerned citizens, and parents) to identify and implement culturally competent practices that will improve the graduation and continuing education rates of minority and economically disadvantaged students.
 - Implement an annual college preparedness exam day for all Willamette Students.

2. Communicate and collaborate with staff, community, legislators, and lobbying partners to provide accurate information and seek appropriate financial resources to meet Oregon’s and Bethel’s education goals for students.

- Adequate funding:
 - Work with Bethel Staff and community to provide a strong education and program within current funding limitations;
 - Work to restore school days reduced due to funding reductions;
 - Work to increase the projected ending fund balance in order to better prepare for 2011-12;
 - Work to reduce class size at all levels and restore employees laid-off due to funding reductions;
 - Seek waivers, as necessary, when the district is unable to meet any state requirement due to budget restrictions;
 - Work with all stake holders (OSBA, OASE, COSA, OEA, Chalkboard, Stand for Children, PTA, and others) to secure adequate roll-up funding for the 2012-13 school year, plus funding for school improvement efforts whenever possible;
 - Work with all employees and associations and other employee group leaders to maintain a positive relationship and good morale through the planning for the 2011-12 budget planning process and the bargaining for a new Collective Bargaining Agreement with the Eugene Education Association beginning in July 2012;
 - Seek specific funding to support implementation of the new full-day kindergarten requirements or relief from full implementation of the new requirements;
 - Seek specific funding to support implementation of the new diploma requirements or relief from full implementation of the new requirements;
- Meet regularly with legislators throughout the session and state board members throughout the year to advocate for the needs of Bethel students and provide information to inform leaders.

3. Track district growth to ensure proper development and planning for future operation.

- Form a broadly representative Enrollment & Planning Committee and hold a series of meetings to:
 - Study recent boundary adjustments to ensure the district meet needs of enrollment growth in west side of the District.
 - Review enrollment growth for possible:
 - School construction, upgrade, and expansion needs; and
 - Diversity support and cultural awareness as the District’s population becomes more diverse.
 - Review ongoing construction, upgrades, and maintenance projects and needs.
 - Consider needs/options for a Bond and/or Levy election to provide instructional support; building maintenance and upgrades; and grounds and land development.
 - Explore the value, feasibility, appropriate timing, interplay with future bond needs, and district and community impact of a local option levy or bond request.