

2018-19 School Board Priorities

Develop and operate an aligned birth to college/career system designed to ensure that all students graduate from high school prepared to continue their education or enter the workforce.



1. Provide and support effective pre-K-12 academic, health and behavior systems to improve equitable and inclusive practices to improve student achievement, close opportunity and achievement gaps, and prepare all students to earn an Oregon diploma.

A. Math Improvement:

- Ensure curriculum fidelity, effective instructional practices, strong classroom routines, and active student engagement in math instruction by providing training and coaching to enhance student success through alignment to state standards.
- Partner with the UO, Lane ESD, OregonRtli, ODE, and Connected Lane County to deliver math instruction professional development aligned to state standards.
- Continue to provide staff development and implement a state standards-based formative math assessment system to match instruction to student needs.
- Develop and provide interventions and local performance assessments for students who have not met the math Essential Skills graduation requirements.
- Continue and improve math course opportunities for students who are not on target to earn three credits of math of algebra I or higher.
- As funding allows, provide summer school and other extended day/extended year programs to meet the math learning needs of all students.

B. Literacy Improvement:

- Ensure curriculum fidelity, effective instructional practices, strong classroom routines, and active student engagement in ELA instruction by providing training and coaching to enhance student success through alignment to state standards.
- Implement District writing assessments in grades 3-8 to inform instruction and prepare students to meet the writing Essential Skills requirement.
- Continue to develop and provide interventions and new local performance assessments for students that have not met the reading and/or writing Essential Skills graduation requirements.
- Partner with the UO's Center for Teaching and Learning (CTL) to provide Tier II supports and training.
- As funding allows, provide summer school and other extended day/extended year programs to meet the ELA learning needs of all students.

C. Social Studies Improvement:

- Ensure curriculum fidelity, effective instructional practices, strong classroom routines, and active student engagement in social studies instruction by providing professional development and coaching to enhance student success through alignment to state standards.

D. Science Improvement:

- Ensure curriculum fidelity, effective instructional practices, strong classroom routines, and active student engagement in science instruction by providing professional development and coaching to enhance student success through alignment to state standards.

E. Academic and Social Systems Improvement

- Effectively align and implement academic, social, and health systems informed by trauma research.
- Partner with state level groups and agencies to collaborate, develop, and implement

effective systems to support student social emotional learning.

- Implement culturally responsive (CR) Positive Behavior Interventions and Support (PBIS) systems and practices.
- Continue to implement training and provide professional development in culturally sustaining practices.
- Continue to implement and provide professional development in the equity and academic framework.
- Improve collaboration between academic and behavior systems to meet the needs of all students.
- Implement behavior data-tracking and CR PBIS high school strategies at Willamette High School.
- Ensure fidelity and best practice in student behavioral support by implementing tiered systems of support through Behavior RtIi, professional development and coaching.
- Review behavior data for discipline disparities by race, ethnicity, gender, and other factors. Collaborate with the UO to improve data behavior data tracking systems.
- Continue to implement resiliency building and restorative practices.

F. Healthy and Ready to Learn Improvement:

- Promote healthy nutritional choices and increased 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 and mental health care for students in order to ensure students have the foundation to focus on learning. Continue to seek expanded integration in services (mental health, dental, etc.) and expanded hours of operation.
- Develop and implement professional development and programming in suicide prevention strategies and awareness.
- Ensure fidelity and best practice in student wellness by raising awareness of the aims and implementation of the District Wellness Policy.
- Ensure curriculum fidelity, effective instructional practices, strong classroom routines, and active student engagement in PE and health instruction by providing training and coaching to enhance student success through alignment to state standards.
- Seek, develop, and enhance partnerships with key stakeholders to increase student engagement and achievement (e.g., Safe Routes to School, Trillium CCO, Oregon Research Institute, Oregon Social Learning Center, Lane County, etc.).

G. Career and College Ready Improvement:

- Update the Bethel On-Track for Success system to inform students and families of progress toward earning an Oregon Diploma. Expand On-Track for Success to better inform staff of individual student progress toward earning a college/career-ready diploma.
- Partner with Connected Lane County to increase the number of Lane County high school graduates going on to receive 2 and 4-year degrees.
- Further develop and implement the Bethel Farm program—foster meaningful, hands-on learning opportunities for students in the Bethel School District; engage the wider Bethel community in growing their own food; and produce food for the district and families in need.
- 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 relevant practices that will improve the graduation and continuing education rates of historically underserved students.

- Update the annual college preparedness exam day for all Willamette Students with new assessment systems that provide more feedback to students and their families.
- Continue implementation of aligned standards-based instructional models at the 4-12 level (to ensure student understanding of content and skill development and standardize grading practices across the district.
- Review and update private alternative school programming and procedures to ensure students are able to graduate on time with an Oregon Diploma.
- Implement the High School Graduation and College and Career Readiness Fund (Measure 98) plan.

H. Pre-Kindergarten Supports:

- Partner with United Way, Lane ESD, Lane County, Trillium and others to govern and direct the Early Learning Alliance for Lane County designed to prepare 0-5 year-olds for school readiness.
- As state funding allows, continue to implement Pre-School Promise for 22 pre-school slots.
- As funding allows, continue to partner with United Way and OSLC to implement and improve access to Kids in Transition to School (KITS) for Bethel incoming kindergarteners.
- Partner with United Way/ELA to measure and track progress of KITS and Pre-School Promise students grades K-3.
- Continue to monitor programming that supports school readiness skills for the “Little Wolverines”, a Bethel pre-school program in partnership with the Early Childhood (EC) CARES.
- KITS
- Continue to partner with Eugene Airport Rotary to deliver the Bethel Kindergarten Gift of Literacy to every entering kindergartner.

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 *all* students.

A. Adequate funding:

- Work with Bethel staff and community to plan a strong education program within current funding limitations.
- Work to restore class size, increased due to funding reductions.
- Work with all stakeholders (OSBA, OASE, COSA, OEA, Chalkboard, Stand for Children, PTA, BEF, and others) to secure adequate roll-up funding for 2019-2020, plus funding for school improvement efforts and increased PERS costs.
- Seek specific funding to support implementation of extended learning time and interventions for students who are not meeting Essential Skills or state standards.

B. Continue to nurture a collaborative relationship with the Bethel Education Foundation.

C. Continue relationships with legislators and other policy makers to advocate for the needs of Bethel students and provide information to inform leaders.

D. Improve community engagement by seeking meaningful ways to connect, inform, and better receive timely input from the community at large, local businesses, retirees, and the faith community (B-Mail expansion, audience-specific fliers, presentations, etc.).

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

A. Carry-out the aims and goals of the community supported 2012 Bethel Bond Measure:

- Complete building upgrades including: carpeting, roofing, siding, lighting, window and

- door replacements, hardscape, etc.
- Continue the Clear Lake, Danebo, and Shasta Middle School committee work to research potential “specialty areas of focus” programming to present to the Board in the fall of the 2018-2019 school year. Using the Bethel Equity Framework, information will include program specificity, student outcomes, measurement(s), timelines, and budget.
 - Prepare for future bonding and facility needs:
 - Prepare for a possible bond campaign in 2020