

2019-2020 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, equitable and inclusive pre-K-12 academic, health, and behavior systems that support student achievement, to prepare all students to earn an Oregon diploma.

Implement systemically, professional development and systems that allow staff to connect students' cultural knowledge and experiences to instructional practices and course curricula.

- *Academic and Social Systems Improvement*
 - Partner with state level groups and agencies to collaborate, develop, and implement effective systems to support student social emotional learning.
 - Continue to implement and provide professional development in the equity and academic framework (Culturally Sustaining Practices).
 - Implement culturally responsive (CR) Positive Behavior Interventions and Support (PBIS) systems and practices.
 - Continue to implement resiliency building and restorative practices.
 - Effectively align and implement academic, social, and health systems informed by trauma research.
 - Improve collaboration between academic and behavior systems to meet the needs of, and increase access for all students.
 - Implement behavior data-tracking and CR PBIS high school strategies at all schools.
 - Ensure alignment and best practice in student behavioral support by implementing tiered systems of support through Behavior RtI, 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.
 - Work with city and county agencies to increase support for students and families navigating homelessness in an effort to increase access to education.
- *Math Improvement:*
 - Ensure curricula alignment, effective instructional practices, strong classroom routines, and active student engagement in math conceptual understanding by providing training and coaching to enhance student success through alignment to state standards.
 - Partner with the UO, Lane ESD, OregonRtI, ODE, and Connected Lane County to deliver math instruction professional development.
 - Continue to provide staff development and implement a state standards-based formative math assessment system to match instruction to student needs.
 - At high school level, develop and provide interventions and local performance assessments for students to meet the math Essential Skills graduation requirement.
 - Continue and improve math course opportunities and access for all students to courses which are rigorous and aligned with college/career pathways and student interest.
 - As funding allows, provide summer school and other extended day/extended year programs to meet the math learning needs of all students.
- *Literacy Improvement:*

- Ensure curricula alignment, effective instructional practices, strong classroom routines, and active student engagement in ELA instruction by providing training and coaching to enhance student success.
- Implement authentic and content embedded district writing performance assessments in grades 3-8 to inform instruction and prepare students to meet the writing Essential Skills requirement.
- At high school level, continue to develop and provide interventions and local embedded performance assessments for students to meet 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.
- *Social Studies and Science Improvement:*
 - Ensure curricula alignment, 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.
- *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.
 - Continue to operate a collaborative approach with the Bethel 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.
 - Continue to implement programming (e.g., Sources of Strength, Columbia Rating Scale, etc.) and increase capacity and awareness in suicide prevention through ongoing professional development, K-12.
 - Ensure fidelity and best practice in student wellness by raising awareness of the aims and implementation of the District Wellness Policy.
 - Ensure curricula alignment, 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.).
- *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 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.

- At Willamette High School, continue to routinely examine disaggregated student data as part of the continued development and implementation of a Multi-Tiered System of Support (MTSS) to increase 9th grade On-Track and graduation rates.
- 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.
 - Continue to implement the High School Graduation and College and Career Readiness (High School Success/Measure 98) plan, grades 8-12.
- *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 Preschool Promise for 28 preschool 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 “Little Wolverines”, a Bethel preschool program in partnership with the Early Childhood (EC) CARES.
 - Continue to partner with Eugene Airport Rotary to deliver the Bethel Kindergarten Gift of Literacy to every entering kindergartener.

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 allocations, including the 2019 Student Success Act.
- Work to restore class size.
- Work with all stakeholders (OSBA, OASE, COSA, OEA, Chalkboard, Stand for Children, PTA, BEF, and others) to secure adequate roll-up funding for 2020-2021, including increased PERS costs.
- Through the 2019 Student Success Act, allocate funding to support implementation of extended learning time and interventions for students who are not meeting Essential Skills or state standards as identified in the Consolidated Improvement Plan (CIP).

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. Implement the 2019-2020 Facilities and Long-Term Planning Committee(s):

o Prepare for future bonding and facility needs:

o Prepare for a possible bond campaign in 2020

Research and prepare potential boundary changes to reflect changing demographics and school capacity and enrollment for Malabon and Clear Lake Elementaries.