

1. **Standards-aligned Curriculum**

How will the LEA ensure the defined curriculum includes clearly defined scope and sequences and learning objectives aligned to state and / or national standards?

Bethel School District has adopted curricula for English Language Arts, Math, Science, Social Studies, Health, and English Language Development from a vetted list of state recommended curricula in concert with ODE's seven-year adoption cycle. Bethel has developed standards-aligned K-12 scope and sequence maps for core subject areas and power standards at the secondary level.

An additional objective of our adoption cycle is analysis of materials and pedagogy to ensure cultural responsiveness, rigor and relevance for all students, but particularly so that our historically underserved and marginalized groups of students' learning experience is more reflective of who they are and how they learn. The next phase in implementation is the development of common essential skills/performance-based assessments and analysis of student outcomes to inform professional learning and differentiated instructional practices.

2. **High-quality Instruction**

What is the LEA's process for ensuring classroom instruction is intentional, engaging, and challenging for all students?

Bethel School District engages staff in collaborative learning in support of intentional, rigorous, worthy instruction. Instructional leaders are continuously engaged in learning focused on a common understanding of high-quality instruction and instructional leadership approaches that support high-quality practice in all of our schools. Professional development for our administrators is rooted in our equity framework and inquiry-based learning. It incorporates texts (e.g. *Culturally Responsive Teaching and the Brain* [Hammonds, 2015], *Between the World and Me* [Coates, 2015], *Creating Inclusion and Well-Being for Marginalized Students* [ed. Goldman, 2017], etc.), our growth and evaluation system, and *The 5 Dimensions of Teaching and Learning* (Center for Educational Leadership).

All new teachers participate in a new teacher orientation, which occurs the week before returning staff report for inservice, that includes sessions ranging from culturally inclusive practices, backwards planning, proficiency and standards-based instruction and grading, content-based collaboration and planning, and more. Collaborative learning and planning occur throughout the year as all teachers participate in training that supports culturally responsive, differentiated instruction (SIOP, Constructing Meaning, CRP, etc.), and data team processes in support of our multi-tiered systems of support.

To close the knowledge-to-action gap, Bethel has developed a new coaching model this school year, enacting the research-proven strategy of embedding professional learning/coaching in practice for teachers and providing side-by-side, collaborative analysis of instructional impact and planning.

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For the last two years, all classified staff have engaged in quarterly workshop seminars on district professional development days. Topics have included implicit bias, culturally responsive, trauma informed, and restorative practices, school systems, culturally responsive active supervision, small-group instruction, and technology. Staff responsible for facilitation of PD collect and consider feedback from participants to guide future workshop topics and methods.

How are feedback and coaching used to guide instructional staff towards research-based improvements to teaching and learning (such as formative assessment practices, culturally responsive pedagogy and trauma informed practices)?

Bethel has invested in training twelve classroom teachers as SIOP (for grades 6-12) or Constructing Meaning (for elementary) coaches. These coaches not only provide initial introductory training on SIOP or CM to new teachers, but ongoing training and guided collaboration for trained, trained teachers trying to implement differentiated approaches that support language development. In addition to professional development, our coaches provide embedded coaching to teachers in schools serving students who qualify for ELD services. Coaching includes co/observation, collaborative analysis of instructional impact and student work (formative measures), data-driven planning, and celebration of learning. The instructional approaches we have adopted promote culturally responsive and trauma informed practices proven to support learning for all students.

Bethel values the powerful role of instructional leadership in high-quality instruction. As such, building administrators engage in intensive summer professional learning, followed by monthly 4-5 hour work sessions focused on research-based, trauma informed, and culturally responsive instructional practices. Work sessions involve data analyses and data-driven planning for school level systems, professional development, and development of coaching skills. We are also beginning to implement instructional rounds, which will serve as professional learning for the observers about instruction and instructional analyses, but also provides data to hosting schools about the implementation of their instructional areas of focus.

3. Talent Management and Professional Development

How does the LEA align professional development and learning activities to the needs of teachers?

To focus on meeting the needs of all students, Bethel is engaged in data-driven professional development. The process has involved a review of multiple measures by district and building administrators to determine the focus for quarterly district professional development days, which administrators, teachers, and teacher coaches then collaboratively plan.

In addition to quarterly district professional development days, Bethel supports sustained, building-based professional learning. As mentioned, all building administrators engaged in district data and root cause analysis for the district and their individual school. As a result, they

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identified areas of instructional focus (content and pedagogical) for their school. They repeated the same data analysis process with their staff to verify the identified areas.

Administrators then reviewed proven practices, described what effective instruction looked like in their identified area, created observation forms that centered on their areas of focus, shared the form and observation process with their teachers, and created schedules to maximize frequency of observations. The transparency of this process promoted teacher buy-in and engagement in the feedback-driven learning process. Every administrator work session included analysis of the walk through data for their specific building and collaborative planning on next steps. Bethel has continued the areas of focus instructional observations this year in addition to our teacher coaching network and instructional rounds—with the aim of building a feedback-rich professional culture. Throughout the first year of this process, we surveyed staff for feedback about the content, quality, impact, relevance, and methods of professional learning and used that data to inform planning for professional learning.

What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers?

Bethel utilizes an extensive electronic employee management system called TalentEd. This system allows us to track teacher performance over the years, as well as across school sites and administrators. We use this information to track teacher goals and plans of assistance based upon their performance. We also use this system calibrate the evaluations of administrators and make sure all of the required tasks are completed to support or exceed proficiency on all standards.

In addition to TalentEd feedback, our coaching, professional development, and collaborative work described above, Bethel has developed and is implementing a reading RtII model and is in the initial implementation phases of behavior and math RtII models. Implementation of our RtII model requires school staff to analyze school-wide data every term to monitor the health of core instruction. Data includes but is not limited to annual state assessment measures (in the spring or fall of the following year), and quarterly reading and math benchmark results, discipline and attendance data. This comprehensive data review process supports staff in identifying differentiated strategies and Tier II supports for students.

Willamette High School, our single comprehensive high school, has worked since 2017 on developing and implementing multi-tiered systems of supports (MTSS), establishing instructional responses to outcome disparities at the classroom level, and program and service development. These processes provide the needed collaborative learning for less experienced teachers and set expectations for all teachers regarding how to respond when instruction is not effective.

4. Safe and Inclusive Climate

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What has the LEA done to ensure students, parents, caregivers and community members experience a safe and welcoming educational environment?

Bethel has a long-standing commitment to providing safe, supportive, and inclusive school and learning environments for all students and families as supported by our district's nondiscrimination statement which reads as follows,

“Bethel School District does not discriminate or harass individuals or groups on the basis of perceived or actual race, color, national origin, ethnicity, cultural background, religion, veterans’ status, genetic information, sex, gender, sexual orientation, marital status, age, mental or physical disability, pregnancy, socioeconomic status, source of income, familial status, physical characteristic, or linguistic characteristics of a national origin or group in accordance with Title VI, Title VII, Title IX and other civil rights or discrimination issues; Section 504 of the Rehabilitation Act of 1973, as amended; the Americans with Disabilities Act; and the Americans with Disabilities Act Amendments Act of 2008”.

In March of 2017, Bethel School Board passed Resolution 47 protecting the rights of immigrant students. *All* staff (classified, licensed, and administrative) have received extensive training on the rights of students and ways to promote inclusive school cultures for immigrant students and families.

All administrators and office staff participated in professional development focused on ensuring a warm welcome in each of our schools as soon as families walk in the door. All administrators participate in on going training focused on the experiences of undocumented students, gender diverse students, and unaccompanied minors. This has expanded to include information and support services for families who are “recent arrivers” whose first language is not English and increased access interpretation services if we do not have multilingual office staff.

All Bethel staff (licensed, classified, administrators) participate in continuous learning on culturally responsive, inclusive, trauma informed, restorative practices. This learning has expanded to include student-driven programs that promote inclusive, protective school-wide cultures like Sources of Strength, now in all of our secondary and growing into elementary schools. Supportive curriculum and programs include Second Step (taught in all elementary schools), ‘Seeds of Empathy’ (implemented at two elementary schools), Welcoming Schools, We Have Skills, and Zones of Regulation, along with various student unions (at the secondary level), and peer mediation.

What efforts has the LEA undertaken to remove barriers that impede equity of opportunity for all students, specifically for Native American students, students of color, students learning English, students experiencing poverty and students with disabilities?

Our district has a long history and commitment to improve equity and increase access and opportunity for our historically underserved students. District and school staff strive to build a culture of collective responsibility for all students and, as a result, extensive learning and work is happening across our district. Our district also has an Equity Director who facilitates training, coaching, and resources to improve inclusion and access for all students and families. Her role

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includes implementation of culturally sustaining, restorative and resiliency practices, community collaboration, and Title IX. In addition to her extensive responsibilities, our Equity Director facilitates the district Equity Committee (rejuvenated in 2015), an advisory group to the superintendent, organized to surface district equity issues and responsive interventions. The committee welcomes all staff to participate and currently includes two board members, classified, licensed, and administrative staff.

Bethel has developed tools to support equity and inclusion. In 2015, under the leadership of the Equity Director, an instructional equity framework was developed to support conceptual understanding and coherence of equity-based learning and work. In alignment with the framework, the district uses an equity tool to guide decisions that uphold equity across the district.

Additionally, after an extensive research and development process starting in 2017, Bethel finalized and administered a student climate survey in the spring of 2018-19. Survey questions cover a range of topics from bullying and harassment to safety, instruction, student voice, and more. Staff are currently analyzing data from this survey (part of our district's multiple measure data set) to inform changes in systems and practices, removal of barriers, and identify needed professional development. The district will share climate survey results with parent focus groups as part of the SIA/SSA needs assessment process.

Bethel currently serves over 300 linguistically and culturally rich, emergent bilingual students across the district. Our service approach has focused on providing access in core instruction in addition to specially designed language development services. Our model includes:

- a focus on providing sustained language development knowledge and skill building and coaching for all classroom teachers (in ELD magnet elementary schools and all secondary schools) where students spend most of their school day.
- Pull-out English language development instruction
- Push-in instructional support
- Sheltered instruction at Willamette High School
- A growing heritage Spanish language instructional program
- A collaborative co-teaching pilot between ELD and classroom teachers at one elementary
- Use of Ellevation, an online data and communication software that streamlines ELL program management, enables effective collaboration and supports differentiated instruction

In addition to the school day program, we have coordinated events, services, and programs to support access for our emerging bilingual students and families.

- Pilas! Family Literacy Program - facilitated by Downtown Languages to provide ESL classes for parents, preschool classes, reading and writing instruction for K-3 students, a homework club for grades 4-8 students, and family and cultural activities
- Puertas Abiertas Éxito and Transitions courses (Lane Community College)-a 2 credit college course (offered free of charge) to high school students to demystify

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college, promote ethnic identity and bicultural leadership, and provide content about socio-historic-cultural forces embedded in American education.

- After School ELD Club for Grades 1-5
- High School ELD Summer School
- Annual Latino Family Night, expanded to include family input for long range ELD program planning
- Community partnerships with agencies like Centro Latino Americano, Latinx Alliance, Huerto de la Familia (The Family Garden at Kalapuya High School), Lane Community College to provide wrap-around supports and extended learning

Since 2016, Bethel has seen a significant increase in Recently Arrived English Language Learners (RAELL or newcomers). As such, the district has increased and will be continually improving services to meet the needs of our students, many who have experienced trauma and interrupted schooling. We will be hiring a Newcomer Service Coordinator to coordinate services and network with local agencies to meet the instructional, social-emotional, and basic needs of our students.

For our Native American students, Bethel uses Indian Education grant (Title VI) funds to support Bethel's Indian Ed Parent Committee. The committee goals are to increase access to cultural activities to our Native students, increase involvement of Native families in the district, and improve professional development to more effectively teach and work with Native American students. The committee supports the Native American high school student union, a Native American graduation celebration, the elementary Native American summer camp, monthly newsletters to Native families, collaboratively plans events with Lane Community College/University of Oregon longhouses and the Eugene 4j School District Native American programs, and provides the board with an annual update.

Bethel also works closely with the Siletz tribe to share information about activities and events for our families. Siletz tribe members are invited to the Indian Ed Parent Committee meetings. (See above for information on our Indian Ed Parent Committee.)

To promote the success of our African American students, our district participates in the African American-Black Student Success Grant facilitated by Lane ESD. The grant supports partnerships with LCC, UO and NAACP, and Blacks in Government. It also provides "navigators", staff who provide graduation, college, and career readiness supports for districts. Bethel has active Black Student Unions at Willamette High School and Cascade MS and has emerging groups at Meadow View and Shasta. Our black student unions partner with neighboring district unions to participate in community events focused on strengthening student voice and advocacy. Bethel also collaborates with NAACP to provide tutoring.

For students who receive Special Education services, the district has worked to increase the level of inclusion into general education learning environments and provide professional development to increase inclusionary practices and strategies. Special educators regularly look at data around Least Restrictive Environment and student outcomes to inform practices. Special educators have been trained in how to write IEPs to grade level standards. Additionally, a team of special educators from across the district closely examines the Systems Performance Review and

Improvement data to plan for how to best address the data about how our students who experience disability are doing.

McKinney Vento district liaisons provide support, remove barriers and increase access to school and learning for students who qualify for services. More information on McKinney Vento services is included in response to question nine.

Finally, the Bethel Superintendent is active with various community agencies that work toward closing opportunity gaps for historically marginalized Lane County students. Partnerships examples include The Early Learning Alliance, Connected Lane County, United Way of Lane County, and the 15th Night movement to end youth homelessness, all of which are active in “upstream” prevention and are solution oriented.

How will the LEA support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.

In 2014-15, Bethel started working with principals on implicit bias, restorative, and trauma informed practices and has been training and working with staff on developing and implementing practices that support inclusion of students since. Bethel also has an active district and school network of Culturally Responsive Positive Behavior Support Teams (CRPBIS) to expand learning and implementation of student-centered practices that promote belonging and community. The CRPBIS Lead Team regularly reviews district wide discipline data and creates action plans for how to address disparities.

School CRPBIS teams also review disaggregated discipline data and disproportionality within the data, exclusion/suspension rates, and develop responses and preventative strategies within multiple tiers of support. The district also has a team of behavior consultants who work with school staff to implement strategies and provide resources to develop skills to work with students who exhibit behaviors of concern that impact learning and safety.

5. Family, Community and Stakeholder Engagement

What steps have been taken to engage parents, caregivers, communities, stakeholders and partners regarding continuous improvement efforts?

Stakeholder engagement has been a critical element of Bethel’s continuous improvement process. With the announcement of the Student Success Act, we strategized to increase informed parent input by adding a parent focus group to our process. Principals were asked to nominate parents/guardians who reflected the demographics of their school and underserved students. Nominated family members were invited (by email, snail mail, and phone) to participate in a parent focus group designed to elevate their voice and engage them in the district continuous improvement process. Three additional parent representatives from this parent focus group joined the district continuous improvement planning team and served as a conduit between the parent focus group and CIP team.

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In 2018-19, representative classified, licensed and administrative staff were invited to participate in the district continuous improvement planning team and more members were added, for 23 members (listed below), as we continued the process in 2019-20.

3 Parents and their children	2 High School Students
3 School Administrators	2 Classified/Administrative
1 Data Analyst	1 McKinney Vento Liaison
3 Classroom Teachers (Elementary, MS, HS)	2 specialist (1 School Psych/Title Teacher)
1 HR Administrator	1 Community, Diversity Coordinator
3 Directors	1 Superintendent

The CIP team engaged in district data analyses, reviewed research, set goals, and drafted action plans using the Oregon Integrated System (ORIS) and the Continuous Improvement Planning (CIP) protocols. Schools will be engaged in the same processes to revise school level improvement plans in the 2019-20 school year.

Where necessary, how has the LEA consulted with Oregon’s nine Federally Recognized tribes?

Bethel Native American families participated in our parent focus group and on the Continuous Improvement Planning (CIP) team. We have worked with ODE consultants, liaison with Oregon’s Federally Recognized Tribes, and have and will continue to provide on-going training to staff on the instructional framework and curriculum associated with Senate Bill 13.

6. Leadership Development

How does the LEA recruit, onboard, and develop quality leaders?

Bethel networks with local, regional, state (e.g. COSA, OALA, Portland Teacher Fair, etc.) and national organizations to recruit teachers and administrators from a wide variety of locations. The district centrally screens every application to ensure alignment with our equity practices and accordance to local and state policy and legislation. Hiring practices involve performance tasks like data examination and data-driven strategic planning, facilitation of professional learning, and instructional observation and leadership response. It provides interview teams with a sense of the knowledge, skills, abilities, and disposition of candidates. With our eye toward building a diverse workforce that reflects our student demographics, we are committed to interviewing and selecting as many qualified multilingual, multicultural staff as possible.

To support continuous growth and learning of quality school leaders, Bethel invests in instructional leadership in numerous ways. For example:

- 1) **Sustained Professional Learning** - All new administrators participate in professional development, starting with new administrator professional development sessions and continuing throughout the year through the principal ‘areas of focus’ PLC as well as sessions specifically focused on building and sustaining practices specific to equity, access, inclusion as well as language development learning for all (SIOP/CM), English Language Arts, and math. Monthly Administrative professional development (new and continuing

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- administrators) contain timely collegial collaboration, data reviews, and calibration of instructional coaching and feedback.
- 2) **Embedded Principal Coaching** - Each principal is paired with a district administrator who serves as a supervisor and coach. Coaching involves all aspects of effective school leadership and includes, but is not limited to, side-by-side instructional observation, coaching on ways to develop multiple feedback loops to staff towards improvement of instruction and school culture, resource management and more. District administrators who serve as principal supervisors/coaches are participating in The 5 Dimensions of Teaching and Learning (Center for Educational Leadership, University of Washington) work with other Oregon districts and meet every week as a team to discuss effective principal coaching methods and techniques.
 - 3) **Access to Resources** – Principals and administrators across the district are provided with professional learning funds as part of their agreement. This provides access to learning of their choosing, including university courses and conferences. The district also provides educationally focused texts and research articles throughout the year focused on equity, areas of focus, and other topics.
 - 4) **Cross building PLCs** – A number of our schools have engaged in cross building PLCs or professional development over the years. For example, Irving and Fairfield Elementary schools united their PLCs, deepening and expanding professional development, analysis of student work, adjustment of practice. This kind of collaboration is highly encouraged as it supports administrator growth and a culture of adult learning and collaboration that has proven to impact student growth.

How does the LEA align professional growth and development to the needs of school and district leaders?

(See answers to 2, 3, and 4.)

7. **High-quality Data Systems**

How does the LEA review data aligned to demographic, student performance, staff characteristics and student access to and use of educational opportunities to inform strategic planning and resource allocation?

The district provides and facilitates on-going data examination of student learning (summative, benchmark, formative), perception, demographic, and school process data with administrators who then replicate the process with their school staff as part of the improvement cycle. In addition to school improvement, staff in every school are continually engaged in data team meetings—monitoring individual student data, developing individualized plans and monitoring progress. We are participating in the SPDG grant through ODE to continue to refine our multi-tiered systems of support.

In our efforts to improve our data system, Bethel adopted Ellevation (a web-based software data platform for students receiving ELD services), Career Planner (a forecasting tool to support improved grad rates and increased student participation in special programs), and Performance

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Matters (an improved local data analytics system) to increase timely access to data to inform instructional practices.

8. Continuous Improvement Planning

How does the LEA use data to set goals, making ongoing decisions about instructional practices and supports, and prioritize resources to schools with the highest needs?

(See answers to questions #3-7.)

In 2016-17, based on House Bill 3499 directives, ODE identified Bethel as a target district based on outcome disparities for our students identified for English Language Development services. Prior to and since Bethel has closely monitored progress of our emerging bilingual students through outcome data and stakeholder input. District leadership regularly examines data on our three foci--instructional supports, impact of professional development, and parent partnership—to inform implementation of our action plan.

As evidenced by our free and reduced lunch percentages, all schools in Bethel School District serve high numbers of students who are navigating poverty, home and food insecurity, and trauma. With the exception of Irving Elementary, all schools fall within a range of 40-97.5% free and reduced meal status and six schools have Community Eligibility Provision (CEP) status, allowing our schools to serve meals at no cost to all enrolled students due to the income level of the school neighborhood. District and school staff are aware of our highest need schools and provide additional supports (administrative, programming, etc.). For example, the district offered and placed Roots of Empathy, a classroom based program that teaches empathy and social-emotional skill building through observation of infants in the classroom, at Fairfield and Malabon, two schools that serve students who are navigating significant life challenges.

Describe the LEA’s process for monitoring continuous improvement processes, including updating the school board and other stakeholders on progress.

District administrators provide the board updates on the district’s English Language Development services and progress, annual assessments, graduation rates, and overall continuous improvement metrics.

The school, district, and Special Education report cards are provided to parents as one form of measurement in their student’s progress. Also, as mentioned in previous questions, school data teams, our continuous student growth monitoring model, promotes staff collaboration on needed differentiated practices, and ensures communication with families regarding student growth.

The Bethel School District Board Chair, (supported by the Superintendent, and building administrators) participate in local legislative town halls with other city and county elected officials, and Bethel School District progress is a topic of discussion at these meetings.

9. Supports and Interventions for Students

How will the LEA support and / or integrate early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs?

Bethel is a long-standing member of the Early Learning Alliance work group, a collaborative between United Way and other agencies in Lane County. As a result, since 2010 Bethel has been awarded grants to implement and grow Kids in Transition to Schools (KITS), an early childhood, school readiness program, now offered to 80 qualifying families in all of our elementary schools. The program begins in the summer before students start kindergarten and continues into the early school year. Participating students and families learn important school readiness skills and get oriented to their future schools, supporting increased success in kindergarten. The program also includes workshops for parents to help prepare their children for school.

In addition, Bethel supports Little Wolverines, a preschool program aligned to Willamette High School's CTE educational pathway. This program provides high school students with training and hands on experience in early childhood development while serving teen parents, community members, and students who receive services through Early Childhood Cares. Additionally, Bethel also works with Early Education Program (EEP) to provide Preschool Promise, housed at one of our elementary schools. This state-funded program is designed for children of families who are at 200% of the poverty level. Bethel has also integrated Head Start programs at Danebo Elementary, Clear Lake Elementary, and Fairfield Elementary. We are currently reviewing existing spaces to determine whether further expansion is possible. Bethel is well aware of the lack of facilities for such programs and the long wait list of families looking for affordable high quality preschool opportunities.

For students receiving special education services, Bethel staff collaborate with Early Childhood CARES and families in Individualized Family Service Plan (IFSP) meetings prior to the school year to review and revise plans that will support the rising kindergartener's success.

Bethel has developed a strong kindergarten transition program called Smart Start. Bethel gathered kindergarten teachers and administrators years ago to design the program (including an extensive manual and materials for staff and informational documents for families) to provide a warm welcome for students and family members, some assessment to support needed differentiated instruction and intervention, community building, and extensive parent/guardian school orientation. Each school provides site-specific kindergarten orientation tours the spring and summer before a new school year for students and families.

Our district is dedicated to providing early learning opportunities for students in collaboration with community agencies. Ongoing efforts are listed below.

- 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.
- Continue to implement Preschool Promise preschool slots as the budget allows
- Partner with United Way and OSLC to implement and improve access to Kids in Transition to School (KITS) for Bethel incoming kindergarteners.

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- Partner with United Way/Early Learning Alliance to measure and track progress of KITS and Preschool 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 the partnership with Eugene Airport Rotary to deliver the Bethel Kindergarten Gift of Literacy to every entering kindergartener.

What strategies does the LEA use to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education? (Examples: coordination with institutions of higher education, employers, and other local partners, access to early college, high school or dual or concurrent enrollment opportunities, career counseling, etc.)

Bethel School District has developed a variety of events that celebrate and normalize high school graduation, some events as early as Kindergarten. In June, prior to graduation, all schools host a grad walk, a time when elementary and middle school students and staff line the halls to honor high school graduates as they walk through in their graduation caps and gowns. Other transition activities include middle school CTE bridge courses and after school programming, “On the Path to Graduation” nights when high school administrators present to middle school families, transition meetings between 8th and high school administrators, Wolverine Academy (a week-long orientation and community building program at Willamette High School), AVID courses and school-wide programming. In addition, all students (K-12) receive a report called “On Track for Success”, informing students and families of progress toward earning an Oregon diploma.

Willamette High School has a college and career advisor who supports college visits, industry tours, FAFSA nights, hosts college and career fairs, promotes college credit earning courses (e.g. CTE, IB, AP, Puertas Abiertas Éxito course), and plans university tours (at MS and HS). Additional graduation and post-secondary supports include:

- Partnership with Connected Lane County to increase the number of Lane County high school graduates going on to receive 2 and 4-year degrees.
- Development the Bethel Farm program to foster meaningful, hands-on and experiential 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.
- Collaboration with Bethel staff and local community (affinity groups, advocacy organizations, parents, and community members) to identify and implement culturally relevant practices that will improve the graduation and continuing education rates of historically underserved students.
- Routine examination of disaggregated student data at WHS as part of the development and implementation of a Multi-Tiered System of Support (MTSS) to increase 9th grade On-Track and graduation rates.

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- Standards-based instructional models at the grades 4-12 (to ensure student implementation of aligned understanding of content and skill development and standardize grading practices across the district.
- Private alternative school programming and procedures to ensure students are able to graduate on time with an Oregon Diploma.
- Implementation of the High School Graduation and College and Career Readiness (High School Success/Measure 98) plan, grades 8-12.
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What policies and procedures are in place to ensure that activities carried out by the agency will not isolate or stigmatize homeless children and youths?

Bethel is dedicated to protecting and assuring the rights of students to a free, appropriate, public education, particularly students who do not have a fixed place of residence or a supervising parent or guardian. The district has two staff who work to provide direct assistance to homeless families and unaccompanied youths to access and achieve in schools. Services include but are not limited to advocacy, transportation, providing school supplies and access to food, and collaboration with staff to maximize instructional and extra-curricular opportunities.

How does the LEA support the academic needs of students who are not yet meeting or exceeding state and national standards as well as those who have exceeded state and national standards?

See responses to questions 3, 4, 7, and 9 on RtII and MTSS.

Bethel School District's mission statement, "Reach, Teach and Inspire Each Student to Excellence" reflects our commitment to providing every student excellent, relevant, and appropriate curriculum and instruction. This includes providing identified TAG students a continuum of instructional programs and services beyond those normally provided by the regular program and designed to accommodate their assessed levels of learning and accelerated rates of learning.

In accordance to state mandates (OAR 581-22-1310 to 1330) and delineated in our district TAG plan, students are screened for potential TAG identification through SBAC (grade 3-12) and/or quarterly district benchmark measures. Students who score at or above the 97th percentile are referred to the school-based TAG Eligibility Team for further for assessment to determine if a student qualifies as intellectually gifted and/or academically talented in reading or math. Students who score at or above the 90th percentile are referred to the TAG Team for further testing and/or consideration for the potential to perform designation.

TAG programming is provided at the school site and individual level, involving differentiated instructional tasks and/or content in alignment with TAG plans as well as opportunities for acceleration and/or compacting . TAG plans are drafted collaboratively by students, teachers, family members, and the site TAG coordinator and/or TAG team members. To prepare for implementation, teachers and administrators engage in professional development regarding differentiating instruction and strategies for students of diverse abilities and TAG requirements, practices, and processes on a regular basis.

10. **Library Program**

What steps have been taken to ensure all students have access to strong school library programs?

We contract the services of a librarian of record for all Bethel libraries as all of our libraries are currently managed by media coordinators. Services provided by the librarian of record are assistance with locating and using physical and digital library resources, with selecting and culling resources, and Library resources (books, digital), trouble-shooting using the library/media system, strategies for promoting Information literacy with students, professional development for paraprofessionals