

Integrated Application

This Integrated Application Template aims to help applicants organize their application content prior to submitting their complete and final application via Smartsheet between **March 1 – March 31, 2023**. Please note this template **will not** be submitted to the Oregon Department of Education; rather it is provided as a way for applicants to compile the necessary information and complete the Smartsheet submission in one sitting, by simply copying and pasting.

Needs Assessment Summary

Bethel's needs assessment was robust. Over the fall and winter, we engaged students, staff and community in a variety of ways. These included a Panorama student survey, a parent/family survey, a staff Upbeat survey, targeted and universal focus groups involving staff, students, families and community members, and targeted perspective interviews involving students, parents/families and staff.

In total, we conducted 29 focus groups involving 540 participants and 30 perspective interviews. The staff we included were K-12 teachers, including new teacher and veteran teacher groups, BIPOC staff, LGBTQ+ staff, and staff from a variety of departments including business, nutrition, operations, transportation and technology.

We engaged with all families, including parents of Native American & Indigenous, Latino/a/x, and Black/African-American students, students identifying as LGBTQ+, and students with Individual Education Plans. Our student input came from students in alternative education, students who identify as gender fluid or transgender, Native American, BIPOC, Black/African-American, and students with disabilities.

The narratives from these engagement sessions were then synthesized in collaboration with Willamette Education Service District. The synthesis summary identified key themes and patterns across engaged groups as well as those highlighted by focal group stakeholders.

This summary was placed before a steering committee, composed of diverse stakeholders. The committee, using an equity lens, sorted the data into broad goals. These goals informed the outcomes, strategies and activities which comprise our Integrated Guidance plan.

We also worked closely with the Integrated Guidance team at Lane ESD to hear from community partners and community based organizations about their needs. This included two full-day sessions of engagements with groups such as the local NAACP, Lane Community college, Ophelia's house, St. Vincent DePaul, Boys and Girls club, the "Y", University of Oregon, Lane Workforce Development, Lane County social services, and other regional service providers. These facilitated discussions provided insights into how we can better coordinate services with our IG plan and also provided more integration between the local school districts.

Plan Summary

District demographics

Our School District is 60% white, 26% Hispanic/Latino students, 9% Multiracial students, 2% Black students, 1% American Indian/Alaskan Native students, and 1% Asian students. In addition,

Integrated Application

20% are students with disabilities and over 85% of students qualify for free and reduced lunch, with 9% experiencing homelessness. 18% of Bethel students are English Language Learners.

District and Vision/Mission

Bethel is a district committed to equitable outcomes for all learners. As a district in which all students attend a single comprehensive high school at grade nine, our task and our opportunity is to meet the needs of diverse groups through the broadest possible set of offerings. Our CTE programming spans 14 different career pathways, and we continue to build these offerings in this plan. Our voters are overwhelmingly supportive of rich, hands-on, well-rounded learning, and recently approved a bond that will enable the construction of a new, modern CTE building at Willamette. Bethel is known throughout the state for its music programs, which start at the earliest elementary years. Additionally, we offer a wide array of challenging and engaging courses, culminating in a comprehensive International Baccalaureate program. Finally, Bethel is incredibly proud of our alternative high school, Kalapuya, which is renowned for successfully reengaging at-risk learners and providing a path to four and five-year graduation.

Plan Outcomes

Bethel is working to ensure that every student in our district feels a sense of purpose and belonging. We have set high targets for academic achievement, regular attendance, 9th grade on-track and graduation rates, which will require intentional support for students with disabilities, students navigating poverty and houselessness, emerging bilinguals and students of underserved races and ethnicities. We are committed to ongoing improvement and authentic engagement with our students, families, educators, and community members as we implement our plan. Over the next four years, we have set goals around the following outcomes for all students and in particular our focal groups:

- 1) Increased 3rd Grade Reading Outcomes
- 2) Increased Sense of Belonging & Engagement at Middle School
- 3) Increased 9th Grade On-track and On-time Graduation Rates
- 4) Increased Access to CTE for Underrepresented Groups

Plan Strategies

To achieve these outcomes, Bethel will strategically use the funding provided by the Student Investment Account, High School Success, Career and Technical Education Perkins Grant, and Early Indicator and Intervention Systems. Bethel will:

- Train in the science of reading for all elementary and literacy teachers
- Continue to use funds to reduce class size
- Update library materials
- Provide a comprehensive CTE program
- Provide staff to support students with course completion
- Provide explicit and systematic reading intervention in elementary & middle schools
- Staff middle and high school Spanish language, including heritage language
- Provide additional social-emotional supports for students and families
- Continue to create and implement a multi-tiered system of supports for students
- Use data-driven decision making to respond to student needs

Integrated Application

Evaluation, monitoring, and reporting:

We will continue to engage our stakeholders and monitor the data outlined in the above section and will share updates to the community through Board updates, community events, and district communications. Additionally, we will report quarterly to the Oregon Department of Education about the progress we are making, both quantitative and narrative, towards our identified outcomes.

Our school board will also adopt a series of key performance indicators (KPIs) that are shared with the community through regular data-driven updates. These KPIs will reflect the integration of the emerging strategic plan priorities and the integrated guidance outcomes. Working in concert with our families and communities, we will meet our district vision to reach, teach and inspire every student.

Equity Advanced

(250 words or less per question)

- What strengths do you see in your district or school in terms of equity and access?

Bethel School District has made great strides in moving towards achieving equitable access and outcomes for all learners, and our district is known throughout the region for many of our achievements and initiatives. Many staff, students, and families identified these efforts as an area of strength.

Our focus on equitable access and support is also evident in our achievement data. In particular, our rate of high school graduation for focal groups, such as historically underserved races and ethnicities, is very similar to our graduation rate for all students, and in some specific instances surpasses that average. Our rate of students with IEPs graduating in four years is still below the state average, but we have closed this gap considerably in recent years. Similarly, our graduation rate for emerging bilinguals has increased steadily in recent years.

Our district has also prioritized implementing affinity groups at all middle and high school levels, and we have started to introduce affinity groups at elementary level. Affinity groups are also in place for staff. These groups help provide a space for students and staff to increase their sense of belonging.

We have a district equity team with representation from each school which connects to the equity teams developed in each school in the district. These teams allow for topics and issues of equity to be reviewed and shared in each building and across the district, and strategies for change implemented.

We have implemented a parent advisory group for parents of students with disabilities and are meeting to research and redesign our continuum of services for students on IEPs to ensure equitable access to the general education curriculum and to increase inclusionary practices.

- What needs were identified in your district or school in terms of equity and access?

Integrated Application

Although we are deeply committed to our efforts and the progress we have made, there remains work to do in order to achieve equitable outcomes for all learners. Despite our efforts, disproportionalities exist throughout our system.

Our referral data, for example, consistently shows disproportionate discipline applied to marginalized groups and to students who identify as male. Similarly, certain measures of achievement show disproportionalities in reading and math at certain grades. Finally, as mentioned above, our on-time graduation rate includes disparities for some marginalized groups, such as students on IEPs. Our plan targets funds toward these gaps, with the goal of closing the gaps completely within the coming years.

- Describe how you used your equity lens or tool in your planning.

Bethel used two equity-centered frameworks during the engagement and planning process. The primary equity lens is used throughout the district and it places initiatives/guiding questions on a wheel, with student outcomes at the center. This framework encourages us to see these various initiatives as integrated with one another and focused around students at all times. We used this framework extensively to center marginalized students and voices throughout the community engagement process. Our goal was to create opportunities for all constituents to have a voice in the process, and to elevate the voices of historically underrepresented groups. This type of targeted universalism, and an iterative process whereby we re-engaged community groups throughout the engagement process, helped ensure that we centered equity in our strategic initiatives.

Additionally, the strategic planning committee used a Bethel decision-making framework. The framework reflects the Bethel School Board's stance on equity, equality and social justice, and the framework clearly delineates these concepts. Examples of how these ideas show up in the tool include questions such as "is this a decision based on equity, equality or social justice?" The tool allowed the group to highlight possible inequities by encouraging group members to consider how decisions affect different groups differently. The tool also prompted the group to consider impacts and sustainability during the strategic planning process.

- Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.

Our plan strikes a balance between those programs targeted to the needs of focal groups and programs that are designed to meet the needs of all learners. An example of a program specifically targeted towards a focal group is our funding of a teacher pathways program, which supports our district's goal of diversifying the workforce, a research-based approach to improving focal group student outcomes. Another example are the funds set aside for diversifying our school library materials so that students see diverse identities reflected in literature.

A more universal approach is our continued funding of smaller classes, allowing for tiered support for all learners in small groups settings. Our well-rounded education programming is also a universal support intended to meet the needs of all learners while increasing access and participation for marginalized students. Similarly our CTE programs already have an established record of engaging or reengaging marginalized learners, and our improvements to CTE within this plan will lead to increases in outcomes for these groups.

Integrated Application

- What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?

The most significant ongoing barriers to achievement for our students, particularly our most vulnerable students, are the lingering effects of the pandemic and ongoing instability with funding sources. Because students are widely a year below the benchmark for reading and math, they are considerably at-risk for not meeting growth goals at key points. The funding gap is due in part to an 8% drop in enrollment over the last 4 years and the ending of ESSER grant funding in Fall 2024. These reductions in funding will force our district to make difficult decisions about how we continue to support our focal students with fewer resources.

In an acknowledgement of the unique experience of our current third grade students, who spent the majority of their primary school years in some form of disrupted learning, we have focused our system on 3rd grade reading as a key performance indicator. The National Research Council asserts that high school graduation can be predicted with reasonable accuracy by knowing someone's reading proficiency by the end of third grade. We believe this will allow us to prioritize continued intensive literacy instruction throughout the primary grades of K-2.

Similarly, we have set a middle school belonging and engagement goal to serve the needs of adolescent students who may have become disengaged during the crucial transition from elementary to middle school. We believe having this focus will help our system address students' academic, behavioral and emotional engagement.

- What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?

Bethel's percentage of students navigating homelessness exceeds the averages of other districts in our area as well as the state average. In some years the average has approached 10%, which equates to about three students in every classroom. Because of this, we have historically focused efforts around supporting these students. As a result, student outcomes for this group have been steadily improving. In last year's on-time graduation rate, students navigating homelessness graduated at a rate approaching their peers. While there is still disparity, we are working to close the gap.

We have invested in additional staff to support our McKinney-Vento efforts. The additional staff allows us to support large caseloads, connecting families to services and working to keep students in school. We also partner with community agencies such as Food for Lane County to offer food distribution onsite in Bethel. This eliminates a transportation barrier many of our families face. We have also eliminated school supply fees and regularly distribute additional supplies to students in need, such as backpacks and other materials. Finally, all K-8 students in Bethel receive free breakfast and lunch, which eliminates the stigma of identifying students for free or reduced lunch.

CTE Focus

- What strengths do you see in your CTE Programs of Study in terms of equity and access?

Bethel strives to diversify its CTE offerings to eliminate disproportionality in pathways and create more access for marginalized groups. Our district prides itself on its broad array of CTE pathways, 14

Integrated Application

in total. We are also proud of our efforts to bring CTE to the lower grades through programs like culinary and robotics, which are intended to increase participation in later grades, particularly for underserved groups, as well as boosting engagement overall.

At Willamette, we are proud that our participation among male and female identifying students is mostly commensurate. Similarly, there have been improvements in the proportionality of racial makeup within various CTE pathways.

- What needs were identified in your CTE Programs of Study in terms of equity and access?

Despite our efforts to eliminate disproportionalities in CTE participation, some remain. In particular, gender-based enrollments in many of our CTE offerings vary widely by offering. Health Science, Early Childhood and Hospitality all reflect an over-enrollment of female-identifying students. In contrast, Construction and Manufacturing reflect a much lower enrollment of students who identify as female.

Another area of need for our CTE programs is a more robust career center that explicitly links participation in CTE programs and classes with post-graduation job experiences.

- What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?

Several programs are designed to accelerate recruitment for equitable access. First, our middle school offerings provide a wide variety of students a first look at the CTE pathways. Because our middle schools operate on a seven-period day, students have many elective opportunities over the course of their three years, and thus many will experiment with these offerings at some point in middle school. Eighth grade students visit the high school during the spring, and they hear from high school teachers and students about the CTE opportunities available to them as they tour the facilities.

At the high school level, 9th grade students can participate in a CTE cruise course, which gives them a sampling of several pathway options. This course is designed to highlight some of the most engaging and barrier-free content from each pathway, so that students can find success and end up imagining themselves in these courses.

- How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups?

Moving forward, Bethel aspires to recruit additional paraprofessional staffing to support students who are emerging bilinguals navigating CTE programs. These staff would partner with our CTE teachers to provide push-in access to these students across our pathways.

Overall, our CTE staff engage in ongoing reflection and data analysis on representation and equitable access within their programs. They routinely examine course data, including proportional enrollment of focal groups as well as outcome data. The CTE staff, like all staff at Willamette, engage in equity stance work, unpacking their own identities as they pertain to the students they serve.

Integrated Application

Well-Rounded Education

(250 words or less per question)

- Describe your approach to providing students a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high).

Bethel is known for its well-rounded education offerings. These include a robust K-12 music program, a wide array of CTE pathways including many at the middle level, world languages at all levels, and art at all levels.

At the elementary level, all students begin music instruction at Kindergarten. These programs are funded in part using IG funds, and they enable all students to learn the basics of musical notation, harmony, melody and rhythm, while experimenting with different instruments. By grade 6, a substantial cohort of students access band and choir electives, many of them using district-owned instruments. Finally, Willamette is able to continue a wide array of music offerings for students of all levels and in a variety of styles.

Bethel's CTE pathways start at the middle level, where many of the school sites offer culinary, visual art and/or robotics. These programs articulate intentionally with high school programs, of which there are 14 fully articulated pathways. Students in grade 9 have an opportunity to attend a CTE Cruise course, which samples some of the pathways, with the goal to broaden CTE appeal even further and to diversify participation.

Students beginning in elementary have access to visual arts each week. In middle school, visual art is an elective intentionally articulated with design courses at Willamette.

Students in some elementaries access Spanish classes, and all middle schools offer Spanish electives. Students at the high school can take Spanish or German, including courses for heritage speakers and an IB pathway.

- Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?

By the time students have matriculated through the K-12 system in Bethel, they have had a variety of opportunities to access a well-rounded education. As mentioned above, students are exposed to visual arts, music, CTE offerings and world language programming.

At the middle level, students are enrolled in a 7-period day, which allows students to choose as many as three electives, greatly broadening their access to the arts and other forms of hands-on learning. At the high school level, students may choose pathways including Design, Manufacturing & Construction, Digital Arts, Fine Arts, Multimedia Arts and Performing Arts.

Integrated Application

- How do you ensure students have access to strong library programs?

All schools have classified library staff who maintain regular hours for students to access materials either outside of or during instructional hours. We have recently partnered with the Lane ESD librarian to facilitate professional development for all library staff on identifying culturally responsive and relevant materials, and on how to weed materials appropriately.

In recent years, we have invested SIA dollars to upgrade and diversify library materials, coupled with ongoing training and support. We plan to continue our investment in school libraries so that we can ensure equitable access for all students to materials with which they can identify.

- How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?

All schools have sufficient time allotted to eating, recess, movement breaks and physical education. As a district, we are aligned across our system in time for these activities. Bethel prides itself on its nutritious food services, including a daily salad bar accessed by students across our system. K-8 students access free lunch regardless of economic status. Additionally, Bethel offers free breakfast for all students.

In kindergarten, we have instructional minutes that are dedicated to Structured Play each day. Structured Play is a time for students to explore and learn to think about the world around them. This is a time that students practice social skills, develop motor skills, and apply concepts they learn in the classroom.

Movement breaks are embedded into classroom instruction, as well as targeted access to sensory room spaces. Physical education is scheduled for all elementary students throughout the week, and is available year round to students in middle and high school.

- Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.

Our district is uniquely well-positioned to continue to innovate in our approach to providing an integrated, cross-disciplinary instructional sequence to students entering the 21st century college and career post-secondary pool. Our adopted materials, our instructional leadership model and our professional development sequences place great emphasis on critical thinking, inquiry and cross-disciplinary content.

Our goal is to continue to work with instructional staff to identify places in our system where we can bridge and connect courses. Examples of this work include math programming that is specifically tied with a CTE pathway, such as Construction Geometry and Financial Algebra.

Integrated Application

- Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.

The adoption process in Bethel is robust. Our adoption teams are composed of teachers and administrators, who conduct a deep analysis of ODE approved learning materials. In approving the materials for consideration by districts, ODE first vets the curriculum for alignment to state and national standards.

Once materials are adopted, staff work together to create scopes and sequences, clear learning objectives and learning targets, which are applied in alignment across our system. To ensure ongoing alignment to standards and learning targets, we engage in ongoing professional development and principal formative and summative supervision. Our staff PD begins during New Teacher Inservice, when we train all new staff on our adopted materials, including scope and sequence and gradebook competencies, and continues regularly throughout the school year. We have periodic professional learning community time during which teachers collaborate on standards and learning objectives. Additionally we are providing professional development on literacy and tiered reading supports for our special education teachers. Finally, all principals engage in regular formative supervision of classroom teachers, ensuring alignment and fidelity of curriculum implementation.

Other forms of teacher support include a robust building mentor system, in which teachers in years one and two are paired with a veteran teacher mentor, as well as district-wide mentors who provide targeted support for first and second year teachers. In addition, we employ district literacy specialists, who work with teachers on ELA implementation, professional development rooted in the science of reading, data analysis, and standards alignment. These latter initiatives are largely funded through one-time funds.

- Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.

As described above, our building administrators engage in ongoing instructional leadership. We start each school year refreshing our district-wide instructional initiatives with leaders, and goal-setting with them on instructional leadership.

Our expectation is that instructional walk-throughs occur regularly throughout buildings. Building principals use a common form to take notes from the walkthrough, and they provide teacher feedback on the three domains of engagement, behavioral, emotional, and academic. These notes, and the ongoing coaching from these walkthroughs, are revisited during monthly administrator meetings, during which we calibrate feedback and coaching.

Additionally, our district has started to implement Professional Learning Communities (PLCs) within our schools. By fall of 2023 all of our administrators will have attended training and will create PLCs in their buildings by grade / content level. This will help to ensure alignment of instructional practices, create common formative assessments and provide tiered academic supports to meet the needs of all of our students.

Integrated Application

- How will you support, coordinate, and integrate early childhood education programs?

Bethel is proud of our district-sponsored early childhood education program, Little Wolverines. Teen parents are able to continue school enrollment through the childcare supports available to them through the program. These students also benefit from parenting classes through the program.

Additionally, the program is articulated with an Early Childhood Education CTE pathway. Students in this pathway work in the preschool program, acquiring the skills of pre-K instruction and child development.

In addition to these district-sponsored programs, Bethel also has strong relationships with PreSchool Promise and Head Start. These programs are located on district campuses at three elementary schools and we recently supported the construction of a new Head Start center on district property near the district office.

- What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?

We have a variety of supports in place for these transitions. For the middle to high school transition, there are several initiatives in place.

One initiative is our middle school CTE programming, which is designed to articulate with high school pathways. Since we have seen clearly in our data the impact CTE has on school engagement, we encourage middle school students to begin planning for potential pathways to sustain engagement prior to high school.

Students in middle school begin college and career planning using the Career Information System through the University of Oregon. Students create academic and career profiles, which they revisit in high school to deepen their understanding of career outlooks.

Another initiative is our annual 8th-grade high school visitation. Students and parents attend informational sessions and tour the facilities. These tours are led in part by older students, who are in turn selected for this diversity of perspectives and backgrounds. This is inclusive of students on IEPs.

At grade nine, all students in our system attend Wolverine 101, a transition course designed to support students academically through development of school-readiness skills. At the same time, W101 exposes students to the wide array of opportunities available to them in high school.

Our most recent transition program is for Latinx students in 8th grade. This program was developed in partnership with Centro Latino Americano, a local agency providing broad services to the Latinx community. The funding for this program is through ODE Latinx Student Success Grant. The program serves 8th grade students as they participate in a ten week program focused on cultural and academic success and the transition to high school.

Integrated Application

Finally, we have offered bridge programs to 8th grade students during the summer. One bridge program is a one week academy held in August, led by teachers and older students, with the goal of exposing students to the skills needed to be successful and happy in high school. Another program is a three-week math course for incoming 9th grade students, based on a research-based curriculum from Stanford, with the goal of developing a math growth mindset.

- How do you identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, and Perkins Performance targets, particularly for focal student groups?

At K-8, we administer reading and math benchmarks in the fall, winter and spring, using DIBELS and iReady, respectively. The data from these benchmarks informs our planning of tiered instructional supports. Staff engage in building-wide data reviews, referred to as 100% meetings, as well as disaggregated Tier 2 data reviews, referred to as 20% meetings.

Our model for supporting the needs of learners in Tier 2 incorporates a combination of pull-out programming and small group differentiation within core instruction. Pull-out programming includes Title reading, and targeted intervention.

For students in Tier 3, we provide differentiated small group instruction and 1:1 support as needed. We also use supplemental instructional materials and curriculum in order to increase the rate of learning by prioritizing key learning goals based on specific needs of students.

For students receiving special education services, they continue to benefit from tiered supports in general education settings, small group instruction and pull-out services, as described on their IEPs. We also use UDL strategies, supplemental materials and curriculum, as well as flexible grouping to increase the rate of learning and ensure inclusionary practices occur for all of our students.

At the high school level, we parallel the K-8 data review system and support systems, but in place of benchmarks, we use course grades and common formative assessments to determine the academic support needs of students. School administrators analyze all-school data, disaggregated by focal groups, and create school-wide reviews of these data. Following these reviews, high school teachers work individually and within departments to determine support for learners.

- What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?

As a district, we place great emphasis on rigorous learning for all students. We reflect national calls for detracking of core programming, with the belief that heterogeneous learning settings, implemented with fidelity, are the most effective means of reaching learners who are struggling as well as learners who are exceeding standards.

At the high school level, we have a variety of advanced course offerings, from college now, to International Baccalaureate, to Advanced Placement courses.

Integrated Application

- How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?

There are a number of different ways we ensure these opportunities are available and accessed. High school administrators and CTE teachers partner with the counseling department and College & Career Center to ensure that they have an understanding of the available CTE pathways so that they can effectively counsel students and match them with pathways appropriate to their college and career goals.

Within CTE classes, teachers assign research projects in which students gather data on industry outlooks for their career interests, industry size, future growth possibilities and available jobs. Students access the Career Information System through the University of Oregon to find these data, as well as to refine their career interests.

CTE teachers recruit diverse representatives from regional partnerships to provide presentations to students and to discuss available internship opportunities. These partners also participate in career simulations within the classroom. In addition, students are provided onsite tours of local businesses and industries.

- How are you providing equitable work-based learning experiences for students?

These work-based learning experiences occur through a combination of opportunities, both onsite at school and in the field. Students in pathways such as graphic design and manufacturing provide services to community members on a commission basis. These community members connect with students and CTE teachers virtually and place job orders. Students are involved in every part of this process, including creating order samples, completing the design and manufacture of the order, and completing order sales.

For students on IEPs with modified diplomas, we offer our Youth Transition Program (YTP) through a state funded grant, which provides staffing and support for students to practice skills in pre-employment activities. Our YTP program also partners with Vocational Rehabilitation Center to help support students on IEPs with job placements, coaching and ongoing support.

Additionally, students are provided scheduling flexibility to participate in jobs off-campus during the school day as their graduation plan allows. Through our counseling department and college & career center, we connect students to these job opportunities, and where possible students earn credit for work experience.

We are continually working to expand these opportunities for both on-site and off-site job experiences so that we can maintain sufficient capacity to serve as many students as are interested in participating. Overall, we continually work with CTE teachers to address representation to ensure we are connecting underrepresented students to these opportunities.

Integrated Application

- Describe how students' academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.

Bethel offers an extensive array of relevant and responsive learning for students at all grades. We are committed as a district to continue to fuel growth in the knowledge, will and skill of our educators to effectively differentiate and scaffold for students while exposing them to rich and well-rounded content.

Our postsecondary credit opportunities are designed to include options for the widest possible variety of diverse groups. We offer extensive International Baccalaureate programming, AP programming and College Now options. In total, we offer 36 College Now articulated courses and 20 IB classes.

- What activities will you offer to students that will lead to self-sufficiency in identified careers?

We support students in attaining career self-sufficiency through a combination of work-based learning coupled with post-graduation planning support. Through our programs, we connect students with post-secondary apprenticeships or college opportunities. Some of these efforts are embedded within the CTE course itself, while others occur in counseling or in the college & career center.

Our student information system contains a graduation planner module into which we have programmed information about the pathways, so that students and counselors are able to accurately plan for high school and post- high school pathways and to help students begin this planning early in their school careers.

CTE Focus

- How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?

Bethel has a robust 8th grade to 9th grade transition program to support students and families in learning about these programs of study. These include an 8th grade preview night, school tours and open houses. During all of these engagements, our CTE programs are highlighted. Translation is available to families during events.

To support our 8th grade tours of CTE facilities, staff intentionally recruit 11th and 12th grade students from diverse backgrounds to present information about pathways.

- How will you prepare CTE participants for non-traditional fields?

This is a long-term goal for Bethel. One way in which we are pursuing this goal is to build out the size of our pathway cohorts so that underrepresented students are not pursuing non-traditional pathways alone. We also intentionally connect students with advisers from community partnerships who reflect diversity in non-traditional fields.

Integrated Application

We are investing in our career and college support systems to more purposefully expand partnerships with Lane Workforce, local trade groups, and other professional organizations.

We are also constantly working to raise the visibility of non-traditional career paths since the majority of our students do not transition directly from high school graduation to a 4-yr institution. These efforts include having a robust internship program, intentionally pairing older students with younger CTE students, and celebrating student learning and growth in our CTE programs.

- Describe any new CTE Programs of Study to be developed.

Our goal moving forward is to rejuvenate our Auto Mechanics program, as we see this as a high-interest field for our students as well as a field with a promising job outlook. We are in the process of identifying staff and materials to retrofit our existing facility to better match the automotive facilities of today.

Bethel is also in the process of constructing a new bond-funded CTE wing which will house our culinary pathway, digital manufacturing, business, computer science and digital arts. When complete, this facility will continue to fuel interest in our pathways for students, while at the same time better supporting CTE programs in partnering with community members for commissions.

- How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?

We will continue to cultivate our relationships with neighboring industry partners through school outreach and in partnership with our CTE consortium and Connected Lane County. We also have strong connections with Lane Workforce to provide additional work-based learning opportunities. At Kalapuya high school, students are required to participate in internships that provide them with real-world experience and often leads to employment opportunities.

Engaged Community

(250 words or less per question)

- If the goal is meaningful, authentic, and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?

Beginning this fall, Bethel carried out a robust engagement process that included families, students, and staff, and community members, as well as representatives from marginalized groups in each of those categories. While we are proud of these engagement efforts, we are mindful of stakeholders whose voices we would like to further amplify and those we may not have engaged yet.

One of the most significant barriers we faced was participating in meaningful engagement with families of underserved communities. Students and staff from underserved communities were better able to engage with us during this process, as Bethel has affinity spaces for both students and staff. We found that families, on the other hand, were more challenging to reach and connect with. For

Integrated Application

example, we have work to do in bringing our Latino/a/x families into our schools and providing a space that feels comfortable for them to share their experiences and perspectives.

One way we intend to address this disparity moving forward is to intentionally hold events and provide affinity spaces that are not on school sites. We hope to achieve this through close partnerships with community organizations and agencies. Additionally, we plan to identify existing parent engagement opportunities within schools, such as school celebrations, that are better attended by families of underserved students where we can intentionally invite them into conversations as we begin to plan.

- What relationships and/or partnerships will you cultivate to improve future engagement?

We plan to continue to partner with culturally centered, community-based organizations such as the NAACP, Central Latino Americano, Huerto de la Familia, and our Bethel Native American Parent group to provide ongoing engagement. We have long standing relationships with these organizations and groups and will continue to improve partnerships by listening deeply to their perspectives and making programmatic decisions that center their concerns. Additionally, we have started to build a relationship with our parents of students with disabilities and will continue to strengthen that partnership.

- What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?

The key resources are time and money, but apart from these we recognize there is a disadvantage to school districts individually tapping partners, as these partners may be sought after by multiple districts. This reality suggests that a consortium approach to community outreach would be helpful not just for school districts, but also for these partners. In Bethel, we have an authentic desire to consult with diverse stakeholder groups in designing and budgeting our offerings, but a consortium approach would be helpful.

Consistent funding sources to support community-based organizations would also be helpful. The summer programming funds for the last two years have been helpful, but the lack of consistent, reliable funding is difficult for our community partners. This is especially true for Lane County because we do not have many of the CBO's that are located in larger communities.

We continue to struggle with staffing shortages in our special education department. Increased funding to support higher wages, financial assistance for classified staff who want to become special education teachers and more support for staff who work with students with severe behavior challenges would help us recruit and retain staff in special education.

- How do you ensure community members and partners experience a safe and welcoming educational environment?

We are committed to eliminating barriers for our community and partners to feel safe and welcome in our schools. We regularly plan events, such as festivals, showcases, arts performances and exhibitions, sporting events, support groups and various other opportunities for community engagement. At these events, our focus is on engaging members of underserved communities.

Integrated Application

Ongoing training and support for all Bethel staff to develop culturally relevant and responsive knowledge and skills is critical as build relationships with diverse community members and partners and develop educational environments that are welcoming and support belonging.

We are very proud of our partnership with Huerto de la Familia to provide to families of color, free of charge, community garden plots in our Bethel Farm.

- Who was engaged in any aspect of your planning processes under this guidance?
(Check all that apply)

- Students of color
- Students with disabilities
- Students who are emerging bilinguals
- Students who identify as LGBTQ2SIA+
- Students navigating poverty, homelessness, and foster care
- Families of students of color
- Families of students with disabilities
- Families of students who are emerging bilinguals
- Families of students who identify as LGBTQ2SIA+
- Families of students navigating poverty, homelessness, and foster care
- Licensed staff (administrators, teachers, counselors, etc.)
- Classified staff (paraprofessionals, bus drivers, office support, etc.)
- Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
- Tribal members (adults and youth)
- School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- Business community
- Regional Educator Networks (RENS)
- Local Community College Deans and Instructors; Local university deans and instructors
- Migrant Education and McKinney-Vento Coordinators
- Local Workforce Development and / or Chambers of Commerce
- CTE Regional Coordinators
- Regional STEM / Early learning Hubs
- Vocational Rehabilitation and pre-Employment Service Staff
- Justice Involved Youth
- Community leaders
- Other _____

- How were they engaged?
(Check all that apply)

- Survey(s) or other engagement applications (i.e., Thought Exchange)
- In-person forum(s)
- Focus group(s)

Integrated Application

- Roundtable discussion
- Community group meeting
- Collaborative design or strategy session(s)
- Community-driven planning or initiative(s)
- Website
- CTE Consortia meeting
- Email messages
- Newsletters
- Social media
- School board meeting
- Partnering with unions
- Partnering with community-based partners
- Partnering with faith-based organizations
- Partnering with business
- Other _____

Evidence of Engagement

You will be asked to upload your **top five artifacts** of engagement. Smaller districts, as outlined above, are required to submit their top two artifacts.

- Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families, and the community?

The artifacts we chose to submit underscore how our robust engagement process was designed and carried out to ensure equity of stakeholder voice. As outlined in our needs assessment summary, throughout the fall and winter we engaged many dozens of different groups in a variety of ways. In total, we conducted 29 focus groups involving 540 participants and 30 perspective interviews. The staff we included were K-12 teachers, including new teacher and veteran teacher groups, BIPOC staff, LGBTQ+ staff, and staff from a variety of departments including business, nutrition, operations, transportation and technology.

The families whose perspectives we included were parents of Native & indigenous, Latino/a/x, and Black/African-American students, students identifying as LGBTQ+, and students with disabilities. Our student input came from students in alternative education, students who identify as gender fluid or trans, Native American, BIPOC, Black/African-American, and students with disabilities.

- Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

One of our key strategies was to connect with student affinity spaces to conduct listening sessions with diverse groups. During the fall and winter, we visited Black Student Unions, Native American Student Unions, and GSUs, asking students to provide input into our systems and structures.

In addition to these listening sessions, individual staff conducted perspective interviews of individual students and staff. These sessions provided additional qualitative data which were synthesized into

Integrated Application

themes for the consideration of our strategic planning committee. These efforts to engage focal student groups and families we would characterize as falling between “involve” and “collaborate” on the engagement spectrum.

- Describe at least two strategies you executed to engage staff. Explain why those strategies were used. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

We engaged staff through a variety of strategies, including listening sessions for staff at large as well as focal staff groups. In addition, we conducted a staff survey, the data from which was incorporated both into our planning for the Integrated Guidance as well as long-term building-based planning. Our stance with these groups was to collaborate to the greatest extent possible on the long-term vision for our district. Apart from our planning for the Integrated Guidance, the engagement with staff around our district vision will continue as we move forward with our strategic planning.

- Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?

Through listening sessions, empathy interviews, multiple surveys, and through quantitative data analysis, our community and staff identified many strengths, areas of growth and recommendations for future initiatives. These data were distilled by our strategic planning steering committee into themes. Overall, they identified four pillars for our district to focus on.

1. Relevant and Responsive Education
2. Belonging and Engagement
3. Strong Systems, Strong Communities
4. Joy and Wellbeing

These pillars, and the goals, strategies and outcomes that support them, are clearly identifiable within our project plan.

Strengthened Systems and Capacity

(250 words or less per question)

- How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?

Our recruitment efforts are a combination of global and targeted efforts toward identifying educators and leaders representative of student focal groups. We have strong partnerships with our neighboring universities, which allows us to identify promising educators in training. Additionally, our district sends diverse staff to recruit at career fairs in Oregon and Washington.

Integrated Application

Bethel is also connected with many communities of color organizations and events, and we strategically use these connections to recruit staff.

We are also proud of our long-time involvement in the Lane County Pathways program, which allows us to identify and promote internal paraprofessional staff (grow our own). We are able to support these staff in paying for and navigating education programs that lead to licensure, and we establish affinity spaces to continue to support and encourage them. Additionally, we support individual classified staff who aspire to become licensed teachers by offering them opportunities to work in co-teaching roles with veteran licensed staff as a part of their work in schools.

For several years, Bethel has offered a weeklong New Teacher Academy where District leaders, instructional coaches and operations staff provide a robust professional development series for all new licensed staff. This is an opportunity for staff new to Bethel to learn about and incorporate into their practices the District's equity stance, instructional and engagement goals, and vision for student 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 more often than other students by ineffective, inexperienced, or out-of-field teachers?

Like all districts in Oregon, we continue to struggle to recruit and retain special education teachers and more teachers in these classrooms are on conditional licenses. We support them by having regular professional development/training for them and their staff, and providing ongoing coaching and mentorship. Additionally, we will be holding a Special Education Summer Institute, where we will have specific offerings for our new special education staff. While this is the case for our special education classrooms, our students experiencing poverty, students learning English and students of color are not systematically placed in classrooms with newer or out-of-field teachers.

Increasing the effectiveness of all our teachers in Bethel by focusing on the knowledge, will, and skill of our staff is an ongoing central strategy. We do this through regular, high-quality professional development, school-based instructional coaching, and provide mentorship to new teachers.

Another structural component that impacts student experience is that we have been working to increase heterogeneous grouping for all students and reduce classes that are tracked based on student achievement. While this is an ongoing initiative and has involved push-back from some of our teachers and some community members, next year our entire K-10 system is de-tracked in our core offerings.

- How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?

Bethel routinely audits discipline practices to examine potential disparities. These audits occur at the district level, with each building principal working with district administrators to review building discipline and analyze the data by focal group to identify disparities and plan for correction.

Integrated Application

At the building level, teachers work in data teams to review the discipline data to identify disparities and use classroom management and school wide expectations to reduce behavior issues and build a sense of belonging for all students. We have implemented culturally relevant PBIS teams within each school and at the district level in order to review data trends, for on areas of improvement and create professional development based on district needs. We have created time for principals to provide all-staff training to everyone in their buildings over the course of the school year which has increased consistency in our practices.

We have provided and will continue to provide professional development and coaching for staff on implicit bias, culturally responsive educational practices, restorative and trauma informed practices, and Culturally Relevant Positive Behavior Interventions and Supports (CR-PBIS). Staff knowledge and implementation of these systems and practices continue to reduce discipline disparities.

- How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?

Our professional growth and development sequences were derived from staff input as well as an assessment of the needs of focal groups. Our staff identified multiple professional development strands, including trauma-informed practices and behavior de-escalation. In addition to these staff-selected professional development options, we identified a need for Literacy PD to support our implementation of a new ELA curriculum, and small-group instruction PD to support the needs of focal groups in core instruction.

Our district has also focused on the science of reading in professional development opportunities. Bethel has offered the LETRS program to all K-5 teachers, K-12 Special Education teachers, and administrators. This program provides in-depth knowledge based on the most current research regarding what and how language skills need to be taught, easy to assess student language development for prevention and intervention, guidance on how to plan and balance word recognition and language comprehension instruction, and how to differentiate one's instruction in reading to meet the needs of all students.

The ongoing professional growth of our administrators is supported by our continued work together on aligned instructional leadership. This PD occurs at multiple points throughout the year and involves offerings from within and outside of the district staff.

- How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?

Our principals are supported in implementing regular and ongoing walk-throughs and coaching. We have worked extensively with administrators on identifying look-fors from the three domains of engagement, academic, behavioral and emotional. We regularly meet as an administrator group to calibrate on these walk-throughs and the feedback and coaching they are providing to staff. Bethel currently has 4 Literacy Coaches that serve all K-5, K-8, and 6-8 schools in the district. Bethel Literacy Coaches work in partnership with administrators, teachers, and classified staff to improve student reading achievement by aligning instructional practices in the science of reading and culturally responsive pedagogy. Literacy Coaches work with school teams on making data based, student centered decisions.

Integrated Application

In addition to principal feedback and coaching, Bethel offers instructional support to teachers through two mentorship programs. We set aside funds to pair all new and many second year teachers with a teacher mentor who meets with them for 90 hours over the course of a year. Additionally, we have four district mentors who provide more targeted support for a select group of new teachers.

- What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?

Across our K-12 system, we regularly engage at all levels in robust data analysis to provide all students on-time intervention and support. All school staff engage in regular reviews of school-wide data and plan broad initiatives around these data. Staff also engage in more targeted data reviews to plan supports and interventions for specific students and student groups.

Our district has in place components of Multi-Tiered Systems of Support, and offers a variety of supports for students requiring tier 2 & 3 interventions behaviorally, academically and socially-emotionally. Our goal as a district is to provide a comprehensive, differentiated Tier 1 program so that students remain in the least restrictive, most inclusive learning path with their grade level peers.

- How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?

Because of the unique size and complexion of our district, these transitions are well-worn by generations of students and their siblings, and by teachers who are intimately acquainted with the community they serve. Bethel has a preschool transition specialist focused on students entering kindergarten with identified disabilities. The specialist works directly with early education programs and families, and supports the students transition to kindergarten.

To support certain transitions, such as grades five to six, and from eight to nine, staff bridge these grades and schools with visits, parent and student information sessions and school tours.