



Bethel Blueprint:

Strategic Plan



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Dear Bethel Community,

Bethel is a family-oriented community that has strong historical connections to our local school district. As the Bethel Superintendent, I am honored to be a member of this community and to regularly work alongside many of you. I am confident that working together, we can create student-centered schools that are inclusive, supportive, and academically challenging.

The **Bethel Blueprint** was developed over 10 months and is designed to be a flexible, student-centered document that incorporates community voice. We heard from more than 4,000 people who emphasized the importance of supporting the whole child by focusing on relevant curriculum, responsive systems, student and staff well-being, deep engagement, and joyful learning spaces.

Our plan describes a Bethel district that is responsive to student needs, fosters a sense of belonging for all, celebrates learning, and implements strong systems. Becoming the school district described in this document would have a profound impact on our students and be a source of pride for our entire community.

We are confident that the **Bethel Blueprint** accurately represents our Bethel community, but it is also important for the plan to remain flexible.

We will constantly monitor the impact of our strategic plan and change course to meet the evolving needs of our students.

In Bethel, our mission is to create relevant, responsive, and joyful learning communities where all students thrive. The new plan provides a roadmap of the steps we will take to get there – but now the real work begins.

This strategic plan will only have an impact if the overall school community is focused and committed to its implementation. I can tell you that our staff are deeply committed to these strategies, and to accelerating student outcomes. We hope that you, the Bethel community, will continue to serve as engaged and active partners in this work. Together, we will actualize our collective vision and make a difference in the lives of our students.

Sincerely –



Dr. Kraig Sproles
Bethel Superintendent



A Letter from Superintendent Sproles



Connection
Community
Joy



Our Mission

To create relevant, responsive, and joyful learning communities where all students thrive.

We Believe

- **We believe** that every Bethel student can find joy, connection, and purpose at school when given the opportunity to learn, grow, and engage.
- **We believe** each student arrives in our schools with a unique and diverse range of strengths, skills, and perspectives that we must honor and uplift.
- **We believe** that we are accountable for implementing equitable systems that are relevant, responsive, and adaptable to the needs of our students.
- **We believe** our schools will be places where students, families, and staff are welcomed and valued as members of our Bethel team.



Equity
Inclusion
Collaboration



Community-INSPIRED PLAN

Bethel students, families, staff, and community members inspired this plan. The priorities outlined here reflect hundreds of conversations with our Bethel community, and the areas that they believe our district should focus on moving forward.

Beginning in fall 2022, the superintendent and a district team conducted an extensive process of community engagement to solicit input and ideas from a broad range of school and community partners. We aimed to listen deeply and gather feedback at key points along the way.

As part of this effort, the team visited every Bethel school and campus to engage in small-group discussions and individual interviews. These engagements helped our district better understand the lived experience of Bethel staff, students, and families.

In total, we held 32 focus groups and conducted more than 50 individual interviews, connecting with over 600 students, staff and community members.

To engage with the broader community, we launched three separate surveys, reaching out to all Bethel-area families, community partners and organizations, as well as all Bethel students and all Bethel staff. We received more than 4,000 responses from these surveys.

540
Focus Group
Participants

4,000+
Survey
Responses

50+
Individual
Interviews

“
**Bethel students,
families, staff,
and community
members
inspired this
plan.**
”

“
*The **Bethel Blueprint** is designed to be a flexible, student-centered document that incorporates feedback from our community.*
 ”

WHAT'S IN THIS DOCUMENT?

Bethel Blueprint is designed to be a flexible, student-centered document. The plan includes a mission statement, four priorities, action steps, and specific ways we will monitor our progress.

The four priorities outlined in this document frame our work across the district for the life of the plan (2023-2026). Each priority represents an area of focus related to our collective mission – **to create relevant, responsive, and joyful learning communities where all students thrive.**

Within each priority there are three focus areas and related actions that were identified as important levers to achieve our mission.

Successful implementation will require shared focus, detailed planning, and follow-through. We will monitor key performance indicators and share results with our community. This will allow us to celebrate progress and make adjustments along the way.

This document serves as a structure of public accountability to ensure that we deliver on the promise of a relevant and responsive plan for Bethel students, families, and staff.

PRIORITIES

The four broad priorities identified as important to Bethel.

AREAS OF FOCUS

The three areas within each strategy that will help focus the work.

STRATEGIES & ACTIONS

The specific steps to accomplish the strategic goals.

HOW WE'LL KNOW

The ways we will measure success and progress.

WHAT IS IN THIS DOCUMENT?



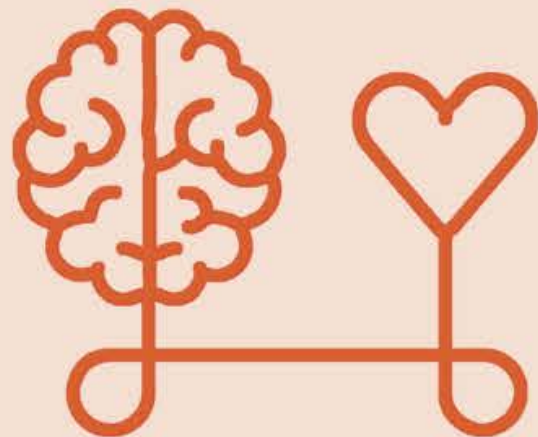


Bethel's Strategic Priorities

**Relevant and
Responsive
Learning**



**Joy
and
Wellness**



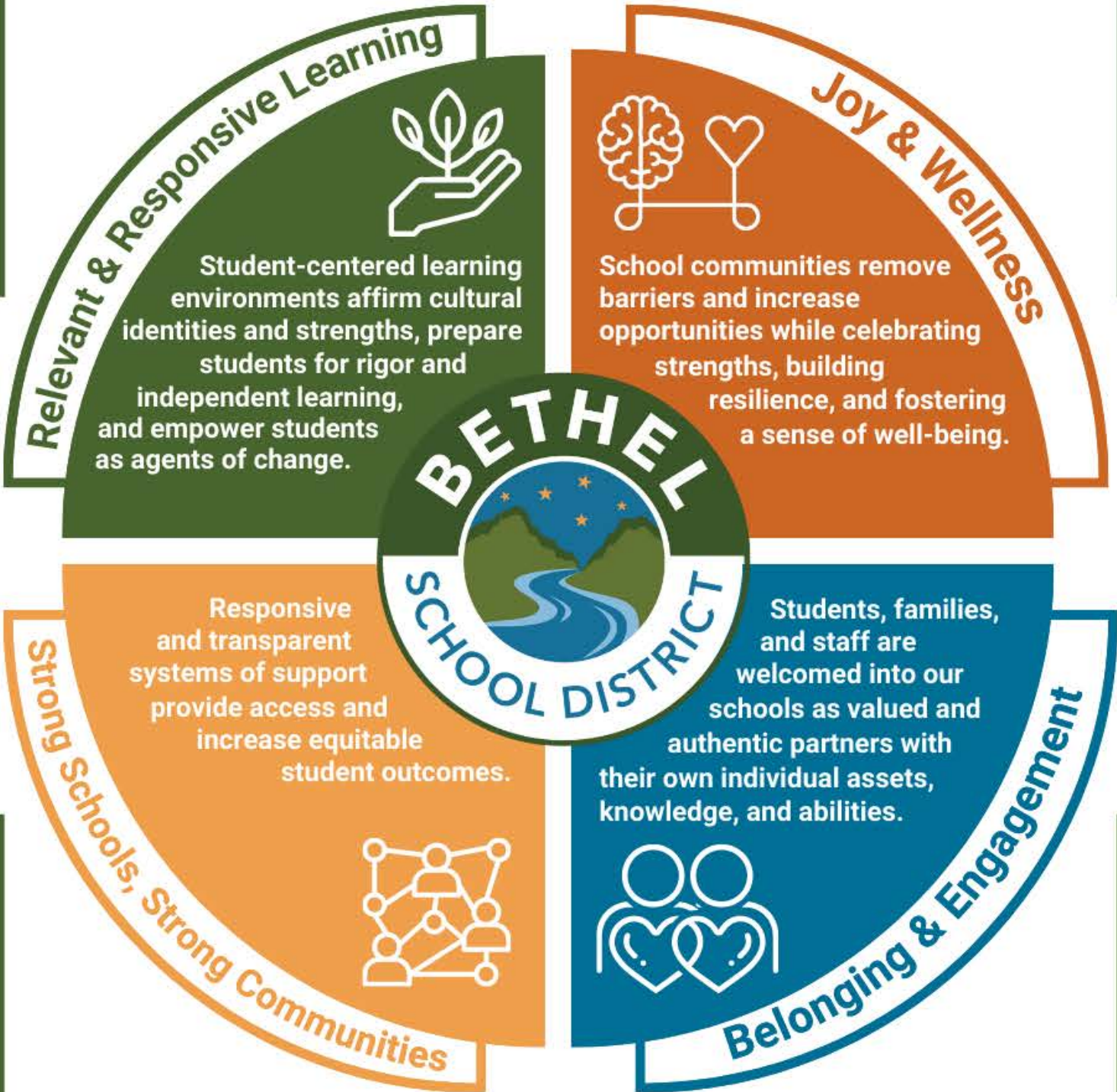
**Belonging
and
Engagement**



**Strong
Schools,
Strong
Communities**



Bethel's Strategic Priorities



Grounded in Equity

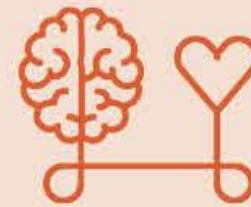
AT A GLANCE

Relevant and Responsive Learning



- Develop the knowledge, skill, and will of educators
- Relevant college and career pathways
- Support for diverse learners

Joy and Wellness



- Social-emotional learning
- Health and wellness supports
- Meaningful celebration of students and staff

Belonging and Engagement



- Purposeful relationships
- Honor and engage voices
- Strengthen family and community partnerships

Strong Schools, Strong Communities



- Aligned systems of support for students
- Supportive and welcoming staff communities
- Transparent decision-making





Relevant & Responsive Learning

Access to excellent educational opportunities that are reflective of student needs, interests, goals, experiences, and identities

Student-centered learning environments affirm cultural identities and strengths, prepare students for rigor and independent learning, and empower students as agents of change.



Develop the Knowledge, Skill, and Will of Educators to Meet Individual Student Needs

Why This Matters

Differentiated learning opportunities support the knowledge, skill, and will of all staff.

Strategies and Actions

Implement explicit and culturally relevant reading instruction

- Create catalog of reading strategies and lesson guides.
- Leverage instructional coaches.
- Provide a variety of professional development opportunities.

Utilize strong data sets to inform decisions

- Utilize reading and math progress monitoring.
- Create intentional and flexible grouping based on data.
- Align instructional walk-throughs to provide actionable feedback.
- Implement professional learning communities for all teachers.

Focus on the Science of Reading

- Provide LETRS training for K-5 teachers, K-12 administrators, and special education teachers.
- Provide training and coaching on structured literacy.

How We'll Know

- Utilize evaluation tool to monitor implementation of Multi-Tiered Systems of Support (MTSS)
- Staff report professional development opportunities are effective and improve teaching
- Increase number of 3rd, 5th and 8th-grade students who perform at grade level in math and language arts



Strong & Relevant Pathways

Why This Matters

Student engagement at all levels is increased by identifying the relevance of learning and connecting to student values, culture, and life aspirations.

Strategies and Actions

All students participate in at least one CTE pathway

- Create aligned CTE pathways for grades 6-12.
- Use career interest survey to inform pathways.
- Expand internship programming at WHS and KHS.
- Develop a "Portrait of a Bethel Graduate" to identify critical student attributes and skills.

All students learn about and are supported in accessing college opportunities

- Increase awareness of and access to WHS College and Career Center.
- Increase student connection with success coaches.
- Expand access to early college opportunities such as IB, AP, and College Now.

How We'll Know

- 87% district graduation rate
- 96% 6-12 regular attendance
- 95% 9th grade on-track
- 50% increase in access and opportunity for marginalized students in CTE and early college opportunities each year



Intentional Supports for Diverse Learners

Why This Matters

Implementing instructional systems that directly recognize and address the unique needs of specific student groups is critical to disrupting persistent and systemic opportunity gaps.

Strategies and Actions

Implement aligned classroom instruction to increase rigor, engagement, and access for all students

- Utilize students' cultural assets within instruction.
- Identify and use learning materials that reflect the identity of our students and families.
- Implement small-group, explicit and systematic instruction.

Utilize multiple support systems to identify students who need targeted interventions

- Use diagnostic academic screeners in reading and math.
- Implement differentiated supports in core instruction at all levels.
- Create student access to digital math support that matches need and monitors growth.

How We'll Know

- Student Panorama survey will show Increase in favorable responses regarding classroom engagement
- Behavior data reflects decline in major discipline referrals in all race/ethnicity categories
- Increased number of high school students registered for advanced classes



JOY & WELLNESS

*Thriving school communities centered
on well-being and growth*

School communities remove barriers and increase opportunities while celebrating strengths, building resilience, and fostering a sense of well-being.



Social-Emotional Learning

Why This Matters

Social-emotional skills enable students to communicate their needs, express their emotions in healthy ways, and positively contribute to the broader community.

Strategies and Actions

Ensure student social-emotional needs are met by providing staff with tools and supports to implement social-emotional learning (SEL) curriculum and strategies K-12

- Incorporate SEL lessons and activities in all schools.
- Expand access and align Sources of Strength, SEL lessons, and health in middle school.
- Adapt SEL lessons for students in special education settings.
- Incorporate SEL lessons into a variety of academic subjects throughout the school day.

Support students with preventative and responsive strategies and provide spaces for self-regulation

- Provide students with opportunities to learn how to regulate their bodies and emotions.
- Implement "train the trainer" model for sensory tools and strategies.
- Create systems, structures, and processes for use of break spaces and sensory rooms.

How We'll Know

- Increased sense of belonging and safety for students
- Increased number of students engaged in learning
- Decreased number of office referrals for physical aggression in K-5 classrooms
- Reduced discipline referral gap between white and non-white students



Health & Wellness Supports

Why This Matters

When students have the skills to identify their own needs, ask for help, and access services, they are able to make healthy choices that increase their sense of well-being.

Strategies and Actions

Provide a continuum of mental health supports, community partnerships, and resources

- Implement mental health framework and referral process.
- Increase mental health services and community partnerships.
- Share community resources and support with families.
- Apply for grants to increase student mental health services.

Provide education, awareness, and resources around substance use

- Provide awareness education of substance use risk factors, dangers, and impact.
- Increase services and supports for students in grades 6-12.
- Share information with families about community resources.
- Provide yearly narcan training for school staff.

How We'll Know

- On-site mental health supports will be available to students in all K-12 schools at least two days per week
- Bethel's mental health referral waitlist will decrease by 50%
- Increased number of students who access services for substance use in secondary schools



Meaningful Celebration of Students & Staff

Why This Matters

Feeling joy, appreciation, purpose, and agency is essential for long-term success, satisfaction, and wellness for students and staff.

Strategies and Actions

Increase inclusive opportunities to celebrate by developing a district celebration calendar

- Create opportunities for students, staff, and families to provide input on the celebration calendar.
- Publish a celebration calendar that provides multiple opportunities to celebrate students and build community within schools.

Increase activities, wellness resources, and athletic opportunities for students and staff

- Increase health and wellness activities for students and staff.
- Offer middle school sports at all schools, including unified sports.
- Expand unified sports for high school students.

How We'll Know

- Increased participation in middle school sports
- Offer unified sports to students in all middle schools
- Increased student, staff, and family input on a celebration calendar



Belonging & Engagement

Students, families and staff are seen, valued, and heard

Students, families, and staff are welcomed into our schools as valued and authentic partners with their own individual assets, knowledge, and abilities.



Purposeful Relationships

Why This Matters

Positive social connections and support serve as protective factors. Students learn and respond better when they have a sense of belonging.

Strategies and Actions

All students are connected to an adult, known by name, and engaged positively every day

- Ensure every student is connected to an adult.
- Increase celebrations of student communities and learning.
- Lead developmentally appropriate discussions and activities to eliminate racist and homophobic language and behavior.
- Implement a district-wide campaign to eliminate racist and homophobic language and behavior.

Increase academic engagement through positive relationships

- Create affinity groups and safe spaces at each school.
- Embed student community building into the school day.
- Relevant curriculum tailored to the identity, interests, and experiences of students.
- Provide peer mentoring programs.
- Provide regular positive communication and engagement with families/guardians.

How We'll Know

- Panorama student survey data will reflect:
 - increased sense of safety and belonging at school
 - decreased racial and sexual harassment
 - increased positive connections between students and adults at school
- Community survey indicates increased family belonging and connection to school community
- Consistent and positive communication identified as a strength in family and community survey data



Honor & Engage Voices

Strategies and Actions

Create strong systems to engage with staff

- Establish a leadership team of classified and licensed staff in each school.
- Establish district and building equity committees.
- Engage staff in meaningful celebrations and district-wide staff appreciation campaign.

Increase avenues to engage with students and families

- Intentional outreach to underrepresented students and families.
- Increase district-level community engagement events.
- Increase school and district presence on social media.
- Include student perspective in school-based decisions.

Why This Matters

Listening to, elevating, and acting upon the voices of our students, staff, and community members promotes deeper engagement and improves our ability to serve responsively.

How We'll Know

- Upbeat survey data reflects increased teacher efficacy, trust, and job satisfaction
- Panorama student survey reflects increased sense of connection to school community
- Increased district engagement on social media



Strengthen Family and Community Partnerships

Why This Matters

Positive family-to-school, school-to-community partnerships cultivate a sense of belonging in the school community and build our collective capacity to engage in and support student learning.

Strategies and Actions

Connect with families early and often

- Conduct audit of school-based and district family engagement events.
- Develop a calendar of district and school-specific family events.
- Create welcoming front offices at each school.

Create structures of support for families to receive grade-level standards, expectations, and developmentally appropriate social-emotional tools

- Collaborate with families to support academic and social growth at home.
- Consistently provide interpretation and translation services.
- Develop strategies to improve participation at parent-teacher conferences.

Develop and enhance community partnerships that provide learning opportunities for students, staff, and community members

- Audit current district internships, CTE, and service learning partnerships.
- Create a database of community resources, partnerships, and opportunities.
- Share resources with students, staff, families via communications platforms.

How We'll Know

- Increased participation at fall 2023 parent-teacher conferences
- Increased family understanding and access to grade-level standards and social-emotional learning approaches as measured in the community survey data



Strong Schools, Strong Communities

*Transparent and aligned systems for a consistent,
inclusive and responsive Bethel*

**Responsive and transparent systems of
support provide access and increase
equitable student outcomes.**



Strategies and Actions

Expand supports for students with behavioral and emotional needs

- Implement culturally responsive positive behavior systems.
- Implement trauma-informed, restorative practices.
- Align practices to have consistent disciplinary processes.
- Provide ongoing staff training and support.
- Provide wraparound supports for students with intensive needs.

Align systems to support student access to healthy and supportive school environments

- Conduct audit of student transportation systems.
- Conduct safety audit of each school and department.
- Communicate district emergency protocols.
- Enhance district safety committee.
- Engage with staff to improve safety in facilities and properties.
- Support staff training to increase access for digital learning.

Why This Matters

Predictable and consistent district-wide experiences allow schools to meet student needs and enhance learning.

How We'll Know

- Increased on-time arrival and departures in of 2023-24 school year
- Increased extracurricular transportation for events, field trips, activities, and sports
- Strong implementation of Culturally Responsive Positive Behavior Interventions Supports systems (CR-PBIS)
- Staff in each school and department will be trained in emergency operations including ALICE, Fire, and Earthquake drills



Supportive School Communities for Staff

Why This Matters

Effective onboarding and retention systems nurture strong relationships with staff so they can meet the needs of students, families, and the community.

Strategies and Actions

Create welcoming employment processes and provide supports for diverse staff members

- Create district-wide staff handbook.
- Implement staff-centered onboarding that includes mentorship.
- Support affinity groups for diverse staff.
- Train supervisors on research-based retention practices.
- Implement stay and exit interviews for targeted staff.

Provide staff supports and trainings that build community and increase engagement

- Increase individualized professional development opportunities.
- Increase staff input on building and district decisions.
- Identify and offer leadership opportunities for staff.
- Promote staff wellness activities and offerings.

How We'll Know

- New staff Upbeat survey data will indicate positive impressions of onboarding process.
- Upbeat survey questions will indicate overall satisfaction of trainings, strong sense of connection to the district, and understanding of district processes.



Transparent Decision-Making Processes

Why This Matters

Transparent systems engender trust, engagement, and partnership with community members and constituent groups.

Strategies and Actions

School board decisions and actions align to priorities, follow policy, and are in the best interest of students

- School board members will engage in board governance training.
- School board members will use a decision-making tool that incorporates equity, equality, and social justice.
- Form a district equity advisory committee.

Budget priorities and processes are aligned to strategic initiatives and data

- Create and maintain a transparent and strategic budget document that communicates how resources support key initiatives.
- Budget documents are created in a timely manner with regular updates.
- Continue regular bond project reports.

Design and implement a long-range facility usage plan that is inclusive, community informed and transparent

- Convene a long-range facility committee.
- Seek broad input and representation on the long-range committee.
- Present long-range plan to school board by April 2024.

How We'll Know

- School board members will complete annual self-reflection survey about board governance and communication.
- Community survey respondents will report transparent communication and regular engagement prior to implementing change.



50+ Individual Perspective Interviews



32 Focus Groups
540 Participants



555 Bethel Staff Survey Responses



2659 Student Survey Responses



274 Bethel Community Survey Responses

How We Got Here...



Comprised of staff, students, parents, and community members



Series of 7, 2 hour meetings together as a group



Comprehensive review of Bethel's 5 data sources



Data analysis & theming of Bethel's voice and what we heard



Formation of strategic priorities to recommend to School Board

Steering Committee

What's Next?

Implementation and Monitoring:

The strategic plan outlines actions we will take and ways we will measure impact. Working with the school board, we will identify Key Performance Indicators (KPIs) that will be regularly shared with our Bethel community. Among other data points, this will include data about academic and behavioral progress and goals.

Ongoing Engagement:

The Bethel community can expect regular updates about our progress. We will solicit ongoing feedback from staff, students, and families to ensure that we remain on the right path to improving outcomes for students and staff. Engagement will include annual staff, student, and community surveys as well as regular meetings with community groups that represent historically underserved students such as those who receive special education services, students who identify as LGBTQ+, and BIPOC students.

Sharing the Results:

We are committed to sharing the results of these efforts with our Bethel community. Progress reports will be shared at least once per year. These reports will be shared in the boardroom and also posted on our website.



Call to Action

This plan outlines our collective commitment to create schools where all students and staff thrive. The emphasis on relevant and responsive school systems requires us to rethink how we have traditionally served students so that we can better meet their evolving needs. For too long, students have been asked to find ways to “fit” into the traditional school model. This plan challenges us to create a school system that responds to students and not the other way around.

We need each of you to show up, step up, and speak up on behalf of our Bethel community. Volunteer in a school, attend school events, provide feedback about district plans, join a parent group, or help us celebrate the accomplishments of our amazing students – we need you as champions of the Bethel community. Working together, we can create a school system where all students thrive. We’ve got this!

Acknowledgments

Community Engagement Team

Alan Stearns	Denee Newton-Vasquez	Krista Bushnell
Alba Alvarez	Echo Groff	Lisa Jordan-Zornow
Alisha Dodds	Emiliano Bou	Logan Grasseth
Alyssa Dodds	Emily Levy	Lorraine Bejer
Andrea Belz	Erika Case	Mari Ford
Ashley Scott	Evan Rindy	Maureen Spence
Bailey Thorn	Jaime Noack	Nathan Bridgens
Brady Cottle	Janay Stroup	Neil Pecorilla
Brenda Martinek	Jenn DeBlois	Nicole Butler
Brooke Cottle	Jennifer Choate	Paul Stieber
Caleb Clark	Jenny Sink	Rachel Hsieh
Carley Neuhaus	Jill Busby	Remie Calalang
Carmen Adler	Jill Robinson-Wolgammott	Ricardo Salas
Carol Bridgens	Kayla Eckloff	Ry Robinson
Colleen Wright	Kee Zublin	Sherine Forest
Dain Nelson	Kodjo Wilder	Tina Gutierrez-Schmich
Dan Hedberg	Kraig Sproles	Vincent Rose
Danea Deglee		Yesenia Flores
Debi Farr		

Steering Committee

Alice Viles	Erika Case	Remie Calalang
Ashley Espinoza	Jada Ogechi Iheanyi-igwe	Robin Zygaitis
Brady Cottle	Josselyn St. Clair	Rocky Mercurio
Carmen Adler	Kraig Sproles	Samuel Grace
Charlie Sterling	Kristi Oster	Victor Brinkley
Christine Guldager	Maureen Spence	Will Davidson
Drae Charles		Yadira Flores

Willamette ESD, COSA, OSBA, BSD

Ella Taylor, WESD	Pat Ketcham, WESD	Robin DeLoach, WESD
Kristen Miles, OSBA	Pat McGillivray, BSD	Shelly Reggiani, COSA
Mujidat Saaka, BSD		



Bethel School Board

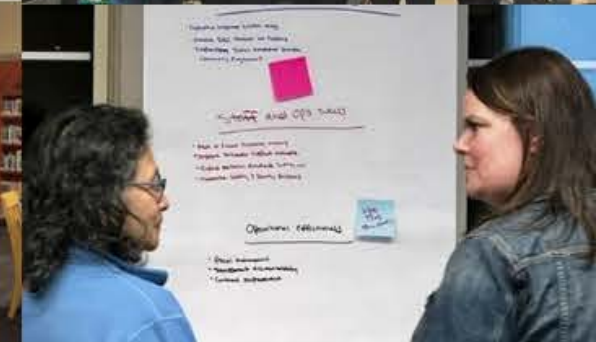
Rich Cunningham, <i>Chair</i>	Ashley Espinoza Caleb Clark	Paul Jorgenson Kraig Sproles, <i>Superintendent</i>
Robin Zygaitis, <i>Vice Chair</i>	Debi Farr Greg Nelson	

Focus Group Participants

Bethel BIPOC+ Staff	Fairfield Staff	Prairie Mountain Staff
Bethel Community	Irving Staff	RIT Members
Bethel Equity Team	Kalapuya Staff	Shasta MS Staff
Bethel Families	Malabon Staff	Steering Committee
Bethel LGBTQ+ Staff	Meadow View Staff	Technology Staff
Business Office Staff	NASU Parents	Transportation Staff
Bethel Students	Nutrition Staff	Veteran Staff
Cascade Staff	Operations Staff	WHS Staff
Classified Staff	Parents of BIPOC	WCHS Students
Clear Lake Staff	Students	1st & 2nd Year Staff
Danebo Staff	Parents of	Parents of Students
Parents of LGBTQ+	Latino/Hispanic	with Disabilities
Identifying Students	Students	

Many THANKS to...

- All those who participated in Perspective Interviews
- All Panorama Student Survey respondents
- All Upbeat Bethel Staff Survey respondents
- All Bethel Community Survey respondents





Glossary of Terms

Affinity Groups:

- Historically marginalized populations including groups that are excluded due to race, gender identity, sexual orientation, age, physical ability, language, or socio-economic status.

Behavior Support Plan (BSP):

- A customized plan that supports a student in building positive behaviors to replace or reduce a challenging behavior. This plan may include teaching, improved communication, increasing relationships, and using targeted interventions, etc.

Culturally Responsive Positive Behavior Intervention Supports (CR-PBIS):

- A framework for implementing schoolwide practices that recognizes student cultures and experiences while promoting a safe school setting by supporting social, learning, behavioral, and emotional needs of all students.

Career Technical Education (CTE):

- Pathways in secondary education that provides students with the academic and technical skills, knowledge, and training necessary to succeed in future careers and to become lifelong learners.

Diagnostic:

- A form of pre-assessment or a pre-test where teachers can evaluate students' strengths, weaknesses, knowledge, and skills before their instruction.

Disciplinary Referrals

- A way to document student behaviors, consequences, education and supports.

Functional Behavior Assessment (FBA):

- A process for gathering information regarding an individual student's behaviors of concern. The information gathered informs the creation of a Behavior Support Plan (BSP).

Funds of Knowledge:

- An approach to understanding students' overall sets of abilities and experiences within the context of their personal culture that can help teachers draw on these skills in classrooms to enrich their understanding of academic content while also motivating them during classroom activities.

LETRS (Language Essentials for Teachers in Reading and Spelling)

- A professional development opportunity that provides educators with in-depth knowledge and tools based in the Science of Reading.

MANDT Training:

- A behavioral crisis interaction training, giving staff tools to address disruptive behavior and intervene proactively through de-escalation techniques and positive behavior supports.

Multi-Tiered Systems of Support (MTSS):

- A framework with a tiered infrastructure that uses data to help match academic and social-emotional behavior (SEB) assessment and instructional resources to each and every student's needs.

Pedagogy:

- The method of how teachers teach, in theory and in practice.

Social Emotional Learning (SEL):

- The process of teaching, learning, developing, and practicing self-awareness skills, self-control, and interpersonal skills that are vital for school, work, and life success.

Structured Literacy:

- A highly explicit and systematic teaching approach based on the Science of Reading that includes phonology, sound-symbol association, syllable instruction, morphology, syntax, semantics, language comprehension, spelling, and writing.

Unified Sports:

- Joins students with and without intellectual disabilities on the same team inspired by the idea that training together and playing together is a quick path to friendship and understanding.



Implementation Data Sources

Attendance Data:

- The number of instructional days a student is present, tracked via ESchool, reviewed monthly by schools.

Bethel Community Survey:

- Public survey available to our greater Bethel community including parents, guardians, community members, staff, etc. Administered once per year.

Coursework Data:

- Tracked at the Middle and High School levels, coursework data encompasses the types of courses students are taking by grade, race/ethnicity, gender, etc., as well as grades/success rate for each course.

DIBELS Data (Dynamic Indicators of Basic Early Literacy Skills):

- A set of procedures and measures for assessing the acquisition of literacy skills. Reviewed by schools (K-8) every 6 weeks.

I-Ready Math Data:

- A set of procedures and measures from the I-Ready adaptive math assessment for demonstrating students' acquisition of math skills. Reviewed by schools (K-8) quarterly.

New Staff Survey:

- Survey available to new staff throughout the year to gauge confidence in navigating our Bethel systems, support, and areas of need.

On-Track Data:

- A compilation on data points that indicate if students in grades 9-12 are on track to graduate on time. This includes credits, attendance, engagement, etc.

Panorama Student Survey:

- Student survey administered to students in grades 3-12. This survey measures student perceptions of teaching and learning, culture and climate, and student experience in the classroom and school. Student perceptions of their classroom and overall school experience helps identify a strengths and areas for growth within the school system.

Professional Development Survey:

- Survey available to school staff following professional development to gauge engagement, effectiveness, and improvements to be made to professional development offerings in Bethel.

School Board Reflection Tool:

- Reflection tool intended to help leaders reflect on the agency effectiveness through both individual actions and the systems and structures they work to create and uphold.

School-Wide Evaluation Tool (SET):

- A walk-through data collection tool designed to assess and evaluate the critical features of school-wide effective behavior support across each academic school year.

SWIS (School-Wide Information System)/Behavioral Data:

- A system that tracks behavioral referrals, including student, behavior, adult response, time of day, and location in the school. SWIS can be used for evaluating individual students for universal screening. Data can also be used for program evaluation and progress monitoring school-wide interventions.

Tiered Fidelity Inventory (TFI):

- A tool to measure each school's implementation of Culturally Responsive Positive Behavior Intervention Supports (CR-PBIS) across one, two, or all three tiers. Used for checking in on initial CR-PBIS efforts, for creating action plans for improvement, and for monitoring implementation progress over time.

Upbeat Staff Survey:

- Survey available to Bethel staff twice per school year. Used for understanding staff engagement so that administrators, department leaders, and district leaders can best address staff needs and wants, areas of strength, and areas of improvement across each school, and across the district.