

**Bend-La Pine Schools**  
**Excellence and Equity Strategic Initiatives 2020-2021**

<b>Strategic Initiative</b>	<b>Key Actions</b>	<b>Possible Data Sources to Reflect Progress</b>
<p>Empower student, family, and community voice; strengthen sense of inclusion and belonging for all students and families</p>	<ul style="list-style-type: none"> <li>• Create an equity coalition that includes staff, community, family and student representatives</li> <li>• Participate in family engagement training at the district level</li> <li>• Create district policy regarding family engagement</li> <li>• Ensure that schools regularly include activities that elevate student and family voices</li> <li>• Ensure that the district models the inclusion of student voice by including student voice in district planning processes</li> <li>• Ensure that schools systematically collect feedback from families, including strategies that effectively engage underserved families</li> <li>• Improve the usage and quality of translation and interpretation services and practices</li> </ul>	<ul style="list-style-type: none"> <li>• Equity coalition documents</li> <li>• Equity coalition member survey and interviews</li> <li>• Documentation of training completion</li> <li>• Creation of district policy</li> <li>• School design plans that include student/family voice and inclusion strategies</li> <li>• School feedback documents from students and families (district-developed surveys and focus groups)</li> <li>• Translation software data reports</li> </ul>

<p>Create safer, healthier, more equitable school environments for students and families from underserved populations</p>	<ul style="list-style-type: none"> <li>• Train leadership teams at all secondary schools in restorative practices</li> <li>• Partner with community organizations to provide school coaches in restorative practices for ongoing feedback</li> <li>• Continue staff training in diversity, equity, and inclusion, including <i>Taking It Up</i>, Matt Kay training, etc.</li> <li>• Provide ongoing training for staff on how to interrupt and respond to racism and other forms of hatred while cultivating a culture of anti-racism in BLS</li> <li>• Partner with BRYT to include leadership training in serving students' social &amp; emotional needs, as well as combatting racism and discrimination</li> <li>• Continue working with Culture of Care coaches to promote trauma-informed practices in all schools K-12</li> <li>• Continue to grow the district's bilingual education model to expand access to native language instruction for more Spanish-speaking families</li> </ul>	<ul style="list-style-type: none"> <li>• Disaggregated discipline data: referrals, suspensions, expulsions</li> <li>• Chronic absenteeism data</li> <li>• Title VI data</li> <li>• School feedback documents from students and families (surveys, focus groups)</li> <li>• Documentation of participation in trainings</li> <li>• Staff feedback surveys</li> <li>• School design plans that include a focus on restorative practices, SEL, etc.</li> <li>• Dual language family and student surveys, as well as student achievement data</li> </ul>

<p>Review and redesign curriculum to include anti-racist resources and diverse perspectives in all content areas</p>	<ul style="list-style-type: none"> <li>• Create LEAD team to curate anti-racist resources, pilot curricula, and implement effective instructional practices</li> <li>• Begin English language arts adoption process with an emphasis on culturally relevant instructional practices, as well as other highly effective practices to engage all learners</li> <li>• Ensure that participants in ELA adoption process review research on highly effective, culturally appropriate and diverse curricula</li> <li>• Form elementary teams to create culturally relevant, standards-based social studies units K-5</li> </ul>	<ul style="list-style-type: none"> <li>• Documents from LEAD team's work</li> <li>• Documents from ELA team's meetings</li> <li>• Observations of LEAD teachers and their colleagues</li> <li>• Surveys/focus groups with LEAD teachers, as well as student feedback and classroom videos</li> <li>• District-developed staff surveys</li> </ul>

<p>Focus on core curricula, instruction, and assessment practices that elevate learning for all students, but especially those from underserved populations</p>	<ul style="list-style-type: none"> <li>• Train administrators K-12 in core instructional and assessment practices, beginning with a summer academy and extending throughout the year</li> <li>• Create standards of practice for remote and hybrid learning, K-12, based on best practices and feedback from students, families, and staff</li> <li>• Develop and provide training for K-12 teachers so that they can effectively implement standards of practice</li> <li>• Provide content-area resources for teachers K-12, using Canvas and Google Classroom</li> <li>• Beginning with English language arts (ELA), adopt aligned K-12 curriculum that carefully, coherently, and sequentially builds important knowledge and vocabulary over time</li> <li>• Continue research into most effective instructional practices for ELA</li> <li>• Review EBISS process at elementary level to incorporate data from newly-adopted programs and systems (i.e. <i>Dreambox</i> and <i>Lexia</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Standards of practice documents</li> <li>• District-developed teacher surveys</li> <li>• Content-area resources</li> <li>• Documented training for administrators</li> <li>• School design plans for 21-22 that include professional learning in targeted instructional practices</li> </ul>

<p>Diversify staff in all classifications to bring multiple perspectives to our work and to better reflect the student and family demographics of Bend-La Pine Schools</p>	<ul style="list-style-type: none"><li>• Hire a human resources director/assistant director whose focus will be on developing systems and relationships that attract diverse candidates</li><li>• Create affinity groups facilitated by staff to safely address issues and promote retention</li><li>• Develop and promote “grow our own” initiatives among classified staff interested in certified positions and certified staff interested in administrative positions</li></ul>	<ul style="list-style-type: none"><li>• Disaggregated data on race, ethnicity, and gender of staff in all categories</li><li>• Reflections/surveys from affinity group members</li><li>• Exit interviews/surveys for staff</li></ul>
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