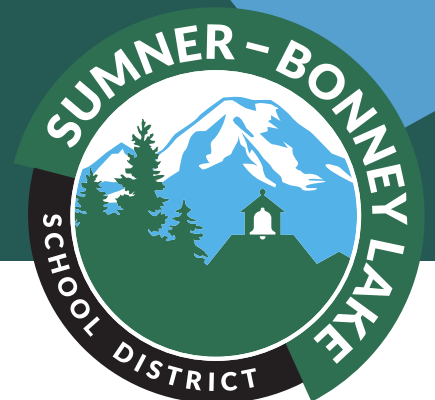


# Strategic Plan

2021 - 2026

## Our Promise:

We will **know, value,** and **support** every student, helping them **graduate ready** to pursue a **promising future.**



## Our Promise

Our promise in the Sumner-Bonney Lake School District is to **know, value, and support** every student, helping them **graduate ready** to pursue a **promising future**.



The SBLSD promise comes with a commitment to promote a district culture of **fair and inclusive practices**, where each student receives **equitable access** to the opportunities, resources and supports to **succeed and thrive**.

Achieving this commitment honors our deeply held belief that **EQUITY** is achieved when each student receives what they need to graduate prepared for success after high school.



# Portrait of a Sumner-Bonney Lake Graduate

## Knowledge, Skills, and Attitudes of Our Graduates

### Responsible Community Contributor

*"I am responsible and accountable for my actions, and I strive to be a positive influence and a servant-leader in my community."*

- Makes responsible decisions, takes ownership, and understands the impact of choices.
- Demonstrates compassion, empathy, and respect by seeking to understand multiple viewpoints.
- Cares for and serves others.

### 21<sup>st</sup> Century Collaborator

*"I am prepared to communicate responsibly and collaborate effectively with a diverse set of people and perspectives."*

- Uses digital tools responsibly and effectively.
- Expresses understanding clearly and adapts communication for purpose, audience, and setting.
- Works to achieve common goals and seeks out and values strengths and diverse contributions of others.

### Self-Empowered Learner

*"I know myself, I know where I am headed, I am ready, and I am known by a caring adult who is invested in my success."*

- Possesses a foundation of knowledge and skills aligned to post-secondary plans.
- Takes ownership of learning, reflects on and grows from experiences, and demonstrates adaptability.
- Attends to social-emotional, physical and mental well-being of self and others.

### Innovative Critical Thinker

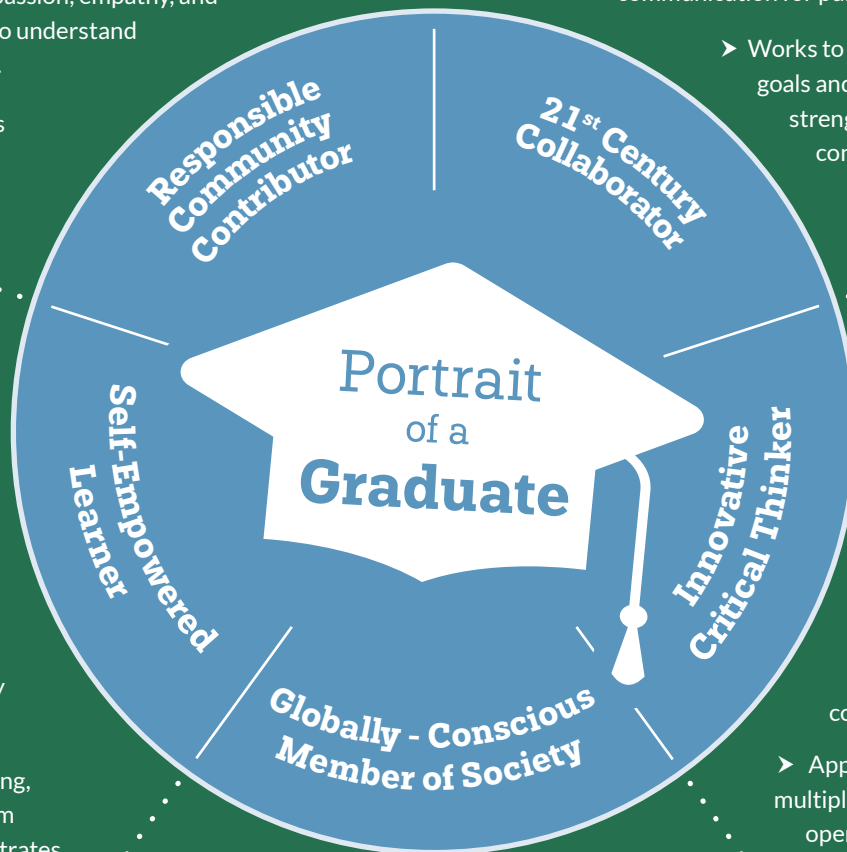
*"I can persist in the face of challenges, imagine innovative solutions, and adapt as needed in order to solve problems."*

- Thinks creatively, flexibly, and designs various ideas and solutions to solve complex problems.
- Approaches challenges from multiple perspectives with an open mind.
- Overcomes obstacles and adapts to new situations and environments with resilience.

### Globally-Conscious Member of Society

*"I am equipped to play a role in the larger world, and I embrace the diversity that is there."*

- Views themselves as part of a larger interdependent and connected world in which they have responsibilities as productive members of society.
- Acknowledges, understands, embraces, and participates in open dialogue regarding diverse and interrelated issues that impact their community and the world.
- Is curious, open to, appreciates and values diversity in others including attributes related to culture, race/ethnicity, gender, linguistic backgrounds and abilities.





## Our Aspirational Goals for Students

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Our Strategic Plan begins with Five Aspirational Goals for Student Success, from preschool through high school. Goals are supported with a strong instructional foundation and solid operational infrastructure.



### Goal 1: **Success in the Early Years**

Every student will acquire the social-emotional awareness and academic skills that will position each student for success by the end of Grade 3.



### Goal 2: **Nurtured, Engaged, and Empowered Students**

Every student will attend school regularly in a supportive and challenging learning environment where they are empowered to exercise an active voice in their own growth.



Goal 3:

## **Academically-Prepared Critical Thinkers**

Every student will meet standards of performance in core subjects and be fully engaged critical thinkers.



Goal 4:

## **Elimination of Disparities in Student Access and Success**

Every student will receive fair and equitable treatment regarding discipline practices, enrollment and success in rigorous coursework, and access to a formalized academic and social-emotional support system to eliminate gaps and disproportionalities.



Goal 5:

## **Readiness for College, Career, and Life**

Every student will successfully navigate the critical transitions in their schooling, and will graduate from high school ready for college, career, and post-secondary experiences.

# Four Pillars: Building Blocks for Action

The Four Pillars of our strategic plan describe the capabilities we must develop to accomplish our student success goals.

## Pillar A: **Teaching & Learning**

Our first Pillar focuses on “teaching & learning.”

All students have equitable access to rigorous, on-standard curriculum and materials, and instruction. Assessments reflect students’ prior knowledge, learning styles, and cultural backgrounds.

## Pillar B: **Safe Culture and Strong Partnerships**

Our second Pillar recognizes that “schools can’t do it alone.”

A positive school culture supports the learning and social-emotional needs of students and staff. Trust among students, staff, families and community is nurtured through shared responsibility for student success and meaningful stakeholder “voice”.

## Pillar C: **Professional Learning**

Our third Pillar emphasizes “investing in people”

Continuous learning of educators is differentiated and linked to mastery of the professional standards and to evidence-based continuous improvement of teaching practices, leadership practices, and organizational practices.

## Pillar D: **Continuous Improvement**

Our fourth Pillar is about “managing the whole.”

Decisions are data-driven and resources are allocated equitably based on data-supported needs of students, staff, and schools.



# Operational Infrastructure

Effective instructional practices at the school level depend on responsive operational supports. Below are the system-wide departmental goals that focus on effective business practices to ensure that our school buildings are supported and that academic success remains the number one priority of our district.

Each district-level operational unit identified goals, measures, and strategies that support academic success. Furthermore, each department established benchmarks to monitor progress; those benchmarks can be found at [www.sumnersd.org/strategicplan](http://www.sumnersd.org/strategicplan)



**1. Human Resources:** Increase percentage of highly qualified certificated staff who mirror the diverse cultures and ethnicities of our students.

Analyze and review hiring practices and timelines to optimize time to fill vacancies for each labor group.

**2. Business & Finance:** Institute equitable budgeting to ensure strategic resource allocation aligned with the goals in the strategic plan. Maintain the total General Fund Balance above 10%.

**3. Technology:** Provide timely and effective maintenance for ALL staff and student 1-to-1 technology devices. Ensure availability of sufficient network bandwidth for all staff and students.

**4. Maintenance & Operations:** Increase completion rates of Maintenance work orders. Analyze and maintain key-control and access at all sites.

**5. Legal Services:** Support HR with measurement of employee misconduct investigations. Maintain, review, and align board policies, procedures and standard operating procedures the district's Strategic Plan.

**6. Community Partnerships/Family Engagement:** Ensure that parents and community members engage in services offered at the Family Center.

Reduce the level of chronic and severe absences of McKinney-Vento-eligible students.

**7. Communications:** Generate awareness of and investment in the district's Strategic Plan among all stakeholders. Create and facilitate effective communication to, from, and across internal and external audiences.

**8. Child Nutrition:** Provide nutritious, appealing meals. Keep costs below 30% of Program 98 revenue. \*

\* This percentage is will fluctuate based budget data from preceding years.

**9. Athletics:** Reduce the number of student-athletes who do not meet grade standards. Increase the number of participants in athletic programs.

**10. Transportation:** Ensure timely and adequate maintenance through a preventative maintenance plan. Measure and maximize the transportation cost per rider, mile, and route.



## 10,187 Students Enrolled

(2020 - 2021 SY)

0.5% American Indian/Alaskan Native  
2.4% Asian  
1.4% Black/African American  
15.7% Hispanic/Latino  
0.5% Native Hawaiian/Pacific Islander  
11.3% Two or More Races  
68.3% White


4.0% English Language Learners  
28.8% Low Income  
12.0% Students with Disabilities

## 16 Schools

Bonney Lake Elementary School  
Crestwood Elementary School  
Daffodil Valley Elementary School  
Donald Eismann Elementary School  
Emerald Hills Elementary School  
Liberty Ridge Elementary School  
Maple Lawn Elementary School  
Tehaleh Heights Elementary School  
Victor Falls Elementary School  
Lakeridge Middle School  
Mountain View Middle School  
Sumner Middle School  
Bonney Lake High School  
Sumner High School  
Elhi Hill High School Program  
Sumner Early Learning Center

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 Facebook: @SumnerSchoolDistrict

 Twitter: @SumnerSchools

 Instagram: @sumnerbonneylakesd

The Sumner-Bonney Lake School District is located in the Puget Sound area in the heart of the Puyallup Valley in Washington State. The District is both rural and suburban in character. We proudly serve children and families residing in the cities of Sumner and Bonney Lake and unincorporated areas of East Pierce County.

## School Board

**Deb Norris**  
*Director District 1*

**Erin Markquart**  
*Director District 5*

**Paul Williams**  
*Director District 2*

**Richard Hendricks**  
*Director District 3*

**Kevin Lewis**  
*Director District 4*

**Dr. Laurie Dent**  
*Superintendent of Schools*

The Sumner-Bonney Lake School District does not discriminate on the basis of sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability in its programs and activities and provides equal access to the Boy Scouts of America and other designated youth groups. The following employees are designated to handle questions and complaints of alleged discrimination: Title IX/Civil Rights Compliance Coordinator Adrienne Chacon (253) 891-6033, ADA Coordinator Diana Thomas (253) 891-6033, Section 504 Coordinator Karen Finigan (253) 891-6040. Address: 1202 Wood Ave, Sumner, WA 98390.