

A COMMITMENT TO ACCELERATING
SUCCESS FOR **ALL** STUDENTS



LOVE

TEACH

LEARN

GROW

2023-2028 Strategic Plan Bethel School District

Spanaway, Washington
July 2023



Extending our Commitment

The Bethel School District community has a rich history of providing quality educational experiences for all of our students. This 5-year Strategic Plan is the latest expression of that long-standing commitment and reflection of our community's willingness to continuous improvement of our educational programs to meet the present-day realities in our school system.

The Strategic Plan was developed with active engagement of a wide cross-section of the Bethel School District stakeholders:

- **"Student Voice"**, was the first step of the strategic planning process. More than 13,000 students in Grades 3-12 completed an online survey to share their opinions about their educational experiences. Furthermore, about 200 students participated in "live" focus group discussions led by an external facilitator. Highlights of the "student voice" survey, as well as other student data, are available in a separate report, which can be found on the district website.
- The **"Core Planning Team"**, composed of nearly 90 students, parents, educators, and business and community representatives met for five days between October-December 2017.
- The **"Instructional Focus Team"**, comprised of teachers, principals, and district-level instructional personnel, met for two days to frame the instructional priorities.
- Three **"Community Forums"**, held in November 2017, provided opportunities for stakeholders to provide input and feedback.
- The **"Alignment Team"**, a group of leaders from Bethel's business, community-based organizations and philanthropic sectors – met three times and provided a broader perspective.
- Members of the **Bethel School Board** were actively engaged from the beginning to the end. Various Board members served on the "Core Planning Team" and "Alignment Team."

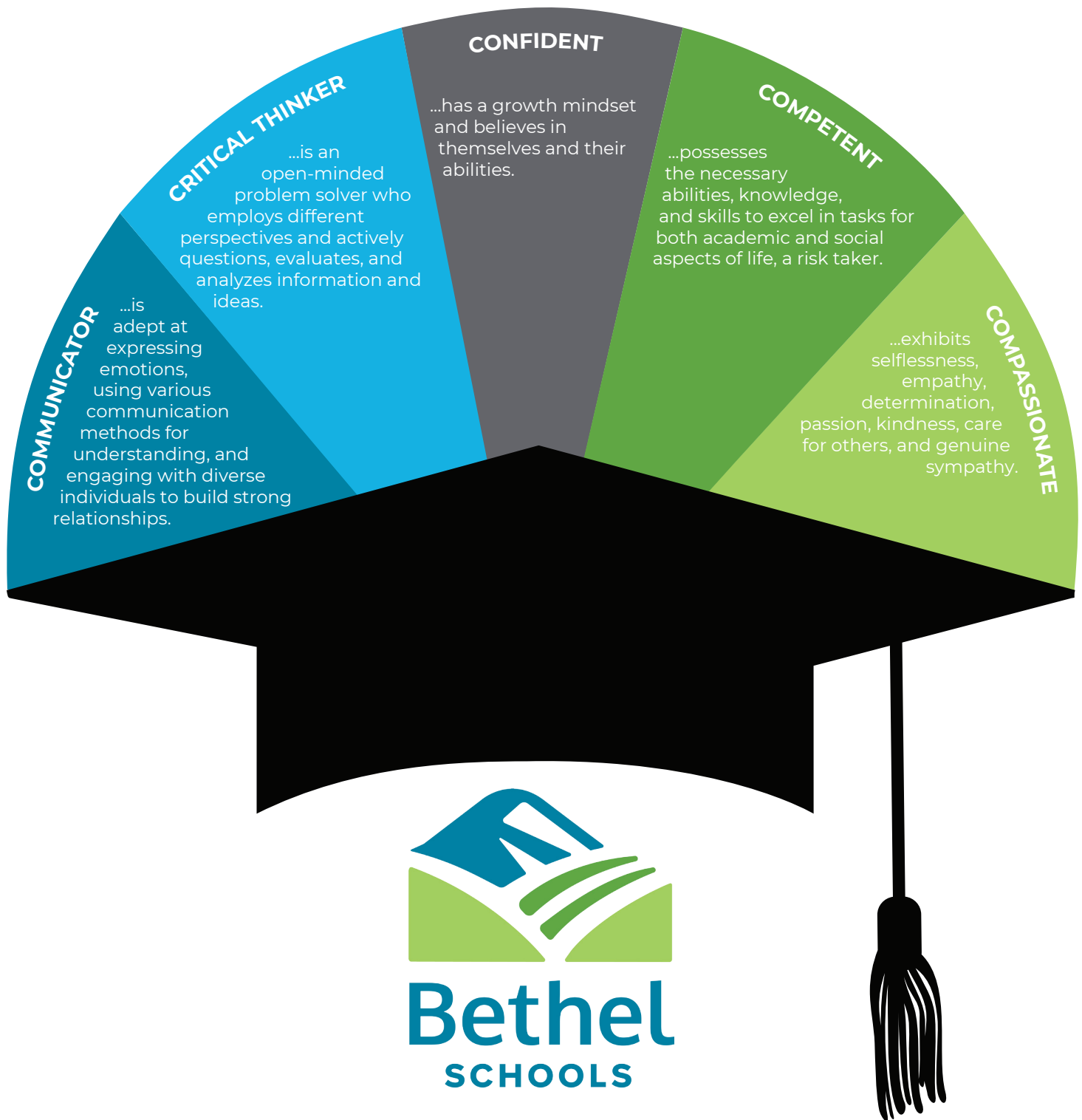
This Strategic Plan reaffirms our **LOVE** for all the children in our care. It expresses our commitment to **TEACH** effectively, so they **LEARN** at high levels and **GROW** into competent, confident, and compassionate citizens, prepared for a future world yet to be imagined.

Together, we are Bethel!

Tom Seigel
Superintendent

portrait of a graduate

Ensuring our students are college and career ready



Structure of the Strategic Plan

A coherent design, put together in the proper sequence, is a crucial factor in developing an effective strategic plan. The components of such design are shown in Figure 1.

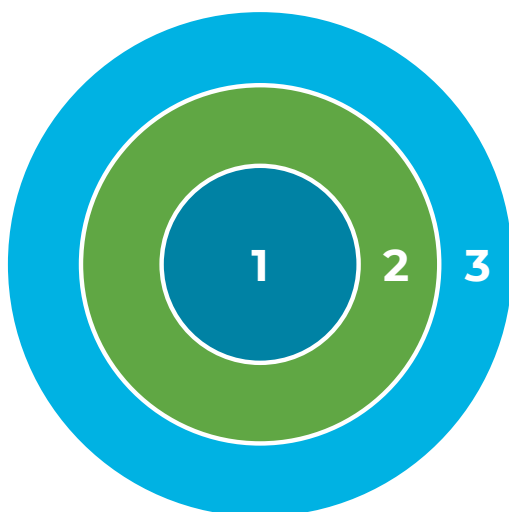


Figure 1

1.Student Learning

2.Instructional Effectiveness

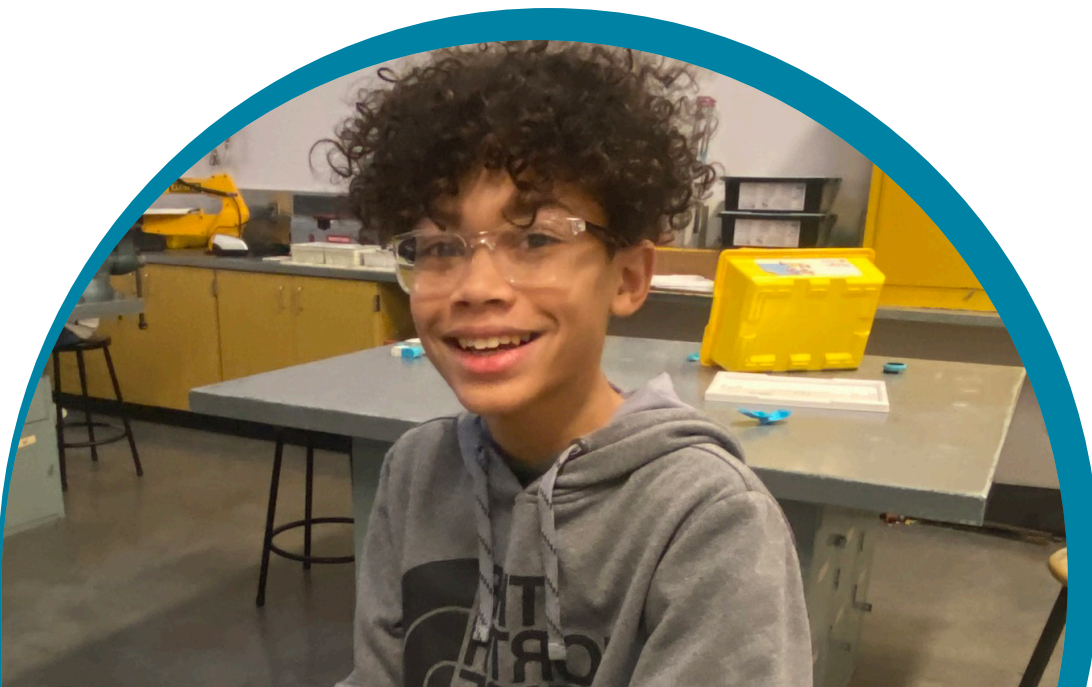
3.Empowering Infrastructure

The Bethel Strategic Plan is structured around three main components:

Student Learning – the central purpose of the school system – is the centerpiece of the strategic plan. Thus, this strategic plan begins with a set of five aspirational **Goals and Measures for Student Success**.

Instructional Effectiveness comes next, since it is the strongest predictor of student learning. Bethel's strategic plan addresses this component by defining clear **Professional Practices** framed around **Four Pillars**. The Four Pillars, or building blocks, are the capabilities we must develop to realize our goals for student success.

Empowering Infrastructure addresses the day-to-day supports and services critical to smooth functioning of the schools. Those structures include educational services, professional and leadership development, parent and community engagement, and results-focused planning and accountability to taxpayers and the community. To address these areas, Bethel's plan outlines specific **Strategic Priorities**, also framed around the Four Pillars.



Vision, Mission and Core Values

Our Vision is an expression of what we aspire to be; our desired future state. Our Mission is a statement of why we exist as a school system. Our Core Values define the fundamental principles that guide our work and our relationships.

Our Vision

Every Bethel Student: Competent, confident, compassionate and prepared for a world yet to be imagined.

Our Mission

The Mission of the Bethel School District is to provide a safe educational environment that embraces the individual needs of each student, engages each student in a rigorous, well-rounded instructional program, and prepares each student for lifelong learning and productive civic engagement.

Our Core Values

1. Equitable opportunities for all students
2. Engagement of parents and community
3. Diversity, cultural inclusion, mutual respect and fairness
4. Accountability for results
5. People are our greatest asset, dedicated and determined to serve our learning community



1. Goals and Measures of Student Success

Our five aspirational Goals are the equitable outcomes we desire for all students; our collective promise to each student, regardless of background or circumstance. The Measures are the indicators of our students' progress toward the Goals.

GOALS	MEASURES	EQUITY MEANS
1 BUILDING BLOCKS FOR EARLY SUCCESS Every student meets or exceeds established academic, social and emotional standards by the end of Grade 2.	a. Increased percentage of children acquiring essential literacy and numeracy skills by the end of Grade 2. b. Increased percentage of students receiving timely and effective early intervention. c. Increased percentage of pre-K to Grade 2 students meeting criteria for social-emotional, physical and cognitive development. d. Increased percentage of students who demonstrate collaboration, responsibility and confidence in their own learning.	Each student, regardless of background or experiences, enjoys opportunities to acquire the academic and social-emotional skills for a successful transition out of Grade 2.
2 ALL STUDENTS: EMPOWERED, SAFE, SUPPORTED AND CONNECTED Every student is supported and challenged within a safe learning environment to be a responsible, productive, and engaged community member, capable of meeting high expectations.	a. Increased percentage of students indicating that his or her school is a socially, emotionally and physically safe environment. b. Increased percentage of students connected in healthy, constructive relationships with peers and adults. c. Increased percentage of students advocating for his or her needs. d. Increased classroom attendance and percentage of students participating in extracurricular or community-based activities.	Each student knows, understands, values and expresses his or her own culture, background and learning needs. Each student also honors others diversity and contributions.
3 CONTINUOUS GROWTH AND ACHIEVEMENT IN ALL SUBJECTS Every student meets or exceeds academic standards; develops and demonstrates 21st-century critical-thinking skills; and advocates effectively for his or her own learning.	a. Increased percentage of students meeting or exceeding proficiency standards on local, state and national assessments. b. Increased percentage of students who make a claim and use appropriate evidence to support his or her reasoning. c. Increased percentage of students who strategically use digital tools and resources to enhance learning. d. Increased student ability to use feedback, engage in self-assessment, and set goals related to their learning.	Each student is provided a rigorous, standards-based curriculum along with timely, targeted feedback; effective instruction; enrichment; intervention; and tools for self-advocacy.
4 EQUITABLE OPPORTUNITIES FOR ALL STUDENTS Every student receives equitable access and support in a culturally responsive environment through rigorous academic programs, effective and fair discipline, and social-emotional supports.	a. Equitable access to and achievement in rigorous academic courses and programs. b. Increased annual academic growth in core subjects: at least one year for students at or above grade level, and at least 1.5 years for students below grade level. c. Elimination of disproportionality in suspension and expulsion rates for all student subgroups. d. Increased equitable access to social-emotional support services such as counseling and mental health.	Each student enjoys access to rigorous, culturally diverse coursework that connects to real-life learning experiences.
5 PREPARED FOR SUCCESS IN POST-SECONDARY EDUCATION, CAREER AND LIFE Every student graduates from high school with habits and experiences for post-secondary success, civic engagement and lifelong learning.	a. Increased percentage of students with at least 95% attendance. b. Increased percentage of students who, with mentor support, complete courses, activities and experiences aligned to their post-secondary plan. c. Increased high school graduation rates for ALL students. d. Increased percentage of students engaging in post-secondary education at technical, two-year and four-year schools.	Each student receives equitable access to experiences that accelerate performance and boost progress toward graduation and success in college, career, post-secondary education and beyond.

2. Professional Practices for Instructional Effectiveness

As practitioners, we commit to continuous improvement of our Teaching Practices, Leadership Practices and Organizational Practices – the preconditions for higher levels of student achievement. Our Four Pillars are the building blocks of these professional practices.

Pillar A

Personalized, Rigorous, Culturally Responsive Teaching and Learning

T1: Planning and responding:

Teachers continuously raise expectations for each student regardless of achievement level. Teachers use clear criteria, rigorous instruction and intentional scaffolding to help students set goals, assess themselves and respond to feedback.

T2: Validating students:

Teachers validate students' cultural identity and enhance critical thinking by using multiple perspectives in the classroom.

Pillar B

Safe Climate and Strong Relationships with Families and Community

T3: Fostering positive environment:

Teachers create a caring, safe environment that supports high expectations, student voice, responsibility, independence and social-emotional competencies.

T4: Communicating to empower:

Teachers communicate early and often with families about each student's progress toward meeting academic and behavioral expectations. Teachers empower families to support their children.

Pillar C

Effective Teacher for Every Student, Effective Leader for Every School

T5: Engaging in learning:

Teachers seek out and apply professional learning. Teachers evaluate own effectiveness in supporting school's improvement plan and district priorities.

T6: Reflecting on practice:

Collaboratively, teachers reflect on and evaluate the link between their professional learning practices and student outcomes, adjusting those practices as necessary.

Pillar D

Data-driven, Effective and Efficient Operations

T7: Instructional effectiveness:

Teachers use a data-driven cycle of inquiry to implement school-wide, grade-level and department plans for continuous improvement of student outcomes.

T8: Procedural effectiveness:

Teachers assess classroom procedures and revise any that do not promote a supportive, effective learning environment.

TEACHING PRACTICES

LEADERSHIP PRACTICES

ORGANIZATIONAL PRACTICES

L1: Challenging beliefs:

Principals and leaders encourage teachers and staff to question their own beliefs and actions regarding all students' ability to reach academic and social-emotional standards.

L2: Strong culture for learning:

Principals and leaders ensure that frequent and continuous instruction and assessment practices are varied and aligned to the diverse needs of students.

L3: Caring for community:

School leaders create, implement and enforce building-wide systems and high expectations to create a positive, supportive and safe school environment. Leaders respond to community input continually and with cultural sensitivity.

L4: Connecting with community:

School leaders invite two-way communication, collaboration and engagement with families and the school community to create opportunities to connect.

L5: Supporting learning:

Principals and leaders implement and sustain differentiated professional learning that is responsive to data, includes timely feedback on classroom practices, and aligns with the school improvement plan.

L6: Reflecting on practice:

Principals and leaders assess effectiveness of their own practices and adjust practices to align with school, district and state standards.

L7: Data-cycle effectiveness:

Principals and leaders methodically collect, analyze and report data, using it to inform instructional decisions.

L8: Adjusting for improvement:

Principals, district leaders and building leaders meet regularly with individual teams to review how data is being used and make adjustments to drive the ongoing improvement of all school operations.

O1: Monitoring and self-reflection:

District, school and staff proactively monitor their beliefs and behavior to ensure that high expectations are communicated to all students, regardless of their background or circumstances.

O2: Training and collaboration:

District and schools allot time for training and collegial collaboration. They prepare standards-aligned instructional materials and culturally responsive teaching practices.

O3: Collaborating with the community:

District and community gather and analyze data to build systems of support. They use community resources to create safe, caring schools.

O4: Cultivating two-way communication:

School staff and district regularly use multiple tools – workshops, parent-teacher conferences, flexible meetings – to engage families and community in two-way interaction.

O5: Quality professional learning:

The district provides a system of professional learning that is research-based, responsive to the data and constructed to ensure every educator is given the opportunity to learn and practice high leverage instructional practices at the classroom and building level.

O6: Reflecting on Effectiveness:

District and schools assess the effectiveness of professional learning by engaging in systemic evaluation and continuous improvement.

O7: Organizational effectiveness:

District staff partners with all schools to review attendance and summative and formative assessment results. Staff act on evidence collected every six to eight weeks.

O8: Equitable resource allocation:

District and building leaders align programs, people, budget and time equitably, in ways that advance the core mission and vision of each school. Leaders monitor those allocations and adjust continuously.

Aligning and Strengthening the Instructional Core

Standards-Aligned Instructional System

Continuous improvement of instructional programs demands the alignment of the six components of a standards-based instructional system.

The first component (**standards**) involves clarifying what students need to know, need to do, and need to be like. Next, we align those content and performance standards with what we teach (**curriculum**) and how we track student progress (**assessments**).

Finally, we examine how we teach (**instruction**); the teaching tools we use (**materials and resources**); and the safety nets that foster learning for every student (**interventions**) and ask ourselves: Are these designed and implemented in ways that assure equity of access and learning opportunity for every student, regardless of the student's background, condition or circumstance?

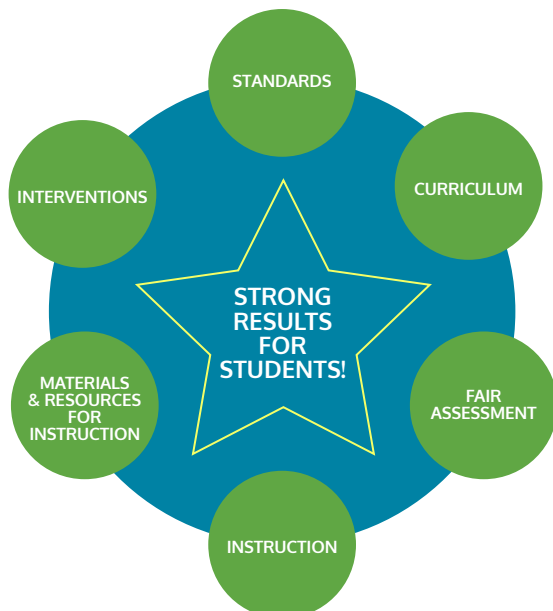
Together, these six ideas make up a standards-aligned instructional system.

A complementary idea – **professional development** – may be added to identify opportunities for continuous learning specific to each content area or student outcome priority.

The Bethel School District Educational Services team conducted a comprehensive assessment of the current state of core instructional programs and made specific recommendations regarding ways to strengthen the instructional programs in the following areas:

- English Language Arts - elementary
- English Language Arts - middle school
- English Language Arts - high school
- Mathematics - elementary
- Mathematics - middle school
- Mathematics - high school
- Science - middle school
- Science - high school
- Social Studies - high school
- Fine Arts/Visual and Performing Arts
- World Language - high school
- Physical Education and Health
- Career and Technical Education
- Early Childhood Education

STANDARDS-ALIGNED INSTRUCTIONAL SYSTEM

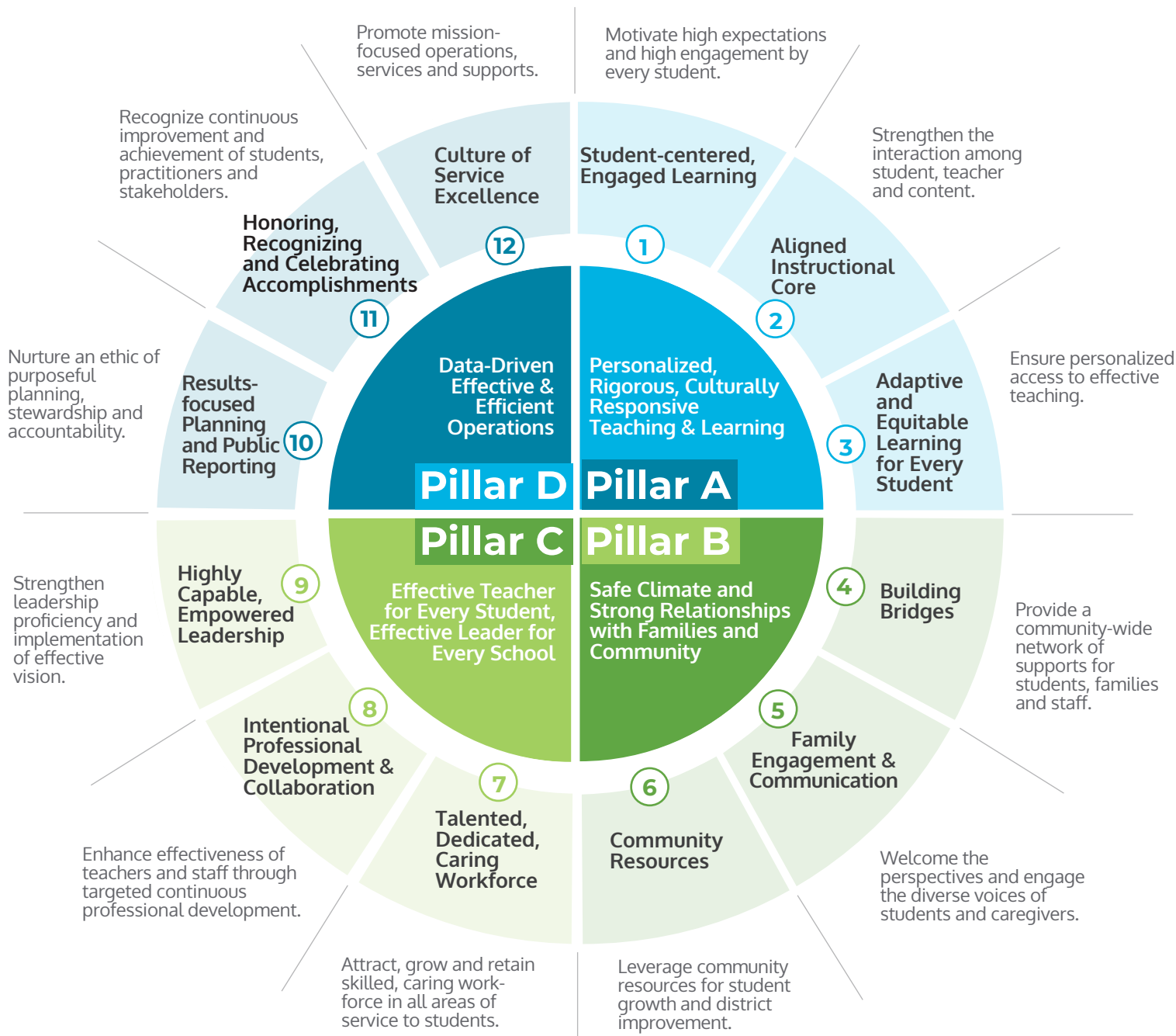


For complete details about the findings and recommendations, please see separate report about the Instructional Core, available on the district website.



3. Twelve Strategic Priorities for Student Success

The Strategic Priorities define what we must implement well within each Pillar in order to support effective instruction and achieve our aspirational Goals for student success. The priorities represent the infrastructure essential for achieving our aims.



The Four Pillars – the means to the ends – are the building blocks of what we must do well to achieve the outcomes for students. Together, they define the capabilities we need and must develop continuously to strengthen instructional effectiveness and organizational infrastructure.

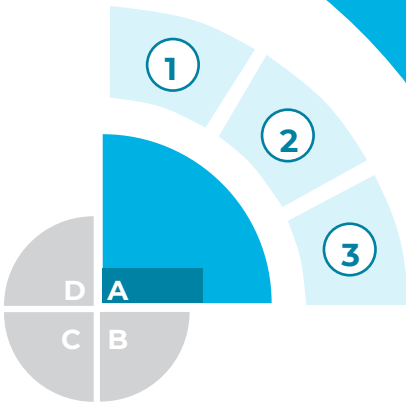
Pillar A focuses on **TEACHING & LEARNING**, our schools' most important function. Pillar A promotes a personalized instructional system that responds to each student's needs.

Recognizing that **SCHOOLS CAN'T DO IT ALONE**, Pillar B promotes trust, open communication and healthy partnerships with families and community.

Pillar C emphasizes **INVESTING IN PEOPLE** by attracting, developing and retaining high-caliber staff at all levels.

Pillar D – **MANAGING THE WHOLE** – champions devising mission-focused structures and processes that drive effective and efficient operations and continuous improvement.

Pillar A: Personalized, Rigorous, Culturally Responsive Teaching and Learning



Strategic Priority ① Student-centered, Engaged Learning

Motivate high expectations and high engagement by every student.

Key Actions

1.1 High expectations, high engagement: Use high-engagement strategies, real-life learning opportunities and motivational approaches to raise expectations for all students, regardless of current level of performance.

1.2 Student-friendly portfolio: Implement a portfolio process that enhances the student's responsibility for and monitoring of his or her learning, and helps identify and create a personalized pathway to graduation.

1.3 Student voice: Regularly solicit student input to inform opportunities and strategies involving academic pathways and successful transitions.

Strategic Priority ② Aligned Instructional Core

Strengthen the interaction among student, teacher and content.

Key Actions

2.1 Instructional system: Align curriculum, assessment, instruction, instructional materials and technology across content areas and grade levels.

2.2 Equitable access: Provide meaningful access to high-quality core instruction for all students including students with special needs, English learners and advanced learners.

2.3 Rigor: Raise expectations and rigor level for all students to ensure each student's continuous growth and development, regardless of current achievement level.

Strategic Priority ③ Adaptive and Equitable Learning for Every Student

Ensure personalized access to effective teaching.

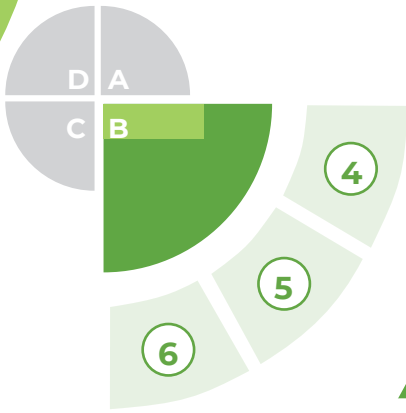
Key Actions

3.1 On-standard coursework: Bridge each student's mastery of standards-based, high-level coursework by building on students' diversity and cultural backgrounds, and by leveraging teachers' use of research-based instructional practices.

3.2 Growth mindset: Nurture a mindset of high expectations and high capability for all students by reflecting on practitioners' assumptions about their students and the students' backgrounds, and the practitioners' own sense of professional effectiveness.

3.3 Culturally responsive training: Create a culture of inclusion, equity and accountability by stressing professional development in culturally competent strategies.





Strategic Priorities and Key Actions

Pillar B: Safe Climate and Strong Relationships with Families and Community

Strategic Priority ④ Building Bridges

Provide a community-wide network of supports for students, families and staff.

Key Actions

4.1 Accessing resources: Educate students and parents about accessing school and community resources.

4.2 Parents as advocates: Strengthen families to advocate for their children's education, and improve access to promising programs such as parent liaisons and professional mentors.

Strategic Priority ⑤ Family Engagement and Communication

Welcome the perspectives and engage the diverse voices of students and parents/guardians.

Key Actions

5.1 Family events: Organize family events at school and district levels to promote strong partnerships between families and the school community.

5.2 Media plan: Devise and execute an integrated media plan to solicit and disseminate information about the district and schools. Use various formats and outlets such as social media, bulletin boards, newspapers, churches and pediatricians' offices.

5.3 Parents and family education: Offer an array of opportunities for parents and families to strengthen their own knowledge and support their children's education.

Strategic Priority ⑥ Community Resources

Leverage community resources for student growth and district improvement.

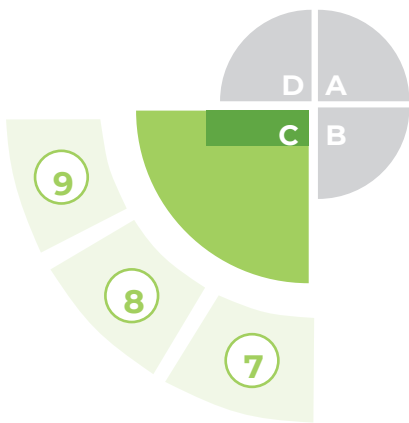
Key Actions

6.1 Mentoring: Utilize students, staff and community members to support successful growth of individual students from grade-to-grade; keep students on-track to graduate; and prepare them for a smooth transition into post-secondary life.

6.2 Information center: Create and maintain a clearinghouse of information about district activities, policies and community resources.

6.3 Network of support: Work with the community to coordinate resources, interactions and communication among school, district-level and community partners.





Strategic Priorities and Key Actions

Pillar C: Effective Teacher in Every Classroom, Effective Leader in Every School

Strategic Priority 7

Talented, Dedicated, Caring Workforce

Attract, grow and retain skilled, caring workforce in all areas that serve students.

Key Actions

7.1 Induction program: Equip staff to meet the needs of all students by developing, implementing and maintaining a formal on-boarding process that features a yearlong induction for new school employees.

7.2 Recruitment pipeline: Recruit a talented and diverse workforce by developing relationships with colleges and universities, and continuing to attract experienced professionals.

7.3 Teacher-leaders: Provide focused supports and pathways for high-caliber teachers to become educational leaders.

7.4 Recruitment pipeline: Develop, implement and maintain a grow-our-own model of teachers. Recruit high school students into teacher preparation pathways and offer coursework aligned to college requirements.

Strategic Priority 8

Intentional Professional Development and Collaboration

Enhance effectiveness of teachers and staff through targeted continuous professional development.

Key Actions

8.1 Understanding the whole child: Provide professional development to increase staff capacity and understanding of adverse childhood experiences (ACES), social-emotional learning (SEL), child/adolescent growth and development, so staff may better address the needs of students.

8.2 Multi-Tiered Systems of Supports (MTSS): Provide professional development to strengthen the practice of MTSS for academics, behavior and restorative practices.

8.3 Professional mastery: Provide differentiated, continuous professional development to strengthen educators' use of instructional practices, in-depth knowledge of content, collegial collaboration, and evidence-based cycles of inquiry.

Strategic Priority 9

Highly Capable, Empowered Leadership

Strengthen leadership proficiency and implementation of effective vision.

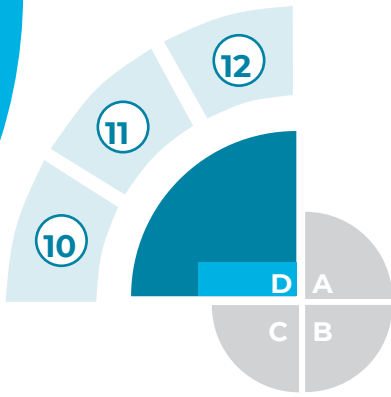
Key Actions

9.1 Communicate a clear vision: Educational leaders will articulate to the school and community a clear mission and vision of educational purposes and standards.

9.2 Clear, innovative implementation: Principals and leaders will implement and support best-practice instructional strategies, creating the innovative environments in which students thrive.

9.3 Leadership pathways: The organization will build capacity to strengthen existing leaders and motivate aspiring ones, while developing internal leadership pathways and succession plans.

Pillar D: Data-driven, Effective and Efficient Operations



Strategic Priority ⑩

Results-focused Planning and Public Reporting

Nurture an ethic of purposeful planning, stewardship and accountability.

Key Actions

10.1 Student self-assessment:

Implement classroom structures that consistently help students evaluate their own learning, set goals and monitor progress.

10.2 Transparency and stewardship:

Build interactive communication systems between home, community and school; encourage regular use by students, school, staff, families and other stakeholders. To bridge cultural and other differences, use multiple communication channels.

10.3 Annual benchmarks: Guided by outcomes specified in the strategic plan, set annual targets for student progress, and align school and department improvement plans.

Strategic Priority ⑪

Honoring, Recognizing and Celebrating Accomplishments

Recognize continuous improvement and achievement of students, practitioners and stakeholders.

Key Actions

11.1 Stakeholder dedication:

Recognize students, employees, parents, schools, community partners and district-level departments for their contributions to student achievement.

11.2 Recognize accomplishments:

Use local and state media outlets to regularly recognize the accomplishments of teachers, leaders and staff.

11.3 Celebrating student progress:

Recognize and celebrate social-emotional and academic growth of all students.

Strategic Priority ⑫

Culture of Service Excellence

Promote mission-focused operations, services and supports.

Key Actions

12.1 Stakeholder feedback:

Conduct, reflect on and respond to annual satisfaction surveys of all stakeholders regarding quality of teaching, leadership, services and student achievement.

12.2 Standards of professional practice:

Define practice standards and performance metrics for each school and district-level service unit such as educational services, payroll, secretarial/administrative support, facilities and business services. Obtain input from each unit's key customers or clients.

12.3 Continuous improvement:

Conduct annual feedback surveys of each department's customers or clients. Assess the quality of services provided, compile annual service ratings, identify opportunities for improvement, and recognize units that meet targets and/or boost their service ratings.



“Plan the Work, Work the Plan”

Turning Good Intentions into Strong Results

This strategic plan is our community’s collective promise to equip every student with the competence and confidence that will propel him/her into further success beyond high school. A results-focused plan is the first step toward accomplishing our goals. However, without disciplined implementation, the plan will flounder and may not live up to its promise.

Getting things done well demands discipline! Turning our good intentions into stronger results for our students will demand disciplined implementation at every level: every classroom, every school, every department, and in every part of our community.

Our schools cannot do it alone. Each stakeholder within the Bethel community – including our students – must do its part near-term and for the long haul to implement the priorities outlined in this strategic plan. There is a role for everybody!

The Bethel School District will implement the following four-step framework to facilitate disciplined implementation, continuous improvement and accountability for results of the goals outlined in this strategic plan.



Step 1: Clear performance milestones – Set annual performance objectives, outlining what each accountable unit (e.g., schools, units/ departments, work teams, external stakeholders) must accomplish. Those objectives include measurable improvement targets, clear strategies for meeting the targets, and capacity-building priorities to sharpen knowledge and skills. Together, these represent the key components of the school improvement plan or department annual operating plan.

Step 2: Detailed Action Plans – Develop detailed maps of the key tasks to be completed, including specific dates by which each task will be accomplished. For each performance objective or milestone of progress, the task analysis will include the timeline, lead responsibility, resources needed, and measure of effectiveness of successful completion.

Step 3: Continuous Monitoring of Progress – Track and communicate progress on a regular schedule to provide timely feedback and to guide decisions about assistance and intervention. Data dashboards will provide easy-to-understand records of progress toward the annual and long-term goals.

Step 4: Accountability for Performance – Accountability and incentives drive a performance-oriented system. Therefore, we will recognize and celebrate accomplishments of the performance objectives and provide timely assistance and support to enhance individual and team performance.

By paying consistent attention to our intentions, Bethel School District and its stakeholders can achieve the student outcomes outlined in this strategic plan.

Together, we are Bethel!

Core Planning Team Members

Ahmu, Morgan	<i>Parent</i>
Allott, Carmen	<i>Secretary</i>
Baker, Cole	<i>Student</i>
Bethman, Jennifer	<i>Assistant Superintendent</i>
Brauer, Chris	<i>Principal</i>
Breshears, Wyatt	<i>Student</i>
Brower, Jay	<i>Dir., Community Connections</i>
Brown, Antonio	<i>Student</i>
Brown, Cinnamon	<i>Parent</i>
Campbell, Karen	<i>Dir., Transportation</i>
Cardenas-Araujo, Angelina	<i>Student</i>
Carlman, Debbie	<i>Dir., Equity & Achievement</i>
Carlson, Jo Lynn	<i>Parent</i>
Carpenter, Sarrah	<i>Parent</i>
Cha, Stephanie	<i>Parent</i>
Chapin, Stan (ALT)	<i>School Board Member</i>
Clark, Althea	<i>Dir., Budget</i>
Clark, Johanna	<i>Parent</i>
Clark, Rime	<i>Student</i>
Cole-Parker, Amanda	<i>Community Member</i>
Cox, Adam	<i>Principal</i>
Cruz, Natacia	<i>Parent</i>
Cushing, Nikkie	<i>Parent</i>
Erickson, Jerred	<i>Dean of Students</i>
Forsyth, April	<i>TOSA</i>
Godfrey, Lucas	<i>Student</i>
Graver, Bethanee	<i>Student</i>
Gutfeld, Jeff	<i>Asst. Dir., Assessment & HC</i>
Hammond, David	<i>Assistant Superintendent</i>
Hand, Sarah	<i>Parent</i>
Hansen, Katherine	<i>TOSA</i>
Haugen, Lori	<i>Executive Dir., SPED</i>
Hibbs, Lauren	<i>Community Member</i>
Hoefgen, Sorina	<i>Parent</i>
Honig, Lori	<i>TOSA/Intern</i>
Johnston, Kanani	<i>Parent</i>
Karnes, Ashley	<i>Student</i>
Laible, Jennifer	<i>Teacher</i>
Link, Christine	<i>Parent</i>
Lyons, Marian	<i>Parent</i>
MacGuire, Angela	<i>Community Member</i>
MacInnes, Mary Ann	<i>Librarian</i>
Manning, John	<i>School Board Member</i>
Marlow, Chad	<i>Dir., Operational Technology</i>
Martin, Kelly	<i>Parent</i>
Mayberry, Ron	<i>Dir., Career & Technical Ed.</i>
McDonald, Hunter	<i>Student</i>
McKee, Jamie	<i>Parent</i>
McMakin, Deanna	<i>Parent</i>
McQueen, Nicole	<i>Parent</i>
Mitchell, Todd	<i>Exec. Dir., Human Resources</i>
Moats, Tammy	<i>Parent</i>
Moye, Dawn	<i>Dir., Digital Learning</i>

Myers, Christie	<i>Parent</i>
Noble, Mariah	<i>Parent</i>
Nollette, Sara	<i>Building Administrator</i>
Norris, Rashad	<i>Community Member</i>
Oldham, Crystal	<i>Parent</i>
Parkinson, Bang	<i>Chief Financial Officer</i>
Parry, Sgt. Blake	<i>Community Member</i>
Peterson, Johanna	<i>Community Member</i>
Portmann, Angela	<i>LAP</i>
Portmann, Grace	<i>Student</i>
Price, Kim	<i>Parent</i>
Rodriguez, Christy	<i>Principal</i>
Roehl, Teena	<i>Parent</i>
Rogers, Brenda	<i>School Board Member</i>
Romero, Joseph	<i>Community Member</i>
Rushing, Stephen	<i>Principal</i>
Sayfullah, Mujaahidah	<i>Community Member</i>
Seigel, Tom	<i>Superintendent</i>
Sharp, Connita	<i>Parent</i>
Shultz-Bartlett, Julie	<i>Principal</i>
Sinclair, Leigh	<i>Dir., HR Classified</i>
Smith, Annette	<i>Parent</i>
Smolko, Barbara	<i>Parent</i>
Snyder, Sarah	<i>Parent</i>
Stewart, Ayanna	<i>Student</i>
Stewart, Nwaynna	<i>Teacher</i>
Stone, Aubri	<i>Parent</i>
Streleski, Bryan	<i>Dir., Athletics & Security</i>
Summers, Kimberly	<i>Parent</i>
Talingo, Jenn	<i>Parent</i>
Thomas, Anita	<i>Social Worker</i>
Thuline, Catherine	<i>Parent</i>
Velasquez, Jennifer	<i>Parent</i>
Ward, Walker	<i>Student</i>
Wyatt, Mary	<i>Parent</i>

Alignment Team Members

Baria, Jo Ann	<i>Pierce College</i>
Bergeson, Terry	<i>PLU, Dean of Education</i>
Bethman, Jennifer	<i>Assistant Superintendent</i>
Cofchin, Trudy	<i>Community Member</i>
Garber, Tim	<i>Community Member</i>
Hammond, David	<i>Assistant Superintendent</i>
Merdian-Drake, Myra	<i>Community Member</i>
Morgan, Jimmy	<i>Community Member</i>
Pivetta Hoffman, Amy	<i>School Board Member</i>
Seigel, Tom	<i>Superintendent</i>
Williamson, Sandy	<i>Community Member</i>

Bethel

LOVE

TEACH

LEARN

GROW

You look, and you see students so gallantly walking, with smiles as bright as any sun and eyes that are twinkling like stars ready to flow with tears of pure passion as they prepare for graduation.

We obviously have the ability to teach and not only help students learn but to also learn from our students and to combine that with our love and growth.

We have taken not only students who are successful, but students who were homeless and students who struggled academically and mentally, and have given them a place here in our community 'cause that's just how we roll.

"If anyone can do it, Bethel can do it better."

~ **Antonio Brown, 12th Grade**
Member of Core Planning Team

Superintendent
Mr. Tom Seigel

School Board

- Mr. Marcus Young, Sr., Director, District 1
- Mr. John L. Manning, Director, District 2
- Mr. Roseanna Camacho, Director, District 3
- Ms. Terrance Mayers, Sr., Director, District 4
- POSITION VACANT, Director, District 5

Bethel Schools

516 176th Street East
Spanaway, Washington 98387

www.bethelsd.org
www.facebook.com/BethelSD
www.twitter.com/BethelSD



21,169 Students

- 1.0% American Indian/Alaskan Native
- 4.3% Asian
- 5.3% Pacific Islander
- 8.3% Black
- 21.9% Hispanic/Latino
- 16.9% Two or more races
- 42.3% White
- 48.2% Free or Reduced-Price meals
- 13.3% Special Education
- 3.7% Transitional Bilingual

12th – Largest District in Washington State

31 Schools

- 18 Elementary Schools
- 1 School of Choice (K–8)
- 6 Middle Schools
- 3 High Schools
- 2 Alternative High School programs
- 1 Virtual Academy

Points of Pride

- Academically the most improved district of similar districts in the state.
- Graduation rates significantly higher than the state average.
- Elementary student math achievement is above the state average.
- National Title I Distinguished School - Evergreen Elementary.
- Host district of the outstanding Pierce County Skills Center.
- Recognized as an Apple Distinguished District for innovation in technology integration to enhance student learning.
- Recognized by the White House for excellence in the use of Online Educational Resources.
- Fine Arts programs that are recognized at state and national levels.
- Received the Green Ribbon Award from the U.S. Department of Education for leadership in conservation and environmental actions.