SUMNER - BONNEY LAKE SCHOOL DISTRICT

Strategic Plan

2021-2028

Our Promise:

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

Sumner, Washington

Adopted March 2022

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.

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Superintendent's Message

From Dr. Laurie Dent

Every student deserves the opportunity to imagine a *future* for themselves, and believe in the achievement of their own dreams. The decisions they make for themselves today, combined with the actions of the adults in their lives, have a powerful effect on whether or not their dreams come true.

The goal of this strategic plan is to achieve *coherence*, *alignment*, and *resource allocation,* and to reaffirm our commitment to the shared expectation of success for every student. A common theme threaded throughout the plan stresses the importance of providing *equitable access* to opportunities and resources to enhance the quality and effectiveness of each student's educational experience regardless of their background, condition, or circumstance. In this district, our goal is for every student to experience success and ultimately graduate career and college ready.

For years, in Sumner-Bonney Lake, families, staff, and community members have recognized that *school is the great connector and heart of our community*. And they have demonstrated this recognition by their sustained support for, and commitment to high-quality schools where every student can learn, grow, and succeed.

More than 200 Sumner-Bonney Lake residents, including our students, served on one or more of the planning teams to create this strategic plan.

Everyone can play a role, so that, together, we can keep **Our Promise: We will know, value, and support every student, helping them graduate ready to pursue a promising future.**

Chapter 1

Who We Are

Located in east Pierce County, the SUMNER-BONNEY LAKE SCHOOL DISTRICT is a preschool-to-high school district that serves the communities of Sumner, Bonney Lake, parts of Edgewood, Pacific, and Lake Tapps. During the 2020-2021 school year, the district enrolled about **10,187 students,** a decline of about 430 students compared to the 2019-2020 enrollment. It is believed that the COVID-19 pandemic accounted for a sizable proportion of the drop in student enrollment.

Sumner-Bonney Lake has **16 schools**: one early learning center, nine elementary schools, three middle schools, two high schools, and one high school program. The students come from racially/ethnically diverse backgrounds. Many qualify for targeted federal and state programs designed to complement the regular educational services for all students.

During the 2020-2021 school year:

- 14 out of every 20 students (68.3%) were White,
- 3 out of every 20 students (15.7%) were Hispanic/Latino,
- 2 out of every 20 students (11.3%) were Two of More Races, and
- 1 out of every 20 students (4.8%) were Other Races/Ethnicities (0.5% American Indian/Alaskan Native, 2.4% Asian, 1.4% Black/African American, 0.5% Native Hawaiian/Other Pacific Islander).

Special programs and services:

- 2 out of every 20 students (12%) were Students with Disabilities,
- 6 out of every 20 students (28.8%) came from families classified as Low-income, and
- 1 out of every 20 students (4%) were English Learners.

Sumner-Bonney Lake offers a variety of co-curricular and extracurricular educational choices and experiences, including:

- *Early learning* program to set preschoolers on the path toward success in kindergarten;
- *Career and Technical Education* (CTE) programs for middle school and high school students to explore workplace skills and career interests, or earn dual credits and industry-recognized certification;
- *Advanced Placement* (AP) program that offers rigorous, college-level courses and opportunities to earn college credits while still in high school;
- *International Baccalaureate* (IB) program that expose our 11th and 12th grade students to a high-level, internationally benchmarked course of study that will prepare them to be curious, knowledgeable, caring, critical thinkers and globally-aware citizens; and give them opportunities to earn college credits while still in high school;
- *Middle and high school advisory* embedded in the school day to support all students with academics, social-emotional learning, and post-high school planning.

Our students also have opportunities to participate in a variety of athletic programs, including football, soccer, cross-country, volleyball, basketball, golf, tennis, and swimming. Additionally, students at all grade levels have the opportunity to participate in a wide variety of extracurricular activities and clubs.

Teaching Staff

The teaching staff at Sumner-Bonney Lake is highly qualified and committed to the advancement of our students. During the 2020-2021 school year, our district employed 619 teachers. Approximately 74% of our teachers hold a master's degree or higher.

About 17% of Sumner-Bonney Lake teachers have their National Board Certification (NBC). The certification is voluntary; it is an advanced national teaching credential that extends beyond State-required licensing standards. The National Board for Professional Teaching Standards (NBPTS) certifies teachers who successfully complete its rigorous certification process. Washington State's 18% average certification rate is the second highest in the United States.

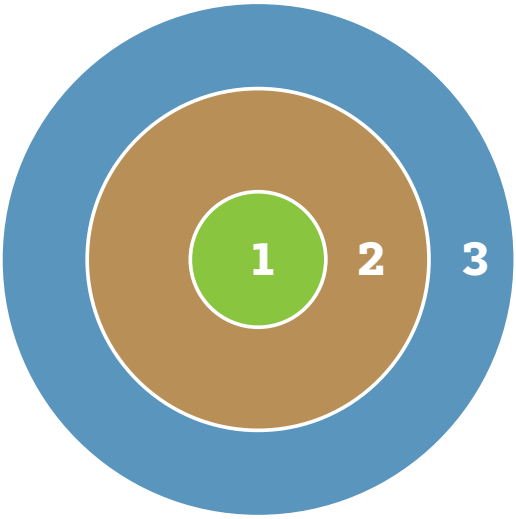
Our teachers average 14 years of professional experience. The average class size (number of students per teacher) is 19.

School Board

The Sumner-Bonney Lake School District is governed by a publicly-elected five-person Board of Directors.

Strategic Plan Overview

Keeping ends and means in proper sequence is central to strategic planning. A coherent design is one that positions outcomes for students as the single "end" of the school system. All other factors are properly recognized as "means" to the end.



1. Student Learning

- Our Promise
- Portrait of a Sumner-Bonney Lake Graduate
- Goals and Measures of Student Success

2. Instructional Effectiveness

- "Four Pillars" (Building Blocks for Action)
- Professional Practices for Effective Instruction
- Educational Strategies

3. Operational Infrastructure

- Responsive and Efficient Supports
- Ensuring Disciplined Implementation

1. Student Learning

Learning and growth for every student, without exception, is the central aim of a school system.

2. Instructional Effectiveness

All students will learn at high levels when instruction meets their needs. Effective instruction is the strongest and most reliable predictor of successful learning.

3. Operational Infrastructure

Effective instruction at the school level depends on responsive and efficient district-level services and operations.

In the next three Chapters, we will present the specific recommendations associated with each of the three components of the Sumner-Bonney Lake strategic plan.

Chapter 2

Student Learning

1

Student Learning is the core mission of the Sumner-Bonney Lake School District. This component of the district's strategic plan includes the following:

- A declaration of the district's ***Promise*** to every student,
- Our five aspirational ***Goals*** for student success,
- The ***Measures*** of progress toward each goal,
- The ***Portrait of a Sumner-Bonney Lake Graduate***.

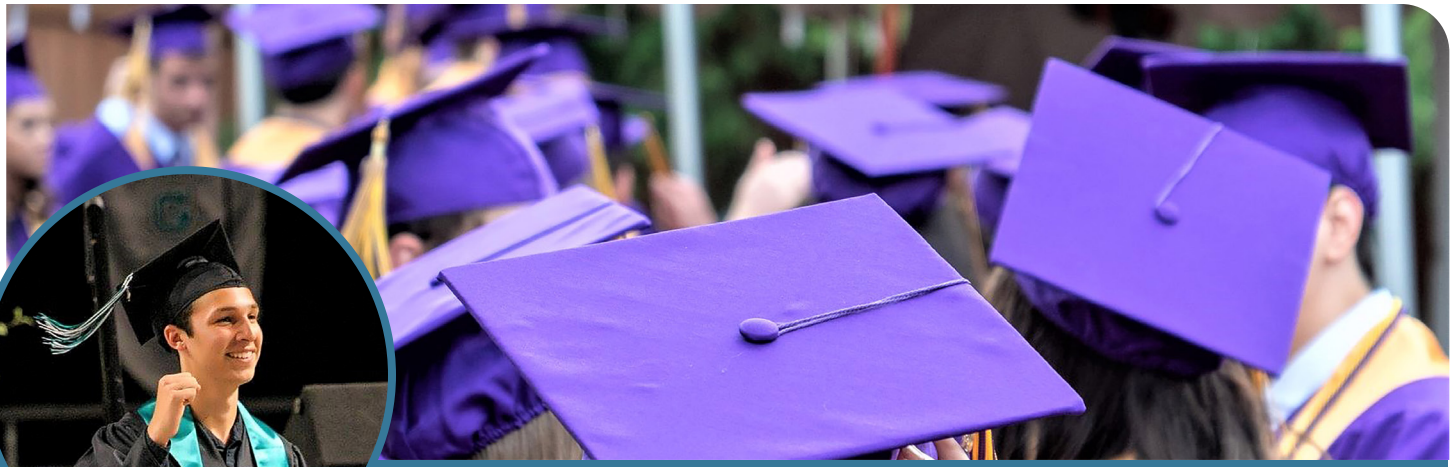
Each goal describes what equity looks like which, when addressed, would ensure positive experiences and equal outcomes for every student, regardless of their starting point, background, or circumstance.

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.



Our Aspirational Goals for Students

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.

Goals and Measures of Student Success

Early Learners | Goal 1: **Success in the Early Years**

By 2026, 80% of 3rd grade students will be meeting or exceeding grade-level standards in ELA.

By 2026, 80% of 3rd grade students will be meeting or exceeding grade-level standards in mathematics.

Potential Measurements of Student Progress Include:	Tools to Measure and Monitor Growth
A. Percent of families participating in kindergarten readiness opportunities (e.g.; preschool, READY! for Kindergarten, Child Find, Child Reach).	Registration paperwork, READY! Class rosters, Child Reach records
B. Percent of students meeting growth criteria for social-emotional, physical, and cognitive development.	Universal Screener, WaKids data, teacher data , SEL lessons
C. Percent of students attaining grade-level proficiency in Reading and Math by Grade 3.	Aimsweb data, benchmark assessments from CKLA and Eureka Math, CBAs, unit assessments, state assessments
D. Percent of students attaining grade-level proficiency in Reading and Math in Grades K-2.	Aimsweb data, benchmark assessments from CKLA and Eureka math, CBAs, unit assessments, intervention data, LAP data, Title data

Equity Looks Like

Every student, regardless of background or experiences, can access opportunities and experience success in acquiring the academic and social-emotional skills for a successful transition out of Grade 3.

Whole Child | Goal 2: **Nurtured, Engaged, and Empowered Students**

By 2026, 95% of students will attend school daily.

By 2026, 100% of students feel their school is safe and welcoming as measured by a perception survey.

Potential Measurements of Student Progress Include:	Tools to Measure and Monitor Growth
A. Increased attendance and decreased chronic absenteeism rates.	Attendance data from Skyward
B. Percent of students with positive perceptions of safety, academic support, academically-focused learning environment, and teacher-student trust.	Counselor survey, PBIS survey, Panorama
C. Percent of students with access to emotional, behavioral, mental, and physical health supports.	Number of counselors, supports from MultiCare, PALS, YES Program, Consejo, Heidi's Promise, data on number of students referred for services

Equity Looks Like

Every student receives fair treatment, and personalized support essential for their social-emotional growth and cognitive development.

Content Area Competence | Goal 3: **Academically Prepared Critical Thinkers**

By 2026, 80% of 5th grade students will be meeting or exceeding grade-level standards in ELA.

By 2026, 80% of 5th grade students will be meeting or exceeding grade-level standards in mathematics.

By 2026, 80% of 8th grade students will be meeting or exceeding grade-level standards in ELA.

By 2026, 80% of 8th grade students will be meeting or exceeding grade-level standards in mathematics.

Potential Measurements of Student Progress Include:	Tools to Measure and Monitor Growth
A. Percent of students meeting grade-level standards in core subjects.	CBA results, SBA results, WCAS results, iReady results, Aimsweb, System44 and R180 results
B. Percent of students meeting grade-level standards in core subjects as measured by state assessments.	Data from state assessment
C. Percent of Grades 6-12 students earning passing grades.	Data from gradebooks and transcripts

Equity Looks Like

Every student receives access to rigorous curriculum and high-quality, culturally responsive teaching to meet the academic standards.

Goals and Measures of Student Success (Continued)

Success for All | Goal 4: **Elimination of Disparities in Student Access and Success**

By 2026, discipline data will show no disproportionalities (0%) in suspension and expulsion rates across all student-groups.

By 2026, there will be a 10% increase in the enrollment and completion rates of students taking advanced coursework and specialized programs in all student groups.

Potential Measurements of Student Progress Include:	Tools to Measure and Monitor Growth
A. Equitable access to, enrollment in, and completion of advanced and rigorous coursework and programs (e.g. CTE certification, dual enrollment, International Baccalaureate, Advanced Placement, highly-capable programs).	Data from Skyward, gradebooks, transcripts, highly capable nomination data
B. Percent of underperforming student groups making continuous progress through tiered academic supports to close achievement gaps.	Data from AimsWeb, iReady, R180, System 44, Skyward
C. Percent of students with suspensions and expulsions.	Data from Skyward, SWIS, IM44

Equity Looks Like

Every student, regardless of background or circumstance, is assured of non-prejudicial treatment and needs-based resources to meet cognitive and behavioral expectations.

Persistance to Graduation | Goal 5: **Readiness for College, Career, and Life**

By 2026, 98% of the senior class will graduate on time.

Potential Measurements of Student Progress Include:	Tools to Measure and Monitor Growth
A. Percent of students who demonstrate successful transitions from entry into kindergarten, 5th to 6th, 8th to 9th, and 12th to post-high school.	Data from transition meetings, transition worksheets, spring & summer transition programs with follow up on student grades & discipline data
B. Percent of 9th grade students on track to graduate.	Early Warning System (EWS), Skyward, transcripts
C. Increased rate of 4-year cohort on-time high school graduation.	Skyward graduation data
D. Percent of seniors with a High School and Beyond Plan that includes one of these: an acceptance letter to college, the military, trade/ technical training, industry certification/ apprenticeship, or employment.	Data from HSBP
E. Percent of students who complete an application for a College Bound scholarship and/or an application for FAFSA or WAFSA.	Data from PSCCN

Equity Looks Like

Every student receives equitable access to experiences crucial for success in college and beyond, and meets or exceeds Washington state's college & career readiness graduation requirements.

Portrait of a **Sumner-Bonney Lake Graduate**

Knowledge, Skills, and Attitudes of Our Graduates

Responsible Community Contributor

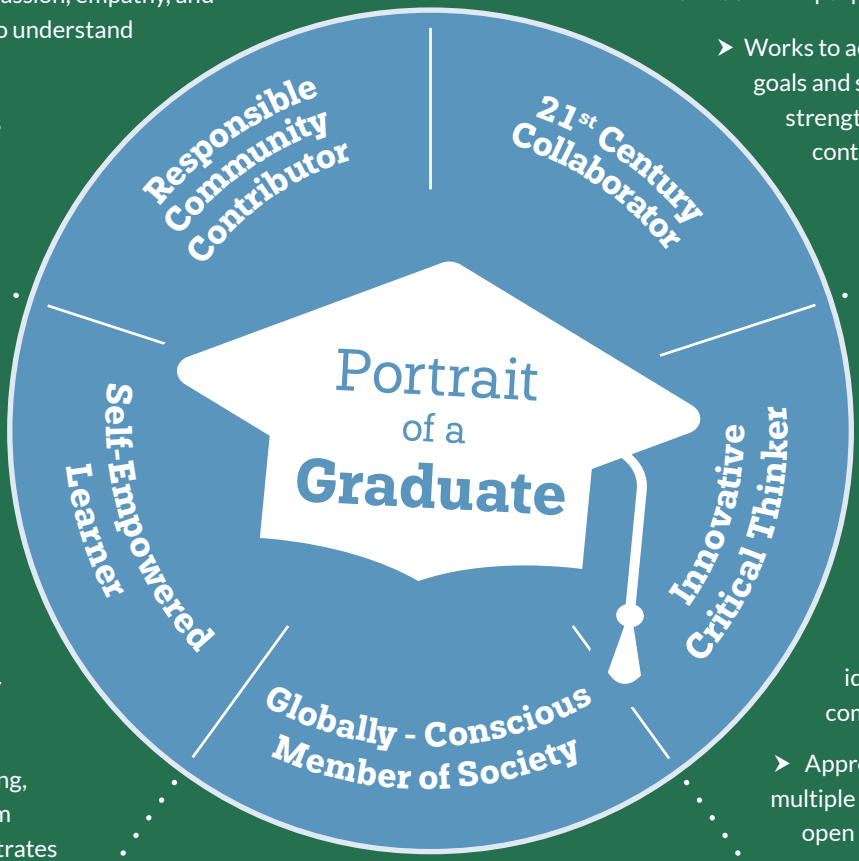
"I am responsible and accountable for my actions, and I strive to be a positive influence and a servant-leader in my community."

- 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.

21st 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.

Chapter 3

Instructional Effectiveness

2

Effective instruction is the strongest driver of student learning. When strong teaching practices are supported by equally effective leadership practices and organizational practices, all students thrive!

Sumner-Bonney Lake's instructional effectiveness framework consists of the following elements:

- *"Four Pillars"* that describe the building blocks for action and decision-making, and provide a coherent, durable frame for organizing and focusing our work. The Pillars must meet at least one of four criteria:
  - Address *"teaching & learning."*
  - Reflect the understanding that *"schools can't do it alone."*
  - Express our commitment to *"investing in people."*
  - Target our approach for *"managing the whole."*
- The *Professional Practices* articulate the standards of professional mastery for every practitioner. They are framed around the Four Pillars and express our standards of effective instructional practice at the teacher, leadership, and organizational levels.
- Unlike professional practices that could be effective across multiple goals, *Educational Strategies* are usually goal-specific. They define the targeted programs and initiatives we will implement to accomplish each goal for student success. Like the professional practices, however, educational strategies are framed around the Four Pillars.

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**	Pillar B: **Safe Culture and Strong Partnerships**	Pillar C: **Professional Learning**	Pillar D: **Continuous Improvement**
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.	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".	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.	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.

Professional Practices for Effective Instruction

Programs fade, but practices endure. Well-chosen professional practices are effective across multiple goals, student groups, content subjects, and performance levels.

As practitioners, we are committed to the continuous improvement of our teaching practices, leadership practices, and organizational practices.

	Pillar A: **Teaching & Learning**	Pillar B: **Safe Culture and Strong Partnerships**	Pillar C: **Professional Learning**	Pillar D: **Continuous Improvement**
Teaching Practices	T1: Educators consistently utilize a variety of highly engaging, culturally-responsive teaching and assessment practices (e.g. explicit instruction, differentiation) to ensure all students meet rigorous standards. T2: Educators implement standards-aligned, rigorous curricula and assessment in all subjects as outlined in district frameworks and curricula.	T3: Educators and staff demonstrate care and concern for students' learning and wellbeing, verbally and nonverbally, to students and families. T4: Educators and staff provide a safe, accepting environment free from ridicule and bullying, and establish classroom atmospheres that respect, include, and affirm all cultures.	T5: Educators participate in and implement differentiated professional learning aligned to district priorities. T6: Educators engage in Professional Learning Communities (PLCs) to improve student learning and professional practices through cycles of inquiry.	T7: Educators use data-informed cycles of inquiry to monitor and adjust their continuous improvement plans and to prioritize teaching resources towards students who need them most. T8: Educators use classroom formative assessment techniques to track learning by ALL students, diagnose success and the need for improvement, and adjust instruction to meet student needs.
Leadership Practices	L1: Site Administrators support and monitor the implementation of high-leverage teaching and assessment practices through observation, feedback, coaching and professional learning. L2: Site Administrators communicate high expectations and rigorous academic standards, and create an environment of genuine respect for students and belief in their ability.	L3: Site Administrators build and maintain systems and structures that promote safe, caring, and inclusive culture and behaviors for educators, students, families and caregivers, and community partners. L4: Site Administrators facilitate opportunities for educators, students, and families to participate in school goal-setting, development and evaluation, analysis of academic and behavior data.	L5: Site Administrators conduct frequent classroom walkthroughs; provide timely, direct feedback to educators based on the instructional priorities; and follow-through on coaching and continuous professional recommendations. L6: Site Administrators guide professional learning communities (PLCs) through data-driven inquiry cycles and participate regularly in teacher collaboration to strengthen collective efficacy.	L7: Site Administrators use student data (including student work samples) to make equitable instructional, placement and intervention decisions for all students, regardless or current level of achievement. L8: Site Administrators regularly engage teachers and staff in instructional rounds to observe professional practices and student learning, and in collaborative analysis of the observation data, in alignment with their school improvement plans.
Organizational Practices	O1: School/District Leadership establishes early-identification and early-intervention programs targeted at traditionally underperforming or under-represented student groups. O2: Instructional Leadership staff implements and continuously reviews a K-12 standards-aligned instructional system that provides each student opportunities and resources to meet rigorous academic standards in the core and technical subjects.	O3: District and community gather and analyze data to build systems of support including use of community resources to create safe, caring schools. O4: School/District staff use a variety of communication methods on a regular basis to build connections and facilitate reciprocal interactions among school, family, and community.	O5: School/District staff participate in regularly scheduled Data Summits to analyze student data and reflect on individual and team professional practices. O6: School/District provides resources and direction (e.g. coaches, facilitators) to facilitate professional learning opportunities that guide every educator toward implementing agreed-upon professional practices.	O7: School/District staff regularly reviews summative and formative assessment results, attendance records, and other materials to identify students' needs and supports aligned to the Multi-tiered System of Supports (MTSS). O8: District and building leaders align programs, people, budget, and time equitably in ways that advance the core mission of the district.

Goal-Specific Educational Strategies

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.

Pillar A: **Teaching & Learning**	Pillar B: **Safe Culture and Strong Partnerships**	Pillar C: **Professional Learning**	Pillar D: **Continuous Improvement**
Aligned Instructional System: Align kindergarten to Grade 3 curriculum, assessment, instruction, materials, and technology to State standards.	**Inclusive School Culture:** Create a safe climate that celebrates diversity, fosters culturally inclusive practices, and engages families and students in their first years in the district.	**Developmentally Appropriate Instructional Practices:** Provide ongoing professional learning regarding developmentally appropriate instructional practices to support student progress on literacy, numeracy, social-emotional, and physical skills criteria.	**Data Collection and Reporting Systems:** Utilize data collection and reporting systems to increase use of data to guide kindergarten to Grade 3 instructional decisions at the district, classroom, school, and student levels.
Standards-Based Instruction: Provide age-appropriate, culturally-relevant instruction for students in kindergarten through Grade 3.	**Family Education and Communication:** Partner with community organizations and other existing programs to expand access to early learning resources such as "READY! For Kindergarten"; communicate with families in their preferred language; and educate families and caregivers about how to access school and community resources.	**Data-Informed Educator Collaboration:** Provide ongoing opportunities for educators to engage in data-informed collaboration, including cycles of inquiry and Data Summits aligned to student growth criteria.	**Tracking Student Progress:** Implement age-appropriate diagnostic, formative and summative assessment tools to provide feedback on student growth in the early grades.
Targeted Literacy and Numeracy Practices: Implement specialized practices that support early literacy and numeracy proficiency, including differentiated supports for under-performing students and struggling schools.	**Outreach to Underserved Populations:** Increase outreach to underserved populations, in order to ensure a positive school experience.	**Highly Qualified, Diverse Staff:** Attract, develop and retain a highly qualified and diverse workforce that is technically and culturally equipped to address the needs of kindergarten to Grade 3 students and their families.	**Program Evaluation:** Implement formal and informal evaluations to assess the early-learning programs, including effectiveness of teaching practices, instructional monitoring, differentiated support for students and families, and opportunities for continuous professional learning.

Goal-Specific Educational Strategies

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.

Pillar A: **Teaching & Learning**	Pillar B: **Safe Culture and Strong Partnerships**	Pillar C: **Professional Learning**	Pillar D: **Continuous Improvement**
Student Voice: Create opportunities to nurture and embrace student voice and ownership by integrating students' knowledge, cultures, and experiences into school planning, instruction, assessment, and classroom practices.	**Positive Support Network for Students and Families:** Partner with community-based organizations to provide students and families access to a seamless network of emotional, mental health, and physical wellness resources.	**Aligned Professional Learning:** Ensure that all plans for social-emotional initiatives are clearly articulated and implemented across professional levels, including ALL educators.	**Monitoring Student Engagement and Empowerment:** Conduct family and student surveys/ forums to measure student engagement and empowerment (e.g., using student focus groups, summits, advisories, fishbowls).
SEL Instruction: Implement explicit instruction that promotes social emotional competencies, connects to students' identity and experiences, and is inclusive of students' voices.	**School-Wide PBIS:** Create, communicate, and implement a system-wide safety and security plan that includes Positive Behavioral Interventions and Supports (PBIS) and restorative practices.	**Time for Professional Collaboration:** Provide regular and structured opportunities for staff to collaboratively plan, implement, and reflect on the SEL curricula, PBIS systems, and restorative practices initiatives.	**Restorative Practices and SEL Policies, Standards and Guidance:** Establish clear policies, standards, and operational guidance for teachers and administrators regarding effective approaches for integrating restorative practices in each classroom and school-wide.
Differentiated and Individualized Learning: Differentiate instruction to meet students' needs, including use of on-going assessment, flexible grouping, and multiple data points to connect students' learning to their prior experiences, personal interests, and aspirations.	**Attendance Campaign:** Create and implement a district-wide attendance campaign focused on increased attendance and decreased chronic absenteeism.	**Understanding of Child/Adolescent Development:** Enhance staff understanding of and capacity to implement effective ACES and child/adolescent growth strategies.	**District-Wide Survey:** Redesign the district-wide survey to ensure that key data points relating to SEL, restorative practices and PBIS are gathered in an aligned fashion year to year, PreK-to-Grade 12.

Goal 3:

Academically-Prepared Critical Thinkers

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

Pillar A: **Teaching & Learning**	Pillar B: **Safe Culture and Strong Partnerships**	Pillar C: **Professional Learning**	Pillar D: **Continuous Improvement**
Access to Core Curriculum for All Students: Establish uniform standards and learning outcomes for all students, including English language learners and students with IEPs; assure each student has access to a guaranteed and viable curriculum.	**Academic Family Nights:** Implement a series of "Family Nights" for parents to learn how to use resources to support their children's academic success.	**Mastery of Instructional Practices:** Focus professional learning on high-leverage teaching practices aligned to the Danielson Framework, Hattie's effective size, and culturally responsive pedagogy, and align continuous learning expectations across educators, administrators, and classified staff.	**System of Assessments:** Design and implement a system of assessments to facilitate reliable and timely continuous monitoring and analysis of student, practitioner, and school progress.
High Leverage Teaching Practices: Implement high-leverage teaching and assessment practices that are aligned to the Danielson Framework, Hattie's effective sizes, and culturally responsive pedagogy in order to ensure all students meet rigorous standards and engage in critical thinking.	**Communication with Families:** Keep families involved and informed about their student's progress through frequent, varied communication formats.	**Data-Informed Cycles of Inquiry:** Convene regular evidence-based collegial reflection to monitor and communicate classroom-, school- and district-level data on student learning and professional practices.	**Ongoing Data Review:** Conduct surveys/forums with stakeholders - including students, staff, families, and community - to evaluate effectiveness and responsiveness of the school system regarding teaching practices, leadership practices, organizational practices, and learning progress for all students.
	Adult Mentors: Develop an initiative to connect students with adult mentors committed to nurturing each student's social and cultural identities, sense of belonging, and appropriate behavior.	**Evidence-based PLCs:** Ensure that school-based professional learning communities (PLCs) utilize data from multiple sources (including formative assessments) to adjust teaching and intervention practices during each PLC cycle of inquiry.	**Highly Qualified Staff:** Attract, develop, and retain a highly qualified workforce who is reflective of and appreciates the diversity of the community and is committed to practices that are responsive to the needs of all students and families.

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 at an accelerated rate.

Pillar A: **Teaching & Learning**	Pillar B: **Safe Culture and Strong Partnerships**	Pillar C: **Professional Learning**	Pillar D: **Continuous Improvement**
Positive Relationships: Nurture students' sense of belonging and appropriate conduct by implementing fair, non-exclusionary alternatives to suspension.	**Access to School and Community Resources:** Engage families in two-way conversation about how to access school and community resources to support students' academic, behavioral, and life success.	**Beliefs, Attitudes and Behaviors:** Provide structured professional learning opportunities for practitioners to examine their assumptions about students and their families, and the educators' sense of professional self-efficacy.	**Data-Supported MTSS Implementation:** Implement MTSS models equitably across schools, monitor progress of every student, and utilize a data-informed placement process to determine additional supports.
Access to Rigorous Coursework: Remove barriers and ensure access to advanced coursework for all students (e.g.; Advanced Placement, International Baccalaureate, Honors, College in the High School, Career and Technical Education).	**Reinforcing Behavioral Expectations:** Engage the entire community – students, families, staff, and community-based organizations – in understanding, creating, and reinforcing fair and culturally responsive behavioral expectations for students and adults.	**Authentic Family and Community Outreach:** Provide training and continuous learning opportunities to strengthen effective communication among district employees, parents, and students.	**Policy and Program Review:** Conduct equity audits of disciplinary policies, practices and procedures and make adjustments to ensure an equitable disciplinary system.
School-wide MTSS: Develop and implement an effective schoolwide multi-tiered system of supports that includes the creation of teams to monitor and respond to student needs at all levels.	**Regular Meetings with the Equity Advisory Council:** Monitor progress on efforts to eliminate disproportionalities by disseminating key findings from quarterly reviews of information and outcomes and access indicators.	**Restorative Practices/ PBIS PD:** Provide training on restorative practices and PBIS for all staff to support safe, inclusive environments and equitable treatment of all students through common classroom and school-wide practices.	**Equitable Budgeting, Hiring and Staff Placement:** Institute needs-based budgeting, match hiring and staff placement with relative school-level needs, implement equitable recruitment practices, and promote greater openness and transparency about resource allocation processes.
			Data Summits: Conduct regular reviews of key equity indicators and professional practices to assess progress towards equitable experiences for every student.

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.

Pillar A: **Teaching & Learning**	Pillar B: **Safe Culture and Strong Partnerships**	Pillar C: **Professional Learning**	Pillar D: **Continuous Improvement**
Student Advisory: Implement an advisory program that ensures every middle and high school student is known by name, strength, and need by at least one adult within the school system.	**Career and College Exploration:** Create inclusive multi-lingual family and student events, led by a variety of staff and students, to increase support for course taking, career and college options, and completion of post-secondary planning processes.	**Effective Strategies & Resources:** Connect teachers, leaders, and staff to effective strategies, professional learning, and resources for facilitating academic and social emotional growth of middle and high school students, and strong implementation of advisory programs.	**Pathways for High School Graduation:** Utilize an early-warning system to help students stay on track to graduate and create multiple pathways for meeting graduation requirements, (e.g., competency-based portfolio, online credit recovery).
Strong Transitions: Ensure students have an equitable opportunity to participate in transition opportunities at key grade levels (entry into K, 5th to 6th, 8th to 9th, and 12th to post high school) including campus visits, and meeting staff and student leaders.	**Graduation Coach/ Specialist:** Designate a primary point of contact for high school students and families on their pathway to successful graduation, and work closely with teachers, social workers, advisors, and administration to ensure that students graduate with all proper credits, coursework, and documentation.	**Authentic Family and Community Outreach:** Enhance effectiveness of district employees' interactions with students and families by providing formal training and continuous learning opportunities that promote open, proactive, and culturally-informed communication.	**Master Schedules:** Ensure that master schedules provide multiple opportunities for students to stay on track for graduation, including access to intervention, career pathways, and advanced coursework.
English Language Acquisition: Implement a comprehensive system for English Language Acquisition for all English Learners so that they can stay on track for successful graduation.	**Work-based Learning Opportunities:** Provide every student application-oriented work-based opportunities focused on *exposure* at the elementary level, *exploration* for middle schools, and *experiences* for high school that empower them to find the pathway of their choice.		**Equitable Budgeting, Hiring and Staff Placement:** Institute need-based, results-focused budgeting; match hiring and staff placement with relative school-level needs; and ensure greater transparency about resource allocation processes.

Chapter 4

Operational Infrastructure

3

Effective instructional practices at the school level depend on responsive operational supports. The following 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.

In addition to the five district-level instructional priorities described in the previous section, 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

Ten system-wide operational departments have identified strategic priorities to support the implementation of the five instructional goals outlined in this strategic plan. They are:

- Athletics
- Business & Finance
- Child Nutrition
- Communications
- Community Partnerships / Family Engagement
- Human Resources
- Legal Services
- Maintenance & Operations / Buildings and Grounds
- Technology
- Transportation

In a separate document, our Capital Facilities Plan includes an evaluation of trends in overall growth and enrollment, as well as a listing of the capital projects to address our future needs as a school system.

Operational Infrastructure

Strong operational systems are necessary to create and sustain optimal conditions for learning. Retaining public trust in and commitment to how we run the district's core functions is crucial to our long-term ability to ensure optimal conditions for student learning.

Therefore, the Sumner-Bonney Lake School District will be responsible stewards of public funds by focusing on responsive, effective, and efficient operational practices to maximize student success. The following are the strategic priorities that will move us forward towards operational excellence.

System-Wide Departmental Goals

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.

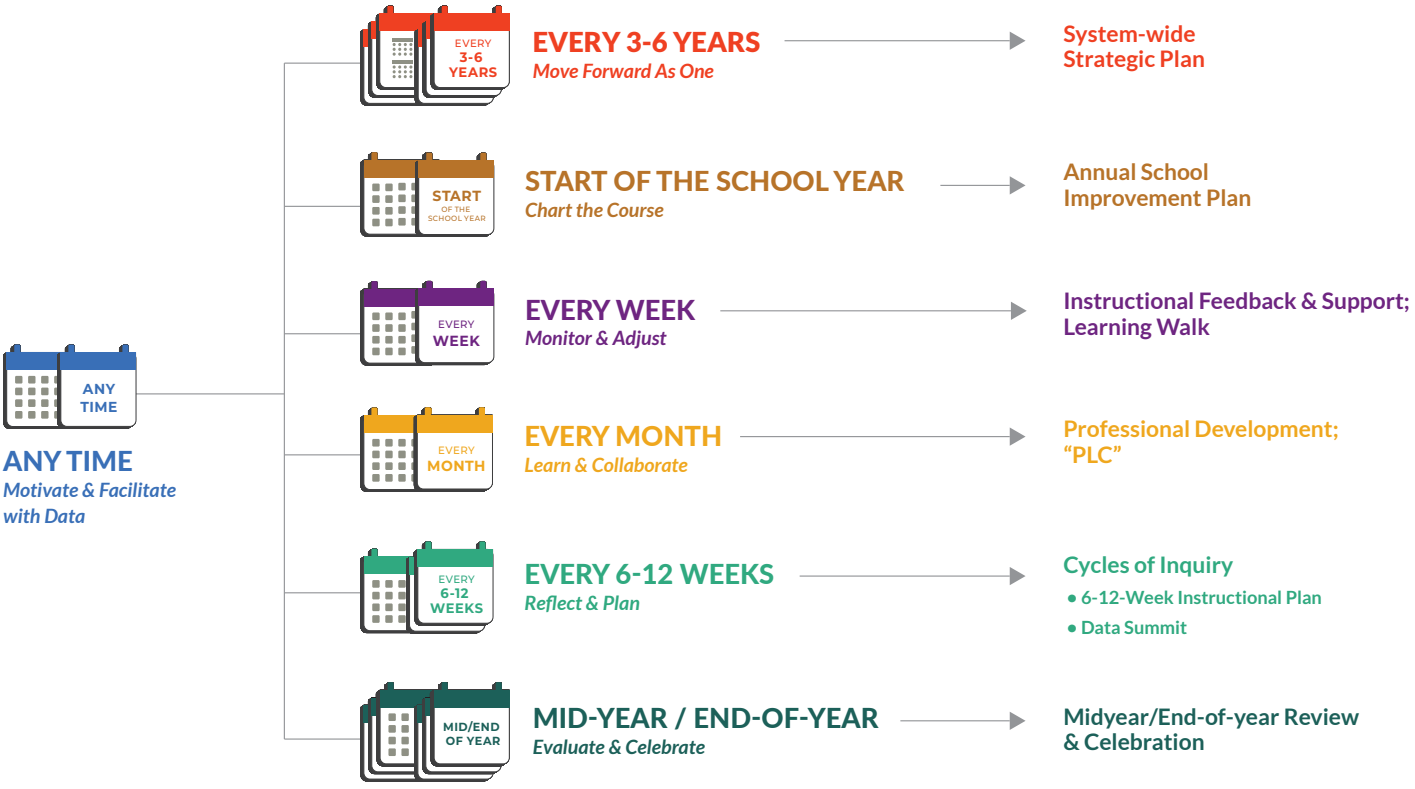
10. Transportation:

Ensure timely and adequate maintenance through a preventative maintenance plan.

Measure and maximize the transportation cost per rider, mile, and route.

Ensuring Disciplined Implementation

Getting things done well demands discipline! And dreams don't work unless you do. Accomplishing the vision and goals of a strategic plan often requires a shift in the organization's culture. Those shifts start with a change in the mindset regarding the purpose, processes, and practices of the organization.



Performance Fact's *Roadmap* framework provides one approach for thinking about the implementation of the district's Strategic Plan. The framework permits each district to align its internally-developed tools and process as well as those procured from external providers.

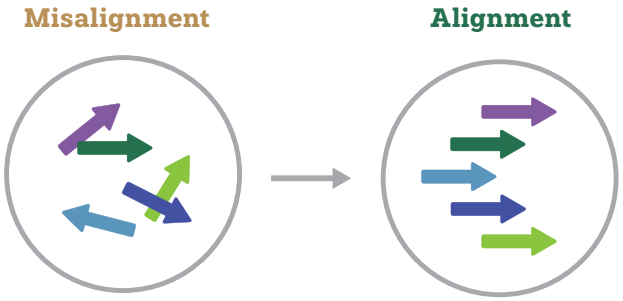
Turning good intentions into strong results for our students demands disciplined implementation at every level: every classroom, every school, every department, and in every part of our community.

Chapter 5

The Strategic Planning Process

The Power of Alignment

Alignment, or unity of purpose, is the primary aim of planning. The process of seeking mutual understanding about common goals gives shared meaning to the work of the district, enabling the organization to accomplish its goals.



In early February 2021, Superintendent Dr. Laurie Dent embarked on a strategic planning process aimed at aligning the stakeholders on a unified strategic direction and roadmap for the district.

The Superintendent, along with the Board of Directors, embraced an inclusive process, conducted in a way that:

- Clarified the goals and measures of student learning, growth, and achievement;
- Outlined the roadmap for accomplishing the goals;
- Embraced the diverse voices of all stakeholders; and
- Mobilized leadership for courageous action at all levels.

The strategic planning process, designed and facilitated by Performance Fact, Inc., proactively sought out and embraced the diverse voices of Sumner-Bonney Lake stakeholders. The team of Performance Fact facilitators included Mutiu Fagbayi (President/CEO); Lauren Klaffky (Senior Associate); Amreet Waters (Director of Client Relations & Project Management), and Kaye Jadrych (Executive Administrative Specialist). The strategic planning process was completed in mid-August 2021.

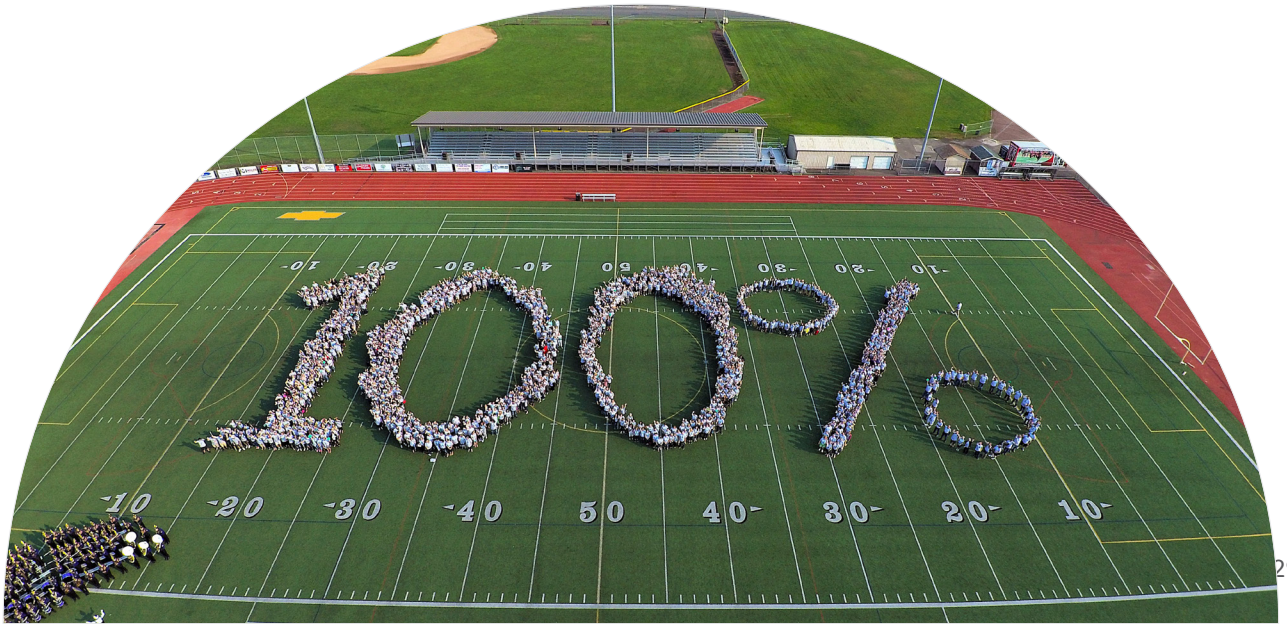
Diverse Voices, Unified Direction

If we want all stakeholders to be meaningfully engaged in the implementation of the district's strategic plan, it is wise to involve each stakeholder in the development of the plan itself. Therefore, Performance Fact's planning process utilized a series of stakeholder-teams to mobilize diverse voices and perspectives across a wide cross-section of the Sumner-Bonney Lake community.

- The **Community Work Group** (CWG) included about 70 people: families, teachers, students, school administrators, district-level leaders, School Board members, and community representatives. The CWG met four times, and was responsible for crafting key parts of the strategic plan, including the goals and measures of student success. The CWG also served as a focal point for integrating the input from the diverse stakeholders whose ideas and feedback were solicited throughout the planning process.
- In early March 2021, we conducted four **Student Voice** (i.e., focus group) sessions: with groups of students in Grades 3-5; Grades 7-8; high school students; and students classified as English Language Learners (ELL) or Newcomers. Furthermore, we administered an online survey to all students in Grades 3-12. Approximately 600 elementary and 3,240 secondary students completed the online survey.
- The **Core Planning Team** participated in six planning sessions. The Core Planning Team included 50-plus combined members of the Equity Advisory Council (EAC), School Board, Cabinet, Leadership Team and a student representative. This team brought to the deliberations a high level of commitment, deep understanding, and the courage to "face the brutal facts." The EAC had been meeting for many months to craft and implement solutions that would improve equity of access and opportunities in Sumner-Bonney Lake School District.

Diverse Voices, Unified Direction (Continued)

- **Key Community Leaders** offered a unique perspective and provided important feedback on strategic initiatives. District leaders met with 28 key leaders from Sumner, Bonney Lake, Puyallup, and Edgewood, to hear their input and get feedback on what they perceive are the most important skills and attributes wanted in SBLSD graduates.
- The **Instructional Focus Team** met formally and informally a number of times. The team included district-level and school-level instructional leaders, who took the lead in several areas, including: assessing the current state of standards-aligned instruction district-wide, defining the professional practices for effective instruction, and recommending educational strategies for each of the student learning goals.
- The **School Board** participated in three sessions as a collective body. Furthermore, individual Board members participated actively on other planning teams (e.g., CWG, EAC), thereby reinforcing the importance of the exercise.
- The **Leadership Team** met twice in June. The Leadership Team was composed of about 60 school and district-level administrators, managers, and supervisors. The Leadership Team provided a valuable "reality check" of the emerging outputs from the strategic planning process.
- Finally, the **Superintendent and Cabinet** participated in every session held between March and July 2021. Their presence was a visible demonstration of the importance that district leaders are attached to the strategic planning process.



Members of the Planning Teams

Josh Agpalza	*Staff*
LeeAnn Alfano	*Staff*
Amy Anderson	*Community Member*
Aubrey Anderson	*Staff*
Tasha Austin-Cole	*Parent/guardian*
Derek Barry	*Community Member*
Barbara Bitetto	*Community member*
Leslie Blumenstein	*Community Member*
Cindi Bryant	*Parent/guardian*
Tony Clarke	*Staff*
Christina Cooper	*Community Member*
Dione Corsilles	*Community Member*
Hope Craker	*Staff*
Carrie Crane	*Community Member*
Tim Cutter	*Parent/guardian*
Adrianne Dale	*Community Member*
Dana Davila	*Community Member*
Bill Davis	*Community Member*
Shelley Day	*Community member*
Kelly Denn	*Staff*
Laurie Dent	*Superintendent*
Krystle Donnelly	*Parent/guardian*
Traci Donohue	*Staff*
Maurice Dudley	*Staff*
Beth Dykman	*Staff*
Allison Estes	*Parent/guardian*
Elizabeth Evans	*Parent/guardian*
Michael Farmer	*Parent/guardian*
Karen Finigan	*Staff*
Kristi Flood	*Parent/guardian*
Lacy Frye	*Parent/guardian*
Bill Gaines	*Staff*
Krissy Garber	*Parent/guardian*
Kell Garrison	*Staff*
Deonna Goetz	*Parent/guardian*
Corey Gould	*Staff*
Tera Green	*Parent/guardian*
Adam Gregorich	*Community Member*
Brigett Hall	*Community Member*
Julana Hardtke	*Parent/guardian*
Debra Hefford	*Staff*
Diana Herrera	*Staff*
Sarah Hertlein	*Staff*
Marilee Hill-Anderson	*Staff*
Tatia Holme	*Parent/guardian*
Mary Holmes	*Community Member*
Katie Hudson	*Community Member*
Chris Ijiomah	*Community Member*
Stacy Jackson	*Staff*
Ira Jarmon	*Staff*
Wade Jerdee	*Staff*
L Johnson	*Community member*
Ms. Johnson	*Community Member*
Norris Johnson	*Community Member*
Patrick Johnson	*Parent/guardian*
Heather Kellington	*Staff*
Angela Kelly	*Staff*
Katie Klocke	*Parent/guardian*
Jennifer Knight	*Staff*
Keyle Kosowsky	*Community Member*
Penny Kreil	*Parent/guardian*
Marty Kutschera	*Parent/guard*
Jeannie Larberg	*Staff*
Erin LaVerdiere	*Community Member*
Marion Leach	*Staff*
Kevin Lewis	*Board Member*
Michelle Lewis	*Staff*
Dr. Lindsay Lombardo	*Staff*
Sarah Lucas	*Parent/guardian*
Erin Markquart	*Board Member*
Alisha Maulding	*Staff*
Kathi McHugh	*Staff*
Amy Montgomery	*Staff*
Virginia Morales	*Community Member*
Candace Nicholson	*Community Member*
Deb Norris	*Board Member*
Sara O'Donnell	*Staff*
Darla Offner	*Staff*
Christy Palmer	*Community Member*
Dawn Palumbo	*Staff*
Bang Parkinson	*Staff*
LaShonda Proby	*Community Member*
John Rader	*Community Member*
Val Reich	*Staff*
Lindsay Richter	*Staff*
Brenda Rivera	*Staff*
Jerett Rumph	*Parent/guardian*
Rachel Rumph	*Parent/guardian*
Donielle Sadler	*Staff*
Kimberly Sales	*Community Member*
Brian Scheerer	*Staff*
Martina Scheerer	*Staff*
Kayleigh Sheckler	*Parent/guardian*
Meg Shortell	*Staff*
Laurie Sjolund	*Staff*
Steve Sjolund	*Staff*
Mariah Smith	*Equity Advisory Council*
Jeff Steffans	*Community Member*
Eskandar Strong	*Community Member*
Carol Stumpf	*Staff*
Patricia Tamisiea	*Parent/guardian*
Marina Tanay	*Staff*
Tiffany Tolentino	*Staff*
Bridget Tracy	*Parent/guardian*
Emily Turrubiate	*Parent/guardian*
Kathleen Tuttle	*Staff*
Adam Uhler	*Staff*
Peggy Vandenberg	*Community Member*
Elle Warmuth	*Staff*
Alicia Wheatley	*Community Member*
Kara Wilkuinson	*Staff*
Jenny Williams	*Staff*
Paul Williams	*Board Member*
Jane Woods	*Staff*
Sheri Woolman	*Parent/guardian*
Chari Wright	*Staff*
Riana York	*Staff*

Each member participated voluntarily in at least one planning team session.

Calendar of Engagements

Date	Participating Stakeholder Groups	Duration
Tuesday, February 23, 2021	Core Planning Team	4:30 p.m. - 6:30 p.m.
Wednesday, March 3, 2021	School Board and Cabinet	4:30 p.m. - 7:30 p.m.
Thursday, March 4, 2021	Elementary Students (Student Voice)	10:00 a.m. – 11:00 a.m.
Thursday, March 4, 2021	High School Students (Student Voice)	11:00 a.m. – 12:00 p.m.
Thursday, March 4, 2021	Middle School Students (Student Voice)	12:00 p.m. – 1:00 p.m.
Monday, March 15, 2021	English Language Learners, Newcomers (Student Voice)	4:30 p.m. - 5:00 p.m.
Tuesday, March 23, 2021	Core Planning Team	4:30 p.m. - 7:30 p.m.
Wednesday, March 24, 2021	School Board and Cabinet	4:30 p.m. - 7:30 p.m.
Monday, April 12, 2021	Community Work Group	4:30 p.m. - 7:00 p.m.
Wednesday, April 21, 2021	School Board	6:00 p.m. - 7:00 p.m.
Thursday, April 22, 2021	Community Work Group	4:30 p.m. - 7:00 p.m.
Thursday, April 29, 2021	Community Work Group	4:30 p.m. - 7:00 p.m.
Thursday, April 29, 2021	Key Community Leaders	7:30 a.m. - 8:30 a.m.
Monday, May 3, 2021	Community Work Group	4:30 p.m. - 7:00 p.m.
Thursday, May 13, 2021	Core Planning Team	4:30 p.m. - 7:00 p.m.
Tuesday, May 18, 2021	Cabinet	8:00 a.m. - 9:00 a.m.
Thursday, May 20, 2021	Core Planning Team	4:30 p.m. - 7:00 p.m.
Tuesday, May 25, 2021	Core Planning Team	4:30 p.m. - 7:00 p.m.
Wednesday, June 2, 2021	Instructional Focus Team	8:30 a.m. - 10:00 a.m.
Wednesday, June 9, 2021	Instructional Focus Team	3:00 p.m. - 3:45 p.m.
Monday, June 14, 2021	SBLSD Leadership Team	3:00 p.m. - 4:30 p.m.
Monday, June 21, 2021	Core Planning Team	4:30 p.m. - 5:00 p.m.
Thursday, June 24, 2021	SBLSD Leadership Team	8:30 a.m. - 10:30 a.m.

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

SUMNER-BONNEY LAKE SCHOOL DISTRICT
1202 Wood Avenue
Sumner, WA 98390

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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