



Strategic School Improvement Planning 2023-2024
for

Sumner Middle School

Sumner-Bonney Lake School District

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 plan incorporates an emphasis on the following characteristics of highly effective schools:

- Clear and Shared Focus
- High Standards and Expectations
- Effective School Leadership
- High Levels of Collaboration and Communication
- Curriculum, Instruction and Assessment Aligned with Standards
- Frequent Monitoring of Teaching and Learning Focused Professional Learning
- Supportive Learning Environment
- High Level of Community and Parent Involvement

Our plan has been reviewed and endorsed by the following:

Phase:	Date(s):	Persons Involved:	Notes:
Develop/Refine		Jenny Williams/Brett McDaniel	
Staff Review	11/15/23	Building Leadership Team	
Parent Review	11/15/23	Booster Parents	
District Review			

Additional Comments:
[Click here to enter text.](#)

Principal Signature

Date

Sumner Middle School is a high performing middle school

- 2023-2024 - [SBA data](#) - SMS outperformed most of the regional middle schools
- [OSPI's School Improvement Framework](#) - When compared to other middle schools in the south Puget Sound region, SMS students showed high ELA and math **growth**. ELA and math **proficiency** were also higher than most schools, especially those schools with similar F&R.
- [Greatschools.org](#) - SMS is rated 8/10 - one of the highest ranked regional middle schools
- [WSIF](#)

Sumner Middle School is a school-wide Title 1 middle school

- SMS [Demographic](#) information

Sumner Middle School frames everything we do around student learning and a positive, supportive environment. We selected many years ago a few, research-based proven strategies to support this work with a focus on less is more.

- [SMS Focus 2023-2024](#)

It is heartening to state that for the first time since March 2020, we can say that at SMS we are the closest we have been to a “normal, typical” school year. While our externalizing [numbers](#) have improved, we still continue to see high numbers of students with depression, anxiety, and self-harm ideations. Therefore, as Maslow’s Hierarchy illustrates, it is essential for our school to continue to focus on personal health and safety. With this in mind, we continue to prioritize our Guiding Principles of Safety and Belonging.

Where are we now?

The Sumner-Bonney Lake Strategic Plan guides the work of school improvement plans. By adhering to the goals embedded within the plan, we achieve district-wide alignment, maintain a focus on data-driven analysis, and set a clear direction for the individual needs of each building.

Administrators lead this work by conducting a comprehensive needs assessment involving input from a wide range of stakeholders including staff, students, families, and community members. Based on an extensive review of data, each building is responsible for identifying goals that support the strategic plan. Action plans are developed to make sure each goal is properly executed with measurable outcomes. To monitor the effectiveness of implementation, buildings will engage in cycles of continuous improvement and monitor and adjust accordingly.

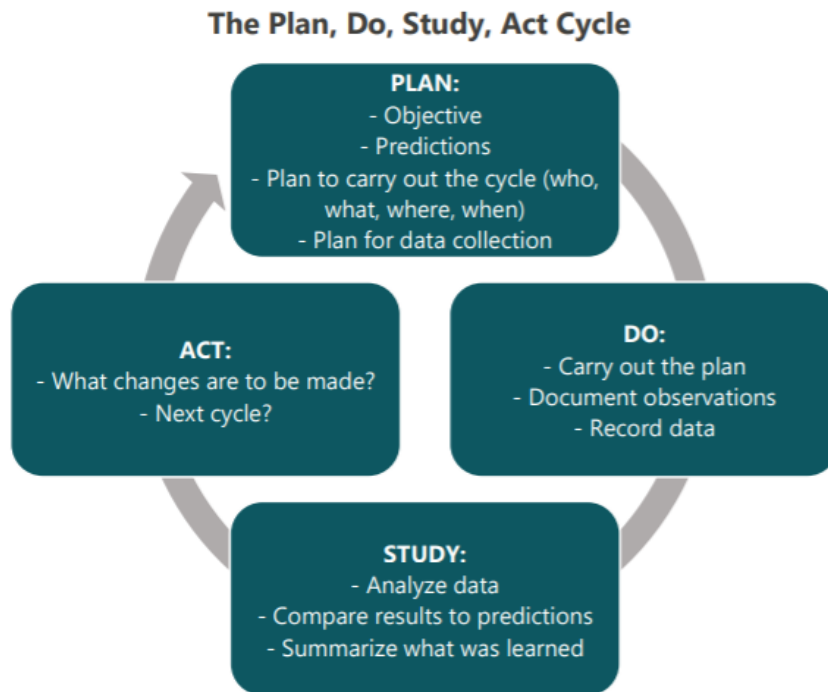
Below is a summary that highlights the strengths and areas for improvement related to goals in the strategic plan.

<u>Content Area:</u>	<u>Summary of Data Analysis</u>
	<p><i>(Note to principals - Data charts and graphs are NOT needed for this section. Please insert a written narrative, analysis, and reflection about the data reviewed.)</i></p>
<p>Discipline</p> <p><u>Connected Goal Area:</u></p> <p><i>Goal 4: Elimination of Disparities in Student Access and Success</i></p>	<p><i>SMS office staff (admin, dean, counselors, and BFSS) work as a team to teach preventative/proactive practices and expectations to our students. Our staff teach our Guiding Principles (Success, Belonging, Positive Choices, Safety and Fun) to all students the first week of school, we have Town Halls with each grade level at least twice a year, restorative practices are used as much as possible, and the office team meets weekly to discuss kids of concerns. Due to this proactive approach, our discipline data shows very low disproportionality. Our goal is to have zero disproportionality.</i></p> <p><u>Data</u></p>
<p>Literacy</p> <p><u>Connected Goal Areas:</u></p> <p><i>Goal 1: Success in the Early Years</i></p> <p><i>Goal 3: Academically-Prepared Critical Thinkers</i></p> <p><i>Goal 4: Elimination of Disparities in Student Access and Success</i></p>	<p><i>Our goal is to improve proficiency and student growth performance for all subgroups, specifically ML and IEP students.</i></p> <p><i>All staff have a student growth goal, 3.1, that states 100% of ML or IEP students will show growth related to a priority ELA standard.</i></p> <ul style="list-style-type: none"> ● 2023-2024 - <u>SBA data</u> - SMS outperformed most of the regional middle schools ● <u>WSIF</u> - When compared to other middle schools in the south Puget Sound region, SMS students showed high ELA and math growth. ELA and math proficiency were also higher than most schools, especially those schools with similar F&R.

<p>Mathematics</p> <p><u>Connected Goal Areas:</u></p> <p>Goal 1: Success in the Early Years</p> <p>Goal 3: Academically-Prepared Critical Thinkers</p> <p>Goal 4: Elimination of Disparities in Student Access and Success</p>	<p>Our goal is to improve proficiency and student growth performance for all subgroups, specifically ML and IEP students.</p> <p>All staff have a student growth goal, 3.1, that states 100% of ML or IEP students will show growth related to a priority math standard.</p> <ul style="list-style-type: none"> • 2023-2024 - <u>SBA data</u> - SMS outperformed most of the regional middle schools • <u>WSIF</u> - When compared to other middle schools in the south Puget Sound region, SMS students showed high ELA and math growth. ELA and math proficiency were also higher than most schools, especially those schools with similar F&R.
<p>Attendance:</p> <p><u>Connected Goal Area:</u></p> <p>Goal 2: Nurtured, Engaged, and Empowered Students</p>	<p>SMS goal is to support the district emphasis on attendance. We will balance the “it is important to be at school every day” with the known concerns about staying home due to viral/bacterial illnesses as well as support families who are struggling with mental health issues with their students.</p> <p>Our goal is that 100% of our students feel safe at school and that there is at least one adult at school they can talk to. While we did not achieve 100% last year, 70% of our students said they feel safe and 86% said at least one adult at school knows them. These were the highest scores among the secondary schools.</p> <p>Data</p>
<p>Social-Emotional</p> <p><u>Connected Goal Area:</u></p> <p>Goal 2: Nurtured, Engaged, and Empowered Students</p>	<p>SMS office staff (admin, dean, counselors, and BFSS) work as a team to teach preventative/proactive practices and expectations to our students. Our staff teach our Guiding Principles (Success, Belonging, Positive Choices, Safety and Fun) to all students the first week of school, we have Town Halls with each grade level at least twice a year, restorative practices are used as much as possible, and the office team meets weekly to discuss kids of concerns. Due to this proactive approach, our CEE data is very strong compared to other schools. Our goal is that 100% of our students will feel safe, feel like they belong, and know at least one school adult they can talk to if they have a problem.</p> <p>Data</p>

What's the process we'll use to determine effectiveness?

After schools complete a comprehensive review of building based data, goals will be firmly established. Goals will include benchmarks for learning, frequently measure progress toward established targets, and determine next steps in order to improve instructional practice and student learning. A results-oriented cycle of inquiry will be implemented to provide buildings with a framework for continuous improvement.



Source: OSPI Academic and Student Well-Being Plan: Planning Guide 2021

On the following pages, continuous improvement plans are outlined for the K-12 Common Goal, the Grade Band Common Goal and, if applicable, the School Specific Goal for the 23-24 school year.

K-12 Common Goal	
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.	
By 2026, discipline data will show no disproportionalities (0%) in suspensions 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.	
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.	

K-12 Common Goal: Measure of Student Progress #1	
4C. Percent of students with suspensions and expulsions.	
Problem of Practice: There should be no disproportionality in discipline data	
Theory of Action: Based on the data and root cause analysis, we believe to truly tackle the issue of disproportionate referral and discipline rates for various student sub groups, administrators need the opportunity to meet periodically and discuss/collaborate regarding ways their schools focus on proportionate discipline referrals in conjunction with restorative practices. This will occur daily/weekly with SMS’s office team of admin, counselors, dean, and BFSS.	
<u>Schoolwide Student Goal(s):</u> <i>S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)</i>	SMS will reduce suspensions and discipline using restorative practices SMS will make sure discipline referrals are proportionate to our student subgroups
<u>Highest Leverage Subgroup Student Goal(s):</u> <i>S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)</i>	Our goal is zero disproportionality in discipline for all subgroups.

How will we get there?

How will we get there?			
Action Steps to be Completed <i>What evidence-based practices will you implement in order to have an impact toward reaching this goal?</i>		Monitoring of Action Plan <i>What data was reviewed and what evidence of student learning resulted from the action step?</i>	
Schoolwide or Subgroup	Actions	Date of Review	Results of Review
SW	<p>Students who feel connected to school and a sense of belonging are less likely to act out, reducing discipline. Structures we have in place:</p> <ul style="list-style-type: none"> ● Teacher/Student Teams: <ul style="list-style-type: none"> ○ Teacher teams focus on Tier 1 (positive recognition and clear expectations for all students); Tier 2 (students who need extra help from their team) and Tier 3 (students who need office referrals) ● Kid Concern Team (KCT) - office ● Positive Recognition tracker 	9/5/23 & ongoing	<p>Organizational chart for student and staff support</p>
SW	<p>Focus on the positive with students. We are a PBIS school that has systems in place to reward and positively recognize students directly related to our Guiding Principles.</p> <ul style="list-style-type: none"> ● Our goal is every child receives a positive office referral postcard or student of the month certificate mailed home. 	9/5/23 & ongoing	<p>Positive Recognition Tracker</p> <p>Weekly data kept on the number of links students earn, positive office referrals and student of the month.</p>
SG	<p>Office team (admin, counselors, dean & BFSS) collaborate on interventions and consequences for Tier 2 & Tier 3 behavior students. Restorative Practices are used as much as possible</p>	9/5/23 & ongoing	<p>KCT Tracker (not shared due to confidentiality)</p> <ul style="list-style-type: none"> ● Intervention plans ● Home hospital ● Weekly monitoring/referrals ● attendance/tardies ● Schedule modifications ● Wrap around services

K-12 Common Goal: Measure of Student Progress #2

4B: Percent of underperforming student groups making continuous progress through tiered academic supports to close achievement gaps **in literacy**.

Problem of Practice: Subgroups are not performing at the same level as all students.

Theory of Action: Based on the data and root cause analysis we completed, we believe:

All students will learn and grow: this means 100% of our students will show growth and 100% of our students will be given access to grade level standards (with a few SpEd and EL exceptions) along with multiple opportunities to meet proficiency

Effective Instruction: we will increase student proficiency, ensure student growth for all students and close the achievement gap by providing effective, intentional core instruction every day in every class along with providing extra support classes for students who are not meeting standard as indicated by multiple data points (SBA, MAP and teacher recommendations).

Adequate Staffing and Support: Effective daily classroom instruction cannot be accomplished, implemented and monitored without adequate administrative, teacher and paraeducator staffing at the building level.

Schoolwide Student Proficiency Goal(s):

S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)

100% of all students will show growth in a critical priority ELA standard identified by each grade level ELA PLC

Highest Leverage Subgroup Student Proficiency Goal(s):

S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)

100% of all students (includes all student sub-groups) will show growth in a critical priority ELA standard identified by each grade level ELA PLC

100% of EL students will show growth on the WIDA with the goal to exit as many as possible

How will we get there?

How will we get there?			
Action Steps to be Completed <i>What evidence-based practices will you implement in order to have an impact toward reaching this goal?</i>		Monitoring of Action Plan <i>What data was reviewed and what evidence of student learning resulted from the action step?</i>	
Schoolwide or Subgroup	Actions	Date of Review	Results of Review
SW	<p>CORE Classes</p> <p>Learning Roadmap in all classes that incorporate the following: Do Now, Learning Target, Success Criteria, Activities, Homework</p> <p>Explicit Instruction strategies: vocabulary and active student engagement</p> <p><i>SIOPI Making Content Comprehensible for English Learners</i> (newest edition), <i>99 Ideas and Activities for Teaching English Learners with the SIOPI Model</i> (newest edition); AND <i>The ELL Teacher Toolbox</i> will be purchased for all staff - these books will be used in PLC meetings and at all staff meetings</p>	9/5/23 & ongoing	Instructional Practices (SIOPI, Danielson, Anita Archer)
SW	<p>SBA analysis in ELA teams</p> <ul style="list-style-type: none"> • ELA PLC teams will analyze SBA targets to inform instruction 	9/5/23 & ongoing	SBA data analysis
SG	<p>Intervention Classes</p> <p>4-6th grade ELA intervention classes 3-7th grade ELA intervention classes 2-8th grade ELA intervention classes</p>	9/5/23 & ongoing	We have spreadsheets we use to monitor student progress
SG	<p>Intervention Classes</p> <p>Use System 44 for Level 1 (Tier 3) students in intervention classes</p> <p>Use I-Ready for for Level 2 (Tier 2) students in intervention classes</p>	9/5/23 & ongoing	SMS ML Data

K-12 Common Goal: Measure of Student Progress #3

4B: Percent of underperforming student groups making continuous progress through tiered academic supports to close achievement gaps in mathematics.

Problem of Practice: Subgroups are not performing at the same level as all students.

Theory of Action: Based on the data and root cause analysis we completed, we believe:

All students will learn and grow: this means 100% of our students will show growth and 100% of our students will be given access to grade level standards (with a few SpEd and EL exceptions) along with multiple opportunities to meet proficiency

Effective Instruction: we will increase student proficiency, ensure student growth for all students and close the achievement gap by providing effective, intentional core instruction every day in every class along with providing extra support classes for students who are not meeting standard as indicated by multiple data points (SBA, MAP and teacher recommendations).

Adequate Staffing and Support: Effective daily classroom instruction cannot be accomplished, implemented and monitored without adequate administrative, teacher and paraeducator staffing at the building level.

If the district and building administrators routinely and effectively collaborate, then the student achievement gap will be decreased.

Schoolwide Student Proficiency Goal(s):

S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)

100% of all students will show growth in a critical priority Math standard identified by each grade level Math PLC

Highest Leverage Subgroup Student Proficiency Goal(s):

S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)

100% of all students (includes all student sub-groups) will show growth in a critical priority math standard identified by each grade level Math PLC

How will we get there?

How will we get there?			
Action Steps to be Completed <i>What evidence-based practices will you implement in order to have an impact toward reaching this goal?</i>		Monitoring of Action Plan <i>What data was reviewed and what evidence of student learning resulted from the action step?</i>	
Schoolwide or Subgroup	Actions	Date of Review	Results of Review
SW	<p>CORE Classes</p> <p>Learning Roadmap in all classes that incorporate the following: Do Now, Learning Target, Success Criteria, Activities, Homework</p> <p>Explicit Instruction strategies: vocabulary and active student engagement</p> <p><i>SIOPI Making Content Comprehensible for English Learners</i> (newest edition), <i>99 Ideas and Activities for Teaching English Learners with the SIOPI Model</i> (newest edition); AND <i>The ELL Teacher Toolbox</i> will be purchased for all staff - these books will be used in PLC meetings and at all staff meetings</p>	9/5/23 & ongoing	Instructional Practices (SIOPI, Danielson, Anita Archer)
SW	<p>SBA analysis in Math teams</p> <ul style="list-style-type: none"> • Math PLC teams will analyze SBA targets to inform instruction 	9/5/23 & ongoing	SBA data analysis
SG	<p>Intervention Classes</p> <p>3-6th grade Math intervention classes 2-7th grade Math intervention classes 2-8th grade Math intervention classes</p>	9/5/23 & ongoing	We have spreadsheets we use to monitor student progress
SG	<p>Intervention Classes</p> <p>Use I-Ready for for Level 2 (Tier 2) students in intervention classes</p>	9/5/23 & ongoing	

Grade Band Common Goal

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.

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

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

Equity Looks Like:

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

Grade Band Common Goal: Measure of Student Progress #1

2B: Percent of students with positive perceptions of safety, academic support, academically-focused learning environment, and teacher-student trust.

Problem of Practice:

Universal Screening [data](#) from Fall 2023 shows our externalizing and internalizing numbers are the lowest since the pandemic began. HOWEVER, they still do NOT reflect what we used to see before the pandemic. Our biggest concern is our internalizers..

Theory of Action: Based on the data and root cause analysis we completed, we believe we need to continue to focus on social emotional goals, especially as it relates to our internalizers. Despite having a counselor absent a lot due to health issues, we are doing our best to respond to this crisis. We know that if we can continue to set clear expectations for students (which includes weekly and sometimes daily reteaching of expectations), find ways for students to belong to school, and provide support for students, then we will have more students who feel safe and supported at school. We are intentionally addressing Maslow's Hierarchy in which safety and belonging must first occur before self-actualization and academic success can be maximized

Schoolwide Student Proficiency Goal(s):

S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)

Using a student survey administered in the fall and spring that measures students' feelings regarding safety, belonging and academic support at school, we will increase the percentage of students who feel safe and connected to school with a goal of 100% of our students feeling safe, connected and supported.

Highest Leverage Subgroup Student Proficiency Goal(s):

S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)

Using a student survey administered in the fall and spring that measures students' feelings regarding safety, belonging and academic support at school, we will increase the percentage of students who feel safe and connected to school with a goal of 100% of our students feeling safe, connected and supported. We will pay special attention to subgroups of students to look for any disparate patterns that exist among our student subgroups.

Schoolwide or Subgroup	Actions	Date of Review	Results of Review
SW	Offer Den (advisory) classes every Monday- focus on social emotional support and executive functioning <ul style="list-style-type: none"> ● Provide a survey in den for students to complete related to social, emotional and academic support ● Den training manual for staff 	9/5/23 & ongoing	Den classes every Monday; meet with teacher leaders who survey students and staff about needed topics Collect Survey results from students, analyze data and office staff meets with students who have requested support
SW	Every teacher and student are placed on at least one interdisciplinary team to build community, relationships and belonging <ul style="list-style-type: none"> ● Teacher teams focus on Tier 1 (positive recognition and clear expectations for all students); Tier 2 (students who need extra help from their team) and Tier 3 (students who need office referrals) 	9/5/23 & ongoing	Teams meet at least twice a month
SW	Teach expectations and how kids can access support by: <ul style="list-style-type: none"> ● ALL staff teach the same lessons every period the first week of school connected to our Guiding Principles (Belonging, Safety, Success, Choices, Fun) ● Grade Level Town Hall presentation that focuses on HIB vs conflict, Guiding Principle Rubric and expectations and then provide real-world scenarios for students to discuss 	9/5/23 & ongoing	Collect Survey results from students, analyze data and office staff meets with students who have requested support
SW	Office systems to help monitor students - positive recognition and students who need additional support	9/5/23 & ongoing	

	<ul style="list-style-type: none"> • Kid Concern Team (KCT) - office • Positive Recognition tracker 		
SG	SMS is starting a club that celebrates diversity. Some of our students state this will help them feel more connected to SMS and that they belong.	9/5/23 & ongoing	

Grade Band Common Goal: Measure of Student Progress #2

2C: Percent of students with access to emotional, behavioral, mental, and physical health supports.

Problem of Practice:

The pandemic has not been kind to students' mental health or emotional regulation.

- Universal Screening [data](#) from Fall 2023 shows our externalizing and internalizing numbers are the lowest since the pandemic began HOWEVER, they still do NOT reflect what we used to see before the pandemic. Our biggest concern is our internalizers..
- High numbers of students exhibiting anxiety, depression and self harm/suicidal ideations - our counseling office and admin team have been inundated trying to support our students as we deal daily with these issues. We get multiple Securly alerts every day and often on the weekend.
- Students need reminders about how to act kindly and safely around each other; our office team works daily with students regarding reducing conflict as well as dealing with conflict.
- Illnesses (COVID, flu, RSV, hand/foot/mouth disease, etc) continue to impact our families, disrupting routines at home and at school

Theory of Action: Based on the data and root cause analysis we completed, we believe with the appropriate office staffing and mental health resources, we can provide the support students need to recover from the pandemic and the mental health crisis it has caused for many adolescents.

Schoolwide Student Proficiency Goal(s):

S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)

All students will be given surveys weekly in Den asking them if they need support. Den teachers will read survey results and contact counselors as necessary. Our counseling team will also survey students once a quarter. By surveying students weekly and quarterly, SMS will make sure 100% of our students know how to access support if they need it.

Highest Leverage Subgroup Student Proficiency Goal(s):

S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)

All students will be given surveys weekly in Den asking them if they need support. Den teachers will read survey results and contact counselors as necessary. Our counseling team will also survey students once a quarter. By surveying students weekly and quarterly, SMS will make sure 100% of our students know how to access support if they need it.

Schoolwide or Subgroup	Actions	Date of Review	Results of Review
SW	Provide weekly survey to students Provide quarterly survey to students	9/5/23 & ongoing	Fall responses
SG	Mental health counselors visit the middle schools- Jeannie Larberg has done an amazing job trying to get mental health counselors into our building.	9/5/23 & ongoing	