



Strategic School Improvement Planning 2023-2024
 for
Sumner High 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	8/29/23 9/6/23 10/4/23 12/13/23	SHS Administration SHS Instructional Council - Leadership Team SHS staff	<ul style="list-style-type: none"> • Principal shared SBLSD Strategic Plan outline with the whole staff, giving direction of where goals will be created from. • Administrators and Instructional Council members reviewed previous SIP and data to find target areas for SIP goals. • Administrators and Instructional Council planned working session for staff input and development on 10/13/23
Staff Review	10/13/23 12/6/23		<ul style="list-style-type: none"> • 10/13/23 was a working meeting where staff looked at the data and helped plan goals and action steps. • 12/6/23 instructional council scheduled to reviewed SIP goals and action plan - feedback
Parent Review			

District Review			
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Jeff Baines - *Jeff Baines*

11/30/2023

Principal Signature

Date

Optional Page:

- A message from the principal - [opening parent message](#)
- A message from the principal - [opening staff message](#)
- SHS Mission in 23-24: *The Sumner High School community develops all students to be inquiring, knowledgeable, ethical and caring young people who help create a better and more peaceful world through intercultural understanding and respect.*



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>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>85% of ALL SHS students met the Graduation Cut (2+) on the ELA SBA in 2023. However, there was some disproportionality across subgroups in achieving a Level 3, meeting standard.</p> <p>Our highest performers were:</p> <ul style="list-style-type: none"> ● Am Ind/AK Native 100% met standard ● Asian 100% met standard ● Two or More Races 83.7% met standard ● White 82.1% met standard <p>Our lowest performers were:</p> <ul style="list-style-type: none"> ● Black/Afr Am 71.4% met standard ● FRL 58.6% met standard ● Hisp/Latino 57.6% met standard ● Native HI/Pac Isl 50% met standard ● SPED 36.4% met standard ● ML 24% met standard <p>SHS believes that continuing our efforts to improve ML programing is necessary to close the gap in achievement. These efforts are led by the ML Taskforce and include:</p> <ul style="list-style-type: none"> ● Continued Professional Development around SIOp as a general practice for all teachers to help make instruction accessible for all learners and especially for our Multilingual Learners. ● Ongoing PD to include classroom walkthroughs and data sharing 23-24. ● Increase diversity by intentionally changing hiring practices to hire staff that resemble our students, are multilingual, and/or are ELL endorsed. ● Increase ELL endorsed teachers with District paid certification program ● Continue to build our Heritage Spanish Program including creating a CTE capstone class that would allow for ML students to earn an industry recognized Interpreter Certificate. ● Continue sending ML students to LaCima Leadership camp. ● Focus professional development on high leverage teaching practices aligned to the Danielson Framework, Hattie's effective size best practices like Teacher Clarity, and culturally responsive pedagogy, and align continuous learning expectations across educators, administrators, and classified staff.

- Increase to 2 ML Family Nights to engage families in specific ways to support their students including utilizing our District Communication tools.

More specifically, with the loss of Spartan Time as an embedded targeted intervention time in the school day, SHS is implementing a PD plan for teachers to increase Teacher Clarity, which consists of 8 ideals of teaching and have an average effect size of .68 each. This year we will focus on setting high expectations with explicit Learning Targets and Success Criteria, multiple opportunities for students to self-assess, and teacher feedback. *“Clarity can provide evidence of the learning’s relevance to the student, so that the learning is meaningful.” ~John Hattie*

Our belief is that by increasing the effectiveness of instruction in all classes across the school student learning will also increase, having a direct positive impact on this year’s ELA SBA and overall student success in the classroom.

Mathematics

Connected Goal Areas:

Goal 1: Success in the Early Years

Goal 3: Academically-Prepared Critical Thinkers

Goal 4: Elimination of Disparities in Student Access and Success

Analyzing Math SBA scores, 42.9% of students met the math standard in the Spring of 2023, compared to the Washington State average of 39.1%. Looking into the SBA target data, we can identify which areas students performed at/above, near, and below standard. Sumner High Students performed at/above on the following targets: **Target B** Use properties of rational and irrational numbers, **Target K** Understand the concept of a function and use function notation, and **Target N** Build a function that models a relationship between two quantities.

In addition, Sumner High math grade data, shows that 92% of our students passed their math course second semester last school year.

- Algebra 1: 89.45%
- Geometry: 88.69%
- Algebra 2: 95.20%
- Financial Algebra: 98.92%
- IB Courses: 97.27%

Race & Ethnicity	% Passed S2 Math	% Met Math SBA
Amer. Indian/Alaskan Native	81.82%	50%
Asian	100.00%	75%
Black/African American	100.00%	n
Hispanic/Latino	84.48%	21.2%
Native Haw./Other Pac Isl	75.00%	50
Two or More Races	89.23%	39.2%
White	95.15%	48.7%

	<p>While we need to continue the success our students are showing throughout their mathematical courses, we need to identify and calibrate our level of rigor and address learning loss over time. Students are either not prepared enough mathematically or they are not retaining the mathematical skills over time.</p> <p>To improve in those areas, our math department is going to be using common formations aligned with the rigor on Interim Assessment Blocks (IABs) assessments to provide timely & specific feedback to support student learning while gauging the students ability to meet standard on the SBA. The adoption of a new math curriculum is also a focused effort to help provide students and teachers with SBA-like rigor while providing technology that matches the experience students have while taking the SBA.</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>SHS had disproportionate overrepresentation in suspensions except for Black, White, Asian students during the 2022-23 school year:</p> <ul style="list-style-type: none"> ● SPED had 12% disproportionality ● F/R had 15.1% disproportionality ● Hispanic 13.6% disproportionality ● Males are 3x more likely to be suspended than females <p>Important to note:</p> <ul style="list-style-type: none"> - 1 out of every 3 students expelled/suspended are Hispanic/Latino - Hispanic/Latino/ML data are nearly opposite to every other data group - SPED & ML students are being suspended two times more often than non-SPED and non-ML students <p>SHS believes that students who are engaged with their courses and have equitable access are less likely to demonstrate behavior that results in them missing instructional time. Academic intervention strategies such as Spartan Time (RTI) and quality Tier 1 instructional strategies such as SIOP have been utilized to increase academic engagement and access. With the inability to leverage Spartan Time this year SHS is focusing on the high-impact Tier 1 teaching strategy of Teacher Clarity. Professional Learning Community work centered around developing a guaranteed and viable curriculum is at the core of SHS's vision to create and maintain equitable access to education for all students.</p> <p>SHS is also establishing an Assessment Center to provide students additional opportunities to make-up and retake quizzes and tests. The Assessment Center will support students needing to re-engage with academic work after returning from suspension. The SHS Alternative Learning Center is an additional space for students to re-engage and get academic support, including support via email and Google Classroom while suspended.</p> <p>Staff will continue to receive professional development centered around Restorative Practices as we progress along Restorative Practices Pathway 1 of the district equity plan. SHS will continue to utilize community circles in the classroom to increase students' sense of belonging. Restorative circles will continue to be used to repair relationships between students and teachers and students and students.</p>

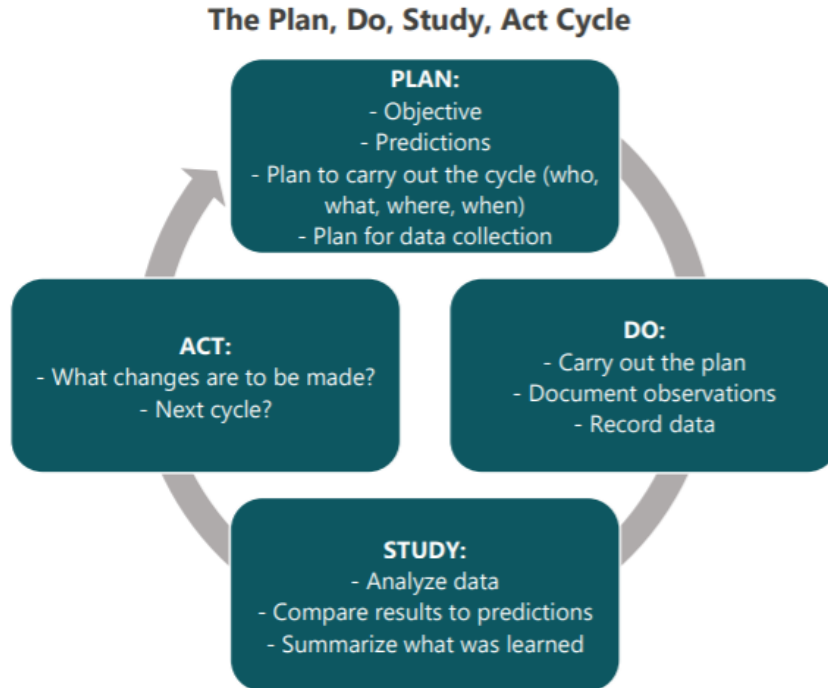
<p>Graduation</p> <p><u>Connected Goal Area:</u></p> <p><i>Goal 5: Readiness for College, Career, and Life</i></p>	<p>The 2023 4-year cohort graduation rate for SHS was 91.1%, with the district 4-year cohort being 91.6%.</p> <p>Important Notes:</p> <ul style="list-style-type: none"> • The highest graduation rate by ethnicity was our Hispanic/Latino group (94.9%of the population graduated) • There were 425 graduates within the 91.1% that graduated • Of our students identifying as two or more races, a disproportionality occurred in their graduation rates, nearly 8% of of the current graduation rate <p>Other disproportionalities appeared as follows:</p> <ul style="list-style-type: none"> • SPED population graduated at 72.9% • ML population graduated at 75% • McKinney Vento population graduated at 78.1% • Free/Reduced population graduated at 85.6% (good surprise) <p>Another bit of data that stood out across the board is that it was a 50/50 split between students taking an extra year to complete their diploma vs dropping out. The biggest disproportionality was with our White population where 14 students dropped out and 9 students were retained.</p> <p>Currently our Counselors are using the EWS system to maintain accurate records on senior graduation progress. This allows our staff to focus on students in danger of not graduating, along with staying current on the graduation pathways available to all students.</p> <p>We also are running credit recovery opportunities in the fall and the spring for students, including seniors, to make up credits to graduate on time. Courses include ELA, History, Math, Science.</p> <p>An area of emphasis will need to be in the dropout area. We are starting small groups this year and will look to expand on the use of small groups in dealing with stress, anxiety, depressions and drug/alcohol use. This will be a launch year with at least two groups formed, looking to secure more groups in future years.</p>
<p>Social-Emotional</p> <p><u>Connected Goal Area:</u></p> <p><i>Goal 2: Nurtured, Engaged, and Empowered Students</i></p>	<p>Data Sources:</p> <ul style="list-style-type: none"> • CEE Toolkit • Other CEE data • Universal Screener • EWS Indicators <p>In synthesizing the data, the following areas will serve as a focus at Sumner High School for the 23-24 school year:</p> <ul style="list-style-type: none"> • Making learning meaningful for all students, meeting the needs of all students

	<ul style="list-style-type: none"> ● Valuing student voice ● Seeking the voice of students, parents and community ● Being open to new ideas ● Valuing the opinions of others, including students ● Developing meaningful relationships <p>The following systems are currently in place at Sumner High School:</p> <ul style="list-style-type: none"> ● Advisory once a week, including targeted SEL lessons ● Introduction and application of Community Circles in every classroom and other opportunities, including student-led circles for staff ● Clubs/activities/athletics to provide avenues for engagement and involvement in the school community. ● Greeting students at the door ● Development and implementation of small groups ● Development and implementation of mental lessons in Civics classes ● EWS system used by counselors ● Regular Admin/Counselor check ins ● Professional development centered on Tier 1 supports in the classroom - Teacher Clarity <p>Other systems put in place:</p> <ul style="list-style-type: none"> ● Development and initiation of a Superintendent/Principal round table ● Creating opportunities to celebrate success ● Staff Kudos ● Recognition assemblies ● Staff notes to students & peers <p>Monitoring tools</p> <ul style="list-style-type: none"> ● CEE (annually) ● Student and staff temperature checks ● EWS statistics ● Data disaggregation by groups
<p>9th Grade on Track</p> <p><u>Connected Goal Area:</u></p> <p><i>Goal 5: Readiness for College, Career, and Life</i></p>	<p>While 9th grade on track data from OSPI, is not yet available, during the second semester 94.74% of freshmen grades were passing. American Indian/Alaskan Native 83.33%, Hispanic/Latino of any race(s) 88.19%, and Two or More Races 94.18% had lower passing rates. Students receiving special services passed classes at 89.98% compared to 95.37% of students who do not receive special services. Art 92.5%, Math 92.64%, & Science 91.79% are the content areas where freshmen had the lowest passing rate. English, 95.06%, Health 96.76%, Social Studies 96.88%, and Family Consumer Science 95.65% are the strongest content areas for our freshmen last year.</p> <p>Behaviorally Freshmen students accounted for 35.5% of all discipline referrals for the 22-23 school year. Of the freshman class 170 of the 473 freshmen received at least on referral.</p>

	<p>Individually, 61 students failed at least one class, leaving 88% on track to graduate and 12% off track based on earning 24 credits over their 4 years of high school. With the loss of a dedicated time for all students to access support during the school day, we are focusing on teacher clarity to empower students to not only know where they are at with their learning, but with the time and resources to take action. In addition, we have opened an Assessment Center to allow for students to take and retake assessments during the school day.</p>
<p>Attendance:</p> <p><u>Connected Goal Area:</u></p> <p><i>Goal 2: Nurtured, Engaged, and Empowered Students</i></p>	<p>Students classified as ML have the lowest percentage of students with 90% or higher attendance as compared to students who are classified as SPED, Free/Reduced Lunch, or McKinney Vento. Students in each of those categories are lower than the percentage of all students at SHS with 90% or higher attendance. Hispanic/Latino students have disproportionately lower attendance rates than the total student body average. Students classified as White and Asian have the highest attendance rates on average.</p> <p>SHS utilizes regular communication with parents/guardians via our school newsletter, ParentSquare, and phone to partner with families in supporting students in maintaining high attendance rates. ParentSquare is used by our Attendance team to communicate with families in their home language, both regarding daily absences and BECCA thresholds. The SHS Behavior Family Support Specialist works closely with McKinney Vento students, our district, and community-based resources to ensure our students with unstable housing have secured transportation to school. The SHS ML team hosted a Multilingual Family Night in October to increase the connection between our ML students, their families and the school.</p> <p>Academic engagement strategies including SIOP, Teacher Clarity, PLC work and our Assessment Center are utilized to minimize the instructional time students miss due to suspension. Restorative practices are leveraged to build, maintain, and repair relationships to keep students connected and comfortable with their teacher and peers, thus increasing their desire to regularly attend. In addition, we will host two ML Family Nights to increase family engagement and have planned education for parents on topics including District Communication to better support their students.</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. By June of 2024 discipline data will show a 50% decrease in disproportionalities in suspension and expulsion rates across all student groups.

Problem of Practice: During the 22-23 school year Hispanic/Latino students, ML students, students served in SpEd, and students receiving Free/Reduced Lunch were assigned exclusionary discipline at disproportionately higher rates as compared to their peers.

Theory of Action: Based on the data and root cause analysis we completed, we believe we need to close the gap and eliminate the disparities in discipline by listening to student voices, building teacher capacity around restorative practices, focusing on high-leverage Tier 1 strategies, and clearly and consistently communicating with families. We believe if we do this we will increase students' sense of belonging and inclusion, build and maintain teacher-student relationships, and build strong partnerships with families.

Schoolwide Student Goal(s):

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

Highest Leverage Subgroup Student Goal(s):

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

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
Schoolwide	Restorative Practice Training for Administration and Staff.	1/15/23	
	----- <i>Funding Source or Resource Allocation: Full-staff meetings</i>	3/15/24	
		6/12/24	
Subgroup	Establish Equity Council (student group) to establish regular listening sessions for students to share their perspectives with administration.	1/15/24	
	----- <i>Funding Source or Resource Allocation: Administrator time during the school day</i>	3/15/24	
		6/12/24	
Schoolwide	Reteach Tier 1 Behavior Expectations to all students quarterly.	1/15/24	
	----- <i>Funding Source or Resource Allocation: Advisory lessons</i>	3/15/24	
		6/12/24	
Schoolwide	Staff PD on ParentSquare and Language Line to increase communication with families speaking language other than English.	1/15/24	
	----- <i>Funding Source or Resource Allocation: Staff meetings as schedule</i>	3/15/24	
		6/12/24	

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

4B: Increased percentage of underperforming student groups making continuous progress through tiered academic supports to close achievement gaps.

Schoolwide Student Goal: By the end of Semester 2 of 2024 student groups who showed disproportionate failure rates 1st semester will reduce their disproportionality by 50%.

Problem of Practice: Only 24% of our ML population met standard on the ELA SBA.

Theory of Action: Based on the data and root cause analysis we completed, we believe that by focusing on ML students who are close to but not yet meeting the ELA standard on the SBA: *Level 2* and providing them with targeted best practice interventions they will not only make academic progress in their classes, but also pass the ELA SBA.

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)

By the end of Semester 2 of 2024 student groups who showed disproportionate failure rates 1st semester will reduce their disproportionality by 50%.

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)

We believe that by focusing on ML students who are close to but not yet meeting the ELA standard on the SBA: *Level 2* and providing them with targeted best practice interventions they will not only make academic progress in their classes, but also pass the ELA SBA.

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
Subgroup	Complete a Root Cause Analysis of subgroups' lack of progress. (ML & SPED) ----- <i>Funding Source or Resource Allocation:</i>	1/15/24	

	<i>District reports and building analysis/PD</i>		
Subgroup	Leverage a staff liaison to support students with IEPs who have been suspended. <ul style="list-style-type: none"> Identify and train staff to support subgroups. 	1/15-5/15	Progress Monitoring-
	----- <i>Funding Source or Resource Allocation:</i> <i>Building</i>	6/12/24	Data Review-
	Identify a standardized common literacy and math test for 9th graders to identify students who need supplemental basic skills support.	1/15-5/15	Progress Monitoring-
	----- <i>Funding Source or Resource Allocation:</i> <i>Building</i>	6/12/24	Data Review-
Whole School	Direct Instruction/Review PD on Learning Targets and Success Criteria <ul style="list-style-type: none"> Walk-throughs: Gathering and sharing data on use of LT and SC in the classroom. 	1/10/24	PD Exit Ticket-
	----- <i>Funding Source or Resource Allocation:</i> <i>Building PD</i>	2/15-6/1	Progress Monitoring-
		6/12/24	Survey-

Grade Band Common Goal

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.

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

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.

Grade Band Common Goal: Measure of Student Progress #1

5B: By the end of Summer 2024, 92% of the class of 2027 will have passed all classes on their first attempt.

Problem of Practice: The freshmen Class of 2024 & 2025 both had 77% of their cohort pass all 9th grade courses. The data shows that in the Class of 2025, 51/90 (56.7%) of our Hispanic/Latino students did not pass all of their 9th grade. Additionally, 11/29 (37.9%) of our students receiving ELP/ML and 22/39 (56.4%) of our students with IEPs did not pass all of their 9th grade courses. Currently the class of 2026 scored a 78% on track rate.

Theory of Action: Based on the data and root cause analysis we completed, we believe if we continue to build relationships, consistently review grades and create school wide interventions, as well as leverage the Multilingual (ML) Team, MDT Team and our SPED case managers to create interventions to support struggling students, we will be able to close the gap for our ML, SPED, and 504 students.

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)

Between September of 2023 and the end of the summer of 2024, 92% of the class of 2027 will pass all of their classes on the first attempt, with a specific focus of students on individualized learning plans.

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)

The highest leverage student groups to focus on include our ML, 504 and students on IEPs. The most significant gap occurred within our ML students and students on 504 education plans.

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
	Focusing on the 9th grade Advisory curriculum and class size. Areas of focus may include: Class size, exploratory activities, use of student leaders (mentors), and teaching executive function skill ----- <i>Funding Source or Resource Allocation:</i> District Advisory support; SHS Advisory team and leads; Career Exploration materials. Funding source from district and building	1/15/24	Progress Monitoring-
		3/15/24	Progress Monitoring-
		6/12/24	Data Review-
	Continued training on implementing IEPs and supporting staff in implementation. Creation of accommodation page ----- <i>Funding Source or Resource Allocation:</i> Building support; Special Services trainers	1/15/24	Progress Monitoring-
		3/15/24	Progress Monitoring-
		6/12/24	Data Review-
	Update and training on schoolwide policies; Consistency in implementation; Combine with work from IB Steering Committee ----- <i>Funding Source or Resource Allocation:</i> Building = resource and funding source	1/15/24	Progress Monitoring-
		3/15/24	Progress Monitoring-
		6/12/24	Data Review-
	Staff PD focus on Teacher Clarity will assist in making learning more meaningful for all students. ----- <i>Funding Source or Resource Allocation:</i> Building = resource and funding source	1/15/24	Progress Monitoring-
		3/15/24	Progress Monitoring-
		6/12/24	Data Review-
	Establishing student assistance team and MDT ----- <i>Funding Source or Resource Allocation:</i> Building = resource and funding source	1/15/24	Progress Monitoring-
		3/15/24	Progress Monitoring-
		6/12/24	Data Review-
	Create opportunities for parents to increase understanding of "school": Skyward, Conferences, staff communication home ML Parent Night breakouts on Skyward and	10/25/23	Parent Survey-
		3/12/23	Parent Survey-

	Mental Health (10/25/23) ML Parent Night breakouts on Skyward and FAFSA Support (3/12/24) ----- <i>Funding Source or Resource Allocation:</i> District (communication tools) and Building	6/12/24	Data Review-
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Grade Band Common Goal: Measure of Student Progress #2 5C: By June of 2024 the SHS class of 2024 4-year cohort graduation rate will increase by 2.9% from 91.1% to 94% Problem of Practice: While Hispanic/Latino students and Asian students graduated at proportionally equal or higher rates than the whole cohort, SPED students, Black/African American and Native/Pacific Islander student groups graduate at disproportionately lower rates than the cohort. Theory of Action: Based on the data and root cause analysis we completed, we believe there is a downward trend since 2020 of 1% a year. We are consistently above the state level by 10%. Our trend compared to the state trend, the trend pattern is similar (slightly decreasing since 2020). Grade rate by ethnicity, emphasis on ML and Hispanic students is significantly higher. Black/African American, Native Hawaiian grad rate is significantly lower. In programs the grad rates are much lower than the trend with ethnic group grade rates.	
<u>Schoolwide Student Proficiency 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>	By June of 2024 the SHS class of 2024 4-year cohort graduation rate will increase by 2.9% from 91.1% to 94%.
<u>Highest Leverage Subgroup Student Proficiency 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>	While Hispanic/Latino students and Asian students graduated at proportionally equal or higher rates than the whole cohort, SPED students, Black/African American and Native/Pacific Islander student groups graduate at lower rates than the cohort.

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
	Continue to work with counselors, pulling data from EWS system to address students falling within the “red” and “yellow” categories ----- <i>Funding Source or Resource Allocation:</i> Building	1/15/24	Progress Monitoring-
		3/15/24	Progress Monitoring-
		6/12/24	Data Review-
	Implementation of MTSS Team to assist in providing supports and interventions for seniors: <ul style="list-style-type: none"> ● Credit Recovery ● Credit Completion ● Custom Scheduling ----- <i>Funding Source or Resource Allocation:</i> Building	1/15/24	Progress Monitoring-
		3/15/24	Progress Monitoring-
		6/12/24	Data Review-
	The key for us was to help students connect with individual staff members similar to the group above. We did this a few years back and had significant success with the 1:1 ratio. We like the idea above however as the small group style might be more comfortable for our tier 2 and tier 3 students. ----- <i>Funding Source or Resource Allocation:</i> Building	1/15/24	Progress Monitoring-
		3/15/24	Progress Monitoring-
		6/12/24	Data Review-
	Create a teacher team (2) with a mini cohort (3-4) of students to all meet together & provide extra support for those students struggling in classes (Same idea as our 1:1 teacher support system as a tier 2 support system in the past but now as a team) ----- <i>Funding Source or Resource Allocation:</i> Building	1/15/24	Progress Monitoring-
		3/15/24	Progress Monitoring-
		6/12/24	Data Review-

School Specific Goal

Goal: Increase percentage of students who complete an application for FAFSA
Increase completion rates for FAFSA by 5% from 48% to 53% for the class of 2023. Additionally, increase college bound students completion rate from 34.9% to 40% with an increase of 5.1%.

Equity Looks Like:

Every student receives equitable access to experiences crucial for success in planning for and completing post high school planning and preparation.

School Specific Goal: Measure of Student Progress #1

5E: By June 2024 the class of 2024's FAFSA completion rate will be 53%, an increase of 5% from 2023.

Building Problem of Practice: Over the last three years the average FAFSA completion is 49.96%, and the College Bound average is 39.2%. Many students and families find the FAFSA a challenge to navigate, and or, do not understand the importance of completing the application.

College Bound Completed

- 2018-2019: 36/85
- 2019-2020: 38/100
- 2020-2021: 42/94
- 2021-2022: 37/106
- 2022-2023: 46/112

FAFSA Total Completed

- 2018-2019: 236/442
- 2019-2020: 189/392
- 2020-2021: 235/408
- 2021-2022: 191/399
- 2022-2023: 199/415

Theory of Action: Based on the data and root cause analysis we completed, we believe... Through individualized family resources, one-on-one assistance and consistent communication there will be an increased rate of FAFSA completion for not only targeted college bound students but the entire senior class.

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)

Increase completion rates for FAFSA by 5% from 48% to 53% for the class of 2023. Additionally, increase college bound students completion rate from 34.9% to 40% with an increase of 5.1%.

Highest Leverage Subgroup Student Proficiency Goal(s):	The class of 2024 has 126 college bound eligible students. By June 2024 (50%) of these students will have completed the FAFSA application, an increase of 9% from 2023.
<i>S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)</i>	

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
	Monthly Senior newsletter emailed to students and families with dedicated financial aid information and FAFSA resources ----- <i>Funding Source or Resource Allocation: Building</i>	1/15/24 3/15/24 6/12/24	Progress Monitoring- Progress Monitoring- Data Review-
	Enhance effectiveness of district employees' interactions with students and families by providing formal training and continuous learning opportunities that break down barriers, increase understanding of "cultural cues," and promote open, proactive communication. <ul style="list-style-type: none"> ● ML Family Night focused on District Communication tools and Mental Health ● ML Family Night focused on Financial Aid for senior parents/students. <ul style="list-style-type: none"> -Introduce FASFA and WASFA for our multilingual students ----- <i>Funding Source or Resource Allocation: District ELL and Building</i>	1/15/24 3/15/24 6/12/24	Progress Monitoring- Progress Monitoring- Data Review-
	Professional learning for staff including Financial Aid workshops, Understanding Financial Aid webinar ----- <i>Funding Source or Resource Allocation: Building</i>	1/15/24 3/15/24 6/12/24	Progress Monitoring- Progress Monitoring- Data Review-

Classroom Guidance Lesson in 12th English classes, and breakout for senior meetings with every senior and their assigned counselor. ----- <i>Funding Source or Resource Allocation:</i> <i>Building</i>	1/15/24	Progress Monitoring-
	3/15/24	Progress Monitoring-
	6/12/24	Data Review-
College and Career Night financial aid breakout sessions (English, Spanish, Russian, and Ukrainian option). ----- <i>Funding Source or Resource Allocation:</i> <i>Building</i>	1/15/24	Progress Monitoring-
	3/15/24	Progress Monitoring-
	6/12/24	Data Review-
Small group and one on one FAFSA application assistance available Bi-Weekly Fridays during Lunches or by appointment ----- <i>Funding Source or Resource Allocation:</i> <i>Building</i>	1/15/24	Progress Monitoring-
	3/15/24	Progress Monitoring-
	6/12/24	Data Review-
FAFSA worksheets (Spanish and English) given to students and families to give simplified steps for the process of applying ----- <i>Funding Source or Resource Allocation:</i> <i>Building</i>	1/15/24	Progress Monitoring-
	3/15/24	Progress Monitoring-
	6/12/24	Data Review-