



Strategic School Improvement Planning 2025-2026
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

Stakeholder Involvement

Our plan has been reviewed and endorsed by the following:

Phase:	Date(s):	Persons Involved:	Notes:
Data Analysis	8/27/25	SHS Staff	Staff broken into 5 groups and completed the task
Develop/Refine	8/27/25; 10/1/25; 10/29/25	Admin Team, Instructional Council, SHS Staff	Multiple times, including district data meetings (Admin team)
Staff Review	11/5/25 - 11/7/25	SHS Staff	Review plus reflection
Parent Review	11/13/25	Principal	Offered as part of Conference night (2 sessions)
District Review			

WSIF Cycle 3 Identification

Support Status: Foundational Supports

Our theme at SHS this year is, "It takes the Valley". In 25-26, we will continue to look for innovative ways to serve our students at Sumner High School. We are introducing with staff our "Communities of Practice" groups. This will drive our professional development and impact this SIP plan. Our Communities of Practice groups will be as follows: Data group (focusing on data driven instruction); Instructional Practices group (focusing on learning targets, success criteria and feedback) and Belonging group (focusing on student voice and school connections). The attached presentation , "The Throughline", presented to staff summarizes much of this.



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. Evidence-based practices are selected 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.

Comprehensive Needs Assessment	
<u>Content Area:</u>	<u>Summary of Data Analysis-</u> <i>Overall, Sumner High School demonstrates steady academic performance and strong graduation outcomes; however, persistent gaps in achievement, attendance, and engagement indicate that not all students have equitable access to learning. Data across goal areas point to the need for more coordinated, preventive systems that identify and support struggling learners early. Moving forward, the school will strengthen collaboration among general education, special education, and multilingual teams, expand targeted interventions, and use real-time data monitoring to ensure every student is supported in meeting academic and behavioral expectations.</i>
Literacy <u>Connected Goal Areas:</u> <i>Goal 1: Success in the Early Years</i> <i>Goal 3: Academically-Prepared Critical Thinkers</i> <i>Goal 4: Elimination of Disparities in Student Access and Success</i>	Literacy Data Analysis and Reflection The literacy data, drawn from multiple sources including the School Improvement Plan (SIP) data, OSPI Report Card, and ELA performance scores, provides a comprehensive look at both academic outcomes and equity across student groups. Reviewing this information allowed us to identify key strengths, gaps, and underlying patterns that shape student success in reading and writing. ELA proficiency at Sumner High School improved slightly from 78.2% in 2024 to 78.7% in 2025, reflecting steady overall progress; however, significant equity gaps persist across subgroups. Only 22.7% of multilingual learners met standard, and students with IEPs declined sharply from 37.5% (2023) to 20% (2025). Students experiencing homelessness also saw a 9% drop in proficiency, indicating that current literacy practices are not equitably supporting all learners.

Engagement data reveal attendance decreases by grade level, with the lowest participation among upper grades, impacting reading growth and achievement.

Key patterns indicate that students requiring social, emotional, or academic support (particularly IEP, ML, and homeless subgroups) remain underserved. The disconnect between general and special education instruction highlights the need for stronger collaboration and inclusive planning.

Moving forward, Sumner High School will focus on:

- Targeted Interventions
- Instructional Practices Tuning Protocol
- Culturally Responsive and Inclusive Strategies to close subgroup gaps.

Strengthening data use, collaboration, and instructional alignment will ensure that all students—regardless of background—gain equitable access to the literacy skills essential for academic success and postsecondary readiness.

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

Mathematics Data Analysis and Reflection

A variety of data sources were analyzed, including SBA math results, course-based assessments (IABs, CFAs), class grades, and WSIF subgroup performance. Data were disaggregated by IEP status, multilingual learners, race/ethnicity, income level, and homelessness to identify equity gaps. Staff also reviewed stakeholder input from PLCs, student feedback, and family surveys to ensure a complete picture of student learning.

Key findings show that only 40% of students met standard on the Math SBA, with clear disproportionalities among student groups. No students with IEPs or homeless status passed the assessment. Students in Geometry (23% proficiency) performed far below those in Algebra II (63%), suggesting course alignment issues. While graduation rates remain high (91%), math proficiency continues to limit students' readiness for postsecondary success.

Analysis using the 5 Why Protocol identified several likely root causes:

- Gaps in spiraling Algebra I skills into Geometry.
- Inconsistent use of formative assessments (IABs) for reteaching and progress monitoring.
- Limited Tier 2 interventions for students scoring at Level 2 on prior SBAs.

These patterns indicate that inequities are systemic, not student-driven, and require changes in instructional design and intervention systems. According to the OSPI Math Menu of Best Practices (2020) and Title I, Part A Evidence-Based Practices in Intervention, improvement efforts should focus on:

- Implementing formative assessment cycles tied to reteaching.
- Providing targeted Tier 2 math interventions for students below standard.

	<ul style="list-style-type: none"> ● Building a culture of assessment purpose and recognition. <p>In summary, math outcomes reveal consistent disparities by subgroup and course level. Addressing these inequities through aligned instruction, targeted intervention, and equitable engagement practices will strengthen student achievement and advance the district’s goals for academically prepared and successful learners.</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>The following data sources were reviewed to identify patterns, disproportionality, and trends in discipline outcomes at SHS:</p> <ul style="list-style-type: none"> ● Skyward discipline data (2025–26) – 164 total incidents across all demographics. ● SWIS system data (2024–25 reference and 2025–26 YTD) – 396 discipline referrals, with race- and gender-based risk ratios calculated. ● District-level exclusionary discipline summary (Disproportionality Report, 2025) – showing subgroup risk ratios by gender, race/ethnicity, and program categories. <p>These datasets include measures of student population percentages, incident counts, and relative risk ratios (RR), representing the likelihood of a subgroup receiving discipline compared to peers.</p> <p>Several clear patterns and disparities emerged:</p> <ul style="list-style-type: none"> ● Male students receive significantly more discipline referrals than female students across all grade levels. ● Students receiving special education services comprise less than 10% of the student population but represent the second-highest risk ratio for receiving disciplinary action. ● Non-white students are overrepresented in discipline data, while white students have the lowest referral risk. ● There is currently no discipline incident data for bilingual or homeless students, raising concerns about underreporting or systemic gaps in tracking. <p>The most urgent equity gaps are for Male students (RR. 5.419) and students with IEPs (RR 5.356). Males are more than 1.5× as likely as the average student to accrue referrals. White and Asian students are below average risk.</p> <p>These findings suggest disproportionality in both the frequency of referrals and how behaviors are perceived or addressed based on student demographics.</p> <p>Preliminary trends indicate the following behavior categories are most commonly documented:</p> <ul style="list-style-type: none"> ● Disruption/Defiance (noted frequently for male and SPED-identified students)

	<ul style="list-style-type: none"> ● Repeated non-compliance ● Physical aggression or unsafe behavior ● Inappropriate language ● Skipping or unexcused absences (particularly among students with multiple referrals) ● Tardies <p>Based on the data and OSPI’s <i>Behavior Menu of Best Practices (2020)</i> and <i>Evidence-Based Practices Guidance</i>, the following systemic and instructional root causes are hypothesized:</p> <p>Inconsistent behavior response systems</p> <ul style="list-style-type: none"> ● Referral thresholds differ by teacher, grade level, or context (e.g., classroom vs. hallway). ● Restorative or instructional responses may not be consistently used before exclusionary actions. <p>Access and support gaps for male and SPED students</p> <ul style="list-style-type: none"> ● IEP accommodations, behavior intervention plans, and SEL supports may not be systematically embedded in general education settings. ● Unaddressed executive function and regulation needs increase the risk of behavior escalation.
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<p>Graduation</p> <p><u>Connected Goal Area:</u></p> <p><i>Goal 5: Readiness for College, Career, and Life</i></p>	<p>A variety of data sources were used to examine graduation performance and equity across student groups:</p> <ul style="list-style-type: none"> ● OSPI Report Card ● Sumner High School SIP Data (Disaggregated by subgroup) ● Early Warning System (credit accumulation, course failure rates); Counselor tracking of at-risk seniors ● Student Information System (Skyward) data on IEP, ML, and homeless status ● Multi-year trend data (2018–2025) to identify post-pandemic recovery patterns <p>Analyzing the data, the following key findings and trends emerged:</p> <ul style="list-style-type: none"> ● Overall Graduation Performance: <ul style="list-style-type: none"> ○ Sumner High School’s four-year cohort graduation rate was approaching 92% for the 2025 4 year cohort, about 10% above the state average. ○ Gender: Females (92.6%) continue to outpace males (90.4%) in on-time graduation. ○ 84.7 % of Hispanic/Latino students graduated (slight decrease from 2024; historically fluctuating 81–96% over 5 years, suggesting inconsistent support systems)
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	<ul style="list-style-type: none"> ○ 69.1% of IEP students graduated - (increased by 1.7% from previous year, but still represents largest equity gap) ○ 71% ML/EL students graduated - (decreased by 4% from previous year, suggestion continued language and access barriers) ○ 79.3% homeless students graduated - (increased by 5.8% from previous year; improved, but still represents nearly a 12% gap from the grad rate) ○ 92% of students with a 504 plan graduated (consistent with the graduation rate for all) <ul style="list-style-type: none"> ● Additional Indicators: <ul style="list-style-type: none"> ○ Only 66.7% of students attended 90% or more of school days, signaling a clear link between attendance and graduation risk. ○ Latin-x and ML students report fear of coming to school due to political climate and sense of belonging—highlighting the need for culturally responsive engagement. ● Graduation disparities persist along lines of language proficiency, disability, and socioeconomic status: <ul style="list-style-type: none"> ● IEP students graduate at a rate 22 percentage points lower than peers. ● ML students face a 20+percentage point gap, often due to language development, course placement, and inconsistent academic support. ● Hispanic/Latino students experience year-to-year instability, suggesting interventions are not yet systemic or sustained. ● Homeless and low-income students are less likely to maintain credit accrual or meet graduation requirements due to attendance, transportation, or economic stressors. <p>These gaps indicate the need for improved Tier 2/3 academic and social-emotional supports, as well as enhanced data tracking within the Early Warning System to identify at-risk students before credit loss occurs.</p>
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<p>Social-Emotional</p> <p><u>Connected Goal Area:</u></p> <p><i>Goal 2: Nurtured, Engaged, and Empowered Students</i></p>	<p>Social-Emotional Data Analysis and Reflection</p> <p>Multiple data sources were reviewed, including OSPI Report Card data (attendance, discipline, and graduation), CEE perception surveys, SEL and WSIF data, and Skyward records for demographics and attendance. This provided a well-rounded view of student performance, engagement, and school climate.</p> <p>Data show improvement in staff perceptions of student safety (+14%) and strong adult-student connections (81%). However, only 41% of students report</p>
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enjoying school, and 66% attend 90% or more of the time. Engagement, critical thinking, and self-management have declined, and only 46% of families feel well-informed about their student’s progress.

Low-income students, students with disabilities, and McKinney-Vento youth are most impacted, showing higher absenteeism and lower engagement. Root causes include inconsistent SEL instruction, limited use of student-centered and culturally responsive teaching, and weak communication systems.

Overall, while relationships and safety are strengths, attendance, engagement, and motivation remain challenges. Strengthening SEL, increasing relevance in instruction, and improving communication will support equitable outcomes.

9th Grade on Track

Connected Goal Area:

Goal 5: Readiness for College, Career, and Life

9th Grade On-Track Data Analysis and Reflection

The 9th Grade On-Track data, reviewed with discipline, attendance, and academic records, reveal both strengths and areas for growth. Ninth grade remains a pivotal transition year, as on-track status is a strong predictor of graduation success.

Overall, most 9th graders are earning sufficient credits and showing positive engagement, reflecting effective transition support. However, persistent equity gaps remain among students with IEPs, multilingual learners (ML), and those identified under McKinney-Vento (homeless), who continue to fall behind in credit attainment and engagement.

2024 -2025 9th Grade Data: (workshop)

- Semester 1 = 93.2% pass rate
- Semester 2 = 92.4% pass rate

While 9th graders maintain the best attendance of all grade levels, chronic absenteeism disproportionately affects the same subgroups struggling academically. These patterns indicate that current interventions are not equitably reaching all learners.

Data sharing and early identification practices need refinement to address risk factors—academic, behavioral, or attendance-related—before they escalate.

Key Themes:

- Progress: Most 9th graders are on track for graduation.
- Subgroup Disparities: IEP, ML, and homeless students are less likely to be on track.
- Attendance & Engagement: Chronic absenteeism contributes to underperformance.
- Systemic Barriers: Collaboration and early identification systems require improvement.

	<p>Moving forward, Sumner High School will strengthen early identification protocols, collaboration among instructional and support teams, and implement restorative and trauma-informed practices to minimize lost learning time. Expanding peer and adult mentorship and embedding consistent, relationship-based supports will ensure that every 9th grader has equitable access to the academic and social-emotional systems needed to stay on track for graduation.</p>
<p>Attendance:</p> <p><u>Connected Goal Area:</u></p> <p><i>Goal 2: Nurtured, Engaged, and Empowered Students</i></p>	<p>A range of attendance data sources were reviewed to analyze current trends and identify areas of concern, including:</p> <ul style="list-style-type: none"> ● Skyward daily and period attendance data ● Monthly chronic absenteeism reports ● Comparison of 2023–24 vs. 2024–25 attendance data ● Student demographics (gender, race/ethnicity, housing status) ● OSPI Attendance Data ● Informal staff observations and teacher gradebook correlations <p>Key findings include:</p> <ul style="list-style-type: none"> ● In 2025, only about half (50.3%) of SHS students are meeting the “regular attendance” benchmark, down slightly from 53.1% in 2024. ● Approximately one-third (33%) of students are missing 10% or more of school each month, meeting the threshold for chronic absenteeism. ● Female students are 8% more likely than male students to have attendance issues—an unexpected pattern that warrants further investigation. ● There has been a 3% increase in students with two or more absences from the previous school year (2023–24 to 2024–25). ● Pacific Islander students showed a 12% improvement in attendance compared to the prior year. ● Students who identify as Native American or experiencing homelessness are at highest risk for chronic absenteeism and continue to be overrepresented in absence data. ● Average daily attendance has stabilized around 86%, showing minimal year-to-year growth despite interventions. <p>These patterns reflect a degree of disproportionality across gender and student populations with intersectional challenges (race, housing status), pointing to a need for more targeted, equitable support systems.</p> <p>The most common concerns include:</p> <ul style="list-style-type: none"> ● Frequent partial-day absences or skipping one or two periods, which may not always trigger interventions but still impact learning. ● Repeated full-day absences, often with no documented excuse. ● Inconsistent parent/guardian communication or lack of updated contact information, particularly among students experiencing homelessness.

Unreported excused absences, suggesting a potential misunderstanding or barrier to communicating with the attendance office.

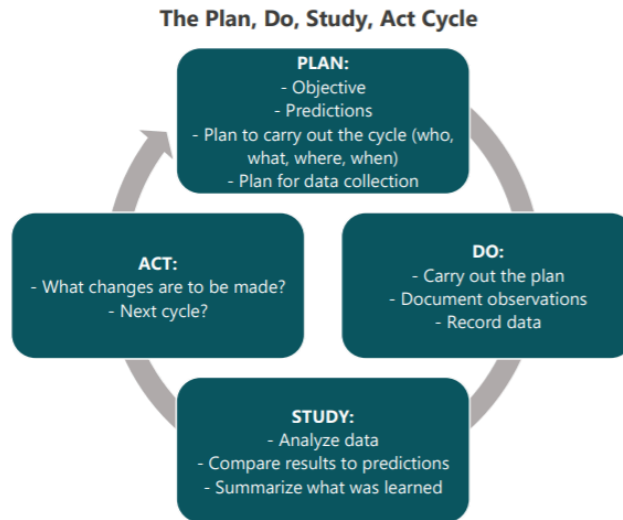
There is a growing need to clarify what qualifies as an absence (including period vs. daily absences) and improve documentation to better understand the scope and nature of absences among student groups.

Using the 5 Why Protocol, several contributing root causes emerged:

1. Lack of consistent monitoring – Absences, especially period-based ones, may go unflagged if not reviewed holistically.
2. Transportation and housing instability – For students experiencing homelessness, getting to school consistently presents significant logistical and emotional challenges.
3. Limited student connection to school – Students who do not feel seen, supported, or engaged are less likely to prioritize attendance.
4. Inconsistent parent engagement and communication barriers – Language access and technology limitations may reduce families' ability to report absences or seek support.
5. Perceived irrelevance of schoolwork – Some students report feeling disengaged from curriculum or policies around makeup work, impacting their motivation to attend.

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

Goal: Table of Contents			
#	Strategic Plan Goal Title	Measure of Student Progress	Equity Looks Like
1	<p>K-12 Common Goal Goal 4: Elimination of Disparities in Student Access and Success</p>	<p>4C. Percent of students with suspensions and expulsions: SW: By June 2026, SHS will reduce overall discipline incidents by 25% and cut incident disproportionality gaps by at least 50% for:</p> <ul style="list-style-type: none"> • students with IEPs, low-income, and homeless students, • male students, who currently represent 84–85% of referrals, and • Black/African American students <p>SG: By June 2026, Sumner High will reduce disproportionate discipline referrals for male students with IEPs by 50%.</p>	<p>Every Student, regardless of background or circumstance, is assured of non-prejudicial treatment and needs-based resources to meet cognitive and behavioral expectations.</p>
2	<p>K-12 Common Goal</p>	<p>4B. Percent of underperforming student</p>	

	<p>Goal 4: Elimination of Disparities in Student Access and Success</p>	<p>groups making continuous progress through tiered academic supports to close achievement gaps: SW: By June 2026, ELA SBA proficiency will increase by 5% overall (from 79%-84%); Math SBA proficiency will increase by 10% overall (from 40% - 50%).</p> <p>SG: By June 2026, ELA SBA proficiency will increase by 10% for ML students and students with IEP's; Math SBA proficiency will increase by 15% for ML students and students with IEP's.</p>	
3	<p>Grade Band Common Goal Goal 5: Readiness for College, Career, and Life</p>	<p>5B: Percent of 9th grade students on track to graduate: SW: By August 2026, 95% of 9th graders will earn at least 6 credits.</p> <p>SG: By August 2026, 85% of 9th grade students with McKinney-Vento status will earn at least 6 credits.</p>	<p>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.</p>
4	<p>Grade Band Common Goal Goal 5: Readiness for College, Career, and Life</p>	<p>5C: Increase the rate of 4-year cohort on-time high school graduation: SW: By June 2026, Sumner High School will increase the on-time graduation rate to 95% (from ~91%).</p> <p>SG: By June 2026, Multilingual Learners will increase the on-time graduation rate to 80% (from ~71%).</p>	<p>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.</p>
5	<p>School Specific Goal Belonging, Connection & Engagement</p>	<p>SW: By June 2026, Sumner High School will increase students' sense of belonging — defined as feeling accepted, respected, included, and supported — will increase from 40% to 60%, as measured by the CEE Educational Effectiveness Survey.</p> <p>SG: By June 2026, Sumner High School will increase students' identified as McKinney-Vento and students with IEP's, sense of belonging — defined as feeling accepted, respected, included, and supported — from 35% to 50%, as measured by the CEE Educational Effectiveness Survey.</p>	<p>Prioritize student voice, acceptance, respect, inclusion and culturally responsive engagement to close the gaps in connection and trust and to promote every student feeling known, valued and supported</p>

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 25-26 school year.

K-12 Common Goal: Measure of Student Progress #1	
4C. Percent of students with suspensions and expulsions.	
<p>Identified Challenge: Sumner High School continues to experience discipline disproportionality among male, Black/African American, and IEP students, who are referred at rates 3–5 times higher than peers. Inconsistent implementation of Tier 1 expectations and restorative SEL practices, coupled with varying levels of belonging and relational connection, contribute to inequitable behavior responses and exclusionary outcomes.</p> <p>Theory of Action: Based on the identified challenge, we believe if we intentionally strengthen Tier 1 PBIS and restorative SEL practices that promote belonging and relational trust, then student engagement and emotional safety will increase and discipline disproportionality will decrease, particularly for male, Black/African American, and IEP students.</p>	
<p>Schoolwide Student Goal(s):</p> <p><i>S.M.A.R.T (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, and Timely/Time-bound)</i></p>	<p>By June 2026, SHS will reduce overall discipline incidents by 25% and cut incident disproportionality gaps by at least 50% for:</p> <ul style="list-style-type: none"> ● students with IEPs, low-income, and homeless students, ● male students, who currently represent 84–85% of referrals, and ● Black/African American students
<p>Highest Leverage Subgroup Student Goal(s):</p> <p><i>S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)</i></p>	<p>By June 2026, Sumner High will reduce disproportionate discipline referrals for male students with IEPs by 50%.</p>

How will we get there?		
Evidence-Based Practices		Monitoring of Evidence-Based Practices
<i>What evidence-based “measurable” practices will you implement in order to have an impact toward reaching this goal?</i>		<i>What data will be reviewed, when, and by whom to determine evidence of student learning resulting from the practice? What resources are needed?</i>
<p>Practice #1 Schoolwide</p>	<p>Restorative Practices:</p> <ul style="list-style-type: none"> ● Engage students in restorative conversations that emphasize voice and accountability. ● Provide staff access to monthly restorative practices resources 	<p>Data Measures: Attendance records, Discipline referrals and actions, Current Grades Timeframe: Monthly Lead: Thompson/Paulson Resources: Skyward, Homeroom</p>

Practice #2 <i>Subgroup</i>	Building Bridges: <ul style="list-style-type: none"> • Include male mentors such as our Young Entrepreneurs leaders, male staff of color, and coaches/advisors. • <i>Taco Talk</i>—conduct empathy interviews during lunch in small groups. 	Data Measures: Attendance records, Discipline referrals and actions, Current Grades Timeframe: Monthly Lead: Thompson/Herrera Resources: Skyward, Homeroom
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Mid-Year Reflection
This section will serve as a summary of progress and impact at the middle of the 2025-26 school year. How is the school on track to meet this goal, based on the mid-year expectation for the goal?

Practice #1:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #2:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

End-of-Year Reflection
This section is a summary reflection on end-of-year findings.

Practice #1:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #2:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

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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.

Identified Challenge:

ELA- While Sumner High School's overall ELA proficiency improved slightly from 78.2% (2024) to 78.7% (2025), significant equity gaps persist among subgroups. Only 22.7% of multilingual learners (ML) met standard, and ELA proficiency among students with IEPs declined sharply—from 37.5% in 2023 to 20% in 2025. Students experiencing homelessness also showed a 9% drop in proficiency. This indicates that universal literacy practices are insufficiently reaching high-needs subgroups, particularly those with IEPs, multilingual learners, and students experiencing housing instability.

Math- While Sumner High School maintains high graduation rates (91%), math proficiency remains critically low at 40%, revealing a significant gap in college and career readiness. No students with IEPs or homeless status met standard, and proficiency among multilingual learners and low-income students remains far below the schoolwide average. In addition, Geometry students (23%) performed far below Algebra II students (63%). This challenge underscores the need for systemic shifts toward equitable, data-informed math instruction, greater vertical alignment across math courses, and targeted interventions that support students' conceptual understanding and procedural fluency.

Theory of Action:

If Sumner High School develops and sustains a structure of Communities of Practice (CoPs) that allow teachers to collaboratively focus on one of three high-leverage domains—Data-Driven Instruction, Instructional Practices, or Student Belongingness—then educators will deepen their collective efficacy, refine instructional decision-making, and strengthen equitable learning environments.

Through these Communities of Practice, each Professional Learning Community (PLC) will integrate shared learning across the three domains, ensuring that all teams are growing in their capacity to:

- Use data intentionally to inform instruction and interventions;
- Implement evidence-based instructional strategies that increase student engagement and achievement; and
- Foster a strong sense of belonging and connection for all students, particularly those historically underserved.

As a result, all PLCs will demonstrate measurable improvement in their use of data, instructional practice, and student belonging strategies, leading to increased academic growth and a more inclusive, supportive school culture.

Schoolwide Student Proficiency

Goal(s):

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

By June 2026, ELA SBA proficiency will increase by 5% overall (from 79%-84%); Math SBA proficiency will increase by 10% overall (from 40% - 50%).

<p>Highest Leverage Subgroup Student Proficiency Goal(s):</p> <p><i>S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)</i></p>	<p>By June 2026, ELA SBA proficiency will increase by 10% for ML students and students with IEPs; Math SBA proficiency will increase by 15% for ML students and students with IEPs.</p>
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How will we get there?

Evidence-Based Practices <i>What evidence-based “measurable” practices will you implement in order to have an impact toward reaching this goal?</i>		Monitoring of Evidence-Based Practices <i>What data will be reviewed, when, and by whom to determine evidence of student learning resulting from the practice? What resources are needed?</i>
Practice #1 <i>Schoolwide Data Informed Instruction</i>	Community of Practice emphasizing collaborative inquiry cycles and data-informed instructional improvement.	<p>Data Measures: Common Formative Assessments (CFAs), ELA & Math: Interim Assessment Blocks and</p> <p>Timeframe: Monthly</p> <p>Lead: Garrison/PLT Leaders/Department Leads</p> <p>Resources: OSPI, Smarter Balance, PLCs, CFAs</p>
Practice #2 <i>Schoolwide</i>	Community of Practice supporting schoolwide systems that ensure equitable access to high-quality instruction, with Focus on: <ul style="list-style-type: none"> ● Learning Targets ● Success Criteria ● Teacher Feedback ● Belonging 	<p>Data Measures: Classroom performance (grades); Attendance</p> <p>Timeframe: Monthly; Twice a year (Side Survey); Annually (CEE)</p> <p>Lead: Thompson/Furlan/Baines</p> <p>Resources: Skyward; CEE; “Side Survey”</p>

Mid-Year Reflection
This section will serve as a summary of progress and impact at the middle of the 2025-26 school year. How is the school on track to meet this goal, based on the mid-year expectation for the goal?

Practice #1:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #2:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

End-of-Year Reflection
This section is a summary reflection on end-of-year findings.

Practice #1:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #2:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

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Grade Band Common Goal: Measure of Student Progress #1

5B: Percent of 9th grade students on track to graduate

Identified Challenge: While most 9th graders at Sumner High earn sufficient credits to remain on track for graduation, subgroup data reveal persistent inequities. Students experiencing homelessness are significantly less likely to earn six credits by year’s end. Chronic absenteeism and discipline disproportionality contribute to this gap, as inconsistent attendance and lost instructional time limit access to learning. Strengthening early identification systems, coordination among support teams, and consistent, relationship-based interventions is necessary to ensure equitable success for all freshmen.

Theory of Action: If Sumner High School develops and sustains a structure of Communities of Practice (CoPs) that allow teachers to collaboratively focus on one of three high-leverage domains—Data-Driven Instruction, Instructional Practices, or Student Belongingness—then educators will deepen their collective efficacy, refine instructional decision-making, and strengthen equitable learning environments.

Through these Communities of Practice, each Professional Learning Community (PLC) will integrate shared learning across the three domains, ensuring that all teams are growing in their capacity to:

- Use data intentionally to inform instruction and interventions;
- Implement evidence-based instructional strategies that increase student engagement and achievement; and
- Foster a strong sense of belonging and connection for all students, particularly those historically underserved.

As a result, all PLCs will demonstrate measurable improvement in their use of data, instructional practice, and student belonging strategies, leading to increased academic growth and a more inclusive, supportive school culture.

Schoolwide Student Proficiency Goal(s):

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

By August 2026, 95% of 9th graders will earn at least 6 credits.

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)

By August 2026, 85% of 9th grade students with McKinney-Vento status will earn at least 6 credits.

How will we get there?

Evidence-Based Practices <i>What evidence-based “measurable” practices will you implement in order to have an impact toward reaching this goal?</i>		Monitoring of Evidence-Based Practices <i>What data will be reviewed, when, and by whom to determine evidence of student learning resulting from the practice? What resources are needed?</i>	
Practice #1 <i>Schoolwide</i>	Community of Practice emphasizing collaborative inquiry cycles and data-informed instructional improvement.	Data Measures: Common Formative Assessments (CFAs), ELA & Math: Interim Assessment Blocks, Classroom performance (Quarter & Semester)	Timeframe: Monthly Lead: Garrison/PLT Lead/Department Lead Resources: OSPI, Smarter Balance, PLCs, CFAs
Practice #2 <i>Schoolwide</i>	Community of Practice supporting schoolwide systems that ensure equitable access to high-quality instruction, with Focus on: <ul style="list-style-type: none"> • Learning Targets • Success Criteria • Teacher Feedback • Belonging 	Data Measures: Classroom performance (Quarter & Semester); Attendance	Timeframe: Monthly; Twice a year (Side Survey); Annually (CEE) Lead: Thompson/Furlan/Baines Resources: Skyward; CEE; “Side Survey”

Mid-Year Reflection

This section will serve as a summary of progress and impact at the middle of the 2025-26 school year. How is the school on track to meet this goal, based on the mid-year expectation for the goal?

Practice #1:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #2:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

End-of-Year Reflection

This section is a summary reflection on end-of-year findings.

Practice #1:

Please describe the extent to which this evidence-based practice is being implemented as planned.

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Grade Band Common Goal: Measure of Student Progress #2

SCHOOL CHOICE: 5C: Increase the rate of 4-year cohort on-time high school graduation.

Identified Challenge: Subgroups (IEP, ML, Hispanic/Latino, Homeless) consistently graduate at lower rates than peers

- Gaps in consistent Tier 1 instructional strategies for all students
- Gaps in Tier 2 academic interventions (credit recovery and tutoring often reactive, not preventative).
- Limited coordination between general education and specialized programs (SPED, ML, counseling).
- Barriers to consistent attendance and engagement (transportation, belonging, mental health).

Theory of Action: If Sumner High School intentionally strengthens its Tier 1 systems through consistent, data-driven early interventions, culturally responsive supports, and coordinated strategies that remove barriers to attendance and engagement, **then** all students, especially Multilingual Learners, (students with IEPs, and Hispanic/Latino students) will have equitable access to instruction, timely support, and meaningful engagement opportunities — resulting in reduced graduation disparities and increased postsecondary readiness for all students (increase in on time graduation rate).

<p><u>Schoolwide Student Proficiency Goal(s):</u></p> <p><i>S.M.A.R.T (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, and Timely/Time-bound)</i></p>	<p>By June 2026, Sumner High School will increase the on-time graduation rate to 95% (from ~91%).</p>
<p><u>Highest Leverage Subgroup Student Proficiency Goal(s):</u></p> <p><i>S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)</i></p>	<p>By June 2026, Multilingual Learners will increase the on-time graduation rate to 80% (from ~71%).</p>

How will we get there?

Evidence-Based Practices		Monitoring of Evidence-Based Practices
<i>What evidence-based “measurable” practices will you implement in order to have an impact toward reaching this goal?</i>		<i>What data will be reviewed, when, and by whom to determine evidence of student learning resulting from the practice? What resources are needed?</i>
Practice #1 <i>Schoolwide</i>	Community of Practice emphasizing collaborative inquiry cycles and data-informed instructional improvement.	<p>Data Measures: Common Formative Assessments (CFAs), ELA & Math: Interim Assessment Blocks, EWS</p> <p>Timeframe: Monthly</p> <p>Lead: Garrison/PLT Lead/Department Lead</p> <p>Resources: OSPI, Smarter Balance, PLCs, CFAs</p>

Practice #2 <i>Schoolwide</i>	Community of Practice supporting schoolwide systems that ensure equitable access to high-quality instruction, with Focus on: <ul style="list-style-type: none"> • Learning Targets • Success Criteria • Teacher Feedback • Belonging 	Data Measures: Classroom performance (grades); Attendance Timeframe: Monthly; Twice a year (Side Survey); Annually (CEE) Lead: Thompson/Furlan/Baines Resources: Skyward; CEE; “Side Survey”
Practice #3 <i>Schoolwide</i>	Credit Recovery <ul style="list-style-type: none"> • Credit recovery Saturdays 	Data Measures: Credit Completion Timeframe: Twice a year (6 weekends) Lead: Herrera Resources: Credit Recovery curriculum; CR staff

Mid-Year Reflection

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Please describe the extent to which this evidence-based practice is being implemented as planned.

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Practice #2:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #3:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

End-of-Year Reflection

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School Specific Goal:

SCHOOL CHOICE: Belonging, Connection & Engagement

Identified Challenge: Although most students report knowing a caring adult, fewer than half report feeling *connected, valued, or included* within the broader Sumner High community. Students from historically underserved groups (ML, IEP, low-income) and male students show lower participation in activities, higher absenteeism, and reduced belonging, indicating systemic inequities in access to connection and engagement.

Theory of Action: Based on the identified challenge, we believe if Sumner High School intentionally fosters student connection through relationship-centered practices, inclusive extracurricular access, and consistent SEL instruction, then all students — particularly those historically underrepresented — will feel known, valued, and supported, increasing their sense of belonging and engagement in the school community.

Schoolwide Student Proficiency Goal(s):

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

By June 2026, Sumner High School will increase students' sense of belonging — defined as *feeling accepted, respected, included, and supported* — from 40% to 60%, as measured by the CEE Educational Effectiveness Survey.

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)

By June 2026, Sumner High School will increase students' identified as McKinney-Vento and students with IEP's, sense of belonging — defined as *feeling accepted, respected, included, and supported* — from 35% to 50%, as measured by the CEE Educational Effectiveness Survey.

How will we get there?

Evidence-Based Practices

What evidence-based "measurable" practices will you implement in order to have an impact toward reaching this goal?

Monitoring of Evidence-Based Practices

*What data will be reviewed, when, and by whom to determine evidence of **student learning** resulting from the practice? What resources are needed?*

Practice #1
Schoolwide
Increase
Student Voice

STUDENT VOICE: Establish a process for student representation and opportunities for student feedback and input

1. Student Advisory/Belonging Council centered on student driven input and school data.
2. Implement opportunity for student led input and voice
3. "TACO TALK" (student led) -

Data Measures:

- Representation of school demographics
- Committee notes w/ follow up data
- Feedback surveys (in Spanish and Ukranian)
- Outreach documentation
- Expanded survey based on CEE responses - Side Survey administered fall 25' and spring 26')
- Reflection on impact of Taco Talk by students (spring 26')

Timeframe: Twice a year (Side Survey); Annually (CEE); Monthly

		<p>Lead: Principal/Equity Lead</p> <p>Resources:</p> <ul style="list-style-type: none"> • Equity Lead • Time/Space • System to capture student voice for monthly meetings • Communication plan
<p>Practice #2 <i>Subgroup: McKinney Vento, students with lep's</i></p>	<p>INCLUSIVE EXTRACURRICULAR ACCESS:</p> <ol style="list-style-type: none"> 1. Monitor and increase access to clubs, sports, and arts by reducing barriers 2. Create multilingual promotional materials for clubs and sports. 3. Increase opportunities for students in groups that are historically underrepresented 	<p>Data Measures:</p> <ul style="list-style-type: none"> • ASB/Athletics participation survey • Club/extracurricular opportunity communication (multiple languages) <p>Timeframe: Three times per year; Annual participation survey</p> <p>Lead:</p> <ul style="list-style-type: none"> • ASB Advisors • Athletic Director • Admin <p>Resources:</p> <ul style="list-style-type: none"> • Equity Lead • ASB

Mid-Year Reflection

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Comprehensive Mid-Year Reflection Questions

The following section is an overall reflection on mid-year findings as documented in the five goals in the school improvement plan and is meant to inform decision-making about progress toward the achievement of goals for the remainder of the school year. Use of these questions can help show the impact of current high-leverage evidence-based practices (interventions, activities, or strategies) and/or provide data-informed adjustments within implementation cycles.

1. How did you identify and respond to equity needs for specific student groups, from the beginning of the year to the middle of the year, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized) and what specific data did you use to inform your decision making?

Please share an example of your progress in narrowing opportunity gaps. What strategies will the school implement, or continue to implement, to enhance equity between now and the end of the year?

2. Which evidence-based practices (interventions, activities, or strategies) being implemented are having the largest impacts on positively improving student outcomes and your high-priority SMARTIE goals? Describe what is contributing to the success of this work.

For each goal that is not on track, what adjustments will be made to increase the chances that the school will meet the goal?

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Comprehensive End-of-Year Reflection Questions

This section is a summary reflection on end-of-year findings as documented in the five goals in the school improvement plan and can be used to inform decision-making about developing SMARTIE goals and evidence-based practices (interventions, activities, or strategies) for your 2026-27 SIP. The purpose of these reflective and guiding questions is for school leadership teams to engage in practicable and sustainable planning processes.

1. In school year 2025-26, how did you identify and respond to equity needs for specific student groups, from the middle to the end of this school year, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized) and what specific data did you use to inform your decision making?

Please share an example of progress made in narrowing opportunity gaps and the plan to sustain and build on the improvements as you transition into supports for your 2026-27 SIP.

2. Describe the progress made toward your SMARTIE goals. Describe what led to or is leading to the achievement of the goals.

3. How did at least one of the activities documented in your SIP positively impact student achievement in pursuit of its associated SMARTIE goal?

4. How did you respond to and adjust for challenges as you made progress toward your SMARTIE goals? Please describe at least one specific challenge and adjustment to that challenge.

5. How will the adjustments or modifications in addressing the challenge(s) detailed above inform your school improvement planning process and preparation for the school year 2026-27? How will you utilize available and additional sources of data in the planning process? Please describe what you have learned and how the appropriate data sources you have identified will guide your planning for 2026-27?

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