School Overview

Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our building and District's plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school's goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report. Through teamwork, collaboration, and shared leadership, the Building Leadership Team worked thoughtfully to develop the CSIP. It was approved on November 14, 2016.

Mission and Vision

Mission:

THE 6 PILLARS OF THE ORCA K-8 MISSION
- Belonging, Equity & Inclusion
- Community
- Whole Child
- Environment
- Experiential Exploration
- Democracy

➤ **Belonging, Equity & Inclusion:** We all Belong is Orca K-8's commitment to equity in an inclusive learning environment. Orca K-8 recognizes that every student is a valuable and contributing member of our school community. Orca holds educational excellence as an expectation for all children regardless of race, ability, religion, gender, culture, sexual orientation, background or political ideology. We are committed to valuing differencing where every member feels welcome, supported and safe. We are committed to identifying and removing barriers that exclude participation by establishing a school community where all members will demonstrate the belief and expectation that every student has equal access to a high quality inclusive education. We all belong roots equity in human dignity. Communities start with belonging. Racism and bias are actively addressed. Students are taught to understand differences and measure success by collective outcomes as well as individual achievements. Belonging means we hold high expectations for strong academic preparation for students.

➤ **Community:** A web of families, staff, peers, and community supports Orca K-8 students. Our families participate in all aspects of school life, from organizing classroom support and community events to making decisions and implementing curriculum. Orca K-8 families join in learning to build bridges across personal and cultural divides – an essential skill in a multicultural community working for justice.

➤ **Whole Child:** We all belong also underlies Orca K-8's commitment to the whole child. Knowing children and how they learn creates the foundation for learning. We value the diverse intellectual, emotional, social, and physical growth of each child. Students are empowered to actively engage with motivating curriculum and each other. Orca K-8 explores the dance between learning that emerges from children's interests, and lessons that encourage originality and individuality.

➤ **Environment:** Our future is entwined with the Earth's. Orca K-8 encourages students to explore, nurture, and celebrate their connections with the planet. Students are introduced to environmental themes that build on their expertise to develop awareness of responsibility and the impact humans have on their environment. Environmental includes hands-on connection to the earth that focuses on sustainability.

➤ **Experiential Exploration:** The human spirit is defined through creative expression. We believe students need to explore ideas and examine what emerges in order to stimulate innovation. Integrating the arts throughout science, literacy, math, and social studies is essential to experiential learning. It allows students to explore new answers – new questions – and later develop experiments to evaluate their theories. Experiential Exploration allows students to take risks, follow threads to an uncertain end, and sit with mystery.

Democracy: An Orca K-8 education is experienced together – staff, students, parents, guardians, and community members. Challenges are viewed as opportunities for learning: What's really going on? What choices could we make? What are other perspectives? How can we use this experience to learn and grow as a community? Democracy is a complex endeavor and Orca K-8 aims to have every student participate. Our graduates will have strong academic skills to make their way in a world that demands visionaries that make a difference.

Vision:

At Orca K-8 School, we believe in the importance of inclusion and equality for all students. As an inclusive school, we celebrate the unique talents and gifts of each student, engaging them in critical thinking, generating enthusiasm and active participation. We are committed to developing inclusive cultures, policies and practices where every student is valued and included in every classroom, every day.

Terminology

Throughout this document a number of acronyms and terms are used that may seem unclear. The following lexicon may be helpful:

ALO (or HC -highly capable): Advanced Learning Opportunities. Building based program that serves students with a designation of advanced learners.

BLT: Building Leadership Team. A school's advisory, decision-making group that has specialist, grade level, administration and parent representation. The BLT meets monthly and approves the school budget and CSIP. It also,

determines an additional year-long leadership team focus. This year our focus concerns communication between the school and families as well as building climate.

Career Ladder Teachers. Teachers that serve to support their colleagues within a leadership capacity. They help design and lead professional development opportunities at the school.

ELL: English Language Learners. Students who have been identified as needing additional support learning English.

IEP: Individualized Education Plan. An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain requirements of law and regulations.

MTSS: Multi-Tiered System of Support. Building directed supports for students identified as needing additional learning opportunities beyond basic classroom instruction to meet standards.

PD: Professional Development. Instruction and learning activities for teachers to improve or broaden instructional practice.

PLC: Professional Learning Community. A team of educators that collaborate for instruction determining essential standards, creating and administering ongoing assessments of student understanding, reviewing data, and providing supports and extensions for students needing them.

RULER- Recognizing **U**nderstanding **L**abeling **E**xpressing **R**egulating: a social-emotional literacy curriculum developed by Yale University's Center for Emotional Intelligence. Early Learning spearheaded the adoption of this curriculum, which is now in use at 50 Seattle Public Schools elementary and middle schools.

SMART Goal. Specific, **M**easurable, **A**ttainable, **R**ealistic and **T**imely

SIT: Student Intervention Team. A team of parents, teachers, specialists and our psychologist that meet to consider whether an identified student may require extra support or be considered for evaluation to determine special education qualification.

STEM: Science, **T**echnology, **E**ngineering, and **M**athematics

School-Wide Programs/Multi-Tiered System of Support

Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.

Use of data for school improvement and instruction
- Analyzed the data measuring performance on state assessment:
  -Middle school students of color are performing lower than white middle
   students on standardized state tests than would be predicted on classroom
   performance.
- Analyzed attendance data:
  -Significant percentage of students are having an attendance rate of less than
   92% at all grade levels.
  -We plan to increase attendance levels by leveraging the school's Family
   Engagement Action Team (FEAT) and parent volunteer classroom
   coordinators to strengthen outreach and family engagement

Indicator: During the 2016-2017 school year, teachers will monitor and assess students on standards-based objectives in order to made appropriate instructional and/or curriculum adjustments.
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Based on the data, teachers will monitor and assess student outcomes that are aligned to the Common Core State Standards:
- Teachers informally assess students throughout the school day (and year) to inform instruction. Assessments take place before instruction to plan learning experiences, during instruction by observing and asking questions, and after instruction to see what students have learned and to plan the next instructional step. Students are given a baseline assessment during Fall, winter and spring. Final Individual Student, Class, and School Reports are prepared in June to determine overall standards mastery of skills in grades K-8.
- K-8 teachers will progress monitor student progress to identify the individual strengths and weakness of each student to assist teachers in planning future instruction so that students' needs are met, decide how

students should be grouped for instruction so that each student receives instruction at their appropriate level and can identify students who need additional support.

Analyzing the data between 2014 – 2016, we recognized the following:

The major strengths (gains) were in the area of English Language Arts (ELA) between 2014-2016, in grades 4th, 5th and 8th and 8th grade science.

The major needs we discovered were in the grades 6th – 8th in math and 6th and 7th English Language Arts (ELA).

2014-2015 Grade	ORCA ELA	District ELA	Difference Between district and Orca ELA	ORCA Math	District Math	Difference Between district and Orca Math	2015-2016 Grade	ORCA ELA	District ELA	Difference Between district and Orca ELA	GAIN between 2014-2016 ORCA ELA	ORCA Math	District Math	Difference Between district and Orca Math	GAIN between 2014-2016 ORCA MATH
3rd	55.7%	62.1%	-6.4%	42.0%	63.8%	-21.8%	3rd	52.0%	65.4%	-13.4%		62.5%	68.8%	-6.3%	+6.8%
4th	51.9%	64.7%	-12.8%	40.3%	63.5%	-23.2%	4th	64.2%	66.9%	-2.7%	+12.3%	57.1%	66.6%	-9.5%	+5.2%
5th	53.1%	65.7	-12.6%	27.6%	56.0%	28.4.1%	5th	63.6%	69.2%	-5.6%	+10.5%	38.1%	60.0%	-21.9%	
6th	26.4%	63.5%	-31.1	20.7%	57.7%	-37%	6th	34.2%	64.9%	-30.7%	+7.8%	28.5%	61.5%	-33.0%	+2.1%
7th	42.3%	62.3%	-20.3	23.7%	60.4%	-36.7%	7th	42.8%	66.9%	-24.1%	+0.5%	42.8%	62.8%	-20.9%	+0.5%
8th	29.3%	61.1%	-31.8	23.7%	58.4%	-34.7%	8th	53.7%	67.8%	-14.1%	+24.4%	32.0%	61.9%	-29.9%	+2.7%

Grade	MSP Science Orca	MSP Science District	Difference				Grade	MSP Science Orca	MSP Science District	GAIN between 2014-2016 ORCA MSP SCIENCE					
5th	57.4%	71.3%	-13.9%				5th	59.2%	74.3%	+1.8%					
8th	22.0%	66.5%	-44.5%				8th	48.0%	73.5%	+26%					

We will use research-based strategies that help targeted students.

Ways in which we will address the needs of all students in an inclusive learning environment:

- Make instruction relevant to real world events which is the most powerful practice to increase student learning. Research indicates that students have higher achievement when the focus of instruction is meaningful and students can apply their skills and knowledge to real world events.
- Design tiered assignments to instruct students on essential skills that are provided at different levels of complexity. Differentiating instruction so that the curricular content and objectives are the same, but the process and/or end product vary according to students' individual level. This enables all students to learn at their own ability level.
- Lesson plans will include appropriate strategies that will create opportunities for all students, on different levels, to successfully achieve the learning objective.
  - ➢ *Ensure opportunities for students to use different learning modalities, e.g., visual, auditory, etc.*
  - ➢ *Break down assignments or tasks into smaller, more manageable parts.*
  - ➢ *Give clear, concrete instructions.*
  - ➢ *Support written instructions with picture prompts or highlight directions using a color-coding system.*
  - ➢ *Repeat instructions.*
  - ➢ *Model and demonstrate to ensure understanding of directions.*

- *Check in with students regularly to check on task understanding, and to provide feedback and clarification on specific aspects of the assignment.*
- *Highlight key points of lesson orally and visually.*

- Teachers differentiate instruction for a variety of learners' needs by incorporating visual, tactile, and kinesthetic materials and experiences
- Instruction is provided in multiple formats such as individual, pairs, small groups and whole class
- Teachers plan accommodations for students with disabilities, based on their IEP, and incorporate those accommodations into lesson plans and everyday instruction.
- Teachers plan modifications to curriculum goals and classroom instruction for students with disabilities who need it, using the same or similar, age-appropriate materials for assignments, ***homework**, and tests
- Students use Assistive Technology in classrooms as needed for meaningful participation in instructional activities
- Teachers interact with students in ways that allow for positive peer relationships and personal dignity
- Teachers work with Para-educators who are assigned to individual students to provide appropriate supports
- There is active family involvement in assessing student needs and designing the IEP/504 Plan
- IEP/504 Plan goals are relevant, age-appropriate and sensitive to the social culture of the student
- IEPs and 504 Plans include objectives that emphasize the learning of decision or choice making skills
- IEPs and 504 Plans include objectives to develop peer interaction, communication, or other social skills
- The student with disabilities participates in the same variety of inclusive and typical extracurricular activities as students without disabilities.
- Students with disabilities are allowed to participate in all activities that are available for students without disabilities
- Students below grade level will receive supplemental small group instruction provided by a tutor in addition to the classroom reading block. The instruction is provided as support within the classroom as well as pull out support. Instruction will be provided using one on one tutors, as well as small group. In addition, students reading below grade level will receive extra support by TEAM Read tutors (an after school program).
- Continuously monitoring student progress that incorporates student self-assessments
- Provide ongoing teacher and peer feedback
- Professional Learning Communities (Teachers working collaborative as a team), collect and analyze student data to plan lessons that incorporate high leverage teaching moves.
- Develop students' higher order thinking through questioning using Bloom's Taxonomy.
- Include challenging and innovative learning opportunities through project based learning, service learning projects and community based partners.
- Offer advance level mathematics courses in middle such, as algebra.
- Reading Buddies and Math Buddies – Research has shown that students learning is enhanced and reinforced, when they are called upon to teach as well as learn. We will have upper grade students who are having difficulty with math and reading tutor and work with students in lower grades. This will have the dual result of increasing proficiency for the children in the upper grades and increasing comfort with older children for the children in the lower grades, both improving academic outcomes and school climate.
- Seward Park Audubon Center – Research shows that science lessons are more effective for children in grades K-8 when they include experiences in the field. We will improve educational outcomes for all of our students by partnering with the Seward Park Audubon Center to bring naturalists into the classroom and children out into nature.
- Middle School Academies – Research shows that middle school students thrive in learning environments where they help direct their own learning, and where they can see that the things they are learning have real world applications. We will use our Film and Theatre Academy and Social Justice

Academy to allow our middle school students to choose their own paths as they interact with members of the community who are leaders in their fields, connecting academic disciplines with applied studies that help them to find their place in the world.

- Extra LAP tutoring/Team READ – extended day for students needing additional support.
- K-8 conferences, with grades 6-8 holding student led conferences

For advanced learners

- Students work on projects, with peers, in groups, across classes and are expected to: utilize critical thinking skills throughout their lessons by analyzing (investigate, examine, classify, solve, inspect), synthesizing (create, design, compose, invent) and evaluating (assess, critique).
- Students demonstrate their learning through a myriad of forms: poems, collages, stories, screenplays, film, and so on.
- Independent projects are assigned so that students can delve more deeply into a topic and assume ownership of their own learning through curriculum acceleration.

*Orca K-8 HOMEWORK POLICY
K-5 and Middle School

It is the belief and philosophy of the Orca staff that students work hard throughout the school day and that learning occurs in a variety of ways and places outside of school. At Orca, we recognize that quality of homework is more important than quantity of homework in supporting academic learning. As a school that emphasizes the development of the whole child, Orca also understands that academic learning is one only piece of healthy child development and that other activities such as physical exercise, family time and self-directed play are vital for helping children realize their full potential.

K-5 Homework at Orca includes:

- Reading (independent or with an adult or another child reading to them) for 30 minutes daily
  - Our intention is that this reading time strengthens family relationships while nurturing a love of reading and learning within your child. Reading can be fiction or non-fiction—full-length books, magazines, newspapers, learning websites, whatever is of interest and develops the child's love of learning.
- Completing in-class work or extensions/projects from classwork as assigned by the teacher and/or as child is inspired to pursue
  - We will send work/projects home to complete if these three conditions exist:
    1. The work is relevant to work in the classroom at that time
    2. Students can complete the task independently
    3. Students will be given feedback regarding the work

In addition, we encourage children and their families to use after school time to explore other interests and foster growth and responsibility. These may include:

- Family chores—setting the table, doing the dishes, cleaning room(s) of the house, caring for pets and self, doing yard work…
- Free/imaginative play time alone, with siblings, or with friends
- Activities outside of school such as sports teams, dancing, martial arts, singing, exercising…
- After school academic, science, arts, or sports enrichment classes through Orca or another community organization
- After school care/play
- Home practice of math facts and/or sight words
- Rest time

Middle School Homework varies by subject in grades. It is the intention of the Orca middle school teaching staff to assign relevant homework that is meaningful to students and supports the learning experience for all

students. Middle school homework *may be* given Monday through Thursday. Weekends and holidays are primarily reserved for family time. Students may elect to use the weekends to review materials, make up work, complete projects, and enjoy recreational reading. Assignments shall be designed so that the typical student can complete all homework, including time for studying and preparing for exams, and completing projects.

Our school offers professional development that is high quality and ongoing.

During the 2017-18 school year, Orca K-8 engages in professional development that works to support our top three goals in increasing student achievement:

1. Social and Emotional Development and Learning
2. School Climate and Community
3. Educational Focus on Social and Environmental Justice
4. Inclusive Practices

- To support social and emotional learning and improve school climate, we will train our staff throughout the year in the RULER approach, a scientifically validated program, designed to teach students social and emotional skills that will benefit them throughout their lives, including recognizing and managing their emotions, resulting in improved educational outcomes and school climate.

-Twice a month, Professional Learning Communities (teacher collaborative groups) meet to look at student work, review student progress monitoring data and plan next steps.

-Staff participates in Professional Development activities throughout the year that is aligned to our Continuous School Improvement Plan goals.

- To support our educational focus on social and environmental justice, we will create opportunities for our staff to collaborate with the PTSA's garden and environmental science educator, naturalists from the Seward Park Audubon Center, and directors of local non-profit organizations to create curricula that teach academic disciplines through a social and environmental justice lens.

Our school will increase parent/family engagement.

During the 2016-17 school year, family engagement will include responsibilities and communicate how parents/guardians can support their students' learning.

- We will actively recruit families of color to be part of our PTSA.
- We will hold events such as curriculum nights, open houses, dinners, cultural celebrations, fund raisers, and parents' night out.
- We will provide meals and childcare at school events to make it easier for all families to attend.
- We will regularly update contact information to insure our communication channels are working.
- The School handbook will be updated
- Principal will send home a Weekly newsletter
- PTSA sends out the digest to families and updates the school's website with school information.
- We will call all new families and make home visits to make sure that families feel known and welcome in our school community.
- Middle school students are involved in student led conferences during Parent Teacher conferences in November.
- We will work to connect people to resources such as free phones and reduced cost computers to bridge the digital divide within our school community.

We will use parent volunteer room coordinators to help reach out to families.

Our staff is involved in decision-making.

Our Building Leadership Team (BLT) includes members representing certificated teachers in each grade band – classified staff, families, specialist teachers and special education staff. BLT members solicit suggestions and feedback from their constituencies to guide and influence school decision based on our decision making matrix.

Orca K-8 Decision Making Matrix

KEY

FD = Final Decision

 D = Decision: Decides plan of action; establishes policy, and may need to present to other groups for approval.

SD =Shared Decision: More than one group participates in the decision-making.

 A = Approval: May approve proposals or recommend modifications.

 R = Recommendation: Valued input, suggestions, or proposals may come from this group.

 I = Input/Informing: May provide research of background information needed to make decision.

 X = Does not have input in decision

Area	All Staff	BLT	PTSA	Student Council	Principal	SPS	SEA
School Goals							
Determine, Assess and Evaluate Continuous School Improvement Plan - CSIP	A	D	I	I	I	I	I
Professional Development	I	F	I	I	I	I	I
Legal Matters, i.e., Staff, FERPA	I	I	X	X	FD	I/FD	I
Staff Supervision and Evaluation	I	X	X	X	FD	I	I
Fiscal Management							
Determine School Wide Budget	A/FD	R	I	I	A/FD	FD	I
Staffing Allocations	A/FD	R	X	X	A/FD	FD	I
Reimbursements - Sub	A/FD	FD	X	X	A/FD	X	I
Reimbursements - Other	X	X	X	X	A/FD	FD	I
Associated Student Body (ASB)/Fund Raising Proposals	I	I	X	SD	A/FD	FD	I
Money request for field trips, class activities (from school budget)	I	SD	I	I	A/SD/FD	X	I
Extra Time	X	X	X	X	FD	X	I
Curriculum and Instruction							
Supplemental materials used to enhance instruction	I	I	I	I	A/FD	FD	I
Scheduling							
Master Schedule (K-8)	I	I	I	I	A/FD	FD	I
PCP (Preparation/Conference/Planning)	I	I	X	X	A/FD	X	I
Lunch/Recess	I	I	I	I	A/FD	FD	I
Supervision	I	I	I	X	A/FD	X	I
Library/Garden	A/FD	I	I	I	SD	X	I/X

Placements							
Students	SD	I	I	I	A/FD	X	X
Staff	SD	I	X	X	A/FD	FD	I
Personnel							
Staff Hiring	I	I	I	I	A/FD	FD	I
Staff Evaluations	I	X	X	X	A/FD	FD	I
Room Assignments	I	X	X	X	A/FD	X	I
Substitutes	I	X	I	I	A/FD	I	I
Volunteers	I	X	I	X	A/FD	FD	X
Events							
School wide Events	SD	SD	SD	SD	A/FD	FD	X
After School Activities	SD	SD	SD	SD	A/FD	FD	X
Assemblies and Celebrations	SD	SD	SD	SD	A/FD	SD	I
Building Use	I	I	I	X	SD	FD	I
School Policies							
Student Conduct and Safety	I	I	I	I	I	FD	X
School Safety	SD	SD	SD	SD	A/FD	A/FD	I
Emergency Procedures	SD	SD	SD	SD	A/FD	A/FD	I
Homework	SD	X	X	X	A/FD	FD	I
Dress Code	SD	SD	SD	SD	A/FD	I	X
Communications							
School Tours	SD	SD	SD	SD	A/FD	SD	X
Web Site	SD	SD	SD	SD	A/FD	FD	X
Newsletter	I	I	I	I	A/FD	I	X
Handbook	I	I	I	I	A/FD	I	I
Facilities Management							
Public Displays (flyers, etc)	X	X	X	X	A/FD	FD	X
School Closures	X	X	X	X	X	FD	X

We will assist our students to meet standard.

During the 2016-17 school year, teachers will plan rigorous, aligned instruction in order to differentiate lessons based on teachers' ongoing assessments.

- Orca's test/data coordinator will analyze data and report results to teachers. Additionally, all teachers will be engaged in continual assessment of students' performance on standards based lessons.
- Middle school students who have scored L1 or L2 on Smarter Balanced math assessments will be offered additional daily math classes to improve content understanding.
- All middle school students will be taught algebra.
- Orca's English Language Learners (ELL) program will identify needs for our ELL students and provide needed support.
- Teachers will observe other teachers

The principal and Head Teacher will develop a walk-through tool that communicates feedback to teachers on learning objectives, classroom environment, and instruction.

Retain high quality, highly effective, and highly qualified staff.

To retain highly effective and qualified teachers to help them feel supported and to maximize their skill base in order to best serve students:

- In each grade band, teachers have common planning time provided to collaborate on instruction.
- Administrators are making regular check-ins with staff to determine their successes and needs.

Professional development is responsive to the needs of the staff. Orca staff engages in team building activities during staff events.

Systems for support during the 2016-17school year:

- Teachers are teaching in their area of certification.

A compartmentalized setting in the upper grades, where teachers teach certain subject areas, allowing teachers to use their additional qualifications in that subject area. In grades 6-8, teachers are instructing within their area of expertise.

How do we support the transitions of new students and families into our school?

Orca has a New Student Induction Team (NSIP) that meets with families before students are assigned classes.

The New Student Induction Team consists of:
- Principal
- Head Teacher
- Administrative Assistant
- Consultant Teacher
- Nurse
- Instructional team of teachers

The following will be discussed during the NSIP meeting:
-Background information (schools student attended, medical information, etc.)
-Strengths/interests/challenges (academic, social and behavior)
-Interventions/Assessments
-The team shares academic, social, and behavior expectations
-Questions and answers

After the NSIP meeting, a team member is assigned as Case manager for the student and is available to answer further questions the family may have. The new student and family are given a tour of the school, and class schedule(s) will be developed.

How do we support students identified as Highly capable?

For advanced learners
- Students work on projects, with peers, in groups, across classes and are expected to:
  utilize critical thinking skills throughout their lessons by analyzing (investigate, examine, classify, solve, inspect), synthesizing (create, design, compose, invent) and evaluating (assess, critique).
- Students demonstrate their learning through a myriad of forms: poems, collages, stories, screenplays, film, and so on.
- Independent projects are assigned so that students can delve more deeply into a topic and assume ownership of their own learning through curriculum acceleration.

Multi-Tiered System of Supports Budget

The following table describes how funds are allocated to support and improve student learning.

Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2017-2018	Combined	Learning Assistance Program (LAP)	41,943	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	2,926,246	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	2,500	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	41,834	Funding to support MTSS supports at all schools.
2017-2018	Combined	Family and Education Levy (FEL)	40,568	City Levy funds to support targeted students and increase attendance at funded schools.
2017-2018	Combined	FEL Performance Pay	8,298	City Levy funds awarded for meeting student performance measures. Funding will continue to support programs focused on improving student growth.
2017-2018	Specific Use	Transitional Bilingual	67,753	Teachers/IA's, translations, extra time to support translations at family events, resources to support academic success of ELL students.
2017-2018	Specific Use	SPED	538,569	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP

Building Based Goals

We have chosen to focus on the following area(s) over the 2017-18 school year

Gap Closing Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal[1] to target level of performance desired)	Assigned to:	Target Date for Completion:
At the end of the 2015-16 school year, students were asked a series of questions on a climate survey. Of the eight categories, the three lowest surveyed as responding favorably were classroom environment (9%) and healthy community (8%).	**During the 2016-17 school year, teachers will monitor and assess student outcomes aligned with the Common Core Standards through ongoing assessment, monitor student progress and make adjustments to instruction.**	K-8 Staff	June, 2017
	SMART Goal: By June 2017, all 6th, 7th and 8th grade students will demonstrate growth according to their starting levels: Subgroup (A) Students with a Smarter Balanced Score of Level 1 will move to Level 2. Subgroup (B) Students with a Smarter Balanced Score of Level 2, will move from level 2 to Level 3. Subgroup (C) Students who met standard (Level 3 and 4) will continue to exceed by making at least ten growth points on their Smarter Balanced Assessments.		
The problem of practice of student learning: Of the eight categories in the 2015-16 Student Climate Survey data for 6th-8th grade students, Classroom Environment and Healthy Community, scored the lowest.			
Classroom Environment, only 9% of students responded favorably. Male – 11% Female – 7% -Students in my classes are friendly to each other. 8% responded favorably -Students in my classes help each other learn. 15% responded favorably -Students in my classes are respectful to adults. 5% responded favorably -Students in my classes are focused on learning. 8% responded favorably	We will survey middle school students on the classroom environment and school community every six weeks, so that we can track progress toward meeting our overall **goal of better than 80% favorable responses in both categories (Classroom Environment and Healthy Community) by the end of the school year.**		
	The Subgroup that has the largest increase of students that "Do Not Meet" and the largest decrease in students that "Exceed" are Students of color in grades 6th -8th in ELA and Math.		
	The middle school has been completely revamped for the 2016-2017 academic year, with the addition of cooperative teaching and student academies. We expect these changes to dramatically improve students' feelings about the classroom environment and school community.		
Healthy Community, only 21% of students responded favorably.	We will use student feedback and staff observations to make adjustments during the year if it appears that we are not on track to meet our goals.		

Problem of Student Learning	What will success look like? (SMART Goal[1] to target level of performance desired)	Assigned to:	Target Date for Completion:
Male 24% Female 17% -I enjoy school most days. 47% responded favorably -I feel proud of my school. 13% responded favorably -Adults at school treat students fairly. 33% responded favorably -Students in my school treat each other with respect. 2% responded favorably -We learn how to solve conflicts with each other at my school. 10% responded favorably This data is not disaggregated based on ethnicity; however, African American Male students seem to impacted the most. In middle school, an alienation begins to develop. 8 out of 23 African American male students, in grades 6th-8th, did not meet standard in either the ELA and/or Math of the Smarter Balanced assessment. Grade 6, 2015-2016 Not meeting standard ELA – 88.2% MATH – 94.1% Grade 7, 2015-2016 Not meeting standard ELA – 68.7% MATH – 68.7% Grade 8, 2015-2016 Not meeting standard			

Problem of Student Learning	What will success look like? (SMART Goal[1] to target level of performance desired)	Assigned to:	Target Date for Completion:
ELA – 58.3% MATH – 91.3%			

Cluster of Teachers/ Grade Level Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal[1] to target level of performance desired)	Assigned to:	Target Date for Completion:
At the end of the 2015-16 school year, staff were asked a series of questions on a climate survey. Questions were posed around two major categories, instructional practice and professional culture. The feedback suggested some possible ideas to consider as connected to the problem of student learning. Based on the Spring 2016	**During the 2016-17 school year, the focus will be on implementing best practice instructional strategies and providing feedback to teachers in English Language Arts and Math so that we can track progress toward meeting our overall goal of better than 80% favorable responses in Instructional Practice by the end of the school year.** **SMART Goal**: By June 2017, 100% of our instructional staff will collaborate and participate in Professional Learning Communities to provide solid core instructional block that consistently includes the effective, research- based instructional strategies related to objectives, student engagement activities, mini lessons and classroom assessments to support standards- based curriculum planning and our building learning expectations. . Evidence of addressing the TPOP with middle school teachers will be collected and/or observed through: -RULER implementation (Charter, using the Mood Meter, Blueprint Problem Solving). This year, we will	K-8 staff	June, 2017

Problem of Student Learning	What will success look like? (SMART Goal[1] to target level of performance desired)	Assigned to:	Target Date for Completion:
Staff Climate Survey, the following are indicators of the problem of student learning that is aligned to the *Teacher Problem of Practice (TPOP)*: Instructional Practice: 38% Teachers responded favorably -Staff at this school share a common understanding of instructional best practices – 59% -I meet regularly and often with colleagues to plan for instruction – 41% -I receive the support I need to differentiate and modify instruction for my students. – 36% -I have access to strategies and materials to support all learners in my classes. – 41% -This school has a consistent process for identifying students who struggle	be more proactive – diving deeper into implementing RULER more effectively. A mini RULER training will be a part of every staff meeting. -Teachers will also have opportunities for peer observations -PLC training will occur this year, so that all teachers understand what a Professional Learning Community is and how to use data to design lessons to meet the needs of students on different levels. Teachers will use PLC Data Team Work Form. -Teachers will use the Lesson Planning Form to design and implement more effective lessons. -The Middle School have academies and teachers will co-teach.		

Problem of Student Learning	What will success look like? (SMART Goal[1] to target level of performance desired)	Assigned to:	Target Date for Completion:
academically. - 41% -This school implements a clear plan of action when a student struggles academically – 23% -I receive the support I need to address student behavior and discipline problems – 27% -We use common formative and interim assessments to help us plan and improve instruction collaboratively – 36% -I meet regularly and often with colleagues to review and discuss student data/student work – 36% Professional Culture: 53% Teachers responded favorably -I enjoy working at this school most days – 77% -I am treated with as much respect as other			

Problem of Student Learning	What will success look like? (SMART Goal[1] to target level of performance desired)	Assigned to:	Target Date for Completion:
staff members – 77% This school has an effective process for making group decisions and solving problems – 29% -I feel included in the decision-making process at this school – 50% -This school has a collaborative work culture – 50% -My colleagues and I share information effectively at this school – 59% -Conflict among staff is resolved in a timely and effective manner – 27% -Continuous professional learning is highly valued by staff – 55% There seems to be a direct correlation between teachers not feeling supported with classroom management and instruction and students feeling they are not feeling respected			

Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal[1] to target level of performance desired)	Assigned to:	Target Date for Completion:
Even though the overall English Language Arts (ELA) and Math scores showed gains (higher in 3-5 than 6-8); however, we still need to improve in these areas K-8. The overall math and ELA scores continued to be concerning; we need to improve in these areas in order to prepare our students for their next grade level.	**SMART GOAL:** During the 2016-17 school year, the instructional focus will include teachers posting student friendly learning objectives (based on the standards) and implementation of instructional math and reading strategies aligned with Common Core Standards, which will result in a 5% increase or more on the district Reading and Math MAP assessments in grades K-2 (spring to spring comparison) and grades 3-8 will increase 5% or more as measured by the State Smarter Balanced Assessments in reading and math. (Comparing Spring to Spring).	K-8 Staff	June, 2017

School Culture Goal

Problem of Student Learning	What will success look like? (SMART Goal[1] to target level of performance desired)	Assigned to:	Target Date for Completion:
Discipline data revealed that categories of disrespect, insubordination and disrespectful language were major concerns – in some cases, significantly impacting student learning.	**If we provide students frequent opportunities for thinking, talking, and writing and explicitly teach problem solving behaviors, we will decrease the number of student discipline referrals by 80%.** SMART Goal: By June 2017, 100% of school staff will participate in RULER training, develop a classroom charter, teach expected behaviors, follow agreed upon protocols and procedures of The Orca Way and identify and acknowledge positive behavior. Students will: - exhibit an increased ability to show academic perseverance -independently persevere	K-8 Staff	June, 2017

Problem of Student Learning	What will success look like? (SMART Goal[1] to target level of performance desired)	Assigned to:	Target Date for Completion:
	-exhibit an increased ability to stick with longer assignments. -Become engaged in school (school bonding) -Act in accord with Orca school goals and values (The Orca Way) -Contribute to the school and the community As a result, we will establish an 'assume positive intent' framework for promoting a school culture of trust.		