



2024-25 CSIP Review and Updates

Orca K-8 School

Purpose

The **CSIP Review and Updates** is part of an annual Multi-Tiered Systems of Support (MTSS) process that makes visible school-based monitoring, adjusting, and updating of the 2023-2026 Continuous Improvement Plan (CSIP).

CSIPs are designed to be working documents, and all schools in Washington are required by WAC 180-16-220 to "include a continuous improvement process for monitoring, adjusting, and updating the plan."

This template meets the requirements of School-wide Title Programs, Learning Assistance Program (LAP), and OSSI School Improvement Plans.

School Data and Building Leadership Team Members

School Name: Orca K-8

Principal: Dr. Beverly Luster

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Kate Gratz, Barbara Kendrix, Cynthia Rainwater, Evan Perkiss, Joe Zimmerman, Jill Miller, Lissa Munger, Lillie Rainwater, and Patricia Coley

[2023-26 CSIP Orca K-8](#)

[Orca K-8 School Report](#)

[Orca K-8 School Climate Survey](#)

Summary of Risks and Desired Outcomes

Describe the priority practices, identified in the 2023-26 CSIP, that were implemented during the 2023-24 school year.

- Project Lead The Way / PLTW (STEM) to support engagement in math
- Active Student Panel
- Classroom Data Trackers (Knowing students well)
- Speak with Purpose (CBO Partnership)
- Reading Partners Supporting K-5

What is at risk with the continued implementation of the 2023-26 CSIP and which student, family and staff groups are most vulnerable to those risks?

- Loss of staffing due to budget displacements (least senior staffing) not able to sustain funding
- Lack of funding due to not able to fund Speak with Purpose and/or Reading Partners

Students most vulnerable are students who are academically below one or two grade levels in reading /math and students of color who are FFEJS.

What are short-term and long-term desired outcomes for student, family, and staff groups?

- High quality instruction and learning experiences
 - Culturally responsive workforce
 - Inclusive school environment
 - Increase Student/ Staff / Family Engagement Events
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Comprehensive Needs Assessment Summary

A comprehensive needs assessment is an annual process used to identify and prioritize the needs of students, families, and school staff. It involves collecting, disaggregating, and analyzing a variety of data by racial categories to expose possible underlying racial inequities, identify needs and understand underlying causes of needs. By determining who has benefited and unintended consequences of the CSIP implementation, school staff will be able to prioritize needs and develop action plans to accelerate growth for students most impacted by racist systems.

The following is a summary of the 2024 Comprehensive Needs Assessment completed by school staff.

Student Groups

Summary of the data illuminating progress toward the priority student academic goal and learning environments that are joyful, safe, and anti-racist:

- 87% of 3rd – 5th grade students responded favorably to questions about their experiences with reading and reading behaviors on the 2024 Fall Student Climate Survey. This is a 4% increase from the 2024 Spring Student Climate Survey.
- 84% of 3rd – 5th grade students responded favorably to questions about their experiences with math on the 2024 Fall Student Climate Survey. This is a 4% increase from the 2024 Spring Student Climate Survey.
- 70% of students responded favorably to questions about College and Career Readiness on the 2024 Fall Student Climate Survey. This is a 12% increase from the 2024 Spring Student Climate Survey.

Identify and prioritize student needs supported by data:

Students: Provide targeted interventions and support to students of color, focusing on individual needs. Provide Reading Partners (CBO) will support K-5 twice a week for 45 minutes in Reading.

Staff: Professional development opportunities for educators.

Families: The community assessment survey will gauge the needs and priorities of the community in order to provide key input in establishing the PTSA funded priorities (programs, events, resources).

School Staff

Summary of the data illuminating that staff are improving their culturally responsive professional practices:

- On the Fall Staff Climate Survey, 84% of staff responded favorably to the statement “Staff in this school are productively taking action to address issues of racial equity in the school.” This is a 12% increase from the 2024 Spring Climate Survey.
- On the Fall Staff Climate Survey, 80% of staff responded favorably to the statement “This school deals with racial conflict in an effective and fair manner.” This is a 12% increase from the 2024 Spring Climate Survey.

Summary of data proving professional learning is effective in supporting student outcomes:

On the Fall Staff Climate Survey, 75% of staff responded favorably to the statement “The BLT-developed professional development offered at this school improves my professional abilities.” This is a 4% increase from the 2024 Spring Climate Survey.

Priority Area: Learning Environments – Joyful, Safe, Anti-Racist

Measures and Targets

2023-26 Three-year Goal:

By June 2026, 85% of students of color furthest from educational justice system in grades 6-8 will respond favorably on our SPS Student Climate Survey prompt, "I feel like I belong in my classes and at my school." Student Climate data from spring 2023 students responded 47%.

2024-25 One-Year Goal:

By June 2025, 80% of students of color furthest from educational justice system in grades K-5 will respond favorably on our SPS Student Climate Survey prompt, "I get information about college at school." Student Climate data from spring 2024 students responded 58%.

Action Plan

2024-25 Evidence-based Practice 1:

Tier 1 Restorative Practices: Educators will implement a restorative and relational culture across the school community.

Student Outcome Data Measures:

- Missed Instruction Log
- Discipline/Suspensions
- SPS Climate Survey (staff or students)

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

Process Data Measures:

- School-based Survey (staff or students)
- Walk-through/Observational Data
- Building determine Schedule of MTSS Meetings

Timeframe for Reviewing Process Data Measures:

- Beginning of Year
- End of Year

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- BLT
 - MTSS
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Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

3rd Grade Reading Goal: The percent of 3rd Grade students of Color FFEJ proficient or above in ELA on the SBA will increase from a baseline of 22.5% to a target goal of 52.5% by 2025-26.

2024-25 One-Year Goal:

The percent of 2nd Grade Students of Color FFEJS projected proficient or above in ELA based MAP will increase from a baseline of 30% to a target goal of 40% by 2025.

Action Plan

2024-25 Evidence-based Practice 1:

Professional Learning Communities: Educators engage in regular PLC meetings supported through master scheduling and use the results of the SPS Curriculum Embedded Assessments and other common assessments to identify additional supports for and provide wise feedback to focal students.

Student Outcome Data Measures:

- MAP
- DIBELS
- Curriculum-Embedded Assessments (CEAs)
- Smarter Balanced Assessment (SBA)

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- Middle of Year
- End of Year
- Quarterly

Process Data Measures:

- Lesson Exit Tickets
- Teacher Observational Data
- Walk-through/Observational Data

Timeframe for Reviewing Process Data Measures:

- Quarterly
- Monthly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- PLC grade levels
- AIS teams
- TLC leaders

Advance Learning and Highly Capable Services:

Orca K-8 Highly Capable services are designed to address the social, intellectual and emotional needs of our gifted students. Students experience a differentiated curriculum which challenges them to think analytically, logically, and creatively as they solve problems, make decisions, and explore their own interests by:

- Enhancing instruction through differentiation of content, process, and products
- Advanced placement in mathematics
- Teachers design and/or implement a continuum of instructional options that meet the specific learning needs of our identified highly capable students.

Expanded Learning:

Orca Plus afterschool offerings with STEM, Chess Club, Robotics, music and mathematics connections.

Homework Policy:

Homework contributes toward building responsibility, self-discipline and lifelong learning habits. It is the intention of Orca K-8 staff to assign relevant, challenging and meaningful homework assignments that reinforce classroom learning objectives daily. Homework should provide students with the opportunity to apply information they have learned, complete unfinished class assignments, and develop independence.

Homework assignments include:

- Practice exercises to follow classroom instruction
- Preview assignments to prepare for subsequent lessons
- Extension assignments to transfer new skills or concepts to new situations
- Creative activities to integrate many skills toward the production of a response or product

Time:

Actual time required to complete assignments will vary with each student's study habits, academic skills, and selected course load. If your scholar is spending an inordinate amount of time doing homework, you should contact your scholar's teachers. Our basic expectation for homework is as follows:

- K-1st Grade – 30 minutes every night
- 2nd-3rd Grade – 30-45 minutes every night
- 4th-5th Grade- 45-60 minutes every night
- 6th-8th Grade- 60-90 minutes every night

Students are encouraged to pursue non-assigned, independent, leisure reading.

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

The percentage of SFJEJ in 7th grade who achieve proficiency or higher on the 7th grade Smarter Balanced Assessment in math will increase from 16.1% in June 2024, to 69.6% in June 2026.

2024-25 One-Year Goal:

The percent of 7th Grade Students of Color FFEJS projected proficient or above in Math based MAP will increase from a baseline of 16.7% to a target goal of 26.7% by 2025.

Action Plan

2024-25 Evidence-based Practice 1:

Co-Teaching: Educators will use a co-teaching model to support students with IEPs and/or ELL services.

Student Outcome Data Measures:

- MAP
- Curriculum-Embedded Assessments (CEAs)
- Smarter Balanced Assessment (SBA)

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- Middle of Year
- End of Year
- Quarterly
- End of unit assessments

Process Data Measures:

- Lesson Exit Tickets
- Teacher Observational Data
- Walk-through/Observational Data

Timeframe for Reviewing Process Data Measures:

- Lesson Exit Tickets
- Teacher Observational Data
- Walk-through/Observational Data

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- TLC's
- Upper level/Middle school team

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Students are encouraged to pursue non-assigned, independent, leisure reading.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

90% of families will respond favorably to our Spring 2026 school created community-based survey inclusive of four race and equity questions present on the student climate survey. The Survey will strive to include proportional rates of feedback and participation from our diverse community, including students of color furthest from education justice, special education, and multilingual. The survey will be asked in the fall and spring of each year culminating in Spring 2026.

2024-25 One-Year Goal:

75% of families will respond favorably to our Spring 2025 school created community-based survey inclusive of four race and equity questions present on the student climate survey. The Survey will strive to include proportional rates of feedback and participation from our diverse community, including students of color furthest from education justice, special education, and multilingual. The survey will be asked in the fall and spring of each year culminating in Spring 2026.

Action Plan

2024-25 Evidence-based Practice 1:

Connecting learning at home and school: Work together with families to create positive attitudes to education, develop shared understandings of how children learn and learning programs and build on families' capacity to support learning at home.

Student Outcome Data Measures:

- Elementary Progress Reports
- Student Grade Reports

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- Middle of Year
- End of Year
- Quarterly

Process Data Measures:

- Engagement Event Exit Tickets
- Participation/Attendance (e.g., Events, Membership)

Timeframe for Reviewing Process Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- BLT
- TLCs

2024-25 Budget Allocations to Support Continuous Improvement

The following table describes how the school allocates funds to support and improve student learning.

Basic Education:

- **Intent and Purpose:** To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.
- **Dollar Amount:** \$4,362,852
- **Activities Implemented:**
 - Library Materials
 - Supplies
 - Textual Materials
 - Classroom instruction
 - Office support
 - Administration support
 - Counselor support

Multilingual Learners (Title III):

- **Intent and Purpose:** Title III funds are designed to support the district language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.
- **Dollar Amount:** \$63,840
- **Activities Implemented:**
 - Building on background knowledge
 - Building vocabulary
 - Engaging in conversations and collaboration
 - Small group supports
 - Push-in class supports

Learning Assistance Program (LAP):

- **Intent and Purpose:** The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.
- **Dollar Amount:** \$66,856
- **Activities Implemented:**

- Offer supplemental services for students scoring below grade-level standard in language arts and math.
- Small reading/math groups
- Reading Partners – individual reading support
- Tutorial support – individual reading/math support (push-in class)

SPS Levy Funds:

- **Dollar Amount:** \$7,300
- **Activities Implemented:** Contract with Speak with a Purpose
 - Public speaking and performance art, with a focus on engaging scholars in voracious reading, descriptive writing, public speaking, and keen active listening.
 - By teaching young scholars to expand their vocabulary and critical thinking skills, they increase their ability to self-direct and speak with purpose.
 - The SWP experience is anchored in scholar-choice, which contributes to their engagement in their learning process as well as public presentation.