



# 2023-26 Continuous School Improvement Plan (C-SIP)

## Orca K-8

### Purpose

The Continuous School Improvement Plan (C-SIP) is a product of collaborative inquiry around a comprehensive needs assessment led by school leaders and school staff in collaboration with district staff. The C-SIP provides an overview of district and school priority areas, student outcome goals, measures, strategies, activities and connected resource allocations.

### School Data and Building Leadership Team Members and Partners

**Current School Year:** 2023-24

**School Name:** Orca K-8

**Principal:** Dr. Beverly Luster

**Members of the Building Leadership Team and Parent/Guardian Partners:** Kate Gratz, Barbara Kendrix, Cynthia Rainwater, Evan Perkiss, Joe Zimmerman, Jill Miller, Lissa Munger, Lillie Rainwater, Patricia Coley

**Community Partners (Community Based Organizations):** Speak with Purpose, Reading Partners, Bigs in Tech, Southeast Youth & Family Services



[Orca K-8 School Report](#)

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

## School Overview

Orca K-8 is STEAM (Science, Technology, Engineering, Art, Math) embedded with students learning coding, robotics, and creative arts. We highlight our environmental garden program serving as a portal for students, introducing scholars to environmental education and hands on sustainability in both theory and practice.

Orca's purpose is to ensure an engaging and challenging learning environment that empowers and values the social, emotional, and academic needs of all scholars. We cultivate scholars who are effective collaborators, critical thinkers, innovative problem solvers, and responsible global citizens.

Orca is committed to reflective and high instructional practices that leverage students' cultural experience, skills, and talents.

## Seattle Excellence – Culture of Equity and Educational Justice

When we focus on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system, then we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

[2019-24 SPS Strategic Plan](#)

## Student Outcomes Focused Governance

The district has established Goals and Guardrails aligned to Seattle Excellence that provide a framework for Student Outcomes Focused Governance.

[Student Outcomes Focused Governance](#)

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

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing and cultivating the gifts and strengths of every student and ensuring that we become culturally responsive and anti-racist practitioners. Students deserve learning environments that are welcoming, joyful and safe. \*

\*[African American Male Achievement 2021 Community Engagement Report](#)

## Learning Environments Measures and Targets

### 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%.

### One-year Goal:

By June 2024, 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 2023 students responded 36%.

## **Student Outcome Focused Governance**

School staff will implement the following Guardrail to create conditions for students to meet the focus Learning Environments Goal.

Guardrail 5. The Superintendent will not allow any district department, school building, or classrooms to not provide welcoming environments.

### **Evidence of alignment to student outcome focused governance:**

Orca K8:

Embraces and honor the diversity of languages, identities, cultures, and family practices and community by infusing school rituals, daily routines, displaying messages of inclusion in our hallways, lunchrooms, and classrooms. Posting words and phrases in languages that reflect our student population and posting art work reflective of our diversified student population.

We strive to get to know all our students and families by implementing various after school Math Night, Literacy Night, Art Night, Curriculum Night, and other family fun events. We also use technology and communication tools that are user friendly to support Multi Language learners and families. We allow family school tours and friendly walk throughs.

Orca creates a sense of belonging and connectedness that engages individuals in an authentic manner in which uniqueness is valued, respected, and supported through opportunities and interaction.

## **Learning Environments Strategies**

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

### **Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Learning Environments Goal:**

- 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

### **Professional learning plan that will support implementation of the culturally responsive strategies, processes, or procedures:**

- Bringing outside PD training on Intersection of Culturally Responsive Practices (DEI) and trauma Informed Care to staff
- Bringing in outside training to support SEL behavior instructions
- Ongoing PD to support Universal design for learning (UDL) strategies
- Ongoing PD to train staff on Restorative Practices
- PD on Safe and Supportive environments for LGBTQ+ Youth

This professional learning will mitigate, disrupt, or dismantle systemic inequities and be powerful and effective for student outcomes by creating systems and structures that eliminate bias and unexpected results.

### **Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:**

- Universal (Tier I) SEL classroom supports
- Data-driven MTSS structure

## **Components of Multiple Tiered System of Support (MTSS) that meet the social-emotional and behavioral needs of students:**

- Progressive system of behavioral response including Student Reflection process, family connection, and progress monitoring.
  - School Wide Classroom Charters
  - Individual and collective based ORCA Promise Cards incentive system
  - MTSS student of concern grade level team meetings 3x/year (or as needed)
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## **Priority Area: Classroom Instruction and Academic Success—3<sup>rd</sup> Grade English Language Arts**

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing that Teaching is intellectually complex, difficult and demanding work, and requires collaborative inquiry – educators working together to examine practice through a cycle of planning, teaching, reflecting and applying to build students' academic mindset since "Intelligence" is not a fixed, inborn trait.

### **Classroom Instruction and Academic Success Measures and Targets**

#### **Three-year Goal:**

3<sup>rd</sup> Grade Reading Goal: The percent of 3<sup>rd</sup> 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.

#### **One-year Goal:**

The percent of 2<sup>nd</sup> Grade Students of Color FFEJS projected proficient or above in ELA based MAP will increase from a baseline of 20% to a target goal of 30% by 2024.

#### **Use of formative assessments and data to improve instruction and continuous improvement aligned to the three-year and one-year goals:**

To Achieve this goal, we will implement a multifaceted approach that encompasses various strategies:

- Create and monitor each year's interim SMARTIE goal.
- Track the 2025-26 cohort during their 1<sup>st</sup> grade in 2023-24, 2<sup>nd</sup> grade in 2024-25, and 3<sup>rd</sup> grade in 2025-26 by screening school and district measures.
- During each interim SMARTIE goal cycle, we will create and monitor MAP 3 times per year, Dibels in 1<sup>st</sup> and 2<sup>nd</sup> grade, CCC assessments, and Multi-Tiered Systems and Supports (MTSS) intervention data.
- Provide targeted interventions and support to students of color, focusing on individual needs.
- Professional Development Opportunities for Educators
- Regular monitoring and data driven assessments
- Reading Partners (CBO) will support K-5 twice a week for 45 minutes in Reading

### **Student Outcome Focused Governance**

School staff will implement the following Guardrail to create conditions for students to meet the priority Classroom Instruction and Academic Success Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

**Evidence of alignment to student outcome focused governance:**

This guardrail supports our vision by ensuring alignment within and between grades and departments. Our Building Leadership Team and Racial Equity Team professional development will support our staff's continued work at improving our skills and responses in this area.

**Classroom Instruction and Academics Strategies**

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

**Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal:**

- Flexible, small group instruction for reading and math
- Use of data and continuous progress monitoring
- Tier 1 strategies in the classroom
- Universal Design for Learning (UDL) strategies
- Restorative practices that are both proactive and skill building, as well as responsive for the purpose of repairing and healing situations
- Student choice and input

**Professional learning that will support implementation of culturally responsive strategies, process, or procedures:**

- Professional development on differentiation
- Professional development on using data to inform instruction
- Time at regular intervals to analyze data as a PLC

These strategies will mitigate, disrupt, or dismantle systemic inequities and be powerful and effective for student outcomes because it ensures that all students, including students of color furthest from education justice and special education students, receive the supports that are needed to make progress.

**Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:**

- MTSS documents (classroom data trackers) that include all students in each classroom
- Analyzing whole school trends and disproportionality by varying demographics at regular intervals
- Scheduling regular MTSS meetings to discuss and track trends by grade and by individual

Partnering with family members as central contributing members during Student Support Team (SST) meetings.

**Components of Multiple Tiered System of Support (MTSS) that meet the academic needs of students:**

- Monitoring whole school screener data based on state, district, and building common assessments
- Referring students to 3 cycles of Academic Intervention Support (AIS) in grades K-3 & 6-8 or Learning Assistance Program (LAP) for grades 4 and 5 in literacy, math intervention, and tutoring in math and reading.
- Conducting three 8-week cycle meetings for each grade level to discuss students of concern that are not making progress academically and creating plans of support with targeted growth goals.

- If academic growth is not met through the above, having Student Support Team (SST) meetings with families to strengthen the plan with parents as central contributing members of the team.

If the SST plan of support does not lead to the child's growth, we may engage the school psychologist, the school 504 coordinator, or connect with any outside support a family may be working with.

### **Advanced 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 opportunities for students through afterschool or summer programs:**

- Referral to SPS Summer of Learning programs
- Evening events and performances that connect families to the instruction and engage families in student learning
- Curriculum Night
- PTSA funded after-school enrichment activities (Orca Plus)

### **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-1<sup>st</sup> Grade – 30 minutes every night
- 2<sup>nd</sup>-3<sup>rd</sup> Grade – 30-45 minutes every night
- 4<sup>th</sup>-5<sup>th</sup> Grade- 45-60 minutes every night
- 6<sup>th</sup>-8<sup>th</sup> Grade- 60-90 minutes every night

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

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# Priority Area: Classroom Instruction and Academic Success—7th Grade Mathematics

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing that Teaching is intellectually complex, difficult and demanding work, and requires collaborative inquiry – educators working together to examine practice through a cycle of planning, teaching, reflecting and applying to build students’ academic mindset since "Intelligence" is not a fixed, inborn trait.

## Classroom Instruction and Academic Success Measures and Targets

### 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 16.7% in June 2023, to 69.6% in June 2026.

To Achieve this goal, we will implement a multifaceted approach that encompasses various strategies:

- Create and monitor each year’s interim SMARTIE goal.
- Track the 2025-26 cohort during their 5<sup>th</sup> grade in 2023-24, 6<sup>th</sup> grade in 2024-25, 7<sup>th</sup> grade in 2025-2026 by screening school and district measures.
- During each interim SMARTIE goal cycle, we will create and monitor MAP 3 times per year, and Multi-Tiered Systems and Supports (MTSS) intervention data.
- Provide targeted interventions and support to students of color, focusing on individual needs.
- Professional Development Opportunities for Educators
- Regular monitoring and data driven assessments

### One-year Goal:

The percent of 7<sup>th</sup> 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 2024.

### Use of formative assessments and data to improve instruction and continuous improvement aligned to the three-year and one-year goals:

- Create and monitor each year’s interim SMARTIE goal.
- Track the 2025-26 cohort during their 5<sup>th</sup> grade in 2023-24, 6<sup>th</sup> grade in 2024-25, and 7<sup>th</sup> grade in 2025-26 by screening school and district measures.
- During each interim SMARTIE goal cycle, we will create and monitor MAP 3 times per year, and Multi-Tiered Systems and Supports (MTSS) intervention data.
- Provide targeted interventions and support to students of color, focusing on individual needs.
- Professional Development Opportunities for Educators
- Regular monitoring and data driven assessments

## Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Classroom Instruction and Academic Success Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

### Evidence of alignment to student outcome focused governance:

This guardrail supports our vision by ensuring alignment within and between grades and departments. Our Building Leadership Team and Racial Equity Team professional development will support our staff's continued work at improving our skills and responses in this area.

Student voices should be evident, and students must be seen and celebrated for their authentic selves. Significant increases in academic outcomes for students furthest from educational justice are possible when social, cultural, emotional, and behavioral needs of students are met by educators that share an unconditional belief in the potential of every student they serve – Welcoming routines, Engaging Practices, and Optimistic Closures.

## **Classroom Instruction and Academics Strategies**

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

### **Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal:**

- Flexible, small group instruction for reading and math
- Use of data and continuous progress monitoring
- Tier 1 strategies in the classroom
- Universal Design for Learning (UDL) strategies
- Restorative practices that are both proactive and skill building, as well as responsive for the purpose of repairing and healing situations
- Student choice and input

### **Professional learning that will support implementation of culturally responsive strategies, process, or procedures:**

- TLC cadre focused on Learning Walk observations and mentoring new teachers in support of effective classroom discourse around math (2023-24). This will foster teacher collaboration, share effective practices, and build staff community in dismantling systemic inequities.
- School wide "buddy classrooms" in reading and math to foster explanation and peer-teaching skills. Students practice explaining math thinking to peers.
- Active PBIS committee supporting whole-school practices for positive and independent learning behaviors, supporting student independence

### **Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:**

- Tier 2 supports from Math Interventionist aligned to classroom curriculum. These are often push-in supports, and if not are flexible groupings
- Push-in supports focused on key standards for grade levels, with flexible grouping that changes by lesson
- Use of vocabulary supplements from ML experts to build confidence in math vocabulary. These resources are used in whole class and small group work.

### **Components of Multiple Tiered System of Support (MTSS) that meet the academic needs of students:**

- Tier 2 supports from Math Interventionist aligned to classroom curriculum. These are often push-in supports, and if not are flexible groupings
- Push-in supports focused on key standards for grade levels, with flexible grouping

### **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 opportunities for students through afterschool or summer programs:**

Orca Plus afterschool offerings with STEM, Chess Club, 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-1<sup>st</sup> Grade – 30 minutes every night
- 2<sup>nd</sup>-3<sup>rd</sup> Grade – 30-45 minutes every night
- 4<sup>th</sup>-5<sup>th</sup> Grade- 45-60 minutes every night
- 6<sup>th</sup>-8<sup>th</sup> Grade- 60-90 minutes every night

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

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## **Priority Area: Family and Community Engagement**

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include the belief that by collaborating with families in authentic partnerships, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.

## **Family and Community Engagement Measures and Targets**

### **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.

This 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).

### **One-year Goal:**

75% of families will respond favorably to our Spring 2024 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.

This 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).

Parents of color school involvement will increase to 50% by spring of 2024 as a result of frequent affinity meetings and National African American Parent Involvement Day (NAAPID) celebration.

## **Student Outcome Focused Governance**

School staff will implement the following Guardrail to create conditions for students to meet the priority Family and Community Engagement Goal.

Guardrail 1: The Superintendent will not allow school and district initiatives to go forth without engaging students of color furthers from educational justice and their families, following stakeholder engagement principles that are utilizing current adopted best practices.

### **Evidence of alignment to student outcome focused governance:**

The Guardrail supports the values of the school by ensuring that each child is known by name, strength, and need; and, the intersectionality of their identity is celebrated.

Artifacts and evidence that will support the alignment of the schools' values with the Guardrail include family survey results; family interviews conducted through teachers, school counselor, and school leadership; meeting minutes; and community based attendance data.

## **Family and Community Engagement Strategies**

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

### **Professional learning plan that will support implementation of educator development about the power of parents in transforming and improving teacher-parent communication and opportunities for dialogue and understanding:**

- Multilingual Plan
- TLC Plan
- PTSA Plan
- RET Plan
- MTSS Plan
- All students are provided with district iPads (K-2 grades) and laptops (3-8 grades), allowing parents to monitor students' progress and access the SOURCE to support learners
- Parent volunteer room coordinators to help reach families telephonically, electronically and in person
- Counselors and a social worker to help support students and families
- Contact all new families to ensure families feel known and welcome in our school community

This professional learning will mitigate, disrupt, or dismantle systemic inequities and be powerful and effective for student outcomes by creating two-way communication channels between school and families.

**Culturally responsive strategies, processes, and/or procedures that support sharing power with families to support new structures of parent leadership and centering families' voices are various levels:**

- PTSA Executive & General Board meetings
- Parent volunteer and leadership events for school community building
- Local community partnerships and engagement

This professional learning will mitigate, disrupt, or dismantle systemic inequities and be powerful and effective for student outcomes by creating two-way communication channels between school and families.

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## **Priority Area: Culturally Responsive Workforce**

Our [Foundational Beliefs for Supporting Students Learning](#) include ensuring that we become culturally responsive and anti-racist practitioners.

### **Student Outcome Focused Governance**

School staff will implement the following Guardrail to create conditions for students to meet the priority Culturally Responsive Workforce Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

#### **Evidence of alignment to student outcome focused governance:**

Orca K-8 is committed to aligning adult practices to district-wide vision, values and anti-racist initiatives by aligning our work with the district-wide vision, values, and anti-racist initiatives. Specifically aligning adult behaviors drives our work to create a more just, anti-racist, and identity-affirming world.

Artifacts or evidence that support alignment between the vision and guardrail:

- Spring 2023 Student Climate Survey Equity/Anti-racism section
- Spring 2023 Staff Climate Survey

### **Culturally Responsive Workforce Strategies**

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

#### **Culturally responsive strategies, processes, and/or procedures that support Belonging and Relationships:**

- Student Council matches student population in race, gender identity, etc.
- Learning walks for teachers to visit other classrooms using a culturally responsive tool for peer-to-peer feedback
- Administrators using tools, like the Ready for Rigor tool or Cultivating Genius framework for admin-teacher feedback loops, during informal class visits
- All Orca staff will continue to participate actively in staff circles as a way of gathering information and feedback.
- Students will participate in class or grade level circles as a way to gather information and feedback so students feel heard and seen. Work toward student facilitation of these circles.
- SPS Health office will provide LGBTQ training to staff on the first September "purple" day.
- Students will have the opportunity to participate in affinity groups based on identities, we will support these groups with counseling staff and community members.

- Develop clear and progressive procedures to respond to unsafe or disrespectful behavior and bullying. Support post-discipline community-building vs punitive discipline.
- PBIS will provide an all school curriculum for SEL expectations, supports and behaviors and reflect on its effectiveness with students, staff and community members.
- We will work with writers in the schools to bring in artists of color to mentor students in writing and creativity
- Partnership with organizations such as SIFF, Hugo House and The University of Washington's Center for Philosophy for Children

**Culturally responsive strategies, processes, and/or procedures that support a culturally responsive and anti-racist work environment:**

- Audit of who is participating on interview teams annually to make sure there is a diverse representation of staff on the team.
- Publishing interview training information in Principal ONN newsletter at least monthly to increase the number of people available to be on an interview team.
- Learning walks for teachers to visit other classrooms using a culturally responsive tool for peer-to-peer feedback
- Administrators using tools, like the Ready for Rigor tool or Cultivating Genius framework for administrator-teacher feedback loops, during informal class visits
- Multilingual staff will be part of planning, implementing and scaffolding instruction.
- Assessments and assignments can be modified to support student needs, even without a formal IEP or 504 plan.
- Staff will work to involve family and community members in school activities in order to promote inclusion.
- Quarterly meetings where families are invited to attend on Teams
- Students will be included in community decision making when developmentally appropriate

**Culturally responsive strategies, processes, and/or procedures that support leadership opportunities:**

- Annual audit of staff leadership roles to analyze the representation of staff in leadership roles
- Recruitment and onboarding of diverse staff for leadership roles, including committees listing what they do as a team and having a handover meeting each spring for continuity
- Building Leadership Team will take the BLT 102 training focused on making decisions with an equitable lens.
- Develop systems for student involvement in school decisions, especially regarding prevention of and responses to bullying.
- Work to have students facilitate circles.
- Leadership opportunities included staff as well as students.
- A saved (Non-live) draft of all decision making documents, as they are being created, will be in a location for all Orca staff members have access to.

## **Budget Allocations to Support Continuous Improvement**

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

**Academic Year:** 2023-2026

**Funding Type:** Academic Intervention Specialist (AIS)

**Funding Source:** Building Budget

**Amount:** In Progress

**How will funds improve student learning?** To serve as the literacy & math specialist for identified students in grades K-3. This includes additional assessment monitoring, small group instruction using SIPPS, Envision Math coaching, and support for teachers around best practice instruction. The AIS will

oversee literacy & math tutoring and head the MTSS leadership team, resulting in improved growth in literacy & math.

**Academic Year:** 2023-2026

**Funding Type:** Reading Partners

**Funding Source:** Building Funds

**Amount:** In Progress

**How will funds improve student learning?** Literacy tutors will support students below standard in skills by providing targeted instruction in current units of study and addressing gaps in instruction. The result will be improved growth in the targeted area of instruction.

**Academic Year:** 2023-2026

**Funding Type:** Professional Development

**Funding Source:** Building Funds

**Amount:** In Progress

**How will funds improve student learning?** Paid expert trainers will help train staff on EDI, TIC, UDL, Math, and SEL. This will strengthen the skillset of staff for supporting academic and behavior instruction.

**Academic Year:** 2023-2026

**Funding Type:** Curriculum and Materials Purchasing

**Funding Source:** Building Baseline Dollars

**Amount:** In Progress

**How will funds improve student learning?** Purchase of supplemental curriculum and materials inclusive of diverse learning needs to support programming at Orca. This will result in students achieving their assessment growth goals.