2025-26 Annual CSIP
Orca K-8 School

Purpose of the Continuous School Improvement Plan (CSIP)

The Continuous School Improvement Plan (CSIP) functions as a dynamic tool aligned to Multi-Tiered System of Supports (MTSS). The CSIP supports schools in using an asset-based approach to identify and address diverse needs by implementing evidence-based practices within an inclusive educational environment. The CSIP aims to reduce systemic inequities and improve student outcomes.

The 2025-26 Annual CSIP is designed to be a working document and makes visible school-based improvement planning and progress monitoring, which is required by the Washington Administrative Code (WAC) 180-16-220.

This annual CSIP meets the requirements of School-wide Title Programs, Learning Assistance Program

2025-26 School Information and Leadership Team Members

School Name: Orca K-8 School

Principal: Dr. Beverly Luster

Instructional Vision Theory of Action: In Progress.

Members of the Building Leadership Team: In Progress.

2023-26 CSIP Orca K-8

OSPI School Report Card Information (2024-25 School Year)

Student Enrollment: 278

Special Education Percentage: 14.4%

Multilingual Learning Percentage: 19.1%

Highly Capable Percentage: 4.3%

Free and Reduced Lunch Percentage: 39.2%

Orca K-8 OSIP School Report

Annual Comprehensive Needs Assessment (CNA) Summary

A Comprehensive Needs Assessment (CNA) is a required annual process conducted by school staff to identify the diverse needs of students, families, and staff. It involves collecting, disaggregating, and analyzing a variety of data to expose possible underlying racial inequities, identify diverse needs and understand possible root causes of the needs.

The following is a summary of the Comprehensive Needs Assessment (CNA) completed by school staff about the **2024-25 school year**. The summary findings from the CNA described in this section, informed the staffs' decisions about the **2025-26** one-year goals, action plans, and allocation of resources.

Data analyzed for the CNA:

- DIBLES
- MAP ELA
- MAP Math
- Smarter Balanced Assessment Math
- Curriculum-Embedded Assessments ELA
- Curriculum-Embedded Assessments Math
- School Attendance Dashboard on Atlas
- SPS Climate Survey (staff or students)

Top Strengths from Multiple Data Sources: What strengths of students, staff families, and/or community partners have emerged across multiple data points (academic growth and achievement, attendance, engagement, professional growth, culture of inquiry, school community and culture, etc.)?

Motivated students, skilled teachers, engaged families, targeted reading interventions, and consistent tutoring show measurable impact through improved test scores, higher attendance, stronger participation, and professional development. Together, these strengths create a supportive and achievement-focused school environment.

Top Needs from Multiple Data Sources: What top needs (2 or 3) have emerged from the analysis of multiple data sources?

Multiple data sources reveal key needs in improved literacy skills, with many students reading below grade level, particularly in early grades. Chronic absenteeism also emerged as a concern, impacting student learning and engagement. Additionally, survey and participation data indicate a need to strengthen family and student engagement across grade levels.

Disproportionalities: What disproportionalities exist among student groups?

Lower proficiency rates in reading and math for students of color, multilingual learners (MLs), or students receiving special education services.

Root Causes of Disproportionalities: What root causes have been identified for disproportionalities among student groups?

Instruction not aligned with students' cultural and linguistic assets; Low-income or immigrant families attending fewer school events—not due to disinterest but due to scheduling, transportation, or linguistic barriers; PTSA not reflecting the school's demographics.

Greatest Potential for Impact: What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

Data shows a persistent gap in reading proficiency by the end of 3rd grade, especially among multilingual learners, students of color, and those from low-income backgrounds. Students perform better on procedural math tasks than on conceptual or problem-solving items. Gaps widen in upper elementary.

Interconnected Needs: How are needs related to each other or influencing each other?

Students who feel a strong sense of belonging are more likely to attend school regularly, engage in learning, and demonstrate positive behavior. Consistent attendance increases access to high-quality instruction, which supports growth in literacy and math. Additionally, when belonging or instructional access is low, attendance and engagement decline, leading to wider achievement gaps. Strengthening culturally responsive instruction, family partnerships, and equitable practices together creates a positive cycle—where students feel valued, attend consistently, and achieve at higher levels.

Quick Wins: Which needs can be addressed quickly (3-6 months) to build momentum toward confronting more challenging needs?

In the next 3–6 months, the school can build momentum by focusing on strengthening belonging, improving attendance, enhancing culturally responsive practices, implementing consistent restorative behavior supports, and increasing family engagement. These quick wins create a positive, supportive environment that sets the stage for tackling longer-term challenges, such as closing achievement gaps and addressing disproportionalities.

Implement MTSS and UDL frameworks to ensure support and access for all; Partner with families to co-design solutions.

Technology Use to Strengthen Student Learning: How is technology being used to strengthen classroom instruction and student engagement?

Technology strengthens instruction by making learning more personalized, interactive, and collaborative. It allows teachers to differentiate, provide real-time feedback, engage students through multimedia and hands-on activities, and give students opportunities to create and share their own work, boosting motivation and engagement.

Support for Staff to Use Technology to Strengthen Student Learning: What ongoing support is provided to ensure staff are proficient with required use of technology?

Staff are supported through ongoing training, coaching, and access to resources, including tutorials, guides, and collaborative planning time. This ensures teachers are confident and proficient in using technology to enhance instruction and student learning.

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

Measures and Targets

2023-26 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: responded favorably: 47%.

2025-26 Goal:

By June 2026, 80% of students of color furthest from educational justice system in grades K-5 will respond favorably to our SPS Student Climate Survey prompt, "I get information about college at school."

Action Plan

Evidence-based Practice 1:

Restorative Practices: Staff will implement Tier 1 Restorative Practices by building restorative and relational culture across the school community (for resources, PD, and coaching to support Restorative Practices work:

Implementation Activity:

Group Agreements/Charters: Our school will engage in co-creating Group Agreement and/or Charter processes as a staff community as well in classrooms.

Process Data Measures:

- Comprehensive School Counseling Program School Plan
- Walk-through/Observational Data

- School-based Survey (staff or students)

Timeframe for Reviewing Process Data Measures:

Quarterly

Student Outcome Data Measures:

- SPS Climate Survey (staff or students)
- Missed Instruction Log
- School Based Surveys

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

- Building Leadership Team
- Teacher Leadership Cadre

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Goal:

3rd Grade Reading Goal: The percentage 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.

2025-26 Goal:

The percentage of 2nd Grade Students of Color FFEJS projected proficient or above in ELA based MAP will increase from a baseline of 40.7% to a target goal of 42.7% by Spring 2026.

Action Plan

Evidence-based Practice 1:

Professional Learning Communities: Educators engage in regular PLC meetings and use the results of the SPS Curriculum-Embedded Assessments and other common assessments to plan units and lessons to help all learners meet and exceed standard, provide action-oriented feedback in response to assessments so that students can reflect on their learning and revise their work, and develop flexible grouping within Tier 1 instruction, where students receive targeted feedback and support based on their progress towards standard.

Implementation Activity:

During PLC meetings, teachers will spend time reviewing student work or data and discussing the Four Critical Questions:

1. What do we expect students to learn?
2. How will we know if they learn it?
3. How do we respond when students experience difficulty in learning?
4. How do we respond when student do learn?

Process Data Measures:

- Walkthrough/Observational Data
- Teacher Observational Data
- School-based Survey (staff or students)

Timeframe for Reviewing Process Data Measures:

Quarterly

Student Outcome Data Measures:

- MAP
- DIBELS
- Curriculum-Embedded Assessments (CEAs)

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

- Building Leadership Team
- Teacher Leadership Cadre

Highly Capable Services

- Differentiation: Educators use pre assessments to determine the needs of students, providing flexible grouping, extension opportunities and tiered assignments to meet the varied needs of learners.
- Universal Design for Learning: Educators provide multiple means of representation, flexible grouping, and choice-based learning to support learner access to grade level and above grade level learning.
- Differentiated Curriculum: 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. 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 Goal:

The percentage of SFFEJ 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.

2025-26 Goal:

The percentage of 6th Grade Students of Color FFEJS projected proficient or above in Math based on MAP will increase from a baseline of 5.6% to a target goal of 7.6% by Spring 2026

Action Plan

Evidence-based Practice 1:

Tier 2 or Tier 3 Supports: Educators will provide a double-dose of Math Empowerment or Academic Enrichment course to students identified as needing Tier 2 or Tier 3 supports.

Implementation Activity:

Tier 2:

- Small group (4-6) students) 3 times a week for 20 minutes.
- Reteach key skills with hands-on tools and guided practice.
- Check progress weekly with quick quizzes

Tier 3:

- Very small group (1-3 students) daily for 20 minutes.
- Focus on basic math understanding using step-by-step modeling.
- Monitor progress twice a week and adjust supports as needed.

Process Data Measures:

- Walkthrough/Observational Data
- Teacher Observational Data
- Lesson Exit Tickets

Timeframe for Reviewing Process Data Measures:

Quarterly

Student Outcome Data Measures:

- MAP
- Curriculum-Embedded Assessments (CEAs)
- Student Grade Reports
- Interim assessments

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

- Math Team
- Teacher Leadership Cadre

Highly Capable Services

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- Universal Design for Learning: Educators provide multiple means of representation, flexible grouping, and choice-based learning to support learner access to grade level and above grade level learning.
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- 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: Family and Community Engagement

Measures and Targets

2023-26 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.

2025-26 Goal:

75% 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.

Action Plan

Evidence-based Practice 1:

Two-Way Communication: Effective two-way communication between families and schools to regularly seek and share information about students' achievements and learning needs, school policies, practices, and community initiatives.

Implementation Activity:

All school staff have completed the On Demand Talking Points training provided on the MySPS Talking Points Webpage. Educators will use Talking Points to communicate announcements and reminders as well as individual messages for the purpose of increasing student and family engagement. Also, meetings with my affinity family groups.

Process Data Measures:

- Engagement Event Exit Tickets
- School-based Family Survey

Timeframe for Reviewing Process Data Measures:

- Student Attendance
- Elementary Progress Report (EPR)
- Student Grade Reports

Student Outcome Data Measures:

Quarterly

Timeframe for Reviewing Student Outcome Data Measures:

- Building Leadership Team
- Teacher Leadership Cadre
- 6th-8th Grade Team

2025-26 Budget Allocations to Support Continuous Improvement

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

Fund Program: Basic Education

I**ntent and Purpose:** Seattle Schools is committed to using our Basic Education funding to provide all students with instruction aligned to grade level specific state standards and include differentiation and enrichment.

Activities Implemented to Meet Intent and Purpose: The intent and purpose of Basic Education dollars include but are not limited to:

- Standards-aligned instruction to all students.
- Supervision of instruction
- Non-teaching staffing to provide support to students and families.
- Instructional materials for all students.
- Guidance counseling and social work supports to all students.

Fund Program: Title 1

Intent and Purpose: To provide all children with significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.

Dollar Amount: $118,421

Activities Implemented to Meet Intent and Purpose:

- Math and Reading intervention staff
- Partnering with community organizations (TIPs and Reading Partners) for tutoring
- Partnering with community organizations (TIPs and Reading Partners) for tutoring
- Speak With Purpose

Fund Program: Multilingual Learners (Title III)

Intent and Purpose: Title III funds support the district's language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.

Dollar Amount: $191,866

Activities Implemented to Meet Intent and Purpose:

- Building on background knowledge
- Building vocabulary
- Engaging in conversations and collaboration
- Small group supports
- Push-in class supports

Fund Program: 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 to Meet Intent and Purpose:

- 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)

Fund Program: Creative Advantage Grant

Dollar Amount: $7,000

Activities Implemented to Meet Intent and Purpose: Writers in the Schools