Board Report

Strategic Goal #1: Academic Growth
Strategic Goal #3: Whole Child
Strategic Goal #4: Student Support Systems

Strategic Plan Board Calendar 2024-2025

Kickoff

EMPOWER

Strategic Plan Overview - Equity, Agency and Dignity

Student Support Systems Goal Progress: State Testing Student Categories

All School's CSIP Overviews

OHS CSIP Board Report

OES CSIP Board Report

PTR CSIP Board Report

Academic Growth Goal Progress: SBA, WCAS, SGP's

Community P&C's Goal Progress: School Connection, Dual Credit

August	September	October	November	December	January	February	March	April	May	June	July

Dr. Adolph Brown

Academic Growth Goal Progress: Academic Experiences

Whole Child Goal Progress: Self-Assessment

Academic Growth Goal Progress: SBA, WCAS, SGP's

Whole Child Goal Progress: Attendance

Whole Child Goal Progress: High School Credits and Pathways

OMS CSIP Board Report

Washington School Improvement Framework

Strategic Plan Focus 2025-2026

Student Support Systems Goal Progress: Monthly Student Advisory Update - Equity, Dignity, Agency

Our Strategic Goals

Goal 1:
Academic Growth

Goal 2:
Community Partnership and Connection

Goal 3:
Whole Child

Goal 4:
Student Support Systems

GOAL 1

STRATEGIC GOALS AND MEASURES

Academic Growth

Ensuring academic growth through high expectations, rigor, essential standards, agency, and dignity as the drivers for academic success for each learner.

EQUITY LOOKS LIKE

Students gain the experience, skills, and dispositions to lead their own learning journey, guided by supportive relationships and a culture that cherishes their uniqueness, boosts their confidence, and ensures accountability. This environment fosters a space where each student's unique academic and personal growth is nurtured and celebrated.

QUANTITATIVE MEASURE

- Students meeting grade level benchmarks
- Growth of targeted subgroups of students
- Proficiency on state testing
- Interim assessments

QUALITATIVE MEASURE

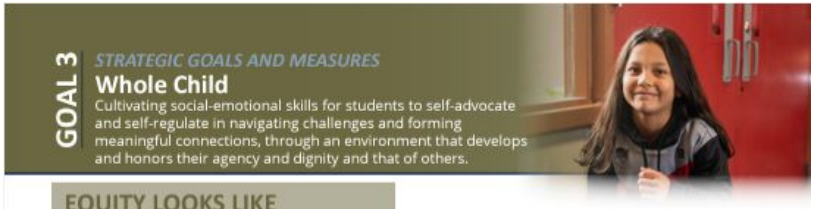
- Instructional walk-through observations
- Teacher and team student growth data
- Portfolios (assigned tasks, student work samples, artifacts)
- Staff and students surveys with agency and dignity focus

MEASURES OF PROGRESS

- The percentage of students scoring at each level of the SBA and WCAS
- Student growth percentiles on the SBA and WCAS
- Student reported learning and academic experiences aligned to agency and dignity

MONITORING TOOLS

- Smarter Balanced Assessment
- Washington Comprehensive Assessment of Science
- Panorama Learning: Academic Experiences



GOAL 3

STRATEGIC GOALS AND MEASURES

Whole Child

Cultivating social-emotional skills for students to self-advocate and self-regulate in navigating challenges and forming meaningful connections, through an environment that develops and honors their agency and dignity and that of others.

EQUITY LOOKS LIKE

Students are surrounded with dignity and care that cultivates self-advocacy, self-regulation, and the promotion of executive functioning skills for the purpose of personal growth and empowerment.

QUANTITATIVE MEASURE

- Student and staff social emotional learning data
- Readiness for key transitions (K, 3, 6, 9 and post high school)
- On-time graduation and regular attendance

QUALITATIVE MEASURE

- Student planned and led initiatives and events
- Second Step and Character Strong student feedback
- Portfolio (Incorporation of student voice, student feedback and targeted professional development)

MEASURES OF PROGRESS

- Student and staff social-emotional learning data
- Regular attendance
- On-track and on-time graduation rate

MONITORING TOOLS

- Panorama Student and Staff Screeners
- Skyward Reports
- High School Credits and Pathways

GOAL 4

STRATEGIC GOALS AND MEASURES

Student Support Systems

Ensuring each student has equitable access to systems that leverage the power of our collective expertise to support strong core instruction, developing agency, ensuring dignity, and achieving individual academic growth.

EQUITY LOOKS LIKE

Students receive individualized support for learning and well-being as a collaborative partner in an inclusive environment through a culture of understanding and support for both academic and social-emotional growth.

QUANTITATIVE MEASURE

- Disproportionality in exclusion data
- Intervention growth data
- Universal screening data

QUALITATIVE MEASURE

- Reducing risk factors and increasing protective factors
- Students setting, persevering and reaching their goals and aspirations
- Student voice and feedback on needs assessment and initiatives

MEASURES OF PROGRESS

- State assessment achievement for student sub-groups
- Student voice and feedback on needs assessment and initiatives

MONITORING TOOLS

- Smarter Balanced Reporting System
- Student Advisory Council

Measures: Goal 1: Academic Growth and Goal 4: Student Support Systems

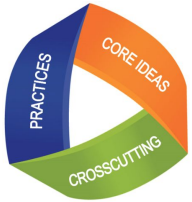
Washington State Assessment Data:

Smarter Balanced Assessment (SBA)

- Math and English Language Arts
- Grades 3,4,5,6,7,8, and 10

Washington Comprehensive Assessment of Science (WCAS)

- Science
- Grades 5, 8 and 11



Orting's State Assessment Averages 2023-2024

ELA SBA	Math SBA	WCAS
42.6%	28.5%	38.8%

Washington State Averages 2023-2024

ELA SBA	Math SBA	WCAS
50.3%	39.7%	43.5%

Link: [OSD SBA and WCAS Proficiency Detail]

Orting Elementary

ELA SBA	Math SBA
39.4%	38.7%

- 4th grade boys performed above the state average in math
- Two or more races students performed well above state average in math.

Ptarmigan Ridge Elementary

ELA SBA	Math SBA	WCAS
37.1%	34.3%	43.5%

- Boys performed at the state average in science
- 4th graders performed above the state average in math.
- Black/African American students performed well above average in math.

Orting Middle School

ELA SBA	Math SBA	WCAS
40.8%	24.0%	35.4%

- Two or more races students performed above the state average in science.
- OMS girls performed higher than the state average for all middle school students.

Orting High School

ELA SBA	Math SBA	WCAS
60.7%	21.3%	37.9%

- 10th Graders performed above average in ELA
- 11th graders performed above average in science.
- ELL students performed well above average in ELA.
- Hispanic/Latino students performed well above the state average in ELA
- Two or more races students performed well above average in both ELA and Math.

Student Growth Percentile: A “normative growth” measurement of how much a student’s performance has improved compared to other students with similar prior achievement.

Percentiles
A student in the 65th percentile performs higher than 65% of students in the same grade with similar prior test scores

"Normative" Growth
Comparing growth of students across the state with similar test scores

Testing in Back-to-Back Years
SGPs requires two test scores to determine how a student grew relative to their academic peers

2016 3rd Grade
Anthony scores a **2312**, classified as *Level 1*, on Math Smarter Balanced Assessment

Anthony and his classmates continue to learn

2017 4th Grade
Anthony scores a **2404**, also classified as *Level 1*, on Math Smarter Balanced Assessment

Anthony grew by 92 points, but how does that compare to other similar students ?

Normative Growth
In comparison to other students in the state that scored around 2312 in 2016, Anthony **scored higher** than 80% of them

Orting's Student Growth Percentiles 2023-2024

ELA	Math
46%	43%

State Student Growth Percentiles 2023-2024

ELA	Math
50%	50%

Link: [OSD SBA Student Growth Percentages Detail]

Orting Elementary

ELA SGP's	Math SGP's
49%	44%

- ELA - 69.6%: Typical and High Growth
- Math - 67.1%: Typical and High Growth

Ptarmigan Ridge Elementary

ELA SBA	Math SBA
33.5%	38.5%

- ELA - 51.3%: Typical and High Growth
- Math - 57.3%: Typical and High Growth
- 4th Grade Math: 3% Higher Growth Than State

Orting Middle School

ELA SBA	Math SBA
52%	45%

- ELA - 69.2%: Typical and High Growth
- Math - 64.6%: Typical and High Growth
- Higher Growth Than The State:
  - ELA: IEP (59%), Asian (59.5%),2+ Races (57.5%), Female (56%), 6th Grade (56%), ELL (56%), Low Income (52%), 504(53%),
  - Math: ELL (56%), Asian (72.5%)

Orting High School

No Student Growth Percentiles

What's In the Way: What We Have Learned

Systems Coherence

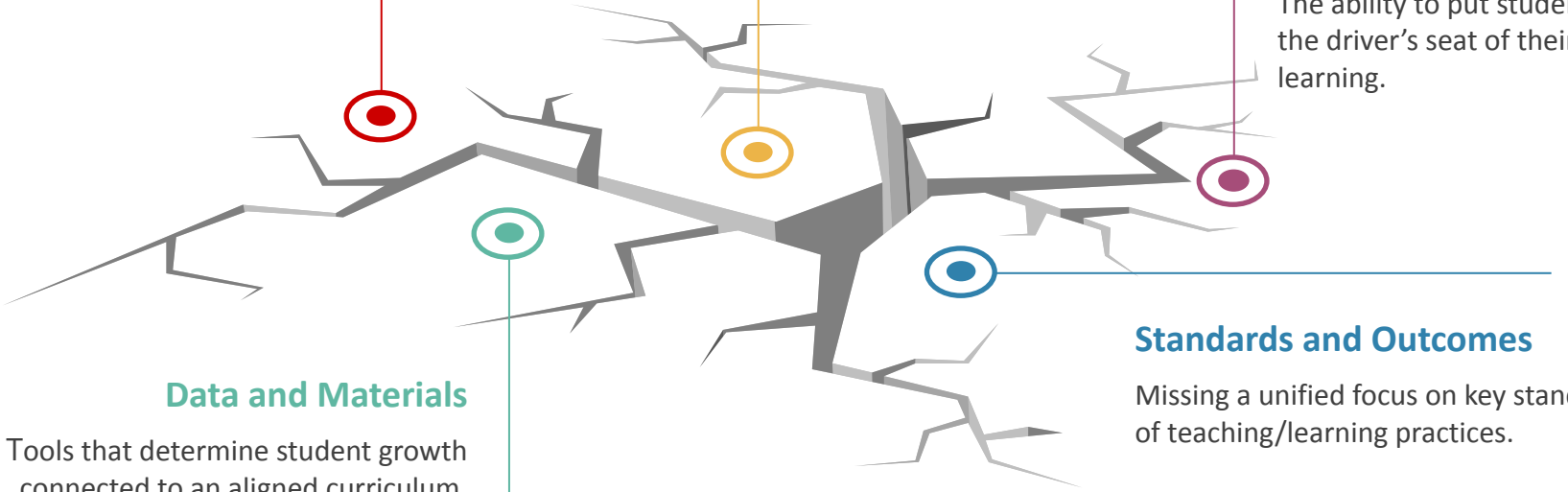
Guaranteed and viable outcomes for each student.

Systems Alignment

Misalignment of core instruction with intervention systems.

Student Centered Agency and Dignity

The ability to put students in the driver's seat of their learning.



Data and Materials

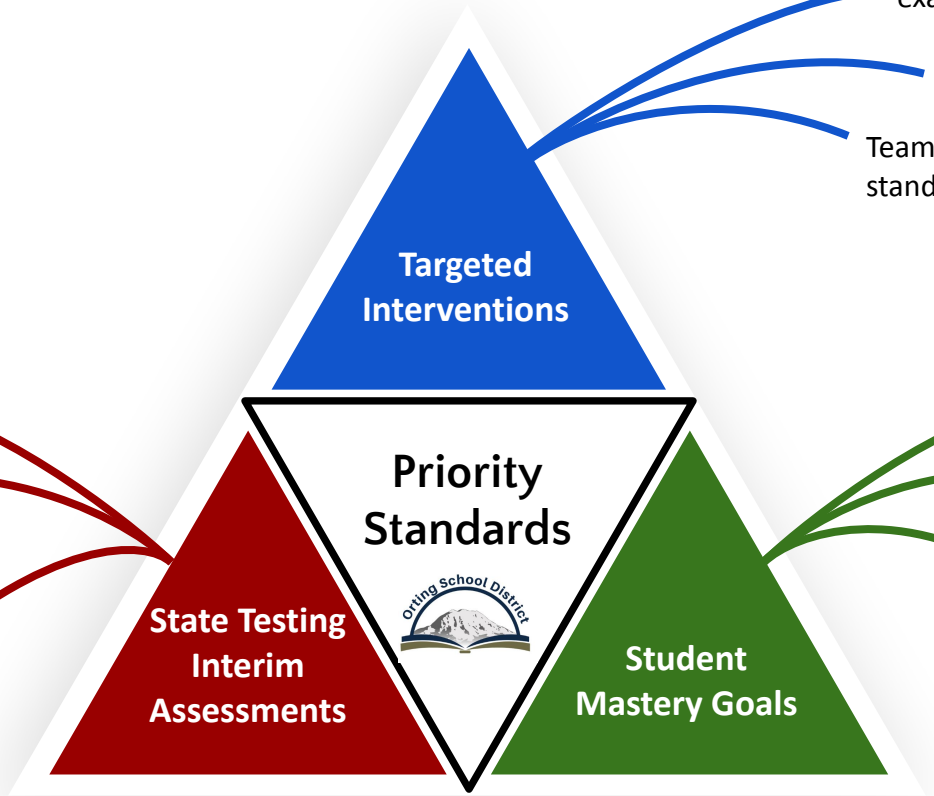
Tools that determine student growth connected to an aligned curriculum.

Standards and Outcomes

Missing a unified focus on key standards of teaching/learning practices.

Taking the surprise out of student growth

The Way Forward: Taking the Surprise Out Of Student Performance



Use of a diagnostic tool to know exactly what each student needs.

Keeping track of each student's progress throughout the year

Team interventions based on standards-based data.

Students practice key standards and getting feedback before the SBA.

Teachers make instructional adjustments where students need the most help.

Growth goals are set by buildings naming individual students and their progress.

Students know the standard they are learning

Students tracking their own progress.

Student setting goals for proficiency.

Essential Elements of Impact Teams

Progress & Proficiency Goals

PLC SMARTIE goals by student for the lowest performing and those on the"bubble".

Priority Standard Clusters

Identify and apply critical standard clusters as prioritized teaching and learning outcomes.

Mastery Goals

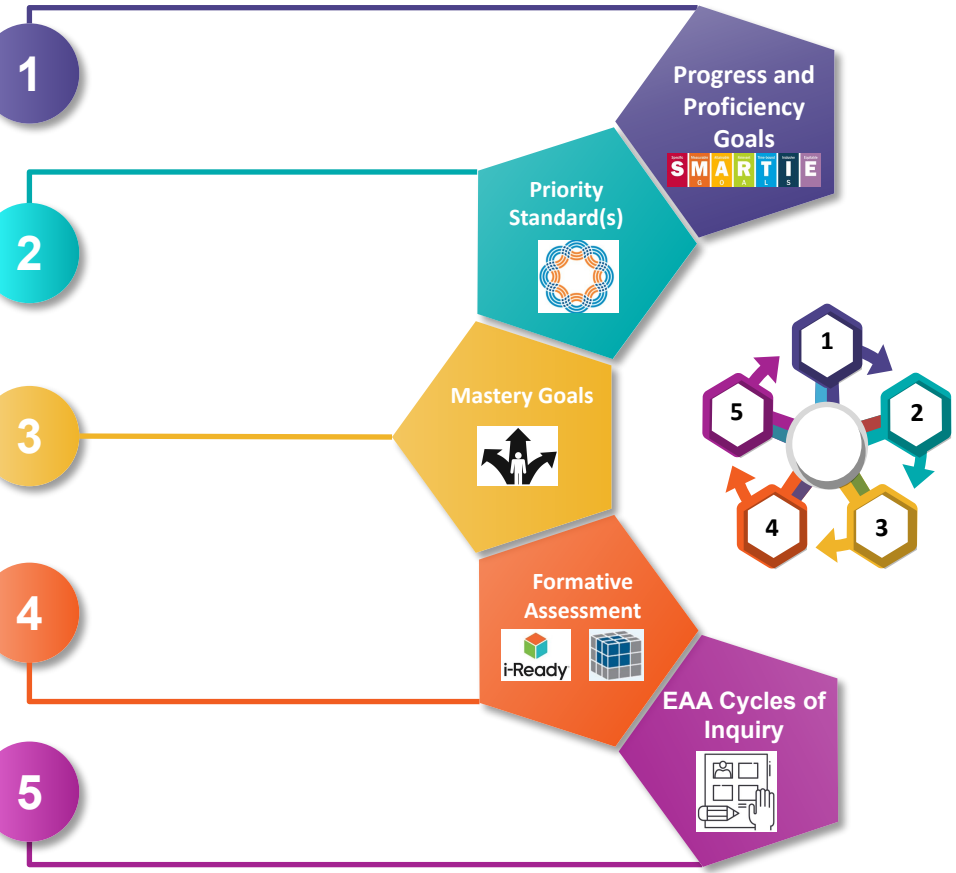
Engaging students in setting and tracking their engagement and growth towards mastery of prioritized standards

Formative Assessment

Engaging in individual student growth data throughout the year to inform action, reteach and adjust goals to standards proficiency. (i-Ready and FIAB's)

EAA Cycles of Inquiry

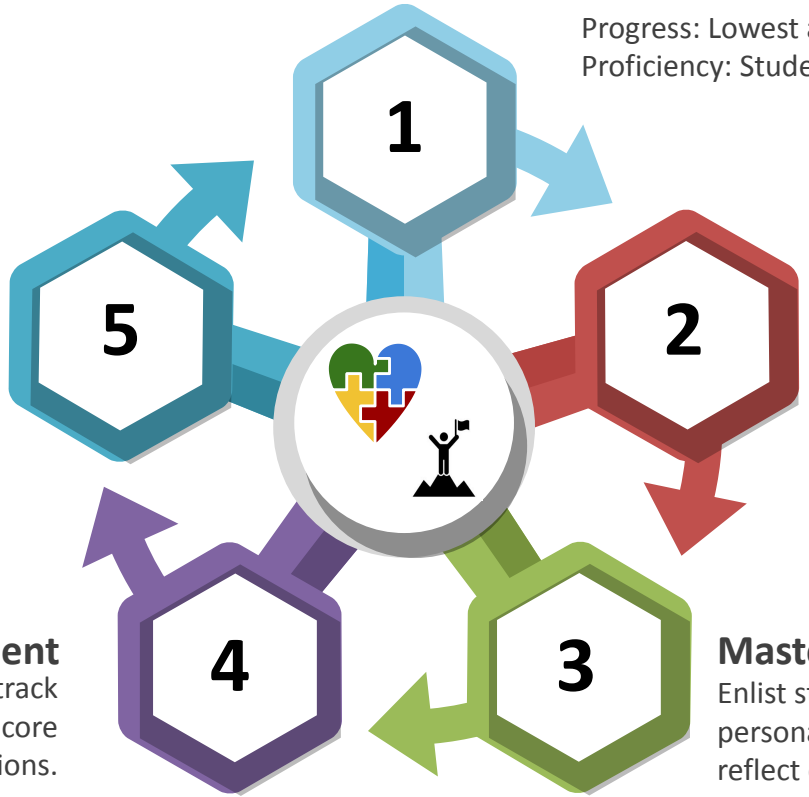
Implement formative feedback cycles that inform and monitor our systems for fidelity towards priority standards



Impact Teams Cycle of Inquiry

Progress and Proficiency Goals

Progress: Lowest achieving
Proficiency: Students almost there & above



Priority Standard Custers

Identify the learning most in need of urgent change.

Mastery Goals

Enlist students using priority standards to set personal “mastery” goals, gather evidence, and reflect on their progress.

Formative Assessment

Collect individual student data to track growth and inform adjustments to core instruction and interventions.

EAA Cycles of Inquiry

Examine if systems are producing intended results. .

Essential Elements of Impact Teams

Essential Element With Links	What is It?	What Does Done Look Like?	Who Does It?	Measures of Success
Progress & Proficiency Goals (SMARTIE Goals) Setting SMARTIE Goals K-12 Goals Examples Blank SMARTIE Goal Template CLEAR PLC Goals Thinking Critically About Goal Setting Impact Team Inquiry Blueprint	**Progress Goal**: Identifies students by name that are your lowest performing students and articulates viable growth for them. **Proficiency Goal**: Identifies students by name that are nearly at proficiency and just above proficiency and articulates growth for them. SMARTIE: Specific, Measurable, Action-Oriented, Relevant, Time-Bound, Inclusive and Equitable	The most current ELA and math data that is available is used to set initial goals. Equity is prioritized in identifying individual students, followed by viability. As more data becomes available, teams monitor progress and assess individual student growth toward proficiency on essential standards and adjust the goal as necessary.	Elementary: Each grade level PLC Secondary: Minimum of ELA and Math PLC's. Possibly involving other curricular areas that complement and align with the ELA and math priority standards.	Quantitative: SBA, Aimsweb, i-Ready, Curriculum Assessments, IAB's, FIAB's, Grades. Qualitative: Student Mastery Goals, PLC Feedback, Leadership Team Minutes Timing
Priority Standard Clusters Core Collaborative ELA Focus Clusters Impact Teams Priority Standards CCSS NF RI.2 & RI.5 K-12 Progression CCSS F RL.2-RL.3 K-12 Progression Vertical Resource RI7	Identifying and applying critical standard clusters in ELA and Math as prioritized teaching and learning outcomes.	For Math and ELA, each grade level has identified two to four key standard clusters (this year, one) that are vital for students to know and be able to do. These are identified within both the curriculum and the units of study for the purpose of elevating the skills, knowledge and dispositions that must be emphasized, assessed, monitored, and intervened if necessary.	This is primarily a PLC process but implementation is done in partnership with teachers, students, and other stakeholders. Note: Dr. Bloomberg and his team are leading this process.	Quantitative: i-Ready, IAB's/FIAB's, Curriculum Assessments. Qualitative: Each PLC will articulate both the priority standards in each unit and students will set mastery goals and progress monitor their growth.

Essential Elements	LT Lab	PLC's	Classrooms	Data	LT Data
		Action		Measure(s) of Success	
Progress & Proficiency Goals	9/11	SMARTIE P&P Goals and ELA/Math Priority Standards/Clusters	Collect Street and Map Data to inform SMARTIE Goals - ELA & Math	ELA and Math P&P Goals Developed By Student	9/25
Making Sense of All 5 Essential Elements	10/9	CSIP: Development of PoP/ToA & Goals/Measures	Student Input and Data - POP and TOA	CSIP Document	10/30
	11/13				12/4
	12/18				????
	1/8				1/22
	2/5				2/19
	3/12				3/26
	4/23				5/7
	5/21				6/11

Measure For Goal 3 - Whole Child: Regular Attendance

Orting District	Orting Elementary	Ptarmigan Ridge	Orting Middle	Orting High
65.2%	63.1%	68.7%	68.6%	61.3%

Percent of Students Who Missed Fewer Than Two Absences Per-Month On Average
2023-24

Washington State Regular Attendance Rate: 69.7%

Continuous School Improvement Plans Address Their School's Work Towards Increasing Attendance.

Theory of ACTION

*If we consistently engage students in rigorous learning opportunities that develop individual agency and honor personal dignity, then we will ensure the Orting School District is an equitable organization where each student feels **connected**, **inspired**, and **empowered** for present and future success.*

We believe that to achieve ***equity*** in our schools, we need ***agency*** and ***dignity***.

Agency: *The power and capacity to take action in the learning process.*

- **Belonging:** A connection to learning through relationships that ensure being known, seen, heard, and loved.
- **Efficacy:** The competence and confidence in the ability to perform well and produce positive outcomes.
- **Ownership:** Making choices to take responsibility and interest in learning developing from a sense of personally and culturally relevant meaning making.
- **Mastery:** Utilizing multiple pathways for learning to create personal meaning.

Dignity: *The inherent value and worth of each individual.*

- **Diversity:** Recognizing and valuing individual differences as strengths.
- **Integrity:** Taking responsibility and holding yourself accountable.
- **Validation:** Acknowledging and affirming others' identity, experiences, and feelings.
- **Empathy:** Understanding and sensing what others might be thinking and feeling.

Dignity

What we learn about ourselves is an amalgam of generations of innovation, trials, failures, and success .

We must have unquestioned value for <u>ourselves</u> and for <u>one another</u> to be able to access and share our collective ways of knowing and doing.

Validation — Unquestioned value for others requires affirming identity, experiences, and feelings

Diversity — Working together requires seeing differences as strengths

Integrity — Working together requires personal responsibility and accountability

Empathy — Growth requires vulnerability that stems from being understood and seen

Agency

How we learn becomes meaningful through co-creating, sense-making, collaboration, interaction, and connection.

Equitable systems require individuals to possess the <u>power</u> and <u>capacity</u> to take action

Belonging — Authentic and equitable learning requires being known, seen, heard and loved.

Efficacy — Meaning comes from the ability and belief to produce positive outcomes

Ownership — Cultivation of genuine interest and personal responsibility is created by personal meaning making

Mastery — Allowing people to make meaning in ways that are personally and culturally relevant.

Comments/
Questions