



Orting High School
Continuous School Improvement Plan
2025 - 2026



INTRODUCTION

This continuous school improvement plan provides an overview of the district's fundamental purpose and foundational work as it relates to a single school's goals toward growth and progress and how the school community plans to collaboratively meet these goals over time. It is intended to offer family and community audiences an overview of work aligned to Orting School District's Strategic Plan written in language that is accessible by a diverse audience.

TABLE OF CONTENTS

- **Section One: Orting School District's Strategic Plan**
- **Section Two: School Profile**
- **Section Three: Data Analysis**
- **Section Four: School Priority Focus Areas**
- **Section Five: Goals, Measures and Strategies**

ORTING SCHOOL DISTRICT'S STRATEGIC PLAN

Orting School District Mission: In strong partnership with our families and community members, Orting School District will engage and develop the unique interests and talents of every learner as they apply their education in creative and inventive ways. Through high expectations and relevant opportunities to learn and grow in a caring, supportive environment, we will ensure each of our children feels connected, inspired, and empowered to create a better present and future!

Orting School District Vision: In an environment of high expectations with high levels of support, we desire to have each student:

- Make personal meaning through creation, exploration and invention.
- Engage in meaningful, relevant learning, leading to deeper understanding.
- Believe their success makes a difference and their goals matter.
- Connect through meaningful relationships where they are heard, known, seen and loved by others.

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.

To help ensure equitable outcomes for every student, four key strategies for agency and dignity will guide our collaborative efforts.

Continuous School Improvement Plan 2025-2026



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.

Core Values

- We foster high expectations, continuous growth and high achievement.
- We understand and cultivate the unique needs and interests of learners through relationships and personalization.
- We embrace a culture of creativity, exploration and innovation to sustain our growth and improvement.
- We commit to removing barriers to learning to ensure our schools are inclusive and equitable.
- We believe ongoing communication, collaboration and community engagement are essential.

District Goals and Measures

Goal 1: 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 Measures:

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

Qualitative Measures:

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

Goal 2: Community Partnerships and Connections- *Forging and fostering meaningful, collaborative relationships with families and our community to support and empower students with a sense of agency and dignity.*

Equity Looks Like: Students and staff work in partnership with families and our community to cultivate an agentic and dignified supportive network ensuring the value of voice, individual growth, and community activism.

Quantitative Measures:

- Students and families accessing community partnership resources
- Parent perception survey
- Students accessing dual credit

Qualitative Measures:

- Parent and community involvement and participation
- Parent and community surveys and focus groups to increase involvement and remove barriers
- Opportunities for parents to support and/or provide feedback for learning/instruction

Continuous School Improvement Plan 2025-2026

Goal 3: 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 Measures:

- 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 Measures:

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

Goal 4: 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 Measures:

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

Qualitative Measures:

- 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

SCHOOL PROFILE

Orting High School is a place where students feel belonging, face challenges with courage, and are supported to reach their Summits. In the 2025–26 school year, our students and staff continue to deepen a culture built on agency, belonging, and learning, guided by the district’s four pillars of agency: ownership, mastery, belonging, and self-efficacy. Students at OHS take ownership of their learning, set goals to achieve mastery, and grow in classrooms where they feel connected and supported to strengthen their confidence and belief in themselves. We share a collective belief that every student can and will succeed when they are known, valued, and empowered to make decisions in their learning.

OHS serves just under 900 students in grades 9–12, reflecting the diversity and growth of the Orting community. The student body is 51.1% male and 48.9% female, representing a broad range of racial and cultural backgrounds:

- 65.0% White
- 17.3% Hispanic/Latino
- 10.8% Two or More Races
- 2.4% Asian, 2.4% Black/African American, 1.2% Native Hawaiian or Pacific Islander, and 0.9% American Indian/Alaskan Native

Additionally, 38% of students are identified as low income, 15% receive special education services, 9% hold Section 504 plans, 4.8% are identified as Highly Capable, and 5.4% are English Language Learners. Approximately 3% of students are mobile, reflecting a largely stable and connected school community. These numbers represent more than demographics; they demonstrate OHS’s commitment to seeing and serving the individual needs of every student and ensuring equitable access and outcomes for all learners.

At OHS, relationships are the foundation of success. Our staff value compassion, acceptance, dependability, and learning, and our students value independence, unity, hard work, and creativity. These shared values define what it means to be part of the Orting community. Through the C.A.R.D.S. Way, compassion, acceptance, risk-taking, determination, and safety, we live out our district’s core value of Dignity, the belief that every student has inherent value and worth. This shared commitment guides how we treat one another as learners and as human beings, creating a culture where success is built through effort, care, and mutual understanding.

Continuous School Improvement Plan 2025-2026

Students at OHS have many opportunities to explore their interests and grow beyond the classroom. As we grow so does participation in clubs, activities and sports. Over 20% of students at OHS participate in after-school clubs and Career and Technical Student Organizations (CTSOs), competing at regional and state levels, while more than 60% of students play on a sports team. These activities help students build confidence, find belonging, and connect their learning to real-world goals.

We are proud that our school reflects the values of our town. Orting High School is more than a school; it is the center of a community that believes in its youth. Families, staff, and community partners work together to ensure that each student has the resources, encouragement, and opportunities they need to reach their personal “summit.”

The school’s improvement work is driven by a combination of academic data and community values. Analysis of four-year SBA and WCAS trends shows that OHS continues to perform on par with the state in ELA, above the state in Science, and slightly below in Math, with clear upward trends in literacy and STEM outcomes.

Subgroup data further affirm the school’s equity focus:

- Hispanic and Multiracial students outperform their peers statewide across all tested subjects.
- English Learners, while supported through caring relationships and targeted interventions, perform 7–15 points below the statewide average, highlighting a need for greater focus on language-rich instruction and co-teaching.
- Students with disabilities and low-income students perform above state averages in ELA, reflecting the strength of inclusive practices and targeted support.

OHS celebrates multiple achievements:

- Above-state performance in Science (+8.3 points) and strong ELA outcomes.
- High belonging (87%) and a safe, connected school culture.
- 9th Grade On-Track rate of 76.3% and Dual Credit participation of 81.7%, both above the state average.
- Equity gains among Hispanic and Multiracial students.

As we move forward, OHS remains committed to transforming belonging into belief, helping students not only feel supported but also see themselves as capable of achieving their highest potential. Through relationships, data-informed decision making, and

Continuous School Improvement Plan 2025-2026

purposeful systems, we will ensure that every student has the opportunity to reach their summit and embody the C.A.R.D.S. Way every day.

DATA ANALYSIS

Over the past four years, Orting High School has continued to grow academically, particularly in English Language Arts (ELA) and Science. From 2022–2025, ELA proficiency increased by 11.6 percentage points, rising from 46.2% to 57.8% and nearly matching the state average of 58.9%. Science (WCAS) also showed significant gains, improving from 37.9% to 45.2%, more than eight points above the state average of 36.9%. Mathematics remains the most significant growth opportunity, improving modestly from 23.3% to 25.7%, but still trailing the state average of 30.8%.

These outcomes represent both progress and learning. Growth in ELA and Science was supported by instructional practices that invited students into the learning process. Teachers shared assessment data, focused instruction on specific standards, and helped students set and reflect on personal learning goals. These practices began to shift classroom culture toward a model where students are active participants in their learning. At the same time, student self-efficacy, their belief in their ability to influence outcomes, remains a key challenge. Many students continue to doubt their ability to impact their academic performance, particularly in Math. Building student confidence and internal motivation is essential to sustaining growth across all disciplines.

The development of core competencies aligned with priority standards, learning intentions, and success criteria is also shaping our next steps. Historically, the absence of clearly articulated competencies created inconsistencies in instructional alignment. Without a shared understanding of what mastery looks like, students struggled to connect daily learning to long-term goals. As staff refine these competencies, students will increasingly see the path to success and take ownership of their progress. The shift from teachers as suppliers of knowledge to facilitators of learning is central to building a culture of agency and accountability.

The largest opportunity gap remains in Mathematics and among English Learners, where continued instructional shifts and consistent intervention are needed to build not only proficiency, but also agency and confidence in problem-solving. Math success at OHS will depend on making thinking visible, emphasizing reasoning, and using productive struggle in collaboration with peers to help students see themselves as capable mathematicians. For English Learners, the focus must expand beyond support to empowerment, embedding language-rich instruction and systemic intervention opportunities for success across all content areas.

The 2024–25 Continuous School Improvement Plan (CSIP) focused on four primary goals:

Continuous School Improvement Plan 2025-2026

1. Academic Growth (ELA & Math): Increase the percentage of 10th graders reaching proficiency through improved Tier 1 instruction and targeted Tier 2 interventions.
2. Community Partnerships and Connections: Strengthen family and student engagement through advisory structures and outreach.
3. Whole Child Development: Reduce dignity violations and build belonging through the C.A.R.D.S. Way.
4. Student Support Systems: Ensure students with disabilities make more than one year of growth through inclusive and co-taught instructional models.

Academic Growth

In ELA, the goal was 70% proficiency. The final rate of 57.8% demonstrates strong improvement and nearly meets the state average. This growth reflects the success of intentional alignment of priority standards and teachers' use of data to guide student goal-setting. In Math, the goal was 32%, and while the final rate of 25.7% fell short, it signals foundational growth supported by a new curriculum and i-Ready-driven interventions. Science continued to be a standout area, with results more than eight points above the state average.

Community Partnerships and Connections

OHS continued to build meaningful connections with families and the community. While the Parent/Student Advisory Committee was difficult to sustain, family engagement through social media, parent nights, and surveys strengthened communication and reinforced the idea that families are partners in student learning. Formalizing how family voice informs school decisions started to emerge as a result of this goal.

Whole Child Development

OHS aimed to reduce dignity violations by 50% and increase student recognition for positive behavior through the C.A.R.D.S. Way. Behavior data show progress toward that goal, and Panorama survey results reinforce this success: 87% of students report feeling supported by an adult, peer, or family member, reflecting a strong culture of belonging. However, only 40% report high self-efficacy, revealing that while students feel cared for, many still lack the belief that effort and persistence lead to growth.

Continuous School Improvement Plan 2025-2026

Student Support Systems

Students with disabilities made steady growth, though not all met the goal of more than one year's progress. The Washington School Improvement Framework showed growth from 2.9 to 3.0 for students with disabilities. The fact that this metric moved in the positive direction is evidence of inclusive practices working at OHS. Co-taught classrooms showed the greatest gains, confirming that inclusive, collaborative instruction supports both engagement and achievement. This reinforces the importance of general and special education teachers planning together to align supports within Tier 1 instruction.

Through this focused work, Orting High School is moving toward a culture where every student knows what they are learning, why it matters, and how to measure their own growth. Our continued progress will depend on strengthening agency, alignment, and belief, ensuring that belonging leads to confidence, and confidence leads to achievement.

SCHOOL PRIORITY FOCUS AREAS

At Orting High School, our priority is to strengthen student agency, helping students take the driver's seat in their learning. We want every student to understand what they are learning, why it matters, and how to be successful. Too many of our students arrive in high school without the confidence or clarity to guide their own progress. When students don't clearly understand the skills they're working toward, or how to measure growth, they can begin to feel that learning happens to them instead of with them. This can lead to low self-efficacy; the belief that effort and strategy can truly make a difference.

Problem of Practice

While OHS students are cared for and supported, many still lack confidence in their ability to impact their own learning. Our data shows that students feel connected and supported (87% report strong belonging), but only 40% report high self-efficacy, meaning most do not yet believe they can influence their academic outcomes. This gap is partly rooted in our instructional systems. As a staff, we have not yet fully developed and aligned our clustered priority standards, core competencies, and success criteria in ways that are clear to students. Without that clarity, students struggle to understand what mastery looks like or how to monitor their progress. Teachers are working hard to shift from being "suppliers of knowledge" to facilitators of learning, helping students set goals, track growth, and make decisions in their own learning. This change takes time and shared practice, but it is essential to increasing both student achievement and student confidence. Additionally, students and staff lack consistency across content in helping students identify learning dispositions or "Habits of the mind" needed to activate the process of learning in support of student goal attainment.

Continuous School Improvement Plan 2025-2026

Theory of Action

If we design instruction around clustered priority standards, with clear learning intentions, co-created success criteria, and explicit modeling of learning strategies, then students will better understand what success looks like, set meaningful goals, and monitor their progress over time. As students see evidence of their growth, they will build confidence, strengthen self-efficacy, and take ownership of their learning. When these practices are consistent across classrooms, students will move from compliance to engagement, by seeing themselves as capable learners who grow through effort, feedback, and reflection. Continued reinforcement of the C.A.R.D.S way will strengthen students' sense of belonging to support assessment capable learning in each classroom.

To make this vision visible, classrooms will reflect:

Belonging – Students have inherent worth and their contribution to the learning community matters.

Clarity – Students can explain what they are learning and why it matters.

Ownership – Students set goals, reflect on progress, and use feedback to guide next steps.

Confidence – Students use habits of the mind (i.e. perseverance, critical thinking, justification, etc.) to support goal attainment, and belief in their ability to improve.

When these conditions are in place, students see learning as something they do with their teachers, not for them. This shared responsibility builds agency and ensures that every student at Orting High School is equipped to reach their Summit

GOALS, MEASURES AND STRATEGIES

Priority Goal 1: Academic Growth	
<u>Academic Math Goals</u> During the 2025–26 school year, Orting High School will improve mathematic achievement across all grade levels by increasing student proficiency and growth. Specifically, the percentage of 10th-grade students meeting or exceeding standard on the Smarter Balanced ELA Assessment from 25.7% (SY24-25) to 28% (SY25-26) by strengthening Tier 1 instruction through consistent implementation of core competencies with an emphasis on instructional practices that promote student agency and self-efficacy. As a cohort, student growth will increase from 23% of students who met the SBA in their 8th grade year to 28% in their 10th grade year. The 9th-grade class will show an increase of 9% more students (approximately 21 students) achieving 1–2 years of growth on the Spring i-Ready Diagnostic. <u>Academic ELA Goals</u> During the 2025-2026 school year, Orting High School will increase the percentage of 10th grade students meeting or exceeding standard on the Smarter Balanced ELA Assessment from 58.7% (SY24-25) to 61% (SY25-26) by strengthening Tier 1 instruction through consistent implementation of core competencies with an emphasis on clarity, goal setting, and student reflection. As a cohort, student growth will increase from 38.5% of students who met the SBA in their 8th grade year to 61% in their 10th grade year. The 9th grade class will show an increase of 8.5% more students (approximately 19 students) achieving 1–2 years of growth on the Spring i-Ready Diagnostic.	
Action Plan	
Action Steps and Intended Impact	Timeline
PLC data cycles - PLC leads are documenting their review and analysis of student work each week in order to identify ways in which further support and intervention with students.	Weekly

Continuous School Improvement Plan 2025-2026

Building Thinking Classrooms (BTC) Conference centered around instructional practices in math Instructional Leadership Team (ILT) leadership focus on learning dispositions (Habits of Mind) Core Competency - refining units of study around key standards and competencies needed to be successful Carnegie Curriculum Training CARDS Read Protocol to support informational reading	Summer 2025 Monthly Ongoing throughout the year 3x year 2x per semester in Social Studies, Science, CTE, and ELA
Progress Monitoring	
Evidence Measures	Stakeholder Involvement
TPEP Instructional Coaching Student Instructional Rounds and Feedback Parent/Community Instructional Rounds and Feedback Admin Instructional Rounds iReady benchmarks Progress & Proficiency goal monitoring Student reflections on progress towards goals PLC minutes	Student Instructional Rounds and Feedback Parent/Community Instructional Rounds and Feedback Admin Instructional Rounds Admin/Teacher meetings PLC Meetings to review data

Priority Goal 2: Community Partnerships and Connections	
By the end of the 2025–26 school year, Orting High School will increase positive parent/guardian responses to the Panorama survey question, <i>“Have you been invited to participate in decisions about your child’s learning or support services?”</i>, from 74% to at least 85% favorable responses. This will be done by consistently communicating routines and family engagement opportunities that invite shared parent input into school goals, procedures and processes that impact students.	
Action Plan	
Action Steps and Intended Impact	Timeline
Principal Parent Survey	September
Monthly Pastries with the Principal Meeting	Monthly
CTSO/Parent Engagement Meeting	As needed, multiple times throughout the year
IEP/504/Parent-Teacher meetings	As needed
Fall/Winter/Spring Sports Parent Night	3x per year
CTE Advisory Board Meeting	2x per year
Work-Based Learning Community Outreach	Monthly
College/Career Fair	Annual

Continuous School Improvement Plan 2025-2026

Parent/Community Instructional Rounds Evening Conferences Athletic Policy Development	2x per year April November
Progress Monitoring	
Evidence Measures Increased Parent Survey responses Actionable Parent Feedback on the CSIP Evidence-Analysis-Action (EAA) Protocol post Parent/Community Instructional Rounds Increased attendance at the monthly Pastries with the Principal Meeting Increased attendance at the April evening conferences Completion rates on the athletic policy survey	Stakeholder Involvement Parents, Teachers, and Community Members participating in various meeting opportunities Parents will be asked to provide feedback to teachers via the EAA protocol, which will be facilitated by Administration. Parents are asked to provide input to the school's athletic policy.

Continuous School Improvement Plan 2025-2026

Priority Goal 3: Whole Child	
By the Spring 2026 Panorama Student Survey, Orting High School will increase the percentage of students reporting a positive sense of self-efficacy from 40% to at least 50%, as measured by the Panorama “Self-Efficacy” scale. This will be achieved through the development of coordinated Schoolinks and SEL curriculum, delivered through Advisory, that aligns with the “Habits of the Mind” which will be reinforced and integrated with students in classroom Tier 1 instruction as a means to their goals.	
Action Plan	
Action Steps and Intended Impact	Timeline
Advisory SEL Lessons centered around self-efficacy with videos made by Principal Carlson reinforcing the importance of building self-efficacy.	Once a month
Advisory SchoolLinks lessons	Once a month
Instructional Leadership Team instructional focus on learning dispositions (Habits of Mind)	Monthly Staff Meetings
Student Instructional Rounds	3x per year
Principal Advisory Committee	Once a month
Student Group Counseling sessions	Monthly

Progress Monitoring	
Evidence Measures	Stakeholder Involvement
Student Instructional Rounds - students will walk through classrooms with Admin to look at student ownership and self-efficacy in the classroom. Students will then participate in an Evidence-Analysis-Action (EAA) protocol to highlight positive things seen in the classrooms and actionable next steps. Winter Panorama Survey Minga points assigned for behaviors in the classroom Principal Advisory Committee - a student group that will provide feedback to the Administration regarding school culture, which will then shape future SEL lessons and be shared with ASB to shape future student activities. Branded Cardinal Habits of the Mind Increased student participation in counseling sessions to improve awareness of resources and services that support self-efficacy.	Student Instructional Rounds ILT (Teachers, Administrators) Advisory (students, Admin, teachers, counselors) ASB Principal Advisory Committee (students, principal) Focus groups for branded Cardinal Habits of the Mind (students, teachers, parents)

Priority Goal 4: Student Support Systems	
Orting High School will improve learning outcomes for targeted 9th- and 10th-grade students receiving academic interventions. By the Spring 2026 i-Ready Diagnostic, participating students will demonstrate more than one grade level of growth in Reading and/or Math by aligning intervention systems in reading and mathematics to core competencies and embedded priority standards. Students selected for targeted interventions will reflect on their goals and identify ways in which their intervention time supports their learning and academic growth.	
Action Plan	
Action Steps and Intended Impact	Timeline
ELA & Math pull out for intervention planning Minga intervention assignments - Math and ELA teachers will assign students to Cardinal Time via Minga. This will allow teachers to track student attendance at interventions and utilize intervention attendance data to compare to academic progress in class. During this time, teachers will utilize tiered and skilled interventions in order to support student needs and learning. PLC data cycles - PLC leads are documenting their review and analysis of student work each week in order to identify ways in which further support and intervene with students.	October/November with ELA & Math teachers October - April, Tuesday and Thursday 6 week intervention cycle October - May, weekly on Friday

Progress Monitoring	
Evidence Measures	Stakeholder Involvement
Student reflection on progress towards individual goals PLC data review Mid-year iReady assessment (December) Student MyPath data	Monthly MTSS meetings (Counselors, Teachers, Admin) Student reflections on progress Rewards for students for growth made in iReady Parent/Teacher conferences Minga points awarded for progress towards individual student goals Review of student progress in BLT and ILT