



**Continuous School Improvement Plan (C-SIP)**  
**Wing Luke Elementary School**  
**2016 - 2018**  
**Principal: Dr. Davy Muth**

**SEATTLE  
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SCHOOLS**

## School Overview

### Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our building and District's plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school's goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report. The Wing Luke BLT reviewed and approved the 2016-2017 CSIP on November 8th, 2016, and will be reapproved for 2017-18 in August, 2017.

### Mission and Vision

#### Mission:

- To create an environment where all students feel safe and valued
- To set high expectations using rigorous curriculum
- To model and teach social skills, collaboration, and leadership
- To cultivate healthy and engaged participation
- To empower students to set goals and problem solve independently
- To create opportunities for students to express their potential through the arts, technology, and service
- To foster culturally competent global citizens starting within our own community.

#### Vision:

Wing Luke graduates will achieve academic excellence and strive for social responsibility in a lifelong pursuit of education. They will become innovative problem solvers who can lead and serve in diverse communities.

### Terminology

**Throughout this document a number of acronyms and terms are used that may seem unclear. The following lexicon may be helpful:**

**ALO (or HC -highly capable): Advanced Learning Opportunities.** Building based program that serves students with a designation of advanced learners.

**BLT: Building Leadership Team.** A school's advisory, decision-making group that has specialist, grade level, administration and parent representation. The BLT meets monthly and approves the school budget and CSIP. It also, determines an additional year-long leadership team focus. This year our focus concerns communication between the school and families as well as building climate.

**Career Ladder Teachers.** Teachers that serve to support their colleagues within a leadership capacity. They help design and lead professional development opportunities at the school.

**ELL: English Language Learners.** Students who have been identified as needing additional support learning English.

**IEP: Individualized Education Plan.** An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain requirements of law and regulations.

**MTSS: Multi-Tiered System of Support.** Building directed supports for students identified as needing additional learning opportunities beyond basic classroom instruction to meet standards.

**PD: Professional Development.** Instruction and learning activities for teachers to improve or broaden instructional practice.

**PLC: Professional Learning Community.** A team of educators that collaborate for instruction determining essential standards, creating and administering ongoing assessments of student understanding, reviewing data, and providing supports and extensions for students needing them.

**RULER- Recognizing Understanding Labeling Expressing Regulating:** a social-emotional literacy curriculum developed by Yale University's Center for Emotional Intelligence. Early Learning spearheaded the adoption of this curriculum, which is now in use at 50 Seattle Public Schools elementary and middle schools.

**SMART Goal.** Specific, Measurable, Attainable, Realistic and Timely

**SIT: Student Intervention Team.** A team of parents, teachers, specialists and our psychologist that meet to consider whether an identified student may require extra support or be considered for evaluation to determine special education qualification.

**STEM: Science, Technology, Engineering, and Mathematics**

**Tier 1:** All students receive instruction within an evidence-based, scientifically researched core program. These are universal strategies, curricula, and access for all students.

**Tier 2:** In addition to Tier 1 instruction, students in need of supplemental intervention and additional instruction.

## School-Wide Programs/Multi-Tiered System of Support

**Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.**

Wing Luke Elementary is a richly diverse K-5 Title I elementary school in South Seattle; our student demographics are 44.7% Black, 6.1% Hispanic, 37.5% Asian/Pacific-Islander, 2.8% White, 8.3% Multiracial. 13.9% of our students are in Special Education, 15% are in our Advanced Learning (Spectrum) program and 42.7% are English Language Learners. 79.7% of our students receive free lunch. Wing Luke students speak 19 different languages with English, Spanish, Mandarin, Vietnamese and Somali being the most common. As of fall of 2015 (the most recent data available), Wing Luke had a student mobility rate of 9%. There are 360 students enrolled at Wing Luke and 27 certificated staff.

Wing Luke offers the following programs: English Language Learners Special Education Resource Room Special Education Self Contained Special Education Access Preschool on property for 3 and 4 year old children, Advanced Learning (Spectrum) Program, Full Day Kindergarten, After School Homework Club, Imagine Learning, After school program YMCA/Powerful Schools, After school Chess Club, ST Math Afterschool program. Afterschool Tennis, Bi-Weekly Outstanding Citizen and Scholar Awards, Family Support Worker .

As part the annual review process for the School wide Improvement Plan, Wing Luke staff met to review and analyze data and current goals at the start of school. In addition, the current School wide Improvement Plan was available for review and input and advertised to parents at the school-wide events, such as Literacy/Math Nights, Parent Teacher Organization meetings, grade-level Goal-Setting Meetings, A multi-year review of state and district achievement data reveals varied, but encouraging results. The SBAC results from spring 2016 show strong student growth. As measured by the SBA, Wing Luke did meet all of our Annual Measurable Objectives (AMO). In spring of 2016, Wing Luke student met state standards in Reading and Math as follows: Reading: 3rd – 48.1%, 4th – 68.7%, 5th – 68.4% Math: 3rd – 62.9%, 4th – 68.7%, 5th – 52.6% Science 5th- 67.7%

Areas of opportunity at Wing Luke for the 2016-2017 school year include:

- Increasing the number of students meeting standards on state tests (SBAC).
- Continuing and building on the growth that was measured on the district MAP and Amplify tests.
- To address the specific student learning problem in this years Cycle of Inquiry we will use interim climate survey data to guide decision making around social-emotional learning lessons,
- Continuing the intentional planning and supports that contributed to increased number of students meeting standard and building on this success to develop a comprehensive system of tiered supports for all students through Multi-Tiered System Supports (MTSS).
- Increasing the implementation of the school wide behavior expectations to improve the school climate through RULER. RULER is a social emotional curriculum that stands for Recognize emotions in self and others, Understand the causes and consequences of emotions, Label emotions accurately, Express emotions appropriately, Regulate emotions effectively.
- Increase collaboration time and professional development opportunities for staff around research based best practices and the implementation and refinement of these best practices.

## **We will use research-based strategies that help targeted students.**

During the 2015-2016 school year, students were assessed periodically using the MAP and classroom/curriculum assessment. The MTSS team met regularly to discuss, strategize and monitor the progress of all students. A Student Intervention Team (SIT) met regularly to discuss and strategize around students who were not making expected progress. Staff continued their use of Math In focus and Engage New York curriculum materials and worked with our math specialist on successful strategies. Teachers implemented a research based Writers Workshop model from Columbia Teachers College for teaching writing. The ELL program tracked students closely in order to provide appropriate support and interventions throughout the year.

1-In order to close the gaps for the 2016-2017 school year, the following researched based instructional strategies and reforms are underway:

- a. For both Writers Workshop and Reading Wonders, teachers will continually meet with individuals and small groups, and maintain records for students, to facilitate and increase differentiation for all students. Students will experience shared reading and writing, guided reading, interactive read aloud, word work, partner reading, and individual reading.
- b. Intensive professional development is planned to increase the effectiveness of these reform strategies. Teachers at Wing Luke are participating in a pilot program this year utilizing McGraw Hill's Reading Wonders Literacy curriculum. The program is aligned with CCSS and focuses on all aspects of balanced literacy instruction. Every classroom will utilize a leveled library so that all students have access to books at their own reading level at all times.
- c. Seattle Schools adopted a new math curriculum two years (Math in Focus) that teachers are implementing in their classrooms. Along with Engage NY, this curriculum also aligns with CCSS
- d. The principal and other staff will conduct regular classroom walkthroughs. During these walkthroughs the following research based and high leverage teaching moves will be observed:
- e. Common Teaching Principles and Practices: Clear teaching points , Teacher modeling, Clear use of targeted vocabulary , Students using evidence to justify their answers and/or reasoning , Rich and engaging discourse , Public records of student work, graphic, organizers, word walls, charts , Ongoing formative assessment , High levels of student engagement and Varied and appropriate grouping strategies
- f. Title I staff will provide small group and/or individual support to student in a tiered system as determined through the MTSS model. Students significantly below standard (Tier 3) will receive 10-20 weeks of intensive support. Students approaching standard (Tier 2) will receive 10 weeks of targeted support. These will be progress monitored and adjusted based on data.
- g. Title I and classroom teachers collaborate closely in the identification and design of this intervention system.
- h. In order to increase the quality and amount of learning time, literacy and math are taught in school wide blocks. This scheduling facilitates teaming among grade levels, and makes efficient use of planning and preparation time.
- i. Teachers teach literacy for 120 minutes throughout the day. Currently, several grades and teachers coordinate planning and/or group and switch students to increase the effectiveness of instruction. - Teachers will work with a coaches and specialists from Reading Wonders, the district Literacy Coach, and the Formative Practices Institute to improve and refine instructional strategies.
- J. Afterschool YMCA/Powerful Schools Tier 3 LLI and Tier2 Math/Literacy program-
- k. After school math technology & chess clubs will continue.
- L The MTSS/SIT team will meet regularly to review and refine intervention strategies for students who are struggling.
- m. The RULER (Social Emotional Curriculum) Team will meet monthly to discuss and review student progress (meeting grade level standards), and best practice. We also hired tutors who work throughout the school to provide one-on-one or very small group to support in reading, writing and math for students who are below grade level.
- n. We use Block Scheduling in order to meet student needs in intervention and acceleration. Our Family Support Worker recruits volunteers to work with students in small groups and to support students in the classroom.
- o. Teachers will use the research based Charlotte Danielson Framework for Teaching to guide their planning and goal setting.
- p. Monday morning assemblies will recognize and reinforce positive student behavior and increase the sense of community in our school

2-In order close the gaps for ELL students, ELL teachers and staff collaborate to use multiple groupings and strategies . These include SIPPS, Leveled Literacy Intervention, Wired for Reading as well as re-teaching, pre-teaching, phonics, vocabulary and comprehension strategies. In addition, our ELL Instructional Assistants run an afterschool Homework Club to support ELL students.

3-To meet the needs of advanced learners Wing Luke will continue our Advanced Learning (Spectrum) program. As a result we provide challenging and engaging curriculum and instruction for students performing above grade level.-ALO identified students receive differentiated tiered instruction and curriculum. We provide up to one-year advanced math content based

on ability using whole group walk-to-math groupings and weekly small group lessons. In reading we provide up to one year advanced content using weekly small group lessons in reading and integrated literacy units. We consistently share progress with families, engaging them with their students data and strategies we are using to support them with conferences and Family Engagement Action Team (FEAT) Goal-Setting events.

4.-To close the gaps for our Special education students, we offer a Continuum Model of special educations services. This means that our special education team collaborates continually to close gaps for our identified students, sharing resources and strategies in order to meet their needs. In addition, our identified students may also receive Tiered instruction to close gaps in areas they are not identified in, but still need support in.

#### Homework Policy:

Homework is a constructive tool in the learning process when geared to the needs and abilities of students. Homework is a worthwhile use of time outside school hours to practice, maintain, complete make up, or enrich classroom activities. It is meant to develop independent study habits and appreciation for the value of learning.

The following guidelines will be utilized for assigning homework:

1. Homework will emphasize practice in basic skills previously taught by the teacher, make up work following absences from school and enrichment that extends classroom learning and student interests.
2. The teacher will plan homework so those students may work successfully at home, with a minimum of direct parental assistance, unless prior agreement with the parent has been reached.
3. Homework will be assigned according to the grade level, maturity level, individual needs and interests of the students.
4. Homework will NOT be used as a disciplinary measure.

#### **Our school offers professional development that is high quality and ongoing.**

Wing Luke is rich in professional development opportunities during the 2016-2017 school year. These PDs have been carefully and strategically chosen to utilize existing resources, support and increase excellent instruction, and complement the goals in the School Wide Improvement Plan

- staff will participate in Trauma-informed practice and PBIS PD in collaboration with SPS Behavioral Health outside expert 3-4 times during the year, including school-wide walk-throughs, debriefs, and planning sessions
- Teachers are participating in 3 different cohorts for Early Learning Professional Development based on grade level and past participation in Early Learning PD.
- Staff will participate in two different cohorts of Formative Practices Institute to improve literacy and assessment practices
- Staff will visit other schools for literacy learning labs where they will view model lessons and learn from other teachers.
- All staff meetings and early release days will have a PD theme with the topic determined by staff need.
- Staff will meet in collaborative teams for at least 1 hour per week.
- Staff will participate in Professional Learning Communities (PLCs)
- PD is being provided by the ELL Department, Race and Equity Department, Math Department (for MIF) and McGraw Hill team (Reading Wonders).
- Wing Luke has 1.5 FTE Literacy and 1.8 FTE math specialists who will both provide differentiated instruction, double-dose/pre-teach and re-teach in collaboration with general education, Special Education and English Language teachers throughout the year.

#### **Our school will increase parent/family engagement.**

In order to increase our family engagement, Wing Luke will continue to work closely with our PTO, collaborate with our Family Support Worker, continue the committee work of the Family Engagement Action Team and the Race and Equity Team.

1. Wing Luke families established a PTO at the end of the 2012-2013 school year. They meet monthly to organize activities and fund raisers to support classroom teachers and students. They have hosted pot-luck dinners to promote interaction between families and staff at Wing Luke. They provide feedback on budget and programming, including increases in afterschool programming.
2. Our Family Support Worker works closely with families to increase student attendance and support families in need of support. She visits families to help educate them about different resources available to them in our community.
3. Our FEAT team has lead Goal-setting/Parent Partnership work that includes sharing data, strategies, and collaborating with our families to meet and exceed grade-level expectations together. In addition, our family survey showed positive responses in family involvement in decision/making for 77% vs. 75% for the district. In School educational quality, our families responded 81% positive vs. 80% for SPS and in culturally-responsive school environment, Wing Luke had 85% positive responses vs. 78% for SPS. We could like to improve each of these to 100% and seek feedback from our families on a continual basis to improve the environment and quality of our service to students.
4. Our Race and Equity team will use input from the PTO and FEAT to design staff trainings to improve our cultural competent instruction and interactions with families and students.

### **Our staff is involved in decision-making.**

Each committee participated in the writing of our C-SIP and identified strategies to meet goals for the year. They worked in small groups on October 5th, 2016 to review our expired C-SIP and update it so that it reflects our current practices. At the beginning of the school year, they reviewed and analyzed data from the 2015-2016 SBA for Wing Luke students and compared them to similar schools in the SE Region. Teacher representatives make up our BILT. They communicate with their teams so that all staff has a voice in the decisions made at Wing Luke. All teams and committees provide detailed minutes to the staff after they meet so that concerns can be addressed. We have a long-established decision-making matrix that we use extensively.

### **We will assist our students to meet standard.**

Wing Luke staff employs multiple measures to identify students who are not achieving the state standards during the school year. In September, spring MAP, SBA interim and SBAC scores are analyzed. Running records and reading scores from the DRA and Teachers College assessment are also considered. During the first month of school, specialists administered math assessments, TC or F&P tests and a phonics survey to new and returning students for baseline data and to determine Tiers in our MTSS system. Teachers will continue to assess students on these measures each trimester to determine if enough progress is being made.

After collecting fall baseline data, the MTSS team placed students in Tiers. The team will meet every ten weeks to determine if intervention strategies have been effective. The team will decide if students can be exited and which new students are in need of the targeted support. This team also works with classroom teachers to decide who is eligible to receive support in our extended day learning programs. Throughout the year, teachers attend meetings with the Student Intervention Team (SIT) to present strategies they have implemented and to problem solve around other strategies. The SIT coordinator then schedules a follow up meeting so that the teacher can report on the effectiveness of the interventions.

### **Retain high quality, highly effective, and highly qualified staff.**

100% of our teachers and staff at Wing Luke Elementary are highly qualified. 88.9% of our staff have a master's degree and the average years of experience is 7.5 years. In order to attract and retain high quality staff, professional development is planned in a purposeful and strategic way so that all staff has access to the resources and support that they need to be successful. The staff work room has been transformed into a public record of the staff's PD work. Charts and lists from recent PD work are on display. A large PD calendar lists all the courses or sessions happening on each day. Our RULER and Race and Equity Team has also taken on the role to track student behavior, reduce referrals, and increase the positive feeling of community in the school.

School wide Component #9: Tracking HQ Staff All instruction is planned by certificated teachers who are highly qualified in the areas in which they plan instruction. The master schedule is strategically designed to ensure the maximum amount of learning time. Staffing decisions are carefully made to ensure all students have excellent instruction. Small groups, individual tutoring, and in class support are intentionally designed and planned to maximum effectiveness. Currently, the percentage of staff considered Highly Qualified (HQ) by NCLB is 100%. Currently, the percentage of staff considered Highly Qualified (HQ) by NCLB is 100%. There are 27 Highly Qualified teachers in this school and 10 Highly Qualified instructional assistants.

### **How do we support the transitions of new students and families into our school?**

There is a partner preschool program on Wing Luke's property, Tiny Tots Gentle Dragons. During the year, the preschool visits the Kindergarten classroom. They also attend our Monday morning assemblies, family events, and use our library. Our 5th grade classrooms host a transition meeting where 5th graders and their families have an opportunity to meet a representative from their prospective middle school and ask questions. In addition, counselors from our feeder Middle Schools come in to provide information to students and answer questions about middle school. Another example is Kindergarten participates in Jumpstart each August and Kindergarten Orientation each June to prepare families and students for Grade Level Expectations.

### **How do we support students identified as Highly capable?**

Currently, the percentage of staff considered Highly Qualified (HQ) by NCLB is 100%. Currently, the percentage of staff considered Highly Qualified (HQ) by NCLB is 100%. There are 27 Highly Qualified teachers in this school and 10 Highly Qualified instructional assistants.

## Multi-Tiered System of Supports Budget

The following table describes how funds are allocated to support and improve student learning.

Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2017-2018	Combined	Title I, Part A	158,603	After school program, additional in class assistance, small group pull out when needed to reinforce grade level state standards.
2017-2018	Combined	Learning Assistance Program (LAP)	104,858	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	2,362,048	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	2,500	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	68,373	Funding to support MTSS supports at all schools.
2017-2018	Combined	Family and Education Levy (FEL)	240,689	City Levy funds to support targeted students and increase attendance at funded schools.
2017-2018	Combined	FEL Performance Pay	153,617	City Levy funds awarded for meeting student performance measures. Funding will continue to support programs focused on improving student growth.
2017-2018	Specific Use	Transitional Bilingual	249,740	Teachers/IA's, translations, extra time to support translations at family events, resources to support academic success of ELL students.
2017-2018	Specific Use	SPED	786,564	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP

# Building Based Goals

We have chosen to focus on the following area(s) over the 2017-18 school year

## Gap Closing Goal(s)

### Cluster of Teachers/ Grade Level Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Math SBA data 2015-16</p> <p>Grade 3- from 62.9%</p> <p>Grade 4- from 68.7%</p> <p>Grade 5- from 52.6%</p> <p>AA students 3<sup>rd</sup>-5<sup>th</sup>—52%</p> <p>Grade 3 ELL from-36.9%</p> <p>Grade 4 ELL from-45%</p> <p>Grade 5 ELL from - (no score)</p>	<ol style="list-style-type: none"> <li>For 3rd grade students in the general education program we will increase the percentage of students proficient on the state Math test from 62.9% to 65% and ELL students to 46.5</li> <li>For 4th grade students in the general education program we will increase the percentage of students proficient on the state Math test from 68.7% to 70% and ELL students to 55%.</li> <li>For 5th grade students in the general education program we will increase the percentage of students proficient on the state Math test from 52.6% to 79 and ELL students to 40%</li> <li>For intermediate African American students in the general education program we will increase the percentage of students proficient on the state Math test from 52% to 62%</li> </ol>	<p>Mr. Runnoe, Ms. Wetzel, Mr. Titze</p> <p>Ms. Chang, Mr. Pfaff</p> <p>Mr. Billard, Ms. St. John</p> <p>Mr. Runnoe, Ms. Wetzel, Mr. Titze Ms. Chang, Mr. Pfaff Mr. Billard, Ms. St. John Ms. Brown Mr. Whitaker</p>	<p>SBA June 2018</p> <p>Math Exit tickets Ongoing</p> <p>Math Screener September and end of year</p> <p>MAP K-2 October/January/June</p> <p>Engage New York Module Assessments--Ongoing</p>

### Cluster of Teachers/ Grade Level Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>ELA SBA data 2015-16</p> <p>Grade 3- from 48.1% Grade 4- from 68.7% Grade 5- from 68.4%</p> <p>AA students 3<sup>rd</sup>-5<sup>th</sup>—51%</p> <p>Grade 3 ELL from 21.1</p> <p>Grade 4 ELL from 40%</p> <p>Grade 5 ELL from (no score)</p>	<ol style="list-style-type: none"> <li>For 3rd grade students in the general education program we will increase the percentage of students proficient on the state test to 55% and ELL students to 31.1%</li> <li>For 4th grade students in the general education program we will increase the percentage of students making gains on state test to 70% and ELL students to 50%</li> </ol>	<p>Mr. Runnoe, Ms. Wetzel, Mr. Titze</p> <p>Ms. Chang, Mr. Pfaff</p> <p>Mr. Billard, Ms. St. John</p>	<p>SBA June 2018</p> <p>MAP K-2 October January June</p> <p>TC and F/P assessments October January June</p>

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
	<p>3. For 5th grade students in the general education program we will increase the percentage of students proficient on the state test to 79% and ELL students to 40%</p> <p>4. For intermediate African American students in the general education program we will increase the percentage of students proficient on the state test to 65%</p>	<p>Mr. Runnoe, Ms. Wetzel, Mr. Titze  Ms. Chang, Mr. Pfaff  Mr. Billard, Ms. St. John  Ms. Brown  Mr. Whitaker</p>	

### Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Reading/ELA growth</p> <p>3rd-5th Grade ELA/SBA Baseline(see Cluster Goals)</p> <p>K-2nd Grade Baseline Spring 2016 MAP Reading Average RIT  K 156  1st 179  2nd 192</p>	<p>3<sup>rd</sup>-5<sup>th</sup> Grade (see Cluster Goals)</p> <p>K-2<sup>nd</sup> Grade Goals</p> <ol style="list-style-type: none"> <li>1. Kindergarten will meet or exceed district average RIT scores, improving from 156 to 162</li> <li>2. 1<sup>st</sup> grade will meet or exceed district average RIT scores, improving from 179 to 183</li> </ol> <p>2<sup>nd</sup> grade will meet or exceed district RIT scores, improving from 192 to 194</p>	<p>All Staff</p>	<p>November 2017 MAP</p> <p>January 2018 MAP</p> <p>May 2018 SBA and MAP</p>

### School Culture Goal

Problem of Student Learning	What will success look like? (SMART Goal1 to target level of performance desired)	Assigned to:	Target Date for Completion:
<p style="text-align: center;"><b>School Climate Survey 2016 overall score 64%</b></p>	<p style="text-align: center;"><b>1. For intermediate students in the general education program we will increase student positive climate responses to 75%.</b></p>	<p style="text-align: center;"> <b>Mr. Runnoe,                      Ms. Wetzel,                      Mr. Titze,                      Ms. Chang,                      Mr. Pfaff,                      Mr. Billard,                      Ms. St. John</b> </p> <p style="text-align: center;"> <b>Race and Equity Team                      Addie Keller                      James Billard                      Emily Wetzel                      Helen Mitchell                      Eric Pfaff                      Jeff Case                      Davy Muth</b> </p>	<p style="text-align: center;"> <b>October 2017</b>   <b>February 2018</b>   <b>May 2017</b> </p>