



Continuous School Improvement Plan (CSIP)

Wing Luke Elementary School

2016 - 2018

Principal Davy Muth

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.

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.

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, PTO meetings, grade-level Goal-Setting Meetings, A multi-year

	<p>review of state and district achievement data reveals varied, but encouraging results. The SBAC results from spring 2015 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%</p> <p>Areas of opportunity at Wing Luke for the 2016-2017 school year include:</p> <ul style="list-style-type: none"> -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. -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 MTSS. -Increasing the implementation of the school wide behavior expectations to improve the school climate through RULER. -Increase collaboration time and professional development opportunities for staff around research based best practices and the implementation and refinement of these best practices.
<p>We will use research-based strategies that help targeted students.</p>	<p>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.</p> <p>As we begun the 2016-2017 school year, the following researched based instructional strategies and reforms are underway:</p> <ul style="list-style-type: none"> -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 FEAT Goal-Setting events. -In addition to Writers Workshop, all staff will be using the Reading Wonders to teach reading. Every classroom will utilize a leveled library so that all students have access to books at their own reading level at all times. -For both Writers and Readers Workshop, 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. -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. -Seattle Schools adopted a new math curriculum two years (Math in Focus) that teachers are implementing in their classrooms. This curriculum also aligns with CCSS. -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: <ul style="list-style-type: none"> 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

	<p>Varied and appropriate grouping strategies</p> <ul style="list-style-type: none"> -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. -Title I and classroom teachers collaborate closely in the identification and design of this intervention system. -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. -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. -Afterschool YMCA/Powerful Schools Tier 3 LLI and Tier2 Math/Literacy program- -Afterschool bilingual homework club and extended learning will continue. - After school math technology & chess clubs will continue. <p>-The MTSS/SIT team will meet regularly to review and refine intervention strategies for students who are struggling.</p> <p>-The RULER Team will meet monthly to discuss and review student progress (meeting grade level standards), and best practice.</p> <p>-We also hired tutors who work throughout the school to provide one-on-one or very small group support in reading, writing and math for students who are below grade level.</p> <p>-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.</p> <p>-Teachers will use the research based Charlotte Danielson Framework for Teaching to guide their planning and goal setting.</p> <p>-Monday morning assemblies will recognize and reinforce positive student behavior and increase the sense of community in our school</p>
<p>Our school offers professional development that is high quality and ongoing.</p>	<p>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</p> <ul style="list-style-type: none"> -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 full time Literacy and math specialists who will both work with students as well as with teachers throughout the year
<p>Our school will increase parent/family engagement.</p>	<p>Wing Luke families established a PTO at the end of the 2012-2013 school year. They were active in our school since then. 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. 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</p>

	<p>different resources available to them in our community. 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.</p>
<p>Our staff is involved in decision-making.</p>	<p>Teachers participate in the writing of our C-SIP and to identify 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.</p>
<p>We will assist our students to meet standard.</p>	<p>Wing Luke staff employs multiple measures to identify students who are not achieving the state standards during the school year. In September, spring MAP, AMPLIFY 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.</p>
<p>Retain high quality, highly effective, and highly qualified staff.</p>	<p>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.</p>
<p>How do we support the transitions of new students and families into our school?</p>	<p>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.</p>
<p>Our system of support assures our highly qualified staff are support students.</p>	<p>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</p>

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

Multi-Tiered System of Support Budget				
Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2016-2017	Combined Funds	General Education Dollars	2,294,314	Instruction for all students aligned to state standards
2016-2017	Specific Use Funds	Transitional Bilingual	229,853	Teachers/IAs, translations, extra time to support translations of family events, resources to support academic success of ELL students.
2016-2017	Combined Funds	SPED	229,853	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP
2016-2017	Combined Funds	Levy Performance Pay	52,470	City Levy funds to support targeted students and increase attendance at funded schools
2016-2017	Combined Funds	Free & Reduced Lunch	75,158	Funding to support MTSS supports at all schools
2016-2017	Combined Funds	Learning Assistance Program (LAP)	97,188	Supplemental State dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12
2016-2017	Combined Funds	Title 1 Title 1 Perf Award	166,604 3,400	Additional supports for students
2016-2017	Combined Funds	City Levy	244,500	City Levy funds to support targeted students and increase attendance at funded schools

Building Based Goals We have chosen to focus on the following area(s) over the 2016-17 school year			
Gap Closing Goal(s)			
Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
Math SBA data 2015-16 Grade 3- from 62.9% Grade 4- from 68.7% Grade 5- from 52.6% AA students 3 rd -5 th —52% Grade 3 ELL from-36.9% Grade 4 ELL from-45% Grade 5 ELL from - (no score)	<ol style="list-style-type: none"> 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 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%. 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% 	Mr. Runnoe, Ms. Wetzel, Mr. Titze Ms. Chang, Mr. Pfaff Mr. Billard, Ms. St. John	SBA June 2017 Math Exit tickets Ongoing Math Screener September and end of year MAP K-2 October/January/June Engage New York Module Assessments--Ongoing

	4. 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%	Mr. Runnoe, Ms. Wetzel, Mr. Titze Ms. Chang, Mr. Pfaff Mr. Billard, Ms. St. John Ms. Brown Mr. Whitaker	
--	--	--	--

Cluster of Teachers/ Grade Level Goal(s)			
Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
ELA SBA data 2015-16 Grade 3- from 48.1% Grade 4- from 68.7% Grade 5- from 68.4% AA students 3 rd -5 th —51% Grade 3 ELL from 21.1 Grade 4 ELL from 40% Grade 5 ELL from (no score)	1. 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% 2. 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% 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% 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%	Mr. Runnoe, Ms. Wetzel, Mr. Titze Ms. Chang, Mr. Pfaff Mr. Billard, Ms. St. John Mr. Runnoe, Ms. Wetzel, Mr. Titze Ms. Chang, Mr. Pfaff Mr. Billard, Ms. St. John Ms. Brown Mr. Whitaker	SBA June 2017 MAP K-2 October January June TC and F/P assessments October January June

Whole School Goal			
Problem of Student Learning	What will success look like? (SMART Goal ¹ 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>3rd-5th Grade (see Cluster Goals)</p> <p>K-2nd Grade Goals</p> <ol style="list-style-type: none"> 1. Kindergarten will meet or exceed district average RIT scores, improving from 156 to 162 2. 1st grade will meet or exceed district average RIT scores, improving from 179 to 183 3. 2nd grade will meet or exceed district RIT scores, improving from 192 to 194 	<p>All Staff</p>	<p>November 2016 MAP</p> <p>January 2017 MAP</p> <p>May 2017 SBA and MAP</p>
---	---	------------------	--

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