



2024-25 CSIP Review and Updates

Wing Luke Elementary School

Purpose

The **CSIP Review and Updates** is part of an annual Multi-Tiered Systems of Support (MTSS) process that makes visible school-based monitoring, adjusting, and updating of the 2023-2026 Continuous Improvement Plan (CSIP).

CSIPs are designed to be working documents, and all schools in Washington are required by WAC 180-16-220 to “include a continuous improvement process for monitoring, adjusting, and updating the plan.”

This template meets the requirements of School-wide Title Programs, Learning Assistance Program (LAP), and OSSI School Improvement Plans.

School Data and Building Leadership Team Members

School Name: Wing Luke Elementary School

Principal: JaLynn Montes

Members of the Building Leadership Team: Fatuma Ahmed, Sarah Brown, Jennifer Diep, Kiernan Elms, Eric Pfaff, Alyssa Seni, Daryle Songco, Amberley Tee, Trey Wheeler, Harry Whitaker, Yusuf Saadat, and JaLynn Montes

Racial Equity Team: Fatuma Ahmed, Rosemary Brown, Marsann Easterday, Anab Nur, Nik Vaerewyck, Trey Wheeler, Yusuf Saadat, JaLynn Montes

CBO Staff Members: Anab Nur (WA-BLOC), TIPS Tutors, WITS Writer in Residence, LAUNCH staff members (afterschool care)

Parent/Guardian Partners: Wing Luke PTO President Chris Colley and WL PTO Board

[2023-26 CSIP Wing Luke](#)

[Wing Luke Elementary School Report](#)

[Wing Luke Elementary School Climate Survey](#)

Summary of Risks and Desired Outcomes

Describe the priority practices, identified in the 2023-26 CSIP, that were implemented during the 2023-24 school year.

Of the practices we prioritized, the most impactful was the continuation of our MTSS team’s work. Our MTSS team (comprised of teachers, interventionists, specialists, our school social worker, and administrators) met weekly to plan for and analyze the results of our MTSS data review days (done on 2 consecutive Wednesday PD days in fall, winter, and spring).

Educators reviewed student assessment data and created small groups for daily reading and math intervention blocks. We had 6 TIPS tutors along with our teachers and ML IAs who taught math and reading skills to our students in small groups where the content was adapted to their specific needs.

What is at risk with the continued implementation of the 2023-26 CSIP and which student, family and staff groups are most vulnerable to those risks?

We contracted with 4 TIPS tutors this year, and we needed to modify our small group intervention blocks to adapt to this change. While we still have reading intervention “Dragon Blocks,” teachers also have time set aside during their reading teaching blocks to allow for two small group rotations (where the teacher is meeting with groups of students) while other students work on independent work rotations. We are hiring 3 additional TIPS tutors (via a one-time carryover allocation from Title 1) to support our large 4/5 classes.

What are short-term and long-term desired outcomes for student, family, and staff groups?

The short-term desired outcome for students is that they will receive the math and reading instruction they need to continue along their trajectory of growth for reading and math.

The long-term desired outcome for students is that they will meet grade level (and beyond) standards for reading and math competencies.

Our short-term and long-term goals for families is that they will be able to understand where their students’ strengths and areas of growth are—and that we will provide them information about resources they need to support their students’ growth advancement.

For staff, our short-term and long-term goals are to continue to collaborate to ensure we keep our MTSS data review and action protocols in place so that we continue to serve small groups and meet students with needed and appropriate challenges.

Comprehensive Needs Assessment Summary

A comprehensive needs assessment is an annual process used to identify and prioritize the needs of students, families, and school staff. It involves collecting, disaggregating, and analyzing a variety of data by racial categories to expose possible underlying racial inequities, identify needs and understand underlying causes of needs. By determining who has benefited and unintended consequences of the CSIP implementation, school staff will be able to prioritize needs and develop action plans to accelerate growth for students most impacted by racist systems.

The following is a summary of the 2024 Comprehensive Needs Assessment completed by school staff.

Student Groups

Summary of the data illuminating progress toward the priority student academic goal and learning environments that are joyful, safe, and anti-racist:

From spring 2024 to fall 2024, we increased our students’ (3rd through 5th grades) favorable responses to the statement, “I get to learn about my culture at school.” from 64% to 67% (based on our student climate survey data collected via Panorama.)

Summary of student strengths supported by data:

We are continuously developing ways for our intermediate students to learn, develop, and utilize their leadership potential. We have monthly assemblies, organized by our staff assembly team, where intermediate students are given the opportunity to present information about significant people from various cultures and countries from around the world.

Additionally, students have the opportunity to teach words and phrases in various languages they speak via our Monday morning videos. They also share about aspects of culture through these videos weekly. Through our levy-funded partnership with Washington Building Leaders of Color

(WA-BLOC), we are collaborating to train a number of our intermediate students in the Junior Circle Keepers program. These students will support their peers in leading class community building circles and in learning about restorative practices.

Identify and prioritize student needs supported by data:

We increased the degree to which students responded favorably to the statement, “I get to learn about my culture at school,” by 3%. Though the increase was small, we were encouraged that through our efforts, we saw growth (versus stagnancy or a drop in favorable responses). This tells us that our efforts are affecting students positively, yet we need to continue to work on this by layering more cultural learning into more aspects of the work we do with our students every day.

Summary of possible root causes of the priority student need:

For students to learn about their cultures at Wing Luke Elementary, we need to continue to embed cultural learning into every aspect of what students experience in their classroom learning each day—from reading, math, science and social studies to music, art, and PE. We need to highlight people of influence in each subject area as well as highlighting how the cultures of the students we teach have contributed and/or originated various aspects of the content of each subject. We need to allow students the opportunity to explore their unique cultures and share with one another throughout each day.

School Staff

Summary of the data illuminating that staff are improving their culturally responsive professional practices:

From spring 2024 to fall 2024, student responses to the statement, “I get to learn about my culture at school,” increased by 3%. From spring 2024 to fall 2024, student responses to the statement, “I have adults at school that can teach me about my culture(s) and history,” increased by 2%. We have a continued levy-funded partnership with WA-BLOC, and we are collaborating to roll out our Junior Circle Keepers program to support intermediate students in leading their peers in restorative and culturally relevant practices. All staff members have access to WA-BLOC circle curriculum in addition to other materials provided by WA-BLOC including the Joy Manual. Many of our teachers use these resources daily, and we are continuing to explore expanding their usage to build connected classroom communities.

Summary of data proving professional learning is effective in supporting student outcomes:

Through our WA-BLOC partnership, we have 4 all-staff PDs on early release Wednesdays throughout the school year. Additionally, our WA-BLOC partners, along with Wing Luke staff members, support all-staff circles to strengthen our educational community through the circle sharing practice. By participating in circles, staff members are able to develop community building skills to share with students in their classrooms.

Professional learning that needs to be strengthened or is no longer being implemented due to minimal impact on student outcomes:

We leveraged our partnership with WA-BLOC to have 4 all-staff PD sessions where we learned about supporting students in our Tier 1 practices. Additionally, we partnered with Coordinated School Health to roll out a PD to support our students in Tier 1 with Tier 2 and Tier 3 needs. Our WA-BLOC coordinator supported our staff through hosting staff circles to provide spaces for staff members to build community and make connections. We will continue all this work going forward and improve the continuity of our WA-BLOC curriculum usage in our classroom community circles.

Support Systems

Summary of data proving that sharing power and responsibility with families and developing two-way communication is centering families' voices are various levels:

As an element of our February 2024 budget season, the BLT designed a family survey to gather family voice in what they prioritized for the services we provide their students' academic advancement. We sent the survey home in Somali, Chinese, Vietnamese, and English. Families prioritized reading and then math support which we factored into our staffing decision-making process.

We also have 2 family members on our BLT who participate in our monthly meetings where we factor their voices in regarding important school decisions.

We have a robust relationship with our PTO where admin and a teacher representative attend monthly PTO board meetings. We plan for family engagement evening events (our fall harvest festival and our spring fundraiser Move-a-thon) in addition to our educator mini-grant program as well as ensuring all students have equitable access to resources, including spirit gear (through our scholarships program).

Provide an example of school staff and one partnership/community-based organization assuring continuity of supports for students and how the supports will be strengthened:

Our Racial Equity Team is comprised of educators, family members, and administrators. We are working this year on ensuring all our families, our families who are experiencing homelessness, and our multigenerational Black and African American families who are experiencing homelessness have the support they need for their students to thrive academically and social-emotionally. We have a partnership with Seattle Union Gospel Mission (Othello Shelter and Hope Place) and are planning for a series of two community building events during our winter and spring quarters. These will take place on site at the Othello Shelter, and hopefully, at the Willows (YMCA), as well. Additionally, we will be inviting families into classrooms to share cultural stories, favorite books, and other activities that model and encourage our students in their literary pursuits.

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

Measures and Targets

2023-26 Three-year Goal:

By spring 2026, 75% of students will respond favorably to the statement: "I get to learn about my culture at school." This will reflect growth from spring 2023 (72% favorable response).

2024-25 One-Year Goal:

By spring 2025, 70% of students will respond favorably to the statement: "I get to learn about my culture at school." This will reflect growth from spring 2023 (72% favorable response).

Action Plan

The following action plan highlights one evidence-based practice (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

2024-25 Evidence-based Practice 1:

Cultivating Student Restorative Leadership: Students will learn key leadership skills and lead community building and conflict resolution across their schools. Educators will co-lead and mentor students in this work.

Student Outcome Data Measures:

SPS Climate Survey (staff or students)

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- End of Year
- Middle of Year

Process Data Measures:

School-based Survey (staff or students)

Timeframe for Reviewing Process Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

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

- CARE Team
 - RET
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Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

By spring 2026, 68% or more of 3rd grade students will be meeting standard on their ELA SBA assessments. This will reflect a 20% increase from spring 2023.

2024-25 One-Year Goal:

By spring 2026, 58% or more of 3rd grade students will be meeting standard on their ELA SBA assessments. This will reflect a 20% increase from spring 2023.

Action Plan

The following action plan highlights one evidence-based practice (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

2024-25 Evidence-based Practice 1:

High Quality Tier Instruction: Educators will implement adopted instructional resources to serve all students, including students with IEPs, multilingual learners, and advanced learners.

Student Outcome Data Measures:

Curriculum-Embedded Assessments (CEAs)

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

Teacher collected data in Unified Insights

Timeframe for Reviewing Process Data Measures:

Quarterly

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

MTSS Team

Advanced Learning and Highly Capable Services:

Students ALO identified or any students mastering standards at a faster pace than their peers have regular opportunities to take their math learning further. In intermediate grades, our acceleration block (Dragon Block) is used in part to group these students together in order to deliver higher level content related to current curriculum. These blocks are 30 minutes 3-4x/week. Students at all grade levels meet regularly with classroom teachers to extend daily classwork and participate in rotations with a math specialist at some point in the year to explore “High ceiling” math tasks.

Expanded Learning:

PTO partnership to offer the following clubs throughout the school year: Art, Pottery, Robotics, Basketball, Parkour, Carpentry, & Choir.

Homework Policy:

Teachers at Wing Luke vary in their approaches to homework. Examples of ways homework is given include the following:

- Daily or weekly packets may be assigned.
- Daily reading logs may be assigned.
- Students may receive homework to be completed online at home.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

By spring 2026, we will improve family and community engagement by consistently hosting 3 to 4 family engagement evening events throughout the course of each school year. Additionally, we will consistently roll out a Wing Luke-based family survey each spring to collect feedback from families on how to best meet their students' needs.

2024-25 One-Year Goal:

By spring 2025, we will improve family and community engagement by consistently hosting 2 to 3 family engagement evening events throughout the course of each school year. Additionally, we will consistently roll out a Wing Luke-based family survey each spring to collect feedback from families on how to best meet their students' needs.

Action Plan

The following action plan highlights one evidence-based practice (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

2024-25 Evidence-based Practice 1:

Collaborating with Community: Develop and strengthen relationships with government and non-government agencies, community groups, businesses, and other educational providers to enhance learning opportunities and outcomes for students and families.

Outcome Data Measures:

Student Attendance

Timeframe for Reviewing Outcome Data Measures:

Quarterly

Process Data Measures:

Attendance and discipline data

Timeframe for Reviewing Process Data Measures:

Weekly

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

- Racial Equity Team
 - CARE Team
 - Family Engagement Action Team
 - PTO
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2024-25 Budget Allocations to Support Continuous Improvement

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

Basic Education

- **Intent and Purpose:** To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.
- **Dollar Amount:** \$2,933,596
- **Activities Implemented:**
 - Ensured a robust teaching staff to support K-5 students.
 - Funded core K-5 teachers, 2.5 specialists (music, PE, and 0.5 art), and a 0.5 librarian.

Title 1

- **Intent and Purpose:** To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.
- **Dollar Amount:** \$154,657
- **Activities Implemented:**
 - Funded part of a 1.0 Assistant Principal.
 - Funded part of a 0.8 Academic Intervention Specialist.
 - Funded part of a 0.6 Academic Intervention Specialist.
 - Supported students with access to social-behavioral learning and academic intervention.

Multilingual Learners (Title III)

- **Intent and Purpose:** To support ML students in advancing their English skills and accessing core curriculum.
- **Dollar Amount:** \$317,592
- **Activities Implemented:**
 - Hired two 1.0 ML teachers.
 - Hired three full-time bilingual Instructional Assistants.
 - Supported students from diverse cultural, linguistic, and ethnic backgrounds.

Learning Assistance Program (LAP)

- **Intent and Purpose:** The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.
- **Dollar Amount:** \$83,570
- **Activities Implemented:** Funded a 0.5 FTE reading Academic Intervention Specialist (AIS).

High Poverty LAP

- **Intent and Purpose:** The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.
- **Dollar Amount:** \$90,741
- **Activities Implemented:**
 - Funded part of a 1.0 Academic Intervention Specialist (reading).
 - Reading AIS led and supported the implementation of the MTSS program and the Dragon (intervention) Block.

Levy Funds

- **Intent and Purpose:** Local levy revenue may be combined in schoolwide programs.
- **Dollar Amount:** \$391,000
- **Activities Implemented:**
 - Funded part of the Assistant Principal.
 - Funded part of two Academic Intervention Specialist positions.
 - Funded a 0.6 FTE counselor.

Other Funding Source (Levy Performance Pay)

- **Intent and Purpose:** Levy performance pay allocation.
- **Dollar Amount:** \$69,000
- **Activities Implemented:** Funded part of the 1.0 Assistant Principal's position.