



2023-26 Continuous School Improvement Plan (C-SIP)

Wing Luke Elementary School

Purpose

The Continuous School Improvement Plan (C-SIP) is a product of collaborative inquiry around a comprehensive needs assessment led by school leaders and school staff in collaboration with district staff. The C-SIP provides an overview of district and school priority areas, student outcome goals, measures, strategies, activities and connected resource allocations.

School Data and Building Leadership Team Members and Partners

Current School Year: 2023-24

School Name: Wing Luke Elementary School

Principal: JaLynn Montes

Members of the Building Leadership Team and Parent/Guardian Partners: Sarah Brown, Jennifer Diep, Falah Mathly, Alyssa Seni, Daryle Songco, Kathryn Von Brandenfels, Tricia Vuong

Community Partners (Community Based Organizations): Pacific Northwest Ballet (DanceChance), Writers in the Schools (WITS), WA-BLOC (Restorative Practices), Tutors Impacting Public Schools (TIPS), SCORES (Poetry & Soccer), Girls on the Run, Rainier Scholars, Early Literacy Collaborative (SPS & UW)



[Wing Luke Elementary School Report](#)

[Wing Luke Elementary School Climate Survey](#)

School Overview

Unity defines and connects us all at Wing Luke. Wing Luke Elementary is named after Wing Chong Luke, the first Asian American to hold elected office in Washington State and in the US. In our unique setting, we follow the three guiding principles of Wing Luke: stand-up for what is right; respect yourself and others; and keep your culture. These principles guide our entire community: students, staff and families. We strive to honor the legacy of Wing Luke and the Chinese American story while extending the values that underpin his legacy to the full immigrant story and people of color in SE Seattle.

Wing Luke is a Title I school in the Southeast region with 314 students. Like the majority of schools in SPS, Wing Luke is a neighborhood school model, so the demographics of the school are the same as the surrounding community. It has the third largest representation from Seattle Housing Authority (nearly 50%) and 73% of students are on the Free/Reduced Lunch program. Race/Ethnicity demographics are as follows: Black 51.6%, Asian 23.2%, White 9.2%, Multiracial 6.7%, Latino/a 7.6%, Pacific Islander 0.6%. Wing Luke is an environment where our large immigrant population and diverse families feel seen and cared about. In our climate survey data, students reported: 87% feel safe, 90% report they like being a student at Wing Luke, 81% feel that they belong to a group of friends at school, and 89% say that teachers get to know them. A parent recently said, "It's a family." Cultivating this sense of belonging is central to our mission.

Within Wing Luke's Black student population (49%), 51% of these students are East African, primarily from Somalia. Most of these students are first generation and qualify for Multilingual (ML) services since Somali is their primary language spoken at home. Given this unique demographic, Black boys, specifically our ML Somali boys, are a focus population for us. Data shows that our ML students underperform their non-ML peers in reading and math, and we have created multiple systems to address this Wing Luke Elementary opportunity gap.

Literacy, especially on-grade reading by 3rd grade, is a critical goal we maintain to support these students' current and future academic success. Supporting this goal by continuing to maintain close family relationships, utilize culturally responsive instructional practices, and provide accessible and rigorous curriculum, is at the heart of how we use district and levy funding. These funds are necessary to support family connection through dedicated positions such as: our school social worker, our community-based partnerships (TIPS Tutors, WA-BLOC), reading and math academic Intervention specialists "AISs," and systems development and maintenance through extra-time funding. Our strategies use leveraged funds (Title 1, High Poverty Learning Assistance Plan, Free and Reduced Lunch) as well as levy funds to innovate and support sustainable models.

Wing Luke has a rich culture of engagement with our families, partners and colleagues in addressing gaps in systematic ways. We have had stable leadership and staffing that has allowed us to establish a robust MTSS system, Dragon Block (intervention block) scheduling, and family partnership workshops. 80% of our staff have been at Wing Luke for 3-20+ years. This level of consistency demonstrates their deep level of commitment to our school community. Furthermore, 75% of our staff identify themselves as BIPOC. This reflects our commitment to creating a culturally responsive workforce that mirrors our school's diversity. We have developed teacher leaders throughout our school, including Teacher Leader Cadre representatives, or "TLCs," Science Teacher Leaders and Collaborative Learning Leaders, or "CLLs" that work together to improve whole school instruction.

In the Fall of 2021, our newly built Wing Luke building opened, and simultaneously, our boundaries changed to increase our student population. We received students from Rising Star Elementary. With these changes along with other factors in recent years, our student population has increased to 50 McKinney Vento homeless students who reside in nearby shelters and 70+ students who qualify for ML services. Currently, Wing Luke has 41 students identified as homeless. This increase substantially changed the homeless demographics within our building requiring additional wrap-around services/support. To meet this growing need, Wing Luke applied for and was granted

\$345,000 in a School-Based Investment from the City of Seattle Families, Education, Preschool, and Promise (FEPP) levy. The School-Based Investment funds of the FEPP Levy support the goal of closing race-based opportunity gaps by ensuring Seattle students have equitable access to increased academic preparation, expanded learning, social-emotional skill-building opportunities, and college and job readiness experiences that ultimately promote high school graduation. As a recipient of this grant, Wing Luke gained a 6-year continuation of levy funds to further support students. Based on our performance measure accomplishments each year, we have the opportunity to be awarded up to \$460,000 each year through the 2025-26 school year.

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.

Mission:

Our mission is to build a learning community where students, staff, and families value themselves and others, become lifelong learners, and make positive contributions to our world. We have developed a safe, personalized learning environment for all students, with all adults on staff taking responsibility for all students.

Seattle Excellence – Culture of Equity and Educational Justice

When we focus on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system, then we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

[2019-24 SPS Strategic Plan](#)

Student Outcomes Focused Governance

The district has established Goals and Guardrails aligned to Seattle Excellence that provide a framework for Student Outcomes Focused Governance.

[Student Outcomes Focused Governance](#)

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

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing and cultivating the gifts and strengths of every student and ensuring that we become culturally responsive and anti-racist practitioners. Students deserve learning environments that are welcoming, joyful and safe. *

*[African American Male Achievement 2021 Community Engagement Report](#)

Learning Environments Measures and Targets

Three-year Goal:

By spring 2026, 90% 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).

One-year Goal:

By spring 2024, 80% 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).

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the focus Learning Environments Goal.

Guardrail 5. The Superintendent will not allow any district department, school building, or classrooms to not provide welcoming environments.

Evidence of alignment to student outcome focused governance:

Guardrail #5 supports the vision of Wing Luke as we prioritize providing welcoming environments to all students and families in our community. Artifacts and evidence we examine to ensure we are on track with this guardrail and goal include our Panorama student climate surveys (fall and spring).

Learning Environments Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Learning Environments Goal:

- We will learn strategies from WA-BLOC on how to best support students in learning about their cultural identities.
- We will collaborate with the Early Literacy Collaborative to engage students in learning about their cultures within the classroom.
- We will ensure we are using all-school instruction (assemblies) to focus on teaching (and learning from) students about their cultures.

Professional learning plan that will support implementation of the culturally responsive strategies, processes, or procedures:

- Red days: Job-alike days
- Yellow days: Collaboration in PLCs
- Green days: WA-BLOC restorative practices PDs (4 per school year) and trainings by our Wing Luke Racial Equity team
- Purple days: K-3 work with our Early Literacy Cohort coach, Katie Kribbs, to ensure we align with our initiative to advance 3rd grade at-level reading. 4-5 teachers will receive reading and math teaching support on these PD days.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

- Our Wing Luke Student Intervention Team will continue to meet on an as-needed basis to discuss interventions, supports, and prospective referrals for students who may need 504s or IEPs.
- We will continue to support our students through our MTSS tiered support through MTSS Leadership teams meetings and all-staff data reviews and small group instruction planning—in addition to the continuous implementation of our Dragon (intervention) Blocks.

Components of Multiple Tiered System of Support (MTSS) that meet the social-emotional and behavioral needs of students:

Weekly CARE Team meetings with counselor, social worker, assistant principal, and attendance specialist will continue to take place to discuss wrap-around supports we can implement to ensure student engagement and success.

Priority Area: Classroom Instruction and Academic Success—3rd Grade English Language Arts

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing that Teaching is intellectually complex, difficult and demanding work, and requires collaborative inquiry – educators working together to examine practice through a cycle of planning, teaching, reflecting and applying to build students' academic mindset since "Intelligence" is not a fixed, inborn trait.

Classroom Instruction and Academic Success Measures and Targets

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.

One-year Goal:

By spring 2024, 55% or more of 3rd grade students will be meeting standard on their ELA SBA assessments. This will reflect a 7% increase from spring 2023.

Use of formative assessments and data to improve instruction and continuous improvement aligned to the three-year and one-year goals:

- All CCC Making Meaning assessments will be used.
- Small group intervention (Dragon Block) assessments.
- Interim assessments (MAP)
- Text Dependent Questions (TDQs) will be used within each reading unit.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Classroom Instruction and Academic Success Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

Guardrail 3 supports the vision of Wing Luke Elementary school by ensuring that we prioritize our Black and African American and students of color furthest from educational justice in our 3rd grade reading goals. Artifacts or evidence that will be included to support the alignment of the school's vision with the guardrail will be reflected in our teaching strategies and practices that we use to reach our 3rd grade ELA goal.

Classroom Instruction and Academics Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal:

- MTSS leadership team will meet weekly to plan our MTSS data review sessions (3-4 throughout the year).
- MTSS data review sessions will take place 3-4 times per year (on early release Wednesdays), and we will review data and determine appropriate intervention groups to ensure students receive the personalized support they need to grow in their ELA skills.
- Our ELC coach, Katie Kribbs, will provide PD sessions for K-3 teachers on purple PD days to coach teachers on CCC Making Meaning and best practices in use with their students.
- Teachers will use text-dependent questions (TDQs) throughout units to ensure students are advancing reading comprehension.
- Small groups will continue to teach SIPPS to K-3 students during reading intervention (Dragon) blocks.

Professional learning that will support implementation of culturally responsive strategies, process, or procedures:

- Red days: Job-alike days
- Yellow days: Collaboration in PLCs
- Green days: WA-BLOC restorative practices PDs (4 per school year) and trainings by our Wing Luke Racial Equity team
- Purple days: K-3 work with our Early Literacy Cohort coach, Katie Kribbs, to ensure we align with our initiative to advance 3rd grade at-level reading. 4-5 teachers will receive reading and math teaching support on these PD days.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

- Our Wing Luke Student Intervention Team will continue to meet on an as-needed basis to discuss interventions, supports, and prospective referrals for students who may need 504s or IEPs.
- We will continue to support our students through our MTSS tiered support through MTSS Leadership teams meetings and all-staff data reviews and small group instruction planning—in addition to the continuous implementation of our Dragon (intervention) Blocks.

Components of Multiple Tiered System of Support (MTSS) that meet the academic needs of students:

We will continue to support our students through our MTSS tiered support through MTSS Leadership teams meetings and all-staff data reviews and small group instruction planning—in addition to the continuous implementation of our Dragon (intervention) Blocks.

Advanced Learning and Highly Capable Services:

Math:

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.

Reading: In Progress

Expanded Learning opportunities for students through afterschool or summer programs:

- PTO partnership to offer the following clubs throughout the school year: coding and art
- SCORES will offer a soccer and poetry club throughout the winter and spring of the current school year. We hope to continue this partnership going forward.

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.
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Priority Area: Family and Community Engagement

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include the belief that by collaborating with families in authentic partnerships, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.

Family and Community Engagement Measures and Targets

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.

One-year Goal:

By spring 2024, we will improve family and community engagement by working with our PTO to host multiple in-school evening community events such as: curriculum night, a harvest party, multicultural night, and family fitness night (or math and reading game night) We will develop and implement our building-based family survey in the spring of 2024. We will analyze and use the data to inform our 2024-25 school year planning.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Family and Community Engagement Goal.

Guardrail 1: The Superintendent will not allow school and district initiatives to go forth without engaging students of color furthers from educational justice and their families, following stakeholder engagement principles that are utilizing current adopted best practices.

Evidence of alignment to student outcome focused governance:

Guardrail 1 supports the values of Wing Luke Elementary school by prioritizing family voice in decisions that impact their students' education. We will develop a family survey that we will send out during spring quarter starting in spring 2024. From there, we will analyze the data we collect and work to develop programs that are responsive to the needs our families express. (Have these out during conferences.)

Family and Community Engagement Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Professional learning plan that will support implementation of educator development about the power of parents in transforming and improving teacher-parent communication and opportunities for dialogue and understanding:

- WA-BLOC PDs will happen 4 times this school year (2023-24) and will focus on training our educators in best practices for community building and restorative justice practices.
- Racial Equity and FEAT teams PD on educator development about the power of parents in transforming their students' education.

Culturally responsive strategies, processes, and/or procedures that support sharing power with families to support new structures of parent leadership and centering families' voices are various levels:

We utilize the following culturally responsive strategies, processes, and/or procedures for sharing power with families to support new structures of parent leadership and centering families' voices at various levels to mitigate, disrupt, or dismantle systemic inequities and to be powerful and effective for student outcomes among our African American males and students of color furthest from educational justice, our multilingual learners, our students eligible for special education services, and our students eligible for advanced learning services:

- Our BLT has a parent representative included on the team.
- Parent volunteers via the PTO work within the school to support PTO/Wing Luke shared initiatives.
- We demonstrate flexibility with parent-teacher conference format and time requirements.
- Responding to family requests to make it easier for Muslim students to practice traditions at school during Ramadan (separate space during lunch if fasting, finding space for kids to pray, etc.)
- Family Connector staff member on site full time
- Involvement in the Early Learning Collaborative (ELC) program through our district's Department of Racial Equity Advancement (DREA)
- Full time school social worker supports uplifting family voices to elucidate students' needs.

Priority Area: Culturally Responsive Workforce

Our [Foundational Beliefs for Supporting Students Learning](#) include ensuring that we become culturally responsive and anti-racist practitioners.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Culturally Responsive Workforce Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

Guardrail 3 supports the vision of Wing Luke Elementary school as we do not accept anti-racism behavior amongst our educational staff. Artifacts or evidence that will be included to support the alignment of the school's vision with the guardrail include: staff evaluations and observations and our fall and spring staff Panorama climate survey data.

Culturally Responsive Workforce Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, and/or procedures that support Belonging and Relationships:

- Collaboration with PLCs
- Staff circles throughout the school year
- Opportunities to join committees and lead afterschool programs
- WA-BLOC partnership to learn and implement restorative practices within our classrooms and throughout our building.

Culturally responsive strategies, processes, and/or procedures that support a culturally responsive and anti-racist work environment:

- Collaboration with PLCs
- Restorative circle practice during TRI days and throughout the school year
- WA-BLOC partnership to learn and implement restorative practices within our classrooms and throughout our building
- Early Literacy Collaborative partnership will allow educators to lead and learn concerning how best to allow for diverse family voice in our students' education.

Culturally responsive strategies, processes, and/or procedures that support leadership opportunities:

- TLCs work as teacher leaders
- BLT to ensure all staff voices are represented and considered in school-wide decision-making processes
- Leadership on committees such as our Racial Equity Team (RET) and our family engagement team (FEAT)
- Allowing staff members to choose which committees they would like to be a part of (choice and voice)
- Early Literacy Collaborative partnership will allow educators to lead and learn concerning how best to allow for diverse family voice in our students' education.

Budget Allocations to Support Continuous Improvement

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

Academic Year: 2023-24

Funding Type: In Progress

Funding Source: Levy

Amount: \$140,160

How will funds improve student learning? TIPS Tutors will provide targeted support, enhancing student learning through personalized assistance.

Academic Year: 2023-24

Funding Type: In Progress

Funding Source: Levy

Amount: \$53,000

How will funds improve student learning? Allocating funds for a 0.25 Assistant Principal position to enhance administrative support, positively impacting student learning environments.

Academic Year: 2023-24

Funding Type: In Progress

Funding Source: Levy

Amount: \$53,040

How will funds improve student learning? Supporting a 0.3 Reading Intervention Specialist to address literacy needs, fostering improved reading skills among students.

Academic Year: 2023-24

Funding Type: In Progress

Funding Source: Levy

Amount: \$91,800

How will funds improve student learning? Funding a 0.6 Counselor to provide social-emotional support, contributing to a positive and supportive learning environment.

Academic Year: 2023-24

Funding Type: In Progress

Funding Source: Levy

Amount: \$53,000

How will funds improve student learning? Allocating funds for a 0.25 Levy Coordinator position, ensuring efficient coordination of levy-related activities to benefit student outcomes.

Academic Year: 2023-24

Funding Type: In Progress

Funding Source: Title 1

Amount: \$104,590

How will funds improve student learning? Funding a 0.65 Math Intervention Specialist to address math-related challenges and enhance student proficiency.

Academic Year: 2023-24

Funding Type: In Progress

Funding Source: Title 1

Amount: \$51,546

How will funds improve student learning? Allocating funds for a 0.25 Assistant Principal to enhance administrative support and contribute to improved student outcomes.

Academic Year: 2023-24

Funding Type: In Progress

Funding Source: LAP

Amount: \$24,136

How will funds improve student learning? Supporting a 0.15 Math Intervention Specialist to address math-related challenges and support student growth.

Academic Year: 2023-24

Funding Type: In Progress

Funding Source: LAP

Amount: \$123,760

How will funds improve student learning? Funding a 0.7 Reading Intervention Specialist to address literacy needs and enhance reading proficiency among students.