



Seattle Excellence Continuous School Improvement Plan (CSIP)

Wing Luke Elementary

Purpose

The Continuous School Improvement Plan provides an overview of the school, student outcome goals and a brief narrative description on how the school plans to collaboratively meet these goals over time. It is intended to offer families and community audiences an overview of improvement work aligned to the strategic plan and written in language that is accessible by a diverse audience.

Introduction

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 by doing the following:

- Allocating resources strategically through a racial equity framework
- Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners
- Creating healthy, supportive, culturally responsive environments from the classroom to central office
- Directly and consistently working in partnership with families and communities who represent students of color who are furthest from educational justice; and
- Making clear commitments and delivering on them

THEN we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

Seattle Public Schools Foundational Beliefs for Supporting Student Learning

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.



As such, we believe:

- 1) **Teaching is intellectually complex**, difficult and demanding work, and the development of skillful teaching requires deep collaboration and non-defensive self-examination of practice in relation to student results.
- 2) **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.
- 3) **"Intelligence" is not a fixed, inborn trait**. All children come to school with cultural capital and intelligence, and all have the raw material to learn rigorous academic material at high standards. Therefore, our work is to **build students' academic mindset**
- 4) **By recognizing and cultivating the gifts and strengths of every student**, we can get each student to believe in themselves and deconstruct any of their own internalized stereotypes.
- 5) **Racism in our society exerts a downward force on the experiences and achievement of students of color that must be met with active countermeasures.**

Our commitment to these beliefs is the route to institutionalizing racial equity and fostering a context where each child receives what they need to develop to their full academic and social potential, and we make educational equity and justice the cornerstone of our system.

School Profile

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 WA 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 of Promise in the Southeast region with 309 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 55%, Asian 24%, White 9%, Multiracial 5%, Latino/a 6%, Pacific Islander 1%. 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: 94% feel safe, 100% report they like being a student at Wing Luke, 81% feel that they belong to a group of friends at school, and 80% 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 (55%), 45% of these students are East African, primarily from Somalia. Most of these students are first generation and qualify for English Language services since Somali is their primary language spoken at home. Given this unique demographic, black boys, specifically our ELL Somali boys, are a focus population for us. Data shows that our English Language Learners "ELL" underperform their non-ELL peers in reading and math, and we have created multiple systems to address this

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opportunity gap. Literacy, especially on-grade reading by 3rd grade, is a critical goal to support their current and future academic success. Supporting this goal by continuing to maintain close family relationships, culturally responsive instructional practices, and 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: Social Worker, community-based partnerships (City Year, University Tutors for Seattle Schools “UTSS”, United Way), 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 further develop our MTSS system, Dragon Block scheduling, Family Partnership workshops, and more. 96% 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, 42% of our staff identify themselves as people of color. 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 Learning Cadres “TLCs,” Science Teacher Leaders and Collaborative Learning Leaders “CLLs” that work together to improve whole school instruction.

In the Fall of 2021, the new Wing Luke building will open and simultaneously, our boundaries will change to increase our student population. We will be receiving up to 180 + more students from Rising Star Elementary. Within the student demographics moving to the new Wing Luke, is an increase of up to 28 McKinney Vento homeless students who reside in nearby shelters and 40+ students who qualify for ELL services. Currently, Wing Luke has 15 students identified as homeless. This two-fold increase will substantially change the homeless demographics within our building requiring additional wrap around services/support. To meet this growing need, Wing Luke applied 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 promote high school graduation. As a recipient of this grant, Wing Luke will gain a 6-year continuation of levy funds to further support students. Based on our performance measure accomplishments each year, we can be awarded up to \$460,000 each year for the next six years.

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.



Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

Priority Goal:

For the 2020-21 school year, at least 45% of 3rd grade students of color furthest from educational justice will meet standards or higher on the ELA Smarter Balanced Assessment.

Target Goal #1:

For the 2020-21 school year, at least 30% of K-5 ELL students will meet proficiency on the ELPA 21. At least 50% of those exiting ELL students will demonstrate growth in the Speaking and Writing domains.

Safe and Welcoming Environment Goal

Priority Goal:

By June 2021, 85% of attendance focus students will improve attendance by 15% from the previous year, indicating effectiveness of safe and welcoming systems, routines and practices. Students of color furthest from educational justice; especially African American boys will be prioritized as focus students by the attendance case management team.

High Quality Learning Experiences

Educate the whole child through high-quality instruction and learning experiences that accelerate growth for students of color who are furthest from educational justice, with an intentional focus on African American males.

To achieve educational justice, Seattle Public Schools (SPS) strives to provide safe learning environments, curriculum that incorporates a student's life experiences and culture, and instruction delivered by high-quality, culturally responsive educators. Unfortunately, many students from certain ethnicities have not historically experienced equitable opportunities for all or part of their educational journey (including African and African American, Asian Pacific Islander and Pacific Islander, LatinX, and Native American students). These students are our priority – with an intentional focus on African American males.

School-wide Systems and Structures (MTSS)

MTSS offers the potential to create the alignment of systems necessary for all students' academic, behavioral, and social success. In addition, MTSS promotes needed systematic change through intentional design and

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redesign of services and supports that quickly identify and match the needs of all students. MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs.

- Priority Focus Areas:**
1. MTSS Dragon block intervention structure
 2. Data Review Meetings and ongoing data analysis and progress monitoring

Teaching teams meet quarterly to analyze current data, develop and hold one another accountable to specific plans, adjust plans and work on next steps. These teams do this for individual students, small groups and whole cohorts. The structure allows for significant transparency in data, structural systems and professional practices. These documents are shared with all staff and action items are completed with support and accountability provided by the MTSS leadership team. AISs run our quarterly MTSS data review meetings, engage in progress monitoring of our Dragon Block reading and math interventions, lead professional development on whole class “Tier 1” curriculum, to name just a few programs/systems they support. Wing Luke has a culture of collaboration among teaching teams and support staff, building capacity for teams to progress monitor, communicate next steps and implement adjustments as students develop. There is transparency in student data, as evidenced by our shared data tools (Homerom, Atlas, SharePoint, quarterly data review documents and meetings) and dedicated collaboration time. All of this is in support of student growth for every child, prioritizing our most vulnerable children (African American boys, Special Education, English Language Learners, McKinney-Vento homeless students and Seattle Housing Authority identified families.)

Our MTSS leadership team meets weekly to work on a variety of tasks such as analyzing Tier 2 & 3 interventions, monitoring school wide achievement, assessing progress in meeting our C-SIP goals and district strategic plan, and monitoring School of Promise focus students. Before each quarterly Data Review Meeting, we plan the agenda and design a data analysis protocol to allow teachers to dive deeper into a specific assessment such as F&P reading assessments, ELA/Math Screeners, SIPPS Placement tests, MAP or the SBA interim assessments.

Through the MTSS leadership team we are aligning ourselves with the Superintendent’s Strategic plan to focus on all 3rd grade African American boys passing the SBA in ELA. To meet this goal, we have identified case managers, comprised of our MTSS leadership team members and Family Connector, for each student. During in-person instruction, case managers met with students weekly to connect and create reading goals and met with teachers bi-weekly to check in on student progress.

Gap Closing Practices and Special Services

Seattle Public Schools is committed to eliminating opportunity gaps to ensure access and provide excellence in education for every student.

Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners is a core element of Seattle Excellence. Our Theory of Action is guided by the principles of “Targeted Universalism.” Our universal goal is every Seattle Public Schools’ student receives a high-

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quality, world-class education and graduates prepared for college, career, and community. Targeted Universalism holds that targeted and differentiated efforts are required to meet the needs of specific student populations, so every student meets the universal goal.

By focusing on students of color who are furthest from educational justice, especially African American males, we will make the greatest progress toward our collective vision. We believe that an intentional focus on African American males will ultimately benefit every student.

Our Multi-tiered Systems of Support (MTSS) team conduct quarterly grade level data reviews to determine intervention supports for all students (prioritizing African American boys, FFEJ, ELL and SPED) called “Dragon Block.” This is a strategy within our scheduling that allows for intervention and acceleration at a specific time for each grade level. We push-in up to 11 adults per grade-level, including ELL and SPED staff working on multiple levels of a 6-8-week scope and sequence. We progress monitor and communicate to classroom teachers, meeting twice per month with providers to align instructional strategies and curriculum for each group. Students receive “just right” instruction without getting pulled from whole class instruction. Levy funds have supported our math and reading interventionists who act as leads in this work, as well as City Year and UTSS tutors who provide instruction during this time. Two dedicated math interventionists serve as providers of specific math content to students who need more intensive math support (Tier 2 & Tier 3). They use a variety of instructional materials and strategies, both push-in and pull-out in order to achieve student growth. ELL and SPED staff are leveraged to target language needs within math intervention. They support Dragon Block and math rotation structures, providing professional development and coaching. Likewise, there are 1.5 dedicated reading intervention positions and 2.8 ELL specialists who have worked closely in aligning services. The staff in these positions work as both providers of Tier 2 and Tier 3 instruction as well as support for developing and maintaining literacy intervention structures. They also provide professional development in the LLI and SIPPS programs for certificated teaching staff as well as for City Year members, instructional assistants and tutors, supporting implementation and alignment with Tier 1 curriculum.

In order to close the opportunity gap for English Language (ELL) students, especially targeting our Somali AA boys, ELL teachers and staff collaborate to use multiple groupings and strategies. In the MTSS process, classroom teachers, specialists and administrators work together to identify strategies and intervention support that would best support our English Language students who are below grade level standards. On a quarterly basis, we conduct data reviews with classroom teachers and specialists to assess the effectiveness of our instructional supports. The following list highlights the instructional strategies utilized at our school in Tier 1-3 depending on the child's need: intentional vocabulary instruction, Guided Language Acquisition Strategies, Systematic Instruction in Phonics and Phonemic Awareness, Wired for Reading decoding strategies, Leveled Literacy Instruction curriculum and strategies, dialogue and writing frames/prompts (Academic Conversations), visual prompting, intentional anchor charts, intentional questioning. Unit planning will include language needs and strategies to address specific needs in each unit. Implementing ELL strategies (Including the Narrative, Comparative and Pictorial input charts, sentence patterning chart, ELD Group Frame, cognitive content dictionary, picture file sorts) at Tier 1 core instruction professional development along with our ELL district coach. Additionally, we guided all classroom teachers via facilitated professional learning communities in using ELL focused student data analysis tool to augment core instruction. During

in-person instruction, our bilingual assistants led an afterschool ELL homework club to further support our English learners.

To close the gap for our students who qualify for special education services, we offer a continuum model of support, prioritizing our African American boys FFEJ. Our special education team collaborates continually to share resources and strategies to meet the needs for our identified students. Target students also receive tiered instruction to close gaps in non-qualifying areas.

Practices and Strategies

We will recognize and serve the academic, social, cultural, emotional, and behavioral strengths and needs of students, providing high-quality, culturally responsive instruction, curriculum, and social-emotional learning supports delivered by educators who set high expectations, so students graduate ready for college, career, and community.

Whole child education goes beyond a focus on academic achievement. When educators focus on educating the whole child, students are healthy, safe, engaged, supported, and challenged. In Seattle Public Schools, this means that we appreciate and serve the academic, social, emotional, and behavioral strengths and needs of students, which we believe comprise the needs of the "whole child."

High-quality instruction is focused on student-centered learning and achievement, intentional about student engagement, and aligned to standards with consistent and appropriate feedback.

At its foundation, culturally responsive education means that students are in an environment where they have the individual safety and comfort to learn within a classroom that has a common culture that is respectful of all backgrounds.

Each grade level meets quarterly to analyze their student data in meetings called MTSS Data review meetings. Teachers are given release time to meet with specialists to input data and discuss possible interventions and strategies for students who need support. We pull in data from multiple areas to create a broad picture of student learning. We use data, classroom assessments, and a school created Engagement Screener. Teachers work together with specialists to group students into Tiers based on multiple data points to indicate the level of support each student needs. Students in Tier 1 are meeting or exceeding grade level expectations. Students in Tier 2 are somewhat below grade level and need targeted intervention. Students in Tier 3 are far below grade level and require intensive intervention. We make individual student plans for all students in Tier 2 and 3 to identify classroom strategies that can help students succeed as well as supplemental intervention targeted at the specific areas of academic or social/emotional need. Tier 3 students are always taught by a certified teacher. The members of the MTSS Leadership Team and Academic Intervention Specialists (AIS) follow up with teachers to check-in about the implementation of plans and student progress. Through the MTSS leadership team we are aligning ourselves with the Superintendent's Strategic plan to focus on all 3rd grade

African American boys passing the SBA in ELA. To meet this goal, we have identified case managers, comprised of our MTSS leadership team members and Family Connector, for each student.

Reading AISs oversee interventions to ensure students are receiving targeted instruction. We use data from the F&P Reading Benchmark Assessment to create groups that align with the needs of students. Teachers administer the reading assessment four times each year and report each student's independent and instructional reading level. For the instructional level, teachers report scores for accuracy, comprehension, and fluency, and identify target areas and goals for each student. Grade level teachers meet with specialists to group students according to academic need. We use classroom teachers, ELL teachers, academic interventionists, bilingual instructional assistants, City Year corps members, and tutors to lead small groups. In between the assessment periods, we take running records to monitor student progress and adjust instruction and student goals. In addition to revising student goals we also look at the effectiveness of curriculum and instructors and make adjustments and provide additional training as needed.

Safe and Welcoming Environment

Students thrive in healthy, safe, engaging, supported, and challenging environments in which they can learn to their full potential. Instruction must be high-quality, culturally responsive, focused, and aligned to standards for students to develop as independent learners.

Student voice should be evident, and students must be seen and celebrated for their authentic selves. Significant increases in academic outcomes for students furthest from educational justice are possible when social, cultural, emotional, and behavioral needs of students are met by educators that share an unconditional belief in the potential of every student they serve.

Wing Luke Attendance Case Management

The Wing Luke attendance team is comprised of the school: Principal, Assistant Principal, Counselor, Nurse, Social Worker, Office Assistant and City Year Committee Member. This team tracks attendance data weekly, meeting to develop and monitor a caseload of students, and create strategies for supporting the most impacted students (phone calls, home visits, doctor's appt., transportation support, food stability,) as well as whole school initiatives (monthly challenges, bi-monthly attendance information to families, etc.). Attendance data is also shared with teaching teams to support their communication with families and leads to family meetings to support learning.

Inclusive and Authentic Engagement

Partner with students, families, and communities who are furthest from educational justice by conducting inclusive and authentic engagement.

We will proactively and consistently work in partnership *with* students, families, and communities to identify needs, determine solutions, and support the implementation of the initiatives that will best meet the needs of students of color who are furthest from educational justice. We will use culturally responsive ways to engage so we build trusting relationships and empower the voices of those who can help us meet these needs.

Family and Community Goals

Priority Goal:

Wing Luke will increase connection with and meaningful participation for our families whose home language is Somali.

Plans for Family Engagement

Over 50% of our student population is Somali. This is a significant portion of our population and outreach to this family group is imperative. Given that the rate of participation does not match our demographics, we have created a series of Somali Parent Nights to increase communication and participation school-wide (PTO, events, volunteers etc.). We have worked closely with the district's Somali Parent Task Force, SPS Family Engagement Department, our Somali IA's and community CBO's to plan for authentic engagement. Each trimester, we will hold these targeted evening events to build trusting relationships in an effort to develop a stronger partnership. We expect that through our efforts, we will significantly increase Somali family participation in school events.

At Wing Luke, we believe that family/school partnerships are vitally important to student success. The following four beliefs are at the heart of our relationship building: 1. All families have dreams for their children and want the best for them, 2. All families have the capacity to support their children's learning, 3. Families and school staff are equal partners and 4. The responsibility for cultivating and sustaining partnerships among school staff, home, and community rests primarily with school staff, especially school leaders.

Each year, during in-person instruction, Wing Luke hosts several family engagement opportunities including: 4 family goal setting nights for each grade level, Open House, Family Fitness Night, Academic Night, Multicultural Night, Young Author's Day, Somali Parent Nights and monthly PTO board/general meetings. All of these events include a significant level of planning and committee work to strengthen our school family partnerships. It is our goal to provide a welcoming environment for all families.

To better support our targeted Somali ELL families, we've implemented a series of Somali parent nights. The agenda for each evening is created by the families. Topics thus far have included: the district's strategic plan, nutrition services, capital BEX IV, preparing for parent teacher conferences, levy updates, African American male data, PTO and how to get involved in the school community and decision making, specifically seeking feedback on preferred communication methods. We have employed school messenger calls, Talking Points, translated flyers/newsletters home, direct communication through our bilingual IA staff (in text, email, or phone call) to communicate to families and solicit feedback, in addition to face to

face interactions in various settings. Still, we've recognized that there continue to be families who we are not reaching. We are currently exploring the viability of parent suggestions for more effective communication and feedback. We are also working with the district's new director of nutrition services to respond to parent feedback on school meals. We are also seeing success in increasing attendance at these meetings and thus expanding participation among our Somali families. Family engagement nights help build community between parents, school leadership, and City Year. At our school, AmeriCorps members from City Year Seattle/King County support these family nights by participating and planning alongside teaching staff. These nights are often centered on creating excitement and engagement around math, literacy, or cultural celebrations.

Our Family Math and Literacy Game Night employs student feedback and participation in creating and evaluating activities, and partners, 4th and 5th grade students with teaching and City Year staff to facilitate the night's program. In doing so we seek to establish a sense of ownership and expertise among our student leaders and deepen their relationships with school and staff. Our FEAT team partners extensively with our bilingual IA staff members, parents, and community organizations, including City Year, for our Multicultural Night. Parents are involved in setting the menu as well as the entertainment and instruction program. The FEAT team has shown increased participation over the past three years in terms of increased attendance, expanded food options (as suggested and/or provided by families), and a broader, more representative program, including Vietnamese water puppets, Mexican dance as performed by students, and Somali dance featuring family members, former students, and members of the wider community. They have made these gains by seeking parent feedback at PTO meetings, through surveys sent home to families, and through consultations with our bilingual IAs, who are essential bridges to our families and their thinking. Our AmeriCorps members have been instrumental in providing the logistical capacity for expanding these events.

FEAT: Family Engagement Action Team

Staff, alongside our Family Engagement Action Team "FEAT," engage in implementing workshops for parents several times per year, focused on communicating a targeted standard and the current data on that standard. Teams model strategies and work with families on creating plans for work at home and in school using the data provided. They come back to revisit these goals and plans to monitor progress and adjust plans on the targeted standard. This is the seed of partnership building with families, the intent and result of which is to be transparent about our practice and what can be done together to support student growth.