



2025-26 Annual CSIP Wing Luke Elementary School

Purpose of the Continuous School Improvement Plan (CSIP)

The Continuous School Improvement Plan (CSIP) functions as a dynamic tool aligned to Multi-Tiered System of Supports (MTSS). The CSIP supports schools in using an asset-based approach to identify and address diverse needs by implementing evidence-based practices within an inclusive educational environment. The CSIP aims to reduce systemic inequities and improve student outcomes.

The 2025-26 Annual CSIP is designed to be a working document and makes visible school-based improvement planning and progress monitoring, which is required by the Washington Administrative Code (WAC) 180-16-220.

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

2025-26 School Information and Leadership Team Members

School Name: Wing Luke Elementary School

Principal: JaLynn Montes

Instructional Vision Theory of Action: In Progress.

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.

[2023-26 CSIP Wing Luke](#)

OSPI School Report Card Information (2024-25 School Year)

Student Enrollment: 334

Special Education Percentage: 18.3%

Multilingual Learning Percentage: 29.3%

Highly Capable Percentage: 2.4%

Free and Reduced Lunch Percentage: 75.4%

Washington School Improvement Framework Status: Foundational

[Wing Luke OSPI School Report](#)

Annual Comprehensive Needs Assessment (CNA) Summary

A Comprehensive Needs Assessment (CNA) is a required annual process conducted by school staff to identify the diverse needs of students, families, and staff. It involves collecting, disaggregating, and analyzing a variety of data to expose possible underlying racial inequities, identify diverse needs and understand possible root causes of the needs.

The following is a summary of the Comprehensive Needs Assessment (CNA) completed by school staff about the **2024-25 school year**. The summary findings from the CNA described in this section, informed the staffs' decisions about the **2025-26** one-year goals, action plans, and allocation of resources.

Data analyzed for the CNA:

- WaKIDS
- English Language Proficiency Data
- Special Education Eligibility/Disproportionality Data
- Special Education Placement Data (LRE)
- Review of Student Plans (e.g. Individualized Education Plans and/or 504 Plans)
- DIBLES
- MAP ELA
- Smarter Balanced Assessment ELA
- MAP Math
- Smarter Balanced Assessment Math
- Curriculum-Embedded Assessments ELA
- Curriculum-Embedded Assessments Math
- Elementary Progress Reports (EPR)
- Walkthrough/Observational Data
- School-based Student Surveys
- School Attendance Dashboard on Atlas
- SPS Climate Survey (staff or students)
- Family Participation/Attendance (e.g., Events, Team Membership)
- Meeting Agendas and Minutes (e.g., Grade-level, Content Area, MTSS, RET, BLT, etc.)

Top Strengths from Multiple Data Sources: What strengths of students, staff families, and/or community partners have emerged across multiple data points (academic growth and achievement, attendance, engagement, professional growth, culture of inquiry, school community and culture, etc.)?

Our rate of attendance has improved significantly over the past couple years. At this point, our attendance rate is at an average of 92.7% from the beginning of the year to now. We have struggled with attendance over the past couple years, so this is a significant improvement that we would like to maintain.

Top Needs from Multiple Data Sources: What top needs (2 or 3) have emerged from the analysis of multiple data sources?

We know that we need to focus on supporting our 4th and 5th grade students in their reading, writing, and math achievement when it comes to their SBA assessments.

Disproportionalities: What disproportionalities exist among student groups?

We realize that many of our students who are facing homelessness need continued assistance and support in terms of material resources and access to social-emotional support through counseling.

Root Causes of Disproportionalities: What root causes have been identified for disproportionalities among student groups?

A root cause of the ideas described above concerns social factors along with the difficult nature of needing secure housing.

Greatest Potential for Impact: What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

Through having clear, routine, Professional Learning Communities, we will be able to address concerns with the outcomes of our intermediate students on reading, writing, and math. Our racial equity team will continue to focus on supporting our students who need to be connected with material and emotional resources.

Interconnected Needs: How are needs related to each other or influencing each other?

Instability of housing can extend to the school day when it comes to chronic stress or complex trauma. We are working to provide a warm, welcoming, resource-oriented environment for all our students and their families so that we can improve outcomes for all our students.

Quick Wins: Which needs can be addressed quickly (3-6 months) to build momentum toward confronting more challenging needs?

Connecting our students to our community partners (Therapeutic Health Services) in addition to continuing to offer school counseling and school social worker support. Additionally, our PLCs will examine formative data leading to summative assessments incorporating teaching strategies to support learners who have any lagging skills.

Technology Use to Strengthen Student Learning: How is technology being used to strengthen classroom instruction and student engagement.

Teachers use technology to support students with supplemental reading applications. Students use three programs regularly in mathematics: Envision online, Successmaker and Fluency by Heart.

Envision online allows students to interact with core math lessons directly and to show their understanding in digital formats.

Successmaker is an adaptive program that provides both review and new learning at each student's individual instructional level. Teachers can also assign topics directly related to the day's lesson. This is used in math rotations and as part of a menu of options to extend and support student learning. It is a particularly valuable tool for its accessibility: everything can be read aloud, and it is translatable into countless languages.

Additionally, Fluency by Heart is a visually engaging program designed to move students conceptually through a progression of math fact fluency from concrete to more abstract. It is designed to be used as a 5–10-minute session per day individualized for each student, so it is easily used as a routine outside of the math block. Skills acquired directly support the more advanced computation students see during math instruction, where lack of fact fluency can make new learning overwhelming.

Support for Staff to Use Technology to Strengthen Student Learning: What ongoing support is provided to ensure staff are proficient with required use of technology?

- Staff are provided with links to district digital learning/ tech resources and support at the beginning of the school year
- Building Educational Technologist(s) (“ETs”) attend monthly Ed. Tech. meetings and communicate district updates and provide resources for using new and existing district tech resources
- ET(s) are available on request to support staff with using district tech resources to support student learning
- Digital Learning Specialist is available to support staff with digital learning support as needed or on request
- Staff are provided with links and have ongoing access to NeoEd online courses on using tech resources

- Library/Media Specialist includes digital learning content and demonstrates using district resources during class library lessons (such as PebbleGo and Britannica School research databases, TumbleBooks and Sora eBooks, Destiny library online public access catalog, etc.)
 - Library Media Specialist provides some tech guidelines and instruction during tech distribution
 - Staff are provided with resources for teaching Digital Citizenship and lessons are included as part of library instruction
 - Math Specialists provide support with using district math platforms
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Priority Area: Learning Environments – Joyful, Safe, Anti-Racist

Measures and Targets

2023-26 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).

2025-26 Goal:

By spring 2026, 70% of students will respond favorably to the statement: "I get to learn about my culture at school." This will reflect growth from spring 2024 (60% favorable response).

Action Plan

Evidence-based Practice 1:

Restorative Practices: Staff will implement Tier 1 Restorative Practices by building restorative and relational culture across the school community.

Implementation Activity:

Staff agreements: Our school has engaged in co-creating our staff agreements, and we will continue to prioritize these throughout the year.

All classrooms participate in community-building circles every morning using our partnership (WA-BLOC) curriculum.

Additionally, we participate in WA-BLOC PD sessions and staff circles to ensure we stay focused on creating a healthy, warm, and welcoming environment for students to thrive in.

Process Data Measures:

- Comprehensive School Counseling Program School Plan
- Building determine Schedule of MTSS Meetings
- Walk-through/Observational Data
- Professional Development Attendance and Exit Tickets
- Student Attendance Agreement Plan
- MTSS Team Meets Regularly

Timeframe for Reviewing Process Data Measures:

- Weekly
- Monthly
- Quarterly
- Beginning of Year
- Middle of Year
- End of Year

Student Outcome Data Measures:

- SPS Climate Survey (staff or students)
- School Attendance Dashboard on Atlas
- Discipline/Suspensions
- Unified Insights

Timeframe for Reviewing Student Outcome 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:

MTSS Team

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 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.

2025-26 Goal:

The percentage of 2nd Grade students projected proficient or above in ELA based on MAP will increase from a baseline of 24.5% to a target goal of 26.5% by Spring 2026.

2025-26 School-based Goal:

By spring 2026, 63% or more of 2nd grade students will be meeting standard on their ELA MAP assessments. This will reflect a 10% increase from fall 2025.

2025-30 Strategic Plan Implementation: Readiness for Progress Monitoring Foundational Literacy

As school staff transition from monitoring the progress of the former 3rd Grade ELA SBA Goal to the new 2nd Grade Foundational Literacy Goal, what do staff need to know, be able to do, and have access to effectively progress monitor toward this new measure over time?

Staff members need to be aligned in their grade level teams at the kindergarten, 1st, and 2nd grade team levels. We will continue our partnership with the Early Learning Improvement Network (ELIN) and our ELIN coach to ensure staff members are supported in this effort. Teachers will work closely with their coach to monitor students' foundational skills by creating, scoring, and analyzing formative assessments to guide their teaching strategies.

Action Plan

Evidence-based Practice 1:

Professional Learning Communities: Educators engage in regular PLC meetings and use the results of the SPS Curriculum-Embedded Assessments and other common assessments to plan units and lessons to help all learners meet and exceed standard, provide action-oriented feedback in response to assessments so that students can reflect on their learning and revise their work, and develop flexible grouping within Tier 1 instruction, where students receive targeted feedback and support based on their progress towards standard.

Implementation Activity:

During PLC meetings, teachers will spend time reviewing student work or data and discussing the four critical questions:

1. What do we expect students to learn?
2. How will we know if they learn it?
3. How do we respond when students experience difficulty in learning?
4. How do we respond when student do learn?

Process Data Measures:

- Walkthrough/Observational Data
- Professional Development Exit Tickets
- Lesson Exit Tickets
- Teacher collected data in Unified Insights

Timeframe for Reviewing Process Data Measures:

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

Student Outcome Data Measures:

- MAP
- DIBELS
- Curriculum-Embedded Assessments (CEAs)
- Elementary Progress Report (EPR)
- Smarter Balanced Assessment (SBA)

Timeframe for Reviewing Student Outcome Data Measures:

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

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

- MTSS
- CARE
- SEL
- RET
- BLT

Highly Capable Services

- Differentiation: Educators use pre assessments to determine the needs of students, providing flexible grouping, extension opportunities and tiered assignments to meet the varied needs of learners.
- Universal Design for Learning: Educators provide multiple means of representation, flexible grouping, and choice-based learning to support learner access to grade level and above grade level learning.
- Social Emotional Learning: SEL programming is tailored to support the needs of Highly Capable Learners. Learning may include strategies that nurture self-awareness, empathy, and resilience. Instruction may include opportunities to explore identity, manage perfectionism, and develop collaboration skills.

Expanded Learning

PTO partnership to offer the following clubs throughout the school year: Art, Basketball, Chess, and Pottery. In addition, our ML IAs offer MT and Th Homework Club for multilingual students.

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 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.

2025-26 Goal:

By spring 2026, 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

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.

Implementation Activity:

We have a partnership with Seattle Union Gospel Mission to ensure we have a clear bridge of communication between home and school for our students who live at Hope Place and Othello Shelter.

Process Data Measures:

Participation/Attendance (e.g., Events, Membership)

Timeframe for Reviewing Process Data Measures:

Quarterly

Student Outcome Data Measures:

Student climate survey data

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year

- End of Year

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

- Racial Equity Team
 - Principal
 - PT
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2025-26 Budget Allocations to Support Continuous Improvement

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

Fund Program: Basic Education

Intent and Purpose: Seattle Schools is committed to using our Basic Education funding to provide all students with instruction aligned to grade level specific state standards and include differentiation and enrichment.

Activities Implemented to Meet Intent and Purpose: The intent and purpose of Basic Education dollars include but are not limited to:

- Standards-aligned instruction to all students.
- Supervision of instruction
- Non-teaching staffing to provide support to students and families.
- Instructional materials for all students.
- Guidance counseling and social work supports to all students.

Fund Program: 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: \$189,094

Activities Implemented to Meet Intent and Purpose:

- Primary math interventionist
- Intermediate math interventionist
- School counselor
- TIPS tutors

Fund Program: Multilingual Learners (Title III)

Intent and Purpose: Title III funds support the district's language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.

Dollar Amount: \$406,786

Activities Implemented to Meet Intent and Purpose: ML Teachers and bilingual Instructional Assistants support students from diverse cultural, linguistic, and ethnic backgrounds.

Fund Program: 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: \$82,481

Activities Implemented to Meet Intent and Purpose: Math interventionist

Fund Program: 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: \$80,755

Activities Implemented to Meet Intent and Purpose: Reading interventionist

Fund Program: Levy Funds

Intent and Purpose: Local levy revenue may be combined in schoolwide programs.

Dollar Amount: \$485,376

Activities Implemented to Meet Intent and Purpose:

- Assistant principal
- Primary math interventionist
- Intermediate math interventionist all-school reading interventionist
- School counselor