



## 2024-25 CSIP Review and Updates Eckstein Middle 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:** Eckstein Middle School

**Principal:** Kristin Rose

**Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners:** Emilie Mosko, Martin Rothwell, Daniel Goodwin, Emily Carpenter, Jeff Westmoreland, Dina Vesmanova, and Julia Detering

[2023-26 CSIP Eckstein](#)

[Eckstein Middle School Report](#)

[Eckstein Middle 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.**

- Professional Development by way of “Road Crews” in the following areas: Universal Design for Learning, Student-Led Conferences, Attendance Support, MTSS, Student Connections, Family Partnership, Restorative Practices, Student Tutoring, Staff Belonging, Technology
- Social Emotional Learning by way of “Eagle News” on Fridays
- SEL standards-based grade level Counseling visits (3/year)
- MTSS process facilitated by grade level teacher teams.
- PLCs grounded in curriculum alignment and common formative assessments. Designing of interventions for students as needed.
- Review of data – baseline assessments in reading, writing and math, SBA, discipline data, attendance data, school climate surveys, SBIRT screening.
- Learning Walks in exploration of Universal Design for Learning (leadership from TLCs)
- Cultural/Heritage and Spirit Assemblies
- No cell phone policy

- Focus areas for UDL – learning objectives, self-reflection, feedback.

### **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?**

Students of color furthest from educational justice and African American Males continue to be centered in our CSIP in all priority areas.

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

1- and 3-year goals for:

- Closing the opportunity gap for African American males on the Math 7 SBA.
- Increase families of color engagement and participation, as evidenced by an increase in families attending a student led conference for their student.
- Increase the percentage of students responding favorably to the statement “This school is a safe and welcoming place for people of all races and cultural backgrounds.”
- Staff Climate Survey question regarding PD: “5: The BLT-developed professional development offered at this school improves my professional abilities.” Seventy-one percent responded favorably, up 3% from fall 2023. We seek to grow in capacity of our building wide PD Plan again this school year.

---

## **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:**

- Last Spring 21.4% of our seventh-grade African American males met standard on the Spring 2024 Math SBA at Eckstein Middle School. Districtwide on 19.3% of our seventh-grade African American males met standard on the seventh grade Math SBA, Spring 2024.
- Overall, at Eckstein, we evaluated 316 seventh grade students, of which 224 met standard, equating to 70.9% inclusive of all demographic groups.
- There is a clear gap when the general student population percentage met (70.9%) is compared to our African American males who met standard (21.4%), a difference of 49.5%.
- Joyful/safe/anti-racist links from climate survey in fall of 2023:
  - “This school is a safe and welcoming place for people of all races and cultural backgrounds.” 86% favorable.
  - “I feel safe and welcomed at my school.” 86% favorable.
  - “In my classes, students of different races, cultures, abilities, and identities often participate together in the same learning activities.” Ninety-four percent favorable.
  - “My math teacher believes I can do well in math.” 94% favorable.

#### **Summary of student strengths supported by data:**

- 41.5% of our students furthest from educational justice met standard on the Math 7 SBA. This is 11.3% higher than the SPS average.
- Two of our ten students of focus from 2023-24, moved up one level on the SBA.
- One of our ten students of focus from 2023-24 moved up two levels on the SBA. An additional three students continued to meet standard on the SBA.

**Identify and prioritize student needs supported by data:**

Continued access to tier one strategies in the classroom: aligned standards-based curriculum and assessments, pedagogy (Universal Design for Instruction), academic feedback and monitoring, rich tasks and discourse in classrooms. Use of formative data to dictate next steps for student learning. Focused tutoring/interventions support during our Tuesday and Thursday after school programming.

**Summary of possible root causes of the priority student need:**

Recommitment to district Envision curriculum and focus on content delivery inclusive of rich tasks and student discourse. Use of “Solve and Discuss It” as one example of a means.

**School Staff**

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

- Restorative Work - Tier 1 Community Circles in all classrooms in 2023-24 during Home Room. Tier 2 Restorative Circles with members of the community. Tier 3 of our restorative practices involved reentry meetings after harm was caused.
- Student Lead Conference (SLC) data of # of families who attended a conference in March 2024.
- Tutoring – For the 2023-24 school year, Tuesday Tutoring served fifty-eight students total, most of whom are our students furthest from educational justice.
- Road Crew goals – Each Road Crew had a race and equity goal/climate survey goal of focus.
- “My teachers make it a priority to build community in my classes.” 85% favorable in fall 2023. Up 8% since spring 2023.
- “This school is a safe and welcoming place for people of all races and cultural backgrounds.” Eighty-six percent favorable in fall 2023. Up 4% from Spring 2023.
- “Adults take action to address racial issues and acts of racism at school.” Seventy-seven percent favorable in fall 2023. Up 5% since spring 2023.
- “I feel safe and welcomed at my school.” Eighty percent favorable in fall 2023. Up 1% since Spring 2023.
- “My teachers connect what we learn to my interests, experiences, or cultural background.” Sixty-two percent favorable. Up 7% since Spring 2023.
- “In my classes, students of different races, cultures, abilities and identities often participate together in the same learning activities.” Ninety-four percent favorable. Up 3% since spring 2023.
- “This school places students in similar classrooms and groups regardless of race, culture, ability or identity.” Ninety-three percent favorable in fall 2023. Up 2% since spring 2023.

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

48 Eckstein staff members responded to our Road Crew/BLT PD survey to get information on how our PD plan was working and what adjustments we needed to make for the following year.

On this survey, staff gave a 3.5/4 overall rating for “how effective their road crew was in meeting their goals.” Eighty-three percent of respondents said they had enough work to continue with into the next school year. An additional 14% said they want to continue their Road Crew work with some modification to their Road Crew’s goals.

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

Narrowed down SEL Road Crew to two key leads, Head Counselor and ASB Advisor to push out SEL content, through Eagle News. Added an attendance focused Road Crew to both track and create interventions for students of focus. Additionally, created a Technology Road Crew to explore student safety and supports (GoGuardian), AI and other topic areas as the Road Crew sees fit.

## **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:**

- Family Partnership Evening
- SLC data of who attended.
- TalkingPoints
- PTSA
- Monthly visits to Housing Partners

### **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:**

- Cedar Crossing and Mercy Magnusson – visit to school for breakfast, lunch visits from Housing Partners (working and supporting in concert with School Staff), family events that school and housing partner staff co-support.

---

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

### **Measures and Targets**

#### **2023-26 Three-year Goal:**

By June 2026, Eckstein aims to increase the percentage of students responding favorably to the statement “This school is a safe and welcoming place for people of all races and cultural backgrounds,” from the current 82% (Spring 2023 Climate Survey) to 92% through the BLT professional development plan, curriculum development, structures and practices to amplify student voice, best practices of culturally responsive classroom environment, and regularly collecting and analyzing data.

#### **2024-25 One-Year Goal:**

By June 2025, aims to increase the percentage of students responding favorably to the statement “This school is a safe and welcoming place for people of all races and cultural backgrounds,” from the current 82% (Spring 2023 Climate Survey) to 87% through the BLT professional development plan, curriculum development, structures and practices to amplify student voice, best practices of culturally responsive classroom environment, and regularly collecting and analyzing data.

### **Action Plan**

#### **2024-25 Evidence-based Practice 1:**

Student Engagement: MTSS Teams in school buildings will address student absenteeism by tracking daily and class period attendance taken by teachers in classrooms and then determine needed supports.

#### **Student Outcome Data Measures:**

School Attendance Dashboard on Atlas

### **Timeframe for Reviewing Student Outcome Data Measures:**

Monthly

### **Process Data Measures:**

- Building determine Schedule of MTSS Meetings
- Student Attendance Agreement Plan
- Site Based Attendance Intervention Team data and individual student plans

### **Timeframe for Reviewing Process Data Measures:**

Monthly

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

- Assistant Principals (by grade level)
- Attendance Road Crew/Committee

### **Additional context about your school's implementation of chosen evidence-based practice:**

BLT designated a an attendance committee to look at our processes, data tracking, and student supports/interventions.

### **2024-25 Evidence-based Practice 2:**

Tier 2 Restorative Practices: Educators will implement non punitive conflict resolution and repair strategies/practices for students and staff.

### **Student Outcome Data Measures:**

Discipline (Suspensions)

### **Timeframe for Reviewing Student Outcome Data Measures:**

End of Year

### **Process Data Measures:**

PowerSchool and Log Entries

### **Timeframe for Reviewing Process Data Measures:**

End of Year

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

- Administration
- Counseling Team

---

## **Priority Area: Classroom Instruction and Academic Success**

### **Measures and Targets**

#### **2023-26 Three-year Goal:**

The percent of seventh grade African American male students projected proficient or above on the SBA will increase from a baseline of 31.3% in 2022-23 to 72.3% in the 2025-26 school year.

#### **2024-25 One-Year Goal:**

The percent of seventh grade African American male students projected proficient or above on the SBA will increase from a baseline of 31.3% to 51.3% in the 2024-25 school year.

## Action Plan

### 2024-25 Evidence-based Practice 1:

High Quality Tier Instruction: Educators will implement tasks that promote reasoning and problem solving and facilitate meaningful mathematical discourse.

#### Student Outcome Data Measures:

- MAP
- Curriculum-Embedded Assessments (CEAs)
- Student Grade Reports
- Smarter Balanced Assessment (SBA)

#### Timeframe for Reviewing Student Outcome Data Measures:

- Quarterly
- Beginning of Year
- End of Year

#### Process Data Measures:

- Walk-through/Observational Data
- Teacher Observational Data

#### Timeframe for Reviewing Process Data Measures:

Quarterly

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

- Administration
- Teacher Leaders
- Math Subject Matter Specialist

#### Additional context about your school's implementation of chosen evidence-based practice:

Building out this capacity/focus as a team of math teachers this year.

### 2024-25 Evidence-based Practice 2:

Common Curriculum: Educators will implement enVision curriculum and use SPS scope and sequence.

#### Student Outcome Data Measures:

Curriculum-Embedded Assessments (CEAs)

#### Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

#### Process Data Measures:

District CEAs

#### Timeframe for Reviewing Process Data Measures:

Quarterly

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

- Administration
- Math Teachers

## **Advanced Learning and Highly Capable Services:**

Eckstein Middle School serves all Highly Capable and Advanced Learners, though we are not designated as a regional Highly Capable pathway school. We participate yearly in the District DPT process of identifying Advanced Learners and Highly Capable students within our school community who do not currently carry the designation. Students with an AL or HC identification are served in our building by way of differentiated learning opportunities in our classrooms, recognizing the individual needs of our learners, as well as the creation of opportunities for enrichment. Our educators are receiving Professional Development on Universal Design for Learning (UDL). In mathematics, students move to next course in sequence, per SPS protocol. If an HC student chooses to attend their neighborhood school of Eckstein and was previously placed in an HC pathway school, they will proceed on in their accelerated math course sequence. For those students who have not accelerated previously, they will have an opportunity to accelerate in seventh grade by opting in our Math 7/8 compacted course.

## **Expanded Learning:**

- Tutoring club once a week after school.
- Student Connections Road Crew is researching potential opportunities for students both inside and outside of school hours.

## **Homework Policy:**

Eckstein staff has adopted a common understanding for how homework will be utilized in our program. We believe that the purpose of homework is:

- For individual practice and application of concepts and skills learned at school.
- To develop independent study skills and self-management.
- To extend learning to personal interests and home connections through occasional extension projects.

To this end, Eckstein's goal is to assign a total average of one hour or less of homework per school night in core courses. These include math, language arts, science and social studies. Some elective courses, such as world languages (HS credit), music and technology courses may require additional nightly practice.

To ensure equity for all students and to support a balanced school/home life, homework is primarily practice of skills and concepts learned at school that can be completed independently with information and resources from the classroom and Schoology. Some examples are independent reading, writing and math practice.

---

## **Priority Area: Family and Community Engagement**

### **Measures and Targets**

#### **2023-26 Three-year Goal:**

By June 2026, Eckstein Middle School will increase the active participation and engagement of families, as evidenced by a 30% increase in families of color attending a student led conference for their student.

#### **2024-25 One-Year Goal:**

By June 2025, Eckstein Middle School will increase the active participation and engagement of families, as evidenced by a 20% increase in families of color attending a student led conference for their student that will take place in March 2025.

## **Action Plan**

### **2024-25 Evidence-based Practice 1:**

Family Participation: Provide opportunities for families and community members to contribute to the life of the school in ways that reflect their interests, skills, experience, and capacity to do so.

#### **Student Outcome Data Measures:**

Attendance at school related activities

#### **Timeframe for Reviewing Student Outcome Data Measures:**

End of Year

#### **Process Data Measures:**

- Participation/Attendance (e.g., Events, Membership)
- Volunteer Count

#### **Timeframe for Reviewing Process Data Measures:**

End of Year

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

- Administration
- Main Office Staff
- Family Partnership Road Crew/Committee

#### **Additional context about your school's implementation of chosen evidence-based practice:**

BLT Reps, PTSA Participation, Multicultural night, Family Engagement Night for families residing at Housing Partners.

### **2024-25 Evidence-based Practice 2:**

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.

#### **Student Outcome Data Measures:**

Collection of which community partners we engaged with over the course of the year.

#### **Timeframe for Reviewing Student Outcome Data Measures:**

End of Year

#### **Process Data Measures:**

- Volunteer Count
- Participation/Attendance (e.g., Events, Membership)

#### **Timeframe for Reviewing Process Data Measures:**

End of Year

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

- Administration



- Main Office
- Social Work
- Counseling

**Additional context about your school's implementation of chosen evidence-based practice:**

Relationships with Housing Partners (Mercy Magnusson, Solid Ground, Cedar Crossing, Abora), Rally Club (Community Organization that supports relational work and tutoring, Sound (Mental Health), Clubs/Activities .... the list goes on.

## 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:** \$7,594,782
- **Activities Implemented to Meet Intent and Purpose:**
  - Provide standards aligned instruction to all students.
  - 0.2 Counselor
  - 0.3 Social Worker (equity dollars left from 2023-24 used as well)

### 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:** \$158,796
- **Activities Implemented to Meet Intent and Purpose:** 1.0 ML Teacher

### 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:** \$116,000
- **Activities Implemented to Meet Intent and Purpose:** 0.8 Math Empowerment push-in support in Math 7 (3 sections) and Math 8 (1 section)

### Other Funding Sources (PTSA Grant)

- **Dollar Amount:** PTSA EAC (Eckstein Annual Campaign)
- **Activities Implemented to Meet Intent and Purpose:** Supported the purchase of a 0.2 Social Worker