



2024-25 CSIP Review and Updates Robert Eagle Staff 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: Robert Eagle Staff Middle School

Principal: Zac Stowell

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Colton Dotson, Carrie Syvertsen, Hannah Gorham, Courtney Knostman, Mayan Harosh, Kathy Saxon, Tristian Conley, Devin Murphy, Zac Stowell, and James Flynn.

[2023-26 CSIP Robert Eagle Staff](#)

[Robert Eagle Staff Middle School Report](#)

[Robert Eagle Staff 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.

Learning Environments

- Restorative practices
- Refined MTSS Process
- Data centered PLCs
- Aligning individual, whole school, levy and CSIP goals
- Biweekly Admin/IC/Levy/BLT check ins
- Expanded SOAR Squad advisory
- Multi-Lingual family engagement night
- Data driven decision making
- Build master schedule around the needs of students with IEPs and receiving ELL services
- Staff affinity groups

- Vibrant RET that provides input and structure to building-wide decisions
- Focus on tier 1 classroom and schoolwide structures
- Predictable consistent tier 2 and 3 processes

Classroom Instruction and Academic Success:

- Continue partnership with UW
- Initiate an after-school tutoring program
- Increase follows through on multiple cycles of the inquiry cycle with checks and balances, fidelity, and accountability
- Prioritize lowering class sizes in content areas where the largest gaps in proficiency exist
- More fully align tiered standards-based assessments (including retakes of summative and formative assessments) Increase family communication
- Increase the fidelity with which the MTSS process used to create and implement interventions for struggling students

Family and Community Engagement:

- Professional development calendar with a focus on identifying and utilizing student and family assets
- Utilizing family leaders to facilitate elements of professional learning
- Continue to build staff capacity to meaningfully engage with a wide range of family communication styles
- Streamline family communication by establishing clear communication practices
- Survey families about how to better communicate in the way they want or would help them
- Restructure our main office climate and processes so that every family feels honored and welcomed
- Continue teacher professional learning to more effectively build relationships with all families
- Ongoing family nights that are co-created with families

Culturally Responsive Workforce:

- Consulting staff with decision making
- Implementing restorative practices with and between staff members
- Recognizing and giving positive feedback
- Monthly staff community building events and outings
- Supporting staff in achieving their goals
- Scaffolding spaces for staff to have honest conversations with each other about race
- RET process for affinity groups
- Implementing restorative practices with and between staff members
- PD that helps unpack staff racial identities and microaggressions
- Staff design and facilitation of PD
- Staff input on building wide decisions
- Consistent surveys for staff input on processes, policies and routines

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?

As seen in our multiple cycles of inquiry data, we had aspirational growth for our SOCFEJ that became apparent in our June reflections. However, some did not make enough growth - specifically, male students receiving Multi-Lingual services. In addition, we were able to achieve our goal of SOCFEJ for math 7, but we would like to surpass this goal to help close our opportunity gap and will to continue to refine our math practices.

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

Family long-term: continue working with our levy partners to co-design our family engagement and refine our practice.

Family short-term: continue to work with select parents to build our Multi-Lingual family night model.

Staff long-term: continue our retainment of our core certificated teacher retainment. In the past two years, one certificated teacher lateraled to another in-district school. All other staff members who have left, either retired or resigned. Retainment of staff will allow us to continue to refine our equitable practices and current positive trajectory.

Staff long-term: Continue to grow shared leadership opportunities including professional development design, shared decision-making, and teacher designed and led instructional and intervention strategies.

Students short-term: enhance student voice highlighting their learning experience, culture, and leadership opportunities.

Student long-term: Increase our student climate survey scores related to warm welcoming that will translate into academic outcomes

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:

Priority Student Academic Goal – The percent of 7th Grade Students of Color FFEJ projected proficient or above in Math on the SBA increased by from a baseline of 29% to 40.7% in the Spring of 2024 with a target goal of 70% by 2025-26. However, our students receiving Multi-Lingual services have a disproportionately low proficiency rate of 5.1%.

Learning Environment Goal - The percent of students with a favorable outcome score on the Student Climate Survey in our greatest area of need - Positive Behavior and Safety component increased from a baseline of 69% favorable to 75% favorable.

Summary of student strengths supported by data:

Priority Student Academic Goal – Students are priding feedback on their learning experience to the math team and sharing assets through formal individual and family surveys that highlight their existing brilliance and cultural wealth. Additionally, students are engaging in peer-to-peer mentoring to build understanding and confidence in mathematical practices as well as engaging regularly with individualized interventions.

Identify and prioritize student needs supported by data:

Based on our Spring 2023 Student Climate Survey our greatest area of need is in the Positive Behavior and Safety component: 69% favorable outcome score. This component consists of three subcomponents focused around common and fair expectations, adults intervening when hurtful or mean behavior occurs, and that the school will restore relationships when conflict or harm occurs.

Based on our Spring 2024 Student Climate Survey the Positive Behavior and Safety component had a 75% favorable outcome score. This component consists of three subcomponents focused around

common and fair expectations, adults intervening when hurtful or mean behavior occurs, and that the school will restore relationships when conflict or harm occurs.

Tailored and individualized Tier 2 and Tier 3 supports to access content in an inclusionary model. Students and classrooms that would most benefit from these supports have been identified through student data and resources such as tutors, co-teachers, and added FTE through levy to reduce class sizes.

Summary of possible root causes of the priority student need:

As a comprehensive middle school, we get to serve students from a broad range of experience and backgrounds. A one size fits all model does not work to adequately acknowledge and utilize student assets to the greatest degree

School Staff

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

The aspirational growth of our subset of students. 100% of RESMS teachers have selected Criterion Three of the Danielson Framework for their student growth goals. This centers SOCFEJ in all teacher's formal evaluations, multiple PLC processes, and commits teachers to in depth family interviews and relationship building with these students.

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

Staff analyzed data outcomes and codesigned PD based on student needs. This resulted in staff climate increase from 67% favorable in 2023 to 82% favorable in 2024. It also resulted in aspirational growth for our focus students who were centered in our teacher's formal evaluations and multiple PLC cycles of inquiry and processes.

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

The past two years RESMS has refined all our processes and systems to center our CSIP goals. In June of 2023-24, teacher leaders and admin analyzed student and staff data and reflected on the building's systems and routines. Teacher leaders recommended continuing to implement our 38-week PD roadmap that includes PD, Dept Time for alignment, PLCs, and MTSS while imbedding the district's 3 pillars. We will strengthen teacher leadership and capacity to utilize student data to drive instructional practices and professional growth.

Support System

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

RESMS staff valued and utilized the new student growth goal process. To show proficient or distinguished practice they focused on the critical attributes that prioritize and amplify student and family voice. This new evaluation system prompted us to partner with families to develop and refine a tiered family communication plan that allocates resources to remove barriers to effective two-way communication including language, technology use, and daily schedule that would otherwise hinder school/family two-way communication

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:

TIPS Tutors provide math reading and SEL interventions. We are extending partnerships to other organizations such as Seneca Family of Agencies to provide individualized Tier 3 supports for students and their families.

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

Measures and Targets

2023-26 Three-year Goal:

Our three-year goal is to increase favorable responses on the Positive Behavior and Safety component by 21 percent to 81% favorable outcome. 2023-24: 74% (5% increase), 2024-25: 78% (4% increase), 2025-26: 81% (3% increase)

2024-25 One-Year Goal:

Our one-year interim goal is to increase favorable responses on the Positive Behavior and Safety component by 3 percent to 78%

Action Plan

2024-25 Evidence-based Practice 1:

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

Student Outcome Data Measures:

SPS Climate Survey (staff or students)

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- End of Year
- Student SOAR reports give ongoing anecdotal

Process Data Measures:

Building determine Schedule of MTSS Meetings ;Teacher Observational Data for any student support plan (e.g., Care Plans, BIPs, IEPs, Section 504 Plans);Restorative practices log;Walk-through/Observational Data;

Timeframe for Reviewing Process Data Measures:

- Weekly
- End of Year
- Middle of Year
- 6-8 Week MTSS Cycle

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

- Admin
- Counseling Team

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

The percent of 7th Grade Students of Color FFEJ projected proficient or above in Math on the SBA will increase from a baseline of 29% to a target goal of 70% by 2025-26.

2024-25 One-Year Goal:

7th grade MAP SOCFEJ average RIT score baseline of 220 will increase to 229 for the spring 2025 MAP.

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
- Smarter Balanced Assessment (SBA)

Timeframe for Reviewing Student Outcome Data Measures:

- Middle of Year
- End of Year

Process Data Measures:

- Walk-through/Observational Data
- Teacher Observational Data
- Lesson Exit Tickets

Timeframe for Reviewing Process Data Measures:

- Monthly
- Middle of Year
- End of Year

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

- Math department chair
- Math team
- IC
- Admin team

Advanced Learning and Highly Capable Services:

As a comprehensive middle school, Robert Eagle Staff Middle School serves students through a broad range of academic services including Accessible Education services (Special Education), Multi-Lingual Learning services (English Language Learning), and Highly Capable services.

In preparing students for the demands of the 21st century and by providing them with a learning environment that mirrors the diversity and inclusiveness they will encounter in their future careers, Robert Eagle Staff Middle School provides a blended model in which students are in heterogeneous classes for elective classes, Language Arts, Social Studies, and Science. Following district policy, students' Math enrollment is based solely on the next course in sequence and builds on the standards and math level completed the year prior.

Extended learning activities, focused interventions, enrichment opportunities, and differentiation are utilized to maximize student capacities, spark curiosity, meet students' varied and diverse needs, and support the growth of our learners. To meet students where they are and utilize the gifts they bring with them each day, we strive to build an inclusive community of learners that embraces and understands each student's story, strengths, and needs.

Expanded Learning:

- After / During school tutoring
- Advisory Class
- Math Club
- Saturday School
- Summer learning program

Homework Policy:

Robert Eagle Staff Middle School students are encouraged to read at least 30 minutes a day and engage in 10 minutes of math practice outside of school.

The vast majority of the work at Robert Eagle Staff Middle School is completed in the classroom during the school day. Homework may include tasks that were not finished during class time, special projects, extension activities, or completing late work. As we strive for our learners to gain understanding of each content area's major concepts and standards, late work is accepted by our teachers until the end of each quarter. Students are expected to coordinate the completion of any late work with their classroom teachers.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

Our goal is that by June 2026 RESMS will host monthly codesigned Multi-Lingual Family Night events that are designed in partnership with families and increase in attendance as we progress toward the goal so that at least 70% of Multi-Lingual families attend at least one event.

2024-25 One-Year Goal:

Our one-year interim goal is that by June 2025 each school month will host at least one Multi-Lingual Family night. Additionally, at least 50% of Multi-Lingual families attend at least one event.

Action Plan

2024-25 Evidence-based Practice 1:

Multi-Lingual Families focus: Two-Way Communication: Effective two-way communication between families and schools to regularly seek and share information about students' achievements and learning needs, school policies, practices, and community initiatives.

Student Outcome Data Measures:

- Student Attendance
- Discipline/Suspensions
- Student Grade Reports

Timeframe for Reviewing Student Outcome Data Measures:

- Middle of Year
- End of Year
- 6-8 Week MTSS cycles

Process Data Measures:

- Participation/Attendance (e.g., Events, Membership)
- School-based Family Survey

- Volunteer Count
- Engagement Event Exit Tickets

Timeframe for Reviewing Process Data Measures:

- Quarterly
- End of Year
- Middle of Year
- Monthly

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

- ML Family Engagement Committee
- Counseling Team
- Admin Team

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:** \$5,108,563
- **Activities Implemented to Meet Intent and Purpose:**
 - Classroom teachers provide standards aligned instruction to all students.
 - Library materials
 - Building Leadership Team Stipend
 - Copier
 - Office support for all students
 - School Counselor services for all students.

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:** \$254,074
- **Activities Implemented to Meet Intent and Purpose:** Instructional supports to students who qualify for multilingual services as well as translation and interpretation services.

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:** \$60,642
- **Activities Implemented to Meet Intent and Purpose:** 100% of LAP funds used to fund 0.4 FTE to support our Math 7 CSIP Goal.

Levy Funds

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

- **Dollar Amount:** \$600,475
- **Activities Implemented to Meet Intent and Purpose:**
 - Grade-level counselor support
 - additional math FTE to support Math 7 CSIP goal
 - restorative justice coordinator
 - equitable access to high-quality arts instruction

Other Funding Source (PTA Grant)

- **Dollar Amount:** \$63,050
- **Activities Implemented to Meet Intent and Purpose:**
 - Classroom teacher materials
 - Cellphone pouches
 - Field trips and student experiences
 - Classroom enrichment
 - Care closet
 - Afterschool enrichment
 - Athletics
 - Parent education
 - Musical theater
 - Staff appreciation