



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

Robert Eagle Staff Middle 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: Robert Eagle Staff Middle School

Principal: Zachary Stowell

Members of the Building Leadership Team and Parent/Guardian Partners: Steven Payne, Tristan Conley, Hannah Gorham, Scott Halliwell, Katheryn Ellison, Cheryl Parker-McLane, Courtney Knostman, Devin Murphy, and Zachary Stowell

Community Partners (Community Based Organizations): Sound Health, Neighborcare, Family Works, New Beginnings, You Grow Girl, Boys and Girls Club, North Helpline, PTSA



[Robert Eagle Staff Middle School Report](#)

[Robert Eagle Staff School Climate Survey](#)

School Overview

At Robert Eagle Staff Middle School, we nurture leaders who are engaged citizens, scholars, artists, and activists. We are Ravens who SOAR: Scholars Show Ownership, Academic Focus, Respect and Responsibility. In service of creating a zero-gap middle school where ALL students are growing, we will unapologetically focus on positive beliefs, positive relationships, positive learning and positive partnership. We will engage in our own racial identity work and commit to working to be anti-racist in our words and actions, in our classrooms, building environment and teachings. We commit to Culturally Sustaining Pedagogy, respecting student languages, cultures, literacies, and ways of knowing, and seeing them as strengths and assets, and we will build our understanding of how culture operates in our classrooms. We will explore and interrupt our implicit biases and commit to ensuring that ALL students are growing and are able to perform at high levels and identify and support the high potential of students furthest from educational justice. We will work together in alignment with the Seattle Schools Strategic Plan to eliminate opportunity and achievement gaps.

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:

Our three-year goal is to have this increase to 81% favorable outcome (12% increase overall). 2023-24: 74% (5% increase), 2024-25: 78% (4% increase), 2025-26: 81% (3% increase).

One-year Goal:

Our one-year interim goal is to have this increase 74% (5% increase).

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 provide unwelcoming environments. Per Board Policy No. 0030, welcoming environments reflect and support the diversity of the district's student population, their families, and community and promote a sense of belonging.

Evidence of alignment to student outcome focused governance:

- An inclusive and culturally responsive PBIS process that elicits stakeholder input
- Culturally responsive and inclusive events
- WEB orientation and mentor program that places students in leadership roles to shape the culture of the building
- Grade level outdoor school events
- Grade level and whole school assemblies
- Community/ identity building events
- Multi-Lingual family engagement nights
- Family and community events and screenings

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:

- Co-generative dialogue groups (affinity)
- Restorative practices
- Refined MTSS Process
- Data centered PLCs
- Aligning individual, whole school, levy and C-SIP goals
- Biweekly Admin/IC/Levy/BLT check ins
- Expanded SOAR Squad advisory to four days a week
- 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

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

- Trauma informed practices
 - Teachers will be able to respond with skill when navigating complex behaviors
- Asset based approaches
 - Teachers will be able to utilize the rich skills and brilliance of each student and family that is part of their classroom community
- Inclusive and engaging instructional practices including universal design for learning
 - Teachers will be able to differentiate instruction and assessment to meet the needs of diverse learners
- Grading for equity

- Teachers will be able to have consistent high standards for student outcomes and allow retakes and assignment revisions to ensure student learning
- Restorative practices
 - Teachers will be able to build and maintain meaningful relationships that can be restored as needed
- Anti-Bias Anti-Racist school communities
 - Teachers will be able to unpack their own biases to dismantle racist practices to ensure all students are safe, welcome, and able to access learning

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:

- Meeting on a 6 week cycle
- All staff involved in input process
- MTSS comprised of diverse teams including counselors, OT/PT, SLP, classroom teacher, etc
- Process focuses on whole child including academic, behavioral, family, etc.
- CARE team (admin, counseling, and CBO teams) meets weekly to progress monitor
- Each student is assigned a staff member to guide outcomes for that individual
 - Connect with student about experience
 - Facilitate restorative approaches as needed
 - Coordinate academic interventions
 - Coordinate with family
 - Scheduled regular check and connects
 - Facilitate inclusion of student in formal and informal peer groups

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

- SOAR Squad advisory SEL curriculum that is built in response to student needs and development
- Meeting on a 6 week cycle
- All staff involved in input process
- MTSS comprised of diverse teams including counselors, OT/PT, SLP, classroom teacher, etc
- Process focuses on whole child including academic, behavioral, family, etc.
- CARE team (admin, counseling, and CBO teams) meets weekly to progress monitor
- Each student is assigned a staff member to guide outcomes for that individual
 - Connect with student about experience
 - Facilitate restorative approaches as needed
 - Coordinate academic interventions
 - Coordinate with family
 - Scheduled regular check and connects
 - Facilitate inclusion of student in formal and informal peer groups

Priority Area: Classroom Instruction and Academic Success—7th Grade Mathematics

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:

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.

One-year Goal:

The percent of 6th Grade Students of Color FFEJ projected proficient or above in Math based on MAP will increase from a baseline of 24.4% to a target goal of 34.4% by 2023-24.

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:

- PD focused on equity, anti-racist anti-bias practices, and restorative practices
- RET guidance on major schoolwide decisions
- Teacher affinity groups
- Time for staff to analyze student surveys and feedback on their experiences

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:

- Continue partnership with UW
- Initiate an after-school tutoring program through partnerships with outside organizations
- 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

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

- Success maker training
 - To provide students with access to foundational knowledge to access grade level content
- Continue and refine inquiry cycle work
 - Shift instruction based on student work and need
- Continue Partnership with UW and Studio labs
 - Improves students' abilities to explain conceptual understandings

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:

- Some of the components of our MTSS practice that reflect inclusive practices and create conditions for student success include:
- Meeting on a 6-week cycle
- All staff involved in input process
- MTSS comprised of diverse teams including counselors, OT/PT, SLP, classroom teacher, etc
- Process focuses on the whole child including academic, behavioral, family, etc.
- CARE team (admin, counseling, and CBO teams) meets weekly to progress monitor
- Each student is assigned a staff member to guide outcomes for that individual
 - Connect with student about experience
 - Facilitate restorative approaches as needed
 - Coordinate academic interventions
 - Coordinate with family
 - Scheduled regular check and connects
 - Facilitate inclusion of student in formal and informal peer groups

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

- Meeting on a 6-week cycle
- All staff involved in input process
- MTSS comprised of diverse teams including counselors, OT/PT, SLP, classroom teacher, etc
- Process focuses on the whole child including academic, behavioral, family, etc.
- CARE team (admin, counseling, and CBO teams) meets weekly to progress monitor
- Each student is assigned a staff member to guide outcomes for that individual
 - Connect with student about experience
 - Facilitate restorative approaches as needed
 - Coordinate academic interventions
 - Coordinate with family
 - Scheduled regular check and connects
 - Facilitate inclusion of student in formal and informal peer groups

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 at 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 opportunities for students through afterschool or summer programs:

- After school tutoring
- Math Club
- Summer learning program

Homework Policy:

Robert Eagle Staff Middle School students are encouraged to read at least 30 minutes a day 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 understandings 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

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:

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.

One-year Goal:

Our one-year interim goal is that by June 2024 each school month will host at least one Multi-Lingual Family night moving from 6 events during the year to 9 or more. Additionally, currently 18% of Multi-Lingual consistently access online communication technologies (Talking Points) our goal is to increase this to 40%.

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:

- Multi-Lingual family engagement nights
- Student climate surveys shape building initiatives and priorities
- Survey of all levy focus students regarding warm and welcoming environment where students provided examples, direct feedback, and suggestions
- Student generated Teen Leadership Council survey
- Classroom teacher surveys
- Survey of students about impact of SEL lessons in SOAR Squad advisory
- Focus group feedback from groups like as the College and Career group (FFEJ focus)
- Attendance protocol that elicits student feedback/anecdotes
- Student anecdotes shared in meetings with counselors, admin and staff

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:

The 2022-23 school year had a focus on tier one classroom and family engagement. Going forward we will solidify these Tier one approaches while developing common tier two approaches. Some of the ways we plan to do this include:

- 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.

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:

- Cogenerate dialogue groups (affinity)
- Streamline Family Communication by Establishing clear communication practices.
- Survey for families about how to better communicate in the way they want or would help them.
- Positive Interaction with families before contacting about improvement.
- 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.

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:

- Ensuring all staff (including kitchen janitorial, SLP, OT/PT, etc.) have access to professional learning
- Ensuring community-based organization partners and staff align with building mission and vision
- An onboarding processes that reach beyond district mission and vision by assigning veteran mentor staff to support new to building staff

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:

- 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

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

- 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

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

- Staff design and facilitation of PD
- Staff input on building wide decisions
- Consistent surveys for staff input on processes, policies and routines

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: Combined

Funding Source: Per Student Discretionary and Equity Dollars

Amount: \$151,094

How will funds improve student learning? 100% of Weighted Student Formula (WSS) funds were used to fund 1.0 FTE to reduce class sizes.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: LAP

Amount: \$144,000

How will funds improve student learning? 100% of LAP funds used to fund 1.0 FTE to support our math C-SIP Goal.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Baseline

Amount: \$584,495

How will funds improve student learning? 3.9 FTE to support math/literacy intervention, social worker, counseling, and the arts.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Restorative Justice Investment

Amount: \$63,998

How will funds improve student learning? Restorative Justice coordinator and professional development.