

Robert Eagle Staff
Middle School



Seattle Excellence Continuous School Improvement Plan (CSIP)

Robert Eagle Staff Middle School

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.

Robert Eagle Staff Middle School



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

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.

Robert Eagle Staff Middle School



Priorities and Measurable Goals

Middle School Focus Goal: 7th Grade Mathematics

Priority Goal:

In 2020-2021, at least 42% of 7th grade students of color furthest from educational justice will meet or exceed standard in Math as measured by the Smarter Balanced Assessment, and 80% of 7th grade students of color furthest from educational justice will show at least 1 level of growth as measured by the SBA.

Safe and Welcoming Environment Goal

Priority Goal:

For the 2020-21 school year, as measured in the On-Line Platform Utilization Report, our average daily attendance percentage will be at or above district average. Additionally, we will work to align our average daily use percentage, as measured in Teams, within 5% of our average daily attendance percentage rate.

By January 2021, attendance rates for students identified as Tier 2 or Tier 3 in attendance focus (per October 1, 2020 data) will improve by at least 30% as measured by a) on-time logins to every class, b) exit ticket completion (verifying that student has stayed engaged throughout remote class time).

By May 2021, attendance rates for students identified as Tier 2 or Tier 3 in attendance focus (per October 2020 data) will improve so that 95% of students initially identified as requiring Tier 2 or Tier 3 supports in attendance are regularly attending class, as measured by a) on-time logins to every class, b) exit ticket completion (verifying that student has stayed engaged throughout remote class time).

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.

Robert Eagle Staff Middle School



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 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.

At Robert Eagle Staff we are focusing our MTSS on the social emotional learning of our students through our Positive Behavior Intervention System. We expect students to SOAR. Students show Ownership, Academic focus, and Respect and Responsibility. We build an understanding of these agreements through classroom instruction in SOAR, assemblies, and student-led SOAR seminars.

Our second priority is intentionally identifying student needs in our STEM classes and providing aligned supports, scaffolds and extensions made available for all students.

For students to succeed socially, academically, and emotionally, staff establish, maintain and restore positive connections and relationships with students and families, starting with our Advocate structure. Every adult staff member has an advocate group and is the first point of contact for their students and families. Advocate groups meet at minimum weekly, and Advocates connect regularly with the students in their advocate groups.

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-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.

Robert Eagle Staff Middle School



We commit to creating a zero-gap middle school. In order to achieve this goal, we must join with our Seattle Schools community in committing to the following:

- We will engage in our own racial identity work
- We will explore and interrupt our implicit biases
- We will build our understanding of how culture operates in our classrooms, and
- We will build actively anti-racist practices

We recognize as a school community that we are also an organization that participates in racist systems. If we are going to stand with our students, families, and staff of color, we must also examine and dismantle our own racist practices, starting with white privilege.

Through the following practices and structures, we will achieve the goals above

- Social emotional learning
 - Tier 1
 - Restorative practices
 - Advocate groups
 - Schoolwide PBIS using elements of SOAR to focus school-wide community learning
 - Daily Read-Alouds that provide community and strength through stories
 - Raven welcome/orientation process guided by student WEB leaders
 - Differentiation, providing acceleration opportunities for all students.
 - HCC blended social studies
 - Staff book study focused on anti-racist practices, guided by our Racial Equity Team
 - Anti-racist training for staff guided by our Racial Equity Team
 - Threshold greetings: every class, every day
 - School-wide Advocate groups: every adult has a group of students and is the first point of contact for their Advocate students and families
 - “EMR” (establish, maintain, restore) referrals with a student component focused on the skill a student needs and an adult component focused on the adult moves that will support the student. A fundamental revisioning of the “behavior” referral that is skill-based and focused on adult supports.
 - *New 2020-2021: Ethnic Studies Course!*
 - Tier 2
 - REACH (Robert Eagle Staff Aligned and Collaborative Help) meetings, REACH passes, and regular REACH check-ins
 - School based health clinic partnership and our aligned CARE team that meets weekly to coordinate supports from school counselors, administrators, school nurse, school social worker, and Neighborcare providers
 - Home visits
 - Partner PE, providing an inclusive PE experience and opportunities for leadership for students
 - Extended learning opportunities funded by the FEPP levy grant

Robert Eagle Staff Middle School



- “EMR” (establish, maintain, restore) referrals with a student component focused on the skill a student needs and an adult component focused on the adult moves that will support the student. A fundamental revisioning of the “behavior” referral that is skill-based and focused on adult supports.
- Beginning 2020-2021: Student-Led Conferences for all students identified as part of our Tier 2 supports and structures

- Tier 3

- Social worker (funded by FEPP levy) will provide case-management and coordination of services
- REACH meetings, passes, and check-ins
- Partnerships with community agencies for counseling and other support services
- Beginning 2020-2021: student and family interviews to provide input and feedback

- STEM

- Tier 1

- Equitable participation strategies

- Elbow Partners
 - Rubric displayed on all math teacher’s walls
 - Self-assessment in notebook
 - Opportunities for Turn & Talks
 - Partner work – stick together
 - Partner exit tickets
- Complex Instruction
 - Participation Quiz
 - Shuffle Quiz
 - Group worthy tasks
 - Teacher Checkpoint
 - Establish and uphold norms
 - Group Roles
 - Pass the pen
 - Addressing status – assign competence
 - Random Seating Charts (2 weeks)
- EMP Strategies
 - Routines for Reasoning
 - Number Talks
 - Pre-Teaching
- Reflections
 - Sentence starters
- Rich Tasks
 - Do the Math
 - Anticipate Misconceptions and probing questions
 - Select & Sequence
 - Reach the learning target
 - Co-constructed anchor charts

Robert Eagle Staff Middle School



SEATTLE EXCELLENCE
Educate. Engage. Empower.

- Tier 2
 - Math intervention
 - Algebra
 - Math empowerment
 - Math support
 - Summer STEM
 - Summer Math acceleration
 - High school credit science and math classes
- Tier 3
 - Co-Planning and Co-Serving in Math and Science Classes
 - Science 6,7,8
 - Math 6,7,8
 - Study skills classes with science supports
- Family engagement
 - Tier 1
 - PTSA partnership
 - Family Leadership Council (new in 2020-2021)
 - Actively Anti-Racist Discussion Group
 - Boys and Girls Club Partnership
 - Racial Equity Team (RET)
 - Summer Library programming. During remote learning, weekly curbside library check-out, providing opportunities to nurture the independent reading lives of our students.
 - Advocate Groups (Every student has an adult who is the first, most consistent point of contact for families)
 - Tier 2
 - Proyecto Saber
 - ELL family nights
 - Tier 3
 - Home visits
 - Wrap-Around Services supported by School Social Worker

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."

Robert Eagle Staff Middle School



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.

At Eagle Staff we soar by greeting every student at the beginning of class and having an engaging “do-now” in every class. Math empowerment and Literacy empowerment classes accelerate students to grade level and beyond. Success, for our Levy/CSIP cohort group of students, is monitored through teacher PLC groups and individual teacher goalsetting, and analyzing these students’ attendance, grades, behavior data, student conferences, and SBA test scores. Our Racial Equity Team (RET) engages teachers in meaningful anti-racist trainings in order to better serve all students. The RET progress will be analyzed by student focus groups, behavior data, school climate data, and student success. We will interview, engage, and analyze our Levy/CSIP cohort students and adjust teacher instruction based on their needs grounded in best practices and equity-based research.

Safe and Welcoming Environment

Students thrive in healthy, safe, engaging, supported, and challenging environments in which they can to 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.

We will implement safe and welcoming practices specific to remote learning, including welcoming routines (threshold and do now routines in every class), engaging practices (focus on discourse practices and complex instruction strategies), and an optimistic closure (exit tickets and a “do next” to prepare for the next class gathering’s “do now”).

In addition, we will continue build our school’s structures around Restorative Practices. We establish, maintain, and restore (EMR) a climate of peace, safety, and respect.

- We establish structures and expectations in every classroom and learning space.
- We maintain climate by creating a supportive space for challenging conversations.
- We restore climate when we engage in restorative conversations with students, teachers, and families.

Robert Eagle Staff Middle School



By June 2021, 95% of teachers will use the Establish-Maintain-Restore form for students as well as the adult reflection form when working with students and will engage in restorative practices to support student success at least one time.

By June 2021, analysis of EMR Student Referral forms will show at least a 30% reduction in gaps between student groups.

By June 2021, interview feedback from current 7th grade students identified as Black, Indigenous, or Students of Color will show a positive increase in their response to questions regarding teacher recognition of their brilliance and potential. Interviews to be conducted in January 2021 and March 2021.

By June 2021, our Family Leadership Council will lead at least one community conversation with staff. Family Leadership Council Meetings held once Per quarter (October 2020, January 2021, April 2021) to gather feedback from family groups regarding climate and safe & welcome practices at Robert Eagle Staff.

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:

Family climate data, focusing on the four pillars of family engagement as seen through consistent surveys and focus groups, will consistently show significant growth over time.

Target Goal:

We will continue build our school's structures around Restorative Practices. We establish, maintain, and restore (EMR) a climate of peace, safety, and respect.

- We establish structures and expectations in every classroom and learning space.
- We maintain climate by creating a supportive space for challenging conversations.

Robert Eagle Staff Middle School



- We restore climate when we engage in restorative conversations with students, teachers, and families.

By June 2021, 95% of teachers will use the Establish-Maintain-Restore form for students as well as the adult reflection form when working with students and will engage in restorative practices to support student success at least one time.

By June 2021, analysis of EMR Student Referral forms will show at least a 30% reduction in gaps between student groups.

By June 2021, interview feedback from current 7th grade Black students will show a positive increase in their response to questions regarding teacher belief in their brilliance. Interviews to be conducted in January 2021 and March 2021.

By June 2021, our Family Leadership Council will lead at least one community conversation with staff. Family Leadership Council Meetings held once Per quarter (October 2020, January 2021, April 2021) to gather feedback from family groups regarding climate and safe & welcome practices at Robert Eagle Staff.

Plans for Family Engagement

- Establish a family leadership council that reflects ALL groups in our school community
- Focus Groups of Students and Families to Identify the problem areas and steps to improve Staff Training on Anti-Racism can work on listening and accepting feedback with grace, reflect, and then change our behavior. Not defending yourself but to listen.
- Streamline Family Communication by Establishing a Mentor Teacher Framework
- 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.
- Establish a family center where families can collaborate, lead, and teach us and one another.
- Teacher professional learning to more effectively build relationships with all families
- Ongoing family nights that are co-created with families
- Families will identify the person they feel safe communicating with
- Ongoing Actively Anti-Racist Community Discussions (began in June 2020 with *Stamped* by Jason Reynolds and Ibram Kendi)

Robert Eagle Staff Middle School



2020 – 2021 COVID-19 CSIP Addendum

Robert Eagle Staff Middle School

The global pandemic of Covid-19 has disrupted many aspects of teaching and learning in the 2019-20 and 20-21 school years across Seattle Public Schools, Washington State and the nation. In response to the global pandemic and to meet the specific needs of students and families, staff and school leaders will be implementing and monitoring the following practices for remote and distance learning which are aligned to our strategic plan, Seattle Excellence, and notes in the Seattle Public Schools Remote Learning Playbook and Seattle Education Association-Seattle Public Schools MOU around distance learning for the 2020-21 school year.

Engaging Families:

The District and Association agree that a rigorous and effective remote learning program requires additional supports for students and families to ensure their engagement and success. The supports will address the diverse needs and challenges families and students face in accessing remote instruction. As such, the District and the Association agree on the following:

Required Practices:

1. Buildings will create and implement a pick up and/or delivery system for the distribution of school supplies, curricular materials and the necessary technology, to include mailing if necessary, which will be coordinated by school buildings/programs, and the system communicated to all itinerant/building staff and students/families and will include volunteers willing to do deliveries. All extra time provisions outlined in the collective bargaining agreement will continued to be followed.
2. Student devices necessary to access remote instruction will be allocated by the district for each student K-12. Educators will confirm with each student on their ability to access district applications during the “strong start” in September.
3. Educators will work to create and implement a clear, consistent process for communication with families and staff.
4. The District will provide appropriate level of technology support to students and families. Interpretation support will be provided.
5. Each building will implement a clear, consistent process for communication, to include current school-based structures prioritizing communication working in conjunction with counselors, social workers, family support workers, and student family advocate workers, for students that need additional supports.
6. Empower families/caregivers to support their students' learning by sending comprehensive communication about the weekly learning plan for students in their grade level/classroom.

Robert Eagle Staff Middle School



7. The District/School will take reasonable steps to provide parents/guardians who are speakers of diverse languages with translation/interpretation of information about general programs, services, and activities.
8. **Recommended School Specific Strategy as outlined in the Playbook:**
Monthly virtual town halls, working in partnership with our ELL department and our Eagle Staff PTSA

Social Emotional Learning:

The District and Association recognize social emotional learning strategies are an urgent and central need for students, families and staff in response to the shared collective trauma of a dual pandemic, and the guidelines below are meant as a first step in integrating these strategies into the instructional and social fabric of school communities. Social Emotional Learning skills will be explicitly taught, integrated with academic instruction, practiced by staff and demonstrated organizationally so that everyone feels welcome, safe, and known as valued members of SPS communities.

Required Practices:

1. Have a plan for checking in with staff to foster relationships and support their well-being.
2. All SEL/Digital Citizenship PD and supports will be trauma-informed and include culturally responsive/antiracist SEL instruction and support with input from DREA and CRE.
3. All SEL/ Digital Citizenship PD will be differentiated by content, grade levels (PK-21), and needs.
4. **Recommended School Specific Strategy as outlined in the Playbook:**
Each student is part of an Advocate Team, guided by a caring adult staff member. Each Advocate team has between 10 and 14 members and meets weekly during Advocate time to build connection and provide feedback to adults about how school is going. Advocates are the first point of contact for students and families and provide a Tier 1 level of problem-solving for Instruction, Access to Technology, and Attendance and Engagement Needs.

Curriculum, Instruction, and Assessment:

Required Practices:

1. Use CAI guidance on priority standards by grade level and content areas that consider unfinished learning and how to accelerate learning. CAI will provide pacing plans.
2. Use CAI guidance and curricular resources to teach culturally inclusive curriculum that reflects the diversity of our students' experiences and helps students meet content.

Robert Eagle Staff Middle School



SEATTLE EXCELLENCE
Educate. Engage. Empower.

3. Use CAI guidance and professional learning on how to use adopted curriculum for in-person, digital synchronous, and digital asynchronous instruction on Schoology/Seesaw.
4. Use CAI recommended high-leverage digital learning strategies aligned to the SPS Foundational Coursework (and CSIP Essential Practices) to promote culturally relevant, effective remote instruction.
5. Regularly assess student work and provide meaningful feedback to students and their families on the progress made toward standards.
6. Continue to provide 6-12 High School and Beyond Planning lessons and supports to ensure that students receive instruction on course planning for career and college future planning.
7. Implement a school-wide, multi-tiered system of support: Tier 1/2
 - A systemic plan to track and monitor learner experience data
 - (e.g. *determine level of engagement to inform supportive practices.*)
 - Collection and review of meaningful and purposeful data
 - (e.g. aligns to SPS assessment plan for 2020-21 school year.)
 - Adult collaboration between educators and families
 - (e.g. review of data in collaborative PLCs)
8. Implement a school-wide, multi-tiered system of support: Tier 2/2
 - Students receiving Tier 2 or 3 supports will experience 1 or 2 touch points per week totaling at least 30 minutes in 1:1 or small group live check-ins with an educator or other adult.
 - Families of students receiving Tier 2 or 3 supports will experience a personal phone or video check-in from educators at least 1x per month for at least 15 minutes with a teacher, counselor, or other designate adult.
 - McKinney-Vento and Foster Care Students the district will take reasonable steps to provide parent/guardians information about general programs and activities required by federal and state laws.
9. **Recommended School Specific Strategy as outlined in the Playbook:**

Following guidelines from *Culturally Responsive Teaching and the Brain*, all synchronous lessons follow the pattern of “Ignite, Chunk, Chew, Review.” Each lesson starts with a strong “Do Now” to “ignite” students intellectually. Lessons are “chunked” so that ideas, skills, and content are delivered in bite-sized pieces. Each lesson involves “chewing,” or time for rich discourse, and “review,” a strong exit ticket that provides both teacher and student with a clear sense of the student’s mastery of the standard.