



2025-26 Annual CSIP Eckstein Middle School

Purpose of the Continuous School Improvement Plan (CSIP)

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

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

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

2025-26 School Information and Leadership Team Members

School Name: Eckstein Middle School

Principal: Kristin Rose

Instructional Vision: If we implement high leverage practices, with a focus on individualized student achievement and identified school improvement objectives, then we create conditions for student academic success and social emotional learning. Then our African American males will have a strong Tier 1 foundation for their education at Eckstein, and thus. All Eckstein students will achieve high growth.

Members of the Building Leadership Team: Paul Cavender, Julia Detering, Maria Torres, Emily Carpenter, Christopher Hines, Carmen Ayala, Kassy Bargfrede, Jeff Westmoreland, Kristin Rose, Anna Bonnett (parent), Tiffany Courtnage (parent)

[2023-26 CSIP Eckstein](#)

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

Student Enrollment: 1,028

Special Education Percentage: 13.1%

Multilingual Learning Percentage: 5%

Highly Capable Percentage: 19.5%

Free and Reduced Lunch Percentage: 15.7%

Washington School Improvement Framework Status: Foundational

[Eckstein OSPI School Report](#)

Annual Comprehensive Needs Assessment (CNA) Summary

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

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

Data analyzed for the CNA:

- MAP Math
- Smarter Balanced Assessment Math
- School Attendance Dashboard on Atlas
- SPS Climate Survey (staff or students)
- Family Participation/Attendance (e.g., Events, Team Membership)

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

1. Climate Survey – 81% of students responded favorably on our Spring 2025 Student Climate Survey on the Equity/Anti-Racism set of questions. This is higher than the NE Region average of 76% and SPS average of 78%, respectively on the specific questions:
 - This school is a safe and welcoming place for people of all races and cultural backgrounds.
 - I feel safe and welcomed at my school, Eckstein students responded 85% favorably.
2. Attendance: Year to date attendance rate for Eckstein Middle School was 92.4%, which was higher, compared to the SPS year-to-date attendance rate of 88.2%. For our students of color furthest from educational justice, our students had an 88.8% year-to-date attendance rate, up from 84.7% compared to the entire SPS school district.
3. State Testing: For our CSIP goal around Math SBA testing, 69.8% of all of our students passed the Math SBA in Spring 2025, compared to 56% of SPS students districtwide. For our students of color furthest from educational justice, 44.8% passed the Spring 2025 Math SBA, up from 33.5% of the entire SPS school district.

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

1. Climate Survey: A lower data point in the Spring 2025 Student Climate Survey revealed 2 similar questions:
 - The math I learn is relevant to my life.
 - The science I learn in class connects to my life, family or community.Both questions had favorable responses at 65% and 64%, respectively.
2. Attendance: Our African American male year to date attendance rate of 84% at Eckstein MS was just slightly below the district average of 84.4%.
3. State Testing: For our CSIP goal around Math SBA testing 20% of our African American males passed the Math SBA in Spring 2025, compared to 24.9% of SPS students districtwide.

Disproportionalities: What disproportionalities exist among student groups?

As per the data sources in the previous questions around attendance and state testing, disproportionalities exist for both our students of color furthest from educational justice and our African American males in both attendance and in math SBA testing results. The disproportionalities also are present with SPS districtwide data.

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

As per OSPI, chronic absenteeism is a signal to educators and parents that a student may be experiencing barriers to attending or engaging in school. The root cause of student absences could come from such contexts: transportation challenges, school/classroom environment, relevance of curriculum, student individualized needs.

As far as state testing and improving mathematics achievement for African American males, ensuring culturally responsive learning environments that connect math to students' lives and interests is important. Supporting students with strong teacher-student relationships, positive peer interactions, and providing opportunities for enrichment, exploration, and collaborative learning.

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

Ensure that curriculum connects to real-life contexts. Support a sense of community and relationships in the classroom. Pedagogy that builds discourse and collaborative learning in classroom spaces. These objectives will help build both student attendance and academic progress, and thus, success on state testing.

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

1. Careful tracking of student attendance, with intervention actions as needed, troubleshooting individual student needs.
2. Math "Studio" work to consider/explore as a math team what could be tried in the classroom, to shift student learning and achievement.

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

Each student has their own laptop for school year use. Teachers post materials on Schoology for student and family access. Teachers use various instructional platforms that are District supported such as enVision, Illustrative Mathematics, Amplify. Extra practice is often completed for Math in SAVVAS, digitally as well.

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

We have 2 Educational Technologists at Eckstein Middle School – Paul Cavender and Erin Sterling. Erin and Paul will send PD opportunities and information/helpful hints to staff throughout the school year. They will also troubleshoot with staff, as needed. Additionally, we have staff committees called "Road Crews" at Eckstein.

We have a Technology "Road Crew"/Staff Committee who delivers relevant PD to staff throughout the school year. Staff have been recently trained on "Go Guardian," AI, and "TalkingPoints." Additionally, each August, our Teacher Leaders assist staff in setting up their Schoology pages, creating a template for all staff to follow for ease of use for both students and families.

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

Measures and Targets

2023-26 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.

2025-26 Goal:

By June 2026, 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 85% (Spring 2025 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.

Action Plan

Evidence-based Practice 1:

Student Engagement (Addressing Absenteeism): 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.

Implementation Activity:

Team Composition: MTSS and school based Attendance "Road Crew"/Staff Committee

Process Data Measures:

- Student Attendance Agreement Plan
- MTSS Team Meets Regularly
- Monthly "Road Crew" Meetings/Staff
- Attendance Committee

Timeframe for Reviewing Process Data Measures:

Monthly

Student Outcome Data Measures:

School Attendance Dashboard on Atlas

Timeframe for Reviewing Student Outcome Data Measures:

End of Year

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

- Attendance Road Crew/Staff Committee
- Grade Level Administrators
- Attendance Secretary

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 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.

2025-26 Goal:

The percent of 6th Grade African American male students projected proficient or above in Math based on MAP will increase from a baseline of 35.7% to a target goal of 37.7% by Spring 2026.

2025-26 School-based Goal:

The percent of seventh grade African American male students projected proficient or above on the SBA will increase from a baseline of 27.3% to 72.3% in the 2025-26 school year.

Action Plan

Evidence-based Practice 1:

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

Implementation Activity:

Use of Eckstein specific data protocol for review of CEAs that includes the DuFour critical questions. Review as PLCs of formative assessment results, planning for future instruction (for those needing intervention or enrichment).

Process Data Measures:

PLC Observations

Timeframe for Reviewing Process Data Measures:

- Bimonthly for formative data (often weekly for many PLCs)
- 2 times for CEA review

Student Outcome Data Measures:

- MAP
- Curriculum-Embedded Assessments (CEAs)
- Formative assessments

Timeframe for Reviewing Student Outcome Data Measures:

Middle of Year

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

Math Grade Level PLCs

Highly Capable Services

- Differentiation: Educators use pre assessments to determine the needs of students, providing flexible grouping, extension opportunities and tiered assignments to meet the varied needs of learners.
- Independent Study Projects: Students pursue self-directed learning based on interests.
- Universal Design for Learning: Educators provide multiple means of representation, flexible grouping, and choice-based learning to support learner access to grade level and above grade level learning.
- Offerings of rigorous texts.

Expanded Learning

- Tutoring club once a week after school.
- Rally Club Tuesdays after school.
- Student Connections Road Crew/Staff Committee is building out various interest groups for students

<https://ecksteinms.seattleschools.org/student-life/interest-groups/>

Homework Policy

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

1. For individual practice and application of concepts and skills learned at school.
2. To develop independent study skills and self-management.
3. 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 for 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.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 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.

2025-26 Goal:

By June 2026, Eckstein Middle School will increase the active participation and engagement of families, as evidenced by a 5% increase in families attending a student led conference for their student that will take place in March 2026 from 89% of students and families online or in person joining their student's student led conference to 94%.

Action Plan

Evidence-based Practice 1:

Collaborating with Community: Develop and strengthen relationships with government and non-government agencies, community groups, businesses, and other educational providers to enhance learning opportunities and outcomes for students and families.

Implementation Activity:

Engagement with Housing Partners, Community Organization of Rally Club and Tutoring Club to provide enrichment for our students.

Process Data Measures:

- Participation/Attendance (e.g., Events, Membership)
- Homework Completion

Timeframe for Reviewing Process Data Measures:

Quarterly

Student Outcome Data Measures:

- Student Attendance
- Discipline/Suspensions
- Student Grade Reports

Timeframe for Reviewing Student Outcome Data Measures:

- Middle of Year
- End of Year

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

- Counselors/PI/Social Worker
- Building Administration
- Tutoring "Road Crew"/Staff Committee
- Family Partnership "Road Crew"/Staff Committee
- Student Connect "Road Crew"/Staff Committee

2025-26 Budget Allocations to Support Continuous Improvement

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

Fund Program: Basic Education

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

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

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

Fund Program: 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: \$196,954

Activities Implemented to Meet Intent and Purpose:

- 1.2 FTE teacher
- 1.0 Instructional Assistant
- Translation and interpretation
- WIDA stipend
- Bilingual textual materials.

Fund Program: Learning Assistance Program (LAP)

Intent and Purpose: The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements

Dollar Amount: \$93,872

Activities Implemented to Meet Intent and Purpose: 0.6 Math Empowerment push-in/co-support

Fund Program: PTSA EAC Funding

Dollar Amount: \$37,049.50

Activities Implemented to Meet Intent and Purpose: Supported purchase of extra Social Work FTE.