



2025-26 Annual CSIP

Robert Eagle Staff 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: Robert Eagle Staff Middle School

Principal: Zac Stowell

Instructional Vision: We believe that our school should be a safe, supportive learning environment where everyone is treated with respect, where we learn together, and where we cultivate our students' intellectual growth, social and emotional development, and capacity to create and innovate in collaboration with a wide range of peers and partners.

Members of the Building Leadership Team: Courtney Knostman, Hannah Gorham, Mayan Harosh, Louis Shoecraft, Kathy Saxon, Colton Dotson, Tristan Conley, Zac Stowell

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

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

Student Enrollment: 729

Special Education Percentage: 18.9%

Multilingual Learning Percentage: 12.2%

Highly Capable Percentage: 29.2%

Free and Reduced Lunch Percentage: 33.1%

Washington School Improvement Framework Status: Foundational

[Robert Eagle Staff 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:

- English Language Proficiency Data
- Special Education Eligibility/Disproportionality Data
- Special Education Placement Data (LRE)
- Review of Student Plans (e.g. Individualized Education Plans and/or 504 Plans)
- MAP ELA
- Smarter Balanced Assessment ELA
- MAP Math
- Smarter Balanced Assessment Math
- Curriculum-Embedded Assessments ELA
- Curriculum-Embedded Assessments Math
- Student Grade Reports
- Missed Instruction Log
- Walkthrough/Observational Data
- Course Enrollment
- School-based Student Surveys
- Discipline/Suspension
- Restraint and Isolation Data
- Healthy Youth Survey
- SPS Climate Survey (staff or students)
- Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.)
- Professional Development Attendance and Exit Tickets
- School-based Family/Community Survey
- Family Participation/Attendance (e.g., Events, Team Membership)
- School-based Family Engagement Event Exit Tickets
- Community data (e.g. calls/texts to crisis centers, hospital visits, homelessness, etc.)
- Resource Allocation Data
- Meeting Agendas and Minutes (e.g., Grade-level, Content Area, MTSS, RET, BLT, etc.)

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.)?

A strength for RESMS is the feeling of connectedness and belonging among both staff and students that leads to academic success for students. This is present in both the school's climate data as well as interviews conducted with focus students and their families. Additionally, RESMS shows typical growth to high growth as measured by the SBA in ELA for 82% of students and for 81% of students in Math. The systems of support at RESMS are another strength where a robust MTSS system recognizes students' strengths and areas for growth while identifying appropriate interventions ranging from collaborations with community partners to Saturday, after school, classroom based, and peer tutoring.

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

Priority areas for growth include student attendance, Tier One Multilingual Learner practices, and bolstering PLC practices

Disproportionalities: What disproportionalities exist among student groups?

Academically, the data calls for a focus on the experiences and growth of Multilingual Learners. A view of the attendance data indicates a need to focus on the experiences of students of color.

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

Root causes underlying these disproportionality include gaps in foundational understandings, family comfort levels in navigating the public school system, and the impact of language barriers on in class Tier One learning opportunities. They also include physical and mental health, transportation issues, school refusal stemming from a lack of connection and community, concerns over safely walking to school, and housing insecurity.

Greatest Potential for Impact: What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

Great potential for positive impact exists in the Family Co-Design model. By intentionally partnering with families of the most disproportionately impacted populations to design interventions, impactful decisions and campaigns (such as attendance campaigns). Teachers will have a more robust set of inputs to draw from as they engage in student understanding and experiences through PLC progresses and Restorative Approaches

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

Centering the needs of our ML learners and students who struggle with attendance has multifaceted impacted. If a student is not present at school, then they are prevented from accessing a host of supports, interventions, and care. A focus on our ML learners provides opportunities to realign philosophies and expectations between families, teachers and staff, and students to better allow staff to understand the gifts and needs of students to support their learning in partnership with families.

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

- Clear and transparent Tier One attendance protocols and procedures.
- Analysis of PLC strengths and areas for growth
- Bolstering and broadening family engagement through events constructed through the Family Co-Design model.

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

- Attendance reports and data tracking
- Securely electronic passes
- Appropriate use of translation to better allow staff to more fully understand student comprehension.

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?

RESMS utilizes a strong teaching staff and dedicated teacher leaders for a host of internal support and learning. Additionally, new to building seminars, utilizing out-of-district trainers, and train the trainer conference attendees bring new learning into the building to help build on existing knowledge and practices.

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

Measures and Targets

2023-26 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).

2025-26 Goal:

Our goal is to increase favorable responses on the Positive Behavior and Safety component to 81%.

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:

Student/Family/Community Involvement: School staff and Team's outreach to community includes listening to, learning from, and enacting practices that align with their feedback/input on Tier I systems (Community Circles, Surveys, equitable access to high quality, engaging, culturally relevant instruction, access to counseling and therapeutic services, Focus Groups, Community based meetings, etc.)

Process Data Measures:

- School-based Survey (staff or students)
- Professional Development Attendance and Exit Tickets
- Student Attendance Agreement Plan
- Engaging with Seattle TFI
- MTSS Team Meets Regularly
- Family Co-Design Participation

Timeframe for Reviewing Process Data Measures:

Monthly

Student Outcome Data Measures:

- SPS Climate Survey (staff or students)
- School Attendance Dashboard on Atlas

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

- Student / Family Advocate
 - CARE Team (admin, counseling, comm partners)
 - Attendance Specialist
 - Family Co-Design Team
-

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Goal:

The percentage 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.

2025-26 Goal:

The percentage of 6th Grade Students of Color FFEJ projected proficient or above in Math on the SBA will increase from a baseline of 42.3% to a target goal of 44.3% by Spring 2026.

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. Additional teacher FTE, classroom based and after school tutoring efforts, are aligned in these PLC spaces.

Implementation Activity:

Resources will be dedicated in the form of a TLC to coordinate bolstering our PLC process. This will include the TLC and admin team partnering with PLC teams to guide them as they continue their growth in the Seven Stages of PLCs

Process Data Measures:

- Walkthrough/Observational Data
- Teacher Observational Data
- Professional Development Exit Tickets

Timeframe for Reviewing Process Data Measures:

Monthly

Student Outcome Data Measures:

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

Timeframe for Reviewing Student Outcome Data Measures:

6 Week MTSS cycles

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

- Admin Team
- TLC

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.
- 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.

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 on the next course in sequence and builds on the standards and math level completed prior to the start of the school year.

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 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

Measures and Targets

2023-26 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.

2025-26 Goal:

Our goal is that by June 2026 we will deepen rather than simply make more frequent or broad our work with families through the Family Co-Design model. Specifically, each quarter will facilitate at least one Family Co-Designed event with a focus on our Multi-Lingual Families that meaningfully engages families with at least 50% of Multi-Lingual families participating in at least one event.

Action Plan

Evidence-based Practice 1:

Shared Decision making: Provide opportunities for families to play meaningful roles in the school decision-making processes through parent-representative bodies, committees, and other forums.

Implementation Activity:

All teachers engage in Interviews with Focus Students' Families, and the Family Co-Design team will deeply and meaningfully engage with families.

Process Data Measures:

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

Timeframe for Reviewing Process Data Measures:

Quarterly

Student Outcome Data Measures:

- Student Attendance
- Discipline/Suspensions
- Missed Instruction Log
- Student Grade Reports

Timeframe for Reviewing Student Outcome Data Measures:

6 Week MTSS cycles

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

- Admin
- Family Co-Design

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: \$327,850

Activities Implemented to Meet Intent and Purpose:

- Instructional support to students who qualify for multilingual services.
- Translation and interpretation services.

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: \$156,453

Activities Implemented to Meet Intent and Purpose: Provide instructional supports to students who qualify for LAP funded interventions.

Fund Program: Levy Funds

Intent and Purpose: Levy funds used to supplement areas of priority to meet schoolwide goals.

Dollar Amount: \$671,603

Activities Implemented to Meet Intent and Purpose:

- Grade-level counselor support – one counselor at each grade level
- Partner agency mental health clinical intervention specialists
- Additional Math FTE
- Additional FTE to provide equitable access to arts
- Classroom based tutoring
- After-school tutoring
- Summer school
- Student Family Advocate
- Family co-design
- STEM Student Experiences
- Restorative justice coordinator
- Equitable access to high-quality arts instruction

Fund Program: Other Funding Source

Intent and Purpose: PTA Grant supplements priority areas

Dollar Amount: \$51,050

Activities Implemented to Meet Intent and Purpose:

- Classroom teacher materials
- Cellphone pouches
- Field trips and student experiences
- Classroom enrichment
- Student culture
- Care closet
- After school enrichment

- Athletics
- Parent education
- Musical theater
- Staff appreciation