



Continuous School Improvement Plan (CSIP)

Hamilton International Middle School
2016 - 2018

Principal
Tipton Blish

School Overview

Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains Hamilton's plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school's goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report. *The data on which this plan was developed was preliminary and the Hamilton community expects to revisit the data, focus areas, and goals in the fall.*

Building Leadership Team CSIP Approval: June 26, 2017.

Mission and Vision

Mission	Vision
<p>Hamilton International Middle School, a rigorous academic and collaborative learning community, educates students to succeed and contribute in a diverse world.</p> <p>At Hamilton International Middle School, we value continuous growth, respect, diversity, integrity, and teamwork.</p>	<p>A collaborative community of inspired and engaged learners.</p>

Terminology

Throughout this document a number of acronyms and terms are used that may seem unclear. The following lexicon may be helpful:

ALO (or HC -highly capable): Advanced Learning Opportunities. Building based program that serves students with a designation of advanced learners.

BLT: Building Leadership Team. A school's advisory, decision making group that has specialist, grade level, administration and parent representation. The BLT meets monthly and approves the school

budget and CSIP. It also, determines an additional year-long leadership team focus. This year our focus concerns communication between the school and families as well as building climate.

Career Ladder Teachers. teachers that serve to support their colleagues within a leadership capacity. They help design and lead professional development opportunities at the school.

ELL: English Language Learners. Students who have been identified as needing additional support learning English.

IEP: Individualized Education Plan. An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain requirements of law and regulations.

MTSS: Multi-Tiered System of Support. Building directed supports for students identified as needing additional learning opportunities beyond basic classroom instruction to meet standards.

PD: Professional Development. Instruction and learning activities for teachers to improve or broaden instructional practice.

PLC: Professional Learning Community. A team of educators that collaborate for instruction determining essential standards, creating and administering ongoing assessments of student understanding, reviewing data, and providing supports and extensions for students needing them.

RULER- Recognizing Understanding Labeling Expressing Regulating: a social-emotional literacy curriculum developed by Yale University's Center for Emotional Intelligence. Early Learning spearheaded the adoption of this curriculum, which is now in use at 50 Seattle Public Schools elementary and middle schools.

SMART Goal. Specific, Measurable, Attainable, Realistic and Timely

SIT: Student Intervention Team. A team of parents, teachers, specialists and our psychologist that meet to consider whether an identified student may require extra support or be considered for evaluation to determine special education qualification.

School-Wide Programs/Multi-Tiered System of Support

Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.

Hamilton students did exceptionally well in state-wide assessments in 2017 with 88% proficiency in literacy and 87% in math. The percentage of students who met standard also increased from 2016 to 2017 in every category and grade level except a small drop in math at 8th grade. We also see improvements with our current Hispanic/Latino 7th and 8th graders. However, while the average scores and levels for our Black/African-American students rose, we have too many black/African American students who are not yet meeting standard. As a result of this review, we have set a goal that each of our students' achievement in literacy—with a focus on writing—will increase by one level in a 4-level scoring system by the end of the school year. Those already at a level 4 will move up one level as measured by an extended scoring system or by a higher grade-level standard.

Our school improvement plan now includes the following actions to improve student participation rate on the state assessments:

- Careful constructed testing schedule. Students assigned by content teacher. Teacher set expectation for testing.
- Teachers sent lists of students testing for the day to encourage reluctant students
- Met with parents refusing to have students tested to review benefits of taking the test.
- Calls to students and families to encourage them to take if they did not test. Primarily Special Education and students with chronic attendance issues.

We will use research-based strategies that help targeted students.

We have added a number of support classes in math and reading to support our students who have yet to meet standard. We also have contracted to have tutors support our math students; they are at Hamilton daily. We continue to have at least one language arts class in each grade in which two teachers are working to support students—among the students this structure supports are students with disabilities. We offer free after-school support in math and for homework in all disciplines. Students whose English language skills are developing are supported by a designated teacher who works in and out of class to support their language development and access to the Hamilton curriculum. Students identified as advanced learners continue to be supported in self-contained classes for a one-third to one-half of their school day and we offer six levels of math to meet all students' appropriate math level. Students' progress is continually monitored by classroom teachers, teams of teachers, and special-education teachers. In addition, major assessments in writing are monitored at the school level to check on the progress of all students as well as sub-groups of students. The teaching staff are engaged in professional development based on working in teams to identify learning needs and how to differentiate challenges appropriately in their classes, as well as how to support and develop social and emotional skills of students as a critical foundation for learning.

Our school offers professional development that is high quality and ongoing.

The principle professional development program at Hamilton is around how to collaboratively respond to students' learning needs. Teams of teachers meet at least twice a month in continuous cycles of inquiry in which they are identifying essential learning standards, developing ways to measure students' levels, determining what adjustments are required for whole classes, groups of students, or individual students, and collaborating to make those adjustments. We also budget money so that teachers can access outside professional development in order to support the needs identified above.

Our school will increase parent/family engagement.

We continue to value the engagement that our families have with all that we do at Hamilton, and surveys indicate we are showing improvement in all areas in how families feel invited and knowledgeable about Hamilton. Still, we are increasing the ways in which communication between the school and families occurs, increasing our use of electronic communication in the form of email updates and regular family newsletters. We are also hosting evening events including one specifically to support families from underserved or marginalized communities .

HIMS Homework Policy 2017-2018

- A. Philosophy It is the belief of Hamilton International Middle School that educational gains can be made by students through well-defined extended learning experiences directed by teachers and supported by parents/guardians. Extended learning is defined as school related and assigned work completed beyond the regular school day. It is the intent of Hamilton International Middle

School to assign relevant and meaningful homework assignments that extend and reinforce classroom-learning objectives.

- B. Time Actual time required to complete homework will vary with each student's study habits, academic skills, and selected course load. Enrollment in certain programs may increase the homework averages noted below. If your child is spending an inordinate amount of time on homework, please contact your child's teacher and counselor. Generally students in grade 7 and 8 will average approximately 1.5 – 2 hours of homework per night. Students in grade 6 will average 1-1.5 hours per night.
- C. Late Work Hamilton International Middle School believes homework is about student learning. Yet, students are expected to turn homework in on-time. Students who turn in late assignments on a consistent basis, based on teacher discretion, will receive a penalty. Students who turn in late assignments may face the following penalties. Generally, there are two types of homework assignments:
 - a. Type I: Assignments that are generally of a lower point value and are needed for full participation in a lesson and/or assessment on the due date.
 - i. (Penalty) Type 1: Assignments must be turned in on-time to receive full credit. Partial credit may be assigned for any late assignment within this category. Work will be accepted until the end of the unit of study or the end of the quarter, whichever comes first.
 - ii. Type 2: Assignments that are generally of greater point value and have extended timelines for completion (e.g. research reports, book reports, and major essays). Work on these projects may exceed the approximate minutes per night described above. Individual teachers will determine due dates.
- D. Responsibilities
 - a. Staff:
 - i. Assign relevant and meaningful homework that reinforces student learning.
 - ii. Give clear instructions making sure students understand the purpose of the assignment.
 - iii. Provide timely feedback on learning.
 - iv. Communicate and coordinate with other teachers to maintain a reasonable student workload.
 - v. Involve parents and contact them if a pattern of late work or incomplete homework develops to collaboratively find solutions.
 - b. Students:
 - i. Write down and keep track of assignments in the Hamilton International Middle School planner.
 - ii. Be sure all assignments are clear. Don't be afraid to ask questions if necessary.
 - iii. Set aside a regular time for studying.
 - iv. Work on homework independently whenever possible so that it reflects student ability.
 - v. Produce quality work; make sure assignments are done according to the given instructions and completed on time.
 - vi. Communicate early on with the teacher if an extension is needed.

- E. Absences Students who miss schoolwork because of an excused absence shall, upon a timely request, be given the opportunity to complete all assignments and tests that can be reasonably provided, for full credit. As determined by the teacher, the assignments and tests can be reasonably equivalent to, but not necessarily identical to the assignments and tests missed during the absence. Teachers determine what reasonable deadlines are for accomplishing make-up work.
- F. Extenuating Circumstances Students and parents/guardians are expected to work with the teacher(s) to make a plan to deal with extenuating circumstances. Examples of extenuating circumstances include things like family emergencies, injuries and extended illnesses.

Our staff is involved in decision-making.

The entire Hamilton staff started the year with a review of the 2015-2016 school year through their own work, the results of the Smarter Balanced Assessment, and surveys of families, students, and the staff itself. Recommendations from that work as well as from academic departments was a critical component of the Building Leadership Team's work on the school improvement plan, which was vetted and written by members of the team. The work in support of the plan, in particular to add support classes, create a part-time position to monitor and support struggling students, to pay for a full-time nurse, and to fund part of our school psychologist to work across the building so we are reaching all of our students, was reviewed and approved by the leadership team and the staff as a whole.

The Building Leadership Team works with the principal to develop the budget and the professional development plan in alignment with the school improvement plan. Hamilton also has an Instructional Council, which includes our department leads; members support our international education, setting policies around homework and assessment.

We will assist our students to meet standard.

During the school year, teachers are continuously monitoring the learning of their students through informal and formal assessments. We have teams at each grade level who review students' grades and to whom teachers and teacher-teams refer students who may need further assistance meeting standards. If necessary these teams, in conjunction with teachers, recommend ways to support students or, if further supports are needed, to identify a support class or other more supportive intervention for a student.

Retain high quality, highly effective, and highly qualified staff.

Hamilton's teaching staff consists of leaders in their fields – whether that's working scientists returning to the classroom or teacher-leaders who support or train colleagues in Seattle School District. Close to one-third of Hamilton teachers are either board-certified or in process of earning certification; more than three-quarters have master's degrees. The average teaching experience is more than 11 years. The structure of the school day and the vision of the school emphasizes the collective work of staff and creates collaborative time, which in addition to bettering the curriculum and student support, builds collegial, professional relationships.

Our systems of support are built from our teacher teams so that students in need of support in a particular discipline are getting support from highly qualified teachers – either their own teachers or teachers in their department. Our reading and math support classes are taught by highly qualified teachers who have extensive training and experience working with students in need of those supports.

How do we support the transitions of new students and families into our school?

Hamilton strongly emphasizes the support of students moving from 5th to 6th grade with a comprehensive program that begins mid-way through students' 5th-grade year and extends through the first full year at Hamilton. It consists of:

- WEB: a program specifically designed to connect incoming 6th graders to their new school primarily through mentorships.
- A Hamilton team visits 5th-grade students at elementary school
- The principal schedules evening presentations for families at the elementary schools and at Hamilton
- Incoming 6th-grade families are invited to an ice cream social to build student and family community
- The counseling team also hosts an orientation before the start of school for incoming 7th- and 8th-graders
- A lunch-group also supports new students during the 1st quarter
- 1st day of school is designed to teach the culture of Hamilton as well as the logistics of navigating middle school
- We host an Open House for prospective incoming families for information about the academic and extracurricular programs as well as to meet the teaching staff
- We host a Curriculum Night early in the school year for parents to attend a mini-session of each of their child's classes and meet the teachers.
- All students get an academic planner
- Our Special Education team meets with members of each incoming 6th-graders' team

How do we support students identified as highly capable?

Students identified as advanced learners continue to be supported in self-contained classes for a one-third to one-half of their school day and we offer six levels of math to meet all students' appropriate math level.

Students' progress is continually monitored by classroom teachers, teams of teachers, and special-education teachers. In addition, major assessments in writing are monitored at the school level to check on the progress of all students as well as sub-groups of students. The teaching staff are engaged in professional development based on working in teams to identify learning needs and how to differentiate challenges appropriately in their classes, as well as how to support and develop social and emotional skills of students as a critical foundation for learning.

Multi-Tiered System of Supports Budget

The following table describes how funds are allocated to support and improve student learning.

Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2017-2018	Combined	Learning Assistance Program (LAP)	42,764	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	5,401,552	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	2,500	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	35,366	Funding to support MTSS supports at all schools.
2017-2018	Combined	Self Help	49,282	Building funds to support classroom and building programs.
2017-2018	Combined	Family and Education Levy (FEL)	54,989	City Levy funds to support targeted students and increase attendance at funded schools.
2017-2018	Combined	FEL Performance Pay	36,660	City Levy funds awarded for meeting student performance measures. Funding will continue to support programs focused on improving student growth.
2017-2018	Specific Use	Transitional Bilingual	45,100	Teachers/IA's, translations, extra time to support translations at family events, resources to support academic success of ELL students.
2017-2018	Specific Use	SPED	1,453,315	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP

Building Based Goals

We have chosen to focus on the following area(s) over the 2017-18 school year

Gap Closing Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>ELA: 50% of our current black or African American students met standard in English Language Arts in the 2016-17 Smarter Balanced Assessment.</p>	<p>Goal: By the end of the 2017-18 school year, each black or African-American student will increase their literacy achievement by one level as measured on a 4-point rubric. The focus will be on writing and taught and assessed in classes across the curriculum.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Identify these students and produce longitudinal analysis of standardized test scores Use formative assessments and classwork, observation data to determine whether SBA performance is consistent with other modes of evaluation and potential areas for improvement Consider other relevant data: attendance, discipline, other information Assign a staff member to each student to monitor progress and educational journey, intervene with other staff or recruit other assistance as needed Consider other areas of life and student engagement – potentially work with our YMCA partner to get students involved in extracurricular activities and community activities Reach out to and engage student's family where appropriate Refer to external resources if appropriate 	<p>Tim Snyder, Assistant Principal and the language arts, social studies, and science teams.</p> <p>June 15, 2018</p>	<p>June 2018</p>

Cluster of Teachers/ Grade Level Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Science: The inquiry strand of the science MSP is the strand in which Hamilton students show the lowest achievement score.</p>	<p>Goal: By June of 2018, students will show a 6% increase in the percent of total points earned in the science inquiry strand on the Science MSP. Science inquiry includes claim, evidence and reasoning statements.</p> <p>Strategies to support learners:</p> <p>All learners: Common rubrics will be used for grading CER statements. Resources such as posters describing CER conclusions, and the book “supporting grades 5-8 in constructing explanations in science” will be implemented. Students will work in groups on CERs; questioning strategies are used to increase discourse using scientific arguments.</p> <p>Struggling students: Students will have the opportunity to working in groups and set specific goals. After verbal explanations, students will practice rewriting their conclusions with different colors to highlight changes.</p> <p>Advanced learners: Students will track their progress in journals, emphasizing reasoning-- All instruction will be adapted to provide more information in how to support claims with scientific evidence and reasoning.</p> <p>Professional development: Teachers will work in PLCs on differentiating for Students, with an emphasis on argumentation (CER), in the context of science experiments or engineering projects.</p> <p>Teachers will emphasize real-life examples and construction of conceptual models to explain phenomena, as aligned with the Next Generation Science Standards.</p>	<p>Science Team; Assistant Principal</p>	<p>June 2018</p>
<p>Advanced Learners: 56% of students responded favorably that "my teachers</p>	<p>By June, 2018 the median raw score on the Smarter Balanced ELA literacy test for students qualified in advanced learning will increase (within Level 4) by 25 points and on the Smarter Balanced Math test (within Level 4) by</p>	<p>Tim Snyder, Tipton Blish and the</p>	<p>June 2018</p>

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>challenge me to think in new ways."</p> <p>43% of students responded favorably to the statement that their teachers give them new challenges if the work in class is too easy</p>	<p>15 points. <i>(This section will be subject to revision, as the 2017 testing data on Advanced Learning students becomes available.)</i></p> <p>Strategies for providing additional growth/challenge:</p> <ul style="list-style-type: none"> Offering reassessment; standards-based grading (math, science Intl Arts, LA) Math: extension challenge problems for those who are quickly learning, provide extra opportunities Science – tracking progress in journal, emphasizing reasoning in all instruction, provide more information to support their scientific explanation More emphasis on self-assessment and self determination Science instruction based on construction of conceptual models to explain phenomena More self-assessment in Language Arts Providing menu of alternative ways to learn about a topic and/or express oneself – i.e., Spanish, choosing “community based activities” in the areas of food, drama, reading, media, arts; or a playlist through which students can select from a variety of different multimedia formats and sources Math problem of the month (staggered by groups) – kids choose their own level of challenge Science – Addition of an extra challenge question at the end of a lab or worksheet- not needed to meet standard but allows students to exceed standard (level 4). 	<p>language arts, social studies, and science teams.</p>	

Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>130 current students (2016-2017) did not meet standard (level 1 and 2) in literacy according to the 2017 Smarter Balanced Assessment. 356 students met standard (level 3).</p>	<p>By June of 2018, all Hamilton students will increase their literacy level as measured by the Smarter Balanced Assessment by one level. Those students already at Level 4 (569) will increase their writing achievement by one level as measured by classroom based assessments in writing (in language arts, science, and/or social studies classes)</p> <p>Strategies</p> <ul style="list-style-type: none"> Increased emphasis on writing instruction across the building Teacher-teams sharing common practices and goals around writing <p>Professional development calendar with dedicated time for collaborative analysis of and instructional responses to student writing</p>	<p>Tim Snyder, Tipton Blish and the language arts, social studies, and science teams.</p>	<p>June 2018</p>

School Culture Goal

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>In the 2017 student climate survey, Healthy Community section, 38% of students feel that HIMS students treat each other with respect (down 10 points from 2016).</p>	<p>By May 2018, 50% of students will report that HIMS students treat each other with respect.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Structured daily advisory schedule Building Climate Curriculum taught a minimum of 1x per week for the school year Tolerance Activities school wide Staff PD related to SEL and race/equity 	<p>Counseling Team.</p>	<p>May 2018</p>
<p>In the 2017 student climate survey, School Safety section, 33% of students report that adults notice if someone is bullied at school and 36% of adults are able to stop someone from being a bully.</p>	<p>By May 2018, student reports of school safety will increase by 10%.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Staff PD on SEL and Race/Equity issues School Climate Committee continue work on school wide policy & procedure Counseling team will train staff in district HIB policy and procedure <p>In Advisory, students will receive lessons related to anti-bullying & reporting</p>	<p>Counseling Team</p>	<p>May 2018</p>
<p>In the 2017 student climate survey, 68% of students responded favorably to the statement "Adults at school care about me" (9% disagreed) 43% of black or African American students responded favorably.</p> <p>In the 2017 student climate survey, 57% of all students responded</p>	<p>By June, 2018 80% of all students will respond favorably to "Adults at school care about me", "My teachers take time to get to know me", and "My teacher makes me feel included in class". These three questions have been shown to be important at schools where the opportunity gap is being closed.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Structured Homerooms that create structured opportunities not only for academic interventions but for social-emotional and mindfulness education. 	<p>Counseling Team, Teacher Leaders, House Administrator</p>	<p>June 2018</p>

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>favorably (agree) to "My teachers take time to get to know me". 14 students disagreed. Among black or African American students 45% agreed</p> <p>In the 2017 student climate survey, 70% of students responded favorably to "My teacher makes me feel included in class". (Disagree 7%). African American or black students with agree: 59%</p>	<p>Supporting affinity groupings in Music, Athletics, as well as student clubs that are sponsored by various staff members in: Gay-Straight Alliance, Hamilton Against Racism, La Chispa.</p> <p>Also creating grade-level homerooms to create a safe space for smaller groups of students to get to know each other and to ensure that each student has at least one teacher at Hamilton who knows them well.</p>		
<p>In the 2017 student climate survey, 60% of students reported favorably to the statement that their teachers challenge them to think in new ways</p>	<p>Students/community will have opportunities to learn more about what HIMS and other SPS schools are doing with an international focus, and will have opportunities to engage in activities that build on global thinking.</p> <p>Three strategies currently in development:</p> <p>HIMS International Webpage – currently in development – will report on the many activities with an international focus happening in the HIMS community.</p> <p>HIMS TALKS – are modeled on TED talks. These take place during homeroom and are open to all students. Featuring both adult speakers (monthly) and student speakers on topics that are important to them as global citizens.</p>	<p>International Ed. Teachers (2)</p>	<p>June 2018</p>

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
	<p>Seattle International Film Festival – bringing movies to HIMS on a quarterly basis, open to all students.</p> <p>Other key activities in this area:</p> <ul style="list-style-type: none"> Partnership with the World Affairs Council brings opportunities for speakers Opportunities for students to take International field trips Sister school activities and exchanges with Japanese and Spanish language schools International Arts and Music curriculum <p>Immersive language instruction</p>		