



Continuous School Improvement Plan (CSIP)

Hamilton International Middle School

2016 – 2018

Tipton Blish, Principal



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.

BLT Approval: November 29, 2016

Mission

Hamilton International Middle School, a rigorous academic and collaborative learning community, educates students to succeed and contribute in a diverse world.

At Hamilton International Middle School, we value continuous growth, respect, diversity, integrity, and teamwork.

Vision

A collaborative community of inspired and engaged learners.

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 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 | |
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| 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 2016 with 85% meeting standards in literacy and math—the top scores in Seattle in nearly every grade. The percentage of students who met standard also increased from 2015 to 2016 in every category and grade level except a small drop in math at 7 th grade. We also see improvements with our current Hispanic/Latino 7 th and 8 th graders. However, 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. |
| 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 principal 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 | 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 |

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| parent/family engagement. | 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 . |
| Our staff is involved in decision-making. | <p>The entire Hamilton staff started the year with a review of last 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.</p> <p>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.</p> |
| 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. | <p>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.</p> <p>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.</p> |
| How do we support the transitions of new students and families into our school? | <p>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:</p> <ul style="list-style-type: none"> · 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 |

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| | <ul style="list-style-type: none"> 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 All students get an academic planner Our Special Education team meets with members of each incoming 6th-graders' team |
| Our system of support assures our highly qualified staff are supporting students. | 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. |

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

| Multi-Tiered System of Support Budget | | | | |
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| Academic Year | Funding Type | Funding Source | Amount | How Funds will improve student learning |
| 2016-2017 | Combined Funds | General Education Dollars | \$ 6,100,513 | Instruction for all students aligned to state standards. |
| 2016-2017 | Specific Use Funds | Transitional Bilingual | \$ 41,520 | Teachers/IAs, translations, extra time to support translations at family events, resources to support academic success of ELL students . |
| 2016-2017 | Combined Funds | Self Help | \$ 119,852 | Building funds to support classroom and building programs |
| 2016-2017 | Combined Funds | PTSA Grant | \$ 67,700 | PTSA funds to support programs within the building |
| 2016-2017 | Combined Funds | Free & Reduced Lunch and City Levy Funds | \$ 45,861 \$227,626 | City Levy funds to support targeted students and increase attendance at funded schools. |
| 2016-2017 | Combined Funds | Learning Assistance Program (LAP) | \$ 59,784 | Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12 |
| 2016-2017 | Specific Use Funds | Special Education | \$ 1,390,073 | Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP |
| 2016-2017 | Specific Use Funds | Supplemental | \$ 82,212 | Budget mitigation additional staffing for enrollment increases |

Building Based Goals

We have chosen to focus on the following area(s) over the 2016-17 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: |
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| <p>ELA: 41% of our current black or African American students met standard in English Language Arts in the 2015-16 Smarter Balanced Assessment—only 27% of our 8th graders.</p> | <p>Goal: By the end of the 2016-17 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 style="text-align: center;">May 1, 2017</p> |

| Cluster of Teachers/ Grade Level Goal(s) | | |
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| 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>Math: 17% (194) of our current students did not meet standard in math according to the 2016 Smarter Balanced Assessments. The median score for this year's 8th graders was 2674.</p> | <p>Goals: By June, 2017, the 85 students who were at Level 2 in the 2016 SBA will be at Level 3 (meeting standard), and the 40 students at Level 1 will be at Level 2 or higher. The median SBA score for 8th graders will increase by 10 points.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Double-dose classes – additional math instruction will be offered to students who did not meet math standard and/or who are at risk for making adequate progress, as measured by the 2015 SBA state assessment, classroom-based assessments, and teacher referrals. After-school grade level math assistance will be offered through a partnership with the YMCA. In addition, a partnership with University Tutors will produce in-school tutoring support three days out of the school week. These interventions and offerings are intended to support student growth in their general math classes, and close the achievement gap. • Co-teaching/Integrated Teaching – subject matter co-teachers support all students, including students with disabilities, students who are identified as low-income, African American/Black, Chicano/Latino, and ELL students, in our co-teaching model. Two teachers work together (including one special education teacher) to provide strategic instructional support through co-teaching, co-planning, and modifying assignments and assessments. • Collaborative Planning & Data Analysis – The department and data teams will regularly analyze student data (classroom-based assessments, formative assessments, summative assessments, SBA results) to identify strengths and gaps in individual student learning and whole group instruction, add complex instruction, depth of knowledge (how and why). • Standards-based grading – all teachers in the department use some to all components of a standards-based grading system. Department will have ongoing discussions about the pros and cons as well as the implementation of this system. • Student-teacher conferencing will be ongoing and occur as needed on an individual basis. | <p>Scott Reisinger, Assistant Principal, and the Math department teachers of 8th graders.</p> <p>June, 2017</p> |
| <p>Science: 17 6th-grade students did not meet standard in</p> | <p>Goal: By June of 2017, 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> | |

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| <p>science on the 2016 Measurement of Student Progress, and 12% of last year's 8th-graders did not meet proficiency in inquiry as measured by the 2016 MSP—the average percentage in this strand was 74.</p> | <ul style="list-style-type: none"> • All learners: common rubric, posters w/ CER description, reading book “supporting grades 5-8 in constructing explanations in science,” group work CER, questioning strategies • Struggling students – working in groups, giving students specific goals, verbal explanations, students rewrite their explanation with different colors so students can see change • Advanced learners: tracking progress in journals, emphasizing reasoning--all instructions provide more information in how to support their scientific evaluation • Professional development: PLC work on differentiating for Students, work on modeling/argumentation, CER, project-based learning • Add real-life examples and applications, phasing in mini-engineering projects | |
| <p>Advanced Learners: 24 of our current students who are qualified as advanced learners did not meet standard in one or more of the 2016 state tests (science MSP, literacy Smarter Balanced, or math Smarter Balanced).</p> | <p>By June, 2017 the median raw score on the Smarter Balanced ELA literacy test for students qualified in advanced learning will increase from 2652 to above 2675 and on the Smarter Balanced Math test from 2669 to above 2680.</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-determination. DV says “I’m not collecting & grading, but expectation is that you will do yourself” – more self-assessment and self determination - “modeling based” – very conceptual – new science curriculum - More self-assessment in LA - Providing menu of alternative ways to learn about a topic and/or express oneself – ie 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 – always adds an extra challenge question at the end that will take you to a 4 – no punishment | <p>Tim Snyder, Tipton Blish and the language arts, social studies, and science teams.</p> |

| Whole School Goal | | |
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| Problem of Student Learning | What will success look like? (SMART Goal ¹ to target level of performance desired) | Assigned to: Target Date for Completion: |
| 118 current students did not meet standard in literacy according to the 2016 Smarter Balanced Assessment. 306 students met standard. | <p>By June of 2017, all Hamilton students will increase their literacy level as measured by the Smarter Balanced Assessment by one level. Those students already at Level 4 (628) 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 - Professional development calendar with dedicated time for collaborative analysis of and instructional responses to student writing | Tim Snyder, Tipton Blish and the language arts, social studies, and science teams. |

| School Culture Goal | | |
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| Problem of Student Learning | What will success look like? (SMART Goal ¹ to target level of performance desired) | Assigned to: Target Date for Completion: |
| 10% of 2016 Hamilton students reported they are not treated with as much respect as other students; only 54% of black and African American students agreed that they were treated with as much respect. | <p>By June, 2017 95% of all students will report that they are treated with as much respect as other students.</p> <p>Strategies:</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> | Counseling Team, Teacher Leaders, House Administrator June, 2017 |
| No data | <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> <ol style="list-style-type: none"> 1. HIMS International Webpage – currently in development – will report on the | International Ed. Teachers (2) June, 2017 |

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| | <p>many activities with an international focus happening in the HIMS community.</p> <ol style="list-style-type: none"> 2. 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. 3. Seattle International Film Festival – bringing movies to HIMS on a quarterly basis, open to all students. <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 • Immersive language instruction | |
| <p>46% of 2016 Hamilton students report feeling calm and relaxed at school; 32% of this year’s 7th graders report feeling stressed</p> | <p>By May 2017, 7th grade students’ stress levels will be reduced by 10% from 32% to 22%.</p> <p>Strategies to manage appropriate stress levels:</p> <ul style="list-style-type: none"> • Study Skills – classroom instruction, small groups, individuals • Coping Skills - classroom instruction, small groups, individual • Professional Development for teachers related to anxiety in the classroom • PD for teachers on suicide prevention by YSPP <p>By the end of the school year all students will get lessons on Study Skills through academic classes. By the end of the school year all students will get lessons on Coping/Stress Management Skills through our BCC (Building Climate Curriculum)</p> | <p>Counseling Team. May, 2017</p> |