



2024-25 CSIP Review and Updates Hamilton Middle School

Purpose

The **CSIP Review and Updates** is part of an annual Multi-Tiered Systems of Support (MTSS) process that makes visible school-based monitoring, adjusting, and updating of the 2023-2026 Continuous Improvement Plan (CSIP).

CSIPs are designed to be working documents, and all schools in Washington are required by WAC 180-16-220 to “include a continuous improvement process for monitoring, adjusting, and updating the plan.”

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

School Data and Building Leadership Team Members

School Name: Hamilton International Middle School

Principal: Dr. Eric Marshall

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: In Progress

[2023-26 CSIP Hamilton](#)

[Hamilton International Middle School Report](#)

[Hamilton International School Climate Survey](#)

Summary of Risks and Desired Outcomes

Describe the priority practices, identified in the 2023-26 CSIP, that were implemented during the 2023-24 school year.

Priority Area: Learning Environments:

Students were administered the Panorama Student Survey in the Fall of 2023 and Spring of 2024. There was an increase surpassing the 3% to 5% metrics in the areas of Positive Behavior & Safety and Equity & Anti-Racism for SFPEJ, measured with SOFFEJ, Black/Amer. Indian, Hispanic, and Asian.

Priority Area: Classroom Instruction and Academic Success:

An increase of 8.2% for African American male students in the area of 7th grade math occurred in the 2023-2024 academic year. This measure was well above the proposed 45% in the 3-year goal. Students continue to take the MAP Growth Assessment and will begin the Curriculum Embedded Assessments in the 2024-2025 academic year.

Priority Area: Family and Community Engagement:

Hamilton students engaged in the following events: Black Family Engagement Night, Hispanic Family Engagement Night, STEM field experiences with Engineers of color at Boeing Aircraft Corp. and Microsoft. Hamilton held regular meetings for Black Student Union, La Chispa, Jewish Student Union, Asian Pacific Islander Student Union, and Awesome Club of Awesomeness (LGBTQIA+).

Hamilton did not provide mentorships for students of color through Community Partnerships. Families of color are still underrepresented on the Building Leadership Team, Parent Volunteers, and general PTSA activities.

What is at risk with the continued implementation of the 2023-26 CSIP and which student, family and staff groups are most vulnerable to those risks?

A continued trajectory of general academic testing data will produce weaker academic success for the measured areas of Math and ELA.

The areas of Pedagogical Effectiveness in the Climate Survey indicates that students are still struggling to find their place within broader academics. There is a slight overall decrease of Positive Behavior and Safety and Equity & Anti-Racism measures in Panorama based on strong increases from spring of 2023.

Observational measures of classroom instruction indicate that greater focus needs to be put on full implementation of identified UDL strategies and connection between qualitative and quantitative academic and SEL assessment measures.

Students of color are missing out on engaging with mentorship opportunities provided through the school. There is also danger in families of color disengaging from the school community if they do become more engaged with the BLT, PTSA, and volunteer opportunities, "Eat lunch with your child days."

What are short-term and long-term desired outcomes for student, family, and staff groups?

Short term:

- Create and build mentorship opportunities within the school community focusing on students of color.
- Continue and build upon the strong affinity group culture here at Hamilton as well as continued support for the range of family engagement nights for Black families, Hispanic families, and Asian Pacific Islander families.
- Provide quality instructional practices utilizing the Universal Design for Learning strategies (specifically Strategies 1, 2, and 4).
- We want teachers to be able to unpack and effectively engage the classrooms in UDL strategy 2 focusing on student identity.

Long term:

- Offer continued engagement with STEM field experiences for students of color.
- Offer engaging and lasting opportunities for families of color to participate fully in the Hamilton school community.
- Build and maintain a variety of data collecting systems for academics, behavior, Social Emotional Learning and community engagement to create a fully imagined MTSS program for all students.

Comprehensive Needs Assessment Summary

A comprehensive needs assessment is an annual process used to identify and prioritize the needs of students, families, and school staff. It involves collecting, disaggregating, and analyzing a variety of

data by racial categories to expose possible underlying racial inequities, identify needs and understand underlying causes of needs. By determining who has benefited and unintended consequences of the CSIP implementation, school staff will be able to prioritize needs and develop action plans to accelerate growth for students most impacted by racist systems.

The following is a summary of the 2024 Comprehensive Needs Assessment completed by school staff.

Student Groups

Summary of the data illuminating progress toward the priority student academic goal and learning environments that are joyful, safe, and anti-racist:

Academic goal of increasing the African American male Math 7 scores was achieved for the 2023-2024 academic year. African American males in Math 7 produced an increase of 9% for the Smarter Balance Assessment Comprehensive. An increase of 8.2% occurred for Students of Color Furthest from Educational Justice in Math 7.

This data suggests strong improvements based on that metric, but the MAP Growth assessments administered bi-annually indicates African American males are still struggling as compared to their peers. Students continued to be assessed using the MAP Growth Assessment for Math and additionally students took the MAP Growth Assessment for Reading.

Based on the spring 2024 Student Climate Survey, student data decreased in the following areas: Equity and Anti-Racism, Positive Behavior and Safety, Student Voice and Leadership. Data was unchanged from the fall 2023 survey in the areas of Belonging and Relationship and Identity and Culturally Responsive Teachings.

This indicates that a concerted effort needs to be made in the current academic year 2024-2025 to support those areas of social emotional learning and academic engagement. When viewing this data for Positive Behavior and Safety and Equity and Anti-Racism in the sub-groups students of color and those receiving multi-lingual services show increases from the previous survey.

Summary of student strengths supported by data:

Student data indicate that continued focus of Math 7 for African American males has produced strengths among that subgroup in the SBAC. The data suggests that the subgroups of students of color are continuing to feel supported, safe and equal among their peers within the building. Additionally, a high percentage of the student body present with “moderately hopeful” or “highly hopeful” feelings in their lives.

Identify and prioritize student needs supported by data:

The data, both quantitative and qualitative, suggests that areas of needed support still exist for building a safe, positive, and welcoming environment and providing opportunities for Black males to see steady math growth throughout the year not just with SBAC. There is need for building academic supports for 8th grade students to mitigate a negative trend in state testing scores when moving from 7th to 8th grade. There has been fluctuating responses in student perception of their ability have “teachers help [them] find joy in what [they] are learning.” This is an area that needs to be strengthened in collaboration between SEL and academic curricula.

School Staff

Summary of the data illuminating that staff are improving their culturally responsive professional practices:

The staff participated in a yearlong course on culturally responsive instructional practices supported and presented by the Washington Ethic Studies program. The program helped guide staff through applying current and effective culturally responsive instructional practices to their own content, standards, lessons, and assessments. This program also provided staff a look at the research and evaluation behind current culturally responsive pedagogies.

Summary of data proving professional learning is effective in supporting student outcomes:

A conclusion can be made that the culturally responsive program provided by Washington Ethnic Studies group did provide an impact on the increase of students of color and those served in the Multi-lingual program increasing their feelings of positive behavior and safety along with equity and anti-racism. The staff did participate in some in-house trainings on UDL strategies that could have resulted in the increase of African American males' math 7 SBAC scores.

Professional learning that needs to be strengthen or is no longer being implemented due to minimal impact on student outcomes:

There needs to be regular and impactful professional learning on unpacking and implementing the UDL strategies into the content/lessons at Hamilton. The school's focus this academic year is around UDL strategies 1, 2, and 4. Strategy 2 focuses on affirming student identity in the classroom and curricula. This process becomes difficult given the limitations of designated time for professional development opportunities. The training and learning that encompasses our SEL curriculum needs to be built to be more impactful and deliberate to create clearer and more useful connections between content curricula and SEL.

Support Systems

Summary of data proving that sharing power and responsibility with families and developing two-way communication is centering families' voices are various levels:

The staff had opportunities to participate in staff-led training in using Talking Points. This is a two-way text message-based communication tool that allows the message to be automatically translated to home languages based on PowerSchool identification. The school community receives a weekly newsletter, sent via email, every Friday afternoon. This provides news and updates on the various events, dates, and deadlines that are happening in the school community. In the previous academic year, Hamilton hosted evening engagement opportunities for Black Student Union, La Chispa, and a cultural evening. These offer chances for families to gain familiarity and understanding of the school system and their vital role within Hamilton. The Hamilton PTSA offers opportunities for families to participate and volunteer in a variety of on campus events: Hawk Days, Eat Lunch with Your Child, field trip chaperones, and others. Additionally, the school offers two curriculum nights allowing families the chance to meet with and hear more about the teachers and various curricula throughout the building.

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

Measures and Targets

2023-26 Three-year Goal:

Students of color who are furthest from educational justice will feel safe and welcome in school. This will be measured by Panorama Student Survey, attendance rates, and reduction of tardy to class.

2024-25 One-Year Goal:

Students of Color Furthest from Educational Justice will show at least a 3% increase and students served in the Special Education Department and 504 services will have increases of at least 5% in feelings of safety and welcomeness in the school measured by the fall of 2025 using the Panorama Student Climate Survey questions of "Positive Behavior and Safety" and "Equity and Anti-Racism"

Action Plan

In Progress

Priority Area: Classroom Instruction and Academic Success

7th Grade Math Measures and Targets

2023-26 Three-year Goal:

The percentage of Black boys and teens in 7th grade who achieve proficiency or higher on the 7th grade Smarter Balanced Assessment in math will increase from 23% in June of 2019, to 45% in June of 2024 and to 70% in June of 2026.

2024-25 One-Year Goal:

SBAC scores for 2024-2025 year in 7th grade math will increase at least 8% overall and 9% for African American Males, and 6% for Students of Color Furthest from Educational Justice based on 2023-2024 6th grade student scores. Spring 2025 administration of the MAP Math scores will see growth from the fall 2024 assessment by 10 % for African American Males, 10 % for Black students, and 4 % for Students of Color Furthest from Educational Justice.

Action Plan

In Progress

Advanced Learning and Highly Capable Services:

Hamilton International Middle School participates in the Universal Screening process for additional students who are identified by educators in need of advanced learning services.

Hamilton International Middle School is a highly capable and advanced learning pathway school. We provide a blended model in which students at all learning levels are in heterogeneous classes for Language Arts, Social Studies, and Science. Students are placed appropriately for math based on the standards and math level each student completed the year prior. High School math classes are taught by Highly Qualified Teachers. To meet the needs of advanced learners we provide extended learning activities, enrichment opportunities, enhancement to grade level curriculum, and differentiation. We meet students where they are at, and we know each student by story, strength, and need.

The following strategies have proven to be powerful and effective in creating conditions for students designated as Advance Learners/Highly Capable in heterogeneous classes:

- Differentiation
- Schoology/other tech that supports teachers & students in demonstrating learning/checking for understanding using multiple modalities
- Opportunities to participate in Math Counts (advanced level math competitions)
- UDL Strategies
- SpEd department, Study Skills class
- Explicit teaching on tech, organization, & planning during advisory
- 1:1 devices for students

Expanded Learning:

- The Boy's & Girl's Club has historically been involved in tutoring students and mentoring programs at Hamilton International Middle School. The school administration has contacted the Seattle Public Schools Partnership Department for the purpose of continuing the program. Additionally, Hamilton will investigate an additional program recommended by the SPS Partnerships office which is identified as the "6 crickets" organization. The goal will be to secure supplemental funding in order to assist in supporting after-school academic enrichment.

- Examine the availability of funds which can be utilized to employ Hamilton Middle School Staff for the purpose of providing academic support and enrichment in 7th grade mathematics as part of an extended day program.
- The administration will establish a partnership with the Microsoft Corporation in order to provide boys of color field experiences focused on STEM careers. This will encourage increased participation of underrepresented groups of students of color furthering their interest in mathematics.

Homework Policy:

Hamilton students participate in weekly homework that is designated by their subject area department. This is communicated through the classroom syllabus. In addition, the I.C. (Instructional Council) is in the process of developing a school-wide uniform homework policy as well as a school-wide grading policy that is aligned with all academic departments.

Priority Area: Family and Community Engagement

Family and Community Engagement Measures and Targets

2023-26 Three-year Goal:

By June of the 2026-2027 academic year, there will be measurable metrics and survey depicting the growth of family and community engagement within the building using engagement and safety surveys, sign-in sheets, and in school activities for families to participate in.

2024-25 One-Year Goal:

Hamilton International Middle School will complete at least 75 % of the target engagement objectives over a one-year period.

- Family of Color Fellowship Meetings to establish a welcoming and inclusive environment, such as BSU Night and Cultural Night
- Provide STEM academic field experiences for African American males to Microsoft
- Provide STEM academic field experiences with engineers of color at Boeing Aircraft Corp.
- Provide Mentorships for students of color through Community Partnerships
- Continue providing Affinity Groups for Black Student Union, La Chispa, Asian/Pacific Islander Student Union, Awesome Club of Awesomeness (LGBTQIA+)
- Increasing involvement of Underrepresented populations on PTSA, BLT and general school sponsored activities.

Action Plan

In Progress

2024-25 Budget Allocations to Support Continuous Improvement

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

Basic Education

- **Intent and Purpose:** To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.
- **Dollar Amount:** \$7,241,564
- **Activities Implemented to Meet Intent and Purpose:**

- Classroom Instruction for all students
- BLT stipend
- Tech stipend
- Learning materials
- Library materials

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:** \$127,842
- **Activities Implemented to Meet Intent and Purpose:** Provide instructional supports to students who qualify for multilingual services as well as translation and interpretation services

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:** \$60,642
- **Activities Implemented to Meet Intent and Purpose:** Provide instructional supports to students who qualify for LAP funded interventions.