



2023-26 Continuous School Improvement Plan (C-SIP)

Hamilton International Middle School

Purpose

The Continuous School Improvement Plan (C-SIP) is a product of collaborative inquiry around a comprehensive needs assessment led by school leaders and school staff in collaboration with district staff. The C-SIP provides an overview of district and school priority areas, student outcome goals, measures, strategies, activities and connected resource allocations.

School Data and Building Leadership Team Members and Partners

Current School Year: 2023-24

School Name: Hamilton International Middle School

Principal: Dr. Eric Marshall

Members of the Building Leadership Team and Parent/Guardian Partners: E. Marshall, L. Duran, S. Frizzel, B. Getchell, D. B. Williams, K. Colleran, T. Sabin, M. Weese, L. Duran, and A. Kulz, K. Junker

Community Partners (Community Based Organizations): Hamilton Intl MS, PTSA, Boys and Girls Club, Right Now Needs, Dana Nickson (U.W), Invest Ed, House Works, and Stone Way Housing



[Hamilton International Middle School Report](#)

[Hamilton International School Climate Survey](#)

School Overview

Vision: Our vision is to create a collaborative, caring, and inclusive community rooted in anti-racist practice. We empower students to become compassionate, socially responsible individuals who positively impact the world. Our vision is to create a collaborative, caring, and inclusive community rooted in anti-racist practice.

Mission: At Hamilton International Middle School, our mission is to foster a collaborative, caring, and inclusive community grounded in anti-racist practice, where strong relationships between staff and students are prioritized. We strive to create an environment that promotes accessibility in classwork, consistent communication, and a diverse, anti-racist, and joyful culture. Through our mission, we empower students to become compassionate, socially responsible individuals who positively impact the world.

Seattle Excellence – Culture of Equity and Educational Justice

When we focus on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system, then we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

[2019-24 SPS Strategic Plan](#)

Student Outcomes Focused Governance

The district has established Goals and Guardrails aligned to Seattle Excellence that provide a framework for Student Outcomes Focused Governance.

[Student Outcomes Focused Governance](#)

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

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing and cultivating the gifts and strengths of every student and ensuring that we become culturally responsive and anti-racist practitioners. Students deserve learning environments that are welcoming, joyful and safe. *

*[African American Male Achievement 2021 Community Engagement Report](#)

Learning Environments Measures and Targets

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.

One-year Goal:

Students of color who are furthest from educational justice will feel safe and welcome in school. At Hamilton International Middle School, SFPEJ will increase in their positive response (welcoming environment, safe adult) from 3 % to 5 % by spring 2024 as measured by the Panorama Data regarding adult connection and feeling.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the focus Learning Environments Goal.

Guardrail 4. The Superintendent will not allow the use of disciplinary actions as a substitute for culturally responsive behavioral and social emotional supports for students, with and without disabilities.

Evidence of alignment to student outcome focused governance:

Our vision is to create a collaborative, caring, and inclusive community rooted in anti-racist practice. We empower students to become compassionate, socially responsible individuals who positively impact the world. Our vision is to create a collaborative, caring, and inclusive community rooted in anti-racist practice.

By emphasizing the importance of culturally responsive behavioral and social emotional supports, Guardrail 4 ensures that our school community is inclusive and honors the diverse backgrounds and experiences of our students. It recognizes that students have different needs and that disciplinary actions alone are not effective in addressing the underlying issues that lead to behavioral challenges. Instead, the focus is on providing supports that are tailored to the individual needs of each student, taking into account their cultural backgrounds and ensuring equitable access to resources.

To support the alignment between the vision and the Guardrail 4, we can provide evidence of specific initiatives and practices that are in place within our school. For example, students participate in affinity groups and our staff participate in diversity training workshops, cultural celebrations, and inclusive curriculum development. We also have dedicated support teams or counselors who are trained in culturally responsive approaches to behavior management and social emotional well-being.

Learning Environments Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Learning Environments Goal:

Students of color who are furthest from educational justice will feel safe and welcome in school. This will be measured by the subsequent Panorama Student Survey, 2023-2024 attendance rates and reduction of tardies.

Professional learning plan that will support implementation of the culturally responsive strategies, processes, or procedures:

- Professional development on UDL will include differentiation specifically for Special Education (Sped) and Multilingual (ML) learners demonstrates an awareness of the need for targeted strategies to support students who may require differentiation and accommodations. This tailored approach can contribute to more equitable and anti-racist learning environments by addressing the unique challenges students may face.
- The incorporation of differentiation within UDL training is beneficial for students with special education needs, as it allows educators to tailor instruction to meet individualized education plans (IEPs) effectively. This personalized approach contributes to a more joyful and inclusive learning experience for students with disabilities.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

Tier 1 or 2:

- In order to reach our students who are struggling to access their education, we are recommending that teachers directly invite these students to 1:1 or small group meetings.
- Grade Level Team Meetings to discuss students of concern.
- With help of grade level counselors, set-up recurring lunch club or group supports.

African American males and/or students of color furthest from educational justice:

- Student achievement should benefit from our school practices. Special education/educational support staff build and communicate reports for teachers that set out learning goals and describe conditions that are causing challenges for some students. Our special education/educational support staff personally confer with teachers individually – this is an ongoing challenge - and support learning using a number of strategies. Grade level teams meet monthly to promote early intervention and data-driven decision making.
- To move towards an environment of equity for our students we have to understand the role that intervention plays in bridging the equity gap. To achieve this goal each student must be met where they are academically, behaviorally, and socially emotionally. Where this occurs will be challenging to achieve to make a significance for the student of concern.
- To support students of color, we should have alignment across our school, including shared reading and writing practices. The purpose of this is to allow students to not have to code switch between classes. This brings down anxiety/stress of students of color in an already predominantly white school.
- Our data need: based on teacher's systemic assessment practices and surveying we should assess how African American male students are doing academically and socially doing compared to the general population of the school. Assessment instruments will assess science practices such as collaboration, technical literacy, engagement, and learning.

Students eligible for special education services:

- Students eligible for special education services have an IEP manager and classroom teachers who collaborate with families to ensure special education students can fully access the general education curriculum with accommodations and other classroom supports.
- Regarding school and district communicating the vision and priorities of inclusionary practices there are OSPI documents leading our professional practice but at the institutional level there is not a clear support of path of action. Professional learning communities of general and special educators are offered inclusionary practices trainings. Special educators meet regularly with core classroom teachers to modify and adapt curriculum, ensuring all students can access the general education lessons.
- Student achievement should benefit from our school practices. Special education/educational support staff build and communicate reports for teachers that set out learning goals and describe conditions that are causing challenges for some students. Our special education/educational support staff personally confer with teachers individually – this is an ongoing challenge - and support learning using a number of strategies. Grade level teams meet monthly to promote early intervention and data-driven decision making.

Components of Multiple Tiered System of Support (MTSS) that meet the social-emotional and behavioral needs of students:

Tier 1:

- Advisory (4 days/week)
- Hawk Time, (organization, planning, homework, silent reading)
- Diversity Calendar
- SEL Lessons
- Monthly Grade Level Team Meetings to support student success
- ML Advisory Groups with ML teacher/IA

- Climate Committee to review and implement Tier 1 practices
- Classroom presentations by Counseling & Prevention Intervention Specialist (Naviance College & Career; HIB; Drug & Alcohol Prevention)
- Classroom presentations by outside agencies (Suicide Prevention Crisis Connection; Choices – Financial Literacy & Career Connections Bank of America)

Tier 2:

- New Student Small Groups
- Affinity Clubs
- Small Groups targeting SOCFEJ
- College Bound Small Groups & Activities to support College & Career Readiness
- Leadership program
- BIPOC Family Engagement Nights
- Counseling Department Outreach to BIPOC and ML families for resources and support
- New Beginnings – Healthy Relationships Small Groups
- Data Review & Academic Checks for all students w/ focus on identifying BIPOC/ML/SPED students for advanced coursework opportunities
- Attendance Monitoring and outreach to families to identify barriers and share supports to achieve increased attendance rates
- Partner with feeder high school to connect BIPOC high school students with our BIPOC students to mentor as our students transition to high school.

Tier 3:

- Individual Counseling for BIPOC/ML/SPED students
- Crisis Intervention
- Family outreach and referral to resources (counseling; academic; and activities)
- Referral to Social Worker
- Academic referrals to intervention classes and supports.

Priority Area: Classroom Instruction and Academic Success—7th Grade Mathematics

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing that Teaching is intellectually complex, difficult and demanding work, and requires collaborative inquiry – educators working together to examine practice through a cycle of planning, teaching, reflecting and applying to build students' academic mindset since "Intelligence" is not a fixed, inborn trait.

Classroom Instruction and Academic Success Measures and Targets

School 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 2019, to 45% in June 2024 and to 70% in June 2026.

School One-year Goal:

One-Year Interim SMARTIE 7th Grade Mathematic Goal for the 2023-24 school year using the MAP Assessment based on your school's Data Reflections and Needs Assessment.

Use of formative assessments and data to improve instruction and continuous improvement aligned to the three-year and one-year goals:

We will use common formative/classroom-based assessments and qualitative/Street Data to improve instruction and school continuous improvement aligned to your goals by working together within our math teams to create and grade assessments. We will use common planning time to look at student work and discuss/plan next steps.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Classroom Instruction and Academic Success Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

To achieve Guardrail 3, Hamilton International Middle School will continue creating a safe and welcoming environment. Students thrive in healthy, safe, engaging, supported and challenging environments in which they can learn to their full potential. Instruction must be high-quality, culturally responsive, focused, and aligned to standards for students to meet the priority.

Student voices should be evident, and students must be seen and celebrated for their authentic selves. Significant increases in academic outcomes for students furthest from educational justice are possible when social, cultural, emotional, and behavioral needs of students are met by educators that share an unconditional belief in the potential of every student they serve – Welcoming routines, Engaging Practices, and Optimistic Closures.

Classroom Instruction and Academics Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal:

Beginning in 2023, Hamilton will use a collaborative teaching model which supports specialized, differentiated instruction for multilingual students with English-speaking peers provided with the expertise of a bilingual/EL-endorsed teacher.

Teachers who are part of the Teacher Leader Cadre will continue to observe classrooms and provide feedback and meet one-on-one with teachers to provide support in lesson planning, classroom management, and teacher relationships with colleagues and parents (how to draft emails, plan with colleagues, etc.).

This year, monthly meetings for new teachers will be led by teachers in the Teacher Leader Cadre. During these meetings strategies that teachers can implement to support joyful, safe, and anti-racist learning environments will be highlighted.

Teachers who are part of the Teacher Leader Cadre will continue to lead the staff in the implementation of Universally Designed Instruction, which will benefit all learners in our school.

Professional learning that will support implementation of culturally responsive strategies, process, or procedures:

Professional Learning Plan: Culturally Responsive Strategies Implementation

Goal: To equip educators with the knowledge, skills, and resources to implement culturally responsive strategies that promote equitable student outcomes for diverse populations.

Components of the Plan:

- Culturally Responsive Pedagogy Workshops: Offer workshops (Washington Ethnic Studies Now, With Wings and Roots, SEA Culturally Responsive Teaching, etc.) and training sessions on Professional Development Green Days focused on culturally responsive pedagogy, delivered by experts in the field. These sessions will emphasize the importance of recognizing and validating diverse cultural backgrounds, experiences, and perspectives in the classroom.
- Inclusive Curriculum Development: Through a focus on implementing UDL, we will work to develop inclusive and culturally relevant curriculum materials to recruit interest and increase engagement. Educators will learn how to adapt existing materials to be more culturally responsive and to incorporate diverse perspectives into their teaching.
- Cultural Competence Training: Conduct ongoing cultural competence training for all staff members as mentioned above. This training will help educators become more aware of their own biases and provide strategies to create an inclusive and welcoming classroom environment.
- Collaborative Learning Communities: Facilitate the formation of collaborative learning communities among teachers, where they can share best practices and learn from each other's experiences in implementing culturally responsive strategies.
- Data Analysis and Equity Audits: Train staff in data analysis techniques that allow for the identification of disparities in student outcomes across different demographic groups. Teachers will use the revised Student Growth Goal guidelines to reflect on and use data to make decisions about next steps for students' learning. Conduct regular equity audits to track progress and areas for improvement.
- Family and Community Engagement: Include training on building partnerships with families and communities from diverse backgrounds. Educators will learn effective communication strategies and ways to involve families in the learning process.

By implementing this professional learning plan, educators will gain the knowledge and skills needed to create culturally responsive classrooms that disrupt and dismantle systemic inequities. This approach fosters inclusive, safe, and anti-racist learning environments and ultimately leads to improved student outcomes for all populations, including those historically marginalized.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

Multilingual Learners:

To effectively educate Multilingual Learners, teachers shall assess each student's academic and language development needs and tailor their instruction accordingly. Teachers will also closely monitor student progress. The following practices will be used:

- Universal Design for Learning (UDL)
- Small group work and differentiation
- Integrated and Designated ELD for all Multilingual Learners
- Social-Emotional Learning
- Support for all newcomer Multilingual Learners as part of their core "Tier 1" program
- Newcomers are encouraged to use their primary language to demonstrate understanding in content area classes.

Students eligible for special education services:

- The goal of special education is to provide FAPE, and to always work toward and ensure progress toward general education standards, curriculum, and environments. Students in across settings will need collaboration among educators to access the general curriculum, meaningful participation in general education classrooms, and effective instruction in grade-level content standards. Students will be in their Least Restrictive Environment by accessing the general education classroom with their non-disabled peers to the greatest extent possible
- Students eligible for special education services have an IEP manager, and classroom teachers who collaborate with families to ensure special education students can fully access the general education curriculum with accommodations and other classroom supports. Students are informed of standards, skills and learning strategies used to mediate the process. General education teachers are encouraged to include UDL when planning; special education teachers consult with general education teachers regularly to promote and help facilitate UDL in the classroom.

Special and general education teachers meet regularly to discuss standards and how to design assessments that give students opportunities to demonstrate mastery of standards. Special educators meet regularly with core classroom teachers to modify and adapt curriculum, ensuring all students can access the general education lessons.

Components of Multiple Tiered System of Support (MTSS) that meet the academic needs of students:

Multilingual Learners:

- Academic vocabulary development
- Language scaffolds in place for ALL LEARNERS ex: graphic organizers, sentence and paragraph frames, explicit models of exemplars for each assignment.
- Learning targets - posted and reviewed
- All verbal instructions paired with visuals or checklists
- Printed versions of online materials made available for all students
- Savvas, Successmaker used at all grade levels to monitor progress toward grade level.
- Mastery grading allows for retakes.
- Modified assessments that may remove one choice from the multiple-choice options.
- Opportunity to complete tests orally.

Students eligible for special education services:

- Students are informed of standards, skills and learning strategies used to mediate the process.
- General education teachers are encouraged to include UDL when planning; special education teachers consult with general education teachers regularly to promote and help facilitate UDL in the classroom.
- All schedules are reviewed weekly to ensure students who most need classroom support receive that support.
- Students who qualify for assistive technology receive iPads or accommodations for them to access the general education classroom.
- Paraprofessionals are used in classrooms to support special education students with classroom work, and classroom behaviors. All accommodations and modifications a student require are determined in the IEP meeting and served in the general education and special education class.

Students of color furthest from educational justice:

- To move towards an environment of equity for our students we have to understand the role that intervention plays in bridging the equity gap. To achieve this goal each student must be

met where they are academically, behaviorally, and socially emotionally. Where this occurs will be challenging to achieve to make a significance for the student of concern.

- To support students of color, we should have alignment across our school, including shared reading and writing practices. The purpose of this is to allow students to not have to code switch between classes. This brings down anxiety/stress of students of color in an already predominantly white school.
- Our data need: based on teacher's systemic assessment practices and surveying we should assess how African American male students are doing academically and socially doing compared to the general population of the school. Assessment instruments will assess science practices such as collaboration, technical literacy, engagement, and learning.

Advance 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

When teachers at Hamilton International Middle School see that any of their pupils could benefit from more academic support, they refer them to the Universal Screening program.

For diverse classrooms with kids identified as Advanced Learners or Highly Capable, the following methods have worked well:

Expanded Learning opportunities for students through afterschool or summer programs:

- 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

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include the belief that by collaborating with families in authentic partnerships, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.

Family and Community Engagement Measures and Targets

Three-year Goal:

By June 2023-24 100% of families will feel confident about accessing school resources and navigating school structures as measured by a survey developed by the RET & BLT and conducted BLT/RET/SET/family partners.

One-year Goal:

Hamilton International Middle School's goal is to establish at least a 33% accomplishment rate of implementing and completing target engagement objectives over a three-year period. The goals include:

- Family of Color Fellowship Meetings for the Purpose of Establishing a Welcoming Environment
- STEM Academic Field Experiences Planned with Engineers of Color at Boeing Aircraft Corp.
- STEM Academic Field Experiences for AAM of Color at Microsoft.
- Mentorships for Students of Color Through Community Partnerships
- Black Student Union, Lache spa, Jewish, Asian/Pacific Islander, and Native American Infinity Group Meetings.
- Increasing Underrepresented Family Engagement in Building Leadership Team (BLT), Parent Volunteer & P.T.S.A. General Meeting Activities.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Family and Community Engagement Goal.

Guardrail 1: The Superintendent will not allow school and district initiatives to go forth without engaging students of color furthers from educational justice and their families, following stakeholder engagement principles that are utilizing current adopted best practices.

Evidence of alignment to student outcome focused governance:

We will evaluate the content and approach of our communications using our Racial Equity Analysis tool, to ensure that we receive qualitative and quantitative feedback from all stakeholders, especially communities of color, non-native English speakers, and families of learners with special needs. We will host weekend events to build relationships and partnerships with members of our community, with two events per year for families of 8th graders who are furthest from educational justice, engaging them in the topic of transitioning to high school. We will monitor success and

progress by surveying families about their experience, satisfaction, and recommendations for family engagement.

Family and Community Engagement Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Professional learning plan that will support implementation of educator development about the power of parents in transforming and improving teacher-parent communication and opportunities for dialogue and understanding:

Cultural Competence Training:

- Training sessions focused on cultural competence and awareness, emphasizing the importance of recognizing and respecting diverse cultural backgrounds and experiences.
- Educators will learn strategies for bridging cultural gaps and engaging in culturally sensitive communication with families.

Effective Communication Strategies:

- Workshops on effective communication techniques, including active listening, conflict resolution, and clear and empathetic communication.
- Training on how to adapt communication styles to meet the unique needs and preferences of families from various backgrounds.

Language Access and Multilingual Engagement:

- Training on language access, including the use of district tools to ensure effective communication with Multilingual families.
- Strategies for involving Multilingual families in school activities and decision-making processes, even if they are not proficient in the school's primary language.

Equity-Centered Dialogue:

- Workshops on engaging in equity-focused dialogue with families, discussing disparities in educational outcomes, and collaboratively working towards solutions.
- Training on involving families in decision-making processes, including school policy development and curriculum decisions.

Special Education Engagement:

- Training on how to involve families of students eligible for special education services in the Individualized Education Plan (IEP) process.
- Strategies for explaining complex special education concepts and terminology in a way that families can understand and contribute to the process.

Transparency and Access to Advanced Learning:

- Clear procedures ensuring the transparent selection and placement processes for advanced learning programs.
- Strategies for ensuring equitable access to advanced learning opportunities, including identifying and nurturing talent in all students.

Culturally responsive strategies, processes, and/or procedures that support sharing power with families to support new structures of parent leadership and centering families' voices are various levels:

Students eligible for special education services, and Families of students with special education services work together with student teachers, case managers, and administration in collaboration.

Communication with families is consistent to best support students receiving special education services. IEP meetings are held annually to review IEP services for students.

A team involving the student's general education teacher, administrator, IEP case manager, and the student's family are invited to review the IEP. Families with students who receive special education services feel safe, valued, and heard and experience a sense of belonging in their school community, grow in their knowledge, skills, and relationships, and be positioned for successful life outcomes.

We will have a system for regular & authentic two-way communication with families and other community stakeholders, anchored in culturally responsive and appropriate means of communication. Families and community representatives will be present at BLT and RET meetings and will partner with school staff to ensure qualitative and quantitative data about policy, budget, programs, professional development, and instructional practices are shared with our stakeholders, especially our families of students furthest from educational justice.

Priority Area: Culturally Responsive Workforce

Our [Foundational Beliefs for Supporting Students Learning](#) include ensuring that we become culturally responsive and anti-racist practitioners.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Culturally Responsive Workforce Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

Our vision is to create a collaborative, caring, and inclusive community rooted in anti-racist practice. We empower students to become compassionate, socially responsible individuals who positively impact the world. Our vision is to create a collaborative, caring, and inclusive community rooted in anti-racist practice. We partner with students, families, and communities who are furthest from educational justice by conducting inclusive and authentic engagement.

We will proactively and consistently work in partnership with students, families, and communities to identify needs, determine solutions, and support the implementation of the initiatives that will best meet the needs of students of color who are furthest from educational justice. We will use culturally responsive ways to engage so we build trusting relationships and empower the voices of those who can help us meet these needs.

Racial Equity Team Description & Goals:

Hamilton International Middle School's Racial Equity Team (RET) comprises representation from multiple grade levels, subject areas, building roles, positionalities, families, and community members. As one means of implementation of the Ensuring Educational and Racial Equity Policy, the purpose and driving goal of the Racial Equity Team is to support the staff and community in the engagement of authentic and meaningful self-reflection about, intentional analysis of, and direct, anti-racist action in response to public education's role in the perpetuation of white supremacy, staff's complicity in racism and other forms of systemic oppression, and the individual responsibility of every public educator to identify, dismantle, and rehabilitate their own racist mindsets, patterns, and practices.

Concrete steps toward meeting this goal include:

- Racial Equity Team facilitating and/or leading staff training

- Racial Equity Team creating and administering surveys to collect relevant data, inform decision-making, and solicit stakeholder insight and feedback
- Various building teams and decision-making bodies collaborating with Racial Equity Team and attending and participating in Racial Equity Team facilitated and/or led staff trainings.

Data:

- Student climate surveys
- Staff climate surveys
- Affinity groups
- Equity audit (School community, staff focused, student & family focused)
- TLC (Departments visiting other departments to develop learning objectives and sharing practices)

Culturally Responsive Workforce Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, and/or procedures that support Belonging and Relationships:

- Design and deliver Racial Equity Team led Professional Development focused on our school community's development of culturally responsive practices and engagement, delivered throughout the Green Day (Wednesday cycle).
- New staff onboarding and community building will meet quarterly throughout the academic year, focused on developing an instructionally aligned and supportive new staff building cohort.
- Prioritize our Professional Learning alongside our students through our "student voices" PD series, inviting out diverse student leaders in sharing.

Culturally responsive strategies, processes, and/or procedures that support a culturally responsive and anti-racist work environment:

- Design and deliver RET PD focused on our school community's development of culturally responsive practices and engagement, delivered throughout the Green Day (Wednesday cycle).
- New staff onboarding and community building will meet quarterly throughout the academic year, focused on developing an instructionally aligned and supportive new staff building cohort.
- Prioritize our Professional Learning alongside our students through our "student voices" PD series, inviting out diverse student leaders in sharing.

Culturally responsive strategies, processes, and/or procedures that support leadership opportunities:

- Hamilton leadership will utilize the equity analysis toolkit to examine who is being accessed in decision making and what impact these decisions will have on our BIPOC student and our student farthest from education justice.
- Hamilton hiring practices will be examined through the review and incorporation of culturally responsive questions, hiring trends and outcomes, and staff non-bias hiring practices.

Budget Allocations to Support Continuous Improvement

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

Academic Year: 2023-24

Funding Type: Specific

Funding Source: LAP

Amount: .3 FTE

How will funds improve student learning? Math Empowerment/ working with 7th grade students needing extra support. Target students who are scoring below level 3.

Academic Year: 2023-24

Funding Type: Combined

Funding Source: ASB/Discretionary

Amount: \$2,000

How will funds improve student learning? Celebrating HIMS families of color – working to make them comfortable with coming into the building, seeking academic assistance and improve all around involvement and communication.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Equity

Amount: \$1,417.32

How will funds improve student learning? Purchased Grading for Equity books for HIMS teachers to improve Standards Based Grading Practices & Procedures. Utilizing for Instructional Council/Staff book study.