2025-26 Annual CSIP
Hamilton Middle School

Purpose of the Continuous School Improvement Plan (CSIP)

The Continuous School Improvement Plan (CSIP) functions as a dynamic tool aligned to Multi-Tiered System of Supports (MTSS). The CSIP supports schools in using an asset-based approach to identify and address diverse needs by implementing evidence-based practices within an inclusive educational environment. The CSIP aims to reduce systemic inequities and improve student outcomes.

The 2025-26 Annual CSIP is designed to be a working document and makes visible school-based improvement planning and progress monitoring which is required by the Washington Administrative Code (WAC) 180-16-220.

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

2025-26 School Information and Leadership Team Members

School Name: Hamilton Middle School

Principal: Dr. Eric Marshall

Instructional Vision Theory of Action: If the principal implements high leverage practices including analyzing student assessment data to inform instruction, and teachers design tasks that are engaging and rigorous, then students will have strong Tier 1 instruction for ALL students who will experience higher academic growth.

Members of the Building Leadership Team: Sandy Adams, David Cousins, Lupe Duran, Kathleen Goldfarb, Eric Marshall, Amanda McGall, Kyle Petty, Jon Starkes, Susanna Waldrop, Kayla Aleman, Jeff Bossert, Vanessa Diaz, Megan Marek, Vidhya Sankaranarayanan

2023-26 CSIP Hamilton

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

Student Enrollment: 989

Special Education Percentage: 15.7%

Multilingual Learning Percentage: 3.9%

Highly Capable Percentage: 30.1%

Free and Reduced Lunch Percentage: 12.2%

Washington School Improvement Framework Status: Foundational

Hamilton OSPI School Report

Annual Comprehensive Needs Assessment (CNA) Summary

A Comprehensive Needs Assessment (CNA) is a required annual process conducted by school staff to identify the diverse needs of students, families, and staff. It involves collecting, disaggregating, and analyzing a variety of data to expose possible underlying racial inequities, identify diverse needs and understand possible root causes of the needs.

The following is a summary of the Comprehensive Needs Assessment (CNA) completed by school staff about the **2024-25 school year**. The summary findings from the CNA described in this section, informed the staffs' decisions about the **2025-26** one-year goals, action plans, and allocation of resources.

Data analyzed for the CNA:

- MAP ELA
- Smarter Balanced Assessment ELA
- MAP Math
- Smarter Balanced Assessment Math
- Curriculum-Embedded Assessments ELA
- Curriculum-Embedded Assessments Math
- School Attendance Dashboard on Atlas
- Healthy Youth Survey
- SPS Climate Survey (staff or students)

Top Strengths from Multiple Data Sources: What strengths of students, staff families, and/or community partners have emerged across multiple data points (academic growth and achievement, attendance, engagement, professional growth, culture of inquiry, school community and culture, etc.)?

Hamilton continues to display strong overall academic strengths in measured areas of Math and ELA. We had an overall growth among students returning to Hamilton for the 25-26 school year. Students continue to produce over 75% proficiency rate for 7th grade ELA and over 68% proficiency rate for 7th grade Math. Returning 7th grade students had proficiency standards of over 85% for ELA and over 83% for Math. additionally, there was nearly 70% proficiency for 8th grade science. The whole school attendance rate for the 24-25 school year was 93.93% which is one possible causal relationship for the regularly high academic scores. Similarly, the MAP Growth Assessment, given to both Math and ELA, produced positive Growth Ratios for each administration.

We had several Family Engagement events throughout the 24-25 school year. We had a highly attended open house event for prospective parents in January with over 300 attendees. We held three Hawk Day Celebrations to celebrate the student success at the end of the first three quarters of the year. Each event was staffed by parent volunteers with between 25-50 volunteers at each event. There was one Family Cultural Event hosted by the Black Student Union in November with nearly 20 parents and guardians attending along with students. Hamilton hosted a High School Transition and College Bound Family Engagement event for 8th grade students and families furthest from educational justice. This event was attended by nearly 50 individuals. Additionally, we piloted an "Eat Lunch with your Child" day on two different occasions with between 130 and 190 parents attending each event. Though this will not be continuing into the 25-26 school year, they were still highly attended.

Our staff held regular rotating Advisory lessons covering SEL and Diversity. Our SEL lessons for last year were created by small groups using the whole staff during a TRI day and one purple day in December. These lessons followed the Act of Random Kindness: Kindness in the Classroom program. The Diversity calendar lessons were put together by the RET and Counseling staff. They were delivered whole school each Tuesday.

Our climate team organized three student assemblies and monthly themes for students to demonstrate being an upstanding citizen. These themes, Hawk Heros, allowed students and staff to

nominate students when they showed or exhibited the different themes. Students were awarded blind drawings.

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

One of our main needs this academic year is to focus on the difference in SBA data among students who are in various minority or underserved populations.

A second area of focus is working towards restoring a feeling of safety, well-being, and confidence among students and staff within the building based on climate data.

Disproportionalities: What disproportionalities exist among student groups?

There are clear and deep disproportionalities in the student climate data when it pertains to marginalized student groups. Black male students showed significant decreases in feeling that the school is respectful to different cultural backgrounds and repairing harm after conflicts. Additionally, we saw significant decreases in students of color feeling comfortable speaking to an adult in the building if they have a problem.

Academic disproportionalities exist within our student body primarily in the subgroups of SOCFFEJ, Black males, and Hispanic students. Additionally, there are separations among student groups who have 504 plans IEPs and ML/ELL.

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

We have hypothesized that some of these separations could be occurring due to the climate data that was identified through the student climate survey. There is also a possible root cause of student performance (academic and social/behaviorally) due to staff climate survey data indicating a greater need for greater needs for feelings of belonging and relationship as well feelings of safety and wellbeing.

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

Our greatest potential for impact is around building and maintaining a strong restorative practices programing among staff and students. The belief that bolstering the staffs' ability to support not only each other but build the language and toolkit to support a greater sense of community, wellbeing, and safety for students.

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

Our current approach is that supporting and building a clean and robust understanding, development, and usage of restorative practices and methods and approaches with them will support the feelings of community, safety, and positive response to student and staff wellbeing alike. This increase in student and staff wellbeing will create a more positive environment for students to willingly engage in academic work.

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

Hamilton will partner with the SPS Restorative Practices Team to develop and deliver staff development on building stronger communities, alleviating staff tensions, and supporting student conflict resolutions.

MTSS will develop a more robust and timely collection and analysis of student academic and behavioral data using a new Tier 1 In-Class Behavioral Ladder and Advisory monitored student grade reflection process.

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

Teachers will continue to use Schoology as their main LMS for instruction. Additional Ed Tech specific to core content curricula will be used throughout the year. Additionally, we hope to use the iReady program to support students who struggle with particular reading skills.

Staff will continue to use the Talking Points system to communicate with student stakeholders. Teachers will also begin using Log Entries on the PowerSchool platform to log teacher managed behaviors.

Support for Staff to Use Technology to Strengthen Student Learning: What ongoing support is provided to ensure staff are proficient with required use of technology?

We hold regular opportunities to have staff gather and receive trainings on certain tools such as Talking Points, GoGuardian, and Schoology. Our teacher representatives to the Ed Tech committee provide regular updates and resources to support the continued usage of our Ed Tech resources.

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

Measures and Targets

2023-26 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.

2025-26 Goal:

Students of Color Furthest from Educational Justice will show at least a 2% increase and students served in the Special Education Department and 504 services will have increases of at least 4% in feelings of safety and welcomeness in the school measured by the fall and spring administration of the Panorama Student Climate Survey questions of “Positive Behavior and Safety” and “Equity and Anti-Racism"

Action Plan

Evidence-based Practice 1:

Restorative Practices: Staff will implement Tier 1 Restorative Practices by building restorative and relational culture across the school community (for resources, PD, and coaching to support Restorative Practices work

Implementation Activity:

Our teams will work to co-create shared norms and values that will be used to guide their departmental work and hold each other accountable during departmental work. This is also modeling the process that teachers can use to replicate within their classrooms with students.

Process Data Measures:

- Building determine Schedule of MTSS Meetings
- School-based Survey (staff or students)
- Professional Development Attendance and Exit Tickets

Timeframe for Reviewing Process Data Measures:

- Monthly
- Quarterly

- End of Year

Student Outcome Data Measures:

SPS Climate Survey (staff or students)

Timeframe for Reviewing Student Outcome Data Measures:

- Quarterly
- Beginning of Year
- Middle of Year
- End of Year

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

These practices will be monitored and measured through departmental level meetings.

Additional context about the implementation of the selected evidence-based practice and/or implementation activity.

We partnered with the SPS Restorative Practices team to help support the implementation of this work.

Evidence-based Practice 2:

Social Emotional Learning (SEL): Educators will teach and integrate SEL skills in the classroom in relevant ways to support learning and relationships. For example, educators will use one of the following resources: SEL

Implementation Activity:

Our advisory teachers deliver twice monthly SEL lessons. These lessons were identified and developed by the MTSS team to be reflective and proactive to the data that has been gathered through the climate survey.

Process Data Measures:

- Building determine Schedule of MTSS Meetings
- Walk-through/Observational Data
- Teacher Observational Data for any student support plan (e.g., Care Plans, BIPs, IEPs, Section 504 Plans)
- MTSS Team Meets Regularly

Timeframe for Reviewing Process Data Measures:

Quarterly

Student Outcome Data Measures:

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

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

The MTSS Team

Additional context about the implementation of the selected evidence-based practice and/or implementation activity.

To support this one-year goal, Hamilton will prioritize regularly connected training to staff around Restorative Practices focusing on building and strengthening building relationships, culture, and feelings of comfort and support. Our MTSS and RET teams will be pairing with the SPS Restorative Practices team to develop training that is aimed at concerns identified through staff and student climate surveys. This current academic year we retained nearly 90% of our resource educators and instructional assistants. We added another extended resource teacher as well. This will support our students receiving special educations services.

The MTSS team will also conduct regular student surveys through advisory periods that will use specific questions from the Climate Survey to better track the overall feelings of students in the identified areas of need.

Supporting the reduction of tardiness throughout the academic year, we have shifted the advisory period to occur after the first academic period rather than before the academic periods. This will reduce the number of unexcused tardies and absences from key non-academic sections of the day.

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Goal:

The percentage of Black boys in 6th grade math who achieve proficiency or higher on 6th grade math Smarter Balance Assessment in the spring of 2026 will have increased to 55% from the spring of 2024 at 41.7% through 50% in the 2025 assessment.

2025-26 Goal:

The percent of 6th Grade African American Male students projected proficient or above in Math based on MAP will increase from a baseline of 60% to a target goal of 62% by Spring 2026.

The percent of 6th Grade students with IEPS projected proficient or above in Math based on MAP will increase from a baseline of 40% to a target goal of 42% by Spring 2026.

The percent of 6th Grade students of color furthest from educational justice projected proficient or above in Math based on MAP will increase from a baseline of 73.1% to a target goal of 75.1% by Spring 2026.

Action Plan

Evidence-based Practice 1:

High Quality Tier 1 Instruction: Educators will implement high quality Tier 1 inclusionary practices, such as the UDL framework, that serve all students, including students with IEPs, multilingual learners, and advanced learners.

Implementation Activity:

During department and PLC meetings teachers will engage in discussion of the curriculum scope and sequence, the entry and exit data as well as CEA data.

Process Data Measures:

- Walkthrough/Observational Data
- Teacher Observational Data
- Lesson Exit Tickets

Timeframe for Reviewing Process Data Measures:

Monthly

Student Outcome Data Measures:

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

Timeframe for Reviewing Student Outcome Data Measures:

- Quarterly
- Middle of Year
- End of Year

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

The math department as well as the MTSS team

Additional context about the implementation of the selected evidence-based practice and/or implementation activity.

The MTSS support system at Hamilton is initiating a school wide student grade reflection process to identify students who struggle maintaining grades above D/E list. This identification will provide an early warning system for staff to begin providing and documenting alternate Tier 1 academic interventions for those students. Additionally, we hope to build a process to support educators in providing small group instruction that could directly support our student target groups.

Hamilton will continue to employ UDL Areas 1, 2, and 4 as observable metrics for providing a rich and diverse environment for student learning.

This year we will create a system of more focused progress monitoring to engage with students who are on an accelerated math scheduling to decide if these students truly need to be place on an accelerated schedule or does providing more in-depth instruction and material at a more appropriate math course.

Highly Capable Services

- Differentiation: Educators will use preassessments to determine the needs of students, providing flexible grouping, extension opportunities and tiered assignments to meet the varied needs of learners.
- Universal Design for Learning: Educators will provide multiple means of representation, flexible grouping and choice-based learning to support learner access to grade level and above grade level learning.

Expanded Learning

- Hamilton will continue a partnership with Lincoln High School's Junior Lynx Tutoring Program. This will provide 3 days of after-school tutoring support for students who have been identified as students of focus for academic intervention primarily and for any other student wanting to participate. This free program will provide supplementary academic support and possibly enrichment for students.
- A Hamilton teacher will continue to operate the Math Counts program for students who excel in math to participate in more challenging math concepts and math competitions.
- A Hamilton teacher will begin a Science Olympiad program to provide extension and enrichment opportunities for students in science.

Homework Policy

Hamilton teachers will adhere to the new SPS language for the Retake Policy and will continue to utilize a specific late-work policy drafted at the start of the 24-25 school year. Teachers will continue to use and be trained to use Schoology as a primary means of communication to students and families regarding assignments and posting deadlines.

Students who do not meet standard on summative assessments are encouraged to retake or revise to demonstrate meeting standard. It is the student's responsibility to initiate retake requests with their teacher and complete reasonable prerequisites to show preparation. Examples include completing a retake form, practice assignments, providing notes, or test corrections. Students must complete a retake or revision within ten school days of the posted grade.

Hamilton students may participate in weekly homework that is designated by their subject area department. This is communicated through the classroom syllabus and will be posted through the class's Schoology Page. 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

Measures and Targets

2023-26 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.

2025-26 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 academic field experiences with professionals of color for students of color furthest from educational justice.
- Provide Mentorships for students of color through Community Partnerships such as University of Washington
- Continue providing Affinity Groups for Black Student Union, La Chispa, Asian/Pacific Islander Student Union, Friends of Dorothy (LGBTQIA+), and Jewish Student Union
- Increasing involvement of Underrepresented populations on PTSA, BLT and general school sponsored activities.
- Continue cultural engagement programs that support the Steel Pan Band and Baile Folclorico
- There will be a greater push to create a greater representation of general education teachers at IEP and 504 parent meetings.
- Highschool Transition and College Bound Family Engagement Night—8th grade families furthest from educational justice.

Action Plan

Evidence-based Practice 1:

Two-Way Communication: Effective two-way communication between families and schools to regularly seek and share information about students' achievements and learning needs, school policies, practices, and community initiatives.

Implementation Activity:

The school sends out a weekly news update, staff utilize Talking Points for easy two-way communication, many staff send out classroom specific newsletters.

Process Data Measures:

Participation/Attendance (e.g., Events, Membership)

Timeframe for Reviewing Process Data Measures:

Quarterly

Student Outcome Data Measures:

- Student Attendance
- Student Grade Reports

Timeframe for Reviewing Student Outcome Data Measures:

- Quarterly
- End of Year

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

- Admin staff
- MTSS team
- BLT
- IC

Additional context about the implementation of the selected evidence-based practice and/or implementation activity.

Affinity groups with the support of Hamilton staff will continue to support the planning and execution of family engagement events. Create clearer, translatable and more accessible communication with established applications to be provided to families offering greater opportunities for student stakeholders and families of color and diverse backgrounds to engage with identified bulleted objectives.

2025-26 Budget Allocations to Support Continuous Improvement

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

Fund Program: Basic Education

I**ntent and Purpose:** Seattle Schools is committed to using our Basic Education funding to provide all students with instruction aligned to grade level specific state standards that includes differentiation and enrichment. The intent and purpose of Basic Education dollars includes but are not limited to:

- Standards-aligned instruction to all students.
- Supervision of instruction
- Non-teaching staffing to provide support to students and families.
- Instructional materials for all students.
- Guidance counseling and social work supports to all students.

Fund Program: Multilingual Learners (Title III)

Intent and Purpose: Title III funds support the district's language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.

Dollar Amount: $164,064

Activities Implemented to Meet Intent and Purpose:

- Instructional support for students who are eligible for services
- Translation and interpretation services

Fund Program: Learning Assistance Program (LAP)

Intent and Purpose: Provide services only to students who have not met, or are at risk of not meeting, state or local graduation requirements.

Dollar Amount: $93,872

Activities Implemented to Meet Intent and Purpose: Instructional supports for students who qualify for LAP-funded interventions

Fund Program: PTA Grant

Intent and Purpose: Support school operations and student social-emotional needs.

Dollar Amount: $48,240

Activities Implemented to Meet Intent and Purpose:

- Fiscal support and administration of stipend positions and programmatic functions
- Social worker support for student health and mental health needs
- Tier 2 coping skills program implemented with the SBIRT team
- Family engagement and counseling support