

Madison Metropolitan School District



Hamilton Middle School 2025-2026 School Improvement Plan

State Report Card: Exceeds Expectations (4 star)

School Overview

At Hamilton we believe in the creativity and uniqueness of every member of our community, whether student, staff member, parent, or community partner. Combining our creativity and uniqueness with material supports while in pursuit of an anti-biased education results in a rich stream of resources that allows us to tailor educational programming to the individual needs of our students in efforts to close gaps of inequity. Over the course of the 24-25 school year, Hamilton Middle staff members will participate in co-planning, co-learning, and co-serving in meetings with multiple specialists to challenge, differentiate, and progress monitor the instruction of students, especially for student groups where persistent achievement gaps have existed. Our work this year will result in creating rigorous, differentiated supports to challenge all learners.

Hamilton Middle serves a diverse population of families, with many coming to us from countries around the world. Our staff takes pride in our work to provide a rigorous education that celebrates the diversity of our students and the creativity and uniqueness that they bring to our campus each day. As an example of our work to embrace this creativity and uniqueness of our students, our staff continues to work to implementation of the [Ready for Rigor Framework](#) in all classrooms.

At Hamilton Middle we will continue to focus on standards-based grade level instruction in an environment of high expectations. Across the year, many staff members will continue training on the specifics of teaching reading through a program called "LETRS", while ELA teachers add a newly adopted curriculum. We will also work to provide targeted small group instruction to all students based on their individual needs. As a staff we will continue to add to our toolbox in the area of AVID discourse structures, which are specific strategies designed to engage students in conversation in the classroom.

Our work seeks to build within our students the skills necessary to meet grade level standards and beyond across all subject areas, while providing access to a comprehensive offering of Arts, Music, and PE opportunities. Our goal is to provide students with a targeted and rigorous education so they can be ready for the rigors of high school, and ultimately be college, career and community ready.

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Goals

Goal 1 Every child is on track to graduate ready for college, career, and community.

Performance Objective 1

By the end of the 25-26 school year, Velma B. Hamilton will increase the percent of students proficient on Forward ELA (6-8) by 15% for the following focus groups: Black and African American Students (55), Hispanic/Latino Students (69), and Students designated as receiving special education services (89).

Evaluation Data Source: Forward ELA (Grades 6-8)

Strategy 1

Use AVID strategies to support disciplinary literacy skills for all students across content areas.

Strategy 2

Implement EL Literacy program in combination with continued LETRS Concept Implementation

Strategy 3

Engage in co-plan, co-serve, co-learn process to provide differentiated instruction in the least-restrictive environment.

Performance Objective 2

By the end of 25-26 school year, Velma B. Hamilton will increase the percent of students proficient on Forward Math (6-8) by 10% for the following focus groups: Black and African American Students (55), Hispanic/Latino Students (69), and Students designated as receiving special education services (89).

Evaluation Data Source: Forward Math (Grades 6-8)

Strategy 1

Use AVID strategies to support disciplinary literacy skills for all students across content areas.

Strategy 2

Implement CPM and Illustrative Math with high-leverage instructional practices to support engaged grade-level learning.

Strategy 3

Engage in co-plan, co-serve, co-learn process to provide differentiated instruction in the least-restrictive environment.

Goal 2

The district and every school in it is a place where children, staff, and families thrive.

Performance Objective 1

By the end of 25-26 school year, Velma B. Hamilton will increase the percent of students with 85%-90%+ yearly attendance by 10% for the following focus groups: Black and African American Students (55), Hispanic/Latino Students (69), and Students designated as receiving special education services (89).

Evaluation Data Source: Percent of students in focus groups with 85%-90% attendance rate.

Strategy 1

Engage in co-plan, co-serve, co-lead model in meetings with a focus on building relationships and creating welcoming spaces for focus group students.

Strategy 2

Establish universal expectations focused on PBIS and Restorative Practice protocols and strategies school-wide.

Goal 3 African American children and youth excel in school.

Performance Objective 1

By the end of the 25-26 school year, and based on the received results from FORWARD, Velma B. Hamilton will increase Black and African American Students (55) proficiency on Forward ELA (6-8) by 15%.

Evaluation Data Source: Forward ELA (Grades 6-8)

Strategy 1

Co-planning meeting focused on curricular impacts of Black and African American Students.

Performance Objective 2

By the end of 25-26 school year, and based on the received results from FORWARD Velma B. Hamilton will increase Black and African American Students (55) proficiency on Forward Math (6-8) by 15%.

Evaluation Data Source: Forward Math (Grades 3-8)

Strategy 1

Co-planning meeting focused on curricular impacts of Black and African American Students.

Performance Objective 3

By the end of the 25-26 school year, Velma B. Hamilton will have increased our African American students' (55) attendance rate to 90% or higher.

Evaluation Data Source: Percent of African American students with 89% or lower attendance rate.

Strategy 1

Create and implement student groups to center student needs, interests, and voice.