

WELCOME TO

# THE FUTURE OF EDUCATION

TAKE A JOURNEY. OPEN YOUR MIND. IMAGINE THE POSSIBILITIES.



**UNPRECEDENTED TIMES  
CALL FOR UNPRECEDENTED**

**ACTION.**





YEAR  
01



# Purpose Statement

*Intentionally heal trauma endured by stakeholders. Support and restore relationships by increasing education, trust, and addressing stakeholder needs.*

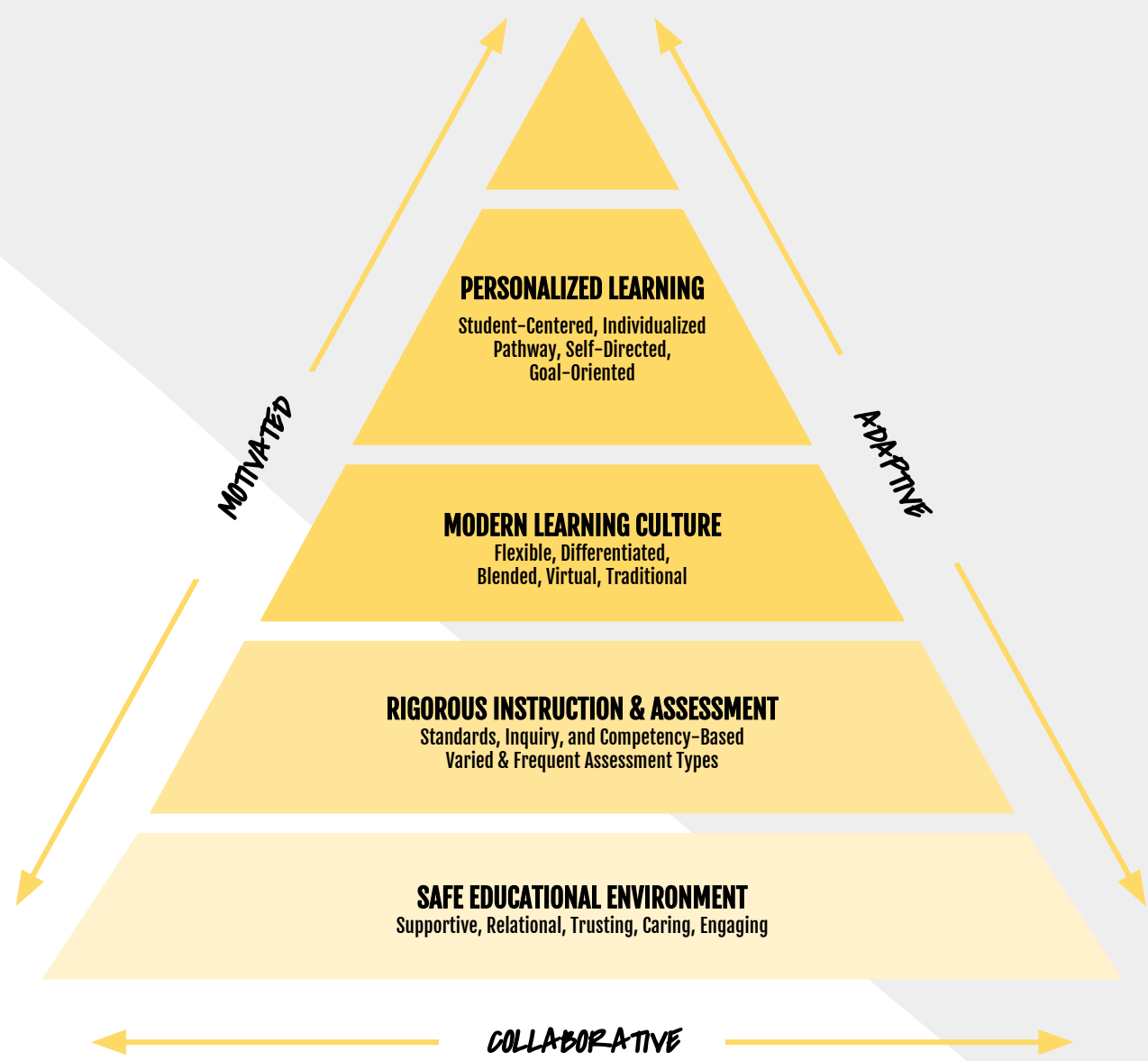
# Heal All Stakeholders

## Strategic Plan Alignment

**Instructional Model:** Safe Educational Environment

**District Goals:**

- Further develop a robust social-emotional support system for teachers, parents, and students by expanding teacher and parent prevention and intervention skills as well as student coping skills. (3)
- All Hamilton students graduate and they graduate with the academic skills necessary for life-long success. (4)
- Explore flexible calendar and schedule options; assess stakeholder readiness. (6)
- Restore and build mutual trust with all stakeholders. (13)



## Intentional Action Steps



**1. Provide Intentional Time and Structure**  
Provide intentional time and collaborative structures to allow for reflection, collaboration, and problem solving. Utilize time and collaboration to address challenges and to support the work put forth by the district strategic plan (e.g. Action Teams, Design Teams, Book Studies, etc.).



**2. Create Consistency and Clarity**  
Assess and address issues with consistency and clarity regarding curriculum, tools, and formatting (e.g. Canvas Format by Grade-Level Bands, Alignment of Work and District Goals, etc.).



**3. Build Social-Emotional Support System**  
Educate and implement strategies to support stakeholders in social-emotional well-being and trauma-informed education (e.g. Each Will Thrive Conference, Morning Meetings, etc.).



**4. Address Student Achievement Gaps**  
Intentionally and systemically assess and address student achievement gaps present due to necessary changes and adjustments caused by the pandemic (e.g. Align MTSS materials K-12 and create common MTSS Canvas Courses with appropriate resources).



**5. Create Moments of Elevation and Pride**  
Restore and build mutual trust with all stakeholders by creating positive moments of elevation and pride for students, parents, teachers, administrators, etc. (e.g. Build District Staff Appreciation Model, Signing Day, District-Wide Professional Development, etc.).

## Success Metrics by Stakeholder



- Students**
- Navigate Canvas with ease due to grade-level band formats (2)
  - Gain skills in understanding and maintaining social-emotional well-being (3)
  - Minimize academic gaps due to aligned MTSS (4)
  - Be recognized for accomplishments and moments of elevation such as Signing Day (5)



- Staff**
- Collaborate and innovate with action/design teams (1)
  - Alignment of work and efforts due to district wide theme (2)
  - Benefit from and implementing appropriate social-emotional support systems (3)
  - Create systems to address student academic gaps (4)
  - Increase knowledge and professionalism through district-wide conference and summits (1, 5)
  - Enjoy and create moments of pride and celebration for students and peers (5)



- Administration**
- Alignment of work and efforts due to district wide theme (2)
  - Collaborate as members of action/design teams (1)
  - Build aligned district-wide professional development (1, 5)
  - Build social-emotional support model for staff members (3)
  - Provide moments of pride and elevation for staff through district-wide appreciation and recognition model (5)



- School Board**
- Identify and approve alignment of district work and effort with goals outlined in Strategic Plan (2)
  - Benefit from social-emotional support systems created within district (3)
  - Celebrate moments of pride and elevation with community (5)



- Parents**
- Identify with district theme and alignment of work (2)
  - Gain new knowledge of social-emotional support systems and strategies through district provided information and events (3)
  - Celebrate moments of pride and elevation with students (5)



- Community**
- Identify with district theme and alignment of work (2)
  - Celebrate moments of pride and elevation with students and families (5)

HAMILTON HEALS.

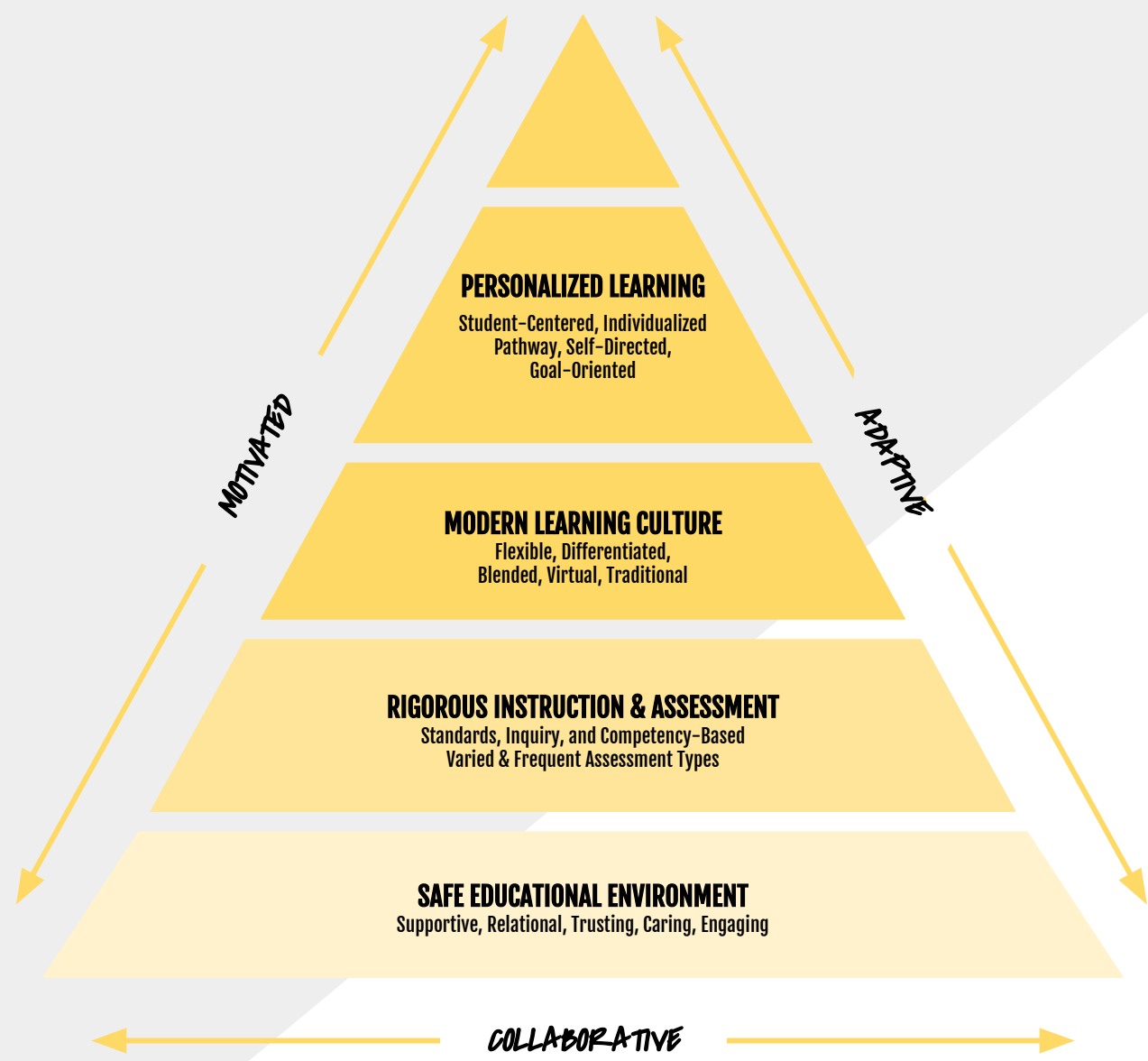


# Purpose Statement

Re-establish and grow intentional connections between stakeholders. Create a solid foundation for future innovation, growth, and development.

# 02 YEAR Connect Stakeholders

# HAMILTON CONNECTS.



## Strategic Plan Alignment

**Instructional Model:** Safe Educational Environment  
Rigorous Instruction & Assessment

**District Goals:**

- Further develop a dynamic teaching and learning environment where students and teachers, in school and throughout the community, facilitate learning and share their knowledge with each other. (1)
- All Hamilton students graduate and they graduate with the academic skills necessary for lifelong success. (4)
- Design and implement a comprehensive communication plan. (9)
- Restore and build mutual trust with all stakeholders. (13)

## Intentional Action Steps



### 1. Create Consistency and Clarity

Assess and address issues with consistency and clarity regarding rigorous instruction and assessment (e.g. Proficiency Scales, Assessments, Rubrics, Modern Teacher Work, Field Trips, etc.).



### 2. Increase Communication with Stakeholders

Increase communication regarding district-aligned work, efforts, and annual theme. Reassess current communication plan and update as needed. (e.g. Community Newspaper, Student News Station, etc.).



### 3. Build Knowledge of Others

Build knowledge and understanding of self and others through a multitude of formats, including professional development series. Utilize knowledge of strengths to create effective collaboration and stronger teams. (e.g. Clifton Strengths Professional Development, Student Growth/Goal Summits).



### 4. Address Student Achievement Gaps

Intentionally and systemically assess and address student achievement gaps present due to necessary changes and adjustments caused by the pandemic (e.g. Align Mathematics Curriculum K-12, Align Proficiency Scales, etc.).



### 5. Create Moments of Connection and Insight

Restore and build mutual trust with all stakeholders by creating positive moments of connection and insight for students, parents, teachers, administrators, etc. (e.g. Learning Forums, Home Visits, etc.).

## Success Metrics by Stakeholder



### Student

- Increase understanding of grading practices due to aligned scales, rubrics, and assessments (1)
- Increase connection with parents and teachers due to student growth/goal summits (3, 5)
- Close academic gaps due to aligned curriculum and assessment components (4)
- Increase connection with teacher due to home visit (5)
- Build fulfillment and insight during community based service learning field trips (5)



### Staff

- Create consistency through alignment of assessment components, curriculum, and field trips K-12 (1, 4)
- Communicate achievements with parents 1-2 times per semester (2)
- Gain insight into self and others with Clifton Strengths Professional Development (3, 5)
- Build connection with students and parents through home visits and Growth/Goal Summits. (3, 5)
- Opportunities to work towards passions in Modern Teacher and action/design teams (1, 3, 5)



### Administration

- Build and utilize reliable student data through aligned assessments and curriculum (1)
- Send weekly newsletter to parents of building (2)
- Gain insight into staff strengths through Clifton Strengths Professional Development (3)
- Align mathematics curriculum K-12 (4)
- Build connection with parents at Growth/Goal Summits (5)
- Increase connection with Board of Education through Day in the Life Experiences and invitations to professional development (3, 5)



### School Board

- Benefit from access to increased communication from all stakeholder levels (2)
- Build insight and connection into self and others through professional development experiences, including Clifton Strengths (3)
- Participate or volunteer for Growth/Goal Summits (3, 5)
- Build connection with students and staff through Day in the Life Experiences (5)



### Parents

- Gain greater understanding and resources to help students through aligned assessment and proficiency scoring (1)
- Gain understanding of district work through increased communication from district and building administrator (2)
- Build connection and insight with teachers and students through home visits and Growth/Goal Summits (3, 5)



### Community

- Gain connection with students and insight into district through service learning field trips (5)
- Gain understanding of district work through increased communication from district (2)



YEAR  
03



## Purpose Statement

*Engage all stakeholders in mutually beneficial collaborative relationships with shared goals and norms. Work to enhance stakeholder experiences.*

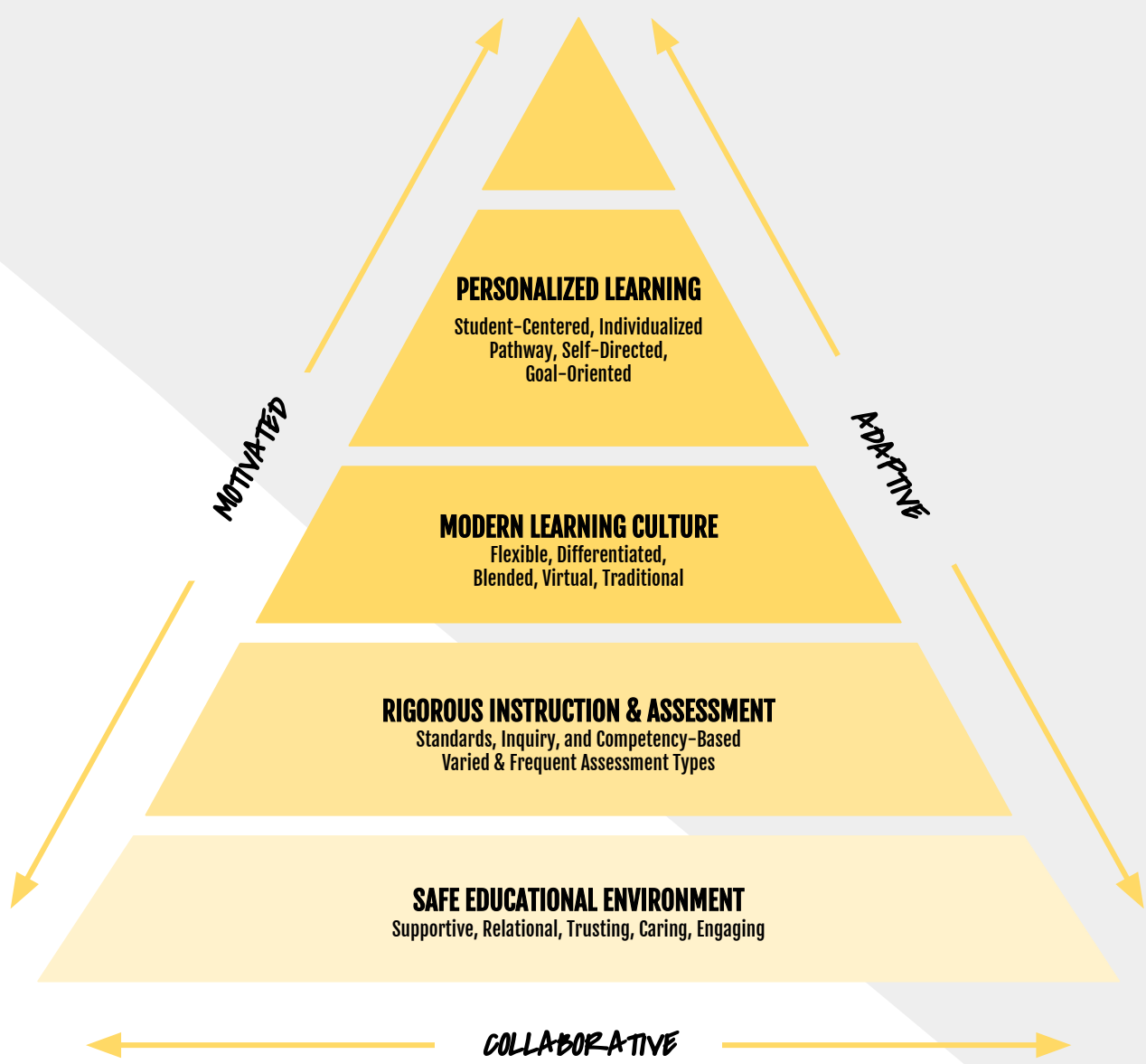
## Increase Collaboration

### Strategic Plan Alignment

**Instructional Model:** Modern Learning Culture  
Personalized Learning

**District Goals:**

- Develop a dynamic teaching and learning environment where students and teachers, in school and throughout the community, facilitate learning and share their knowledge with each other. (1)
- All Hamilton students graduate with the career and life skills necessary to be informed consumers, skillful & productive workers and active citizens.
- Develop and implement business partnerships offering HCS students opportunities for real-world career exploration and skill building. (10)
- Develop opportunities for parents to provide HCS educators and administrators feedback. (12)



### Intentional Action Steps



**1. Construct and Maintain Effective Teams**

Pursue the construction and maintenance of effective teams across all stakeholder groups. Utilize understanding of Clifton Strengths and additional professional development to enhance team environments (e.g. Off-Site Professional Development, Team Building Field Trips, etc.).



**2. Increase Student Voice in Education**

Increase student voice in educational career by providing opportunities to reflect on student passions, goals, and strengths bi-annually (e.g. Implement Passion Portfolios throughout K-12).



**3. Engage Parents as Active Partners**

Engage parents as active partners in the education of students by providing educational resources and events, in addition to, increasing collaboration overall (e.g. Parent Summits, Collaboration in Passion Portfolios, etc).



**4. Build Partnerships with Local Businesses**

Intentionally build mutually beneficial relationships and partnerships with local businesses. Create real-world experiential learning opportunities for students through partnerships (e.g. Career Pathways by Grade-Level, Experiential Learning Opportunities, Implement Skills4Success throughout K-12, etc.).



**5. Actively Seek and Initiate Feedback**

Seek and initiate feedback from students, parents, business partners, the Board of Education, etc. to continue developing the district to the benefit of all stakeholders (e.g. Providing Feedback Opportunities at Summits).

### Success Metrics by Stakeholder



**Students**

- Develop greater understanding of teamwork through annual team building field trip (1)
- Build collaborative understanding of self and goal setting through bi-annual Passion Portfolio work (2)
- Extended educational opportunities and experiences to home with parent partnerships (3)
- Gain understanding of career pathways through real-world learning opportunities and Skills4Success (4)
- Provide feedback to teachers and administrators (5)



**School Board**

- Participate in action teams and professional development regarding effective teams (1)
- Gain understanding of student body through Passion Portfolios (2)
- Volunteer at a variety of summits and Day in the Life Experiences to view experiential learning opportunities (3, 4)
- Actively seek and provide feedback (5)



**Staff**

- Experience enhanced team environments through additional learning and off-site professional development (1)
- Gain insight into students and parents through reflection and partnership in Passion Portfolio work (2, 3)
- Engage parents as active partners in education by providing educational resources through Parent Summits.
- Implement Skills4Success, career pathway and experiential learning work to the benefit of students (4)
- Actively seek and provide feedback (5)



**Parents**

- Participate as members of specific action teams (1)
- Gain greater understanding of students through Passion Portfolios (2)
- Engage students in learning at home opportunities from resources gathered during Parent Summits (3)
- Provide feedback to teachers and administrators (5)



**Administration**

- Provide intentional professional development for stakeholders regarding effective teams (1)
- Partner with parents through resource-driven summits (3)
- Work with staff to develop partnerships with businesses and engage in experiential learning work with students (4)
- Actively seek and provide feedback (5)



**Community**

- Participate as members of specific action teams (1)
- Community businesses and professionals engaged and invested in developing career pathway/experiential learning opportunities for students (4)
- Community businesses identifying future Hamilton graduates with increased career and life skills (4)
- Provide feedback as appropriate (5)

HAMILTON COLLABORATES.



# Purpose Statement

Engage the Hamilton Community in mutually beneficial partnerships with all district stakeholders. Build the foundations of a Thrive Community.



# Build Thrive Community

## Strategic Plan Alignment

Instructional Model: Personalized Learning

### District Goals:

- Develop a dynamic teaching and learning environment where students and teachers, in school and throughout the community, facilitate learning and share their knowledge with each other. (1)
- Individualized instruction for each student based on the student's unique needs and interests (2)
- Develop and implement business partnerships offering HCS students opportunities for real-world career exploration and skill building. (10)
- Assess community support systems and community learning interests and needs; develop and implement a plan to connect these resources throughout the school and community for the benefit of all learners. (11)

## Intentional Action Steps



### 1. Enhance Personalized Learning

Enhance and provide personalized instruction for all students and staff through a variety of formats. Utilize personalized instruction to enhance stakeholder strengths and passions (e.g. Individualized Learning Pathways for Students, and Staff).



### 2. Create Internships and Mentorships

Create internship and mentorship opportunities through business partnerships in local community. Utilize hybrid scheduling and course work to provide students with the availability to access such opportunities.



### 3. Build Opportunities to Share Knowledge

Build opportunities to share knowledge and learning with the community for a variety of stakeholders. Promote a variety of formats for knowledge sharing to allow connections between stakeholders (e.g. Senior Showcase, Ted Talks, Poster Exhibitions, Summits, etc.).



### 4. Provide for Community Interests and Needs

Assess community support systems, learning interests, and needs. Develop and provide for community learning interests and needs in a variety of formats (e.g. Resume Workshops, Family Fun Nights, Exercise Classes, etc.).



### 5. Extend the Learning Community

Extend and grow the Learning Community to include local districts and ISDs. Provide access to new learning, ideas, and opportunities through a variety of formats (e.g. Book Studies, Invitation to Conference and Summits, Action Teams, etc.).

## Success Metrics by Stakeholder



### Student

- Benefit from multi-tiered, personalized learning and programming (1)
- Advocate for self, strengths, passions, and goals through a collaborative learning environment (1)
- Explore interests and career pathways through internship and mentorship opportunities with hybrid learning options (2)
- Share knowledge and passions through annual passion projects and other showcase opportunities (3)
- Participate, volunteer, and present at community events (4)



### Staff

- Create multi-tiered, personalized learning and programming for students (1)
- Benefit from multi-tiered, personalized coaching (1)
- Build hybrid learning opportunities to provide students with the opportunity to participate in internship and mentorship programs (2)
- Share knowledge through a variety of formats (3)
- Participate, volunteer, and present at community events (4)
- Gain new knowledge through extension of the Learning Community (5)



### Administration

- Create multi-tiered, personalized coaching for staff (1)
- Build hybrid learning and scheduling opportunities to provide students with the opportunity to participate in internship and mentorship programs (2)
- Build opportunities for stakeholders to share knowledge (3)
- Create resources and events to provide for community needs and interests (4)
- Extend Learning Community to include local districts and ISDs (5)



### School Board

- Build fulfillment through personalized roles and opportunities to pursue passions through the district (1)
- Share knowledge with others through a variety of formats (3)
- Participate, volunteer, and present at community events (4)
- Build fulfillment through enhanced collaborative and symbiotic relationships between the community and district (4)



### Parents

- Collaborate with staff to enhance personalized instruction for students at Summits (1)
- Identify student growth due to participation in internships and mentorships (1)
- Share knowledge with others through a variety of formats (3)
- Participate, volunteer, and present at community events (4)
- Build fulfillment through enhanced collaborative and symbiotic relationships between the community and district (4)



### Community

- Benefit from student internships and mentorships throughout the community (2)
- Share knowledge through a variety of formats (3)
- Grow in knowledge, resources, health, etc. as community programming and events are held by the district (4)
- Build fulfillment through enhanced collaborative and symbiotic relationships between the community and district (4)

# HAMILTON ENGAGES.



YEAR  
05



## Purpose Statement

*Extend impact to include growth and development of surrounding districts and communities. Continue to grow the pillars of a Thrive Community.*

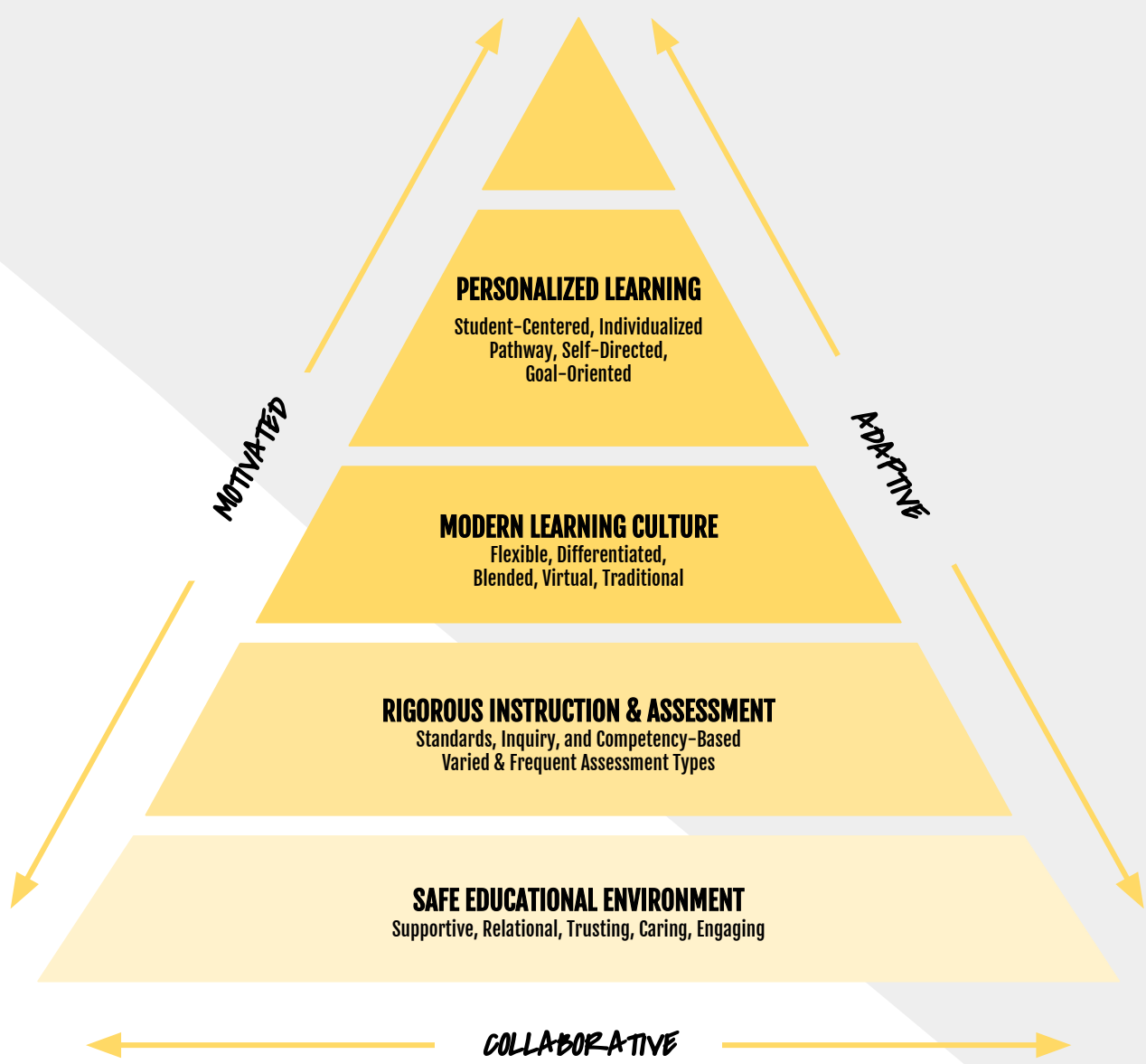
## Extend Thrive Impact

### Strategic Plan Alignment

**Instructional Model:** Personalized Learning for all of Hamilton Community Schools, surrounding districts, and surrounding communities.

**District Goals:**

- Develop a dynamic teaching and learning environment where students and teachers, in school and throughout the community, facilitate learning and share their knowledge with each other. (1)
- Individualized instruction for each student based on the student’s unique needs and interests (2)
- Develop and implement business partnerships offering HCS students opportunities for real-world career exploration and skill building. (10)
- Assess community support systems and community learning interests and needs; develop and implement a plan to connect these resources throughout the school and community for the benefit of all learners. (11)



### Intentional Action Steps



**1. Extend Personalized Learning**

Enhance and provide personalized instruction for all stakeholders through a variety of formats. Utilize personalized instruction to enhance stakeholder strengths and passions (e.g. Career Development and Coaching for Community).



**2. Create Self-Sustaining Programs & Events**

Through the extension of the Learning Community with the invitation of local communities and districts, generate the volume, resources, and partnerships necessary to maintain and build programs and events without financial burden to the district.



**3. Build and Enhance Platform of Impact**

Build and enhance the platform of impact by sending speakers from the district to a variety of conferences and events throughout the region. Serve as a model for the wider education community by hosting conferences such as Modern Teacher.



**4. Build the Thrive Community**

Continually assess community support systems, learning interests, and needs. Build the Thrive Community through extended events and resources (e.g. Thrive Community Conference, Community Garden, etc). Construct intentional programming for Thrive Communities.



**5. Reflect on Growth & Development**

Develop action teams to reflect on the growth and development throughout the district. Identify areas of strength and areas of need. Work with all stakeholders to elicit feedback for future plans and development.

### Success Metrics by Stakeholder



**Students**

- Benefit from multi-tiered, personalized instruction and programming (1)
- Access to various self-sustaining programs and events (2)
- Opportunity to share knowledge beyond scope of district (3)
- Benefit from increase in community knowledge and resources (4)
- Participate in reflection on district development (5)



**School Board**

- Identify growth of stakeholders due to personalized instruction (1)
- Build self-sustaining program and event models to allow for future growth and development (2)
- Benefit from increase in community knowledge and resources through Thrive Community Conference (4)
- Participate in reflection on district development (5)



**Staff**

- Identify student growth due to personalized instruction (1)
- Benefit from multi-tiered, personalized coaching (1)
- Find encouragement to pursue passions and grow professionally (1)
- Access to various self-sustaining programs and events (2)
- Share knowledge at conferences and events throughout the region (3)
- Benefit from increase in community knowledge and resources (4)
- Participate in reflection on district development (5)



**Parents**

- Identify student growth due to multi-tiered personalized instruction and programming (1)
- Access to various self-sustaining programs and events (2)
- Benefit from increase in community knowledge and resources through Thrive Community Conference (4)
- Participate in reflection on district development (5)



**Administration**

- Identify student and staff growth due to personalized instruction (1)
- Build self-sustaining program and event models to allow for future growth and development (2)
- Share knowledge at conferences and events throughout the region (3)
- Benefit from increase in community knowledge and resources (4)
- Participate in reflection on district development (5)



**Community**

- Benefit from personalized learning opportunities through the district such as career coaching (1)
- Access to various self-sustaining programs and events such as wellness programming (2)
- Engaged by community driven programs and events such as the Thrive Community Conference (4)
- Participate in reflection on district development (5)

HAMILTON IMPACTS.

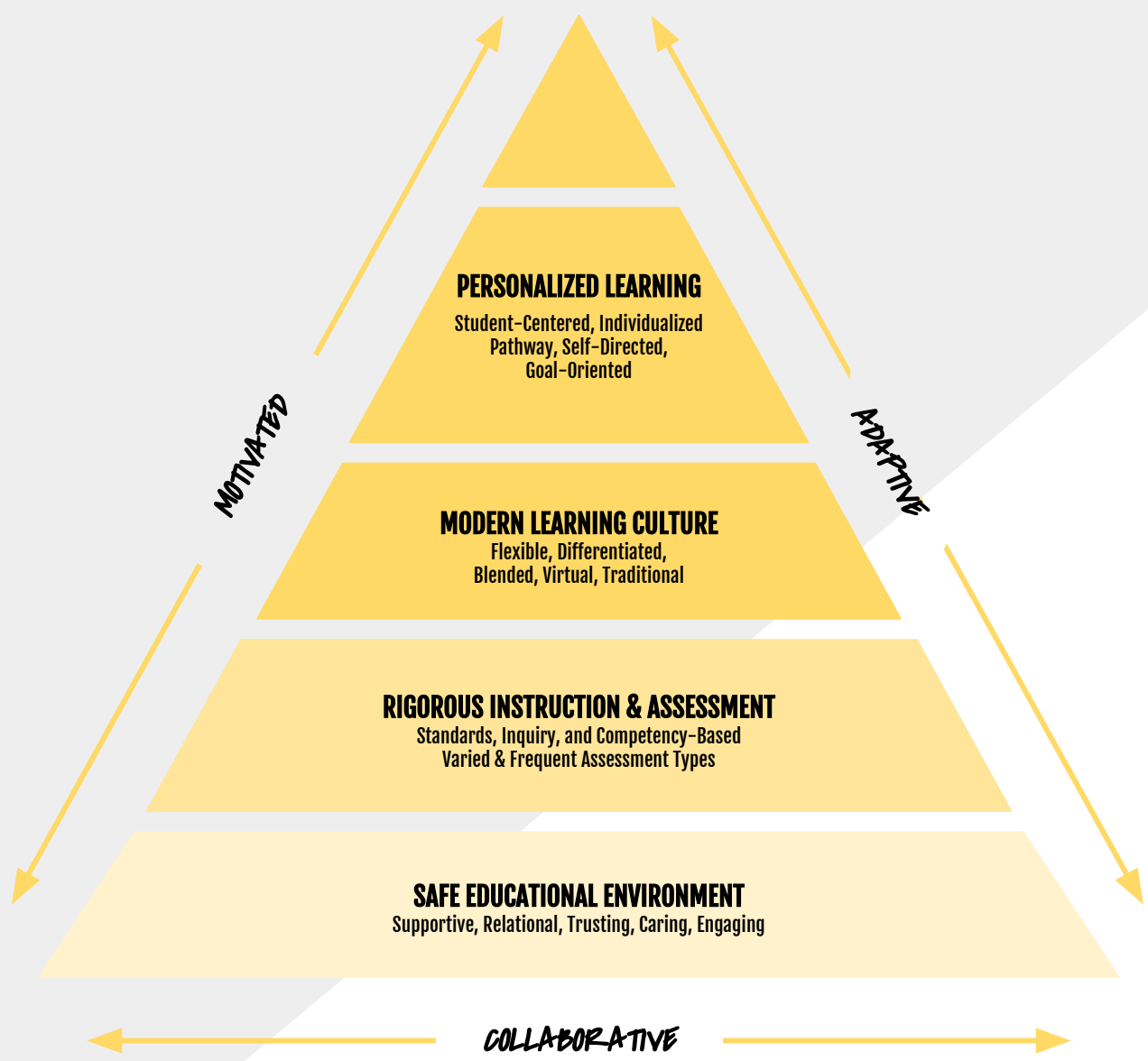


Purpose Statement

Engage the Hamilton Community in mutually beneficial partnerships with all district stakeholders. Build the foundations of a Thrive Community.



Ignite Thrive Community



Strategic Plan Alignment

**Instructional Model:** Personalized Learning for all of Hamilton Community Schools, external districts, and external communities.

- District Goals:**
- Develop a dynamic teaching and learning environment where students and teachers, in school and throughout the community, facilitate learning and share their knowledge with each other. (1)
  - Individualized instruction for each student based on the student’s unique needs and interests (2)
  - Develop and implement business partnerships offering HCS students opportunities for real-world career exploration and skill building. (10)
  - Assess community support systems and community learning interests and needs; develop and implement a plan to connect these resources throughout the school and community for the benefit of all learners. (11)

Intentional Action Steps



**1. Maintain & Grow Personalized Learning**  
Enhance and provide personalized instruction for all stakeholders through a variety of formats. Utilize personalized instruction to enhance stakeholder strengths and passions (e.g. Individualized Learning Pathways for Community Members).



**3. Generate Revenue to Support Growth**  
Through programming and events generate revenue necessary to support and sustain growth and development of future programs. Utilize revenue to support additional external professional development for stakeholders, professional speakers, etc.



**2. Innovate through Collaborative Partnerships**  
Utilizing collaborative partnerships with local and external stakeholders, continue innovating practices and products through the increase of new knowledge and ideas. Encourage purposeful and research based innovation and experimentation throughout the district.



**4. Impact the Education Community**  
Spread the knowledge of Thrive work through completed programming and speakers. Impact other districts around the nation through the work of Thrive Coaches. Operate as a model district for the next generation of educators.



**5. Share Thrive Blueprint with Communities**  
Extend and grow the concept of a Thrive Community across the state and nation with Thrive Ambassadors. Encourage Thrive Experiences with external community stakeholders.

Success Metrics by Stakeholder



- Student**
- Benefit from multi-tiered, personalized instruction and programming (1)
  - Advocate for self, interests, and goals in a collaborative learning environment (1)
  - Work alongside other stakeholders to continue innovating Thrive practices (2)
  - Benefit from programming and professional development opportunities generated from Thrive programs (3)
  - Share knowledge and experiences as active Thrive Ambassadors (5)



- Staff**
- Create multi-tiered, personalized instruction and programming for students (1)
  - Benefit from multi-tiered, personalized coaching (1)
  - Work alongside other stakeholders to continue innovating Thrive practices (2)
  - Benefit from programming and professional development opportunities generated from Thrive programs (3)
  - Impact the education community as model educators (4)
  - Share knowledge and experiences as active Thrive Ambassadors (5)



- Administration**
- Provide multi-tiered, personalized coaching for staff (1)
  - Work alongside other stakeholders to continue innovating Thrive practices (2)
  - Generate revenue from programs and events to support growth and development (3)
  - Impact the education community as model educators (4)
  - Share knowledge and experiences as active Thrive Ambassadors (5)



- School Board**
- Build fulfillment through personalized roles and opportunities to pursue passions through the district (1)
  - Work alongside other stakeholders to continue innovating Thrive practices (2)
  - Be encouraged by program and event generated revenue being utilized to support future growth (3)
  - Share knowledge and experiences as active Thrive Ambassadors (5)



- Parents**
- Benefit from multi-tiered, personalized instruction and programming (1)
  - Work alongside other stakeholders to continue innovating Thrive practices (2)
  - Benefit from programming and professional development opportunities generated from Thrive programs (3)
  - Share knowledge and experiences as active Thrive Ambassadors (5)



- Community**
- Benefit from personalized learning opportunities (1)
  - Work alongside other stakeholders to continue innovating Thrive practices (2)
  - Benefit from programming and professional development opportunities generated by Thrive (3)
  - Share knowledge and experiences as active Thrive Ambassadors (5)
  - Build a network of communities to enhance the concept of Thrive (5)