

Hamilton Public School District



Vision Framework

Executive Summary

Standard 1: The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Purpose and Direction: The District has a well-articulated Mission, Vision, Operating Principles, and Educational Goals document, a clear prioritization of resources to execute action plans, and an annual report that monitors District progress. Numerous stakeholders participated in developing the Vision Framework during the fall of 2012 through interactive public hearings, staff meetings, parent groups, and local volunteer groups such as Kiwanis, Rotary, Lions, and the Hamilton Education Foundation. At each hearing, the District solicited community input through small group work and collected written recommendations. At each board meeting, revisions were presented from the Superintendent to the board in response to data collected. This process continued from early August and commenced November 26, 2012. The Superintendent's evaluation is directly tied to the Vision Framework. Therefore, the board revisits the document every January and August.

The Mission and Vision supported the passing of a significant levy of \$485,000 in 2014. The primary purpose of the levy was for targeted program innovation in career pathways and dual enrollment opportunities with Bitterroot College. Hamilton High School has worked closely with Bitterroot College to help student earn industry recognized credentials to directly enter the workforce and/or earn dual-enrollment credits for the Montana University System. These students benefit from a significant cost savings which are estimated to be between \$250,000 and \$1 million for Hamilton graduates and growing each year.

Continuous Improvement: Each year the District sends out an annual report no later the first of January of each year, the Board will render a written report to the community that summarizes past performance, the current state of the schools, how well the District is doing at accomplishing its mission and plans for the future. This report will include performance data, a budget review including spending and revenue, major issues facing the District, major initiatives currently underway or being contemplated, and changes to federal and state requirements. A District-level action plan is to be prepared along with supporting plans at the school level. Each plan is to cover at least a three-year period (current school year plus two) and to identify critical resources required to support the plan.

High Expectations: The initiatives developed in the action plans have led to many awards including Hamilton's recognition as a top five high school in Montana which was completed independently by US News and World Report with no school submission or input by respective school Districts. Student advanced placement participation rate, college readiness, and state level assessments are the primary indicators used in determining rank. At the state level, the office of public instruction awarded the high school the Raising Aspirations Award for our graduation matters initiatives. The elementary and middle schools have all received MBI awards and a variety of grants for their continued pursuit of excellence.

Shared Values and Beliefs about Teaching and Learning: In the Spring of 2016, the District reviewed and significantly modified its current teacher supervision and evaluation plan. Teacher teams met several times with administrators. The primary improvement targets to were to discontinue the practice of the fatal visit, provide actionable feedback, differentiate teacher skill, and increase the level of participation of the professional teacher in the process. The previous 41 standards were replaced by 5 standards. The

process would encompass a greater span of time, include clinical supervision techniques, and require teachers to reflect on student growth using classroom based pre and post-test data. The superintendent will review each teacher evaluation process to ensure consistency, fidelity, and meaningfulness.

Improvement: Now in its fourth year, the District should formally revisit the Vision Framework to clarify and/or update the purpose of the school District. Action plans should become more measurable with the implementation of SBAC and ACT test scores as well as completed dual enrollment and AP courses. The staff should receive training to better analyze statistical data. Teacher evaluation and supervision need to be reviewed by teacher evaluation and supervision committee to determine if we are making the desired improvements.