WORK SMART • CREATE EXPERIENCE • EMBRACE GROWTH

DESTINATION 2026

A STRATEGIC PLAN TO GUIDE THE INSTRUCTIONAL FUTURE
OF THE MARIEMONT CITY SCHOOL DISTRICT

2018 UPDATE

MESSAGE FROM THE SUPERINTENDENT

I've always believed that the best organizations subscribe to "systems" thinking, and a great school district is certainly no exception. When we think as a system in schools, all of us – staff, parents, students, community members and business leaders – share a perspective. We know the goal and objectives of the district; we share a common vision of success; and we understand what it will take to make our vision a reality. We also recognize the important role that each of us plays in our schools and know that optimal performance is the result of collaborative work and support. It is in this spirit that our *Destination 2026* work was first launched in 2013 and continues today.

So, what is *Destination 2026*? Simply put, it's a strategic plan for the instructional future of our school district. Together, school district teachers and administrators went on a journey of research and self-exploration to search for ideas, solutions and strategies that will move Mariemont City Schools into the future of education. As a result of this work, we now have a blueprint for our future in five crucial areas: (1) Teaching & Learning; (2) Extended Learning; (3) Technology & Resources; (4) Professional Development; and (5) Data, Assessment & Intervention. We also have an aligned narrative to share: ***Work Smart. Create Experience. Embrace Growth.***

In the pages that follow, you will find the details of our journey, our accomplishments thus far and the recommendations that will continue to drive our work into the future. I am so appreciative of the time and dedication that our staff put into creating *Destination 2026*, and I also want to thank the parents, community members, and business leaders who offered their input during this process. As you read, I hope you share in my excitement for our plan to position the Mariemont City Schools for today, tomorrow and beyond!

Sincerely,

Steven Estepp, Superintendent
Mariemont City Schools

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VISION, GOAL & OBJECTIVES

Instructional Vision

- Students will be **global learners**.
- Students will have a **well-rounded educational experience**.
- Students will be **deeply committed members of the community** and world.
- Students will be **strong communicators** and work collaboratively with others.
- **Positive relationships will be strong** among staff, students, parents and the community.
- **Support organizations** and volunteers will be an integral part of our work.
- **High expectations** will define the work of our students and staff.
- **Professional, responsible risk taking** will be encouraged with students and staff.
- **Data** will be used and analyzed by staff and students to make informed decisions, promote student growth, and maximize achievement.
- Students' individual **interests and passions** will always drive our work.
- **Continuous improvement** will be ongoing to meet the demands of our ever-changing world.
- **Best practice, well-researched** instructional strategies and programs will be implemented.
- **Experiences beyond the school day** will be part of the academic program.

District Achievement Goal

- Student success will increase through rigorous curriculum design, instructional best practices, meaningful programming and purposeful environments that maximize learner autonomy and capacity to thrive in the 21st century.

District Objectives

- Student learning will be enhanced through diverse curricular options and enriching experiences that drive deeper understanding and skill development and support global competency.
- Student learning will be maximized through the creation of purposeful, safe physical and virtual learning environments for students and staff that promote communication and collaboration.
- Student learning will be enhanced through instruction and programming that are responsive to assessment results, designed to meet the individual needs of students, and cultivate drive and resiliency.
- Student learning will be maximized through the implementation of innovative instructional practices that that stimulate student interests and foster inspiration and passion.

Destination 2026 - MCSD (2018 Update)

INTRODUCTION

oday's student, at a glance, looks pretty much the same as the students of yesterday; however, on the inside, this student is really very different. In general, today's student is walking into our classrooms smarter, more experienced and ready to engage in complex learning experiences.

Additionally, today's global society, sparked by rapid technological advances and innovation, is putting new demands on America's work force. Students must possess a whole new set of skills and knowledge to be successful in the future, and those skills change from year to year and decade to decade.

The question, "What's worth learning in school?" is becoming even more relevant, and the urgency to answer it is only increasing. Educational author and researcher David Perkins has identified six broad trends that answer this very question. He has termed these trends and "what's worth learning" the "Six Beyonds" that define our work in Mariemont City Schools:

(1) *Beyond basic skills – twenty-first century skills and dispositions.* There's a global trend toward cultivating critical and creative thinking, collaborative skills, leadership, and entrepreneurial dispositions that will be key to living and thriving successfully in our era.
(2) *Beyond the traditional disciplines – renewed, hybrid, and less familiar disciplines.* These "new" disciplines include themes like bioethics, ecology, recent ideas from psychology and sociology, and other areas that address the opportunities and challenges of our times and are not traditionally included in the school curriculum.
(3) *Beyond discrete disciplines – interdisciplinary topics and problems.* Curricula need to introduce students to daunting contemporary problems that are often interdisciplinary in nature.
(4) *Beyond regional perspectives – global perspectives, problems, and studies.* Trends are putting attention not just to local or national but also to global matters that students need to understand.

(5) *Beyond mastering content – learning to think about the world with the content.* Students need to not just master content academically but also need to notice where content connects to life situations, yields insights, and prompts productive action.

(6) *Beyond prescribed content – much more choice of what to learn.* Educators must support and coach students in choices about what to study to spark their interests and passions.

(SOURCE: *Future Wise: Educating Our Children for a Changing World*, David N. Perkins)

Researcher and author Yong Zhao adds that, in today's schooling, "the missing link is an entrepreneurial mindset – a critical mix of success-oriented attitudes of initiative, intelligent risk-taking, collaboration, and opportunity recognition." His pertinent findings show the most desirable education is one that "enhances human curiosity and creativity, encourages risk-taking, and cultivates the entrepreneurial spirit in the context of globalization."

(World Class Learners: Educating Creative and Entrepreneurial Students, Yong Zhao)

So, what does this mean for the Mariemont City School District? How do we prepare the children of Mariemont City Schools for their futures when everything about the future is ever-changing?

Instruction, and the components that support it, must be more intentional and purposeful than ever before in their design. Schooling can no longer be looked at as an event; rather, it must become an experience in which students are deeply engaged, find passion, and experience deep practice in their learning. Students must think critically and creatively across disciplines, collaborate with others to problem solve, understand the global landscape and their place in it, and use technology inside the classroom as much as they do outside of it.

In response to these ever-changing needs and demands, in 2013, the Mariemont City School District launched *Destination 2026* to develop an instructional vision and, ultimately, explore the knowledge, skills and experiences students will need to compete globally and succeed consistently in tomorrow's world.

This report is the compilation of the work completed in 2013. It also includes a 2018 update of accomplishments thus far and the recommendations to drive our work forward.

THE GROUNDWORK

Mission

*T*he Mariemont City School District's mission is to provide the utmost in quality education for our **Scholars of Today** by offering enriching opportunities for individual achievement to inspire our **Leaders of Tomorrow**.

What is a World-Class Education?

Education, as we know it, has changed and will continue to change each year. Students and teachers need to be more flexible, innovative, entrepreneurial and creative than ever before. The classroom, and the audience, has widened. To make sure we are preparing our students to be successful, contributing members of our society, we need to be very intentional and purposeful in our planning to ensure our students develop and practice **a self-awareness, a global competency, the skills to communicate effectively and the ability to collaborate with peers around the world.**

What is Excellence?

The Mariemont City School District is committed to excellence in all areas of the student experience. Excellence is defined by effective teaching and engaged learning. To ensure we are clear about what

this means, we developed research-based characteristics of engaged students and highly effective teachers (see page 28 for these characteristics). Created by teachers and administrators, and based on the work of leading researchers John Hattie and Yong Zhao, **these characteristics framed the recommendations included in the report and define the expectations we have for students and teachers in Mariemont City Schools.**

Who was Involved in the 2013 work?

The *Destination 2026* work was focused around five key areas: (1) teaching and learning, (2) extended learning, (3) technology and resources, (4) professional development and (5) data, assessment and intervention. Over 40 teachers and administrators spent eighteen months in discussion, research and exploration of a focus area in order to generate the recommendations included in this report to guide the future of Mariemont City Schools.

2018 UPDATE

Why was the plan updated in 2018?

When implementation of the original *Destination 2026* recommendations began in 2014, it was decided that a formal review would occur every four years to reflect on progress and accomplishments, ensure the plan's relevance and create additional recommendations reflective of our everchanging educational landscape. So, in spring 2018 a group of school district teachers, staff and administrators engaged in a productive work session to revisit the original plan.
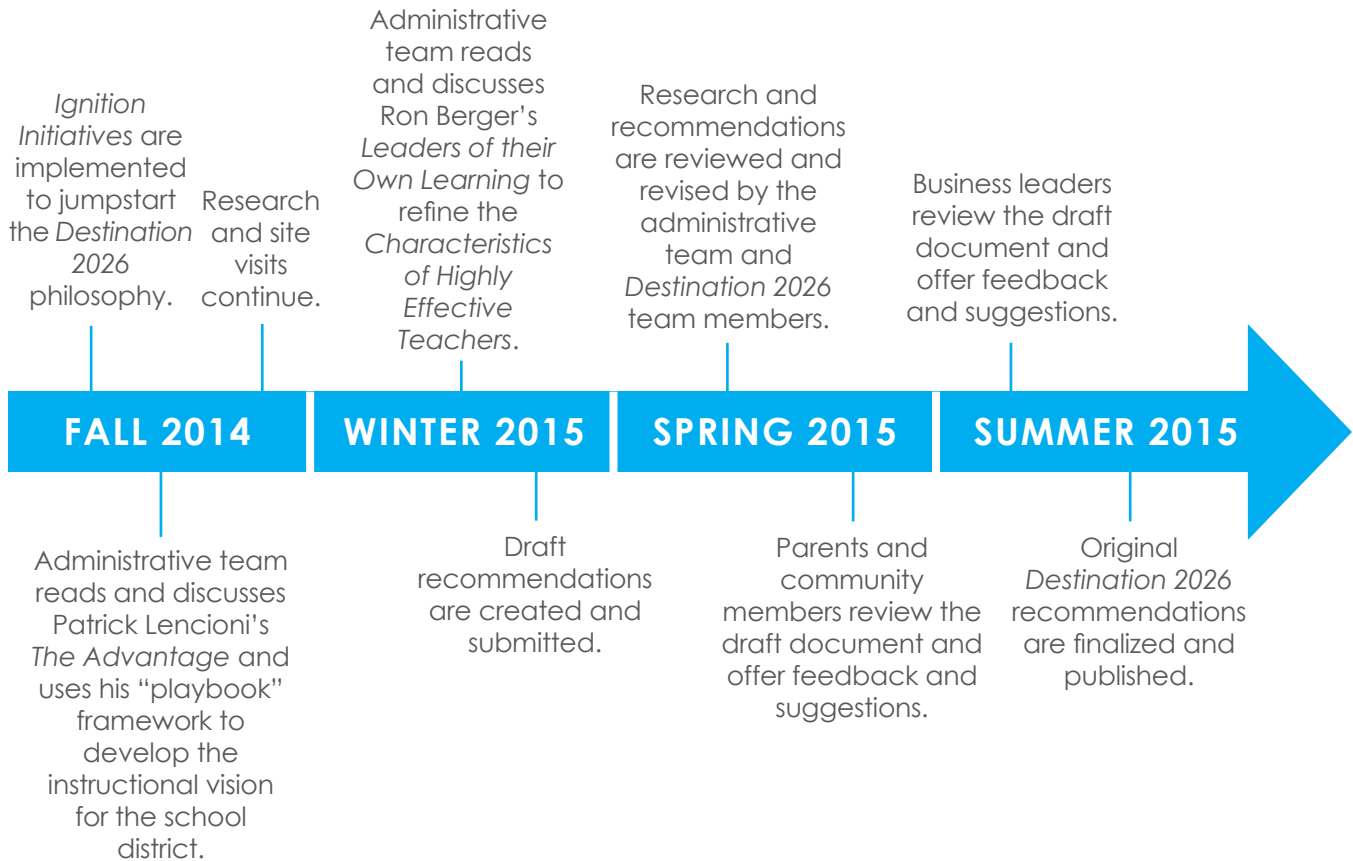
The team reviewed the original plan's recommendations, celebrated successes and accomplishments and revised recommendations moving forward reflective of today's research, technology and needs that could not have been predicted during the initial work. Of particular importance was discussion of:

- The "third wave" of the internet -- a phase where the internet is now fully integrated into every part of our lives—how we learn, how we heal, how we manage our finances, how we get around, how we work, even what we eat.

- The impact of artificial intelligence and the realization that intelligence is mandatory but consciousness is optional. And as the algorithms controlling artificial intelligence get better, the machines are getting smarter.

- The changing landscape of jobs and the skills that will be needed in a world where robots and humans work hand-in-hand.

- The human quest for never-ending happiness and the impact it's having on our mental health.

DESTINATION 2026 DEVELOPMENT TIMELINE

Over 40 staff members become members of the *Destination 2026* team.

Destination 2026 project is launched.

Areas of focus to research are identified.

All 2026 team members read and discuss Sal Kahn's *One World Schoolhouse*.

Research and site visits begin.

FALL 2013

WINTER 2014

SPRING 2014

Administrative team studies John Hattie's *Visible Learning* work to develop the *Characteristics of Highly Effective Teachers*.

"All call" for staff members to participate in the work.

Administrative team reads and discusses Yong Zhao's *World Class Learners* text and develops the *Characteristics of Highly Engaged Students*.

Two-day retreat is held with the *Destination 2026* team to develop guiding questions for the work and finalize the *Characteristics of Highly Engaged Students*.

Ignition Initiatives are implemented to jumpstart the *Destination 2026* philosophy.

Research and site visits continue.

Administrative team reads and discusses Ron Berger's *Leaders of their Own Learning* to refine the *Characteristics of Highly Effective Teachers*.

Research and recommendations are reviewed and revised by the administrative team and *Destination 2026* team members.

Business leaders review the draft document and offer feedback and suggestions.

FALL 2014 | **WINTER 2015** | **SPRING 2015** | **SUMMER 2015**

Administrative team reads and discusses Patrick Lencioni's *The Advantage* and uses his "playbook" framework to develop the instructional vision for the school district.

Draft recommendations are created and submitted.

Parents and community members review the draft document and offer feedback and suggestions.

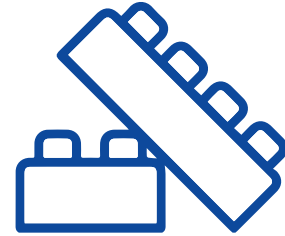Original *Destination 2026* recommendations are finalized and published.

THE CURRENT STATE

65% of today's grade-school children will end up at jobs that haven't been invented yet.

Schooling as we traditionally think of it was designed in 1893.

A Lego Foundation study reports that students lose more than 90% of their creative capacity during their school years.

"The 21st century is going to be all about building, creating and innovating."
-Sal Khan

"Change doesn't care if you're ready. Change outpaced humans sometime in the last century. These are "exponential times."
- Joi Ito & Jeff Howe

Destination 2026 - MCSD (2018 Update)
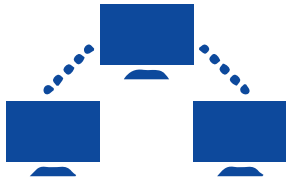
The latest research shows 47% of U.S. jobs at high risk of being taken over by artificial intelligence in the next 20 years.

99% of human qualities and abilities are simply redundant for the performance of most modern jobs – so artificial intelligence can squeeze humans out of the job market just by outperforming us in the specific abilities a particular profession demands.

53% of recent college graduates are under or unemployed.

Gallup found that college grads who had opportunities to apply classroom learning to internships, jobs or ambitious projects are twice as likely to be engaged in work later in life.

"The world only cares about… what you can do with what you know. And in an age when innovation is increasingly a group endeavor, it also cares about a lot of soft skills- leadership, humility, collaboration, adaptability and loving to learn and re-learn."
-Thomas L. Friedman

AREAS OF FOCUS

Teaching and Learning

The traditional methods of teaching and learning alone will no longer work to foster all the skills needed for success in the 21st century. Many of students' future occupations will not exist when they are in school, so they must be prepared to become life-long learners; their quest for learning cannot stop with the end of their formal education. Information is at their disposal; they must learn how to use and filter it effectively. Students must learn to question, analyze, interpret, collaborate and communicate in all areas of their lives. The instructional process needs to promote deep understanding and thinking so that students can learn more than content and find relevance in what they are learning. The curriculum and learning environment must meet the current needs of students and teaching, yet still be adaptable for tomorrow's learning landscape.

Guiding Questions:

What is our philosophy on "skill vs. content?" What are our expectations? How do we prepare students to understand?

How will we continue to expand the courses, programs and activities we offer to students K-12? What process should be put in place to make these selections?

How do we ensure aligned, rigorous experiences for our students? How is consistency achieved within levels and disciplines? How do we ensure a common experience and opportunities across buildings and grade levels? What mechanism can we put in place to ensure K-12 vertical alignment in core content areas as we implement new standards and other district initiatives? What opportunities can be created for interdisciplinary instruction at all grade levels?

What is the best use of instructional time? What types of schedules are conducive to student learning? How do we infuse a common instructional model as an expectation in our school district?

How do we shift our strategies, focus, expectations, student/teacher interactions and feedback to achieve student mastery? How can we create opportunities for students to be involved in decisions about courses and other learning opportunities the district offers? How can we involve students in locating, researching and analyzing curricular resources to support their learning?

What is the best way to group students? How do we create a learning atmosphere that allows students to master skills at their own pace yet still maintain rigor? How and when do students define their own success? What should this look like?

What are the most engaging and effective methods used to teach students so they are prepared for today's interconnected world? Do we teach or incorporate learning about other cultures in our lessons? How can we encourage student innovation? What does it look like? Where and when does it happen?

What is 21st century learning? What are the best learning environments, physical and/or virtual, to meet all student needs?

Extended Learning

Learning cannot only happen in the classroom. In fact, the deepest learning often comes from experiences. What a student learns should not be confined within the traditional school day. Students need to be able to explore their passions and become a part of the community in which they live. Enrichment, travel, service and career opportunities are integral to the complete student experience. Students will glean more knowledge about something if they are actively involved; therefore, experiential learning is an aspect of schooling that should not be ignored.

Guiding Questions:

How do we create choice for students beyond the traditional classroom and school day? In what ways are students a part of making these choices? How can the credit flexibility program continue to expand allowing students to construct their own courses or programs? What role will the community play? How do we initiate/engage with the community?

How could capstone experiences be used to build skills, encourage exploration, create unique experiences and engage deeper learning? Can a student get credit for doing activities outside of school?

What resources need to be in place to ensure that students can work at their ability level, not just grade level? How do we differentiate extended learning opportunities?

How can restructuring the school day enhance and enrich students' extended learning? Do the kids need to be in the classroom every single day? Are there other learning spaces? Is it possible to do more summer and afterschool programs to extend the learning and offer opportunities to learn/teach more depth in a subject area? Build global competency?

What is the definition of learning? In what ways will extended learning be assessed? How will we determine its success/failure?

How can teachers model and use their own extended learning experiences to enrich their classrooms? What is the role of the teacher with respect to extended learning?

What systems (policies, procedures, etc.) are in place to implement, evaluate and continually improve our extended learning programs? What policies do we need to consider in order to force the hand in students' exploring options without lowering grade point averages, etc.?

Can we ensure all students are exposed to a "college" experience before graduating from the district? How?

Technology and Resources

Today's students are "digital natives." They are much more proficient and comfortable using available technologies and resources than previous students in our schools. They have grown up with tablets and computers and have been exposed to more information than was ever thought possible. Using technology and discerning information are key components of being successful in today's world and in the world to come. Students need proficient technology literacy skills and must be able to sift through information, collaborate globally and utilize the many technologies available. The educational experience must allow for the exposure to, and development of, these technological and resource abilities and competencies.

Guiding Questions:

How do we ensure our students' privacy and safety while using technology? What privacy issues are there for learners/teachers? What does a safe learning/teaching environment look like? Do we need to block sites on the district network from students and teachers?

How will students use technology to engage with the local and global community? How do we build and sustain the Mariemont Network? Our International Network? What technologies are needed to connect with the local and global community?

What practices can be used for individualized learning? What are the current tools available for teachers to differentiate learning for students? What future tools will be needed? What online opportunities can we create for students at all grade levels? How do we ensure that all students are exposed to online learning before graduation?

Do we have a plan to move away from textbooks, workbooks and other consumable materials and toward electronic resources that promote critical thinking, communication, collaboration and creativity? Do we expect innovative instructional strategies in our classrooms (flipped, blended, etc.)? How are we monitoring this?

What should technology look like to best support each learner? How do we ensure teachers encourage/require our students to use one to one technology resources in meaningful ways? What technologies will we use for adaptive learning? Assistive learning? What will the learning spaces look like and how does technology fit into the design?

How can we more effectively use technology to help us create engaging learning environments for all students? What systems can help us gather feedback, perspectives and input? How do we crowd source knowledge to harness student ideas and creativity?

How can technology support learning anytime, anyplace, just-in-time when the learner is motivated to learn? What will be the main driver/deliverer of content to support teaching and learning? How do we make sure our infrastructure can deliver?

How do we plan and monitor sustainable technology to ensure the Mariemont City School District is able to support teaching and learning as well as community support? What financial considerations need to be explored? What type of PD is needed to sustain innovation?

Professional Development

In order for students to be successful, school staff must be trained to guide them through the ever-changing educational landscape. Teachers will be required to not only know more about their content, but also must be able to infuse the new skills and competencies that the 21st century demands. Critical thinking, collaboration, problem solving, communication and self-awareness are crucial components of learning. Teachers need to be prepared to lead their students to mastery of these skills, and administrators must have the knowledge to coach and offer support. Professional development needs to be on going, relevant and individualized in order to meet the needs of all staff.

Guiding Questions:

How do we build a stronger foundation for our teachers' conceptual understanding of the subject matter they are teaching? How do you allow teachers to teach their passions and be flexible in their day to provide opportunities beyond the standard curriculum? How can we give teachers more freedom for risk taking?

How can we provide opportunities for teachers to collaborate, support and give feedback to each other about the art and science of teaching and what is working in the classroom? What sort of structures might need to be in place to allow for that type of professional development?

How do we identify the specific needs and expectations of teachers and learners in our district? How do we ensure that professional development is continuously meeting those needs? What structures do we have in place to continue developing the instructional leadership skills of teachers and principals?

How can we provide opportunities in a collaborative manner with other experts? How do we identify who qualifies as experts? How do we partner, consult and connect with other schools, corporations and community members? How do we utilize resources within our local and global community to learn valuable 21st century skills?

How do we inspire teachers to be motivated and to accept change and be engaged in the professional development that supports these changes? How do we move teachers to have the entrepreneurial/innovator mindset? How do we develop a culture with teachers where they say "we can do that"?

What types of professional development are most effective for teachers? What manner of professional development delivery is most effective? How can we make professional development time more accessible? What changes to scheduling are necessary?

Do we have an expectation for participation in professional development for all staff? How is this communicated? How can this be monitored/enforced? What data should we use to drive professional development for each individual?

How do we cultivate and harness the expertise within our buildings? Would it be possible for staff and students to research/develop projects to foster innovative ideas and practices? Is instructional coaching a possibility? How will we showcase the good things that are happening with teaching and learning?

Data, Assessment and Intervention

Data has become abundant. Assessment has evolved. Intervention can be more intentional and prescriptive. In order to provide an exceptional education, the choice of assessments, use of data and the systems for intervention need to complement each other. Our assessment system must be a balance of classroom, grade level, district, state and national assessments to get a complete picture of each student through multiple data points. We must be able to analyze and utilize the data gathered to identify the support each student needs on the path to success. All students must grow; therefore, all students must receive the support, whether remediation or enrichment, that they need.

Guiding Questions:

How could a "personalized education plan" model be developed and implemented for each student in our district?

How can we hold students accountable for their own learning? How do we promote student ownership of their learning and assessment? How can we create more choice within student lessons?

How do traditional grades play into the future of assessment? Does our current grading system K-12 provide appropriate feedback to students? Parents? What accountability model/system needs to be in place to define and validate student mastery of skills? How would we implement a new grading system? How would we redefine the culture and expectations?

How is data used to track student success? Do we have a systemic assessment plan that measures students' progress towards college and career readiness by graduation? What are the benchmarks? How should this data be used? How can we use a district data and assessment warehouse to track student progress and monitor student achievement during a school year and from grade level to grade level?

How do we define student mastery? In what ways are we comparing our students to others locally, nationally and globally? To what/whom are we comparing our students? To what/whom should we be comparing our students?

How can we assess students in non-traditional ways? What do those assessments look like?

How can we best structure a systemic intervention model, K-12, for academically struggling students in reading? Math? Other disciplines? Behaviors?

How can we successfully implement an intervention/enrichment model to maximize student growth? How do we involve the community in enrichment experiences?

Our Instructional Vision

- Students will be **global learners**.
- Students will have a **well-rounded educational experience**.
- Students will be **deeply committed members of the community** and world.

- Students will be **strong communicators** and work collaboratively with others.
- **Positive relationships** will be strong among staff, students, parents and the community.
- **Support organizations and volunteers** will be an integral part of our work.

In order to accomplish this we will...

WORK SMART

- Learning spaces that foster collaboration and creativity.
- A rigorous K-12 digital literacy curriculum.
- Teacher collaboration teams that support data-based decision making and instructional best practices.
- A quality assessment system and student-led conferences to showcase learning.
- An intervention warehouse and tracking system that assists teachers in providing targeted, personalized instruction.
- Instructional models that support and encourage co-teaching and cross-curricular collaboration.
- Quality, up-to-date technology resources, curriculum and tools that enhance learning.

As a result of our work...

Students will be highly engaged and...

- be **globally competent** and understand other perspectives and cultures.
- value **relationships** and understand the importance of **communication** and **collaboration**.
- build strong content **knowledge**, effectively **filter** information, and demonstrate learning in **authentic** ways.

Teachers will be highly effective and...

- create **learning targets** that help students understand where they are going and how to get there.
- foster productive and purposeful **collaborative learning** that encourages **respect** and **tolerance**.
- cultivate **trust** by working with students to set challenging **learning goals**.
- **advocate** for student success and **nurture** student well being.

In assessing the effectiveness of our work, we will...

- Consistently **benchmark** against high quality peer school districts.

- Identify clear **performance metrics** including:
  - State and national rankings of district academic performance.
  - Student achievement levels on local, state, and national assessments.
  - Student participation rates in programs and enrichment experiences.
  - Satisfaction levels among students, alumni, staff, and parents.

Our Instructional Vision

- High **expectations** will define the work of our students and staff.
- **Professional, responsible risk taking** will be encouraged with students and staff.
- **Data** will be used and analyzed by staff and students to make informed decisions, promote student growth, and maximize achievement.

- Students' individual **interests and passions** will always drive our work.
- **Continuous improvement** will be ongoing to meet the demands of our ever-changing world.
- **Best practice** and **well-researched** instructional strategies and programs will be implemented.
- **Experiences** beyond the school day will be part of the academic program.

In order to accomplish this we will...

CREATE EXPERIENCE

- Diverse learning experiences that expand understanding and appreciation of world cultures, perspectives and languages.
- Quality enrichment opportunities in a variety of content areas and interests.
- Academic courses that meet today's l earning needs and interests.
- Digital personal learning portfolios and individual student learning plans to set learning goals and record progress/growth.
- Choice, flexibility and ownership in student learning options.
- Capstone projects and Intersession periods that give students opportunities for career and interest exploration.

EMBRACE GROWTH

- Global competencies and cultural proficiencies to meet the needs of students from diverse backgrounds.
- A comprehensive K-12 instructional coaching model for staff.
- Professional learning opportunities for staff to grow expertise and highlight outstanding instruction.
- Purposeful use of artificial intelligence to enhance instruction and assessment.
- Mental health support and training for students and staff.
- Meaningful homework assignments and projects to enhance learning.

As a result of our work...

Students will be highly engaged and...

- demonstrate **self-awareness**, **independence**, and **ownership** of their learning.
- take responsible academic **risks** and possess **resilience**.
- be **curious**, **creative**, and demonstrate **passion** for learning.
- be **critical thinkers** who **experiment**, **question**, and **solve** problems.
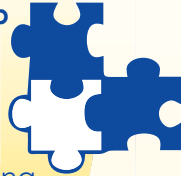
Teachers will be highly effective and...

- ensure student understanding by **modeling** strong and weak work and encouraging **resiliency**.
- design creative learning opportunities to **motivate** and **inspire** students.
- give frequent, ongoing, meaningful **feedback**.
- support students to have an accurate understanding of their own learning through the use of **quality assessments**.

In assessing the effectiveness of our work, we will...

- Consistently **benchmark** against high quality peer school districts.

- Identify clear **performance metrics** including:
    - State and national rankings of district academic performance.
    - Student achievement levels on local, state, and national assessments.
    - Student participation rates in programs and enrichment experiences.
    - Satisfaction levels among students, alumni, staff, and parents.

STAKEHOLDER PERSPECTIVES

The process to develop the final Destination 2026 report and recommendations included gathering input from multiple stakeholders. When recommendations were in draft form, we engaged parents, community members and business leaders to get their perspectives. Their contributions were invaluable and have been incorporated into this final report. They also offered their personal thoughts on what the successful implementation of the Destination 2026 recommendations will mean for our students and future leaders.

*From a **PARENT PERSPECTIVE**, the school district needs to implement these recommendations because…*

- *We want our kids to be ready to handle and TRIUMPH over whatever challenges they may face in learning and in life.*
- *We want the school district to remain at the FOREFRONT of teaching and learning…it's why we live here.*
- *We need to be PROACTIVE instead of reactive to changes in legislature and society.*
- *We want our kids to develop holistically…the WHOLE CHILD is important, not just scores on some tests.*
- *We have to constantly LEARN and RELEARN to be successful, and we know how important those skills are…we also know that it is not something that comes easily or without continuous support… we can't do it alone.*

From a **BUSINESS PERSPECTIVE***, the school district needs to implement these recommendations because…*

- *The world is CHANGING and so must the education model. The traditional educational model being used was designed for a world that does not change as constantly as it does today and will in the future.*
- *The future SUSTAINABILITY of business and global economy is dependent on how well we can prepare students to value, understand and connect the dots.*
- *We need to have a system that develops LEADERSHIP… not personal supremacy, but interdependent power.*
- *The best leaders in business, and the best entrepreneurs, developed their toolkits through a myriad of EXPERIENCES and the robustness of their NETWORKS.*
- *Effective COMMUNICATION and COLLABORATION skills are critical to success in any business, field or workplace… these skills need to be developed and refined consistently throughout the educational experience.*

CHARACTERISTICS OF AN ENGAGED STUDENT

The **ENGAGED** student . . .

- is **CURIOUS**, **CREATIVE**, and demonstrates **PASSION** through his/her learning and experiences.
  - ▷ Works INDEPENDENTLY within and outside of classroom time (learning does not stop when bell rings) and CREATES something with his/her knowledge that he/she is willing to SHARE
  - ▷ Seeks RELEVANCE and makes CONNECTIONS to the learning (personal connections, connections to real-world current issues, connections to other academic subjects)
  - ▷ Seeks/demonstrates UNDERSTANDING rather than the "right answer"
  - ▷ CHALLENGES preconceived notions and ideas and seeks ALTERNATIVE approaches to learning

- demonstrates **SELF-AWARENESS**, **INDEPENDENCE**, and **OWNERSHIP** of his/her learning.
  - ▷ Clearly COMMUNICATES and DEMONSTRATES what he/she does and does not know and works to DEVELOP weaknesses and HONE strengths
  - ▷ Uses various methods for SELF EVALUATION and REFLECTION (rubrics, graphing, checklists, narratives, conferencing) and makes ADJUSTMENTS to learning as needed
  - ▷ LEADS and COLLABORATES with peers to demonstrate and enhance learning
  - ▷ MANAGES time and tasks appropriately

Destination 2026 - MCSD (2018 Update)

- values **RELATIONSHIPS** and understands the importance of meaningful **COMMUNICATION** and **COLLABORATION**.
  - ▷ Actively ENGAGES with peers with RESPECT and KINDNESS
  - ▷ APPRECIATES and ACCOMMODATES the different learning styles and abilities of peers when collaborating
  - ▷ Provides HONEST and CONSTRUCTIVE feedback to peers to help facilitate learning
  - ▷ CONTRIBUTES to team tasks in a MEANINGFUL manner to accomplish a larger goal

- takes responsible academic **RISKS** and possesses **RESILIENCE**.
  - ▷ ACCEPTS criticism and APPLIES feedback to learning without taking it personally
  - ▷ EMBRACES failure as a part of the learning process and does not hesitate to "DO OVER"
  - ▷ CHALLENGES him/herself, the status quo and previously held beliefs and assumptions by asking thoughtful questions and offering different perspectives
  - ▷ Does not HESITATE to go first, take the lead, try something new/different

- is **GLOBALLY COMPETENT** and understands other perspectives and cultures.
  - ▷ Displays EMPATHY for differences among others by questioning in a positive manner, communicating in multiple ways, and making personal connections
  - ▷ Seeks to INVOLVE and BE INVOLVED with the community and the world through experiences in and out of the classroom and in and out of Mariemont
  - ▷ Is CURIOUS about the world and how he/she fits in and strives to maintain AWARENESS of universal aspects of human nature by making connections and looking deeper through questioning, research, seeking additional information and making comparisons to themselves
  - ▷ Is OPEN MINDED and NON JUDGMENTAL about other cultures and perspectives during discussions and experiences

- is a **CRITICAL THINKER** who **EXPERIMENTS**, **QUESTIONS**, and **SOLVES** problems.
  - ▷ PREDICTS and IDENTIFIES problems and looks for and tries MULTIPLE PATHS to the solution
  - ▷ Uses higher level QUESTIONING and CREATIVITY to drive learning and can support thinking with EVIDENCE
  - ▷ EXAMINES and EMPLOYS possible solutions and gives him/herself PERMISSION to take risks without fear of failure
  - ▷ RELATES, RE-EXAMINES and REFLECTS upon learning using self-monitoring or peer evaluation in order to improve

- Builds strong content **KNOWLEDGE**, effectively **FILTERS** information, and demonstrates learning in **AUTHENTIC** ways.
  - ▷ PROVES content knowledge by CREATING, EXPLAINING and SHOWCASING learning in various AUTHENTIC ways in the classroom and the community
  - ▷ APPLIES learning to REAL WORLD experiences and can ARTICULATE how the learning was applicable to the experience
  - ▷ INVESTIGATES, QUESTIONS and EXAMINES information for CREDIBILITY and RELEVANCE and can SUPPORT findings
  - ▷ APPLIES content knowledge to other areas of study by making cross-curricular CONNECTIONS

CHARACTERISTICS OF A
HIGHLY EFFECTIVE TEACHER

The **HIGHLY EFFECTIVE** teacher . . .

- creates **LEARNING TARGETS** for students that allow them to understand where they are going and how to get there.
  - ▷ *Learning target is aligned to content standards, specific to the current lesson, and clearly articulated to students in "kid friendly" language*
  - ▷ *Teacher establishes the purpose for learning, its relevance, and connection to future learning*
  - ▷ *Lesson activities align to the learning target*
  - ▷ *Teacher regularly reinforces the learning target throughout the lesson and reminds students of what they should be learning*

- designs creative learning opportunities by applying his/her **CONTENT KNOWLEDGE** and **KNOWLEDGE OF BEST PRACTICE** in order to **MOTIVATE** and **INSPIRE** students.
  - ▷ *Teacher uses the gradual release instructional model that includes a balance of activities both teacher-led and student-led*
  - ▷ *Teacher creates opportunities for students to explore content deeper through strategic questioning, critical thinking, project-based and/or inquiry learning*
  - ▷ *Teacher uses a variety of research-based instructional strategies and the learning is spaced appropriately to meet the needs of diverse learners, differentiate instruction, and respond to student questions and interests*
  - ▷ *Teacher incorporates the use of appropriate, relevant, and innovative tools and resources to enhance instruction and deepen learning*

- ensures and protects student understanding by **MODELING** strong and weak work for demonstrating mastery of the intended learning and encouraging **RESILIENCY** to reach that mastery.
  - ▷ *Students have a clear understanding of expectations and criteria for the product they are being asked to create, problem they are being asked to solve, and/or project they are being asked to complete*
  - ▷ *Teacher shows students samples of strong and weak work and/or models successfully completing a task, solving a problem, etc*
  - ▷ *Students are given time to complete the assigned task(s) with guidance from the teacher and/or peers, and the teacher appropriately facilitates this work by answering questions, modeling thinking, and/or offering suggestions*
  - ▷ *Teacher encourages mastery of the intended learning through opportunities to re-work, re-do, and re-try until the desired outcome is achieved*

- cultivates **TRUST** by working together with students to set challenging, yet appropriate, **LEARNING GOALS**.
  - ▷ *Teacher has established challenging learning goals for each student using relevant assessment data and structures classroom activities and assignments to assist in reaching these goals*
  - ▷ *Learning goals are standards-based, align to learning targets, and encourage mastery of content*
  - ▷ *Students are involved in creating their learning goals and can articulate these goals to others.*
  - ▷ *Learning goals are flexible and responsive to student progress and performance on assessments*

- fosters productive and purposeful **COLLABORATIVE LEARNING** by showcasing and providing guidelines for **RESPECT** and **TOLERANCE** when working with others.
  - ▷ *Teacher defines clear expectations for the collaborative learning (i.e. group member roles, expected outcomes, etc.) activity and continuously offers feedback/prompts during the process*

- ▷ *Students have individual accountability for the work created through the collaborative learning activity*
- ▷ *The collaborative learning activity results in outcomes more meaningful than an individual learning activity would likely produce (i.e. complex problem solving, evidence of peer review, critical thinking & discussion, etc.)*
- ▷ *Teacher creates opportunity for variety in the collaborative learning – outcomes and products; learning groups; types of collaboration (i.e. face-to-face, virtual, digital, etc.)*

- gives frequent, ongoing, meaningful **FEEDBACK** to students and creates opportunities to receive feedback from students about the effectiveness of his/her instructional practice.
  - ▷ *The specific and timely feedback from teacher to student aims to fill the gap between what students understand and what the teacher wants them to understand and requires action by the students*
  - ▷ *Teacher gives students feedback in a variety of formats (e.g. grades, written, verbal, etc.) and focuses on what students have done correctly more than what they have done incorrectly*
  - ▷ *Teacher structures opportunities for students to provide feedback to one another through the use of targeted "look fors" and rubrics*
  - ▷ *Students give feedback to the teacher about what they know, what they understand, where they make errors, when they have misconceptions, when they are not engaged, etc*

- supports students to have an accurate understanding of their own learning through the use of **FORMATIVE** and **SUMMATIVE ASSESSMENTS** as well as **SELF-ASSESSMENTS**.
  - ▷ *Teacher uses a variety of assessments to gauge student understanding and plan instruction*
  - ▷ *Students are given opportunities to self-assess, can identify strengths/weaknesses in their learning, and understand how they are progressing toward reaching their learning goals*
  - ▷ *Teacher provides differentiated learning experiences for students based on formal and informal assessment results*
  - ▷ *Students can articulate what will be assessed and how they will be expected to demonstrate their learning*

- **ADVOCATES** for student success and **NURTURES** student well being
  - ▷ *Teacher takes interest in truly knowing his/her students*
  - ▷ *Teacher makes students feel valued and important*
  - ▷ *Teacher is approachable and understanding*
  - ▷ *Teacher helps student master learning and intervenes when necessary in order to foster success*

ACCOMPLISHMENTS 2014-2018

2014-2015

- *Launched Mandarin Chinese as a course offering*
- *Collaboration Teams begin in all schools*
- *Literacy collaborative framework starts in grades K-6*
- *District Student Achievement Dashboard created*
- *Classroom furniture transformations begin at MJHS*
- *Begin Global Leadership Summit opportunity*
- *Begin 8th grade Washington D.C. trip*
- *"Warriors Change the World" begins at ME and TPE*

2015-2016

- *Global & Cultural Perspectives Committee launched*
- *Warriors BEyond program launched*
- *Expeditions begin at MJHS*
- *Electronic report cards begin*
- *Partnership with Child Focus for mental health services begins*
- *Math workshop begins in grades K-6*
- *Professional Development committee created*
- *First "Day of Service" implemented at MJHS*
- *MHS international travel opportunities expanded*

2016-2017

- *Explorations begin in grades 5-6*
- *Master Classes begin at MHS*
- *Elementary STEM courses launched*
- *Project Lead the Way starts in grades 7-12*
- *Synergy/Innovation Project Program starts*
- *District Data Team created*

2017-2018

- *MHS Intersession begins*
- *AP Capstone begins*
- *1:1 technology device plan developed*
- *Instructional coaching expanded in grades K-12*
- *Flexible furniture added to elementary schools*
- *Single sign-on platform launched*

IMPLEMENTATION TIMELINE (updated 2018)

IMMEDIATE IMPLEMENTATION (1-2 YEARS)

Teaching and Learning

- *Create and implement greater opportunities for students to have choice and flexibility in their learning options.*
- *Make adjustments in the physical spaces of learning, in classrooms and buildings to foster collaboration and meet the needs of today's learners.*
- *Explore opportunities for students to pace their own learning through the use of workshop models and intervention/enrichment stations.*
- *Evaluate the relevance and purpose of homework assignments and projects and establish guidelines/expectations.*
- *Explore and implement course/experience offerings in non-traditional settings at the secondary level.*

Extended Learning

- *Develop clear metrics to monitor and communicate the impact of student extended learning opportunities.*
- *Create opportunities for students to "reflect" on their extended learning experiences to record key learning and take aways.*

Professional Development

- *Develop global competencies and cultural proficiencies to meet the needs of students from diverse backgrounds.*
- *Organize, collaborate with and utilize experts to grow teacher knowledge and improve the student learning experience.*
- *Offer mental health training and support for students and staff and establish metrics to monitor impact.*

Data, Assessments and Intervention

- *Develop an intervention warehouse and criteria for implementation to assist teachers in providing targeted, personalized instruction for all students.*
- *Develop a multi-tiered system of support (MTSS) tracking system using the district's dashboard to record longitudinal records of student interventions.*
- *Ensure purposeful vertical alignment of classroom assessments from one grade level to the next in all content areas.*
- *Develop "look fors" for quality classroom assessments and establish expectations for implementation.*

SHORT-TERM IMPLEMENTATION (3-4 YEARS)

Teaching and Learning

- *Develop and implement instructional models that support and encourage co-teaching and cross-curricular collaboration.*
- *Evaluate course offerings and options provided and the process for adding or removing courses to the course of study.*

Technology

- *Create a process for regular re-evaluation of recommended technology resources/curriculum/tools and the professional development required for their use.*
- *Develop and implement a rigorous digital literacy curriculum K-12.*
- *Develop protocols for blended learning at all levels.*
- *Establish a digital personal learning portfolio for students to document progress, assessments, learning goals, etc.*
- *Require all teachers to incorporate a blended learning approach in classrooms.*
- *Implement the SAMR instructional model with fidelity to ensure effective use of instructional technology.*
- *Explore ways to use artificial intelligence (AI) to enhance instruction and assessment.*
- *Create a digital organization scope and sequence for all students, grades K-12.*
- *Create opportunities for students to be "technology" experts through the creation of a "genius bar" and student-led professional development.*
- *Implement purposeful technology/software/app use instruction for students.*

Professional Development

- *Create teacher showcase and colleague observation systems.*

Data, Assessments and Intervention

- *Implement an assessment warehouse to house formative and summative assessments aligned to content standards and more complex thinking.*
- *Develop and implement a plan to transition to standards-based grading and reporting.*
- *Create implementation expectations for student-led conferences to showcase learning with parents and staff.*

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LONG-TERM IMPLEMENTATION (5-7 YEARS)

Teaching and Learning
- *Evaluate the structure and timing of the instructional day to ensure students' needs are being met academically, mentally and physically.*
- *Create mechanisms for students to take the lead with, and articulate, their own progress monitoring in classrooms.*

Extended Learning
- *Offer teacher sabbatical opportunities to further teacher expertise.*

Technology
- *Move to the use of digital instructional resources in all content areas.*
- *Create online professional development, course offerings, tutorials available online anytime, anywhere for students, teachers and parents.*
- *Build capacity and develop a plan for instructional/curriculum content creation and use.*

Professional Development
- *Implement an interactive, online professional development tool for teachers.*
- *Develop a professional development archive to assist new teachers/staff.*
- *Develop Individualized Professional Development plans for staff.*

Data, Assessments and Intervention
- *Explore and develop performance-based assessments in all content areas and grade levels.*
- *Create individual student learning plans that allow students to set learning goals and record progress/growth.*

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denotes leader

RESEARCH AND REFERENCES

*A complete list of research and references used to compile this report
can be reviewed on the district website.*

MARIEMONT
City Schools

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