

| OBJECTIVES                                                                                         | KEY RESULTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2023-2024 STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <i>What do we want to achieve?</i>                                                                 | <i>How will we know if we're on track?</i>                                                                                                                                                                                                                                                                                                                                                                                                                                  | <i>What shared strategies will we use to get there?</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <div><div>#1</div><div>Ensure growth for each learner through personalized experiences</div></div> | <div>Academic Outcomes Through Personalization</div> <div><div>1.A. Each Comet shares and reflects upon individual growth goal(s) at least once per quarter</div><div>1.B. 100% of <a href="#">core area teachers</a> and <a href="#">specialists</a> use shared, relevant student data to inform instructional design, at least monthly</div><div>1.C. District-selected personalized learning practices observed in &gt;80% of walkthroughs by fourth quarter</div></div> | <div>DESIGN, BUILD, AND IMPLEMENT CONSISTENT, ALIGNED SYSTEMS</div> <div><ul style="list-style-type: none"><li>◦ <b>IMPLEMENT GOAL-SETTING SYSTEMS:</b> By implementing student and staff goal-setting systems (including at the classroom level) that support individual growth aligned to our district objectives and <a href="#">Big Rocks</a>, we will further build a culture of personalization for each <a href="#">learner</a></li><li>◦ <b>REINFORCE FOUNDATIONAL PRACTICES:</b> By reinforcing <a href="#">shared learning agreements</a> (including Unit Learning Essentials, Unit Guides, and Checkpoints) through multiple means (e.g., walkthroughs, observations OTES, department meetings), we will strengthen Tier 1 instructional practices and ensure personalized <a href="#">learning experiences</a> that are aligned to our <a href="#">Big Rocks</a></li><li>◦ <b>CONSTRUCT <a href="#">LEARNER-CENTERED SYSTEMS OF SUPPORT</a> GUIDE AND PLAYBOOK:</b> By creating an MCS Learner-Centered Systems of Support Guide, Playbook, and timeline for implementation through collaboration with staff from all buildings, we will be able to offer more consistent, personalized, and preventative supports to ensure each student grows</li></ul></div> <div>MAXIMIZE SHARED STUDENT DATA SOURCES</div> <div><ul style="list-style-type: none"><li>◦ <b>SUPPORT DATA-INFORMED INSTRUCTIONAL DESIGN AND STUDENT GOAL-SETTING:</b> By providing educators with consistent tools and time to use shared student data sources (including MAP, Ohio Readiness, Checkpoints) to inform instructional design and support individual student goal setting, students' ownership of learning will increase as they engage in learning that is relevant and personalized</li></ul></div> <div>SUPPORT MEANINGFUL, AUTHENTIC PROFESSIONAL LEARNING</div> <div><ul style="list-style-type: none"><li>◦ <b>LEVERAGE LEARNING WALKS &amp; WALKTHROUGHS:</b> By continuing regular walkthroughs and engaging educators in each building in quarterly learning walks using shared personalized learning "look fors" and a common way to collect insights, we will see growth in the use of personalized learning strategies that foster meaningful learning and student engagement</li><li>◦ <b>CO-CREATE PERSONALIZED PROFESSIONAL LEARNING FRAMEWORK:</b> By engaging staff leadership teams (certified and classified; instructional and non-instructional) in co-creating a research-based, feedback-driven MCS framework for personalized professional learning, we will have a shared vision for what quality professional learning looks like that we can use to design and evaluate professional learning in 2023-2024 and beyond</li></ul></div> |

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| <div><div>#2</div><div>Foster wellness and belonging by investing in meaningful connection opportunities</div></div> | <div>Comet Culture</div> <div><div>2.A. &gt;90% of students in each grade level participate in at least one <a href="#">Level 2 Peak Moment</a></div><div>2.B. Establish a data-informed, evidence-based implementation plan for <a href="#">Project100</a> and School &amp; Grade-Level Transitions</div><div>2.C. <a href="#">Engage</a> at least 500 families, 600 staff members, and 2,000 students in creation of Culture Guide 2.0</div></div> | <div>CREATE INTENTIONAL SPACES OF BELONGING</div> <div><ul style="list-style-type: none"><li>○ <b>PRODUCE <a href="#">PEAK MOMENTS</a>:</b> By implementing at least one <a href="#">Level 2 Peak Moment</a> for all students in each grade level (PK-12) that fosters belonging, we will create memorable experiences that build meaningful, lasting classmate connections.</li><li>○ <b>LAUNCH <a href="#">PROJECT100</a>:</b> By having a deliberate focus on engaging all students, families, and staff through the launch of <a href="#">Project100</a>, we will lay the groundwork for an increased sense of connection, belonging, and engagement for each Comet. In 2023-2024 we will launch <a href="#">Project100</a> by collecting baseline data and identifying benchmarks towards the long-term goals below:<ul style="list-style-type: none"><li>■ 100% of K-6 families connected to at least one school activity</li><li>■ 100% of 7-12 students connected to school-based activities beyond the classroom</li><li>■ 100% of staff members connected to supports of their choosing that foster wellness and belonging</li><li>■ 100% of juniors and seniors participate in at least one job shadow, <a href="#">project partnership</a>, or internship</li></ul></li></ul></div> <div>IMPROVE SCHOOL AND GRADE-LEVEL TRANSITIONS</div> <div><ul style="list-style-type: none"><li>○ <b>REIMAGINE ORIENTATION:</b> By creating a meaningful and relevant orientation before school begins, families will be more prepared to support their learners' experiences throughout the school year and learners will feel more confident as they begin a new school year</li><li>○ <b><a href="#">STREAMLINE SCHOOL AND GRADE-LEVEL TRANSITIONS</a>:</b> By reinforcing and establishing streamlined transitions between grade levels and schools so that families and students have more aligned and cohesive experiences, students will have a greater sense of belonging and be ready to thrive from day one.</li></ul></div> <div>REFINE AND SHARE OUR SHARED VISION FOR COMET CULTURE</div> <div><ul style="list-style-type: none"><li>○ <b>DESIGN CULTURE GUIDE 2.0:</b> By authentically engaging our community in a comprehensive revision of our current Culture Guide (including family, staff, and student components), we will deepen our shared understandings of our existing beliefs, behaviors, and shared experiences, including our commitment to all of our <a href="#">Big Rocks</a> and Portrait of a Comet skills.</li></ul></div> |

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| <div><div>#3</div><div>Shape a <a href="#">community-sourced</a>, fiscally responsible vision for Mason Quality in 2030</div></div> | <div><div>Journey to 2030</div><div><div>3.A. Engage at least 5,000 MCS <a href="#">stakeholders</a> in development of <a href="#">Journey to 2030 roadmap</a></div><div>3.B. By May 2024, 90% of MCS staff members report familiarity with key components of <a href="#">Journey to 2030 roadmap</a>, including integration of the Portrait of a Comet</div><div>3.C. Maintain <a href="#">Mason Quality</a> while spending at or below average Ohio per pupil expenditure</div></div></div> | <div><div>CO-CREATE A SHARED VISION THROUGH COLLABORATIVE PROCESSES</div><div><ul style="list-style-type: none"><li>○ <b>CO-CONSTRUCT MCS <a href="#">JOURNEY TO 2030 ROADMAP</a>:</b> By creating a roadmap for our school district's future through a collaborative process, we will<ul style="list-style-type: none"><li>■ identify the "<a href="#">bold moves</a>" that are needed to meet our learners' current and future needs, and</li><li>■ articulate the key strategies, timelines, and measures of progress and will have a clear direction to guide our use of resources and to maintain #MasonMomentum.</li></ul></li><li>○ <b>CONVENE <a href="#">BOLD MOVES TEAM</a>:</b> By creating an MCS <a href="#">Bold Moves Team</a> (including representatives from all buildings and external <a href="#">stakeholders</a>) charged with investigating, testing, and honing ideas that emerge from our Journey to 2030 process, we will be more prepared to implement the "bold moves" strategies that emerge from our Journey to 2030 process in a way that aligns with our community's values, strengths, and expectations.</li><li>○ <b>CONVENE PORTRAIT PATHFINDERS:</b> By convening a PK-12 <a href="#">Portrait Pathfinder Team</a>, that<ul style="list-style-type: none"><li>■ defines a continuum for each Portrait skill and</li><li>■ pilots strategies for integrating the Portrait into instruction, including (but not limited to) <a href="#">portfolios</a>,</li></ul>we will have the tools and insights needed to make the Portrait an integral part of our learners' experience on our Journey to 2030.</li></ul></div><div><div>DEVELOP AN ADJUST &amp; ADAPT <a href="#">RESOURCE ALLOCATION MODEL</a> GROUNDED IN FISCAL STEWARDSHIP</div><div><ul style="list-style-type: none"><li>○ <b>ARTICULATE A <a href="#">MASON QUALITY STAFFING MODEL</a>:</b> By developing and implementing a model for staffing that leverages current resources to meet priority needs, we will sustain our <a href="#">Mason Quality</a> commitment while pursuing Journey to 2030 goals.</li><li>○ <b>INVEST IN FACILITIES TO SUPPORT CURRENT AND FUTURE GOALS:</b> By developing debt-free facilities that meet current needs and maximize flexibility for future needs, we will be positioned to continue to offer <a href="#">Mason Quality</a> experiences to future generations</li></ul></div></div></div> |