



## 2030 Destination

**Our destination involves turning these four possibilities into realities by the end of this decade.**

1. By 2030 C-A Schools will have transitioned to become a community school serving our whole community as a valued partner in the education, wellness and success of all learners from birth to adulthood.
2. By 2030, C-A schools will be a place where space and time are flexible as students will be using a variety of technological tools in creating self-directed learning pathways to demonstrate life, career and college ready competencies.
3. By 2030, all students will be developing a partnership with an international or domestic organization that results in a student designing and proposing a solution to a real world problem their organizational partner has.
4. By 2030, C-A students will be exemplary communicators, collaborators, critical and creative thinkers as well as have the attributes to self direct their learning in any setting.

## ***POSSIBILITY 1***

**By 2030 C-A Schools will have transitioned to become a community school serving our whole community as a valued partner in the education, wellness and success of all learners from birth to adulthood.**

**WHY?** To create a place where the needs of students and adults are met on a daily basis creating a healthy educated community

**PURPOSE:** To become a community and district of choice for families.

### **HOPES:**

#### ***WHAT WE WILL SEE***

1. Early childhood programs implemented with progressive practices.
2. Adult training programs offered.
3. Healthcare / wellness opportunities and services for students, families and staff.
4. Partnership with local healthcare corporations to provide an onsite or online community clinic with extended hours before and after school as well as weekends for our students.
5. Year round food service and extended library hours.

### **MILE MARKERS:**

- a. BOE 1 -Students developing positive decision making habits
- b. BOE 2 - community and staff connections are strengthened
- c. AASA - No Learners are Marginalized
- d. AASA - Whole Learner Focused
- e. AASA - High Quality Early Learning for Children
- f. AASA - Aligned Community Resources
- g. AASA - Social Emotional Cognitive Growth #1, 5, 6, 8
- h. SCEP 1 - Relationships and community building strengthened
- i. LINKS 4- Student Well Being

### **CHALLENGES:**

#### ***POTENTIAL DETOURS***

- I. Time, money, resources, resistance to change

## ***POSSIBILITY 2***

**By 2030, C-A schools will be a place where space and time are flexible as students will be using a variety of technological tools in creating self-directed learning pathways to demonstrate life, career and college ready competencies.**

**WHY:** To ensure our structures and practices support every student being college and career ready; demonstrated through learning and developing career, life and college ready skills that are needed in any field with an emphasis on emerging STEAM fields.

**PURPOSE:** To prepare students to be successful post graduation.

### **HOPES:**

#### ***WHAT WE WILL SEE***

1. Community partnerships established that bring relevance for students resulting in excited and engaged learners with better attendance.
2. All students earn college credit or CTE certification and have a portfolio showcasing their talents.
3. Flexible daily, weekly and yearly schedules for students and teachers.
4. Grade configurations that maximize consistency among the elementary grades in instruction, learning, access to resources and class sizes.
5. Readiness Indicators take precedence over tests and grades and every graduate demonstrates life, career and college readiness
6. Standards based reporting of progress K-12.

#### ***MILE MARKERS:***

- a. SCEP 2 - culturally relevant, accessible, rigorous learning experiences
- b. BOE 3 - students graduate with life skills necessary to achieve extraordinary success
- c. AASA - Whole Learner Focused
- d. AASA - No Learner Marginalized
- e. AASA - Future-Driven
- f. AASA - Learning Accelerators
- g. AASA - Diverse Educator Pipeline
- h. AASA - Social Emotional Cognitive Growth #3, 4, 7, 8
- i. LINKS - #1: Writing & Research; #5: Life Ready

### **CHALLENGES:**

#### ***POTENTIAL DETOURS***

- I. Creating a compelling vision for what this would look like in action.
- II. Creating and maintaining outside partners.
- III. Schools don't yet work like this.
- IV. Mind shift needed and permission to be creative.
- V. Resistance to change

### ***POSSIBILITY 3***

**By 2030, all students will be developing a partnership with an international or domestic organization that results in a student designing and proposing a solution to a real world problem their organizational partner has.**

**WHY?** To prepare students to succeed in a global society

**PURPOSE:** To enhance our students' understanding and empathy for different cultures within our own country and internationally

**HOPES:**

#### ***WHAT WE WILL SEE***

1. Students build confidence in themselves and become strong advocates for self and others.
2. Provide students with a global perspective based on empathy.
3. All students demonstrate readiness for life and careers.
4. Students build efficacy for working in teams on interconnected problems.

#### ***MILE MARKERS:***

- a. SCEP 1 - strengthen relationships/community building
- b. BOE 3 - students graduate with life skills necessary to achieve extraordinary success
- c. AASA - Future-Driven
- d. AASA - Diverse Educator Pipeline
- e. AASA - Social Emotional Cognitive Growth #2, 6, 8
- f. LINKS - #1: Writing & Research; #5: Life Ready

**CHALLENGES:**

#### ***POTENTIAL DETOURS***

- I. Finding organizational partners, time zones, onsite internships/visits
- II. Language acquisition

### ***POSSIBILITY 4***

**C-A students will be exemplary communicators, collaborators, critical and creative thinkers as well as have the attributes to self-direct their learning in any setting.**

**WHY?** These personal dispositions are the foundation for being life, career and college ready.

**PURPOSE:** To prepare students to be successful post graduation regardless of the path they pursue.

**HOPES:**

#### ***WHAT WE WILL SEE***

1. All students have social emotional skills to persevere.
2. All students become confident presenters and assume ownership of their learning.
3. All students demonstrate competency in critical thinking, creative thinking, communication, collaboration and being self-directed (4CS).
4. Teachers model and prioritize 4CS in daily lessons.

#### ***MILE MARKERS:***

- a. SCEP 2 - culturally relevant, accessible, rigorous learning experiences
- b. BOE 1 -students develop positive decision making habits
- c. BOE 3 - students graduate with life skills necessary to achieve extraordinary success
- d. AASA - Whole Learner Focused
- e. AASA - Future-Driven
- f. AASA - Learning Accelerators
- g. AASA - Social Emotional Cognitive Growth #4, 7, 8
- h. LINKS- #1: Writing & Research; #5: Life Ready

**CHALLENGES:**

#### ***POTENTIAL DETOURS***

- I. Teachers need training and support.
- II. We need to learn to apply the 4CS in all different situations.
- III. Consistent assessment of these attributes.

## **MILE MARKERS:**

### **Board of Education Priorities**

1. Increase opportunities for students to develop positive decision making habits.
2. Expand the quality and quantity of community and staff connections.
3. Ensure students graduate with the life skills necessary to achieve extraordinary success.

### **AASA 2025**

1. Whole Learner Focused:
  - a. The entire system must attend to the social, emotional, cognitive, mental health, and trauma-based needs of ALL learners.
2. No Learner Marginalized:
  - a. ALL children, families, and staff must be embraced, valued equally, and served with equity—regardless of race, ethnicity, religion, sexual orientation, gender, socioeconomic circumstance, or disability.
3. Future-Driven:
  - a. Schools must routinely anticipate forthcoming changes in the career, social, economic, and technological landscapes to inform all decisions today.
4. A Social, Emotional, and Cognitive Growth Model
  - a. True personalized learning is possible only when teachers instruct and assess and learners learn on a growth model continuum. This is achieved when data collection and analysis, planning, learning, and evidence of learning work in a constant feedback loop
5. Learning Accelerators:
  - a. In our vision, the multiplier effect of technology—used in combination with intentional and future-driven teaching and learning—is unleashed so that schools and educators can function as accelerators of learning for ALL children.
6. Aligned Community Resources:
  - a. For educators to meet Whole Learner needs comprehensively and with equity, the system must empower and enable all educators, learners, and learners' families to readily access a robust, multi-tiered system of supports.
7. High-Quality Early Learning for ALL Children:
  - a. ALL children, regardless of geographic location or socioeconomic circumstances, must have access to high-quality early learning opportunities (preschool, homeschooling, community centers, etc.) that prepare them to function as co-authors of learning in their K-12 journey.
8. Diverse Educator Pipeline:
  - a. Districts must proactively assemble educators and staff who are representative of the learners, families, and communities they serve so that true culturally responsive learning is possible.

## MILE MARKERS

### State Comprehensive Education Plan:

1. We commit to deepening connections and relationships among students, staff and the community
2. We commit to a culturally relevant, accessible curriculum for all students to achieve at high levels.

### LINKS 2022

In order for 95% of our students to graduate, our goals are:

1. Writing/Research: (BOE priority #3)
  - 100% of students K-12 will produce a research-based writing product every year. Improving 28% from 2019.
2. Reading: (BOE priority #3)
  - 80% of students K-8 will be reading at or above grade level. Improving 6% from 2019
3. Math: (BOE priority #3)
  - 76% of students K-8 will demonstrate grade level proficiency in math. Improving 10% from 2019.
4. Social Emotional Learning: (BOE priority #1)
  - 100% of students will engage in SEL training every year that will result in a 10% decrease in discipline referrals each year and improved results on the school culture assessment tool.
5. Life Ready: (BOE priority #1 & #3)
  - 100% of students will demonstrate competence in a majority of the Life Ready Skills indicators appropriate for their school level.