“The first future is the one related to time; the second is the one you can envision; the third future is the one you make happen.”

Welton Blaylock
revised 08 May 2022
The education profession is in distress because it is designed as a system that no longer meets the needs of students (and it never met the needs of all students). Having moved away from accountability and achievement outcomes, the schools and districts are struggling to find a path forward that will accelerate learning and close the achievement gap.

Third Future Schools have been able to weather the challenges of the pandemic and the general confusion in the rest of the field because our system is based on some fundamentally different principles of operating and because we have an intense focus on closing the achievement gap and preparing students for a Year 2035 world and workplace. We will stay the course. That means we will continue to focus on high-quality instruction in the LSAE model and improved implementation of the Dyad concept.

Still, we will have to consider the changing workforce and the manifestation of those challenges that challenged schools and districts in the 2021-2022 school year (see the TFS staffing plan dated 4 March 2022 for more detail). Thus our 2022-2023 Action Plan will include steps to support our teachers and other initiatives to ensure the continuity of strong instruction for our students. The fundamental concept of our staffing plan going forward is to differentiate the teacher tasks and responsibilities and redistribute many of the tangential functions to learning coaches, apprentice teachers, and consulting support personnel.

For the 2022-2023 school year, Ector College Prep’s overarching goals will be to: 1) strengthen the quality of instruction, 2) continue to improve the implementation of the Dyad concept, and 3) make adjustments to our staffing model that will better support teachers and help us create a modern workforce.

An opportunity to reimagine education
ECP remains mindful that we are providing proof points for a new education system. Our instructional model, Dyad concept, and staffing plan are unique and based on the principles of a new education system.

We are one of the few networks or districts that is both closing the achievement gap and preparing students well for a Year 2035 workplace and world. Thus, we will continue to approach the work with the courage of our convictions and the sense of urgency our students need us to have.

KEY ACTIONS
1) Grow staff capacity to provide the highest quality instruction

Ector College Prep is able to get much higher-than-average academic growth because of the high quality of the teachers’ instruction. Indeed, the quality of instruction is the number one variable in improving the academic performance of any school. Hence, continually improving the quality of instruction will continue to be a key action of all of our schools.

Our TFS-Ready characteristics (Appendix B) and our spot observation form (Appendix C) will continue to drive our instructional improvement strategy.

Indicators of success:

- 65% of the scores on spot observations conducted in December by an independent review team will be proficient or higher; that percentage will increase to 80% in May 2023.
- 80% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by that section in the teacher evaluation rubric. [The Principal and Assistant Principal will evaluate all teachers using the new evaluation system.]

Specific actions: Ector College Prep will present a July 2022 Professional Development that includes: opportunities to achieve on-strategy delivery by aligning instruction with core values to maintain teams’ focus on what matters most. This action is supported with the broader missions, objectives, strategies, and work staff’s way down to associated systems and new evaluation systems. Within a system of high-quality instruction, implementation of strategic themes will provide staff proficiency or higher strategies that align with successful instructional rubrics which includes:

- Core Values
- Culture Update
- LO/DOL Workshop
- Overview of Setting up 2 to 1
- PLC Protocol
- LSAE Rubric
- Spot form
- SLO

- Train teachers on the TFS-Ready characteristics during summer orientation and professional development days:
  Professional development is tied to TFS-Ready characteristics and includes effective lesson objectives and demonstrations of learning, multiple response strategies, “first, good instruction”, differentiating instruction, and the use of technology to improve instruction
- Train teacher on the LSAE instructional model and the Dyad concept
- Provide on-the-job coaching regularly (almost daily) and written feedback at least once a month for every teacher using the TFS spot observation form
- Conduct effective PLCs that focus on data and specific intervention strategies
- For select teachers, provide expert professional development on literacy and how to teach reading to students who are behind in proficiency

2) **Implement the LSAE model with fidelity**

This will be the first year with LSAE Curriculum Developers (LCDs). We will have to ensure the LSAE model is still executed with fidelity and that the LSAE assignment and activities not only meet our expectations but that the teachers collaborate in ways that strengthen the model and the quality of their instruction. Additionally, we have to continue to improve other key aspects of the model – learning coaches, team centers, DOL record-keeping, LSAE grades, and extended LSAE.

**Indicator of success:**

- Ector College Prep will receive a proficient or higher score on the LSAE learning rubric assessed in December 2022 and May 2023. [The CEO, Executive Director of Schools, and the School Leadership Team will each score the school; the final score will be an average of the three scores.]
- Ector College Prep will present an **August 2022 Professional Development** that includes New LSAE Rubric and SPOT form. Staff will become familiar with: Recall facts & information; Explain ideas or concepts; Use information in a new situation; Break info into parts and determine purpose; Make judgements based on criteria; Produce new or original work from prior learning.
- Ector College Prep capacity planning, understanding the total demand on teams is critical to avoid overcommitting. At a high-level, work can be looked at in two general categories: maintain the school and grow the school. A common challenge while capacity planning is focusing too much on the growth side, which is honestly where the excitement is, but understanding the maintenance portion of the work will help plan accurately.

**Specific actions:**

- Revise and improve the LSAE rubric by 1 August 2022
● Create and monitor the repository for the LSAE lessons and assignments created by the LCDs.
● Train administrators and teacher leaders on the use of the LSAE rubric by 1 September 2022
● Coach and provide feedback to teachers regularly on the differentiated learning criteria of the spot observation form
● Train staff on effective implementation of the LSAE model by 1 September 2022
● Assess the school two times a month on how well the LSAE model has been implemented
● Publish the LSAE implementation data every month

Ector College Prep will employ LSAE Curriculum Developers

● One year contract, but planning on each position lasting for two years
● Current teachers eligible for 2021-2022 incentive pay
● Benefits are the same as other employees
● Four hours a week in the school
● Must attend ad hoc meetings via Zoom
● Must be responsive
● Supervised by Sandi Massey and Mike Miles
● Daily documents include PowerPoint presentation, DOL, LSAE assignments, and answer keys
● Use PowerPoint and PDFs; we will try to standardize some other aspects
● Must have at least one week’s worth of lessons at least one week in advance
● Sandi will work with everyone to place all lessons on one platform
● Minimum 500 word texts for L and S1; minimum 750 word texts for S2 and A [ELA, Science, and AOT]
● Story problems in every lesson for Math
● Lots of visuals
● Provide some scaffolding

3) Successfully implement the 2022-2023 TFS staffing plan

This year ECP will expand the number of 1C2L teachers and employ Teacher Apprentices for the first time. We will also revise the job description for Learning Coaches and expect more support and responsibilities from them. There will have to be strong sense-making, coaching, and monitoring from administrators and teacher leaders.

Indicator of success:
In the climate survey conducted in December 2022 and May 2023, at least 76.83% of the teachers will agree or strongly agree that the staffing plan helps them provide better quality instruction.

In the climate survey conducted in December 2022 and May 2023, at least 89.5% of the Teacher Apprentices and Learning Coaches will agree or strongly agree that they understand their responsibilities and have the support and coaching they need to perform those responsibilities well.

Of the Teacher Apprentices and Learning Coaches employed on October 1, 2022, at least 60% will be retained.

Ector College Prep will engage in a September 2022 SPOT PD that encompasses: Resolving, Feedback, Quandry, Breaking it down for struggling teachers, and alignment.

**Specific actions:**
- Develop and implement a Teacher Apprentice and Learning Coach onboarding procedures
- Implement a Teacher Apprentice and Learning Coach evaluation system
- Train teachers and administrators on the Teacher Apprentice and Learning Coach responsibilities and how to coach them by 1 August 2022
- Create new spot observation forms for Teacher Apprentices and Learning Coaches
- Train administrators, teachers, Teacher Apprentices, and Learning Coaches on the use of new spot observation forms for Teacher Apprentices and Learning Coaches

4) **Successfully implement the new teacher evaluation and compensation system**

This will be the second year of the new teacher evaluation and compensation system. A rigorous evaluation system will help teachers do their best work and help the school leaders provide effective support. It will help the entire network hold itself accountable for clearly defined outcomes.

The purpose of our evaluation system is to improve teacher effectiveness in order to narrow opportunity gaps and prepare students for a Year 2035 workplace and world. The information derived from the evaluation system will be used to align professional development, teacher recruitment and retention, and teacher compensation.

**Indicator of success:**
- In the 2022-2023 school year, 100% of the eligible teachers receive an evaluation rating, using the metrics of the new evaluation system.
- The “target distribution” is followed with no more than 20 percent of the teachers in the Network in the “Distinguished” category.
- No more than 75 percent of the teachers receive a rating in the “Proficient” category.

**Specific actions:**
• Establish a data platform to keep track of all of the evaluation metrics
• Train and certify evaluators of the teachers by 1 September 2022
• Train teachers on the evaluation system by 1 August 2022 or within 30 school days from the time a new teacher begins work (if they arrive after the start of the school year)
• Evaluate all teachers using the procedures and metrics outlined in the teacher evaluation and compensation system document

5) Expand implementation of the Dyad model

We call the acquisition of knowledge, perspective, and experiences the Dyad Concept. The Dyad concept has been part of the Third Future Schools vision since the opening of our first school. As a result of our growth and receiving several high-dollar grants, we are in a position to jumpstart this concept. We will significantly expand the opportunities students will have to enjoy the arts, athletics, creative pursuits, and other learning experiences.

In the 2022-2023 school year, we will also create and administer BOY, MOY, and EOY assessments in the Art of Thinking classes (3rd grade through 8th grade). These exams will be developed for each dyad.

Indicator of success:
• By June 2023, 85% of the students in grades 6 through 8 will complete at least 50% of the Dyad requirements.
• TFS administers BOY, MOY, and EOY assessments in the Socials Studies, Art of Thinking classes, and Elective classes (6th grade through 8th grade).
• By June 2023, at least 65% of the students earn a proficient or higher score on the end-of-year Social Studies, Art of Thinking, and Elective exams.
• Utilize grade-level Teacher Leaders as a form of communication or point of contact to collaborate with DYAD coordinator(s) when necessary to organize travel, projects, etc.
Specific actions:
- Implement courses to support problem-solving projects, community service projects, and other Dyad requirements
- Engage community members and groups to provide student experiences related to DYAD requirements
  - Build a database of community collaborators
- Send students on field trips, out-of-state trips, and out-of-country travel (as budget allows)
- Establish infrastructure and processes to track the completion of student DYAD requirements
- Create BOY, MOY, and EOY assessments for each Dyad (3-4, 5-6, 7-8)

6) Strengthen the leadership density of Third Future Schools

As we grow, we need to expand leadership density to ensure all parts of the network are adhering to our core beliefs and working at high levels. We also need to invest in teacher leaders so that they can become trainers and mentors for teachers new to the network and to our model.

Indicator of success:
- 75% of the staff will receive a Proficient 1 or higher rating on the leadership competency as assessed by the evaluators during the teacher evaluation process conducted in the spring of 2023

Specific actions:
- Develop a leadership rubric to assess all teachers (use the rubric from the distinguished teacher evaluation process as a base) by 1 August 2022
  - Train teachers on the leadership rubric by 1 October 2022
Assess teachers mid-year and end-of-year on the leadership rubric

● Train administrators on levels of leadership model and on leadership competencies during summer leadership training
● Use the System Assessment Rubric (which includes a leadership section) to coach administrators and to assess progress every quarter
● Select teacher leaders from each school and provide intensive professional development on leadership, LSAE model, and the Dyad concept

**ECP LEAD TEACHERS 2022-2023**

**APPLICATION PROCESS**

12 selected for ECP - 4 per grade level; $2400 a year ($200 a month)

**Must meet the below criteria to apply:**
1. **PROF I** or higher average for ALL by end of April
2. Teacher **attendance** no more than 6 absences by April 15, 2022
   a. If you had **COVID** - communicate how many days you were out in the google form
   b. If you had a **family emergency**, communicate in the google form how many days you were out
3. Be willing to support **Saturday building openings** once a month
4. Open (5:50AM) and Close (5:30) the building every week once a week with your mentor admin
5. Conduct a 10-15 min Learning Walk once a week during your planning time with an admin
6. **Lead an area of support** with an admin such as:
   a. Testing
   b. New Teacher Academy
   c. **Staff Culture, Student Culture**
   d. Parent and Community Engagement
   e. Operations
   f. Technology
   g. Systems of Instruction (such as planning PD)
h. Student Attendance

The above areas will include one Lead Teacher each, so you must be willing to support what is needed, not just what “speaks” to you.

7. Be a mentor teacher to one or more new to network teachers
8. Lead PLC’s for your department/content
9. Support Admin as needed including setting up PD, Community Walks, Seasonal needs such as planning for testing and whatever else arises

ADDITIONAL REQUIREMENTS:

- Complete the application in the google form above by Monday, April 11, 2022 4:30 PM
- Sit down for a face to face with administration as a final part of this process
- Be willing to support a 1 classroom/2 locations set up in the 2022-2023 school year if needed

2022-2023 Student Achievement Goals

As a result of the preceding actions, student academic proficiency will increase. Specifically, Third Future Schools establishes the following student achievement goals:

**Goal 1 – Reading proficiency**

**Goal 1a:** In the 2022-2023 school year, Ector College Prep students will grow 1.7 times the average U.S. growth in reading as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 6-8.

**Goal 1b:** 55% of the 6th grade, 7th grade and 8th grade students will be above the 50th percentile in Reading as measured by the NWEA MAP assessments.

**Goal 2 – Math proficiency**

**Goal 2a:** In the 2022-2023 school year, Ector College Prep students will grow 1.7 times the average U.S. growth in math as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 6-8.

**Goal 2b:** 55% of the 6th grade, 7th grade and 8th grade students will be above the 50th percentile in math as measured by the NWEA MAP assessments.
Goal 3 – Science proficiency

Goal 3a: In the 2022-2023 school year, Ector College Prep students will grow 1.7 times the average U.S. growth in science as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 6-8.

Goal 3b: 55% of the 6th grade 7th grade and 8th grade students will be above the 50th percentile in science as measured by the NWEA MAP assessments.

Goal 4 – English Language Proficiency

Goal 4a: In the 2022-2023 school year, Third Future Schools’ median growth percentile on the TELPAS or STAAR exam for English Language Arts for English Language Learners will exceed 55.

Goal 4b: In the 2022-2023 school year, Third Future Schools’ median growth percentile on the TELPAS or STAAR exam for Math for English Language Learners will exceed 55.

Goal 4c: In the 2022-2023 school year, ECP’s median growth percentile on the TELPAS assessment for English Language Learners will exceed 55.

Goal 5 – Critical Thinking Skills

65% of the students in grades 6 through 8 will be proficient in critical thinking as measured by the Third Future Schools end-of-year Art of Thinking exams.
Appendix A:  Eight Principles of a New Education System  
(revised Jan 2022)

1. **Learning is increasingly focused on how to think and how to learn.** What students need to know and do is increasingly focused on “how to think” and the competencies needed for a Year 2035 workplace and society. As noted earlier, Year 2035 competencies include critical thinking, problem-solving, communications, information literacy, and learning how to learn. A New Education System school would be purposeful about identifying Year 2035 skills and the degree to which those skills are being demonstrated by their students. The school would then ensure students learned the relevant skills and competencies.

2. **The school, community, and family provide students with required experiences, not just specific courses.** Decades of research confirm what most parents already know: that a child’s experiences are inextricably linked to their knowledge, well-being, and emotional intelligence. It also adds to their perspective and ability to think critically. Thus, a new education system would not only give students instruction in core subjects, but also provide students key, relevant experiences that add to their understanding of their interests, varying perspectives, and the world.

3. **Learning happens everywhere and anytime.** A new education system must take advantage of the learning that can happen outside of the four walls of the school. Most learning may happen at school; however, when and where students learn can be much more variable and take into account student needs and degree of access. Students may be given “credit” for demonstrating attainment of necessary skills or competencies outside of the school building or outside of the normal school day.

4. **The school hires people or employs programs that can help students gain the necessary knowledge and skills.** An effective organization employs people who can help get the outcomes the organization values. And given that students will need competencies, skills,
and experiences beyond the traditional core subjects, a new education system will need to broaden its reach for qualified candidates and include people who can teach specific skills well even if they do not have a teaching certificate.

5. **The school is outcomes focused.** The organization’s operations are tied to clear and measurable outcomes. Without clear and measurable outcomes (which should include academic and performance metrics), there can be no effective way to focus the work and prioritize resources. Unfortunately, the profession has moved away from outcomes, preferring to define success as the implementation of programs and initiatives whether there is an improvement of key outcomes (such as reading and math proficiency) or not.

6. **There is clear accountability at all levels for achieving outcomes.** Over the last two decades, “accountability” seems to have become pejorative, and educators have infused the current system with policies and practices that all but eliminate accountability. Ineffective teachers are protected by unions; many poor performing administrators are “kicked upstairs”; and district leaders are given new contracts even when student achievement remains unacceptably low. A new education system must embrace rigorous accountability measures. Success should be celebrated and rewarded; failure to achieve outcomes over time must have real consequences.

7. **Employee compensation is connected to what the system values most.** No organization can maximize its effectiveness if what it values is disconnected from how it compensates its employees. This is a basic system principle in most businesses, but is rarely used in education. A new education system values attainment of the agreed-upon outcomes and thus compensates employees largely based on the student achievement and performance outcomes. Compensation may also be differentiated based on the value of the skillset the employee brings to the organization.

   *No organization can maximize its effectiveness if what it values is disconnected from how it compensates its employees.*

8. **Scarce resources are prioritized.** It is likely that any system will have to deal with a scarcity of resources. And just as with all effective organizations, those scarce resources should be prioritized in a way that will most effectively achieve the outcomes given the resources constraints. Perhaps the most important resource is the group of highly effective teachers in a school or district. If highly effective teachers are scarce, then they should be assigned to the lowest-performing students.
Appendix B: TFS-Ready Characteristics

- You are prepared and have your lesson objective and DOL up before the start of each class.
- Your objectives and DOLs are aligned with the curriculum calendars, and they meet the criteria of effective objectives and DOLs.
- You differentiate activities into four levels every class period, every day!
- You administer your DOL and get students into their LSAE groups within 10 minutes – start to finish.
- You push out in time (between 40 and 50 minutes after the start of class).
- Your students are reading, writing, computing, or thinking 95% of the time.
- You don’t waste time – transitions are smooth; you have breakout rooms ready to go, etc.
- You teach bell to bell.
- You are a teacher who is confident and effective!
- You manage the classroom well, ensuring students follow the three rules of the school.
- You teach grade-level content to every student every day.
- You push the rigor and relevance.
- You use a lot of visuals.
- You use a timer.
- You know where your students are academically and social-emotionally.
- You collaborate with your colleagues.
- You think about what it means to be in a high-performance culture and act in ways to strengthen it.

For classes with remote learners:

- Students conduct a “table talk” or breakout room at least twice during a 45-minute period.
  - Students are allowed to see and speak with one another in the breakout rooms.
  - Breakout room time for table talk is between 2 and 5 minutes long.
- Students complete a quick response card at least three times in a 45-minute period.
- Students mute themselves when the teacher is presenting.
- Remote learners keep their video turned on.
- A student who is answering a question or making a solicited comment turns on her mic.
Appendix C: TFS Spot Observation Form

### TFS Spot Observation Form -- Core Subjects

<table>
<thead>
<tr>
<th>Area</th>
<th>Instructional Characteristics</th>
<th>Pts. Awarded</th>
</tr>
</thead>
</table>
| **Lesson Obj. and DOL** | Objective aligns to curriculum maps and assessments  
Obj. provides focus and coherence to the lesson  
DOL is specific enough to be taught in 1 lesson  
DOL can be accomplished in 5 to 10 minutes | (0-1)         |
| **Purposeful Instruction** | Instruction and activities support the objective  
Instruction is relevant and engaging and delivered in a way that maximizes understanding  
Direct instruction is at grade level and rigorous  
Transitions are smooth with no loss of instructional time  
Lessons are adjusted based on classroom response data  
The teacher requires the students to read, write, or think the entire lesson  
A digital timer is used to guide pacing of the lesson | (0-3)         |
| **Engage** | The teacher effectively uses multiple response strategies and uses an MRS every 4 min.  
There is 100% student participation  
Teacher uses a variety of MRS strategies  
Students annotate work when appropriate | (0-3)         |
| **LSAE Model** | Uses the LSAE model to differentiate instruction into four levels  
Separates students into appropriate groups for LSAE time  
Work for each group is appropriately rigorous and tied to specific learning objectives  
Students receive more direct instruction/extension of the lesson  
Push-out occurs within 40 to 50 minutes of the start of the lesson  
LSAE work includes minimum 300-word test or math story problems | (0-3)         |
| **Virtual Instruction** | Effectively uses Zoom and Google classroom to provide strong instruction  
The instruction for e-learning mirrors the high-quality of the in-class students  
Uses tech. equip. to enhance student learning simultaneously in-person and remotely  
Follows the TFS instructional model for remote learners | 0             |

**Other Notes:**

<table>
<thead>
<tr>
<th>TOTAL PTS.</th>
</tr>
</thead>
</table>

**Praise:**

**Question:**

**Polish:**

**Overall score for this spot observation:**

<table>
<thead>
<tr>
<th>Unsat. (1-3)</th>
<th>Progressing (4-5)</th>
<th>Proficient (6-7)</th>
<th>Proficient II (8-9)</th>
<th>Exem. (10)</th>
</tr>
</thead>
</table>
Appendix D: Dyad requirements

<table>
<thead>
<tr>
<th>Cognate</th>
<th>Course/experience</th>
<th>Required?</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core content</td>
<td>Reading/writing</td>
<td>Yes</td>
<td>Each year</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>Yes</td>
<td>Each year</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>Yes</td>
<td>Each year</td>
</tr>
<tr>
<td></td>
<td>Art of Thinking</td>
<td>Yes</td>
<td>Each year</td>
</tr>
<tr>
<td>Labs/ experiences</td>
<td>Activity week: exposure to dance, karate, soccer, musical instruments, basketball,</td>
<td>Yes</td>
<td>Must participate in three of the four activity weeks in two years</td>
</tr>
<tr>
<td></td>
<td>volleyball, and performing arts</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Problem-solving projects</td>
<td>Yes</td>
<td>School-level or class-level projects</td>
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<tr>
<td></td>
<td>Science and math labs</td>
<td>Yes</td>
<td></td>
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<tr>
<td></td>
<td>Museum of nature and science</td>
<td>Yes</td>
<td></td>
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<tr>
<td></td>
<td>Nature field trip</td>
<td>Yes</td>
<td></td>
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<tr>
<td></td>
<td>Performing arts or play a musical instrument</td>
<td>Yes</td>
<td>Taught by community</td>
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<td></td>
<td>Physical education or participate in a sport</td>
<td>Yes</td>
<td>Taught by community</td>
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<td></td>
<td>Other opportunity</td>
<td>No</td>
<td></td>
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<tr>
<td>Electives</td>
<td>Creation and innovation</td>
<td>No</td>
<td></td>
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<tr>
<td></td>
<td>Problem-solving and decision-making</td>
<td>Yes</td>
<td>Tied to problem-solving projects</td>
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<tr>
<td></td>
<td>Communications and media</td>
<td>No</td>
<td></td>
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<td></td>
<td>Virtual reality learning</td>
<td>No</td>
<td></td>
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<td></td>
<td>Graphic design</td>
<td>No</td>
<td></td>
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<td></td>
<td>Computer science</td>
<td>No</td>
<td></td>
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<tr>
<td>Service/ community</td>
<td>Empathy</td>
<td>Yes</td>
<td>TBD</td>
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<td></td>
<td>Habits of Success</td>
<td>Yes</td>
<td>Proficient on rubric</td>
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<td></td>
<td>School level or class level projects</td>
<td>Yes</td>
<td>May complete a community project with permission</td>
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<tr>
<td>Fifth and Sixth Grade Dyad Requirements</td>
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<td><strong>Core content</strong></td>
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<tr>
<td>Reading/writing</td>
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<td>Each year</td>
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<td>Math</td>
<td>Yes</td>
<td>Each year</td>
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<tr>
<td>Science</td>
<td>Yes</td>
<td>Each year</td>
<td></td>
</tr>
<tr>
<td>Art of Thinking</td>
<td>Yes</td>
<td>Each year</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>Yes</td>
<td>Two days a week; each year</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>Yes</td>
<td>Two days a week; each year</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Labs/ experiences</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity week: exposure to dance, karate, soccer, musical instruments, basketball, volleyball, and performing arts</td>
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<tr>
<td>Problem-solving projects</td>
</tr>
<tr>
<td>Science and math labs</td>
</tr>
<tr>
<td>Museum of nature and science</td>
</tr>
<tr>
<td>The Arts field trip</td>
</tr>
<tr>
<td>Business or policy field trip</td>
</tr>
<tr>
<td>Trip to another part of the U.S.</td>
</tr>
<tr>
<td>Performing arts</td>
</tr>
<tr>
<td>Health and fitness or team sports</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Electives</strong> (required electives taken in either 5th or 6th grade; may be taken in both grades)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creation and innovation</td>
</tr>
<tr>
<td>Problem-solving and decision-making</td>
</tr>
<tr>
<td>Study of cultures</td>
</tr>
<tr>
<td>Foreign language</td>
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<tr>
<td>Communications and media</td>
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<tr>
<td>Virtual reality learning</td>
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<tr>
<td>Graphic design</td>
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<tr>
<td>Computer science</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Service/ community</strong></th>
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<tbody>
<tr>
<td>Empathy</td>
</tr>
<tr>
<td>Habits of Success</td>
</tr>
<tr>
<td>Neighborhood service projects</td>
</tr>
<tr>
<td>City projects</td>
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<tr>
<td>Seventh and Eighth Grade Dyad Requirements</td>
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<td>-------------------------------------------</td>
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<tr>
<td><strong>Cognate</strong></td>
</tr>
<tr>
<td>Core content</td>
</tr>
<tr>
<td>Reading/writing</td>
</tr>
<tr>
<td>Math</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>Art of Thinking</td>
</tr>
<tr>
<td>Social Studies</td>
</tr>
<tr>
<td>Physics</td>
</tr>
<tr>
<td>Labs/ experiences</td>
</tr>
<tr>
<td>Problem-solving projects</td>
</tr>
<tr>
<td>Science and math labs</td>
</tr>
<tr>
<td>Museum of nature and science</td>
</tr>
<tr>
<td>Business or policy field trip</td>
</tr>
<tr>
<td>Environmental field trip</td>
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<tr>
<td>Trip to another part of the U.S.</td>
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<tr>
<td>Trip to another Country</td>
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<tr>
<td>Performing arts</td>
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<tr>
<td>Participation in a team sport</td>
</tr>
<tr>
<td>Electives (required electives taken in either 7th or 8th grade; may be taken in both grades)</td>
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<tr>
<td>Service/community</td>
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</tbody>
</table>
5th Quarter (summer 2022)
Voluntary summer courses
June 20 – July 22
[ Mandatory for some students ]

Holiday (no classes)
Sep. 5 – Labor Day
Nov. 24 – Thanksgiving
Jan. 16 – MLK Jr. Day
Feb. 20 – Presidents’ Day
May 29 – Memorial Day

All staff induction and preparation
July 21 – 22 – All new staff
July 25 – August 2 – All staff

First day of School
August 3

Last day of School (with no make-up days)
June 2

Recess (no classes)
Fall Recess – Oct. 13 – 14
Thanksgiving – Nov. 23 – 25
Winter Recess – Dec. 19 – Jan 2
Spring Recess – Mar. 13 – 17
Academic Recess – Apr. 27 – 28

Staff PD (no classes)
Aug. 26, Sep. 6, Oct. 13,
Nov. 11, Jan. 2, Jan. 17,
Feb. 17, Apr. 27, Jun. 5 – 6

Parent-teacher Conferences
Oct. 17 – 18
Feb. 15 – 16
May 31 – Jun. 1

Possible make-up days
June 5 – June 9

Field Trips
K-3 – Apr. 24 – 26
4-8 – May 18 – 26

1st Qtr - 45 days – Aug. 3 – Oct. 7
2nd Qtr - 44 days – Oct. 10 – Dec. 16
3rd Qtr - 50 days – Jan. 3 – Mar. 24
4th Qtr - 47 days – Mar. 27 – June 2
186 Student-teacher contact days
## Appendix E: Learning How to Learn Rubric

<table>
<thead>
<tr>
<th>Skill</th>
<th>Emerging</th>
<th>Progressing</th>
<th>Proficient</th>
</tr>
</thead>
</table>
| **Understands his learning profile** | ● Understands both her strengths and areas for improvement  
  ● Knows what distracts her from learning, but sometimes does not avoid those distractions  
  ● Unclear about the activities or topics that will hold her interest  
  ● Reflects on her growth and on areas that need improvement | ● Understands both her strengths and areas for improvement  
  ● Selects a learning environment relatively free from things that will distract her  
  ● Chooses activities, materials, or topics that hold her interest  
  ● Reflects on her growth and on areas that need improvement | ● Can articulate both her strengths and areas for improvement  
  ● Uses knowledge of her learner profile to enhance learning  
  ● Selects a learning environment relatively free from things that will distract her  
  ● Chooses activities, materials, or topics that hold her interest  
  ● Reflects on her growth and on areas that need improvement and makes a plan to improve |
| **Manages time** | ● Pays attention to time to complete a task  
  ● Sometimes has trouble focusing or staying on task  
  ● Works at an inconsistent pace: sometimes works too slow or sometimes races through the material without learning the material well | ● Pays attention to time to complete a task and usually finishes on time  
  ● Works at a pace that supports learning  
  o Does not work too slow, nor race through the task  
  ● Does not procrastinate  
  ● Focuses on the task at hand | ● Allows sufficient time to accomplish the task or assignment  
  ● Accurately predicts how long a task will take to complete  
  ● Does not procrastinate  
  ● Works at a pace that supports thorough understanding  
  o Does not work too slow, nor race through the task  
  ● Focuses on the task at hand  
  ● Pays attention to time left to complete the task  
  ● Can prioritize tasks or subtasks |
| **Establishes goals** | ● When guided, creates short-term and long-term goals  
  ● Creates SMART goals; may have difficulty making the goals measurable  
  ● Needs help creating goals that will take advantage of areas of strength or address areas of weaknesses | ● Creates a short-term goal; may need help breaking up large goals or long-term goals into smaller, more discrete objectives  
  ● Creates SMART goals, but needs help making the goals challenging  
  ● Establishes goals that are relevant and addresses areas of strength or weaknesses of the learner profile | ● Establishes challenging, but realistic goals  
  ● Creates “SMART” goals  
  ● Establishes goals that are relevant and addresses areas of strength or weaknesses of the learner profile  
  ● Adjust goals as appropriate based on progress or new information  
  ● Can break up large goals into smaller, more discrete objectives |
<table>
<thead>
<tr>
<th>Skill</th>
<th>Emerging</th>
<th>Progressing</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses available resources</td>
<td>• Asks for help when stuck</td>
<td>• Asks for help when stuck</td>
<td>• Asks for help when stuck</td>
</tr>
<tr>
<td></td>
<td>• Takes the initiative to find resources, material, or people to help move the learning process forward (as appropriate)</td>
<td>• Takes the initiative to find resources, material, or people to help move the learning process forward (as appropriate)</td>
<td>• Takes the initiative to find resources, material, or people to help move the learning process forward (as appropriate)</td>
</tr>
<tr>
<td></td>
<td>• Needs help to expand repertoire of resources that can assist in learning</td>
<td>• Uses familiar resources to assist in learning; may not continue to seek more effective or more helpful resources</td>
<td>• Uses a variety of resources to assist in learning</td>
</tr>
<tr>
<td></td>
<td>• Needs help understanding the differences among resources and how they contribute to accomplishing the task at hand</td>
<td>• Needs help understanding the differences among resources and how they contribute to accomplishing the task at hand</td>
<td>• Understands the differences among resources and how they contribute to accomplishing the task at hand</td>
</tr>
<tr>
<td>Collaborates with peers when appropriate</td>
<td>• Does not distract others from getting the group work done</td>
<td>• Works well with peers on group projects or assignments</td>
<td>• Works well with peers on group projects or assignments</td>
</tr>
<tr>
<td></td>
<td>• Listens to what others are saying, but does not listen actively nor try to understand the ideas of others</td>
<td>• Listens well and tries to understand the ideas of others</td>
<td>• Listens well and tries to understand the ideas of others</td>
</tr>
<tr>
<td></td>
<td>• Is unsure how to support others in their learning</td>
<td>• Engages positively, but may not understand or directly try to support the goals of the group</td>
<td>• Supports others in their learning</td>
</tr>
<tr>
<td></td>
<td>• Sometimes does not engage positively</td>
<td></td>
<td>• Contributes to the goals of the group and engages positively</td>
</tr>
<tr>
<td>Monitors his progress</td>
<td>• Understands the tasks at hand, but is unclear how much growth needs to be made</td>
<td>• Understands what success looks like and how much growth needs to be made</td>
<td>• Understands what success and excellence looks like and how much growth needs to be made</td>
</tr>
<tr>
<td></td>
<td>• With guidance, monitors progress toward goal accomplishment, but needs help to gather and/or analyze the information</td>
<td>• Monitors progress toward goal accomplishment, but needs help to gather and/or analyze the information</td>
<td>• Monitors progress toward goal accomplishment</td>
</tr>
<tr>
<td></td>
<td>• Is unclear how to adjust work or behavior as a result of monitoring progress</td>
<td>• Is unclear how to adjust work or behavior as a result of monitoring progress</td>
<td>• Adjusts work and behavior as a result of monitoring progress</td>
</tr>
<tr>
<td>Follows habits of success</td>
<td>• Follows the school habits of success and is “learning” on the HOS rubric</td>
<td>• Follows the school habits of success and is “securing” on the HOS rubric</td>
<td>• Follows the school habits of success and is “accelerated” on the HOS rubric</td>
</tr>
<tr>
<td></td>
<td>• Fills out the habits of success self-assessment, but is not thoughtful about areas to improve or steps to take to improve</td>
<td>• Assesses individual habits of success regularly, but may not follow through or take specific steps to improve</td>
<td>• Assesses individual habits of success regularly and makes a plan to improve</td>
</tr>
</tbody>
</table>