The TFS Solution -- Part II
Returning to Reimagined Schools
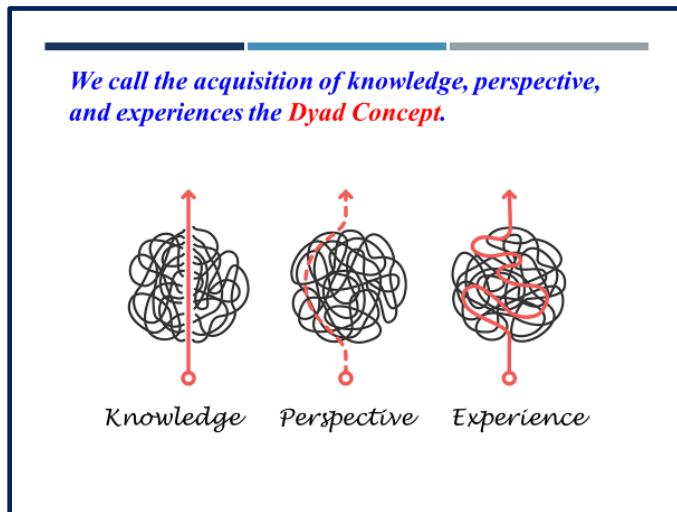
Mike Miles
Planning Document for Staff
10 May 2021

The TFS Solution

In the 2020-2021 school year, our schools remained open every scheduled day since the beginning of school on August 5. We followed health and safety guidelines, but did not overreact to unfounded fears and made decisions based on the notion that schools provide an essential service and that the absence of that service would do great harm to the public good and to the short- and long-term success of our students.

Because of our diligence with social distancing and mask-wearing, we had relatively few COVID-positive cases and had no known instance of disease transmission in the school. At the same time, we were determined to provide a rigorous education program for all our students and established goals to attain well over a year's growth in a year – even in a "COVID year." [At the time of this writing, we do not have the results of the NWEA MAP assessments for the year. However, the mid-year achievement results showed that our schools were on track to meet that overarching goal.]

We call the acquisition of knowledge, perspective, and experiences the Dyad Concept.

Knowledge   Perspective   Experience

Our innovative "one-classroom, three locations" instructional model proved to be effective in enabling the teachers to teach both in-person and remotely at the same time while still maintaining required social distancing guidelines. Still, our remote learners, who comprised approximately 20% of our student body, did not do as well as our in-person students.

And while we continued to use our LSAE model and differentiate instruction well, our "Dyad Concept" stalled as we could not travel, transport students to different community facilities, bring more instructors to the school, or burden the schools with the expansion of this concept during an already challenging year.

An opportunity to reimagine education

Even before the COVID-19 crisis, TFS schools had a real sense of urgency around narrowing achievement gaps and preparing our students for a Year 2030 workplace and world. We knew that we would have to help our students demonstrate well over a year's growth in one year in order to close the gap. At the same time, we knew that another gap was growing: the Year 2030 competencies gap. This was the gap in skills related to problem-solving, information literacy, communications, critical thinking, student agency, and learning how to learn.

The crisis does not change our sense of urgency around narrowing these gaps and getting our students ready for a fundamentally different world and workplace. If anything, the events of this

past school year raise warnings about the gaps getting larger if collectively we do not do something to change how we are educating students.

Across the country, the COVID-19 crisis has underscored not only the importance of teachers to students and to society, but also, unfortunately, the great inequities poor and minority children continue to experience with regard to access to technology and other educational resources and to high quality teaching. At the same time, the crisis has also reinforced the importance of learning during "non-school" hours and revealed the possibilities of technology to support instruction in much more creative ways.   The crisis has also placed a premium on our "learn everywhere and anytime" principle (the first of eight principles of our new education system). We have a real opportunity to create ways to advance this principle and help reimagine education. We have a chance to imagine a better way – a way more aligned with a changing world and workplace.

We must resist the temptation to "return to normal" or to schooling the way it was in February 2020. Instead, we must continue to redesign traditional public education and return in the fall much further down our path to a Year 2030 education system.

A year ago, we promised to resist the temptation to "return to normal" or to schooling the way it was in February 2020. We will. Our Network Action Plan, outlined in Appendix E, describes our specific actions to advance our model and fundamentally change how our schools operate in order to prepare students for a Year 2030 workplace and world. The next several pages of this document details how our schools will carry out day-to-day operations in an environment still plagued by COVID concerns.

Health and Safety

Appendix A describes our latest health and safety guidelines for the start of the 2021-2022 school year. These guidelines may change as we move further out of this pandemic. Essentially, we loosen the restrictions we had in place in the 2020-2021 school year, but maintain key masking and some social distancing requirements.   The key points:

- All teachers in Colorado must be vaccinated in order to begin working in the 2021-2022 school year. Teachers in Texas are encouraged to get vaccinated.

- We will no longer place students in "cohorts" for quarantining or isolating.

- Students in classrooms will be separated by at least 3 feet (rather than 6 feet). Students will be separated by at least 6 feet in the team centers and cafeteria.

- Students in grades 2 through 8 will be required to wear masks in school at all times until this requirement is relaxed. Kindergarten and first-grade students are encouraged to wear

masks in the classroom and must wear masks when moving from one place to another within the classroom or school and when they are within three feet of another student or adult.

- Vaccinated adults do not have to wear a mask when around other vaccinated adults.

In-person Instruction

Due to COVID concerns, we allowed parents to choose in-person or remote learning for their students. As the spread and transmission of the disease has declined significantly and as a significant percentage of adults have been vaccinated, we will require students to attend classes in-person starting in August.

Exceptions will be made for students who have a valid medical or health reason for not attending in person such as a comorbidity that puts a student's health at significant risk.

Parents may request an exception through the Principal who will make decisions case-by-case and after receiving relevant information from the student's medical doctor.

Extended Days and Hours

One of our eight principles of a new education system is to shift to a "learn everywhere and anytime" concept. The pandemic underscored the importance of this principles. We will continue to offer a rigorous summer learning program, which we call the "Fifth Quarter." The summer program is for both remediation and to accelerate learning. Attendance at Fifth Quarter is voluntary; however, unlike last year, the summer program is mandatory in Colorado for students who have not demonstrated at least a year's growth during the 2020-2021 school year or whose absence from classes was chronic.

The school calendar (see Appendix D) will have 186 student-teacher contact days, and we will return to our pre-COVID hours: 6:30 a.m. until 6:00 p.m. We will also return to an 8:00 a.m. start to instruction across the Network (except at Ector College Prep where 8th graders will start at 7:30 a.m.).

We will invest much more in our after-school activities, which will run from 4:00 to 5:00 p.m. across the Network. Students who stay after school will have a variety of activities from which to choose for enrichment and to meet some of the Dyad requirements.

Instructional model

Even at the height of the pandemic we were able to implement our highly-differentiated LSAE model and to teach in-person and remotely simultaneously. Teachers perfected the "one classroom, three locations" model to bring rigorous and engaging instruction to all students. Toward the end of the school year, we began to see how this strategy could also be used to support students who remain home when they are sick, during bad weather that prevents a child from coming to school, or when we do not have a substitute teacher to step in for the regular teacher.

Since we already have the equipment and because most teachers have been trained in the one classroom, three locations model, we will continue to expect teachers to use the webcam, projector, ViewSonic, speakers and other equipment when they teach. This will allow for greater flexibility and, should there be any students online, for the teacher to move fluidly into in-person instruction and synchronous remote learning.

The skills gained by the teachers to teach synchronously also allow for more flexibility with regard to teacher absences. While in-person instruction in the classroom is the most effective way for students to learn, student can still learn well when taught synchronously even when the teacher is the one at home and the students are in the classroom.

Thus if a teacher takes a sick or personal day, they will be given the option of teaching from home. Should they teach from home on a sick or personal day, the teacher would only be counted absent for one-half day (instead of the whole day). A teacher could take advantage of

this regulation only four times in the year. [The number of times may be increased in the future, but we will start with a modest number and assess the program at the end of the year.]

The Dyad Concept

Perhaps the most important initiative we will expand this year is the Dyad Concept. If students are to be prepared to succeed in a Year 2030 workplace and world, they will need to expand their perspectives and gain experiences that help them think and continually learn.

We will continue to expand our definition of learning to include learning that happens outside of the school building and outside of the "normal" school hours. Now is the time to design models that are at least partially based on a *learn everywhere and anytime concept.* Learning everywhere and anytime allows much more flexibility in scheduling for both schools and families.

Third Future Schools has already put some stakes in the ground regarding what student success looks like based on research *and* our informed prediction about the skills and competencies young people will need in the Year 2030. We believe a graduate needs to be proficient in reading, math, and science. Equally important, though, will be skills related to information literacy, problem solving, critical thinking, communications, and learning how to learn. We also believe a child's character, knowledge, and ability to think well are also functions of their experiences – travel to other parts of the country or abroad, participation in sports, learning to play a musical instrument, being involved in a community service project, discussing current events with parents, or meeting someone from another culture.

Thus, success for our students includes a set of experiences as well as core content proficiency. We have outlined the requirements for each of our "dyads" – two grade levels ($3^{rd}/4^{th}$; $5^{th}/6^{th}$; and $7^{th}/8^{th}$). The charts on pages 38-40 outline the requirements for the dyads. The reader will immediately see that there is far too much to learn and experience in the typical 180-day school year. But if learning can happen everywhere and anytime, students actual have many more days in which to learn.

With the dyad concept, in "normal" times, students receive "credit" for participating on their local soccer team, being in a dance club, performing community service through the Girl Scouts, travelling to Mexico for winter break, taking music lessons from a private tutor, singing regularly in their church choir, being in a cheerleading squad, and other activities. Students can also fulfill a dyad requirement by playing a musical instrument regularly, practicing Karate remotely, singing in a virtual choir, helping to get groceries to an elderly neighbor, creating a short film, writing a short story or a book of poems, or completing a larger project initiated in the Kids Teach Kids class. Students who cannot or do not fulfill one of the requirements on their own have an opportunity to do so at school.

Now is the time for us to implement our dyad model with fidelity and rigor. This coming school year, we will work with every student and family in grades 5 through 8 (dyads 5/6 and 7/8) to explain how it will work and to individualize the Student Learning Plans to include experiences, projects, and service to the community. Dyad 3/4 will begin the following year.

We have designed a calendar and a class schedule whereby students can fulfill dyad requirements in the summer, during school, and after school. Electives, dyad courses during the school day, summer activities during Fifth Quarter, and after-school activities will all align with the dyad requirements. This year we will also invest heavily in student travel. Numerous seventh and eighth graders will take a trip out of country (health conditions allowing) and many fifth and sixth graders will take a trip out of state.

Tapping the Village

One of our principles of a new education system is using community groups to educate students in many non-core subjects. We already use fitness centers and the YMCA to help provide physical education for our students. The Colorado Springs Conservatory has been a great partner with us to provide our students with music lessons and classes in the performing arts. Doubling down on our dyad model and the experiences that are required as well as our commitment to right-brain activities, we need to expand opportunities for students to engage the arts, vocal

music, dance, various sports, and athletic activities, etc. We need to tie these opportunities more purposefully to student interests. If a student is participating in Karate instead of basketball, for instance, she should get credit for participating in a sport; being in a dance troupe should count as participation in a team sport.

Now is the time for us to approach even more community groups to help us engage students whether that engagement is at the school or off campus. Imagine if we worked with the community to provide multiple opportunities in a variety of activities for students who are not already participating or who do not have the means to engage in these activities. We could leverage the community's resources to help educate students and provide them with experiences that they would not otherwise receive.

Our expanded work in this area will start in the Fifth Quarter, and will be part of our reimagined school once we return in the fall.

Imagine if we worked with the community to provide multiple opportunities in a variety of activities for students who are not already participating or who do not have the means to engage in these activities.

Appendix A: Health and Safety Guidelines

Third Future Schools – Health and Safety Guidelines

Revised 11 May 2021

We will adjust these guidelines as we receive more information and guidance from the Governor's office, state and local medical officials, and the CDC.

1. All employees in our Colorado Schools are required to be vaccinated prior to working in Fifth Quarter or signing a contract to work for Third Future Schools in the 2021-2022 school year.

   Employees in our Texas Schools are encouraged to get vaccinated prior to the 2021-2022 school year. [If an unvaccinated employee tests positive for COVID-19 and has to quarantine, or if the employee must self-isolate due to possible exposure, the days spent at home will count against the person's accrued personal/sick days per the attendance policy.]

2. No student or staff member will be allowed into the school if he/she is sick regardless of vaccination.

   a. Students or employees who have a fever or flu-like symptoms should stay at home. A temperature over 99.9 degrees Fahrenheit will be considered too high.

   b. A student who has a fever must have a normal temperature for at least 24 hours before returning to school.

   c. Students experiencing fever or symptoms of respiratory illness should stay home and follow the directions for self-isolation [covid19.colorado.gov/how-to-isolate], which include advice on when to contact a health care provider.

   d. A student who tests positive for COVID-19 must self-isolate at home for 10 days and receive permission from a doctor to return to school.

3. Masks will be worn by all students in grades 2 through 8 while at school until this requirement is relaxed by the State or after consideration of CDC guidelines. Students in Kindergarten and first grade are encouraged to wear masks while in the classroom. All students are required to wear masks when passing from one room or area of the school to another area and when they are within three feet of any other student or adult.

4. Adults must wear a mask when they are within six feet of students until this requirement is relaxed. If all adults are vaccinated, as is the case in our Colorado schools, adults do not

have to wear a mask when interacting with just other adults (in other words, where there are no students present). In our Texas schools, vaccinated adults may remove masks among groups of adults if at least 80% of the adults in the group are vaccinated. Non-vaccinated adults must wear a mask at all times in a school when children are present and at all times in a school when they are within six feet of any other adult.

5. Parents will not be allowed in the school without a scheduled appointment.

6. Students who get sick while at school will be quarantined until they are picked up by a parent or guardian.

7. There will be no more than 25 students in a classroom and all students will be separated by at least three feet. Students will be separated by at least six feet in the team centers and in the cafeteria. [Principals may ask for limited exceptions to the 25-student-classroom requirement from the Executive Director of Schools.]

8. Teachers and custodians will clean/disinfect high-touch areas at least twice during the day.

   - The custodians will do a thorough cleaning every evening.
   - Students in grades 3 through 8 will be asked to help wipe down the desk or computer they used. Teachers will supervise the use of any cleaning materials.

9. Hand sanitizer will be used often.

10. Only three students will be allowed into each restroom at one time.

WHAT ARE MY RESPONSIBILITIES?

- Keep sick students at home, and let your child's teacher know if the student is experiencing fever or symptoms of respiratory illness.
- Let the school know immediately if your student is tested for COVID-19 and what the results are.
- Send your student to school with a functioning cloth mask.
- Follow these health and safety guidelines.

Appendix B: TFS Temporary Policy on Time and Attendance for the 2021-2022 School Year

In the 2020-2021 school year, the schools of Third Future provided in-person learning with social distancing every scheduled school day. Between 15% and 20% of the students, however, chose to learn remotely from home. Those students received synchronous instruction and followed the same schedule as the in-person students.

Building on our experience, our primary delivery method will be in-person instruction for the 2021-2022 school year. We will allow fully remote learning **as an exception** due to valid health and safety concerns. These exceptions will be made case-by-case and determined by the Principal or Executive Director of Schools. Students who had poor attendance in the 2020-2021 school year or who are not at grade level and did not show adequate growth during the 2020-2021 school year will have to attend in-person or may be held back one year. However, in rare instances, the principal may allow a student to receive instruction remotely if the parents can provide evidence from a medical official that attending in-person instruction will put the child's health at great risk (due, for example, to relevant comorbidities).

We anticipate no more than 3% of the student body to be eligible for fully remote learning.

This temporary policy outlines Third Future Schools' time and attendance requirements for the 2021-2022 school year.

School Calendar

The Third Future Schools Board has adopted the school calendar developed by CEO Mike Miles. A copy of the Academy's calendar is included in Appendix C of this document.

The school calendar shall be no less than 160 days as specified by state law. The TFS 2021-2022 academic calendar will have 186 student-teacher contact days. The school calendar also has 15 professional development days for teachers and learning coaches. Seven PD days will take place during summer orientation and 8 PD days will take place during the school year.

A copy of the calendar shall be available to all parents/guardians of students enrolled in each TFS school.

Any change in the calendar except for emergency closing or other unforeseen circumstances shall be preceded by adequate and timely notice. Each time a calendar is amended, an updated copy shall be submitted to the school's authorizer.

For the 2021-2022 academic year, student contact days may include remote learning days as implemented as a result of public health and safety measures. For approved students, remote learning days will also count toward student contact days for that student.

If a school is closed due to medical or health emergencies, which results in student-teacher contact time being reduced below the minimum hours/minutes allowed by state law and provided for in the calendar, the CEO shall adjust the calendar to make up for the lost time. Notification by email shall be made to the authorizer on the dates that the school closed and the planned make up dates.

Instructional Time

The Board defines "actively engaged in the educational process" as time when students are working toward achieving educational objectives under the supervision of a teacher, including:

- Classroom instruction time
- Individual student work time while at school, including study hall and library research
- School-related field trips
- Independent study and research
- Assemblies

For in-person instruction, calculations for contact time may include passing periods between classes. Time calculated as "actively engaged in the educational process" shall not include:

- Lunch
- Teacher preparation time
- Passing between lunch and a class.

For selected students during the 2021-22 school year, and in response to COVID-19 and the flexibilities made available by the state, the Board expands its definition of "educational process" to include:

- Instruction delivered electronically
- Independent, remote work time for students that is directed and monitored by educators

For remote instruction, calculations for contact time may be based off of academic content covered, student demonstrations of learning, estimated times for students to complete independent work, and/or other methods identified by the school to compare in-person learning to remote learning.

Additional information about how teacher-pupil instruction will occur during remote learning days as well as a bell schedule equivalency statement shall be further detailed in the TFS reentry document (The TFS Solution – Part II) and in this policy.

Attendance

Schools will complete the minimum hours per year of instructional time. These are 450 hours per year in kindergarten, 990 hours per year for students in grades 1 through 5, and 1068 hours per year for students in grades 6 through 8. The following chart details the planned instructional hours for our in-person students in the 2021-2022 school year.

2021-2022 Instructional Hours			
Grade	Times	Hours	Annual Total
K	8:00 to 3:00	6.5	1209
1	8:00 to 3:00	6.5	1209
2	8:00 to 3:15	7	1302
3	7:30 to 2:30 or 9:00 to 4:00	7.5	1395
4	7:30 to 2:30 or 9:00 to 4:01	7.5	1395
5	7:30 to 2:30 or 9:00 to 4:02	7.5	1395
6	7:30 to 2:30 or 9:00 to 4:03	7.5	1395
7	7:30 to 2:30 or 9:00 to 4:04	7.5	1395
8	7:30 to 2:30 or 9:00 to 4:05	7.5	1395

Remote learning

Students who have been authorized to do fully remote learning will follow the same schedule as the in-person students. Remote students take core courses at the same time as their peers. They will log-on to the class (via Zoom) at the same time that the course is being taught to in-person students. In this way they will receive live, synchronous instruction and participate in instruction with the regular teacher and their peers. Students will receive the same amount of instruction. Remote students may substitute individual work time for an hour of specials or electives.

Online students will thus accrue instructional hours by attending synchronous live sessions. To account for unique circumstances of some remote learners (such as lack of Internet access, homelessness, frequent change of lodging, prolonged illness, or familial circumstance preventing

attending a specific course at the designated time) and to provide greater flexibility during this pandemic, remote students may also accumulate hours through the following methods:

- Watching a recorded lesson and taking and scoring a minimum score of an S1 on the daily Demonstration of Learning
- Completing the assigned lesson or activity (LSAE work) provided in Google Classroom or in a packet provided by the teacher
- Completion of assignments provided through approved electronic media such as IXL, Lexia, Zearn, and Newsela
- Completion of offline work documented by the parent
- In-person testing such as NWEA, DIBELS, CMAS, PARCC or other required state exams

Tracking attendance

The school will track the attendance for each in-person and remote student at least once daily. Teacher will use Infinite Campus to record and track attendance. For K-1 students, attendance will be taken once in the morning and once in the afternoon. For 2 through 8 students, attendance will be taken every period.

For remote learners, the following examples of attendance are permissible:

- Logging onto classroom instruction remotely
- Login to an approved online learning platform
- Email, text, or phone correspondence with the teacher

Schools will follow the attendance procedures and requirements outlined in the parent-student handbook. Parents must contact the school office by phone whenever a child is going to be absent, and send a written excuse to the teacher when the child returns to school. Remote learners must also follow these procedures. The school may request submission of a doctor's note if absences become chronic.

School closures

If the school should close due to an emergency or because of health and safety reasons, all students will immediately move to a fully remote learning plan. Essentially, students will have the same schedule and attend live, synchronous courses remotely. If the school is unable to provide live, synchronous instruction for any amount of time, the CEO will decide whether the school year must be extended in order to meet the minimum instructional hours.

Other Submissions to CSI

As noted above, Third Future Schools will provide in-person learning, allowing for rare exceptions due to valid health and safety concerns. For those students authorized to learn remotely, we will use the "100% remote learning option." All instruction, except for specials and electives, will be conducted synchronously.

In some short-term instances specific students may have to learn remotely due to need to self-isolate or quarantine. In these select cases, the school will use the "temporary remote learning option." Again, instruction will be synchronous. Students will follow the regular, in-person schedule except they will be at home.

An Explanation of Teacher-Pupil Instruction During Remote Learning

Third Future Schools has developed an instructional model that requires all teachers to teach "simultaneously" – both in-person and remotely at the same time.

Simultaneous instruction is already being implemented well at our four schools. At the core of this instructional model is still our engaging instruction that combines direct instruction with highly differentiated activities and lessons. Indeed, the key is to continue to use our effective educational program and use technology to mirror that experience for the on-line learners. With simultaneous teaching, the students on-line and in the classroom have very similar learning experiences: both groups do bell work, are engaged by the teacher, see the same content on the board, can ask questions, participate in small groups, demonstrate their learning in a DOL, are provided the same differentiated activities, and more.

Teachers use Google Classroom and Zoom as the platform for simultaneous teaching. This is a requirement throughout the network in order to minimize the number of various platforms that parents and students have to learn to navigate.

Regardless of the choice of in-person or remote learning, all students have the same schedule as their peers except that remote learners receive live, synchronous instruction at home. All instruction is provided synchronously.

Still, we understand that some of our families are challenged by unique circumstances (such as lack of Internet access, homelessness, frequent change of lodging, prolonged illness, or familial circumstance preventing attending a specific course at the designated time) that make it difficult to engage in all of the synchronous instruction we provide every day. Additionally, we want to provide some families greater flexibility should specific conditions warrant.

Thus, on a limited basis, a school may develop a learning plan for a student that provides for some asynchronous learning. This type of plan could include some or all of the following methods for remote, asynchronous learning:

- Watching a recorded lesson and taking and scoring a minimum score of an S1 on the daily Demonstration of Learning

- Completing the assigned lesson or activity (LSAE work) provided in Google Classroom or in a packet provided by the teacher
- Completion of assignments provided through approved electronic media such as IXL, Lexia, Zearn, and Newsela
- Completion of offline work documented by the parent

Bell Schedule Equivalency Statement

Third Future Schools follow a semester calendar structure. The bell schedule for each grade is attached in Appendix C of this document.

The schedule for in-person students provides for the following teacher-pupil contact hours:

2021-2022 Instructional Hours			
Grade	Times	Hours	Annual Total
K	8:00 to 3:00	6.5	1209
1	8:00 to 3:00	6.5	1209
2	8:00 to 3:15	7	1302
3	7:30 to 2:30 or 9:00 to 4:00	7.5	1395
4	7:30 to 2:30 or 9:00 to 4:01	7.5	1395
5	7:30 to 2:30 or 9:00 to 4:02	7.5	1395
6	7:30 to 2:30 or 9:00 to 4:03	7.5	1395
7	7:30 to 2:30 or 9:00 to 4:04	7.5	1395
8	7:30 to 2:30 or 9:00 to 4:05	7.5	1395

Because remote students have the same bell schedule, their instructional hours are equivalent to those of an in-person student. Remote learners may substitute an hour of individual work time for an hour of specials or electives if approved and verified by the parent or guardian.

For a small percentage of students who have an approved learning plan for asynchronous learning, equivalent teacher-pupil instructional time will be given for the following activities:

- Watching a recorded lesson and taking the Demonstration of Learning
- Completing the assigned lesson or activity (LSAE work) provided in Google Classroom or in a packet provided by the teacher
- Completion of assignments provided through approved electronic media such as IXL, Lexia, Zearn, and Newsela
- Completion of offline work if approved by the teacher and documented by the parent

Appendix C: Teacher Leave and Absences

Excerpt from the employment contract:

Upon execution of this contract, TFS will grant the TEACHER 8 leave days (4 medical leave days and 4 personal leave days) to be used by the TEACHER with the approval of either the Principal or Assistant Principal. The administrative leaders may not reasonably deny the TEACHER use of a leave day except when the requested day(s) falls on a workday immediately before or after a holiday as designated on the approved school calendar. Employees may not take more than one personal leave day at a time (consecutive personal leave days will normally not be approved). Leave requests may also be denied during unique events or activities requiring all TEACHER to be at school (such as during state testing or parent/teacher conferences).

Medical leave days are to be used for medical or health reasons. The administration may ask for documentation from a health official if a TEACHER requests a medical day. The TEACHER is also encouraged to use personal days for medical or health reasons or for unique circumstances and emergencies.

The TEACHER may carry over to the following year up to and including 5 leave days (medical or personal), which may be used for medical or health reasons only. A TEACHER may accumulate up to and including 20 medical leave days.

The school may also grant the TEACHER unpaid leave for unique and extraordinary circumstances. These absences must be approved by the Principal or Assistant Principal.

Absences are recorded in half-day increments only and for the morning (8:00 a.m. to noon), the afternoon (noon to 4:00 p.m.), or a full day (8:00 a.m. to 4:00 p.m.).

If a teacher takes a sick or personal day, they will be given the option of teaching from home. Should they teach from home on a sick or personal day, the teacher would only be counted absent for one-half day (instead of the whole day). A teacher could take advantage of this regulation only four times in the year.

If a TEACHER is absent on days that are not approved or is absent more than the 4 leave days allowed (in one semester), TFS may terminate the employment of the TEACHER. The TEACHER agrees to be on time for classes with students, scheduled meetings, and assigned duty. Being late to class by more than 10 minutes without prior approval of administration will be considered a half-day absence. Continued tardiness to meetings or assigned duty will result in disciplinary action up to and including termination.

Notwithstanding any other provisions of this contract, in the event that the TEACHER fails to perform services as required in this contract for three (3) consecutive working days, without the failure having been approved by the Principal or Assistant Principal, TFS may, within a reasonable time after the failure, elect in its sole discretion to treat such failure as abandonment of this contract by the TEACHER, and upon such election, this contract, without further action by either the Board of Directors of TFS or the CEO, is automatically terminated.

Appendix D: AAL's 2021-2022 School Calendar

Academy of Advanced Learning -- Academic Calendar | **2021-2022**

Revised 8 Mar 2021

JUNE 2021
S	M	T	W	R	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

JULY 2021
S	M	T	W	R	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST 2021
S	M	T	W	R	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER 2021
S	M	T	W	R	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER 2021
S	M	T	W	R	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER 2021
S	M	T	W	R	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER 2021
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JANUARY 2022
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30	31					

FEBRUARY 2022
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MARCH 2022
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APRIL 2022
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MAY 2022
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29	30	31				

JUNE 2022
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JULY 2022
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24	25	26	27	28	29	30
31						

AUGUST 2022
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21	22	23	24	25	26	27
28	29	30	31			

5th Quarter (summer 2021)

Voluntary summer courses
June 22 – July 27
[Mandatory for some students]

Holiday (no classes)
Sep. 6 – Labor Day
Nov. 25 – Thanksgiving
Jan. 17 – MLK Jr. Day
Feb. 21 – Presidents' Day
May 30 – Memorial Day

All staff induction and preparation

July 26 – August 3

First day of School
August 4

Last day of School (with no make-up days)
June 3

Recess (no classes)

Fall Recess – Oct. 14 – 15
Thanksgiving – Nov. 24 – 26
Winter Recess – Dec.20 – Jan 3
Spring Recess – Mar. 14 – 18
Academic Recess – Apr. 28-29

Staff PD (no classes)

Aug. 27, Sep. 7, Oct. 14,
Nov. 12, Jan. 3, Jan. 18,
Feb.18, Apr. 28, Jun. 6 – 7

Parent-teacher Conferences

Oct. 18 – 19
Feb. 16 – 17
Jun. 1 – 2

Possible make-up days

June 6 – June 15

Field Trips

K-3 – Apr. 25 – 27
4-8 – May 19 – 27

1st Qtr - 45 days – Aug. 4 – Oct. 8
2nd Qtr - 44 days – Oct. 11 – Dec. 17
3rd Qtr - 50 days – Jan. 4 – Mar. 25
4th Qtr - 47 days – Mar. 28 – June 3

Appendix E: Third Future Schools' 2021-2022 Action Plan

2021-2022 NETWORK ACTION PLAN

Mike Miles
revised 20 Mar 2021

"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."

Despite the COVID-19 crisis, TFS schools managed to narrow the achievement gap and grow student proficiency this past year. We also continued to move forward on the Dyad concept, assisted by the RISE grant award in Colorado and the School Action Fund grant in Texas. The 2020-2021 school year also witnessed the transformation of Third Future Schools into a network with five schools in four cities in two states and with four different authorizers.

As vaccinations expand, we will be able to return to regular-sized groups of students in our classrooms and conduct in-person learning with few exceptions. And while the quality of instruction during the pandemic remained high, many of our fully remote learners still lost academic ground. We also were not able to implement our LSAE model with the same degree of fidelity as we did before the pandemic.

Thus for the 2021-2022 school year, our overarching goals will be to: 1) regroup and solidify our instructional model, and 2) accelerate the implementation of the Dyad concept.

An opportunity to reimagine education

Our other predominant goal for next year is to reimagine education by further developing our eight principles of a new education system.

We did not provide a "normal" education prior to COVID, so we will not be "returning to normal" after the crisis. Still, the pandemic has given us a chance to review the eight principles of a new education system upon which the TFS model

Knowledge   Perspective   Experience

is built. Indeed, this last year has underscored the need to design an education system in which students may "learn everywhere and anytime" (the first of our eight principles). Learning can and should take place outside of the traditional school day and school year.
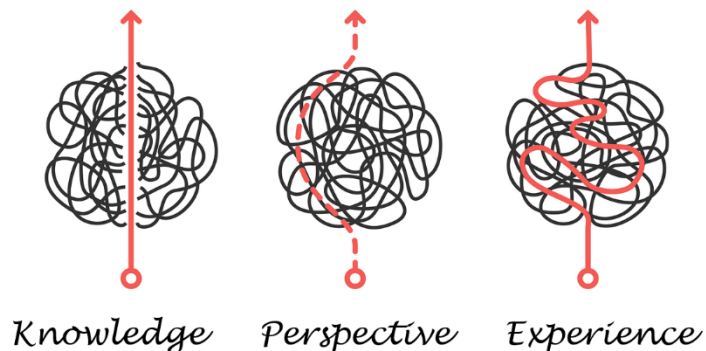
Over the last several years, political and cultural events in the United States further validate TFS's vision and mission. Rampant belief in conspiracy theories and widespread misinformation substantiate our emphasis on information literacy and helping children learn how to think (principle 5). And given that these events have also thrown more light on systemic

inequality and racism, equally important will be our efforts to grow student perspective through travel and key experiences (principle 6).

We believe a child's character, knowledge, and ability to think well are also functions of their experiences – travel to other parts of the country or abroad, participation in sports, learning to play a musical instrument, being involved in a community service project, discussing current events with parents, or meeting someone from another culture. Thus, we need to provide more opportunities for students to gain perspective and to experience different cultures, concepts, and activities.

We call the acquisition of knowledge,

perspective, and experiences the Dyad Concept.

We are on the right track, and both the LSAE instructional model and the Dyad concept are sound. At this moment in the Network's journey, we need to double down on the instructional model that is working well and implement the principles that will truly prepare students for a Year 2030 workplace and world.
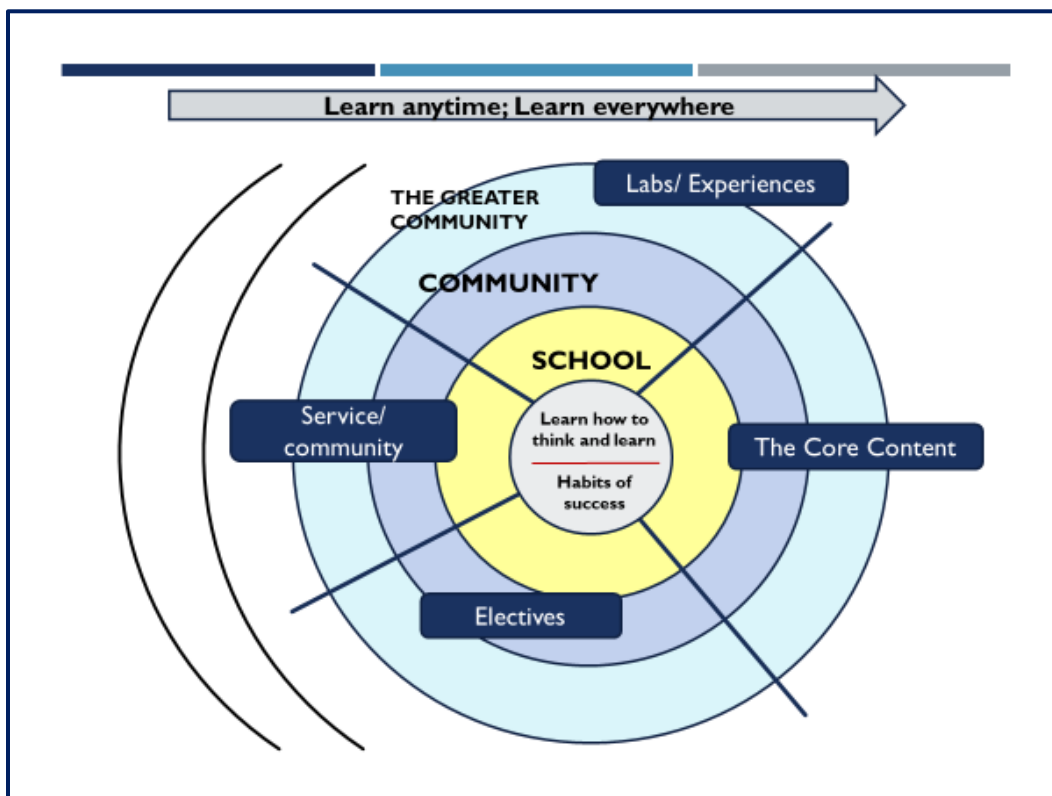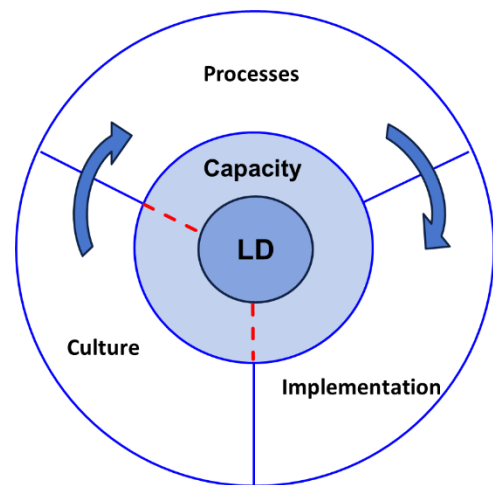
Vision and Mission

The crisis over the last half year has also shown that our vision and mission are the right ones. Third Future Schools prepares students for a fundamentally different workplace. Our vision statement also acknowledges that our school must use a different instructional model and teach different curricula in order to help children succeed:

> *Third Future Schools prepares students for college and the modern workplace. Through personalized learning and a focus on critical thinking skills, our school closes achievement gaps and allows every student to reach her/his potential.*

We will continue to create a high-performance culture and grow the capacity of staff to deliver personalized learning effectively to close achievement gaps and help students think critically and become active learners in their education. Our key actions for the 2021-2022 school year will be tied to this vision.

In order to implement a rigorous and innovative series of actions, Third Future Schools will continue to work in systemic ways. We will strengthen the foundational components of any effective organization: leadership density, staff capacity, and culture. These three foundational areas will ensure that the quality of instruction is the best in the region and that the innovative practices are implemented with fidelity.

We will have an intense focus on student academic achievement. The vehicle for raising student achievement will be high quality instruction and leadership density. At the same time, we will adjust our curriculum and scheduling in order to grow student agency and increase their capacity to learn how to learn. We will also expand our efforts to implement the Dyad model, which will shift some time spent on learning content to competencies gained through experiences and activities.

1) Grow staff capacity to provide the highest quality instruction

Third Future schools are 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:
- 75% of the scores on spot observations conducted in December by an independent review team will be proficient or higher; that percentage will increase to 90% in May 2022.
- 85% 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:
- 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

During the pandemic we changed our instructional model to accommodate "one classroom in three locations." While we continued to differentiate instruction using our LSAE model, we were not able to implement it fully because of the lack of space and because twenty percent of the students were fully remote. For the 2021-2022 school year, we will improve our ability to differentiate instruction and use key aspects of the model – learning coaches, team centers, rigorous LSAE lessons, and extended LSAE – with fidelity.

Indicator of success:
- All Third Future Schools will receive a proficient or higher score on the LSAE learning rubric assessed in December 2021 and May 2022. [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.]

Specific actions:
- Revise and improve the LSAE rubric by 1 August 2021
- Update the LSAE Google drive repository of lessons for use by the teachers
- Train administrators and teacher leaders on the use of the LSAE rubric by 1 September 2021
- 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 2021
- Assess the school three times a month on how well the LSAE model has been implemented
- Publish the LSAE implementation data every month

L	**LEARNING**
S1	**SECURING**
S2	**SECURING**
A	**ACCELERATING**
E	**ENRICHING**

3) Successfully implement 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.
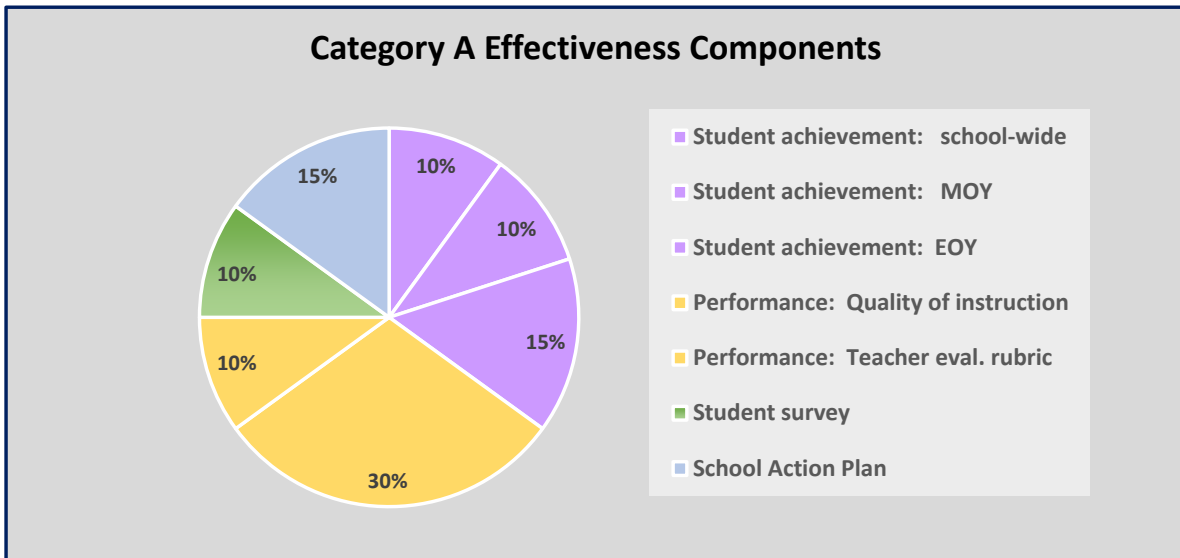
The purpose of our evaluation system is to improve teacher effectiveness in order to narrow opportunity gaps and prepare students for a Year 2030 workplace and world. The information derived from the evaluation system will be used to align professional development, teacher recruitment and retention, and teacher compensation.

Indicator of success:
- In the 2021-2022 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 40 percent of the teachers in the "Distinguished" category for AAL and no more than 30 percent of the teachers in the distinguished category for all other schools.
- No more than 45 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 2021
- Train teachers on the evaluation system by 1 August 2021 or within 30 schools 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

Category A Effectiveness Components

Legend:
- Student achievement: school-wide
- Student achievement: MOY
- Student achievement: EOY
- Performance: Quality of instruction
- Performance: Teacher eval. rubric
- Student survey
- School Action Plan

Pie chart values: 10%, 10%, 15%, 30%, 10%, 10%, 15%

4) 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.

Indicator of success:

- By June 2022, 90% of the students in grades 5 through 8 will complete at least 50% of the Dyad requirements.

Specific actions:

- Revise and update Dyad requirements
- Implement courses to support problem-solving projects, community service projects, and Kids Teach Kids, and communications
- Engage community members and groups to provide student experiences related to DYAD requirements
  - Build 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 completion of student DYAD requirements

Knowledge   Perspective   Experience
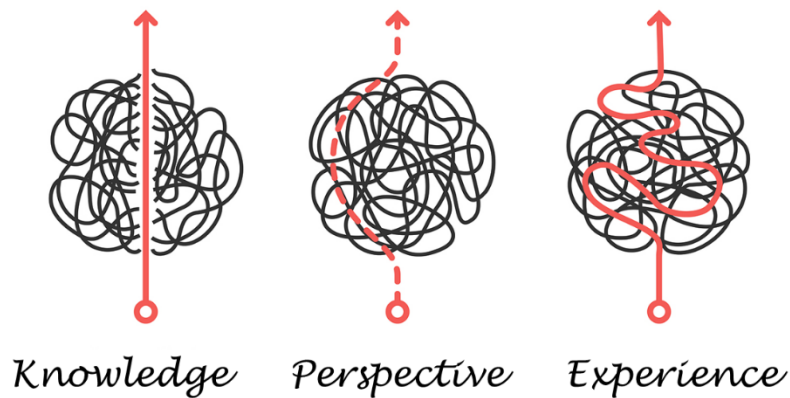
5) Strengthen the leadership density of Third Future Schools

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:

- 70% 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 2022

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 2021
  - o Train teachers on the leadership rubric by 1 October 2021
  - o 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 on leadership, LSAE model, and the Dyad concept
- Increase the value of leadership competencies in both the administrator and teacher evaluation systems by 5 August 2021

2021-2022 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 2021-2022 school year, Third Future Schools' median growth percentile on the PARCC exam for English Language Arts will exceed 55 for fourth, fifth, and sixth grades.

Goal 1b (just AAL): In the 2020-2021 school year, Third Future Schools' students will surpass the percentage of the APS students who meet or exceed expectations on the PARCC exam for English Language Arts by at least 5 percentage points.

Grade level	2019 Met or Exceeded Percentage -- ELA			
	Aurora	State	AAL	AAL 21-22 Goal
3	22.8	41.3	17.9	28
4	27.0	48.0	16.1	32
5	28.5	48.4	36.5	40
6	25.3	43.6	31.0	35
7	25.2	46.5	37.9	40
8	30.0	46.9	30.8	35

Goal 1c: In the 2021-2022 school year, Third Future Schools 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, 2-8.

Goal 1d: In the 2021-2022 school year, 75% of the students in grades K-3 will demonstrate typical or above typical growth in DIBELS at the end of the year.

Goal 2 – Math proficiency

Goal 2a: In the 2021-2022 school year, Third Future Schools' median growth percentile on the PARCC exam for Math will exceed 55 for fourth, fifth, and sixth grades.

Goal 2b (just AAL): In the 2021-2022 school year, Third Future Schools' students will surpass the percentage of the APS students who meet or exceed expectations on the PARCC exam for Math by at least 5 percentage points.

	2019 Met or Exceeded Percentage -- Math			
Grade level	Aurora	State	AAL	AAL 21-22 Goal
3	23.7	41.0	25.0	30
4	17.0	33.6	16.3	32
5	19.3	35.7	29.4	35
6	15.6	29.5	33.3	40
7	14.5	31.6	17.9	23
8	19.3	36.9	23.1	28

Goal 2c: In the 2021-2022 school year, Third Future Schools 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, 2-8.

Goal 3 – Science proficiency

Goal 3a: In the 2021-2022 school year, Third Future Schools students will grow 1.7 times the U.S. average growth in Science as measured by the NWEA MAP assessment and using the mean RIT score for each grade, K-8.

Goal 3b (just AAL): In the 2021-2022 school year, Third Future Schools' students will surpass the percentage of the APS students who meet or exceed expectations on the PARCC exam for Science by at least 5 percentage points.

	2019 Met or Exceeded Percentage -- Science			
Grade level	Aurora	State	AAL	AAL 21-22 Goal
5	15.9	35.9	35.0	38
8	11.2	31.5	15.0	20

Goal 4 – English Language Proficiency

Goal 4a: In the 2021-2022 school year, Third Future Schools' median growth percentile on the PARCC exam for English Language Arts for **English Language Learners** will exceed 55.

Goal 4b: In the 2021-2022 school year, Third Future Schools' median growth percentile on the PARCC exam for Math for **English Language Learners** will exceed 55.

Goal 4c: In the 2021-2022 school year, Third Future Schools' median growth percentile on the ACCESS assessment for **English Language Learners** will exceed 55.

Eight Principles of a New Education System

1. **Learning happens everywhere and anytime** – In the new education system learning happens everywhere. Education instruction and services are brought closer to students (to their communities and homes). When and where students learn is also much more variable and tied to student needs and interests.
2. **Learning is personalized and students own their learning** – we need an education system that shifts the focus from what schools require to what families demand. Ownership of student learning belongs to the student. Individual learning plans are tied to more than academic needs and includes support for the growth of the whole child and his social-emotional needs.
3. **Parents have access to an expanded number of choices of schools and programs** – Parents are aware of and have access to an expanded number of choices of schools and programs. The system is designed to respond to the needs of families.
4. **The system offers a new employee value proposition and compensation is tied to what the system values most** – Compensation is tied to what the organization values. Time to innovate and to make improvements to the system are built into employees' worktime. Jobs and career paths across the system are reimagined. The leaders and distinguished employees of the system determine minimum qualifications and competencies required for employment and bear the responsibility of growing the abilities of their employees at all levels.
5. **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 2030 workplace and society. Students also learn how to learn. Those who govern the system adjust what students need to learn based on changing workforce requirements, community interests, and societal changes.
6. **The School, community, and family provide students with a set of required experiences, not just specific courses** – The education system not only provides students instruction in core subjects, but also is designed to provide students key, relevant experiences that add to their understanding of their interests, varying perspectives, and the world.
7. **Community groups are tapped to educate students in many non-core subjects** – Community groups bear the responsibility of educating students in many non-core subjects.
8. **Governing entities check and balance one another and encourage innovation** – The new education system uses a governance model that ensures those who establish policies do not also operate the system's schools, departments, or functions. Governing bodies in the new system are charged with aligning the system to the principles and continuous innovation.

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.

TFS Spot Observation Form

THIRD FUTURE _Creating tomorrow's schools_	**TFS Spot Observation Form**		
			revised 30 Mar 2021
Teacher:		**Date:**	
Grade/ Subject:		**Time in:**	
Observer:		**Time out:**	

Area	Check/ met	Instructional Characteristics	Pts. awarded for characteristics met
Lesson Obj. and DOL		Objective aligns to curriculum maps and assessments	6 or 7 met = 2 pts.
		Obj. provides focus and coherence to the lesson	
		Obj. is specific enough to be taught in 1 lesson	
		Demonstration of Learning is developed in advance	4 or 5 met = 1 pt.
		DOL is tied directly to the lesson objective and curriculum	
		DOL can be accomplished in 5 to 10 minutes	
		DOL is completed independently by students	
Purposeful Instruction and Engagement		Instruction and activities support the objective	7 or 8 met = 4 pts.
		Direct instruction is at grade level and rigorous	
		Transitions are smooth with no loss of instructional time	5 or 6 met = 3 pts.
		Lessons are adjusted based on classroom response data	
		A digital timer is used to guide pacing of the lesson	3 or 4 met = 2 pts.
		The teacher effectively uses multiple response strategies and uses an MRS strategy every four minutes	
		There is 100% student participation	1 or 2 met = 1 pt.
		The teacher requires the students to read, write, or think the entire lesson	
LSAE Model		Uses the LSAE model to differentiate instruction into four levels	6 met = 3 pts.
		Separates students into appropriate groups for LSAE time (learners, securing 1, securing 2, and accelerated)	
		Work or activity for each group is appropriately rigorous and tied to specific learning objectives	5 met = 2 pts.
		Students know their LSAE designation and what they have to learn	
		Push-out occurs within 40 to 50 minutes of the start of the lesson	4 met = 1 pt.
		Keeps track of student performance and LSAE designations	
Virtual Instruction		Effectively uses Zoom and Google classroom to provide high-quality instruc	4 met = 1 pt.
		The instruction for e-learning mirrors the high-quality of the in-class	
		Uses technology equipment to enhance student learning simultaneously in-person and in the remote environment	
		Follows the TFS instructional model for remote learners	

Praise:

Question:

Polish:

Overall score for this spot observation:

Unsat (1-2)	Progressing (3-4)	Proficient (5-6)	Proficient II (7-8)	Exemplary (9-10)

Dyad requirements

Third and Fourth Grade Dyad Requirements			
Cognate	**Course/experience**	**Required?**	**Notes**
Core content	Reading/ writing	Yes	Each year
	Math	Yes	Each year
	Science	Yes	Each year
	Art of Thinking	Yes	Each year
Labs/ experiences	Activity week: exposure to dance, karate, soccer, musical instruments, basketball, volleyball, and performing arts	Yes	Must participate in three of the four activity weeks in two years
	Problem-solving projects	Yes	School-level or class-level projects
	Science and math labs	Yes	
	Museum of nature and science	Yes	
	Nature field trip	Yes	
	Performing arts or play a musical instrument	Yes	Taught by community
	Physical education or particpate in a sport	Yes	Taught by community
	Other opportunity	No	
Electives (required electives taken in either 4th or 5th grade; may be taken in both grades)	Creation and innovation	No	
	Problem-solving and decision-making	Yes	Tied to problem-solving projects
	Communications and media	No	
	Virtual reality learning	No	
	Graphic design	No	
	Computer science	No	
Service/ community	Empathy	Yes	TBD
	Habits of Success	Yes	Proficient on rubric
	School level or class level projects	Yes	May complete a community project with permission

Fifth and Sixth Grade Dyad Requirements

Cognate	Course/experience	Required?	Notes
Core content	Reading/ writing	Yes	Each year
	Math	Yes	Each year
	Science	Yes	Each year
	Art of Thinking	Yes	Each year
	Social Studies	Yes	two days a week; each year
	Physics	Yes	two days a week; each year
Labs/ experiences	Activity week: exposure to dance, karate, soccer, musical instruments, basketball, volleyball, and performing arts	No	Two times a year
	Problem-solving projects	Yes	School-level or neighborhood projects (collaborate with community organizations)
	Science and math labs	Yes	Tied to physics curriculum
	Museum of nature and science	No	
	The Arts field trip	No	
	Business or policy field trip	No	Collaborate with community organizations
	Trip to another part of the U.S.	Yes	Once during either the 5th- or 6th-grade year
	Performing arts	Yes	Taught by community
	Health and fitness or team sports	Yes	Taught by community
Electives (required electives taken in either 5th or 6th grade; may be taken in both grades)	Creation and innovation	Yes	Individual or group projects
	Problem-solving and decision-making	Yes	Tied to problem-solving projects
	Study of cultures	No	
	Foreign language	No	
	Communications and media	Yes	Collaborate with community organizations
	Virtual reality learning	Yes	Must complete two of these three courses
	Graphic design	Yes	
	Computer science	Yes	
Service/ community	Empathy	Yes	TBD
	Habits of Success	Yes	Proficient on rubric
	Neighborhood service projects	Yes	Must complete neighborhood or city service project or activity
	City projects		

Seventh and Eighth Grade Dyad Requirements

Cognate	Course/experience	Required?	Notes
Core content	Reading/ writing	Yes	Each year
	Math	Yes	Each year
	Science	Yes	Each year
	Art of Thinking	Yes	Each year
	Social Studies	Yes	two days a week; each year
	Physics	Yes	two days a week; each year
Labs/ experiences	Activity week: exposure to dance, karate, soccer, musical instruments, basketball, volleyball, and performing arts	No	Two times a year
	Problem-solving projects	Yes	School-level or neighborhood projects (collaborate with community organizations)
	Science and math labs	Yes	Tied to physics curriculum
	Museum of nature and science	No	
	Business or policy field trip	Yes	Collaborate with community organizations
	Environmental field trip	Yes	
	Trip to another part of the U.S.	Yes	Once during either the 7th- or 8th- grade year
	Trip to another Country	Yes	Once during either the 7th- or 8th- grade year
	Performing arts	Yes	Taught by community
	Participation in a team sport	Yes	Taught by community
Electives (required electives taken in either 7th or 8th grade; may be taken in both grades)	Creation and innovation	Yes	Individual or group projects
	Problem-solving and decision-making	Yes	Tied to problem-solving projects
	Study of cultures	Yes	
	Foreign language	No	
	Communications and media	Yes	Collaborate with community organizations
	Virtual reality learning	Yes	Must complete part II of one of these three courses
	Graphic design	Yes	
	Computer science	Yes	
Service/ community	Habits of Success	Yes	Proficient on rubric
	Neighborhood service projects	Yes	Must complete neighborhood or city service project or activity
	City projects		

Learning How to Learn Rubric

Skill	Emerging	Progressing	Proficient
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
		  ○ 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
			  ○ 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 helps 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

Skill	Emerging	Progressing	Proficient
Uses available resources	• Asks for help when stuck • Takes the initiative to find resources, material, or people to help move the learning process forward (as appropriate) • Needs help to expand repertoire of resources that can assist in learning • Needs help understanding the differences among resources and how they contribute to accomplishing the task at hand	• Asks for help when stuck • Takes the initiative to find resources, material, or people to help move the learning process forward (as appropriate) • Uses familiar resources to assist in learning; may not continue to seek more effective or more helpful resources • Needs help understanding the differences among resources and how they contribute to accomplishing the task at hand	• Asks for help when stuck • Takes the initiative to find resources, material, or people to help move the learning process forward (as appropriate) • Uses a variety of resources to assist in learning • Understands the differences among resources and how they contribute to accomplishing the task at hand
Collaborates with peers when appropriate	• Does not distract others from getting the group work done • Listens to what others are saying, but does not listen actively nor try to understand the ideas of others • Is unsure how to support others in their learning • Sometimes does not engage positively	• Works well with peers on group projects or assignments • Listens well and tries to understand the ideas of others • Is unsure how to support others in their learning • Engages positively, but may not understand or directly try to support the goals of the group	• Works well with peers on group projects or assignments • Listens well and tries to understand the ideas of others • Supports others in their learning • Contributes to the goals of the group and engages positively
Monitors his progress	• Understands the tasks at hand, but is unclear how much growth needs to be made • With guidance, monitors progress toward goal accomplishment, but needs help to gather and/or analyze the information • Is unclear how to adjust work or behavior as a result of monitoring progress	• Understands what success looks like and how much growth needs to be made • Monitors progress toward goal accomplishment, but needs help to gather and/or analyze the information • Is unclear how to adjust work or behavior as a result of monitoring progress	• Understands what success and excellence looks like and how much growth needs to be made • Monitors progress toward goal accomplishment • Uses a system to track progress regularly and frequently • Adjusts work and behavior as a result of monitoring progress
Follows habits of success	• Follows the school habits of success and is "learning" on the HOS rubric • Fills out the habits of success self-assessment, but is not thoughtful about areas to improve or steps to take to improve	• Follows the school habits of success and is "securing" on the HOS rubric • Assesses individual habits of success regularly, but may not follow through or take specific steps to improve	• Follows the school habits of success and is "accelerated" on the HOS rubric • Assesses individual habits of success regularly and makes a plan to improve