2024-2025 NETWORK ACTION PLAN

14 March 2024

"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."

TFS 2024-2025 Network Action Plan

14 March 2024

The education profession continues to be 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 continue to struggle to find a path forward that will accelerate learning for all students and close the achievement gap.

Third Future Schools has been able to weather 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 and perfect our instructional practices. That means we will continue to focus on high-quality instruction in the LSAE model, improved implementation of the Dyad concept and implement a strategic focus on literacy development and growth.

Our 2024-2025 Action Plan will include steps to support our teachers and other initiatives to ensure the continuity of strong instruction for all 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. More importantly, this staffing plan will ensure that we have 186 student-teacher contact days that are high quality and will not utilize untrained and subpar substitute teachers as most districts do.
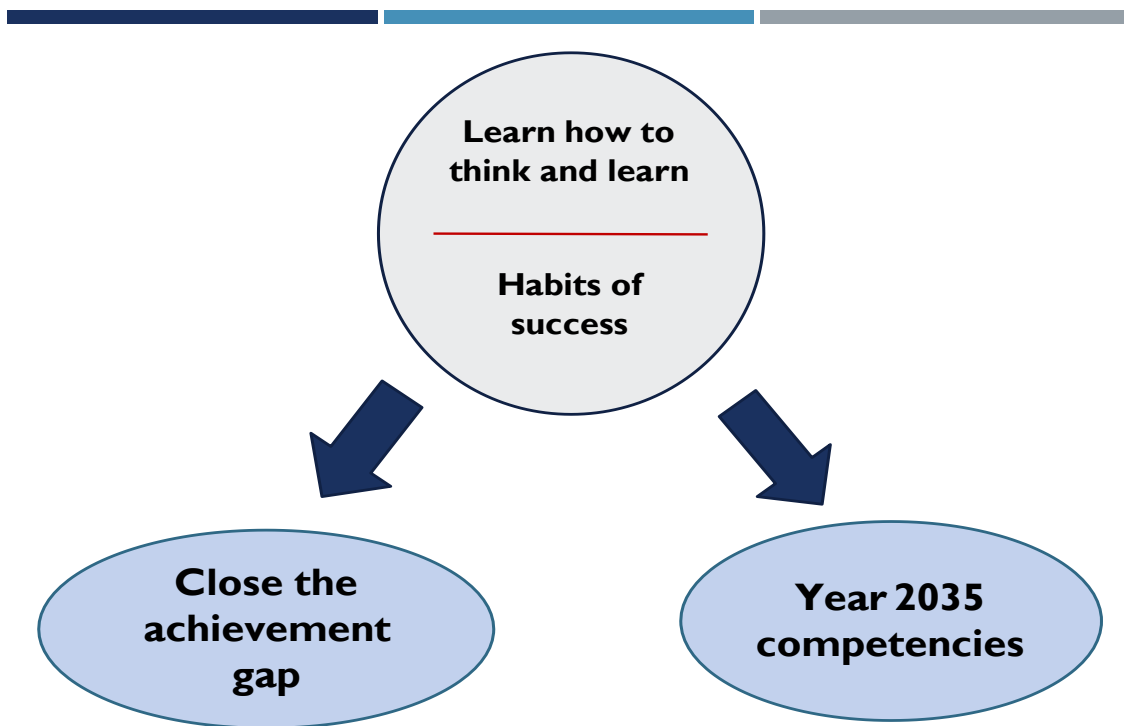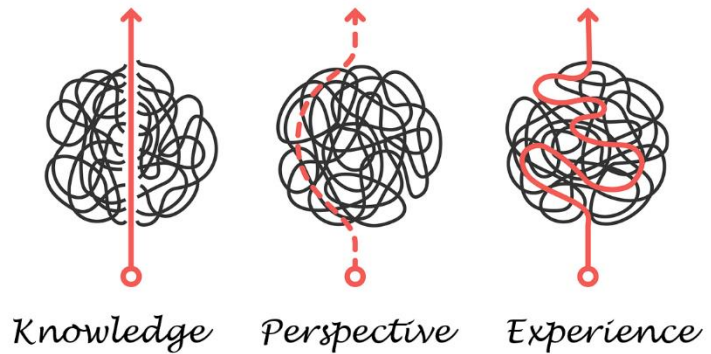
For the 2024-2025 school year, our overarching goals will be to: 1) perfect the quality of instruction, 2) continue to improve the implementation of the Dyad concept, 3) Create and execute our initial Third Future Schools Foundation 4) Perfect our Science of Reading courses to ensure all students are proficient in literacy by grade three

An opportunity to reimagine education

We remain 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.

Knowledge   Perspective   Experience

Learn how to think and learn

Habits of success

Close the achievement gap

Year 2035 competencies

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 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 2024 by an independent review team will be proficient or higher; that percentage will increase to 85% in May 2025.
- 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 by May 2025

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 teachers 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
- Provide intense professional development for all new campuses in August 2024

2) Implement the LSAE model with fidelity

This will be the third year with LSAE Curriculum Developers (LCDs). We will have to ensure the LSAE model is still executed with fidelity and that the LSAE assignments and activities not only meet our expectations, but that the teachers collaborate in ways that strengthens the model and the quality of their instruction, while "owning" their lessons. 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:
- All Third Future Schools will receive a proficient or higher score on the LSAE learning rubric assessed in December 2024 and May 2025. [Superintendent, Chief of Schools, Regional Directors, and the School Leadership Team will each score the school; the final score will be an average of the three scores.]
- 85% of these LSEA Rubrics will be proficient in the area of Teaching Ls/S1s.

Specific actions:
- Revise and improve the LSAE rubric by 1 August 2024
- 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 2024:
- 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 2024
- Assess the school two times a month on how well the LSAE model has been implemented using the provided rubric
- Publish the LSAE implementation data every month

L — LEARNING

S1 — SECURING

S2 — SECURING

A — ACCELERATING

E — ENRICHING

## 3) Successfully implement the 2024-2025 TFS staffing plan

This year we will continue to employ Teacher Apprentices. This staffing pipeline ensures high quality instruction for all 186 school days. There will have to be strong sense-making, coaching, and monitoring from administrators and teacher leaders in order to get our Teacher Apprentices ready for full-time teaching.

Indicator of success:
- In the climate survey conducted in December 2024 and May 2025, at least 80% of the teachers agree or strongly agree that the staffing plan helps them provide better quality instruction.
- In the climate survey conducted in December 2024 and May 2025, at least 70% of the Teacher Apprentices and Learning Coaches agree or strongly agree that they understand their responsibilities and have the support and coaching they need to perform those responsibilities well.
- By May of 2025, at least 70% of Teacher Apprentices that have been moved into teaching roles will be ranked as proficient in their summative evaluation.

Specific actions:
- Develop and implement a Teacher Apprentice and Learning Coach onboarding procedures.
- Develop a "coaching" system for Teacher Apprentices.
- Train teachers and administrators on the Teacher Apprentice and Learning Coach responsibilities and how to coach them by 1 August 2023
- Train administrators, teachers, Teacher Apprentices, and Learning Coaches on the use of spot observation forms for Teacher Apprentices and Learning Coaches
- Evaluate the proficiency of Teacher Apprentices moved into teaching positions.
- Revise the culture survey to account for indicators of success.
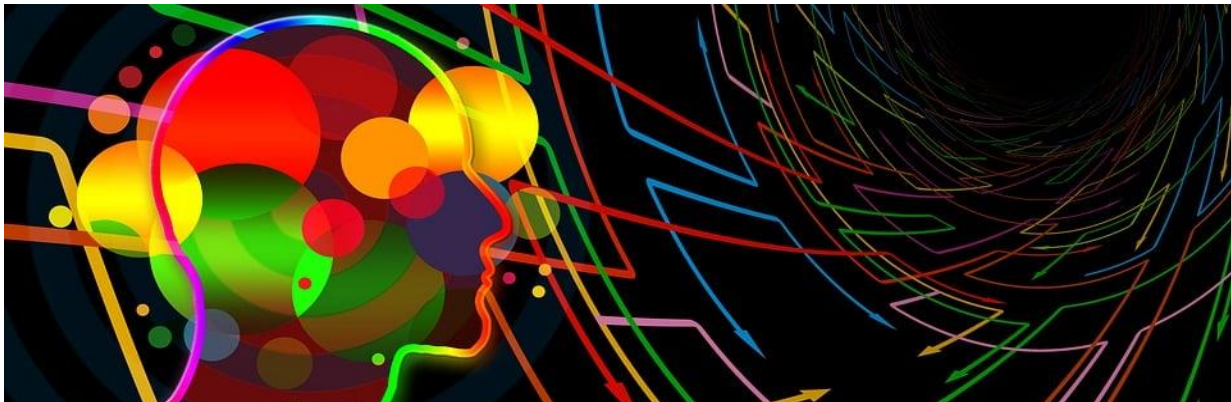
4) Successfully implement the Third Future Schools Foundation

Under the leadership of the Chief of Innovation and Strategy, TFS will create and establish the Third Future Schools Foundation to support Dyad travel and innovation through philanthropic endeavors.

The TFS-Foundation will be supported by strategic partnerships that value Year 2035 competencies and share the same value that this is the most important work of our time. Regional partnerships will support students in their geographic areas and provide proof points to our communities that students can learn anywhere and anytime.

Indicator of success:
- By May of 2025, 10 strategic partnerships will have been identified.
- By May of 2025, $500,000 will be available to support student travel and innovation through targeted fundraising, outreach, and networking opportunities.

Specific actions:
- Establish regional opportunities.
- Create a timeline for fundraising.
- Monitor execution.
- Create and hold "investor meetings."

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. We will continue with the opportunities students will have to enjoy the arts, athletics, creative pursuits, and other learning experiences.

In the 2024-2025 school year, we will administer 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 2025, at least 85% of the students in grades 5 through 8 will complete at least 50% of the Dyad requirements.
- TFS administers MOY, and EOY assessment in the Art of Thinking classes (3rd grade through 8th grade).
- By June 2025, at least 70% of the students earn a proficient or higher score on the end-of-year Art of Thinking exam.
- By June of 2025, at least 80% of parent survey respondents will agree or strongly agree that TFS provides exceptional opportunities for students to engage in non-instructional programming.

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 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
- Administer MOY, and EOY assessments for each Dyad (3-4, 5-6, 7-8)
- Create parent survey

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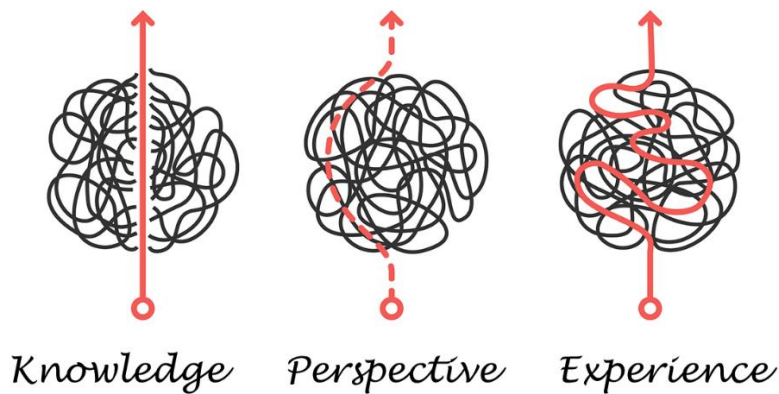
6) Strengthen the leadership density of Third Future Schools

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. Third Future Schools is expected to grow and add new campuses for the 2025-2026 school year. One challenge has been placing TFS administrators in these new campuses for specific support and leadership around instruction feedback, leadership and culture. Third Future Schools will "train up" teacher leaders that aspire to be assistant principals through a formal leadership program that focuses on instructional feedback, leadership and culture.

Indicator of success:
- 90% of teacher leaders 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 2025
- 20 teacher leaders will be identified as "assistant principal ready" as measured by the system review rubric and the leadership rubric by May of 2025.

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 2024

- o   Train teachers on the leadership rubric by 13 October 2025
- o   Assess teacher leaders mid-year and end-of-year on the leadership rubric.
- o   Monthly training for teacher leaders on instructional feedback, leadership and culture provided by network/school level staff.
- 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 each .
- Select teacher leaders from each school and provide intensive professional development on instructional feedback, leadership, culture.

7) Implement/Execute our Science of Reading Initiative

Third Future Schools will continue to implement our Science Reading Initiative for the 2024-2025 academic year. This will occur in grades K-4 across the network and be led by a Director of Science of Reading This will standardize our expectations of literacy instruction and provide a scientific-based curriculum for staff and students.

Indicator of success:
- By June 2025, 95% of students in Kinder and 1st grade will be at Dibels Benchmark and/or at Above/Well Above growth
- By June of 2025, students in grades 2nd through 4th will show a 20% point increase on Spring 2024 EOY Dibels assessment when compared to Spring 2024 EOY Dibels assessment.

Specific actions:
- Train teachers on CKLA
- Ensure Science of Reading materials are high quality
- Provide literacy training for all K-4 teachers. This should include required literacy professional development in both Colorado and Texas
- Train one administrator per site on CKLA
- Regular observations from the Director of Science of Reading
- Ensure that school schedules provide three hours of literacy per day in grades Kindergarten and First

2024-2025 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 2024-2025 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 1b: In the 2024-2025 school year, 75% of the students in grades K-1 will demonstrate typical or above typical growth in DIBELS, and or be at Benchmark at the end of the year.

Goal 1c: 55% of the 4th 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 2024-2025 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 2c: 55% of the 4th 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 2024-2025 school year, Third Future Schools 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, 2-8.

Goal 3c: 55% of the 4th 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 2024-2025 school year, Third Future Schools' median growth percentile on the CMAS/STAAR/LEAP exam for English Language Arts for **English Language Learners** will exceed 55.

Goal 4b: In the 2024-2025 school year, Third Future Schools' median growth percentile on the CMAS/STAAR/LEAP exam for Math for **English Language Learners** will exceed 55.

Goal 4c: In the 2024-2025 school year, Third Future Schools' median growth percentile on the ACCESS assessment for **English Language Learners** will exceed 55.

Goal 5 – Critical Thinking Skills

70% of the students in grades 3 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.

Knowledge   Perspective   Experience
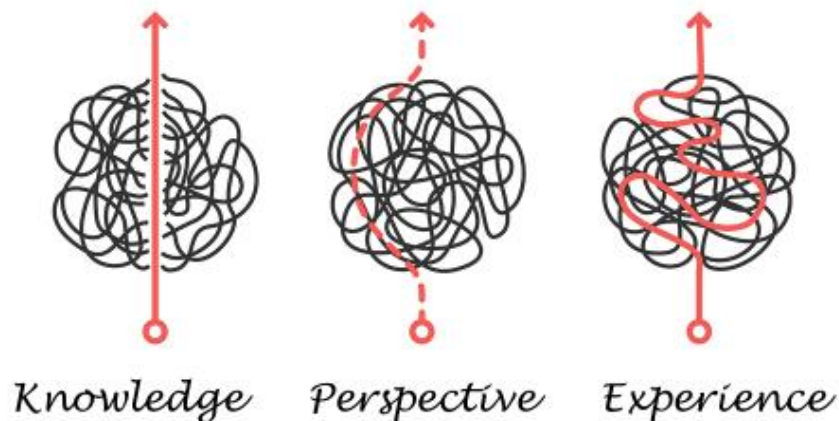
3. **Learning happens everywhere and anytime.** A new education system must take advantage of the learning that can happen outside of the four walls of the school. Most learning may happen at school; however, when and where students learn can be much more variable and take into account student needs 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.

Appendix C: TFS Spot Observation Form

THIRD FUTURE *Creating tomorrow's schools*	TFS Spot Observation Form -- **Core Subjects**	
		revised 21 Dec 2021

Teacher:		Date:	
Gr./ Subject:		Time in:	
Observer:		Time out:	

Area	Instructional Characteristics	Pts. Awarded
Lesson Obj. and DOL	Objective aligns to curriculum maps and assessments	(0-1)
	Obj. provides focus and coherence to the lesson	
	Obj. is specific enough to be taught in 1 lesson	
	DOL is tied directly to the lesson objective and curriculum	
	DOL can be accomplished in 5 to 10 minutes	
Purposeful Instruction	Instruction and activities support the objective	(0-3)
	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	
Engage.	The teacher effectively uses multiple response strategies and uses an MRS every 4 min.	(0-3)
	There is 100% student participation	
	Teacher uses a variety of MRS strategies	
	Students annotate work when appropriate	
LSAE Model	Uses the LSAE model to differentiate instruction into four levels	(0-3)
	Separates students into appropriate groups for LSAE time	
	Work for each group is appropriately rigorous and tied to specific learning objectives	
	L's 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 500-word text or math story problems	
Virtual Instruction	Effectively uses Zoom and Google classroom to provide strong instruction	0
	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	

Other Notes:	(TOTAL PTS.)
Praise:	
Question:	
Polish:	

Overall score for this spot observation:

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

Appendix D: Dyad requirements

<table>
<tr><td colspan="4" align="center">Third and Fourth Grade Dyad Requirements</td></tr>
<tr><th>Cognate</th><th>Course/experience</th><th>Required?</th><th>Notes</th></tr>
<tr><td rowspan="4">Core content</td><td>Reading/ writing</td><td>Yes</td><td>Each year</td></tr>
<tr><td>Math</td><td>Yes</td><td>Each year</td></tr>
<tr><td>Science</td><td>Yes</td><td>Each year</td></tr>
<tr><td>Art of Thinking</td><td>Yes</td><td>Each year</td></tr>
<tr><td rowspan="8">Labs/ experiences</td><td>Activity week: exposure to dance, karate, soccer, musical instruments, basketball, volleyball, and performing arts</td><td>Yes</td><td>Must participate in three of the four activity weeks in two years</td></tr>
<tr><td>Problem-solving projects</td><td>Yes</td><td>School-level or class-level projects</td></tr>
<tr><td>Science and math labs</td><td>Yes</td><td></td></tr>
<tr><td>Museum of nature and science</td><td>Yes</td><td></td></tr>
<tr><td>Nature field trip</td><td>Yes</td><td></td></tr>
<tr><td>Performing arts or play a musical instrument</td><td>Yes</td><td>Taught by community</td></tr>
<tr><td>Physical education or particpate in a sport</td><td>Yes</td><td>Taught by community</td></tr>
<tr><td>Other opportunity</td><td>No</td><td></td></tr>
<tr><td rowspan="6">Electives
(required electives taken in either 4th or 5th grade; may be taken in both grades)</td><td>Creation and innovation</td><td>No</td><td></td></tr>
<tr><td>Problem-solving and decision-making</td><td>Yes</td><td>Tied to problem-solving projects</td></tr>
<tr><td>Communications and media</td><td>No</td><td></td></tr>
<tr><td>Virtual reality learning</td><td>No</td><td></td></tr>
<tr><td>Graphic design</td><td>No</td><td></td></tr>
<tr><td>Computer science</td><td>No</td><td></td></tr>
<tr><td rowspan="3">Service/ community</td><td>Empathy</td><td>Yes</td><td>TBD</td></tr>
<tr><td>Habits of Success</td><td>Yes</td><td>Proficient on rubric</td></tr>
<tr><td>School level or class level projects</td><td>Yes</td><td>May complete a community project with permission</td></tr>
</table>

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		

Appendix E: 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
		   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 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