

# Fleming County Schools

## BRIDGE Performance Indicators Framework

### 2023-2024



FC Board of Education approved: August 23, 2023

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## **Introduction**

**The vision of Fleming County Schools is to become a district of distinction.**

### **District Core Beliefs and Values**

Fleming County Schools is focused on a set of values and beliefs that all stakeholders of the school district (parents/guardians, students, teachers, and staff) will follow to create and sustain a learning environment that supports positive academic and behavioral growth of all students.

### **District Mission Statement**

The mission of Fleming County Schools is to unite with family and community to provide an equitable, high-quality education that meets the needs of each student in a caring and safe learning environment, which will help ensure that students become successful through life.

### **District Vision**

Our Vision is to be a District of Distinction.

### **Equity Statement**

All Fleming County Schools' students deserve the right to a free, safe, personalized, and equitable education without barriers and prejudice. All staff are responsible for creating the best learning environment, experiences, and opportunities that will lead to all students becoming college, career, and life ready.

### **District Beliefs**

We believe....

- continuous improvement is essential to stakeholder empowerment;
- a world-class education is essential to life, college, and career readiness;
- connected & efficient systems are essential for 21st-century teaching and learning; and
- parent & community engagement is essential for student success.

### **Strategic Framework Principles**

As Fleming County Schools moves toward becoming a premier 21<sup>st</sup> Century organization of learning, the main area of focus will always be student achievement. We must strengthen our commitment to continuous improvement in order to sustain what we have already accomplished as we push the boundaries to provide a world-class education for ALL students.

Furthermore, through regular monitoring and evaluation as a district, we will address these framework principles:

- Engagement of all students;
- Development of a common curriculum with common assessments;
- Analysis of data and student work through professional learning communities and collaboration;
- Empowerment of all stakeholders through collaborative leadership structures; and
- Connecting all of the district's systems.

These principles lay a foundation for schools and, more importantly, students. Additionally, all of the focus areas are critical to becoming a District of Distinction and an AdvancED accredited school district. For Fleming County Schools to achieve this, the district must not only implement new student-focused programs and processes, but also monitor existing ones while building the capacity to lead.

### **Growth Statement**

Fleming County Schools has undergone a significant transformation, shifting its focus towards genuine student growth. Much like other school districts in Kentucky and nationwide, we have long prioritized student achievement levels. While we wholeheartedly endorse the idea of accountability, we firmly believe that student growth serves as the true measure of it, surpassing mere achievement levels.

In our pursuit of achievement levels, we, like many other districts across the nation, inadvertently missed vital opportunities that led to a growing number of disengaged students, along with their parents or guardians. Furthermore, this approach has contributed to teacher and staff burnout along the way.

Fleming County Schools remains resolute in its commitment to becoming a District of Distinction, setting the educational standard, not only in Kentucky, but also across the Southeast and our nation as a whole. We are unafraid to push boundaries to ensure that every student experiences success and achieves their goals and aspirations. Ultimately, a student's journey is incomplete if they attain a certain achievement level without demonstrating growth or comprehending the significance of cultivating a growth mindset.

### **KY House Bill 3, Section 1**

*Education has drastically changed over the past few decades, yet, our educational systems are not running quite parallel with the pace of the change. With knowledge sitting at the cusp of every student's smart device, educators move from rote learning to*

*equip students to locate, evaluate and efficiently use resources. This paradigm shift has replaced remember and repeat with taking action-using knowledge in unique ways to think critically and create authentic, outside-the-box solutions for a world that is in a cycle of innovative change never before experienced (Dolezalek & Freed, 2014).*

Fleming County Schools is a leading district in the work to prepare each student for college, career, and life. We have actively worked with the Economic Development Committee in this process. The development of our BRIDGE Performance Indicators supports KY House Bill 3, Section 1. This bill focuses on developing an essential workplace ethics program. Per House Bill 3, each school district is to implement an essential workplace ethics program that promotes characteristics critical to success in the workplace, such as:

- a) Problem-solving;
- b) Critical thinking;
- c) Completing tasks;
- d) Knowledge of work-related information;
- e) Reliability;
- f) Drug-free behavior;
- g) Communication;
- h) Respect for diversity; and
- i) Leadership

### **The Why behind BPIs**

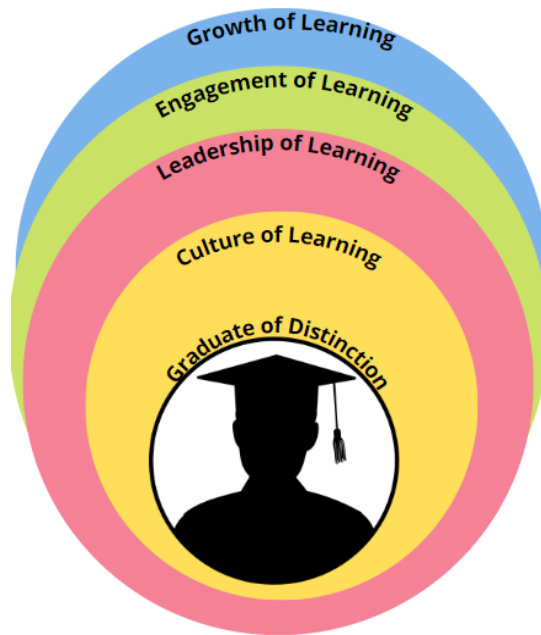
Many individuals, including students, teachers, parents/guardians, and community members, frequently inquire about the purpose of the BRIDGE Performance Indicators, often referred to as the BPIs. This question, in fact, holds paramount importance and should be at the forefront of the minds of students, educators, parents/guardians, and the wider community when contemplating the essence of education. We all concur that the landscape of learning is evolving rapidly, mirroring the daily transformations in our world. As these global shifts continue, the necessity for diverse skills and learning experiences becomes increasingly apparent.

In 2017, Fleming County Schools introduced the Learner of Distinction Profile, known as the BRIDGE Performance Indicators, in response to the evolving needs of the community, as discerned through the input of students, schools, and community members. The district conducted comprehensive surveys to identify the skills most essential for today's high school graduates to thrive. Subsequently, the district formulated the indicators that our students are expected to meet annually.

It's important to emphasize that the BRIDGE Performance Indicators are not designed to burden students or teachers with additional work. Rather, they are meticulously crafted to render learning more pertinent to each student, aligning with their unique interests, passions, and talents. Research shows that when learning is made relevant, student outcomes show marked

improvement. In the case of the BPIs, the desired outcomes are specific skills. The district anticipates that by the time students complete their high school education, they will have acquired a set of vital employability skills that will empower them to compete effectively on local, national, and global stages. These essential skills encompass Service, Problem-Solving, Innovation, Growth and Achievement, Teamwork, and Communication. Moreover, through the mastery of these competencies, students will possess the versatility to apply them in various contexts, thereby ensuring success in school, college, and the professional realm.

### Learner of Distinction Profile



#### Culture of Learning

A **Student of Distinction** is a team player, seeks to engage in diverse opportunities, demonstrates individual responsibility with an emphasis on empathy and cooperation, demonstrates problem solving and social skills, and uses interpersonal communication skills.

#### Leadership of Learning

A **Student of Distinction** is self-disciplined, has excellent soft skills, perseveres in difficult situations, communicates with others to understand differing view points, displays a positive attitude, is active as a servant leader, and committed to a life of learning.



#### Engagement of Learning

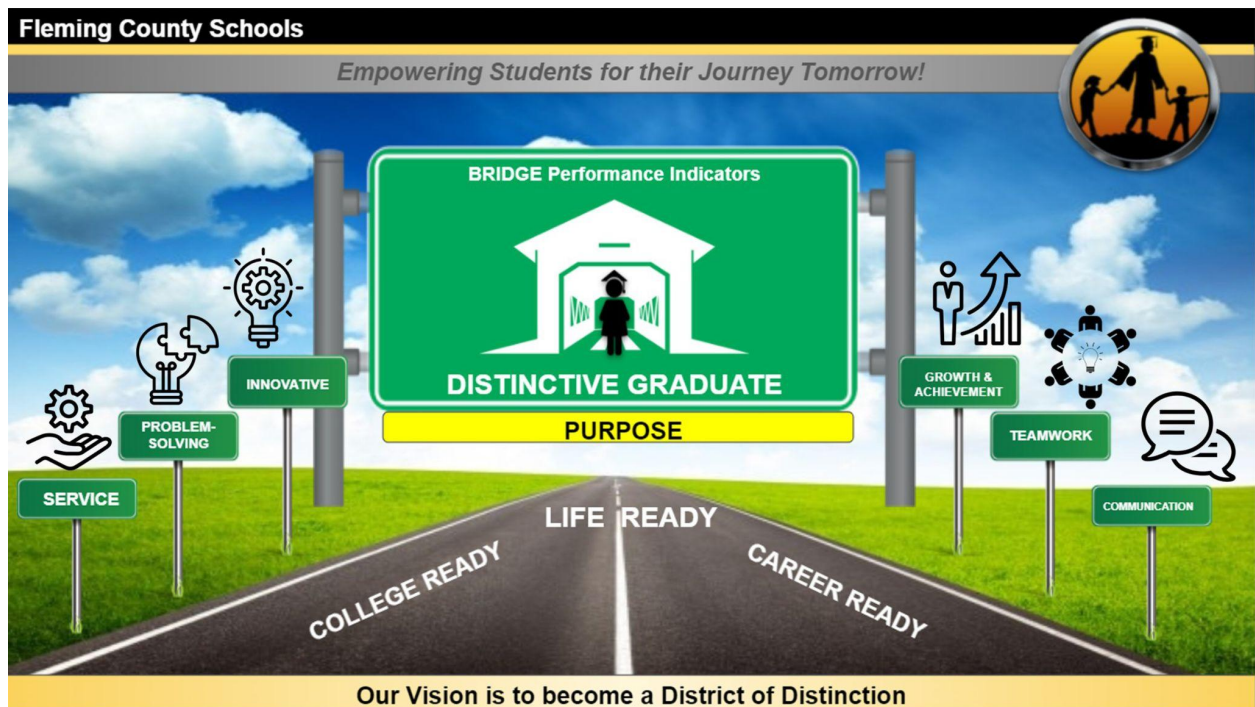
A **Student of Distinction** has original and innovative ideas, possess the ability to translate ideas into solutions, uses high level critical and creative thinking to solve complex problems, takes risks through the learning process, demonstrates a "can-do" continuous improvement work ethic.

#### Growth of Learning

A **Student of Distinction** is committed to growth and success, has determination to overcome barriers, sets and carries out personal goals, is future-focused, demonstrates the habits of continuous improvement, self-assesses progress, evaluates actions, and adjusts as needed.

## Goals of the BRIDGE Performance Indicators

- **Relevance-Centric Learning:** Tailor learning experiences to align with students' individual needs, goals, and aspirations.
- **Enhanced Student Competitiveness:** Elevate students' competitiveness for college admissions, scholarships, and career opportunities.
- **Elevated Expectations:** Raise the bar for our students, in response to the escalating global demands, ensuring they are well-prepared.
- **Pioneering District Advancement:** Continue leading the way among districts, positioning our students for a distinct advantage.
- **Dedication to 21st-Century Learning:** Wholeheartedly commit to providing 21st-century learning experiences, opportunities, and outcomes for every student, without exception.



## BPI Learning Plan

### *The Purpose*

Each student, from 4th through 12th grade, must complete a BPI Plan at the beginning of the school year, no later than Friday, September 29th. The primary objective of the BPI Plan is to assist both the student and teacher in refining the focus of authentic learning experiences. It is universally acknowledged that students thrive when presented with robust, targeted, personalized, and authentic learning tasks that breathe life into the subject matter.

When students can articulate the "why" behind their learning, it invariably leads to heightened engagement, greater student growth, and increased overall success. Therefore, the completion

of the BPI Plan is a crucial precursor to embarking on their educational journey for the year. Through this plan, students discern the relevance of their studies within the discipline, allowing them to fully engage with each authentic learning opportunity. This, in turn, equips students to showcase their learning through personalized, meaningful, and real-world outcomes.

The BPI Plan, implemented using a district-approved, differentiated form/template, serves as a roadmap for the student's learning journey for the entire school year. It aids in identifying their strengths and struggles. Whenever students question the purpose behind a project or lesson throughout the school year, they should be able to refer back to their BPI Learning Plan, which highlights their strengths and struggles in relation to their BPI. This way, they can continuously connect their educational experiences to their personal growth and development.

### **Types of BPI Learning**

Learning occurs when students can make learning relevant. Helping the student make the BPI process relevant is key to the student's success.

### **BPI Progress Checks**

To ensure students stay on track to complete their **BPI Learning Experience by Friday, March 29, 2024**, specific progress checks are required throughout the school year. Principals are expected to incorporate BPIs into at least one monthly grade-level PLC or school-wide PLC. Detailed documentation must be maintained digitally within a PLC spreadsheet for each student. Each school will establish a timeframe for conducting progress checks, provided that the window closes on the dates specified below.

Consequently, BPI Progress Checks will begin on Friday, September 29th, to assess whether all students have submitted their BPI Plan, which outlines their learning objectives for the year. Progress Checks are scheduled for or before the following dates:

- Friday, September 29th
- Friday, November 17th
- Friday, March 1st

It's important to note that mandatory student attendance tracking has been discontinued for grades 4-7 and grades 9-10. However, students in 8th, 11th, and 12th grade are required to submit their attendance during BPI Checks, as attendance serves as a critical work readiness indicator. Determining attendance percentage is additionally a computational skill these students need proficiency with.



### GRADE-LEVEL Authentic Learning Requirements

| Grade                             | TOTE Submission  |
|-----------------------------------|--|
| Pre<br>K-2 <sup>nd</sup>          | Students in K-2 will present passion projects and answer reflective questions to the class and parents. All competencies should be explored throughout the year. Three writing pieces <b>(Opinion, Narrative, and Informative Pieces)</b> will be uploaded into TOTE per classroom teacher, as well as artifacts from teamwork, purpose, and communication (passion project & 21st-century multi-media). (One for approaching, one for meets, and one for exceeding). Teamwork: showcase teamwork inside and outside of the classroom. Purpose: An explanation of learning through exit interviews or writing. |
| 3 <sup>rd</sup>                   | Student passion projects must be presented publicly by January 26th. Students must have a completed Learner of Distinction Profile, uploaded to TOTE, and cannot show any unsatisfactory (below approaching) scores for promotion. Celebration of learning must be completed by the end of the year in an exhibition-style and/or presentation in the classroom with a teacher panel. Students will complete exit interviews with their teacher(s). <b>Video recording is required for celebrations of learning.</b>   |
| 4 <sup>th</sup> -5 <sup>th</sup>  | At the beginning of the year, all students will complete a BPI plan. Fourth-grade students will have a science focus <b>(with an emphasis on student interests, goals, and passions)</b> , and fifth-grade students will have a social studies (citizenship) focus <b>(with an emphasis on student interests, goals, and passions)</b> . Authentic Project Based Assessments must be presented publicly. Students must have a completed Learner of Distinction Profile, uploaded to the student's website, and cannot show any unsatisfactory (below approaching) scores for promotion.                        |
| 6 <sup>th</sup>                   | At the beginning of the year, all students will complete a BPI plan. Celebration of Learning (Choice Board ) must be presented to an authentic audience. Learner Profile (uploaded to TOTE) must meet three of the six indicators with zero unsatisfactory for promotion. Artifacts/reflections must be uploaded to their website for all competencies and scoring.  |
| 7 <sup>th</sup>                   | At the beginning of the year, all students will complete a BPI plan. A complete PBL will be presented and scored in the English classroom. Students must have a completed Learner of Distinction Profile, uploaded to their website, and cannot show any unsatisfactory (below approaching) scores.  |
| 8 <sup>th</sup>                   | At the beginning of the year, all students will complete a BPI plan. Students will complete the Amazing Shake. Student letter to reviewer and celebration of learning must be completed prior to the end of the year. Learner of Distinction Profile in TOTE includes student evidence. Feedback is provided from multiple teachers and members of the school leadership team. Students must show growth in all six competencies with zero unsatisfactory scores for promotion.  |
| 9 <sup>th</sup> -11 <sup>th</sup> | At the beginning of the year, all students will complete a BPI plan. Celebration of Learning:  |

|                  |   |
|------------------|---|
|                  | <p>Student exit interview, Learner of Distinction Profile, resume (needs to be finished earlier than May), and letter to the reviewer (this needs to be a running Google doc and updated as they add to their portfolio) must be completed by the end of April. 20% final in English</p> <p>Breakdown = Celebration of Learning (Exit Interview)</p> <p>*Mastery as follows:</p> <ul style="list-style-type: none"> <li>-9th grade 3 at mastery with no unsatisfactory</li> <li>-10th grade 4 at mastery with no unsatisfactory</li> <li>-11th grade 5 at mastery with no unsatisfactory</li> </ul> |
| 12 <sup>th</sup> | <p>(1) TED Talk and Celebration of Learning must be completed for Final Exam in English. Student exit interview, Learner of Distinction Profile, resume, and letter to reviewer must be completed by May 3rd. 20% final in English</p> <p>Breakdown = TED Talk Celebration of Learning (Exit Interview)</p> <p>*Mastery of all 6 indicators to receive a Fleming County Schools diploma</p>   |

### Authentic Assessments

| Grade      | Authentic Assessment   | Scoring                      | Completion Date       |
|------------|--|------------------------------|-----------------------|
| PreK-2nd   | Passion Project  | Non-Gradable                 | Prior to Spring Break |
| 3rd        | Passion Project<br>Celebration of Learning   | Promotion Requirement        | January 26th          |
| 4th        | Science Fair Project-Based Learning Exhibition <b>(with an emphasis on student interests, goals, and passions)</b> | Science                      | Prior to Spring Break |
| 5th        | Social Studies PBL <b>(with an emphasis on student interests, goals, passions)</b>                                 | Social Studies               | Prior to Spring Break |
| 6th        | Celebration of Learning  | Promotion Requirement        | Prior to Spring Break |
| 7th        | ELA Project Based Learning   | Summative Score in English   | Prior to Spring Break |
| 8th        | Celebration of Learning<br>Exit Interview  | Promotion Requirement        | May                   |
| 9th - 11th | Celebration of Learning  | 20% of English grade (final) | May                   |

|   |                                     |   |     |
|---|-------------------------------------|---|-----|
| 12th  | TED Talk<br>Celebration of Learning | Final Exam Grade in English<br>20% of English grade (final)<br>Graduation Requirement | May |
| <p><i>Student learning demonstrated through authentic assessment is REQUIRED to have a public presentation component. It is highly recommended that all public presentations be video recorded. All authentic assessments (grades 3-12) must be uploaded to TOTE for scoring, to ensure grade-level rigor, and to ensure our students are prepared for the next grade level.</i></p>  |                                     |   |     |
| <p>Authentic Assessment engages students in performing real-world tasks to demonstrate knowledge of each BRIDGE Performance Indicator.</p> <p>"...Engaging and worthy problems or questions of importance, in which students must use knowledge to fashion performances effectively and creatively. The tasks are either a replica of or analogous to the kinds of problems faced by adult citizens and consumers or professionals in the field." -- Grant Wiggins -- <b>(Wiggins, 1993, p. 229)</b>.</p> <p>"Performance assessments call upon the examinee to demonstrate specific skills and competencies, that is, to apply the skills and knowledge they have mastered." -- Richard J. Stiggins -- <b>(Stiggins, 1987, p. 34)</b>.</p> |                                     |   |     |

### **Next Level (NxL) Writing Requirements**

Writing has consistently held its position as an indispensable real-world skill that every student must master. It is imperative that each student learns to harness the power of writing as a 21st-century tool for effective communication. Much like reading, mathematics, and speaking, writing stands as a life skill that extends beyond any specific profession or field.

Throughout the school year, students will be called upon to showcase their writing prowess in conjunction with the BPI Learning process. To wield writing effectively, students must engage in cross-curricular writing, extending beyond the boundaries of language arts or English classes. Moreover, students must encounter a diverse array of prompts to gain proficiency in various types of writing. Writing serves as a conduit not only for conveying information but also for demonstrating a profound comprehension of a subject. This proficiency in writing will continue to play a pivotal role as students transition from our classrooms into higher education and beyond.

#### **Timeline**

Students will submit three writing samples that will be part of the student BPI artifacts. Students will upload to their website or writing portfolio the following writing samples:

- Writing to Learn
- Writing to Demonstrate Learning
- Writing for Publication

| <b>Composition in the Classroom</b>  |  |  |
|--|--|--|
| <b>Three Types of Writing</b>  |  |  |
| <b>K-5th</b>   | <b>6th-8th</b>   | <b>9th-12th</b>  |
| <ul style="list-style-type: none"> <li>● Writing to Learn</li> <li>● Writing to Demonstrate Learning</li> <li>● Writing for Publication</li> </ul> | <ul style="list-style-type: none"> <li>● Writing to Learn</li> <li>● Writing to Demonstrate Learning</li> <li>● Writing for Publication</li> </ul> | <ul style="list-style-type: none"> <li>● Writing to Learn</li> <li>● Writing to Demonstrate Learning</li> <li>● Writing for Publication</li> </ul> |
| <b>Modes of Writing</b>  |  |  |
| <b>K-5th</b>   | <b>6th-8th</b>   | <b>9th-12th</b>  |
| <ul style="list-style-type: none"> <li>● Opinion</li> <li>● Informative</li> <li>● Narrative</li> </ul>  | <ul style="list-style-type: none"> <li>● Argumentative</li> <li>● Informative/Explanatory</li> <li>● Narrative</li> </ul>                          | <ul style="list-style-type: none"> <li>● Argumentative</li> <li>● Informative/Explanatory</li> <li>● Narrative</li> </ul>                          |
| <b>Additional Learner of Distinction Profile Requirements</b>  |  |  |
| <b>8th</b>   |  | <b>12th</b>  |
| Letter to Reviewer   |  | Cover Letter<br>Resume   |

Additional:

- Writing must be student's writing - with no edits by teachers/staff
- Evidence in grades 5 to 11 of On-Demand Writing
- Three modes of writing, plus additional pieces, must be uploaded in TOTE (or the writing portfolio) with evidence that they have been scored throughout the school year

[Next Generation Writing Descriptions & Other Information](#)

## **Composition Overview**

### **K-5 Overview**

Within these standards, students are encouraged to utilize a blend of print, non-print, and digital resources as they embark on the journey of composing various forms of written expression, including opinion pieces, informative/explanatory texts, personal narratives, and research projects. With adequate support and scaffolding, students are guided in the development and organization of their compositions to ensure clarity, coherence, and alignment with the given task, purpose, and audience. A significant emphasis is placed on nurturing text-based writing, which not only enhances reading comprehension but also prompts students to engage in thoughtful reflection on their reading materials. It's crucial to perceive reading and writing as mutually reinforcing components of learning, rather than as separate subjects. Through interdisciplinary literacy practices, educators assist students in harnessing the writing process to effectively communicate with diverse audiences for various purposes. Furthermore, students are encouraged to practice writing within both concise and extended timeframes, honing their skills for versatile and impactful written communication.

### **LANGUAGE**

Within these standards, it is imperative that students exhibit a firm command of Standard English grammar, usage, and mechanics, while also grasping how language operates within diverse contexts. Supported by prior guidance, students are encouraged to autonomously ascertain or refine the meanings of age-appropriate words, cultivate an understanding of nonliteral and nuanced meanings, and enrich their vocabulary through their engagement with subject matter. Employing interdisciplinary literacy approaches to foster skill development in a methodical sequence, students showcase their proficiency in these standards within the realm of genuine reading, writing, speaking, and listening activities.

### **6-8 Overview**

Within these standards, students are encouraged to employ a blend of print, non-print, and digital resources to craft an array of compositions, including argumentative pieces, informative/explanatory essays, narratives, and research projects. To achieve this, students must adeptly gather, evaluate, synthesize, and cite sources, all in service of creating clear and coherent works tailored to the specific task, purpose, and audience.

In the context of eighth-grade education, a strategic emphasis is placed on the utilization of narratives. Additionally, there is a strong focus on text-based and evidence-based writing experiences, which not only foster writing skills but also significantly enhance reading comprehension by encouraging students to engage in a critical review and reflection upon their reading materials. This underscores the vital notion that reading and writing should be perceived as interdependent components of learning, rather than as separate subjects. Through

the application of interdisciplinary literacy techniques, educators guide students in harnessing the writing process for multifaceted objectives, equipping them to effectively communicate as self-reliant and proficient communicators. Furthermore, students are encouraged to practice writing within both concise and extended timeframes, refining their ability to convey their thoughts effectively.

## **LANGUAGE**

Within these standards, students are tasked with demonstrating mastery over the conventions of Standard English. It is essential that they recognize language as both an art and a set of rules, allowing them to skillfully select words, employ syntax, and utilize punctuation to effectively convey their thoughts and achieve their desired impact. In addition, students are expected to deduce and clarify the meanings of words and phrases, encompassing figurative language, denotations, and connotations. An expansive vocabulary is equally crucial, empowering them to comprehend intricate texts and engage in purposeful writing and meaningful conversations.

By embracing interdisciplinary literacy techniques that guide skill development in a coherent progression, students effectively showcase their competence in these standards within the context of genuine reading, writing, speaking, and listening tasks.

### **9-12 Overview**

Within these standards, students are required to employ a diverse range of relevant resources, including print, non-print, and digital materials, to craft a variety of compositions, encompassing argumentative, informative/explanatory, and research-based projects. Their task involves not only gathering, evaluating, synthesizing, and citing sources but also effectively organizing and presenting their work in a clear and coherent manner, all while considering the specific task, purpose, and audience at hand. In addition to these requirements, students are encouraged to support central ideas across various modes of writing by employing rhetorical strategies, which may include embedding narratives.

Furthermore, it is essential to place significant emphasis on text-based and evidence-based writing experiences, as they have been proven to substantially enhance reading comprehension by prompting students to critically review and reflect upon their reading materials. Importantly, the integration of reading and writing should be regarded as a synergistic learning approach, rather than treating them as isolated subjects. Through interdisciplinary literacy practices, educators guide students in effectively harnessing the writing process to serve diverse objectives and audiences, nurturing them to become proficient and self-reliant communicators who can excel in both brief and extended writing contexts.

Beyond composition, these standards also require students to exhibit a firm command over the conventions of Standard English. In order to elevate their craft and convey their ideas persuasively, students must make deliberate choices in their selection of words, sentence structure, and rhetorical techniques. They should be adept at determining and clarifying the nuanced meanings of words and phrases, employing a flexible range of strategies to assist them in this endeavor. Furthermore, an extensive vocabulary is essential, enabling them to comprehend intricate texts and actively participate in purposeful writing and meaningful conversations. Employing interdisciplinary literacy practices that facilitate skill development in a logical progression, students confidently demonstrate their proficiency within these standards while engaging in authentic reading, writing, speaking, and listening tasks.

## Indicator Resources

The BRIDGE Performance Indicators must be integrated into day-to-day instruction, using the content curriculum. Separating the BPIs or making them stand-alone activities works against the Framework goals. Instead, creating performance-based activities that are relevant, rigorous, and personalized for each student is ideal. The BPIs, when implemented effectively, can help extend and help the content become more engaging and empowering for students.

The Indicators **MUST** be personalized for each student by utilizing the district-wide curriculum.

There **MUST** be a BPI connection in the lesson each day. Use the following questions as a guide to making connections to BPIs in your classroom.

### Examples-

**PURPOSE:** Overall encompassing indicator, includes all other indicators. Participate in learning experiences, interests, and opportunities that will help me become college, career, and life ready. Students demonstrate purpose through their Celebration of Learning.

- **SERVICE:** Actively engage in meaningful service learning that leads to an appreciation of civic responsibility.
  - How can community service or service-learning be incorporated into the curriculum?
  - What opportunities are available within the school/community for students to participate in service learning?

*For the 2023-2024 school year only, Service can be optional at the school level for grades 5, 8, and 11 through the lens of Civic Engagement and Public Service.*

- **PROBLEM-SOLVING:** Formulate and evaluate solutions to real-world problems.
  - How are real-world problems integrated into the course?
  - How do students demonstrate the ability to solve real-world problems?
  - What does real-world problem-solving look like?
  - How are problem-solving experiences, related to the real-world and content, personalized?
- **COMMUNICATION:** Demonstrate effective and authentic communication skills.
  - How are students demonstrating effective communication skills through the curriculum?
  - How are communication skills documented?



- o Do students have multiple avenues to communicate with others in various forms?
- **GROWTH AND ACHIEVEMENT:** Demonstrate continuous improvement toward College, Career, and Life Readiness (CCLR).
  - o How are students tracking and recording their progress?
  - o How are students focusing on their physical well-being to improve their overall growth?
  - o How are students demonstrating self-discipline as they measure their progress in goal setting?
  - o How are classroom assessments authentic, performance-based, and aligned to content standards (and level of rigor)?
  - o How are classroom assessments aligned to College, Career, and Life Readiness?
    - How are students demonstrating technology proficiency – based on the KY Technology Standards – through the course?
- **TEAMWORK:** Demonstrate the ability to cohesively work in diverse groups, both academically and in extracurricular activities.
  - o How is teamwork incorporated into the content?
  - o How are students encouraged to collaborate?
  - o How is teamwork/collaboration documented?
  - o How is teamwork/collaboration relevant, real-world, and personalized?
- **INNOVATION AND CREATIVITY:** Explore, explain, and evaluate original ideas.
  - o How are innovation and creativity encouraged in the content?
  - o How are innovation and creativity documented?
  - o What opportunities are provided to students to create original works/products?
  - o Is student agency evident within the classroom, school, and district’s culture?

### **Purposeful Learning**

Before students can embark on the journey of developing 21st-century skills, they must first embark on a profound exploration of their purpose. All too often, we witness students grappling with a sense of disconnection, finding learning experiences detached from their personal interests. Consequently, they become disengaged and unresponsive to the concept of lifelong learning. In today's educational landscape, it is imperative that students establish a purpose for learning—a purpose that resonates with their unique aspirations for college, career, and life. This concept of purpose extends beyond mere skill; it's about guiding students toward self-actualization. It entails helping them understand themselves, and their goals, and

subsequently crafting a BPI (Bridge Performance Indicators) plan that paves the way for goal attainment, all while addressing and surmounting identified barriers and obstacles.

Students should be afforded the time and space to engage in introspection and identify their purpose. They should capitalize on their strengths and identify areas for growth. Throughout this process, students will be exposed to diverse experiences and opportunities, allowing them to explore all six indicators and gain a deeper understanding of themselves. It is crucial that students explore a multitude of learning experiences and opportunities so that they do not prematurely limit their potential. Time and again, students express the need to embark on a journey of self-discovery before making life-altering decisions regarding their college education, career paths, and life choices. The pursuit of purpose empowers students to enhance their relevancy and global competitiveness. Armed with a profound sense of purpose, students are better equipped to be active and productive citizens in a society that is in a perpetual state of flux.

To aid students in comprehending their purpose, a set of guiding questions has been formulated:

- What environments or places bring you genuine happiness? Can you recall places from your past that have evoked such positive emotions?
- Which activities make you feel most fulfilled and confident?
- Are there particular skills or talents that come naturally to you? Can you envision yourself teaching these skills to others? What activities align with your personality?
- What kinds of people bring a smile to your face?
- Reflect on the qualities exhibited by individuals—whether friends, family, celebrities, historical figures, etc.—that you deeply admire.
- Consider aspects of your life that, if removed, you might later regret not having experienced.
- What places, activities, and people hold the utmost value in your life?
- What ignites your passion?
- What are your strengths, and how do you leverage them?
- How do you go about identifying areas in which you can grow and develop?

Students will be tasked with addressing several of these questions each year, ensuring that they remain on a trajectory aligned with their purpose and aspirations.

|  |   |
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| <ul style="list-style-type: none"> <li>● Technology skills inventory aligned to career/college goal(s)</li> <li>● Participating in career-relevant co-curricular/extracurricular activities</li> <li>● Participating in a variety of academic programs</li> <li>● Career exploration opportunities</li> <li>● ILP</li> </ul> | <ul style="list-style-type: none"> <li>● Identification of skills and developing a plan to acquire relevant skills</li> <li>● Participating in relevant community events</li> <li>● Participating in transitional activities</li> <li>● Interest Inventories</li> <li>● Celebration of Learning (Know Thyself)</li> </ul> |
|--|---|

**SERVICE** – Have the opportunity to engage in service learning that leads to an appreciation of civic responsibility.

*For the 2023-2024 school year only, Service can be optional at the school level for grades 5, 8, and 11 through the lens of Civic Engagement and Public Service.*

Below are some benefits of service in our local community:

- Gives students an opportunity to help others (classmates, school, and community)
- Helps to improve our community (or others)
- Can help to strengthen student resumes and college/scholarship applications
- Can be a way for students to meet new friends and business/community leaders
- Accelerates personal growth
- Opportunity for students to gain work experience and learn about jobs and sectors in the community

FCS is providing students with opportunities to demonstrate servant leadership in their community. College applications and scholarship applications often ask students to “Describe their extracurricular participation as it pertains to service or leadership roles in service organizations.” Service MUST be on a volunteer basis, not a paid opportunity. To help our students be good citizens and competitive for college, a career, and in life, the following examples are provided to help students identify service activities:

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>● Food Drives</li> <li>● Anti-Bullying Campaign</li> <li>● Blood Drives</li> <li>● Church Community Services</li> <li>● Meals on Wheels</li> <li>● National Youth Service Day</li> </ul> | <ul style="list-style-type: none"> <li>● School Mentoring/Tutoring Program</li> <li>● Adopt-A-Highway</li> <li>● Charity Work</li> <li>● Habitat for Humanity</li> <li>● Nursing Home Visits – Adopt a Grandparent/Caroling</li> </ul> |
|---|--|

|  |  |
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| <ul style="list-style-type: none"> <li>● Day of Service – FFA</li> <li>● Toys for Tots</li> <li>● Helping with Youth Sports Teams</li> <li>● Participating in Sources of Strength</li> <li>● Volunteering for Vacation Bible School</li> <li>● Shoveling Snow for the Elderly</li> <li>● Recycling Program</li> <li>● Soup Kitchen</li> <li>● Buddy Program</li> </ul> | <ul style="list-style-type: none"> <li>● Clothes Drive for the Needy</li> <li>● Volunteering to help with Community Christmas</li> <li>● Serving as School Ambassadors</li> <li>● Reading Weekly at the Public Library</li> <li>● Transition Programs/Back-to-Gala</li> <li>● Missionary Work</li> <li>● Service Opportunities with Community Civic Organizations</li> </ul> |
|--|--|

The ultimate goal is to create and implement a service project that benefits the community and strengthens the overall dynamics of the community. Service is about personal, professional, or community improvement. Here are some questions students should consider:

- Who would you like to help?
- Do you want a community service project to be a one-time event or recurring?
- What kind of impact do you want to have in the community?
- What skills would you like to acquire through the service project?

Service can occur during the school day if the student lacks transportation. Service can also be the whole classroom or whole group – this is determined by each student’s opportunity to engage in service, based on circumstances and interests. Service can be integrated into any curriculum – as service is a 21st-century skill that ALL students need.

Students are encouraged to participate in service-learning during summer break, fall break, Christmas break, spring break, and on the weekends as some opportunities exist during those times.

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| <p><b>PROBLEM-SOLVING</b> – Formulate and evaluate solutions to real-world problems.</p> |
|--|

Today’s students are preparing for tomorrow’s jobs, in many cases jobs that have yet to be created. Karl Fisch, the creator of the viral video “Shift Happens” says, “We are preparing students for jobs that don’t yet exist using technologies that haven’t been invented to solve problems we don’t even know are problems yet.” With this in mind, the question becomes, “How do we prepare students to be problem-solvers of tomorrow?”

Problem-solving is one of the most important 21st-century skills that ALL students must possess to be prepared for college, career, and life. Students must have the ability to solve complex, real-world problems in real time. To do this, P21 Partnership for 21<sup>st</sup> Century Learning provides specific problem-solving skills:

- Reason Effectively
  - Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation.
- Use Systems Thinking
  - Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.
- Make Judgments and Decisions
  - Effectively analyze and evaluate evidence, arguments, claims and beliefs.
  - Analyze and evaluate major alternative points of view.
  - Synthesize and make connections between information and arguments.
  - Interpret information and draw conclusions based on the best analysis.
  - Reflect critically on learning experiences and processes.
- Solve Problems
  - Solve different kinds of non-familiar problems in both conventional and innovative ways.
  - Identify and ask significant questions that clarify various points of view and lead to better solutions.

Using the Problem-Solving Method mentioned above, students will be asked to complete real-world problems using creative methods.

Understanding the problem-solving method can help students understand how to solve real-world problems. The problem-solving method below can provide guidance for students who are preparing to solve problems.

1. Defining the Problem:
  - a. Is there a problem?
  - b. What is it?
  - c. How significant?
2. Analyzing the Problem:
  - a. Why is it happening?
3. Determining What to Do:
  - a. What shall we do about it?
4. Implementing the Plan with Fidelity:
  - a. Are you doing what you said you would do?
  - b. How do you know?
5. Evaluating Progress:
  - a. Did the plan work?
  - b. Why or why not?
  - c. What needs to happen next time?

Using problem-solving activities like those mentioned, students will develop the skills necessary to be successful on the local and global stage. Students will experience the following:

- Problems that exist in content, school, community, or at home;
- Planning to address a problem;
- Using strategic and effective teamwork to address problems;
- Being adaptable when confronted with obstacles and/or setbacks; and
- Preparing and communicating solutions to the problem.

**COMMUNICATION** – Demonstrate effective and authentic communication skills.

Communication as a 21st-century skill must not be underestimated. Students must be provided regular opportunities to acquire or develop the necessary strategies to communicate on a global level. Students will develop skills to be able to communicate physically, digitally, interpersonally, and in written and oral form. To be effective communicators, students will need to develop skills that are flexible, transparent, and global.

Effectively communicating information is essential in today’s society. As students now have access to an abundance of information, communication must be strategic and aligned to the purpose of the message.

Students are provided opportunities to have social interactions that are naturally ingrained in the learning environment. To practice and hone in on these essential skills, students have to be provided opportunities to continually practice through various modes of communication.

Students demonstrate effective communication by:

- Articulating thoughts and ideas using oral, written, and nonverbal communication in a variety of forms and contexts;
- Including evidence of oral communication (such as video or audio communication) to demonstrate the indicators “Meets” the rubric;
- Listening actively to decipher meaning, including knowledge, values, attitudes, and intentions;
- Using communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade);
- Utilizing multiple media and technologies, and judging their value as a priority, as well as assessing their impact; and
- Communicating effectively in diverse environments.

**GROWTH & ACHIEVEMENT-** Demonstrate continued improvement toward College, Career, and Life Readiness.

As we continue to press forward with our BRIDGE Performance Indicators, we readily know that it is a true paradigm shift from traditional schedules, teaching, and a “one size fits all” model to

meet each individual student exactly where they are and provide them what they need to be successful.

*Meeting students where they are requires a true, fundamental shift of the learning environment to become learner-centered and to be organized around mastery-based learning progressions across a continuum over time with opportunities for in-depth teaching and learning based on each student's goals and needs and providing extended learning opportunities and support with flexibility. And, most importantly, competency-based systems require knowing where every student is academically and holistically and then making sure each student receives the instruction and support they need to build confidence, lifelong learning habits, knowledge, skills, and competencies to be successful. -**Threshold Concept: Meeting Kids Where They Are, Competency Works***

It is our job as educators to ensure that the curriculum is aligned to foster 21st-century skills, mindsets, and literacies. All grade levels, content teachers, special teachers, district, and school administrators have joined the task of developing Fleming Curriculum 2.0. The curriculum has been reviewed and necessary adjustments made to create natural alignment with the system's vision of 21st-century learning.

Students can demonstrate growth using multiple metrics. Some examples are:

- KSA data
- Benchmark data
- Growth data
- Growth Formative Diagnostics
- ACT
- Advanced Placement scores
- Industry Certifications
- Summative assessment points
- Supplemental programs
- Personal growth goals
- Project Based Learning
- Individualized Education Plan (IEP) goals

Some questions to help guide student growth and future plans:

1. What are my goals for the next level (college, a career, and life)?
2. How do my learning goals align with my college, career, and life goals?
3. How motivated am I to reach my next-level goals and learning goals?
4. How can I increase my motivation to succeed?
5. What is the best way to go about learning to be prepared for the next level?
6. How do I track my goal progress?

7. How well are my current learning strategies working? What changes should I make, if any?
8. What am I still having trouble understanding?
9. How can I improve my learning? What services, resources, and opportunities are available to me?
10. How can I create the best, most distraction-free environment to accomplish my next-level goals and learning goals?

**TEAMWORK-** Demonstrate the ability to cohesively work in diverse groups.

Teamwork is a cooperative or coordinated effort on the part of a group of persons acting together as a team or in the interests of a common cause. Students participate on many different teams, in many different settings. For example, a given student may work on a team to complete a lab assignment, give an oral presentation, or complete a community service project. Furthermore, the people the student works with are likely to be different in each of these situations.

Some characteristics that students **MUST** possess (\*will vary by grade level):

- Active member of the team (sharing ideas/opinions)
- Respectful to other team members and their ideas
- Independently works with a group and stays on task
- Work effectively in a climate of ambiguity and changing priorities
- Demonstrate agility in thought and action
- Respond productively to feedback, praise, setbacks, and criticism
- Understand, negotiate, and balance diverse views and beliefs to reach workable solutions
- Demonstrate flexibility when acclimating to various roles and situations
- Demonstrate awareness, sensitivity, concern, and respect for connecting with others' feelings, opinions, experiences, and cultures
- Imagine what others are thinking, feeling, and experiencing
- Appreciate the feelings, thoughts, and experiences of others

**INNOVATION & CREATIVITY-** Explore, explain, and evaluate my ideas and the ideas of others.

Students gain an understanding of how to apply information, imagination, creative thinking, and initiative to generate new ideas to address needs. This process helps students become accustomed to the discomfort of questioning the status quo and the excitement of idea generation and exploration at the leading edge of thought.

Students should practice and work to (will vary by grade level):

- Translate original and inventive thinking into viable solutions



- Take risks and know how to develop, organize, and manage new initiatives and/or ventures
- Explore the world around them
- Seek answers and understanding
- Be energized by new learning and insights, including those different from currently held ideas, beliefs, and values

### **Promotion Requirements**

Promotion requirements will be at the following grade levels: 3<sup>rd</sup>, 6<sup>th</sup>, 8<sup>th</sup>, and 12<sup>th</sup> as these grades levels are a natural transition for exit years. The grade bands in between the above-listed grades will be responsible for preparing students to fulfill the requirements for promotion. A common district-wide rubric will be utilized for determining readiness.

- All 3rd-grade students will present a Celebration of Learning. Students in third grade MAY NOT have any unsatisfactory competency ratings to be promoted to the intermediate grades. No competency can receive a rating less than “Approaching” to promote. All three writing samples demonstrate growth over time, approaching readiness level for the third grade. Students must complete an Interest Survey.
- All 6th-grade students will present a Celebration of Learning based on a choice board. Students in sixth grade show growth in all six competencies to be promoted to middle school. No competency can receive a rating less than “Approaching” to promote. Students will complete a satisfactory BPI Plan.
- All 8th-grade students will complete a letter to the reviewer and present a Celebration of Learning. Students in eighth grade show growth in all six competencies to be promoted to ninth grade. No competency can receive a rating less than “Approaching” to promote. Students will complete a satisfactory BPI Plan.
- All 12th-grade students must reach “Meets” in all six competencies and purpose, complete a TED talk, compose a cover letter, resume, and letter to the reviewer, and present an exit interview to become a Fleming County Schools graduate. Students will complete a satisfactory BPI Plan. All three writing samples are at mastery level.

\*Feedback will be provided to each student from the panel and each student who has not met the requirements will have an additional opportunity to improve to meet promotion criteria.

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### **TOTE Process and Requirements**

Students in 4 - 12th grades (students in 3rd grade may present artifacts using a website) must utilize the TOTE database to upload their BPI Website URL. The website will house BPI artifacts for grade-level specific evidence. Artifacts should demonstrate the student’s level of acquisition of each 21st-century skill.

## **Student Website Requirements**

In the 2022-2023 school year, students at Hillsboro Elementary School and Simons Middle School successfully conducted a pilot program, using a website to demonstrate their grade-level readiness through BPIs. We are pleased to announce that this valuable opportunity has now been extended to all students in grades 4 through 12 for the 2023-2024 school year. It's important to note that students are still obligated to use TOTE for BPI Progress Checks and for the final submission of their BPI Student Website.

## **BPI Scoring - Individual Competencies**

As students upload evidence, the assigned teacher or team teacher will provide the initial score or grade. Only the Final TOTE submission will receive multiple scores and will act as the student's final BPI rating. Competencies must be scored in TOTE for all grade levels and meet the established timeline for grades.

## **Rationales or Letters to the Reviewer**

As students write their rationale for each artifact, or as they write a letter to the reviewer, the rationale must be in paragraph form. Rationales and letters to the reviewer are more than a sentence or two. A letter to the reviewer should follow an essay format.

Rationales are an important part of the artifact submission process. Artifacts that do not have the proper rationale or letter to the scorer format will not be considered or scored. *It is suggested that students complete an artifact rationale on a Google document so that revisions are live throughout the school year.*

## **Final TOTE Submission**

Using the BPI Plan created and finalized by September 29, 2023, the student is declaring their Promising Practice, Problem of Practice, and/or Learning Project and Goals. The Student BPI Plan should be aligned to the work students focus on throughout the school year so that competency growth can be observed and documented. The BPI Plan will be referenced in Celebration of Learning presentations and exit interviews.

The Final TOTE submission will be scored by the student's assigned teacher and by a second scorer not familiar with the student's BPI Plan.

## Celebration of Learning Requirements

### Artifacts: Total of 3 artifacts

- **Artifact #1: Letter to Reviewer (8th grade only)**
- **Artifact #2: Academic**
- **Artifact #3: Academic or other**
- **Artifact #4: Professional Resume (high school only)**
- Each artifact will be aligned to FCHS Profile of a Graduate competency
- Connect artifacts to all competencies using evidence from **at least 3 indicators** (bullets)

### Presentation:

- Format
  - Introduction (Thesis Statement)
  - Artifact #2 (followed by Q&A)
  - Artifact #3 (followed by Q&A)
  - Conclusion (followed by Q&A)
- Defend **BPI Competencies**
  - 3 per artifact + Effective Communicator (through presentation)
- Effective Communicator is evaluated through the defense process using the common scoring rubric below
- Bring professional resume
- Bring Letter to Reviewer

### Scoring:

- Common Scoring Rubric (8th & 12th) Common Scoring Rubric (6th) Common Scoring Rubric (3rd)

### Timeline:

- Student BPI Website completed by Spring Break
- Exit Interviews completed based on school level timeline or readiness

### Format:

- Visual aid (digital format: website, slides, demonstration, etc.)
- Presentation must be recorded/videoed and later uploaded to the Student BPI Website
  - Formal panel (teachers, administrators, parents, community members)
    - 3rd Grade-Teacher + Coach or Administrator, parents welcome
    - 6th Grade-Teacher + Administrator, parents welcome
    - 8th Grade-Teachers + Administrator + Coach, parents welcome
    - 12th Grade- Teachers + Administrator + Coach + Senior Leadership Representative +Community Member, parents welcome

## BPI Vocabulary

**Competency-** The skills and dispositions that have been identified as essential for FCHS students to demonstrate before transition and graduation.

- Service
- Problem-Solving
- Innovation & Creativity
- Growth and Achievement
- Teamwork
- Communication

**Indicator-** The traits that have been identified as indications of mastery of a competency. The indicators of each competency are listed below:

- Service
  - Impacts the community responsibly
  - Shows empathy and respect
  - Embraces diversity of opinion
  - Seeks cultural understanding
  - Makes safe, legal, and ethical choices
  - Demonstrates civic responsibility
  - Participates in democratic processes
- Problem -Solving
  - Asks questions
  - Uses relevant and reliable evidence to support claims
  - Thinks flexibly
  - Designs and implements solutions to complex problems
  - Analyzes outcomes
- Innovation & Creativity
  - Explores multiple possibilities
  - Challenges the status quo
  - Seeks to continually improve processes and products
  - Applies a deliberate design process to solve problems
  - Employs an entrepreneurial spirit
  - Acts on creative ideas

- Growth and Achievement
  - Demonstrates mastery of academic skills
  - Persists through difficulties
  - Sees risks as opportunities to fail forward
  - Plans for a future of self-improvement and growth
  - Initiates learning for professional and personal fulfillment
  
- Teamwork
  - Seeks diverse team members
  - Listens and acts with empathy
  - Does his or her part
  - Values individual contributions
  - Gives and receives feedback
  - Owns team outcomes
  
- Communication
  - Speaks and writes clearly
  - Listens actively
  - Resolves conflict peacefully
  - Adapts to the needs of audience
  - Engages with print and digital media
  - Develops a responsible digital footprint

**Artifact-** Piece of evidence that demonstrates competency. Artifacts should show evidence of multiple indicators of competency. Artifacts can be created in the context of school, work, church, service projects, personal hobbies, or passions. ***Merely describing a picture does not fulfill the requirement.***

**Thesis Statement-** Statement that a student will defend through their defense presentation. The thesis statement for the defense should answer the driving question:

“How has my high school experience prepared me for life after high school?”

“How has my middle school experience prepared me for high school?”

“How has my elementary school experience prepared me for middle school?”

**Promising Practice-** A promising practice is a statement identifying the competency that students feel most successful in, that is directly observable, actionable, and connects to strategies. An example of a student promising practice: “My promising practice is

communication because I confidently speak in front of authentic audiences and actively listen when others are speaking.”

**Problem of Practice-** A problem of practice is a statement identifying the competency that students feel most challenged in. An example of a student problem of practice: “My problem of practice is innovation because I struggle to think outside the box and create original ideas to complete my work.”

**Learning Experience-** A learning experience is an interaction, course, program, or another experience in which learning takes place, whether it occurs in traditional academic settings (schools, classrooms) or nontraditional settings (outside-of-school locations, external clubs, or outdoor environments). A learning experience is deciding to participate in an extracurricular activity for the first time and documenting the journey, through the lens of the indicators or deciding to tutor after-school students who are struggling with reading at an elementary school.

**Learning Project-** A Learning Project is designed to provide students with a project-based learning experience. Students first identify their interest and then develop a project focused on learning about the interest, with a final physical piece of evidence to demonstrate their learning, usually through a model and paper, PowerPoint and paper, Site and a paper. Ideally, the learning project is performance-based.

## Student BPI Plan 2023-2024

|                         |  |
|-------------------------|--|
| <b>Student Name</b>     |  |
| <b>Grade &amp; Team</b> |  |

|  |   |
|--|---|
| <p><b>Promising Practice</b><br/> <i>Which competency is your strongest?<br/>           How do you know?</i></p>   | <p>My strongest competency is _____ because I...</p>    |
| <p><b>Problem of Practice</b><br/> <i>Which competency do you most struggle with?<br/>           How do you know? (Which should you focus on throughout the course of this school year?)</i></p> | <p>This year, I want to focus on _____ because I...</p> |

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| <p><b>Personal Interests Reflection</b><br/>           How does the <b>Promising Practice</b> relate to your areas of interests, talents, or passions?<br/><br/> <i>(Reflecting on this area may help you discover <b>why</b> you are strongest in this particular competency.)</i></p> |  |
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| <p><b>Personal Conflict Reflection</b><br/>           Describe <b>why</b> you feel the <b>Problem of Practice</b> competency is your biggest struggle. What obstacles have you had in the past or what do you currently struggle with that prevents you from feeling successful in this competency?<br/><br/> <i>(Reflecting on this area may help you think of possible learning experiences or projects that can help you <b>grow</b> in this competency.)</i></p> |  |
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**Personal Goals pertaining to your Promising Practice & Problem of Practice**

Write three (3) goals pertaining to your Promising Practice and/or Problem of Practice. For each goal, indicate if it will help strengthen your promising practice or if it is intended to help you overcome your problem of practice.

|         |  |
|---------|--|
| Goal #1 |  |
| Goal #2 |  |
| Goal #3 |  |

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| <b>Competency Indicators:</b> The following indicators can help you develop goals for the year.  |  |  |
|--|--|--|
| <p style="text-align: center;"><b>Service</b></p> <ul style="list-style-type: none"> <li>• Impacts the community responsibly</li> <li>• Shows empathy and respect</li> <li>• Embraces diversity of opinion</li> <li>• Seeks cultural understanding</li> <li>• Makes safe, legal, and ethical choices</li> <li>• Demonstrates civic responsibility</li> <li>• Participates in democratic processes</li> </ul> | <p style="text-align: center;"><b>Problem-Solving</b></p> <ul style="list-style-type: none"> <li>• Asks questions</li> <li>• Uses relevant and reliable evidence to support claims</li> <li>• Thinks flexibly</li> <li>• Designs and implements solutions to complex problems</li> <li>• Analyzes outcomes</li> </ul>      | <p style="text-align: center;"><b>Innovative</b></p> <ul style="list-style-type: none"> <li>• Explores multiple possibilities</li> <li>• Challenges the status quo</li> <li>• Seeks to continually improve processes and products</li> <li>• Applies a deliberate design process to solve problems</li> <li>• Employs an entrepreneurial spirit</li> <li>• Acts on creative ideas</li> </ul> |
| <p style="text-align: center;"><b>Growth &amp; Achievement</b></p> <ul style="list-style-type: none"> <li>• Demonstrates mastery of academic skills</li> <li>• Persists through difficulties</li> <li>• Sees risks as opportunities to fail forward</li> <li>• Plans for a future of self-improvement</li> <li>• Initiates learning for professional and personal fulfillment</li> </ul>                     | <p style="text-align: center;"><b>Teamwork</b></p> <ul style="list-style-type: none"> <li>• Seeks diverse team members</li> <li>• Listens and acts with empathy</li> <li>• Does his or her part</li> <li>• Values individual contributions</li> <li>• Gives and receives feedback</li> <li>• Owns team outcomes</li> </ul> | <p style="text-align: center;"><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Speaks and writes clearly</li> <li>• Listens actively</li> <li>• Resolves conflict peacefully</li> <li>• Adapts to the needs of audience</li> <li>• Engages with print and digital media</li> <li>• Develops a responsible digital footprint</li> </ul>                                     |



