Fleming County Schools

BRIDGE Performance Indicators Framework

2019-2020

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, students, teachers, and staff) will follow in order to create and sustain a learning environment that supports the 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 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 college and career readiness.
- Connected & efficient systems are essential for 21st century teaching & learning.
- Parent & community engagement is essential for student success.

Strategic Framework Principles

As Fleming County Schools moves toward becoming a premier 21st 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
- 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 capacity to lead.

Introduction

> *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 and every 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

Did you know that HB3 requires the Kentucky Department of Education to ensure that each school district completes the following?

Create a new section of KRS Chapter 158 to require, beginning with the 2019-2020 school year, each school to provide an essential skills curriculum to students; amend KRS 158.645 to conform; create a new section of KRS Chapter 158 to create the Council on Essential Skills; amend KRS 158.6453 to require the Council on Essential Skills to serve as a review committee for career studies; require the department to include the essential skills program on the school profile report; amend KRS 158.6457 to include work ethics certification in the definition of nonacademic factors; create a new section of KRS Chapter 158 requiring the Kentucky Department of Education to develop an age-appropriate drug awareness and prevention program; require local school boards to ensure that students receive annual instruction in drug awareness and prevention.
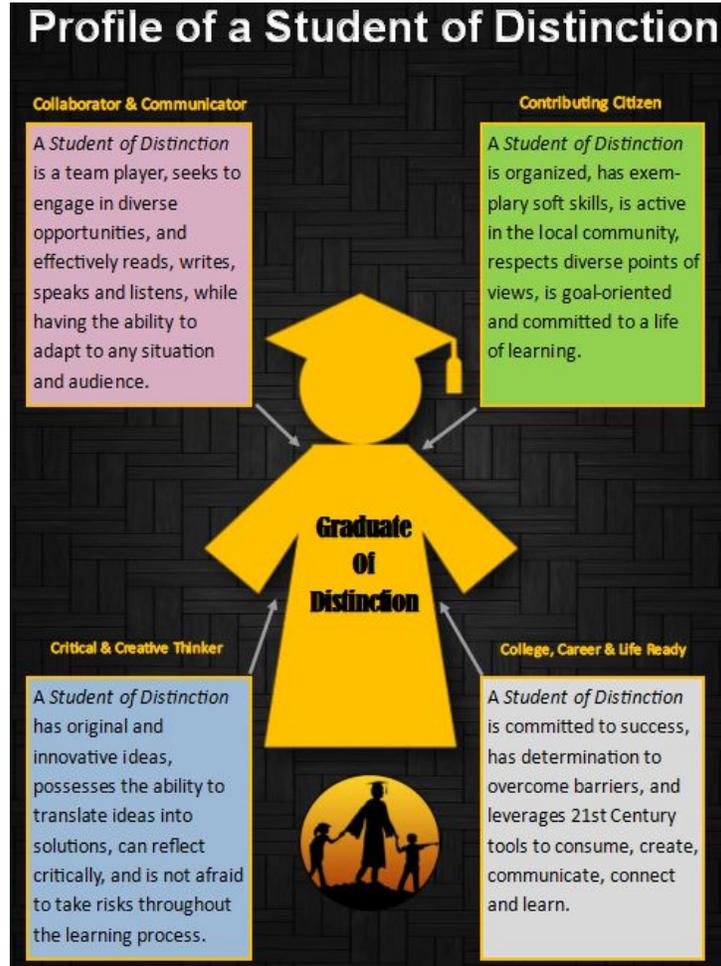
https://legiscan.com/KY/bill/HB3/2018

Profile Design Team:

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Our profile design team involved many stakeholders through face to face interactions, professional learning communities, community member forums, equity forums, student led conferencing, surveys, etc. After receiving stakeholder input, the *District Instructional Leadership Team* (DILT) narrowed common themes and values down to eight indicators: communication, teamwork, purpose, self-discipline, innovation & creativity, problem-solving, and growth & achievement. From there, the district launched a pilot year in 2018-2019. During the pilot year, the *Transformation and Innovation Team* (T & I Team) was formed to help provide grade level and school level representation throughout the process. Additional surveys and stakeholder voice was collected to move into implementation year for 2019-2020 school year. Per the request of stakeholder voice and the T & I Team, the indicators were consolidated into four essential domains that ALL students should/will embody through their learning experience at Fleming County Schools.

Four Essential Domains:

Profile of a Student of Distinction

Collaborator & Communicator
A *Student of Distinction* is a team player, seeks to engage in diverse opportunities, and effectively reads, writes, speaks and listens, while having the ability to adapt to any situation and audience.

Contributing Citizen
A *Student of Distinction* is organized, has exemplary soft skills, is active in the local community, respects diverse points of views, is goal-oriented and committed to a life of learning.

Critical & Creative Thinker
A *Student of Distinction* has original and innovative ideas, possesses the ability to translate ideas into solutions, can reflect critically, and is not afraid to take risks throughout the learning process.

College, Career & Life Ready
A *Student of Distinction* is committed to success, has determination to overcome barriers, and leverages 21st Century tools to consume, create, communicate, connect and learn.

Graduate Of Distinction

BRIDGE Performance Domain Area of Focus			
Domain	Collaborator & Communicator	Contributing Citizen	Critical & Creative Thinker	College, Career, and Life Readiness
Indicators	Communication Teamwork	Service Self-Discipline Purpose	Innovation & Creativity Problem-Solving	Growth and Achievement
Grade Level	Pre-2nd Grade →	3rd-5th Grade → → → → → → → → → → → → → → → → → → →	6th-8th Grade → → → → → → → → → → → → → →	9th-12th Grade → → → → → →

	→→→→→→→			

Each grade band will have a domain on which they will intensely and intentionally provide focus. ALL students will be provided opportunities to work with EVERY indicator; however, they will ONLY be responsible for mastering the following indicators:

Grade/ Grade Band	Requirements
Pre K-2nd	Focus on communication and teamwork; explore all other indicators
3rd	Capstone (Passion Project) must show approaching mastery for the following indicators: communication, teamwork, service, self-discipline and purpose
4th-5th	Intense focus on service, self-discipline, and purpose, communication and teamwork; explore all other indicators
6th	Capstone (Ted Talk) must show mastery on four of the eight indicators
7th	Intense focus on innovation/creativity and problem-solving, service, self-discipline, purpose, communication and teamwork; explore all other indicators
8th	Capstone (Ted Talk) must show mastery on six of eight indicators
9th-11th	Grade-Intense focus on ALL indicators
12th	Senior Defense must show mastery on eight out of eight indicators

Goals of the BRIDGE Performance Indicators:

- Make learning relevant to students based on their needs, goals and aspirations
- Increase student competitiveness for college admission, scholarships and jobs
- Increase expectations for students, as global demands continue to increase
- Continue pushing the district ahead of others so that our students are at an advantage
- Engage in 21st Century Learning
- Commit to 21st century learning experiences, opportunities, and outcomes for ALL students

21st CENTURY LEARNING

21ST CENTURY SKILLS

RIGOROUS ACADEMIC CONTENT
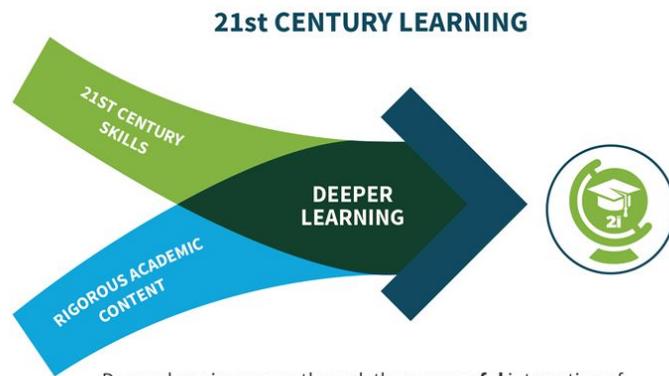
DEEPER LEARNING

Deeper learning occurs through the **purposeful** integration of rigorous academic content with experiences that **intentionally** cultivate skills, mindsets, and literacies essential for students to become *lifelong learners and contributors* in the 21st century.

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The BRIDGE Performance Indicators must be included in 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:

- SERVICE: Actively engage in meaningful service learning that leads to an appreciation of civic responsibility
    - Course Subject Areas
        - How can community service or service learning be incorporated into the curriculum?
- SELF-DISCIPLINE: Develop personal growth and organizational goals that will lead to success
    - Course Subject Areas
        - How are students tracking their academic growth for the year – through the course?
        - How are students demonstrating technology proficiency – based on the KY Technology Standards – through the course?
- PROBLEM-SOLVING: Formulate and evaluate solutions to real-world problems
    - Course Subject Areas
        - How are real-world problems integrated into the course?

- How do students demonstrate the ability to problem solve real-world problems?
- What does real-word problem-solving look like?
- How are problem solving experiences, related to real-world and content, personalized?
- PURPOSE: Participate in learning experiences, interests, and opportunities that will help me become college, career, and life ready
  - Course Subject Areas
    - What skills are needed to succeed in the real-world based on the course content?
    - How are skills personalized for each student, aligned to real-world experiences based on the course content?

- COMMUNICATION: Demonstrate effective and authentic communication skills
  - Course Subject
    - How are students demonstrating effective communication skills through the curriculum?
    - How are the communication skills documented?
    - Do students have multiple avenues to communicate with others in various forms?
- GROWTH AND ACHIEVEMENT: Demonstrate continuous improvement toward College, Career, and Life Reading (CCLR)
  - Course Subject
    - How are students tracking and recording their progress?
    - How are classroom assessments authentic, performance-based and aligned to content standards (and level of rigor)?
    - How are classroom assessments aligned to College, Career and Life Readiness?
- TEAMWORK: Demonstrate the ability to cohesively work in diverse groups
  - Course Subject
    - How is teamwork incorporated into the content?
    - How are students encouraged to collaborate?
    - How is teamwork/collaboration documented?
    - How is teamwork/collaboration relevant, real-world, and personalized?
- INNOVATION AND CREATIVITY: Explore, explain and evaluate my original ideas.
  - Course Subject
    - How is innovation and creativity encouraged in the content?
    - How is innovation and creativity documented?
    - What opportunities are provided to students to create original works/products?

SERVICE – Actively engage in meaningful service learning that leads to an appreciation of civic responsibility

Below are some benefits of service in our local community:

- Gives students an opportunity to help others
- Helps to improve our community (or others)
- Can help to strengthen students' resume and college/scholarship applications
- Can be a way for students to meet new friends and business/community leaders
- Activates personal Growth
- Gives students a way to gain work experience and learn about certain jobs and sectors in the community.

FCS is assisting students to develop the skills necessary to be servant leaders in their community. College applications and scholarship applications often ask students to "To describe their extracurricular participation as it pertains to service or leadership roles in service organizations." To help our students to be good citizens and competitive for college, a career and in life, the following examples are provided to help guide students to success:

● Food Drives	● School Mentoring/Tutoring Program
● Anti-Bullying Campaign	● Adopt-A-Highway
● Blood Drives	● Charity Work
● Church Community Services	● Habitat for Humanity
● Meals on Wheels	● Nursing Home Visits – Adopt a
● National Youth Service Day	Grandparent/Caroling
● Day of Service – FFA	● Clothes Drive for the Needy
● Toys for Tots	● Volunteering to help with Community
● Helping with Youth Sports Teams	Christmas
● Participating in Sources of Strength	● Serving as School Ambassadors
● Volunteering for Vacation Bible School	● Reading Weekly at the Public Library
● Shoveling Snow for the Elderly	● Transition Programs/Back-to-Gala
● Recycling Program	● Missionary Work
● Soup Kitchen	● Service Opportunities with Community
● Buddy Program	Civic Organizations

The ultimate goal is to create and implement a service project that is not currently in the community – to again, strengthen 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 whole classroom, in teams, or individual – this is determined by each student's opportunity to engage in service, based on circumstances and interest. Service can be integrated into any curriculum – as service is a 21st century skill that ALL students need.

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

- Service MUST be on a volunteer basis, not a paid opportunity.

Service Rubric:

Rating	Unsatisfactory (1)	Approaching Mastery (2)	Mastery (3)	Exceeding Mastery (4)
	The student **does not** clearly demonstrate or understand service learning. They have difficulty communicating their civic responsibility. They **fail** to engage in a variety of service learning experiences or opportunities to assist in the development as a responsible citizen. There is **no desire** to explore service at local, state, or global levels.	The student demonstrates **limited** understanding of service learning. The student **attempts** to communicate their civic responsibility. They **sometimes** engage in service learning experiences or opportunities to assist in the development as a responsible citizen. The student has explored or engaged in **some** service at the local, state, or global levels.	The student demonstrates **adequate** understanding of service learning. They **clearly communicate** their civic responsibility. They **engage** in a variety of service learning experiences or opportunities to assist in their development as a responsible citizen. The student has explored or engaged in **several** service experiences at the local, state, or global levels.	The student **intuitively conveys** or demonstrates his/her understanding of service learning. They can **fully articulate** their civic responsibility and its importance. They **actively engage** in a variety of service learning experiences or opportunities to assist in their development of a responsible citizen. They explore **additional** service learning opportunities or interests to **enhance** their civic development. The student has **created or proposed** service learning at the local, state, or global levels

SELF-DISCIPLINE: Develop personal and organizational growth goals that will lead me to success

Self-discipline is the ability to control and direct one's own feelings, thoughts, actions, and learning. Self-discipline underlies our daily decisions as it pertains to learning and growing. When students make poor choices, it is usually because of a failure to possess self-discipline. Students who learn to control themselves, make good choices and become leaders of their own learning and better socially and academically than students who are impulsive and disengaged in their learning.

In the context of learning, self-discipline is the conscious planning, monitoring, evaluation, and ultimately, control of one's learning in order to maximize it. It is a skill that students need to practice regularly so that as they enter college or the workforce, the self-discipline becomes automatic. Self-discipline in the classroom consists of being mindful, intentional, reflective, introspective, self-aware, self-controlled, and disciplined about learning, and it leads to becoming leaders of their own learning. The more students are self-disciplined, the chances of them becoming college, career, and life ready greatly improve.

Self-discipline is often a 21st century skill that is overlooked – as the goal of self-discipline is to help students to become more aware of themselves as it pertains to "readiness" for the next level. To

become "ready" students must first understand that learning is a journey that requires constant awareness of their progress.

Some characteristics of self-discipline that students must possess:

- Ability to monitor their learning frequently and adequately;
- Organizational skills and strategies that will assist in their learning;
- Ability to identify relevant and personalized skills to succeed in college, career and life; and
- Ability to motivate themselves to remain engaged and competitive.

Some guiding questions for students to use as a means to develop the self-discipline to be ready for the next level:

1. What are my goals for the next level (college, a career, and life)?
2. How do my learning goals align to 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, 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?

Students must be given an opportunity to practice self-discipline regularly, daily at best, but at least weekly. Students must be empowered to be leaders of their learning in order to develop the necessary self-discipline goals that will assist them in becoming college, career, and life ready. Regularity and repetition helps to instill the importance of self-discipline skills in all students.

Some activities that are required of students:

- Individual Learning Plan (ILP) grades 6-12
- Maintain a BRIDGE Digital Portfolio/Profile that tracks student success;
- Student PDSAs
- Technology skills aligned to grade level expectations required by Kentucky.

Self-Discipline Rubric:

| Rating	Unsatisfactory (1)	Approaching Mastery (2)	Mastery (3)	Exceeding Mastery (4)
	The student *fails* to set appropriate personal and organizational growth goals. They *fail* to engage in habits that lead them to success. There is *no desire* to set or meet growth goals. The student has *failed* to create growth goals that will help him/her to become college, career and life ready.	The student sets *rudimentary* or *partially* effective personal and organizational growth goals. They *sometimes* engage in habits that lead them to success. The student has *some desire* (may have inconsistent follow-through) to create growth goals that will help him/her to become college, career and life ready.	The student sets *effective* personal and organizational growth goals. They *engage* in habits that lead them to success. There is a *clear desire* to create personal and organizational goals that will help him/her to become college, career and life ready.	The student sets *highly effective* personal and organizational growth goals. They **actively engage** in habits that lead them to success. They *explore* additional success habits to *enhance* their level of success*.* The student has *created* personal and organizational growth goals that will help him/her to become college, career and life ready *and* has *articulated (or demonstrated)* a plan to achieve the goals.

PROBLEM-SOLVING – Formulate and evaluate solutions to real-world problems

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 in order 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 in order 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 21st 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.
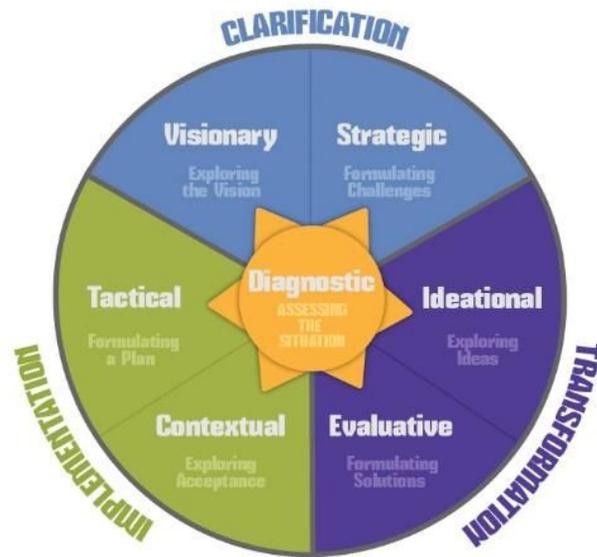
So what must students do to show mastery? First, the student must be able to apply the Problem-Solving Method:

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 stagel. Students will be tasked with the following:

- Identify a grade level-appropriate problem that exists in content, school, community or at home;
- Develop a plan to address the problem;
- Demonstrate strategic and effective teamwork in addressing the problem;
- Demonstrate adaptability when confronted with obstacles or setbacks; and

- Be able to communicate the solutions to the problem.

Problem-Solving Rubric:

Rating	Unsatisfactory (1)	Approaching Mastery (2)	Mastery (3)	Exceeding Mastery (4)
	The student *fails* to *actively* develop analytical and critical thinking skills, such as how to develop an open-ended research question, gather and analyze data, evaluate sources of information, construct an argument supported by evidence, explain a difficult concept, or solve a complex problem. He/she *has not developed* and practiced effective questioning skills. There is *no desire* to explore creative thinking skills: imagination fueled by curiosity, fluency (many ideas), flexibility (adaptability to changes; varied ideas), originality (new, unusual or unique ideas), and elaboration (add/expand details to ideas) and apply these skills to problem solve and innovate new solutions and/or products.	The student *sometimes* engages in analytical and critical thinking skills, such as how to develop an open-ended research question, gather and analyze data, evaluate sources of information, construct an argument supported by evidence, explain a difficult concept, or solve a complex problem.. The student has developed *some* creative thinking skills: imagination fueled by curiosity, fluency (many ideas), flexibility (adaptability to changes; varied ideas), originality (new, unusual or unique ideas), and elaboration (add/expand details to ideas) and apply these skills to problem solve and innovate new solutions and/or products.	The student *engages* in analytical and critical thinking skills, such as how to develop an open-ended research question, gather and analyze data, evaluate sources of information, construct an argument supported by evidence, explain a difficult concept, or solve a complex problem. There is a *desire* to explore creative thinking skills: imagination fueled by curiosity, fluency (many ideas), flexibility (adaptability to changes; varied ideas), originality (new, unusual or unique ideas), and elaboration (add/expand details to ideas) and apply these skills to problem solve and innovate new solutions and/or products.	The student **actively engages** in analytical and critical thinking skills, such as how to develop an open-ended research question, gather and analyze data, evaluate sources of information, construct an argument supported by evidence, explain a difficult concept, or solve a complex problem *to the highest level*. The student has a *clear desire* creative thinking skills: imagination fueled by curiosity, fluency (many ideas), flexibility (adaptability to changes; varied ideas), originality (new, unusual or unique ideas), and elaboration (add/expand details to ideas) and apply these skills to problem solve and innovate new solutions and/or products.

> **PURPOSE** – Participate in learning experiences, interests, and opportunities that will help me to become college, career, and life ready.

Before a student can begin to develop 21st century skills, the student must first understand his or her guiding purpose. Too often, students find learning irrelevant to their interests; therefore, they become disengaged and unresponsive to the need for a life of learning. Today's students must have a purpose for learning – that is relevant to their individualized goals for college, career and life. Purpose as a skill is more about helping students to self-actualize – understanding themselves, their goals, and then developing a plan to accomplish their goals, while overcoming identified barriers and obstacles.

Students must be able to demonstrate the ability to clearly communicate their purpose and propose a plan for achieving their goals. Students will be provided experiences and opportunities to explore their purpose. It is important that students engage in a variety of learning experiences and opportunities so that they do not limit themselves. Time and time again, students continue to indicate the need to explore themselves before they make life-changing decisions in college, in a career, and in life. It is

important that students search and find themselves, their true purpose, so that they can improve their condition to be relevant and globally competitive. When students develop an understanding of their purpose they are better positioned to be active and productive citizens in a society that is constantly changing.

To help students to understand their purpose, the following are guiding questions:

1. What kinds of places make you happy? Where are some places throughout your life that you've been and loved?
2. What type of activities make you feel good about yourself?
3. What skills or abilities seem to come naturally to you? What types of things do you think you would be good at teaching others? What types of activities seem to be a good fit for your personality?
4. What kinds of people make you smile?
5. What qualities in people (friends, family, celebrities, historical figures, etc.) do you admire the most?
6. What are some things that if taken out of your life, you may regret not having?
7. What places, activities, and people do you value the most in your life?

8. What am I passionate about?

Students will be asked to do several of the following each year as a means to ensure that they stay on the correct course that is aligned to their purpose.

● Technology skills inventory aligned to career/college goal(s) ● Participating in career relevant co-curricular/extracurricular activities ● Participating in a variety of academic programs	● Identification of skills and developing a plan to acquire relevant skills ● Participating in relevant community events ● Participating in transitional activities ● Interest Inventories

Students will also be required to develop an Individual Learning Plan (ILP for grades 6-12) or Individual Growth Plan that engages students on a variety of levels:

- Exploring careers beginning in Kindergarten
- Finding careers that match their skills and interests
- Creating education plans
- Establishing personal goals and revisiting these as they progress through school annually
- Creating, maintaining and changing resumes
- Tracking and reflecting on community service experiences, work experiences, career-planning activities, and co-curricular and organization activities
- Exploring colleges and other post-secondary opportunities that match career and life goals
- Connecting to the KHEAA.org (Kentucky Higher Education Assistance Authority) website for help with college planning, tuition assistance information and applications

- Collecting personal information like assessment results, advising activities, demographic information and educational history

Purpose Rubric:

Rating	Unsatisfactory (1)	Approaching Mastery (2)	Mastery (3)	Exceeding Mastery (4)
	The student *does not* convey or demonstrate his/her guiding purpose. They have difficulty discussing their purpose, needs, goals, and aspirations. They *fail* to engage in learning experiences or opportunities to assist in their development of a self-purpose. There is *no desire* to explore different fields or interests. The student has *failed* to create individualized coherent/realistic goals that will help him/her to become college, career and life ready.	The student has *limited* understanding of his/her guiding purpose. The student *attempts* to communicate his/her purpose, needs, goals, and aspirations. They *sometimes* engage in learning experiences or opportunities to assist in their development of a self-purpose. The student has *partially or ineffectively* created individualized coherent/realistic goals that will help him/her to become college, career and life ready.	The student *adequately* conveys or demonstrates his/her guiding purpose. They *adequately communicate* their purpose, needs, goals, and aspirations. They *engage* in a variety of learning experiences or opportunities to assist in their development of a self-purpose. There is a *clear desire* to explore different fields or interests. The student has created *clear* individualized coherent/realistic goals that will help him/her to become college, career and life ready.	The student *intuitively conveys* or demonstrates his/her guiding purpose. They *logically and clearly communicate* their purpose, needs, goals, and aspirations. They *actively engage* in a variety of learning experiences or opportunities to assist in their development of a self-purpose. They *independently* explore different fields or interests. The student has *created* individualized coherent/realistic measurable goals that will help him/her to become college, career and life ready *and* has *articulated* a plan to achieve the goals.

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 must be able to communicate digitally, interpersonally, and in written and oral form. To be effective communicators in college, in a career and in life, 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 clearly aligned to the purpose of the message.

We MUST ensure students are engaged in learning as a social endeavor. Students MUST have social interactions that are naturally ingrained in the learning environment. In order 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;
● 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
- Communicating effectively in diverse environments (including multi-lingual)

Communication Rubric:

Rating	Unsatisfactory (1)	Approaching Mastery (2)	Meeting Mastery (3)	Exceeding Mastery (4)
	The student **does not** convey or demonstrate effective and authentic strategies for communication. They may have difficulty communicating in various forms and may **fail** to **actively** engage in communication opportunities. There may appear to be **no desire** to communicate via oral, written or digital media. The student has **failed** to develop strategies to be an effective communicator.	The student has **limited** strategies for effective and authentic communication. The student **attempts** to communicate through various forms (oral, written, and digital). They may **sometimes** engage actively in communication opportunities. The student has developed **some** strategies to be an effective communicator.	The student communicates **effectively** and **authentically**. They **clearly** communicate through various forms (oral, written, and digital). They **engage** in a variety of communication opportunities to assist in the development of communication skills. Student possesses a **clear desire** and **adequate** strategies to communicate with others.	The student **intuitively conveys** or demonstrates effective and authentic communication. They **logically communicate** through various forms (oral, written, and digital).They **actively** seek out and **engage** in a variety of communication opportunities to assist in the development of their own communication skills. They **explore** modes of communication and **search** for ways to improve or add to their repertoire of strategies*.*

Growth and Achievement- Demonstrate continued improvement toward College, Career, and Life Readiness

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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 supports 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 must be able to demonstrate growth using multiple metrics, some examples are:

- KPREP data
- Benchmark data
- MAP data
- ACT
- Advanced Placement scores
- Industry Certifications
- Summative assessment points
- Measures of student growth points
- Supplemental programs
- Personal growth goals
- Project Based Learning
- Individualized Education Plan (IEP) goals

Growth & Achievement Rubric:

Rating	Unsatisfactory (1)	Approaching Mastery (2)	Mastery (3)	Exceeding Mastery (4)
	The student **does not** demonstrate improvement toward college, career and life readiness (CCLR). They have difficulty communicating their purpose, needs, goals, and aspirations. They **fail** to engage in a variety of learning experiences or opportunities to help them become CCLR. The student has **failed** to create individualized coherent/realistic goals that will help him/her to become college, career and life ready.	The student has demonstrated **limited** improvement toward college, career and life readiness (CCLR). The student **attempts** to communicate their purpose, needs, goals, and aspirations. They **sometimes** engage in learning experiences or opportunities to assist in their development of become CCLR. The student **partially or ineffectively** created individualized coherent/realistic goals that will help him/her to become college, career and life ready.	The student **adequately** demonstrates improvement toward college, career, and life readiness (CCLR). They **clearly communicate** their purpose, needs, goals, and aspirations. They **engage** in a variety of learning experiences or opportunities to assist in their development of become CCLR. There is a **clear desire** to explore different fields or interests. The student has created **clear** individualized coherent/realistic goals that will help him/her to become college, career and life ready. *Junior/Senior- has maintained either college or career ready status	The student **intuitively** demonstrates continued improvement toward college, career, and life readiness (CCLR). They **logically communicate** their purpose, needs, goals, and aspirations. They **actively engage** in a variety of learning experiences or opportunities to assist in their development of becoming CCLR. They explore different fields or interests **to the highest level**. The student has created **effective** individualized coherent/realistic measurable goals that will help him/her to become college, career and life ready **and** has **articulated** a plan to achieve the goals. *Junior/Senior-has maintained BOTH college and career ready status

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:

- 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.
- Eagerly explore the world around them.
- Inquisitively seek answers and understanding.
- Demonstrate desire for new learning and insights, including those different from currently held ideas, beliefs, and values.
- Demonstrate awareness, sensitivity, concern, and respect to connect with others' feelings, opinions, experiences, and cultures.
- Imagine what others are thinking, feeling, and experiencing.
- Appreciate the feelings, thoughts and experiences of others.

Teamwork Rubric:

Rating	Unsatisfactory (1)	Approaching Mastery (2)	Mastery (3)	Exceeding Mastery (4)
	The student **does not demonstrate** the ability to work cohesively in diverse groups. The student **fails** to **actively** engage in group work. There is **no desire** to explore diverse perspectives. The student may behave **inappropriately** as a team member.	The student demonstrates **limited** ability to work cohesively in diverse groups. The student **attempts** to actively engage in group work. They may **sometimes** show interest in diverse perspectives. The student has **developed emerging** behaviors appropriate for teamwork.	The student **adequately** demonstrates ability to work cohesively in diverse groups. They **actively collaborate** with team members. There is a **clear desire** to work with others and share in diverse perspectives. The student has **developed appropriate** behaviors for teamwork.	The student **intuitively demonstrates** his/her ability to work cohesively in diverse groups. They seek out others with diverse perspectives to **collaborate** on group projects. They **actively engage** in a variety of team activities. The student has **developed appropriate** behaviors for teamwork and leadership skills to **enhance** the teamwork experience.

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Innovation and Creativity- Explore, explain and evaluate my original ideas

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Students gain an understanding of how to deliberately apply information, imagination, creative thinking, and initiative to generate new ideas for the purpose of addressing 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 MUST be able to:

- Translate original and inventive thinking into viable solutions.
- Take risks and know how to develop, organize, and manage new initiatives and/or ventures.
- Eagerly explore the world around them.
- Inquisitively seek answers and understanding.
- Be energized by new learning and insights, including those different from currently held ideas, beliefs, and values.

Innovation & Creativity Rubric:

Rating	Unsatisfactory (1)	Approaching Mastery (2)	Mastery (3)	Exceeding Mastery (4)
	The student ***does not*** explore original ideas. They have difficulty explaining their original ideas or products. They ***fail*** to engage in a variety of learning experiences or opportunities to assist in their development of a self-purpose. There is ***no desire*** to explore different fields or interests. The student has ***failed*** to create individualized coherent/realistic goals that will help him/her to become college, career and life ready.	The student has ***limited*** exploration of original ideas. The student ***attempts*** to communicate their ideas and products orally and in writing to a limited audience. They ***sometimes*** engage in a variety of learning experiences or opportunities to assist in their development of a self-purpose. The student has created ***rudimentary*** individualized coherent/realistic goals that will help him/her to become college, career and life ready.	The student ***adequately*** explores original ideas. They ***clearly communicate*** their ideas and products orally and in writing, adjusting their presentation to a variety of audiences and situations inside and outside the classroom..They ***engage*** in identifying and solving a problem that could have multiple solutions that range from imaginary to concrete and practical in a process that uses critical and creative thinking to hone insight into innovation. Student ***assists*** teacher in ***evaluating*** the student's learning at various stages of the project, including learning from dealing with obstacles and failures along the way. Evaluation ***defines*** success based on both the quality of the creative process and the quality of the final product.	The student ***intuitively*** explores original ideas. They ***logically communicate*** their ideas and products orally and in writing, adjusting their presentation to a variety of audiences and situations, inside and outside the classroom..They ***actively engage*** in identifying and solving a problem that could have multiple solutions that range from imaginary to concrete and practical in a process that uses critical and creative thinking to hone insight into innovation ***to the highest level***. Student engages in ***self-evaluation*** of the learning at various stages of the project, including learning from dealing with obstacles and failures along the way. Evaluation ***clearly defines*** success based on both the quality of the creative process and the quality of the final product.

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Promotion Requirements

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

- All 3rd grade students will present a capstone (passion project) before a panel. Students in third grade MUST reach "Approaching Mastery" in six of the eight indicators to be promoted to the intermediate grades.
- All 6th grade students will present a capstone (Ted Talk) before a panel. Students in 6th grade MUST reach "Mastery" in four of the eight indicators to be promoted to the middle school.
- All 8th grade students will present a capstone (Ted Talk) before a panel. Students in 8th grade MUST reach "Mastery" in six of the eight indicators to be promoted to ninth grade.
- All 12th grade must reach "Mastery" in all eight indicators to become a Fleming County Schools Graduate.

*Feedback will be provided to each student from the panel and each student who has not met requirements will have an additional opportunity to improve their overall mastery level needed for promotion.

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Authentic Assessment

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Authentic Assessment engages students in performing real-world tasks to demonstrate knowledge of each BRIDGE Performance Indicators.

"...Engaging and worthy problems or questions of importance, in which students must use knowledge to fashion performances effectively and creatively. The tasks are either replicas of or analogous to the kinds of problems faced by adult citizens and consumers or professionals in the field." -- Grant Wiggins -- (**Wiggins, 1993, p. 229**).

"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 -- (**Stiggins, 1987, p. 34**).

Grade Level Specific Authentic Assessment Areas			
Grade	**Assessment**	**Scoring**	**Completion Date**
PreK-2	Passion Project	Non-graded	11.26.2019
3rd Grade	Capstone (Passion Project)	Capstone Rubric *Promotion Requirement	12.20.2019
4th Grade	STEAM Based PBL	20% of Final Science Grade	4.7.2020
5th Grade	Social Studies PBL	20% of Final Social Studies Grade	4.17.2020
6th Grade	Capstone (TED Talk)	Capstone Rubric *Promotion Requirement	3.27.2020
7th Grade	Service Learning PBL	20% of final Social Studies Grade	3.27.2020
8th Grade	Capstone (TED Talk)	Capstone Rubric *Promotion Requirement	5.14.2020
9th Grade	Forward Thinking Reflection	20% of Final Math	12.20.2019
10th Grade	PBL (Alt Core Classes)	20% of all core classes final grade	3.27.2020
11th Grade	Learner Engagement Reflection	20% of Final English Grade	4.17.2020
12th Grade	Senior Defense (TED Talk)	Defense Rubric * Graduation Requirement	5.14.2020

BPI Capstone: Grades 3, 6, 8, and 12.

Defense Note(s):

a. *Focus on one major idea.* Ideas are complex things; the student will need to slash back their content so that they can focus on one single idea they're most passionate about, and give themselves a chance to explain that one thing properly…Everything the student says [should link] back to it in some way.
b. *Give people a reason to care.* The student should stir their audience's curiosity. The student should use intriguing, provocative questions to identify why something doesn't make sense and needs explaining. If the student can reveal a disconnection in someone's worldview, they'll feel the need to bridge that knowledge gap.
c. *Students must build their idea(s) with familiar concepts.* Build the idea piece by piece, out of concepts that the audience already understands...A vivid explanation…delivers a satisfying ah-hah! Moment as it snaps into place in the audience's minds.

Presentation Notes:

1. Students will deliver a presentation on their BPI project, explaining what they did and, more importantly, what they learned from the project. (3rd grade- three to five minutes; 6th and 8th grade-six to eight minutes; 12th grade-ten to twelve minutes).
2. The presentation should inform the audience (the panel) about the student's project in an interesting way. Students must model their presentation after the TED Talk exemplars that have been introduced this school year. The presentations should be interesting, entertaining, and leave the audience (the panel) feeling that they learned something valuable from your presentation.
3. The student's presentation must include a visual element (science board poster, PowerPoint, Google Slides, Prezi, etc.) to help illustrate their topic and to maintain the audience's attention. The purpose of a visual aid is to add interest with charts, photos, video clips, screenshots, maps, etc. Students should not read sentences from slides, which will bore your audience. To prevent this, the student's visual aid must contain a minimum of three slides with a total maximum of 50 words, no matter how many additional slides the student adds. Keep in mind that any video clips will not be counted toward the student's three-to-five minute time limit. However, video clips should not be longer than 2 to 3 minutes.
4. Students must submit a formal outline (grades 6, 8, 12) of their presentation and research prior to speaking. This will help students to organize their presentation ahead of time and also help the audience (the panel) to follow the path during the student's presentation.
5. Students may use *one* 3x5 index card during the presentation to help jog their memory. Students should not write complete sentences. Students should only use keywords or phrases that will help them stay on track. No more than 30 words are allowed on the presentation card. Students must be prepared to turn in their card at the conclusion of their presentation.

TED Talk Exemplars

https://www.youtube.com/watch?v=JLYOUGo0ml4 (Exemplar – 2nd/3rd Grade)

https://www.youtube.com/watch?v=kq3FopGY6Fc (Exemplar – 2nd/3rd Grade)

https://www.youtube.com/watch?v=V-bjOJzB7LY&t=52s (Exemplar – 6th Grade)

https://www.youtube.com/watch?v=9fLlkOMrMq4 (Exemplar – 6th Grade)

https://www.youtube.com/watch?v=bC0hlK7WGcM&t=36s (Exemplar – 8th Grade)

https://www.youtube.com/watch?v=Fkd9TWUtFm0 (Exemplar – 8th Grade)

https://www.youtube.com/watch?v=0OkOQhXhsIE (Exemplar – 12th Grade)

https://www.youtube.com/watch?v=FhG-VoRtkKY (Exemplar – 12th Grade)

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Wiggins, G.P., & McTighe, J. (2006). Examining the teaching life. *Educational Leadership,* 63, 26-29.