



R-4 PERSONAL DEVELOPMENT – COMMUNITY READY SUMMARY OF PROGRESS STATUS OCTOBER 2022

SUPERINTENDENT CERTIFICATION

With respect to R-4 Personal Development – Community Ready taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and the district is:

- Making Reasonable Progress
[X] Making Reasonable Progress, with Exception
Failing to Make Reasonable Progress

Summary Statement by Administration

Monitoring of results policies is part of the ongoing process of district performance evaluation and superintendent evaluation. This report includes a Data Analysis on page 2 presenting an administrative summary of the data and a Capacity Building/Recommendations section on the last page outlining new practice or protocol to be utilized for the next reporting timeframe.

Signed: [Signature] Superintendent Date: 10/24/2022

SCHOOL BOARD ACTION

With respect to R-4 Personal Development – Community Ready, the Board:

- Accepts the report as making reasonable progress
[X] Accepts the report as making reasonable progress, with exception
Finds the district failing to make reasonable progress

Summary Statement/Motion of the Board

Motion by Mr. Eastgate to accept the R-4 Personal Development – Community Ready Monitoring Report as Making Reasonable Progress, with Exception, seconded by Ms. Preskey. Motion carried.

Signed: [Signature] Board President Date: 10/24/2022

Data Analysis

Historically, BPS has relied on a number of surveys such as Cognia and EProve to gather information for board reporting. Those surveys have various timelines for use and will occasionally change or update questions. This can create data changes and reporting timeline concerns. In response, Bismarck Public Schools has created the BPS Survey. The survey is given to all BPS students and staff in the spring of each school year, starting with the 2020-2021 school year. Moving away from multiple surveys has allowed for increased consistency, greater alignment to our indicators, and increased transparency in reporting data. Data can now be reported across grade levels in addition to district-wide, which allows for setting target goals by grade level in addition to district-wide. Analysis of evidence gathered from the survey should be considered a review of baseline data. Survey results will help guide future work.

In the area of taking responsible risk, 53.89% of students report that they take risks in learning and 77.62% report that they engage in challenging work. 72.47% of students report that they push themselves in their learning. Data has been consistent for the first two years.

In the area of taking initiative, setting goals, self-evaluation, and continuous improvement, 68.05% of students report that they are engaged in their learning. In the area of “responsibility,” at the 2.5 target, all grades were within 5% or met the target of 80%, showing proficiency. At the 3.0 target all grade levels were below the 80% target. Data indicates increases or staying within 5% at all grade levels.

In the area of identifying passions and finding joy in learning, 67.52% of students report that their assignments meet their personal learning needs, while 49.30% of students report that they work on real-world problems in their classes. 34.07% of students report that they choose their own learning topics.

56% of High School Students and 79% of Middle School students participate in extracurricular, co-curricular, and fine art activities as reported by team rosters. The numbers have declined since the 2019-2020 school year. This could be attributed to COVID limiting participation. In addition, the number of students participating in clubs was not included in the 2021-2022 data. Reporting the number of students participating in clubs is difficult to report accurately as clubs often have open attendance and students may participate sporadically. In order to increase accuracy and transparency, only students involved in extracurricular, co-curricular, and fine arts will be reported.

Bismarck Public Schools strives to create an educational experience that supports a students’ community readiness through a strong instructional framework and a multi-tiered system of support designed to promote “intra” and “inter” personal skills essential for success.

R-4 Personal Development – Community Ready

Each student will acquire the skills and knowledge to lead, serve, and contribute to their communities.

Each Student Will:

4.1 Take responsible risk.	Making Reasonable Progress, with Exception
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Superintendent Interpretation: Students demonstrate reasonable academic risk by enrolling in Advanced Placement Courses, Dual Credit, and Upper Level Classes.

- **Reasonable Academic Risk (High School):** Students enrolled in Advanced Placement Courses, Dual Credit, and Upper Level Classes.
- **High School Upper Level Courses:**
 - **CORE Academic Areas** are defined as English Language Arts, mathematics, science, and social studies.
 - Math: completion of one of these math courses with state course code of
 - ELA: completion of one of these ELA courses with state course of
 - Science: student earned more than graduation requirement of 4 credit hours in area of science
 - Social Studies: student earned more than graduation requirement of 4 credit hours in area of social studies
 - **AP (Advanced Placement):** completed any advanced placement course
 - **DC (Dual Credit):** completed any course earning dual credit
 - **CTE (Career and Technical Education):** completed CTE Trade and Industry Capstone course (CTE801/802)

Indicator 1: The percentage of students enrolled and active on the last days of advanced placement courses, upper level courses, and dual credit courses will increase to show continuous improvement toward, or attainment of, the identified target of high school students enrolled.		Making Reasonable Progress
Green	Met or Exceeded	
Yellow	Within 5%	
Red	Not Met	

Evidence: Total Enrollment of Senior Students that completed CORE Academic Areas, Advanced Placement, Dual Credit, and CTE Pathway Completers.

Year	Target	CORE/AP/DC	CTE	CORE/AP/DC/CTE	Enrollment
21-22	75%	70.7%	1.5%	71.7%	895
20-21	70%	75.3%	< 1%	75.6%	929
19-20	70%	73.3%	1.7%	74.3%	919
18-19	70%	73.6%	< 1%	73.9%	884

Note: Each column is a distinct student count, percentages should not be added together

2021-2022 Analysis: During the 2021-2022 school year, 71.7% of students enrolled in CORE, Advanced Placement, Dual Credit, and CTE Capstone. Although the percentage is above the target of 70%, it represents a decrease of 3.9% from the previous school year. The target of 70% has been met over the past four years.

Indicator 2: Students will show continuous improvement toward, or attainment of, the identified target of students who self-report-completing challenging work in their classes.		Failing to Make Reasonable Progress
Green	Met or Exceeded	
Yellow	Within 5%	
Red	Not Met	

Evidence: During the 2020-2021 and 2021-2022 school years, BPS began collecting survey data in this area through the BPS student survey. Evidence for this indicator is collected through two questions from the BPS student survey.

Risk Taking:

- I take risks in learning (without fear of negative feedback)

Grade	Target	n	20-21	n	21-22
3-5	75%	2718	69.46%	2848	70.51%
6-8	50%	2720	48.16%	2827	47.79%
9-12	45%	2300	43.52%	2844	43.32%
3-12	55%	7738	54.26%	8519	53.89%

Percentages reflect students that responded “frequently” or “almost always”
“n” equals the number of students who responded to the survey

Critical Thinking:

- **Grade 3-8** I think about and work on difficult tasks(things that challenge my thinking)
- **Grade 9-12** I engage in coursework, discussion, and tasks that require the use of critical thinking (e.g. analyzing , applying, evaluating, synthesizing)

Grade	Target	n	20-21	n	21-22
K-2	85%	2718	83.33%	2973	84.70%
3-5	85%	2718	81.64%	2848	80.16%
6-8	75%	2720	70.26%	2827	70.25%
9-12	80%	2300	78.39%	2844	75.00%
K-12	80%	10756	76.22%	11492	77.62%

Percentages reflect students that responded “frequently” or “almost always”
 “n” equals the number of students who responded to the survey

2021-2022 Analysis: On question one, 53.89% of all students reported that they take risks in learning without fear of negative feedback on the 2021-2022 survey, this is a .37% decrease from the previous year. On question two, 77.62% of K-12 students reported that they complete challenging work (work on difficult tasks - grades 3-8 or require the use of critical thinking - grades 9-12) on the 21-22 survey, which is an increase of 1.4% from the previous year. Currently, there is not sufficient annual data to analyze trends.

Indicator 3: Students will show continuous improvement toward, or attainment of, the identified target of students who self-report they push themselves in their learning by exceeding expectations and never giving up frequently or almost always on the BPS Student Survey.		Making Reasonable Progress, with Exception
Green	Met or Exceeded	
Yellow	Within 5%	
Red	Not Met	

Evidence: During the 2020-2021 and 2021-2022 school years, BPS began collecting survey data in this area through the BPS student survey.

Perseverance:

- **Grades 3-8** I push myself in my learning and never give up
- **Grades 9-12** I push myself in my learning by exceeding expectations and never giving up

Grade	Target	n	20-21	n	21-22
3-5	85%	2718	83.89%	2848	81.92%
6-8	70%	2720	69.49%	2827	69.76%
9-12	70%	2300	68.78%	2844	65.72%
K-12	75%	7738	74.33%	8519	72.47%

Percentages reflect students that responded “frequently” or “almost always”
“n” equals the number of students who responded to the survey

2021-2022 Analysis: During the 2020-2021 school year, 74.33% of students reported that they push themselves in their learning. The percentage decreased slightly to 72.47% during the 2021-2022 school year. Currently there is not enough annual data to analyze trends. Students are provided encouragement and opportunities to persevere through teaching practices outlined in each schools’ Instructional Framework. In addition, schools provide direct instruction in the skills needed to persevere through the Second Step and Resilience for Youth curriculum.

4.2 Take initiative, set goals, self-evaluate, and strive to continuously improve.	Making Reasonable Progress, with Exception
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Superintendent Interpretation: Students who take an active role in their learning will be more invested in, and have a better understanding of, their responsibility in the learning process. An active role would be defined as students having an understanding of the goal, taking initiative to evaluate where they are at, and setting goals of where they want to be.

Elementary Responsibility

- **Behavior Standard Self-Management** is defined as the ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations – effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

Middle School Responsibility

- Be Responsible Standard.

Indicator 1: Students will show continuous improvement toward, or attainment of, the identified target of students who report that learning goals help them be engaged in their learning frequently or almost always on the BPS Student Survey.		Making Reasonable Progress, with Exception
Green	Met or Exceeded	
Yellow	Within 5%	
Red	Not Met	

Evidence: During the 2020-2021 and 2021-2022 school years, BPS began collecting survey data in this area through the BPS student survey.

Engagement:

- **Grades 3-8** I am interested in what I learn in my classes
- **Grades 9-12** My learning goals help me to be engaged in my learning

Grade	Target	n	20-21	n	21-22
K-2	90%	2718	84.58%	2973	85.07%
3-5	75%	2718	76.42%	2848	73.49%
6-8	60%	3020	57.52%	2827	51.29%
9-12	65%	2300	62.91%	2844	61.46%
K-12	70%	10756	67.50%	11492	68.05%

Percentages reflect students that responded “frequently” or “almost always”
“n” equals the number of students who responded to the survey

2021-2022 Analysis: On the 2021-2202 student survey, 68.05% of students reported that their learning goals help them to be engaged in their learning, this is a .55% increase from the 2020-2021 school year. Currently there is not enough data to analyze trends.

Indicator 2: Students will show continuous improvement toward, or attainment of, the identified target so students are considered proficient in each grade level assessed on the progress report in the areas of Responsibility.		Making Reasonable Progress, with Exception
Green	Met or Exceeded	
Yellow	Within 5%	
Red	Not Met	

Evidence: Evidence for this indicator is collected from PowerSchool grades. At the elementary, the “Self-Management” grade is used. In Middle School, the “Responsible” grade is used.

2.5 Standards-Based Score - See Appendix for grade-level expectations

Grade	Target	n	Spring 18-19	n	Spring 19-20	n	Spring 20-21	n	Spring 21-22
K	80%	1,065	62.8	1,090	63.5	1,057	75.6	1,125	76.6
1	80%	1,033	65.9	1,068	75.8	997	81.1	1,105	77.8
2	80%	1,023	66.8	1,046	72.7	1,001	82.1	1,031	77.7
3	80%	908	63.5	1,041	74.1	996	79.1	1,045	79.7
4	80%	1,042	73.6	1,009	78.3	972	82.6	1,050	83.3
5	80%	1,055	66.1	1,044	77.8	981	81.4	1,026	81.5
6	80%	1,087	66.4	1,130	96.8	1,060	94.1	1,023	96.3
7	80%	1,075	66.3	1,094	94.6	1,144	91.0	1,067	91.9
8	80%	1,015	61.4	1,097	91.0	1,086	87.3	1,148	83.3

3.0 Standards-Based Score - See Appendix for grade-level expectations

Grade	Target	n	Spring 18-19	n	Spring 19-20	n	Spring 20-21	n	Spring 21-22
K	60%	1,065	62.8	1,090	40.6	1,057	51.8	1,125	54.1
1	60%	1,033	65.9	1,068	50.8	997	58.8	1,105	58.6
2	60%	1,023	66.8	1,046	47.7	1,001	58.5	1,031	57.2
3	60%	908	63.5	1,041	50.4	996	55.5	1,045	62.1
4	60%	1,042	73.6	1,009	53.0	972	60.6	1,050	58.2
5	60%	1,055	66.1	1,044	54.2	981	57.5	1,026	62.6
6	70%	1,087	66.4	1,130	75.9	1,060	66.5	1,023	75.4
7	70%	1,075	66.3	1,094	69.3	1,144	66.5	1,067	68.3
8	70%	1,015	61.4	1,097	63.4	1,086	53.6	1,148	60.6

2021-2022 Analysis: Elementary division data for Be Responsible is pulled from Self-Management. Data is pulled at both the 2.5 and 3.0 proficiency targets. Scores from 2020-2021 to 2021-2022 at both proficiency targets either increased or stayed within 5 percentage points. The elementary division is working towards bringing consistency to reporting of data to ensure a true reflection of student responsibility.

Middle school data is pulled from the standard of Be Responsible. During the 2021-2022 school year 75.4% of sixth grade students, 68.3% of seventh grade students, and 60.6% of eighth grade students were proficient in the area of Responsibility (3.0). This data shows an increase in percentages across all three grade levels when compared to the previous school year. Middle schools have been working to ensure consistent reporting of the data in order to ensure accurate results.

Elementary and Secondary divisions will continue work in the areas of self-management and responsibility.

Each Student Will:

4.3 Identify passions and find joy in learning.	Making Reasonable Progress, with Exception
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Superintendent Interpretation: When students find their work relevant and meaningful, the learning is deeper and more personalized. Students should be able to explore and identify personal passions to contextualize their learning. Students should have choice in their learning and explore, create, and demonstrate their knowledge in a variety of ways. Students try out their own ideas, refine, analyze, evaluate their own ideas in order to improve and maximize creative efforts.

- **Clubs:** Extension of the school curriculum, extends learning of the school curriculum into its activities
- **Fine Arts:** Band, Choir, Debate, Drama, Orchestra, Student Congress, Speech
- **Co-Curricular Activities:** Activities, programs, and learning experiences that complement, in some way, what students are learning in school (i.e., experiences that are connected to or mirror the academic curriculum)
- **Extra-Curricular Activities:** State-Sponsored Athletic Activities (22 activities in total)

Indicator 1: Students will show continuous improvement toward, or attainment of, the identified target of students who self-report that the assignments they do meet their personal learning needs, strengths, and interests frequently or almost always on the BPS Student Survey.	Making Reasonable Progress, with Exception
Green	Met or Exceeded
Yellow	Within 5%
Red	Not Met

Evidence: During the 2020-2021 and 2021-2022 school years, BPS began collecting survey data in this area through the BPS student survey.

Personalized:

- The assignments I do meet my personal learning needs (strengths, culture, and interests)

Grade	Target	n	20-21	n	21-22
3-5	80%	2718	78.77%	2848	78.05%
6-8	70%	2720	67.21%	2827	66.89%
9-12	60%	2300	58.61%	2844	57.59%
3-12	70%	7738	68.71%	8519	67.52%

Percentages reflect students that responded “frequently” or “almost always”
“n” equals the number of students who responded to the survey

2021-2022 Analysis: On the 2020-2021 survey, 68.71% of students reported that their assignments meet personal learning needs. This number decreased 1.19% to 67.52% during the 2021-2022 school year. Currently, there is not sufficient annual data to analyze trends.

Indicator 2: Students will show continuous improvement toward, or attainment of, the identified target of students who self-report they solve real world problems frequently or almost always on the BPS Student Survey.		Making Reasonable Progress, with Exception
Green	Met or Exceeded	
Yellow	Within 5%	
Red	Not Met	

Evidence: During the 2020-2021 and 2021-2022 school years, BPS began collecting survey data in this area through the BPS student survey.

Real World:

- I work on real-world problems in my classes

Grade	Target	n	20-21	n	21-22
3-5	70%	2718	45.95%	2848	67.06%
6-8	45%	2720	25.70%	2827	43.37%
9-12	40%	2300	27.39%	2844	37.41%
3-12	50%	7738	47.87%	8519	49.30%

Percentages reflect students that responded “frequently” or “almost always”
“n” equals the number of students who responded to the survey

2021-2022 Analysis: During the 2020-2021 school year 47.87% of students reported that they work on real world problems in their class. This increased slightly to 49.30% during the 2021-2022 school year. Currently, there is not sufficient annual data to analyze trends.

Indicator 3: Students will show continuous improvement toward, or attainment of, the identified target of students who self-report they choose their own learning topics frequently or almost always on the BPS Student Survey.		Making Reasonable Progress, with Exception
Green	Met or Exceeded	
Yellow	Within 5%	
Red	Not Met	

Evidence: During the 2020-2021 and 2021-2022 school years, BPS began collecting survey data in this area through the BPS student survey.

Voice and Choice:

- I choose my own learning topics

Grade	Target	n	20-21	n	21-22
3-5	50%	2718	45.95%	2848	46.45%
6-8	30%	2720	25.70%	2827	27.27%
9-12	30%	2300	27.39%	2844	28.41%
3-12	35%	7738	33.32%	8519	34.07%

Percentages reflect students that responded “frequently” or “almost always”
“n” equals the number of students who responded to the survey

2021-2022 Analysis: The overall percentage of students reporting that they choose their own learning topics “frequently” or “almost always” was 33.32% in 2020-2021 and 34.07% in 2021-2022. Currently, there is not sufficient annual data to analyze trends.

Indicator 4: Students will show continuous improvement toward, or attainment of, a target so that at least 50% of students self-report completion for the ND Choice Ready Essential Skills indicator of completing a “Career Exploration Experience.”		Making Reasonable Progress, with Exception
Green	Met or Exceeded	
Yellow	Within 5%	
Red	Not Met	

Evidence: Evidence for this indicator is collected through Choice Ready Reporting.

Grade	Goal	n	18-19	n	19-20	n	20-21	n	21-22
12	50%	867	21.80%	912	*No Report	914	21.44%	886	47.40%

Percentages reflect the number of students who self-report a “Career Exploration Experience” “n” equals the total number of 12th grade students

2021-2022 Analysis: The indicator of “Work-Based Learning Experience” in ND Choice Ready Reporting was changed to “Career Exploration Experience” by the Department of Public Instruction. Career Exploration Experiences are a wide variety of opportunities which are intended to build a foundation of essential skills students need as they pursue their chosen career. During the 2020-2021 school year 21.44% of 12th grade students participated in a Career Exploration Experience. The number increased for the 2021-2022 school year by 25.96% to 47.40%. Bismarck Public Schools offers several courses where work-based learning is included in the criteria. Other pathways to qualifying work-based learning included job shadowing, career fairs, and on-the-job training. Experiences are verified through the high school counselors and career advisors.

*The 2019-2020 Choice Ready Report was eliminated for Seniors by the State DPI. Therefore, data for the 2019-2020 school year is not available.

Indicator 5: Indicator 5: Students will show continuous improvement toward, or attainment of, a target so that at least 60% of all high school students are reported to actively participate in a co-curricular activity or extra-curricular activity that is connected with the school.		Making Reasonable Progress, with Exception
Green	Met or Exceeded	
Yellow	Within 5%	
Red	Not Met	

Evidence: Data is collected through participation rosters. Data was collected to include the total number of students participating in co-curricular or extra-curricular connected with school in a combined format. Data was compiled through the District Activities office through rosters from Coaches and Advisors. Students participating in multiple activities were counted one time in the overall number of students.

*Moving forward, students participating in clubs will no longer be included in this evidence. Membership in school clubs changes frequently making it difficult to get an accurate count. Removing clubs from this data will provide for increased accuracy in reporting.

High School

Year	Goal	9-12 students	# of participants	Percentage
19-20	60%	4074	2501	61%
20-21	60%	3934	2175	55%
21-22*	60%	3981	2197	56%

*Clubs have been removed from the data from this point forward

2021-2022 Analysis: Data shows that the goal of 60% was met during the baseline year of 2019-2020. During the 2020-2201 school year, 55% of students participated in activities. The percent of students participating increased 1% to 56% during the 2021-2022 school year.

Indicator 6: Students will show continuous improvement toward, or attainment of, the identified target of all middle school students reported to actively participate in a co-curricular activity or an extra-curricular activity that is connected with the school.		Making Reasonable Progress
Green	Met or Exceeded	
Yellow	Within 5%	
Red	Not Met	

Evidence: Data is collected through participation rosters. Data was collected to include the total number of students participating in co-curricular or extra-curricular connected with school in a combined format. Data was compiled through the District Activities office through rosters from Coaches and Advisors. Students participating in multiple activities were counted one time in the overall number of students.

*Moving forward, students participating in clubs will no longer be included in this evidence. Membership in school clubs changes frequently making it difficult to get an accurate count. Removing clubs from this data will provide for increased accuracy in reporting.

Middle School

Year	Goal	6-8 students	# of participants	Percentage
19-20	80%	3346	2829	85%
20-21	80%	3207	2518	79%
21-22*	80%	3163	2495	79%

*Clubs have been removed from the data from this point forward

2021-2022 Analysis: Baseline data shows that the previous goal of 60% was met during the baseline year of 2019-2020. During the 2020-2021 school year, 79% of students participated in activities. This percent of students participating remained the same at 79% during the 2021-2022 school year.

Indicator 7: Students will show continuous improvement toward, or attainment of, the identified target of middle school students and high school students who self-report participation in after-school activities, both school sponsored and non-school sponsored frequently or almost always on the BPS Student Survey.		Making Reasonable Progress, with Exception
Green	Met or Exceeded	
Yellow	Within 5%	
Red	Not Met	

Evidence: Evidence is gathered through the BPS Student Survey.

Activities

- I participate in after-school activities (school sponsored or non-school sponsored)

Grade	Target	n	20-21	n	21-22
6-8	70%	2720	61.58%	2827	66.22%
9-12	65%	2300	63.65%	2844	59.92%

Percentages reflect students that responded “frequently” or “almost always”
“n” equals the number of students who responded to the survey

2021-2022 Analysis: Data from the 2020-2021 school year shows 61.58% of middle school students and 63.65% of high school students participated in after-school activities. The 2021-2022 survey results show that 66.22% of middle school students and 59.92% of high school students participated in activities. Currently there is not enough baseline data to analyze trends. Data shows a 4.64% increase in percentage at the middle school level and a 3.73% decrease at the high school level. It should be noted that percentages of students participating at the middle school level are lower on the self-report in this indicator as compared to the percentage reported from roster counts in indicator 6. 66.22% of students self-report participating in after-school activities, while 79% are reported to be participating based on rosters. This could be attributed to confusion in the survey question as to what defines an after-school activity.

Capacity Building/Recommendations

Capacity Building

Work will continue through the development and implementation of instructional frameworks, including risk taking, critical thinking, engagement, personalized learning, and incorporating “voice and choice” into instruction.

Work will continue to provide a core success skill building curriculum through the instructional frameworks, Second Step Curriculum, and Resilience for Youth Curriculum to support the skills needed to be Community Ready.

Moving forward all divisions will work towards the consistency of reporting the “Responsibility” grade to assure accurate reporting. During the 2021-2022 school year, work started around the use of Career Ready Practices to help guide, document, and share career, community, and behavior skills development.

District level work on the implementation of the survey will be completed in order to assure accurate reporting by participants. The work will include creation of a protocol for administration of the survey and explicit explanations of the questions to be read to students as they answer the questions.

Starting in the 2022-2023 school year, participation in activities at the Secondary Level will be reported on a students’ class schedule in PowerSchool. This will help coaches/directors/advisors be engaged in knowing a student's academic progress, attendance, etc. This will also provide an opportunity for schools to increase overall school connectedness by reaching out to those students who are not involved in activities. Research shows that the graduation rate increases if a student is involved in two or more activities.

During the 2022-2023 school year, work has started to expand the BPS continuum to look at evidence based practices that support the mental health of students participating in activities through BPS. Initial conversations were held with coaches, directors, principals, advisors, and Activities Directors to begin identifying high areas of concern and prioritize work. Moving forward, the work will be outlined by a guiding coalition and carried out by work groups made up of BPS staff involved with activities.

Recommendations

Set new targets that more accurately coincide with data (please see previous R-4 *Personal Development* monitoring reports for earlier targets).

Appendix

Self-Management Grades K-2			
4	I can also use self-management strategies outside of the school setting (e.g. at home and in the community).		
3	<ul style="list-style-type: none"> • I can show self-control with my behavior. • I can name my responsibilities. • I can use strategies to calm down by myself especially with reminders from adults. • I can set a goal and work to improve at my goal. • I can follow school and classroom rules and expectations especially with reminders from adults. 		
2	<table border="0"> <tr> <td style="vertical-align: top;"> <p>Vocabulary:</p> <ul style="list-style-type: none"> • self-control • expectations • stress • responsibilities • positive self-talk • self-motivation • goals • routines/procedures • organization </td> <td style="vertical-align: top;"> <p>Skills:</p> <ul style="list-style-type: none"> • define self-control • define stress • define responsibility • use positive self-talk • name behavior goal(s) • name school work goal(s) • follow routines and procedures for organization </td> </tr> </table>	<p>Vocabulary:</p> <ul style="list-style-type: none"> • self-control • expectations • stress • responsibilities • positive self-talk • self-motivation • goals • routines/procedures • organization 	<p>Skills:</p> <ul style="list-style-type: none"> • define self-control • define stress • define responsibility • use positive self-talk • name behavior goal(s) • name school work goal(s) • follow routines and procedures for organization
<p>Vocabulary:</p> <ul style="list-style-type: none"> • self-control • expectations • stress • responsibilities • positive self-talk • self-motivation • goals • routines/procedures • organization 	<p>Skills:</p> <ul style="list-style-type: none"> • define self-control • define stress • define responsibility • use positive self-talk • name behavior goal(s) • name school work goal(s) • follow routines and procedures for organization 		
1	With Help		

Self-Management Grades 3-5			
4	I can also recognize when my stressors might affect my behavior.		
3	<ul style="list-style-type: none"> • I can use strategies to manage my emotions and behaviors. • I can understand what motivates me. • I can set and work towards my goals. • I can explain strategies to use my time wisely. 		
2	<table border="0"> <tr> <td style="vertical-align: top;"> <p>Vocabulary:</p> <ul style="list-style-type: none"> • strategies • self-monitoring • stressors • responsibilities • internal • external • motivation • goals • strategies • time management </td> <td style="vertical-align: top;"> <p>Skills:</p> <ul style="list-style-type: none"> • use self-monitoring strategies • identify stressors • identify personal responsibilities • identify internal motivating factors • identify external motivating factors • identify goals • identify tasks needed to reach goals • understand time management strategies </td> </tr> </table>	<p>Vocabulary:</p> <ul style="list-style-type: none"> • strategies • self-monitoring • stressors • responsibilities • internal • external • motivation • goals • strategies • time management 	<p>Skills:</p> <ul style="list-style-type: none"> • use self-monitoring strategies • identify stressors • identify personal responsibilities • identify internal motivating factors • identify external motivating factors • identify goals • identify tasks needed to reach goals • understand time management strategies
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1	With Help		

Secondary data is pulled from the standard of “Be Responsible.” The grade is based on the following:

Score	Description
4.0	<ul style="list-style-type: none"> • Student manages individual learning by completing assigned tasks (homework, assignments, projects) on time and according to classroom procedures. • Completed work provides evidence of student’s new learning, pride in work, and best effort. Tasks/assignments may be completed above the classroom expectation for proficiency. • Student offers help and supports others to meet this expectation. • Student manages learning and uses time efficiently. • Student follows classroom procedures independently. • Student role models and encourages others to meet these expectations. • Student arrives to class on time with the materials described in classroom expectations and is ready to learn. • Materials are well-organized with evidence of pre-planning and personalization.
3.0	<ul style="list-style-type: none"> • Student manages individual learning by completing assigned tasks (homework, assignments, projects) on time and according to classroom procedures. • Completed work provides evidence of student's new learning, pride in work, and best effort. • Student manages learning and uses time efficiently. • Non-productive moments are self-corrected or require infrequent redirection. • Student follows classroom procedures independently. • Student typically arrives to class on time with the materials described in classroom expectations and is ready to learn. • Student may occasionally offer support and strategies to other students in this area.
2.0	<ul style="list-style-type: none"> • Student attempts to manage individual learning by partially completing assigned tasks (homework, assignments, projects) and is missing multiple assignments. • Completed work provides some evidence of student's new learning but does not consistently demonstrate pride in work or best effort. • Student inconsistently manages learning and use of time. • Student corrects behavior only after redirection. • Student requires some reminders or assistance to follow classroom procedures. • Student is not consistently on time and has a few tardies. • Student arrives with some of the materials described in classroom expectations and frequently needs reminders to bring items to class. • Student requires from the teacher to become ready to learn.
1.0	<ul style="list-style-type: none"> • Student does not manage learning independently and requires frequent reminders and support to complete tasks • Student requires significant number of reminders and support to demonstrate evidence of learning. • Completed work does not demonstrate pride in work or best effort. • Student does not manage learning or use time efficiently. • Student only follows classroom procedures with assistance and requires frequent reminders to correct behavior. • Student does not arrive on time and has several tardies.

	<ul style="list-style-type: none">• Student does not bring materials as described in classroom expectations despite multiple attempts at interventions.• Student is not ready to learn and typically does not respond to redirection from the teacher.
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