



# Reimagining School to Realize the Portrait of a Graduate

Springfield Public Schools  
Strategic Plan  
2022 – 2028

**LEARN** | **COMMUNICATE** | **PERSIST** | **THRIVE** | **LEAD** | **WORK**



# Table of Contents

Messages from the Mayor and Superintendent	3
Executive Summary	5
Building on the Springfield Promise	14
Focus on Reimagining Instruction	22
The Portrait of a Graduate	27
The Strategic Plan	32
Vision, Mission, and Core Values	36
Principles and Reimagined Instruction	40
Strategies and Initiatives	47
Reimagining Instruction through School Cohorts	54
Timeline and Professional Development Plan	59
Monitoring and Accountability	66
Definitions of Key Terms	75
Appendices	79



# Messages from the Mayor & Superintendent

“The Portrait of a Graduate is not a document that sits on a shelf. It is a living breathing blueprint, and the process of achieving it has personified what it means to work together as a community to ensure that every child has every opportunity to reach their fullest potential.”

*-Mayor Domenic J. Sarno*

“The Portrait of a Graduate has been and continues to be a process that I wholeheartedly embrace. This strategic plan, and the changes it envisions, will create an equitable system that supports all students to achieve their goals and the global outcomes put forth in this plan.”

*-Superintendent Daniel J. Warwick*



# Hearing from Students and Educators

Throughout this strategic plan you will see words and artwork reflecting the perspectives of our students and educators on the Portrait of a Graduate and strategic plan. Their words and images vividly illuminate our hopes and dreams for how we will reimagine school over the next six years.

"In my representation of 'Work,' I included a clock, a dream catcher, and a path. All of these represent the work pillar in various ways. The path represents the road we build and take in life to 'pursue careers.' The dream catcher represents the dreams we all have in life to become something like an engineer or a teacher. It represents the hopes and dreams we trap in our heads to develop a goal based on what we want to do in life. Clocks are hardworking machines. When you set a timer on a clock it takes each minute, second, and hour to reach that time. Those minutes and seconds represent the steps we take to get to our goal, while the hours show the days we spend working for that goal. You need to take steps and work hard to reach that dream/goal."

*-Carielys, Grade 11, Conservatory of the Arts*





# Summary



# About the District

**DRAFT FOR PUBLIC COMMENT**



  
**70 schools**

Includes...

- 9 Alternative Schools/Programs
- 4 Specialty Schools
- 1 Virtual School

**new SPS schools opened fall 2021**

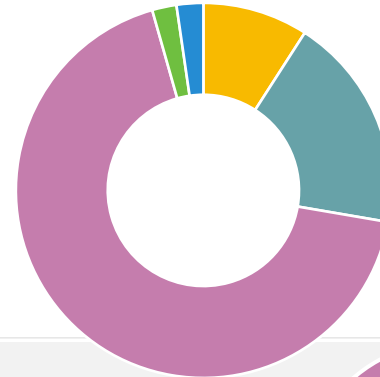
  
**Springfield  
Virtual School**  
online K-12 school

  
**Realization  
Academy**  
dual language middle at Forest Park

  
**Discovery  
at Chestnut**  
early college high school

**Second largest  
district in  
New England**

  
**24,232**  
Total learners SY21



**Students**

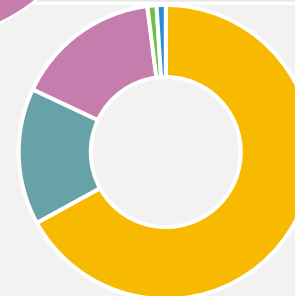
- White - 9%
- Black - 19%
- Hispanic - 68%
- Asian - 2%
- Other - 2%

	SPS	MA
Econ disadvantaged	81.8%	vs. 36.6%
High needs	86.5%	vs. 51.0%
First lang not English	29.8%	vs. 23.4%
Students w/ disabilities	24.7%	vs. 18.7%

**\$691M**  
Total budget

**4,632**  
Total staff

**12.1 students per teacher**



**Staff**

- White - 67%
- Black - 15%
- Hispanic - 16%
- Asian - 1%

**Staff from diverse  
backgrounds**

**33% Springfield**

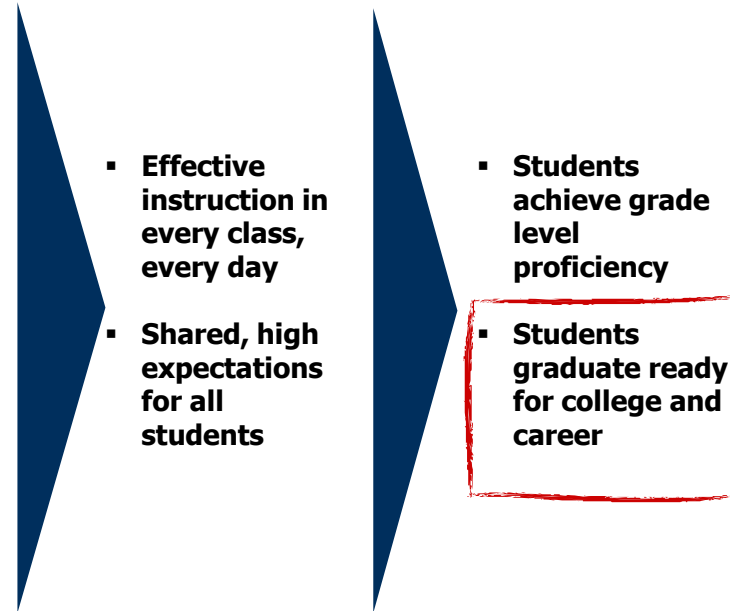
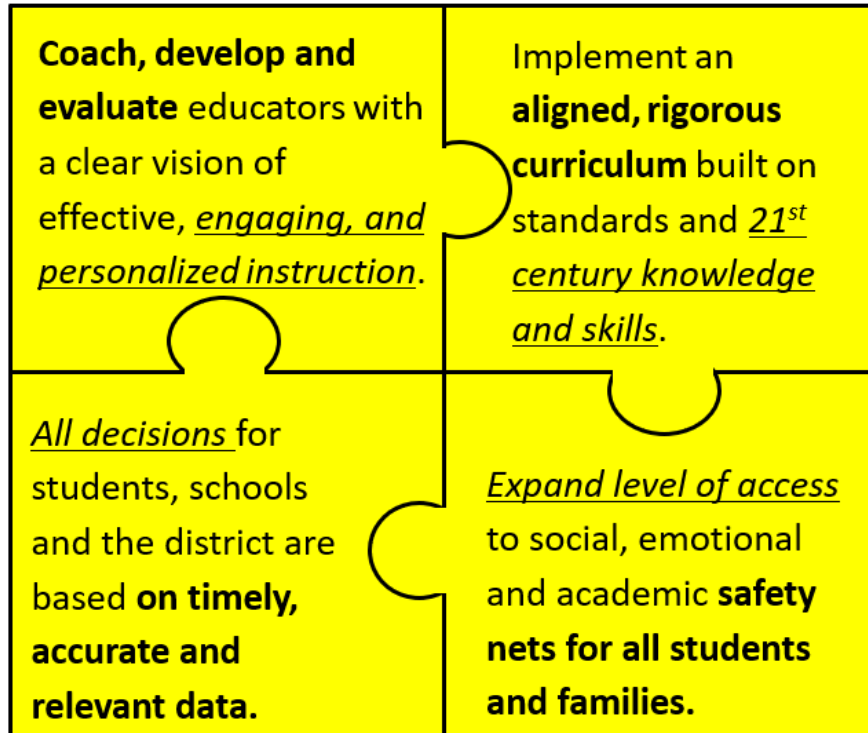
**12% Massachusetts**





# Building on our Progress

## The Springfield Promise, our current strategic plan



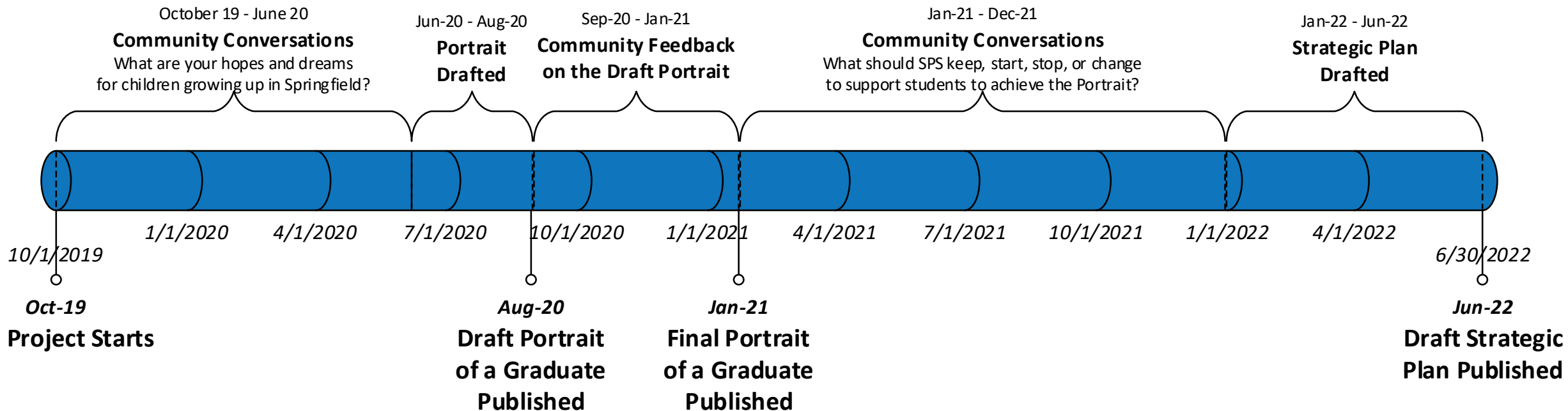
### *As a result of the Springfield Promise, since 2012 . . .*

- Our graduation rate has climbed from 57% to 84%
- Our dropout rate has fallen from 10% to 1.9%
- Chronic absenteeism has fallen by 25%
- The number of Out-of-School Suspensions dropped by 70%
- The percent of teachers who identify as persons of color rose from 17% to 25%
- MCAS gaps between Springfield and Massachusetts have been narrowed in all subject areas



# The Planning Process

The Portrait of a Graduate and the Strategic Plan were written through a 3-year process involving more than 2,000 members of the Springfield community.













# The Portrait of a Graduate

- We asked more than 2,000 members of our community . . .
  - What are your hopes and dreams for children growing up in Springfield?
  - What knowledge and skills would children in Springfield need to realize those hopes and dreams?
- The result is our community’s Portrait of a Graduate.

LEARN 	COMMUNICATE 	PERSIST 	THRIVE 	LEAD 	WORK 
"I have the academic knowledge and skills to critically understand the world, form opinions, and solve problems."	"I listen to others and convey ideas with respect, openness and clarity."	"I practice resilience, self-awareness, and advocacy to navigate challenges and new situations"	"I can independently navigate the world as an empathetic and respectful adult."	"I will lead with confidence, empathy and kindness in my family, my community, in Springfield, and beyond."	"I can identify and pursue career pathways that empower and sustain me."
The Springfield Public Schools and the Springfield Community will prepare students to:					
<ul style="list-style-type: none"><li>• Master and apply the academic content knowledge and skills essential for success in college, vocation, or service.</li><li>• Think critically, be innovative, and solve real-world problems.</li><li>• Understand the impact of systemic racism in America.</li><li>• Apply technology and computational skills to advance learning and solve problems.</li><li>• Find and analyze all kinds of information and critically evaluate each source.</li><li>• Understand themselves as learners and pursue learning throughout life.</li></ul>	<ul style="list-style-type: none"><li>• Write and speak with clarity, evidence, and purpose.</li><li>• Communicate ideas with confidence that their voice can and should be heard.</li><li>• Select an appropriate communication style and platform for the situation and audience.</li><li>• Know how to listen to others, ask questions, and seek to understand.</li><li>• Practice thoughtful responses to others in all communication.</li></ul>	<ul style="list-style-type: none"><li>• Remain focused on goals, using coping strategies and flexibility to overcome obstacles.</li><li>• Speak up for themselves and the issues that are important to them.</li><li>• Engage in self-reflection to build on strengths and work on weaknesses.</li><li>• Evaluate choices and outcomes when making decisions.</li><li>• Give, receive, and respond to constructive feedback.</li></ul>	<ul style="list-style-type: none"><li>• Understand, respect and communicate with people from different cultures and backgrounds.</li><li>• Care for themselves, and navigate the challenges of everyday life.</li><li>• Understand financial systems and manage personal finances.</li><li>• Nurture healthy and rewarding relationships at home, school and beyond.</li><li>• Manage time and resources to achieve goals.</li><li>• Identify interests, passions, and purpose, and envision possibilities for the future.</li><li>• Prioritize and implement long and short term goals.</li></ul>	<ul style="list-style-type: none"><li>• Engage in difficult conversations to address conflict and solve problems.</li><li>• Actively oppose bias, discrimination and racism.</li><li>• Advocate for themselves and for others.</li><li>• Seek opportunities to understand and serve the community.</li><li>• Be curious, creative, open-minded and flexible in new situations.</li><li>• Lead with empathy and kindness.</li><li>• Actively participate in democracy and vote as an informed citizen in local and national elections.</li></ul>	<ul style="list-style-type: none"><li>• Make connections between their interests and possible career opportunities.</li><li>• Understand and obtain the education and training required to enter and advance in their chosen career.</li><li>• Know how to adapt and seek new opportunities as the workplace changes.</li><li>• Practice essential workplace habits and attention to detail to produce quality work in any environment.</li><li>• Collaborate with others on diverse teams to achieve shared goals.</li></ul>



# Creating our Strategic Plan

- We asked hundreds of members of our community as well as SPS educators, staff, parents, and students . . .
  - What should the Springfield Public Schools keep, start, stop, and change if we are going to support ALL students to achieve the Portrait of a Graduate?
- The result of this feedback is our next strategic plan.

“Thank you for asking me to participate in the conversation. This is a great opportunity to share what I have observed.”

“Can't wait to see the draft plan and the finished product.”

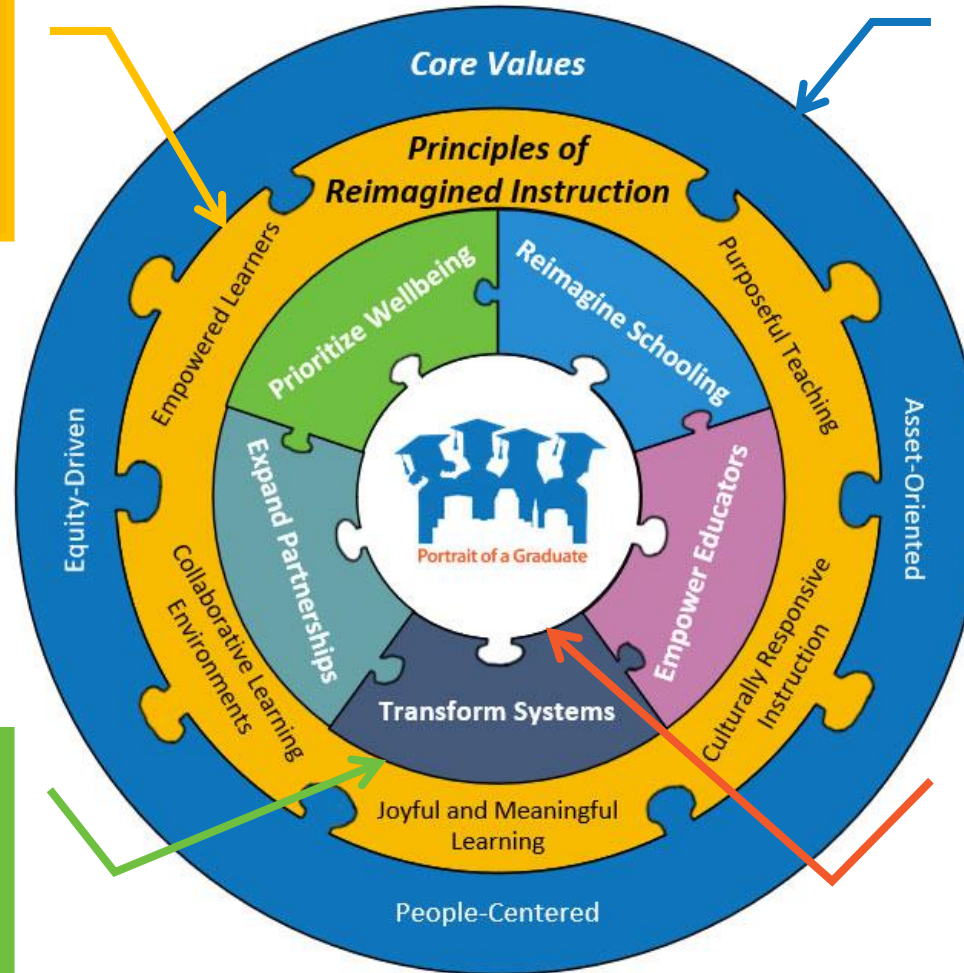
*-Feedback from two Springfield educators after participating in a strategic planning conversation*



# Our Strategic Plan – Framework

Our Principles of Reimagined Instruction define  
HOW WE TEACH

Our Vision, Mission, Theory of Action, and Core Values define  
HOW WE WORK



Our Strategies define the  
WORK WE WILL DO over the next  
six years

Our Portrait of a Graduate defines  
OUR GOAL FOR ALL STUDENTS



# Our Strategic Plan – Reimagining School

## Principles of Reimagined Instruction

*What school should look and feel like if we are successful*

**Purposeful Teaching** – Students experience high-quality standards-based instruction that is aligned to the Portrait of a Graduate and through which students explore essential questions, solve problems, and make meaning of the world around them.

**Empowered Learners** – Students are empowered and supported to make choices about their learning and monitor their progress through activities that build on students’ strengths, goal-setting, concrete feedback, and rubrics clearly defining mastery.

**Culturally Responsive Instruction** – Instruction and curricula prioritize the development of student identity and critical perspectives on the world through resources and practices that center and value the experiences of our diverse students.

**Collaborative Learning Environments** – Students, families, and teachers are thought partners in a transparent cycle of learning and decision-making through schools and classrooms that are intentionally designed to promote belonging and collaboration.

**Joyful and Meaningful Learning** – Students regularly experience joy and excitement about their learning by consistently engaging in projects, interdisciplinary units, and other activities through which students lead the work, productively struggle, and make real-world connections.

## Strategies

*The work we will do over the next six years*

**Reimagine Schooling** – We reimagine instruction in every classroom and in all schools by consistently designing, implementing, and refining classroom practices aligned to our Principles of Reimagined Instruction.

**Prioritize Wellbeing** – We cultivate students’ wellness by building relationships with students, responding to opportunities to support students and families, prioritizing time for social-emotional learning and intervention, and engaging students and families with community supports when needed.

**Expand Partnerships** – We build intentional relationships with families and community partners by listening for and pursuing opportunities to deeply engage families and partners in the life of the school and the academic experience of students.

**Empower Educators** – We proactively recruit, train, support, retain, and promote a highly diverse team of talented educators with high expectations for all students, a commitment to reimagining instruction, belief in families as partners in children’s learning, and a commitment to continuous improvement.

**Transform Systems** – We engage in a continuous improvement cycle, listening to internal and external stakeholders, to identify and revise district systems, structures, and policies to promote, and remove barriers to, educator, school, and student success.





# Our Targets – Measurable Goals

Select Outcome Measures	Actual	Targets	
	2021	2025	2028
MCAS Grades 3-8 English Language Arts	482.9	488.9	493.4
MCAS Grades 3-8 Math	475.1	483.1	489.1
MCAS Grade 10 English Language Arts	491.0	496.0	500.0
MCAS Grade 10 Math	483.4	489.4	493.9
Chronic Absence Rate	24.8%	20.0%	18.0%
Four-Year Cohort Graduation Rate	84.0%	86.0%	88.0%
Annual Dropout Rate	1.9%	1.5%	1.0%

## Additional Outcome Measures Under Development

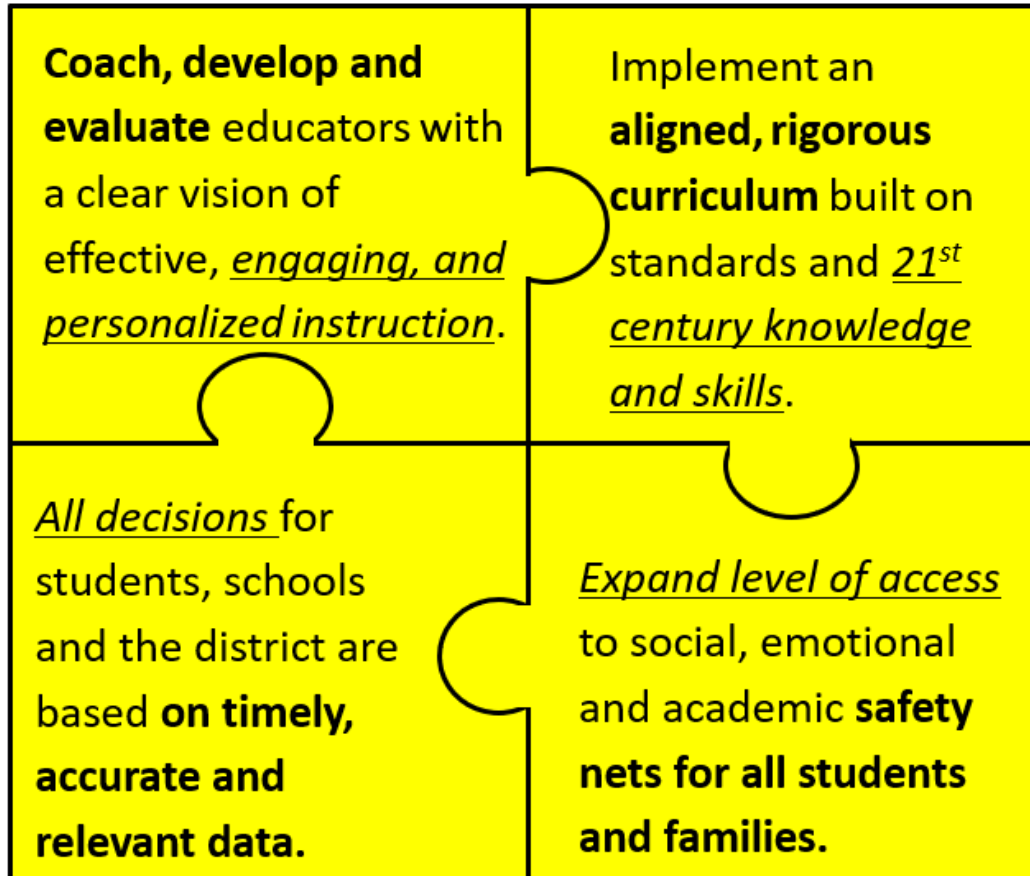
- **Student satisfaction with school** – indicator based on annual surveys of students
- **Family satisfaction with school** – indicator based on annual surveys of families
- **Student achievement of Portrait competencies** – indicator relying on Portrait portfolios to determine student progress toward the Portrait
- **Number of students participating in work-based learning experiences** – number of students participating in an internship, externship, job shadow, or other work-based learning experience
- **Postsecondary success indicator** – indicator of postsecondary success including education, training, and workforce outcomes



# Building on our Progress



# Previous Strategic Plan – The Springfield Promise



- **Effective instruction in every class, every day**
- **Shared, high expectations for all students**



- **Students achieve grade level proficiency**
- **Students graduate ready for college and career**



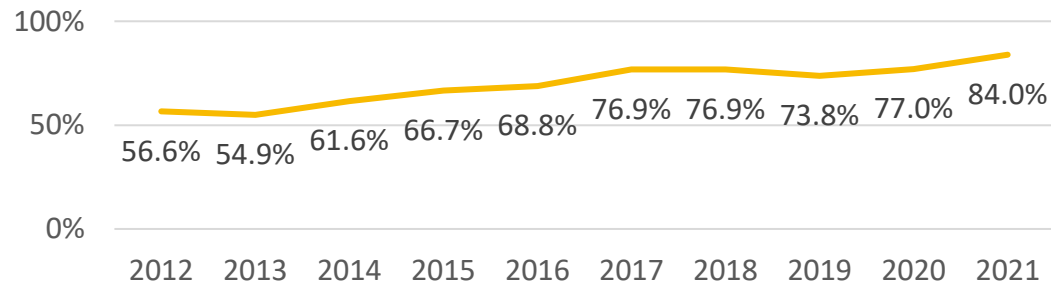


# Progress toward the Springfield Promise High School Outcomes

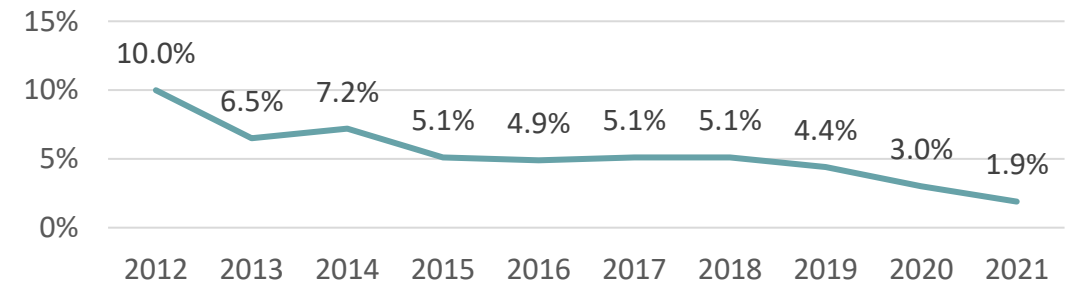
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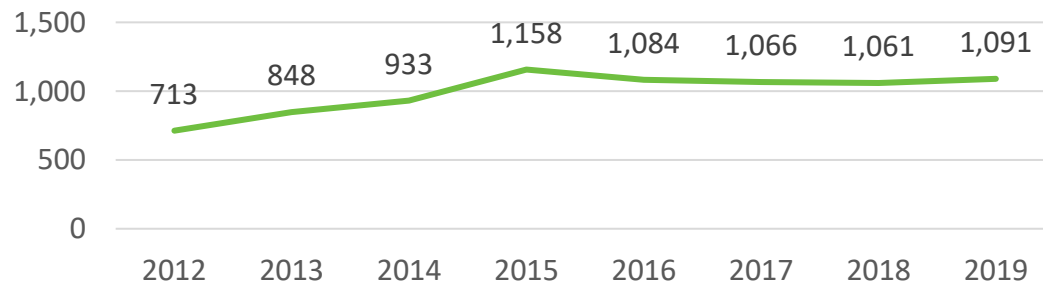
High School Graduation Rate  
**48% Increase since 2012**



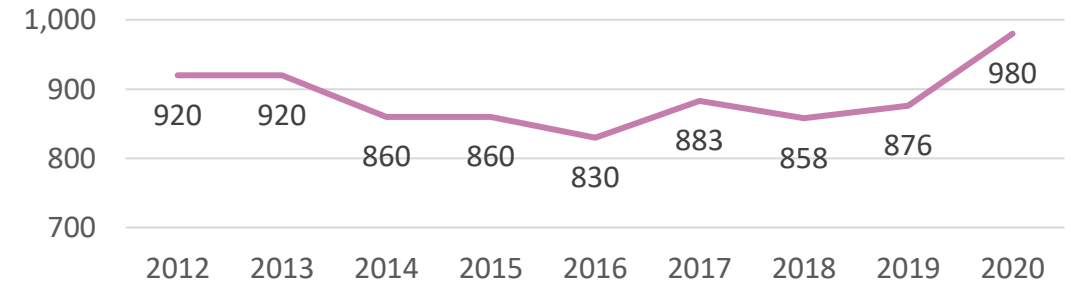
High School Dropout Rate  
**81% Decrease since 2012**



Number of AP Exams Taken  
**53% Increase since 2012**



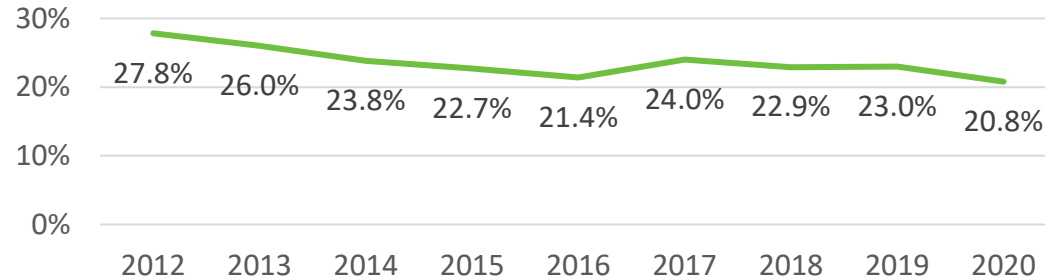
Average SAT Score  
**7% Increase since 2012**



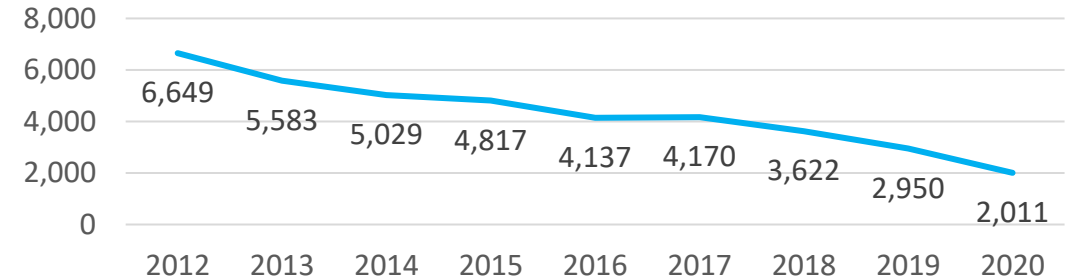


# Progress toward the Springfield Promise Diversity, Attendance, and Behavior

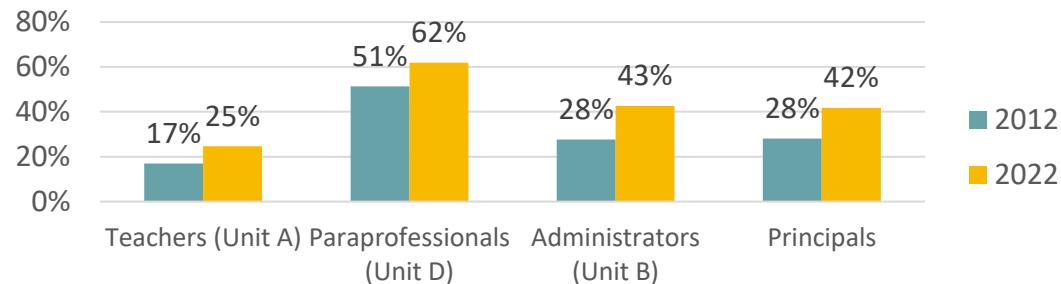
Percent of Students Chronically Absent  
**25% Decrease since 2012**



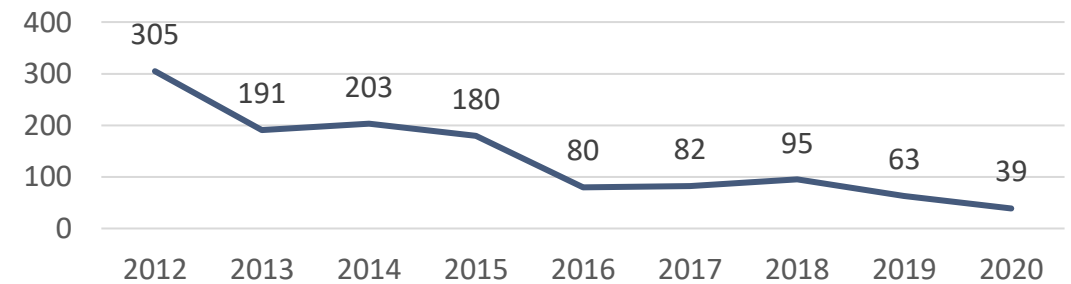
Number of Out-of-School Suspensions  
**70% Decrease since 2012**



Percent of Staff Identifying as Persons of Color



Number of Arrests of Students  
**87% Decrease since 2012**





# Progress Toward the Springfield Promise Closing Gaps with Massachusetts on MCAS

## English Language Arts

26% of the gap closed in grades 3-8  
15% of the gap closed in grade 10

## Math

16% of the gap closed in grades 3-8  
21% of the gap closed in grade 10

## Science

27% of the gap closed in grades 5 & 8  
26% of the gap closed in grade 10

Data compares 2012 MCAS results with 2019 MCAS results by standardizing legacy MCAS scores and next generation MCAS scores using methods identified by the MA Department of Elementary and Secondary Education. Comparisons are to 2019 due to the complicating effects of testing during the COVID19 pandemic.



# Progress Toward the Springfield Promise Closing Gaps for Sub-Groups on MCAS

## Students with Disabilities

38% of the ELA gap in grades 3-8  
35% of the Math gap in grade 10

## English Learners

60% of the ELA gap in grade 10  
61% of the Math gap in grade 10

## Black or African American

52% of the Math gap in grade 10  
34% of the Science gap in grade 10

## Hispanic/Latinx

50% of the ELA gap in grades 3-8  
53% of the ELA gap in grade 10

Data compares 2012 MCAS results with 2019 MCAS results by standardizing legacy MCAS scores and next generation MCAS scores using methods identified by the MA Department of Elementary and Secondary Education. Comparisons are to 2019 due to the complicating effects of testing during the COVID19 pandemic.



# Progress toward the Springfield Promise

- In 2019, the last year in which Massachusetts released accountability data . . .
  - Springfield was identified as “Making Substantial Progress Toward Targets”
  - 35 of 51 schools were identified as “Meeting” or “Making Substantial Progress Toward Targets”
  - No Springfield schools were identified as “Limited or No Progress Toward Targets”
- We are the first district in MA to provide universal, full-day, and free preschool for all 3- and 4-year-olds.
- We opened new schools including a Conservatory for the Arts and a Virtual School.
- We launched the innovative Springfield Empowerment Zone Partnership resulting in multiple new innovative school programs.
- We provided laptops to every student in the Springfield Public Schools for use at school and at home.
- We adapted to the new Massachusetts curriculum frameworks and implemented high-quality instructional materials in all content areas and grade levels.
- We became the first urban district in Massachusetts to teach computer science in every school from K to 12.
- We opened newly built schools for Putnam Vocational as well as Brookings, Brightwood, and Lincoln elementaries, and fully renovated Dryden elementary and Forest Park middle.
- We completed \$750 million in new facilities construction and renovation.



# Identifying What's Next

- We are proud of the exceptional progress of our students and the tremendous work of our families, partners, educators, and staff, but the work is not done.
- Both reviewing our data and listening to our community, we identified reimagining school as essential to . . .
  - Close remaining achievement gaps between Springfield students their Massachusetts peers;
  - Close remaining achievement gaps for students with disabilities, English Learners, Black or African American students, and Hispanic/Latinx students;
  - Teach knowledge and skills that our community views as essential for career and life;
  - Ensure ALL students feel safe, flourish, and develop a love of learning;
  - Prioritize instruction that is deeply engaging, always rigorous, culturally relevant, and connected to the real-world;
  - Recruit and empower a workforce as diverse as our community;
  - Transparently communicate and collaborate with families and community partners;
  - Ensure that all students identify and are prepared to pursue a pathway after high school; and,
  - Empower ALL students to achieve their success in college, career, and life.

“We need to add more autonomy in classrooms and in learning. Teachers should facilitate more than dictate.”

“I think we can do better at finding ways to allow for more creativity.”

“I think more work on cultural competency is needed to address the needs of students.”

“The implementation of self-reflection is used predominantly at the conclusion of a lesson. However, I believe that this important skill should be implemented and modeled throughout the day so that it becomes internalized and automatic.”

*-Four Springfield educator's recommendations for this plan*



# Focus on Reimagining Instruction



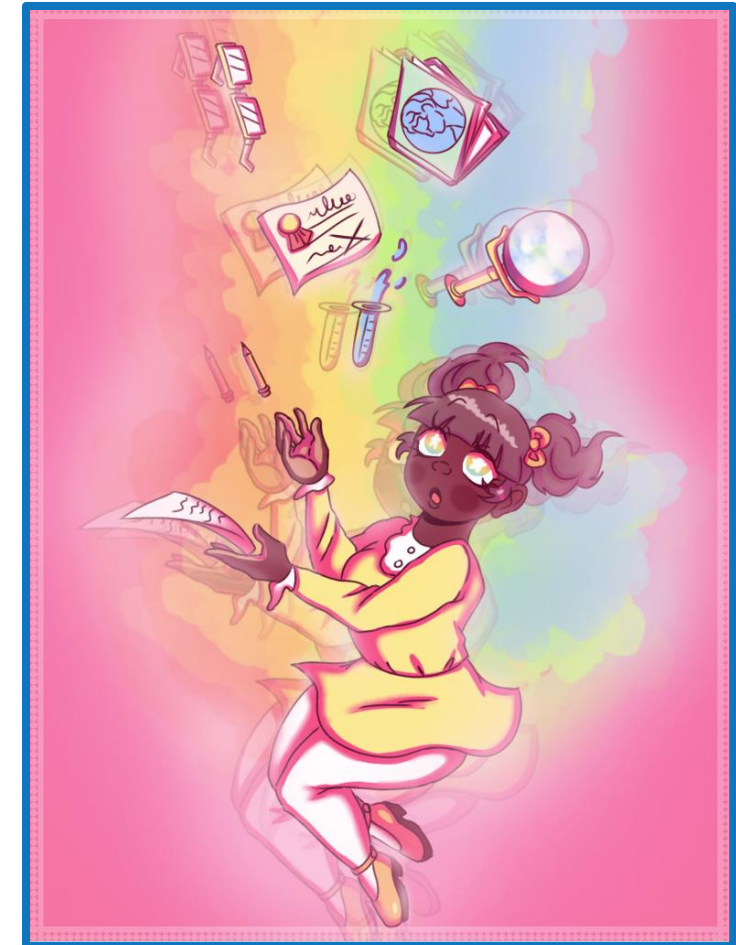


# Reimagining Instruction

- After reviewing our data and listening closely to the Springfield community, it is abundantly clear that this strategic plan must focus on reimagining core instruction.
- Reimagining core instruction means redesigning what happens inside the four walls of a classroom, with educators, students, and curriculum, to support students to master essential knowledge and skills for success.

“No matter the color, no matter the age, no matter the gender, everyone deserves to gain knowledge. Because knowledge is powerful and bright. No child should see learning as dull and grey. They should have stars in their eyes and view learning as an opportunity to accomplish more than what they may be told they're capable of.”

*-Angelo, Grade 11, Conservatory of the Arts*





# Why Reimagine Instruction?

## Students are Preparing for a Different World

- Education must adapt to prepare students for a rapidly changing economy.
- Over the last 120 years, very little has changed in schools except what our children need to master to thrive in a global economy.



### ***Top 10 Needed Skills for Future Jobs***

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgement and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

Source: *Future of Jobs Report*, World Economic Forum, 2016.



# Why Reimagine Instruction?

## Education and Training after High School is Essential

- Since 1973, the percent of jobs that require postsecondary education and training increased from 28 percent to 65 percent.
- Advancements in technology (automation, artificial intelligence, robotics, etc.) increase the demand for social-emotional, cognitive, and technological skills.
- 65% of students entering elementary school today will work in job types that don't current exist.

### Median Annual Wages and Unemployment Rate for the Springfield Metropolitan Area, 2019

Educational Attainment	Median Annual Wage	Unemployment Rate
Less than HS Diploma	\$19,270	11.7%
HS Diploma	\$35,603	5.6%
Some postsecondary	\$37,292	4.3%
Bachelor's degree	\$51,446	1.8%

Source: U.S. Census Bureau, American Community Survey, 2019 1-Year Estimates.

Source: Georgetown University Center on Education and the Workforce: Job Growth and Education Requirements through 2020.



# Why Reimagine Instruction?

## Schooling should Develop Skills Essential for Success

### **Skills most closely associated with being employed**

- Adaptability
- Coping with uncertainty
- Synthesizing messages
- Achievement orientation
- Fostering inclusiveness

### **Skills most closely associated with higher incomes**

- Work-plan developments
- Organizational self-awareness
- Self-confidence
- Asking the right questions
- Tech transition and enablement

Source: Mark Dondi, et. al. *Defining the skills citizens will need in the future world of work*. McKinsey & Company. 6/25/21. At [www.mckinsey.com](http://www.mckinsey.com).



# The Portrait of a Graduate



# What is Springfield's Portrait of a Graduate?

"The Portrait of a Graduate is a wonderful general guideline that Springfield Public Schools follows to ensure that the students in our school system gain all the basic life skills to help them prepare for their future careers. Each skill that is listed on that guideline was carefully thought of to make sure that the students of our amazing city get the necessary instruction that is needed for the future."

*-Xyomara, Grade 10, Putnam*

Our **community-created** vision of what  
**EVERY student**  
in the Springfield Public Schools should  
**know and be able to do**  
by the time they **graduate**  
**high school.**





# Who created Springfield's Portrait of a Graduate?

More than 2,000 members of the Springfield community, including:

- Students
- Parents
- Teachers
- Administrators and school staff
- Business leaders
- Faith leaders
- Higher education leaders
- Community organizations and agencies
- And More

All of these people participated in building the Portrait by answering two questions:

- What are your **hopes and dreams** for children growing up in Springfield?
- What **knowledge and skills** would children in Springfield need to realize those hopes and dreams?

"I see our voices and ideas all over the portrait, and as a teacher, respectfully, I feel it is one of the very first times teachers were asked to partake in something so very important."

*-A SPS educator responding to the Portrait process*





# What's in our Portrait of a Graduate?

## Six Pillars – Key Themes

Each Pillar has an “I” statement that defines what we want for every graduate

Learn	I have the academic knowledge and skills to critically understand the world, form opinions, and solve problems.
Communicate	I listen to others and convey ideas with respect, openness, and clarity.
Persist	I can independently navigate the world as an empathetic and respectful adult.
Thrive	I practice resilience, self-awareness, and advocacy to navigate challenges and new situations.
Lead	I will lead with confidence, empathy, and kindness in my family, my community, in Springfield, and beyond.
Work	I can identify and pursue career pathways that empower and sustain me.

Elements – specific knowledge, skills, or mindsets that every student should master



**LEARN**

"I have the academic knowledge and skills to critically understand the world, form opinions, and solve problems."

## COMMUNICATE



"I listen to others and convey ideas with respect, openness and clarity."

## PERSIST



"I practice resilience, self-awareness, and advocacy to navigate challenges and new situations"

## THRIVE



"I can independently navigate the world as an empathetic and respectful adult."

## LEAD



"I will lead with confidence, empathy and kindness in my family, my community, in Springfield, and beyond."

## WORK



"I can identify and pursue career pathways that empower and sustain me."

### The Springfield Public Schools and the Springfield Community will prepare students to:

<ul style="list-style-type: none"><li>• Master and apply the academic content knowledge and skills essential for success in college, vocation, or service.</li><li>• Think critically, be innovative, and solve real-world problems.</li><li>• Understand the impact of systemic racism in America.</li><li>• Apply technology and computational skills to advance learning and solve problems.</li><li>• Find and analyze all kinds of information and critically evaluate each source.</li><li>• Understand themselves as learners and pursue learning throughout life.</li></ul>	<ul style="list-style-type: none"><li>• Write and speak with clarity, evidence, and purpose.</li><li>• Communicate ideas with confidence that their voice can and should be heard.</li><li>• Select an appropriate communication style and platform for the situation and audience.</li><li>• Know how to listen to others, ask questions, and seek to understand.</li><li>• Practice thoughtful responses to others in all communication.</li></ul>	<ul style="list-style-type: none"><li>• Remain focused on goals, using coping strategies and flexibility to overcome obstacles.</li><li>• Speak up for themselves and the issues that are important to them.</li><li>• Engage in self-reflection to build on strengths and work on weaknesses.</li><li>• Evaluate choices and outcomes when making decisions.</li><li>• Give, receive, and respond to constructive feedback.</li></ul>	<ul style="list-style-type: none"><li>• Understand, respect and communicate with people from different cultures and backgrounds.</li><li>• Care for themselves, and navigate the challenges of everyday life.</li><li>• Understand financial systems and manage personal finances.</li><li>• Nurture healthy and rewarding relationships at home, school and beyond.</li><li>• Manage time and resources to achieve goals.</li><li>• Identify interests, passions, and purpose, and envision possibilities for the future.</li><li>• Prioritize and implement long and short term goals.</li></ul>	<ul style="list-style-type: none"><li>• Engage in difficult conversations to address conflict and solve problems.</li><li>• Actively oppose bias, discrimination and racism.</li><li>• Advocate for themselves and for others.</li><li>• Seek opportunities to understand and serve the community.</li><li>• Be curious, creative, open-minded and flexible in new situations.</li><li>• Lead with empathy and kindness.</li><li>• Actively participate in democracy and vote as an informed citizen in local and national elections.</li></ul>	<ul style="list-style-type: none"><li>• Make connections between their interests and possible career opportunities.</li><li>• Understand and obtain the education and training required to enter and advance in their chosen career.</li><li>• Know how to adapt and seek new opportunities as the workplace changes.</li><li>• Practice essential workplace habits and attention to detail to produce quality work in any environment.</li><li>• Collaborate with others on diverse teams to achieve shared goals.</li></ul>
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# The Strategic Plan



# Developing the Strategic Plan

## How was the plan created?

Asked two fundamental questions . . .

- What should the Springfield Public Schools keep doing, start doing, stop doing, or change to ensure all students achieve the Portrait of a Graduate?
- Based on both research into best practices and our community's feedback, how should schooling evolve and change in Springfield over the next five to six years?
  - More specifically, what systems, structures, and processes should evolve and change to achieve our vision for reimagined instruction that supports students to achieve the Portrait?

"So, I go to school  
And I communicate with my friends  
But communication is more than  
talking  
It is also listening to one another  
So, I listen  
And listen  
I give them clarity and relief  
Listen  
Talk  
And communicate  
That is what I call  
'The key to life.'"

*-Aliyana, Grade 7, Zanetti*



# Developing the Strategic Plan

## Who was involved in creating the plan?

“When I think of thriving, I see it as being able to succeed on your own and conquer any struggle whether its money issues, college problems, or even child complications. As well as being able to pass anything that steps in your way you also must be able to weave your way through the tough, rigid world we live in today as an empathetic, respectful, and responsible adult who has the ability to accomplish anything in life.”

*-Julio, Grade 9, Springfield High*

Between January of 2021 and June of 2022, we convened more than 200 meetings with hundreds of educators and community members.

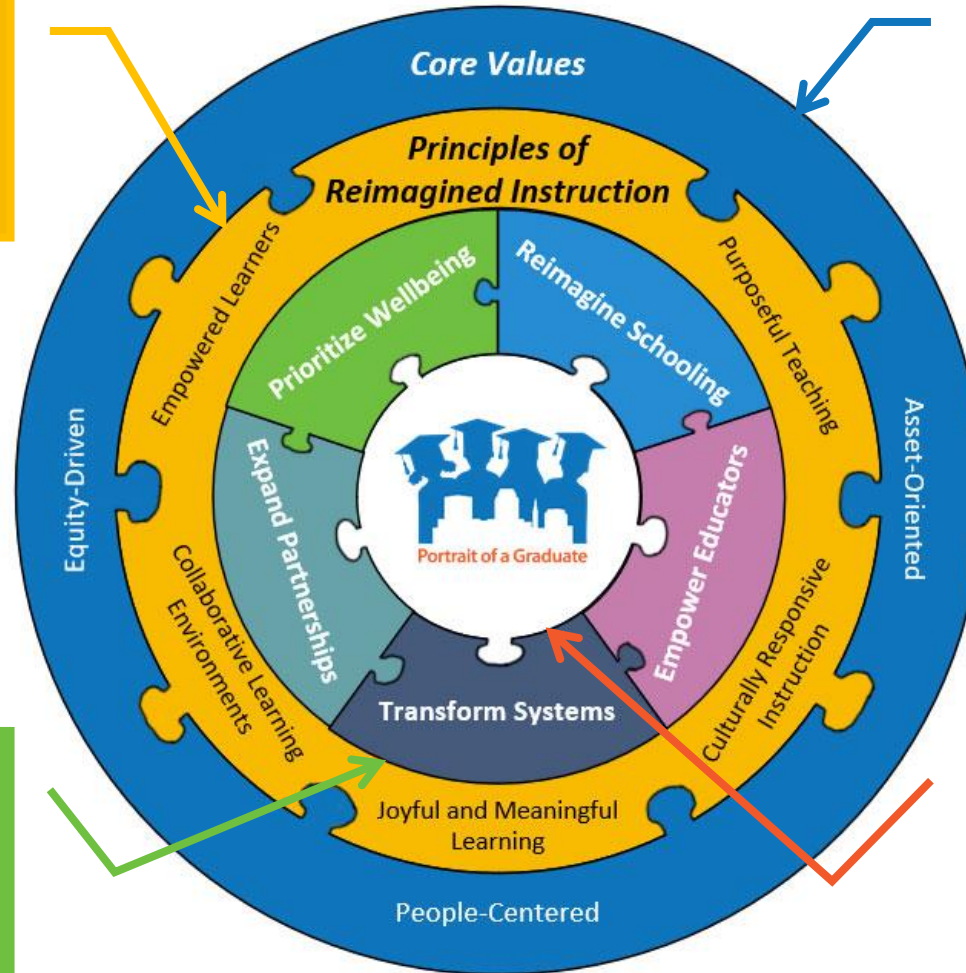
- Community Working Team monthly meetings
- Family Conversations
- Student Conversations
- Instructional, Measurement, and Faculty Working Group monthly meetings
- Instructional Leadership Specialist conversations
- Department Chair conversations



# Strategic Planning Framework

Our Principles of Reimagined Instruction define  
HOW WE TEACH

Our Vision, Mission, Theory of Action, and Core Values define  
HOW WE WORK



Our Strategies define the  
WORK WE WILL DO OVER THE  
NEXT SIX YEARS

Our Portrait of a Graduate defines  
OUR GOAL FOR ALL STUDENTS





# Vision and Mission

- Vision – Students Envisioning and Achieving their Success
- Mission – The Springfield Promise is reimagining schools to:
  - Partner with families and the community as essential to student success;
  - Attract, develop, support, retain, and promote exceptional and diverse educators and staff;
  - Prioritize purposeful teaching, empowered learners, culturally responsive instruction, collaborative learning environments, and joyful and meaningful learning;
  - Empower students to grow as whole people; and,
  - Graduate students ready for success in college, career, and life.

*-Adrianna, Grade 12, Conservatory of the Arts*



# Theory of Action



- If the Springfield Public Schools . . .
  - Commit to our values,
  - Prioritize our Principles of Reimagined Instruction, and
  - Implement strategies to reimagine schooling, prioritize wellbeing, empower educators, expand partnerships, and transform systems;
- Then
  - All students will achieve Springfield's Portrait of a Graduate and be prepared to identify and realize their pathway to success in college, career, and life.

"I want to say that I drew something that I feel represents my moments of stress. The chains mean my feelings of stress and frustration. But I persist and it breaks the chains. It shows that in the worst moments I will not give up and in the end I will end up in freedom and happy."

*-Nalanys, Grade 5, Pottenger Elementary*



# Core Values

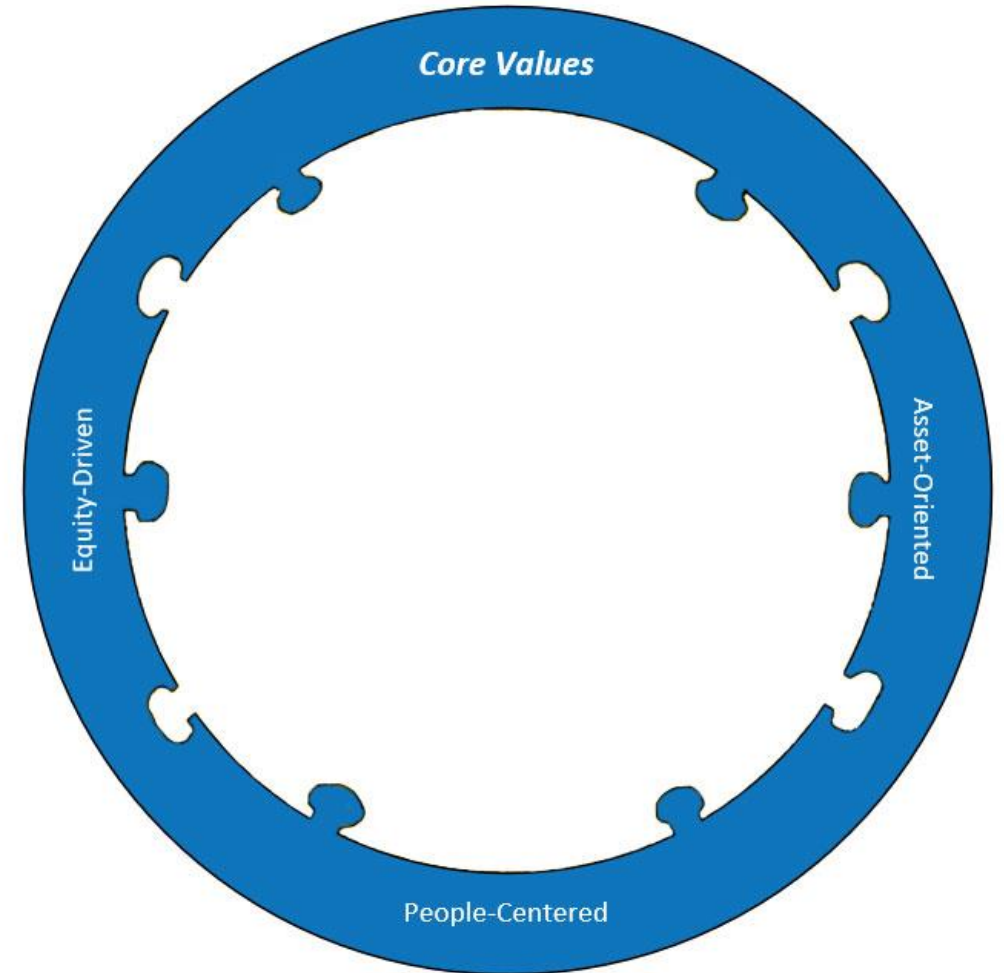


We are committed to advancing educational equity through ensuring just outcomes for each student, raising historically marginalized voices, and challenging imbalances of power and privilege.

We value and center our student’s diverse experiences by practicing culturally and historically responsive practices; relying on resources and teaching practices that support students to develop their identity and critical perspectives on the world.

We focus on opportunities to improve outcomes by adopting an asset-oriented mindset; learning from and building on the strengths of our students, families, staff, and community partners.

We prioritize people by listening before we speak, practicing empathy, hearing before we decide, choosing collaboration, and showing kindness.

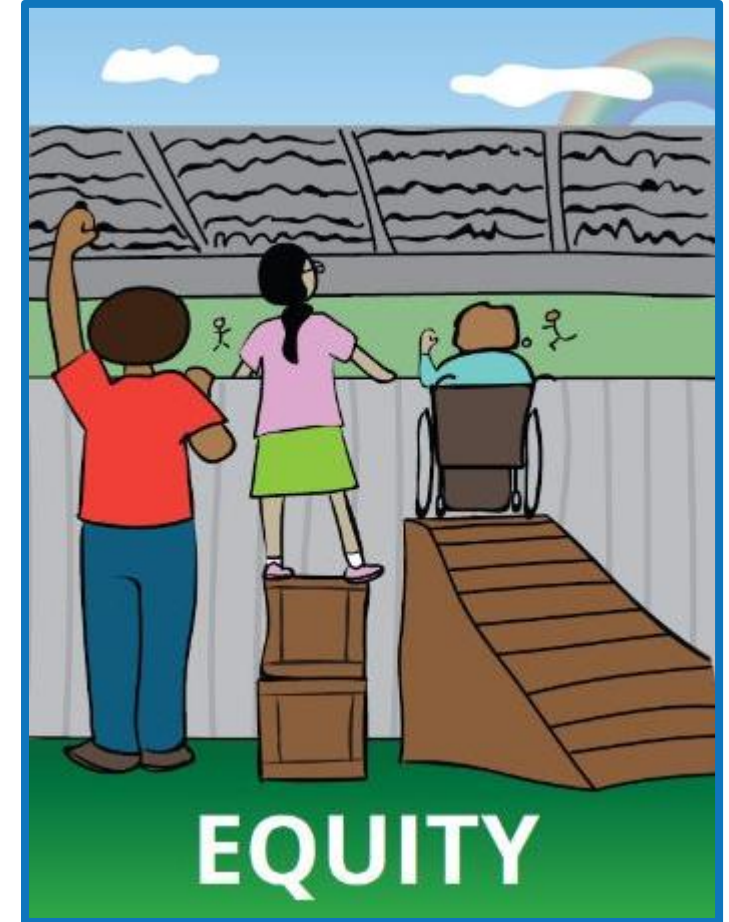




# Understanding Equity in Education

In the Springfield Public Schools educational equity means:

- Ensuring just outcomes for each student,
- Raising historically marginalized voices, and
- Challenging imbalances of power and privilege.



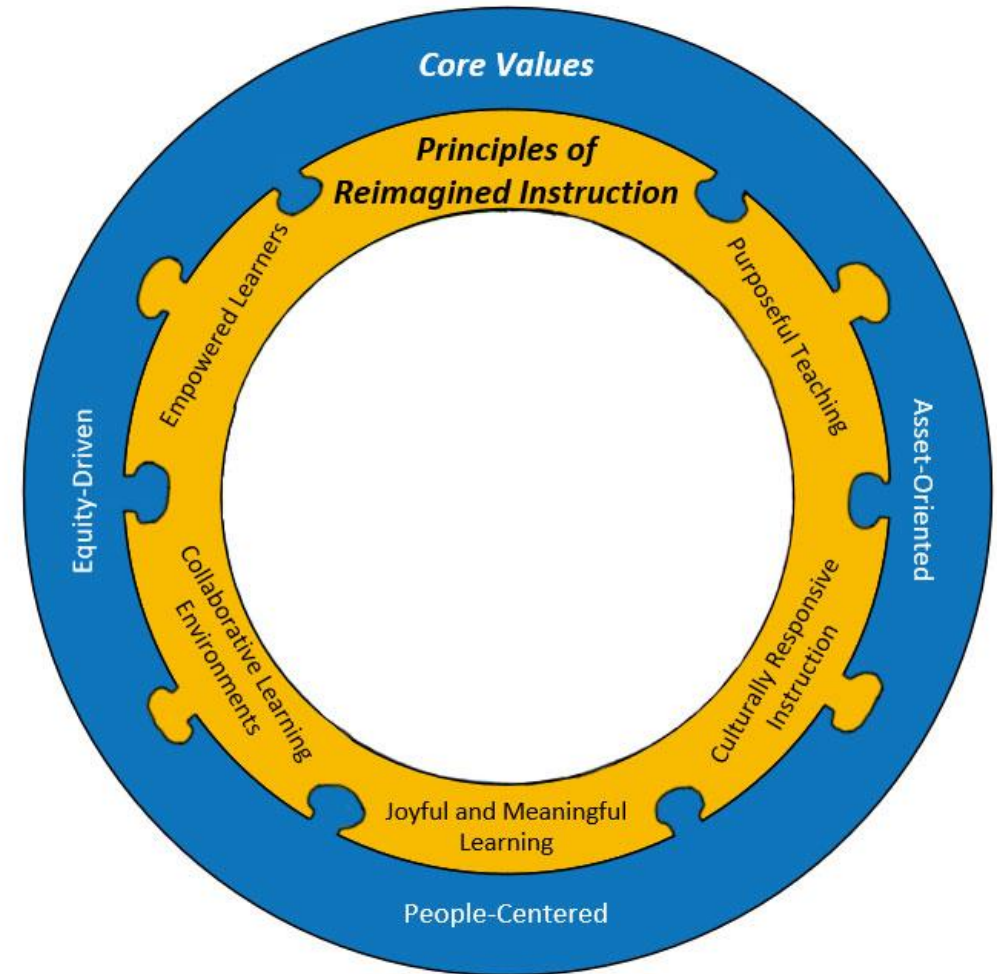




# Principles of Reimagined Instruction

We believe teaching and learning in the Springfield Public Schools will be equitable and student-centered if we are

- Delivering purposeful teaching,
- Empowering learners,
- Cultivating culturally responsive instruction,
- Creating collaborative learning environments, and
- Sustaining joyful and meaningful learning.





# Principles of Reimagined Instruction

- **Purposeful Teaching** – Students experience high-quality standards-based instruction that is aligned to the Portrait of a Graduate and through which students explore essential questions, solve problems, and make meaning of the world around them.
- **Empowered Learners** – Students are empowered and supported to make choices about their learning and monitor their progress through activities that build on students’ strengths, goal-setting, concrete feedback, and rubrics clearly defining mastery.
- **Culturally Responsive Instruction** – Instruction and curricula prioritize the development of student identity and critical perspectives on the world through resources and practices that center and value the experiences of our diverse students.
- **Collaborative Learning Environments** – Students, families, and teachers are thought partners in a transparent cycle of learning and decision-making through schools and classrooms that are intentionally designed to promote belonging and collaboration.
- **Joyful and Meaningful Learning** – Students regularly experience joy and excitement about their learning by consistently engaging in projects, interdisciplinary units, and other activities through which students lead the work, productively struggle, and make real-world connections.

“The way I learn is different from others

I can’t be handed a textbook and be told to complete this to that

I need to be told instructions on how to solve an equation or what a word means

I need help because of my learning way and to me that’s okay

I’m not embarrassed that I struggle cause everyone does

And if you don’t struggle to accomplish something is it really worth it

When I struggle and then succeed, I feel pride and joy.”

*-Dario, Grade 7, Zanetti*





# Purposeful Teaching



## Students will . . .

- Spend most of the lesson thinking, reading, writing, or talking about the lesson's objective.
- Understand where their work has met expectations and where they are still progressing through consistent use of high-quality and authentic exemplars, criteria, and regular teacher feedback (both in real time and on completed tasks) that is clear and actionable.

## Educators will . . .

- Design and implement learning experiences that are consistently designed to support students in exploring and constructing their identities while making meaning of the world around them.
- Ensure that learning experiences foster disciplinary reasoning (e.g., thinking like a mathematician, scientist, historian) and require students to be critical thinkers engaged in learning through writing, discussing, collaborating, analyzing, computing, and problem solving so that they may thrive in dynamic environments, and have multiple opportunities and pathways to demonstrate mastery.
- Value different ways of knowing and expressing knowledge.
- Facilitate the learning, guiding students toward discovery, providing content expertise at times, and creating structures that facilitate student-directed learning.



# Empowered Learners



## **Students will . . .**

- Access the strategically developed consistent routines and rituals (daily, weekly, quarterly, etc.) that successfully promote student voice and cultivate a sense of identity and belonging within the school community.
- Routinely be observed respectfully disagreeing with one another and defending their argument with evidence.
- Make academic choices and select assignments that reflect their preferences.
- Regularly share input and feedback using personalized experiences, which provide windows into their worlds.
- Take ownership of their learning.

## **Educators will . . .**

- Include students in decision-making in a consistently transparent way.
- Invite students to discuss controversial topics and dissenting opinions are always acknowledged.
- Provide students with opportunities to demonstrate their learning in different ways.
- Use a variety of instructional techniques to scaffold, accommodate, and modify the learning to meet the needs of a diverse learning community.
- View students' life experiences as assets and build on students' cultural and linguistic knowledge.
- Create space for student agency, autonomy, and voice.



# Culturally Responsive Instruction

## Students will . . .

- Discuss global and communal issues of (in)equity and social justice and explore different viewpoints.
- Engage with the content and share pieces of their identities with their peers.
- Fully engage in tasks and discourse that are designed to build agency and explore their identity by seeking opportunities to use their voices, learn from diverse perspectives, develop a critical consciousness, and/or advocate for change.

## Educators will . . .

- Design lessons, tasks, and projects that engage students with relevant content that centers issues of equity, power, race, and identity.
- Select and create materials that involve and value student's diverse identities.
- Engage students in discourse that challenges ideas in a text, and to think at high levels.
- Integrate the experiences and stories of historically marginalized groups into the curriculum.
- Connect new content to culturally relevant examples and metaphors from students' communities and everyday lives.



# Collaborative Learning Environments

## Students will . . .

- Exhibit a sense of ownership and pride in the classroom space.
- Listen to their classmates without interruption while they are speaking, and respond to and build on their classmates' ideas.
- Be supportive of one another and affirm the contributions of their teammates.
- Feel safe in expressing themselves to their classmates and their teacher.
- Be prepared and willing to participate in classroom tasks, discussions, and projects knowing their voice is important.

## Educators will . . .

- Arrange the classroom in a manner that promotes collaboration and cooperation and allows for materials and resources to be equitably accessible to all students.
- Use language that is empowering and affirming to all identities and members of the classroom community.
- Encourage students to take leadership and helper roles in the classroom. These roles are distributed based on a student's skills, ability, and interest, and there is room for them to explore new roles to uncover new interests.
- Call on students equitably, using strategies to vary participation.



# Joyful and Meaningful Learning

## Students will . . .

- Consistently feel supported by adults and peers in achieving academic and personal goals and able to cite examples of how this consistently happens.
- Operate within the classroom rituals and routines pridefully and purposefully having internalized expectations.
- Share their gratitude with their teachers, peers, and families: they articulate the things and moments that they appreciate about a lesson or experience.

## Educators will . . .

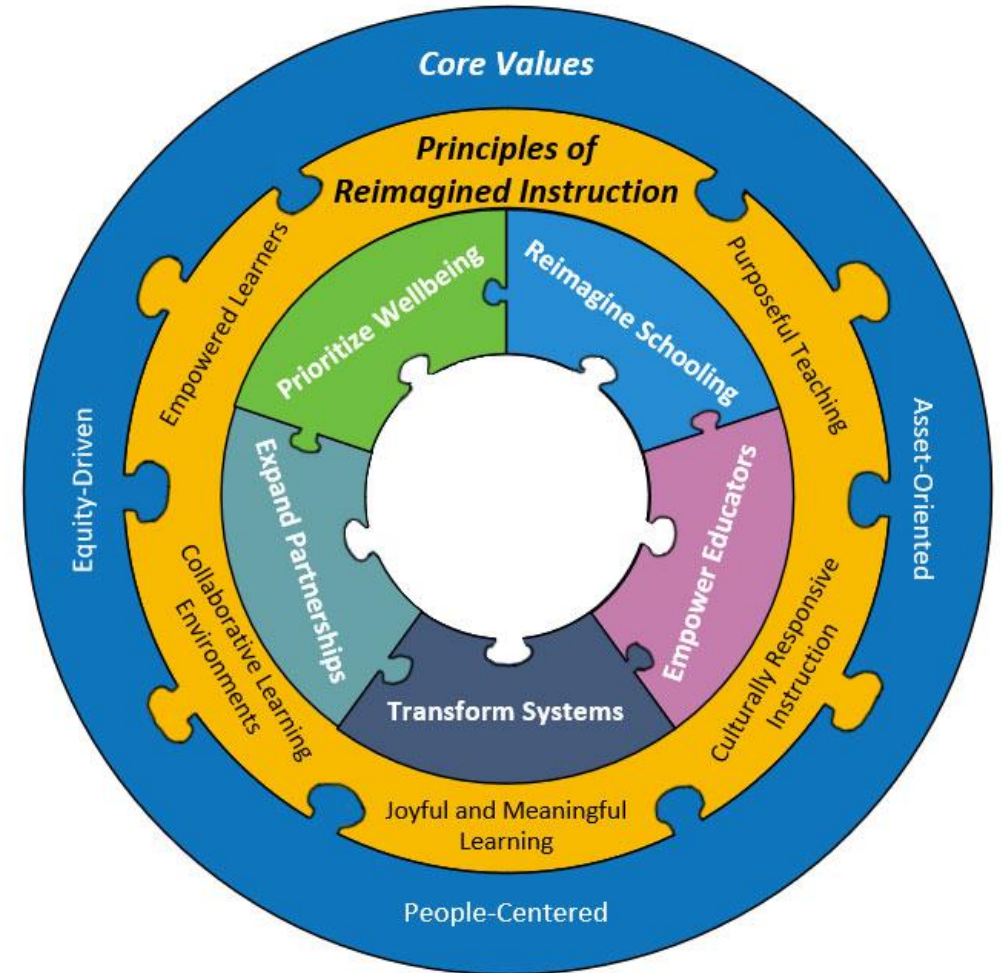
- Use language that is affirming to all students and positively reinforces their belief in them.
- Show respect for one another and students by actively recognizing accomplishments and progress and by supporting one another to aim higher, rendering an overall trusting environment that enables risk-taking, personal growth, and eagerness to learn from mistakes.



# Strategies and Initiatives



- There are five strategies in the strategic plan.
- For each strategy, there are between 3 and 5 initiatives that will be central to the Springfield Public Schools' work for the next six years.
- Initiatives will be prioritized and phased to ensure we are not trying to do everything at once.
- SPS operational plans will define specific actions, timelines, and responsibilities for implementing each initiative.







# Summary of Strategies

## **1) Reimagine Schooling**

We reimagine instruction in every classroom and in all schools by consistently designing, implementing, and refining classroom practices aligned to our Principles of Reimagined Instruction.

## **2) Prioritize Wellbeing**

We cultivate students' wellness by building relationships with students, responding to opportunities to support students and families, prioritizing time for social-emotional learning and intervention, and engaging students and families with community supports when needed.

## **3) Expand Partnerships**

We build intentional relationships with families and community partners by listening for and pursuing opportunities to deeply engage families and partners in the life of the school and the academic experience of students.

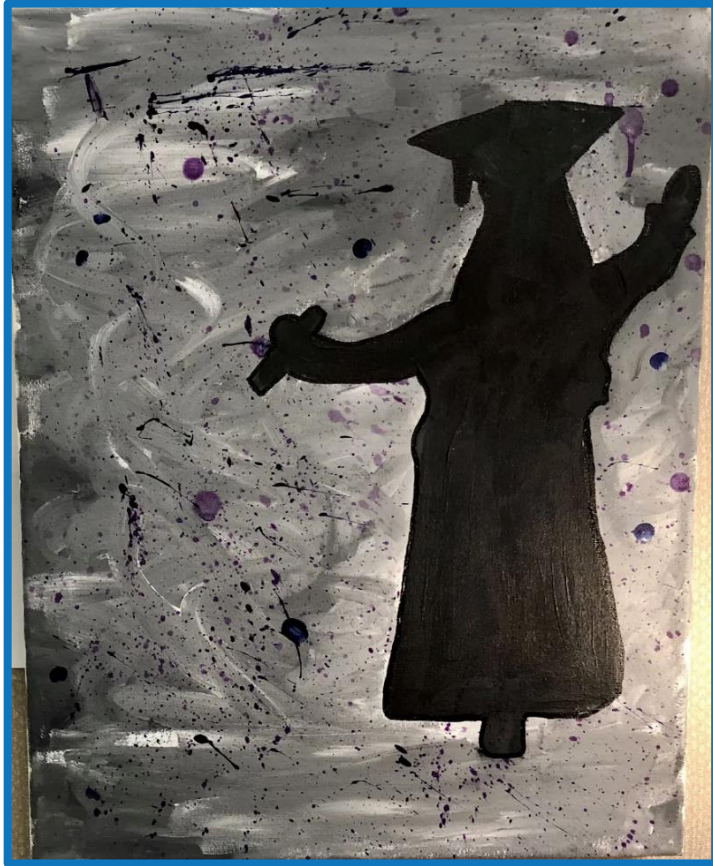
## **4) Empower Educators**

We proactively recruit, train, support, retain, and promote a highly diverse team of talented educators with high expectations for all students, a commitment to reimagining instruction, belief in families as partners in children's learning, and a commitment to continuous improvement.

## **5) Transform Systems**

We engage in a continuous improvement cycle, listening to internal and external stakeholders, to identify and revise district systems, structures, and policies to promote, and remove barriers to, educator, school, and student success.

# 1) Reimagine Schooling



## 1a. Reimagine Instruction through School Cohorts

All schools will engage in a design cycle taking at least three years to partner with their entire school community to design, implement, and assess instructional practices, activities, and experiences consistent with the Principles of Reimagined Instruction and supporting students to achieve the Portrait of a Graduate.

## 1b. Create Pacing Guides Aligned to Reimagined Instruction

Create, and pilot in cohort schools, alternate district pacing guides that prioritize depth of mastery, build on existing high-quality instructional materials, and promote instructional practices, activities, and experiences that are aligned to the Principles of Reimagined Instruction.

## 1c. Design Models for Flexible Use of Time

Design and pilot reimagined models for the flexible use of daily, weekly, and yearly time to ensure sufficient time for academic instruction while creating space for student wellness, family engagement, teacher collaboration, and other activities aligned to the Portrait of a Graduate and strategic plan.

“I painted this image of a graduate’s silhouette because I believe anyone is capable of graduating and succeeding to accomplish their goals. Many people don’t have the opportunity to have a free education. My graduate silhouette shows the hard work it takes to get to your destination. I believe education is a step to success.”

*-Isabel, Grade 9, Conservatory of the Arts*



## 2) Prioritize Wellbeing

### 2a. Implement a Primary Person Model in all Schools

Implement a primary person model in all schools, with each school designing a program consistent with district expectations for use of primary person time, structured activities, guided goal-setting and self-reflection, regular communication with families, and awareness and coordination around student and family need.

### 2b. Expand Social-Emotional Learning

Consistently implement, monitor, and assess evidence-based social-emotional learning to develop mindsets and competencies defined in the Portrait of a Graduate.

### 2c. Evolve and Align Supports for Student Wellbeing

Prioritize, expand, and align activities to identify, assess, and respond to student needs and cultivate wellness for all students.

### 2d. Collaborate with Local Mental Health Providers to Improve Access

Collaborate with local agencies to expand and sustain student and family access to mental health services that prioritize timely access across all schools and grade levels (including addressing affordability and transportation), proactive outreach services, flexibility in scheduling, and diverse provider staff.

“To be a girl is to persist

To work smarter

To try harder

To love longer

To persist.

To be human is to persist

To remind yourself that you are a  
priority, not an option

To work when everyone plays

To not get caught up in the struggles  
that may be thrown at you

To persist.

To be me, to be you, to be us is to  
persist . . . Everyday persist.”

*-Alina, Grade 8, Zanetti*



## 3) Expand Partnerships



“More social emotional support for students and families.”

“I really feel that schools need to provide more community outreach and family involvement to make POG successful. I think this focusing on the whole child and by including families and community leaders we can all be on the same page supporting our children.”

*-Two Springfield Educators’ recommendations for this plan*

### 3a. Expand School Engagement with Families

Identify, implement, and monitor consistent expectations for all schools to grow meaningful family partnerships through elevating the role of the family liaison, creating welcoming spaces, asking families for feedback on involvement, communicating consistently, and engaging with families outside the school day and building.

### 3b. Engage Families and Partners in Decision-Making

Consistently invite active participation of families and community partners in meaningful decision-making through expanded access to existing opportunities and creation of new opportunities.

### 3c. Invite Partners to Share their Expertise with Students

Regularly invite expert community partners to participate in student learning through giving authentic feedback on student work, teaching lessons aligned to the Portrait of a Graduate and beyond what the classroom teacher can cover, or leading enrichment or extracurricular activities during and outside the school day.

### 3d. Create a System to Match Partners with School Opportunities

Create a user-friendly and sustainable system for community partners to identify their capacity to support achievement of the Portrait and match that capacity with school opportunities.

### 3e. Collaborate with Partners to Create Student Pathways

Collaborate with partners to create robust opportunities for students to explore career and post-secondary pathways, develop workforce skills, and pursue a pathway leading to a family sustaining wage through career assessments, internships, job shadows, college tours, and related activities.



## 4) Empower Educators

### 4a. Increase Staff Diversity

Increase the diversity of the workforce through deliberate recruitment, training, support, retention, and promotion strategies.

### 4b. Empower Educators to Create Transformative Student Learning Experiences

Empower and fund teams of teachers to create or customize inquiry-based, student-centered, culturally responsive, and standards-based instructional activities and experiences aligned to the Principles of Reimagined Instruction and supporting students to develop Portrait competencies.

### 4c. Implement a Five-Year Professional Development Plan

Develop and implement a rolling five-year professional development plan that is aligned to the Portrait of a Graduate and Principles of Reimagined Instruction, scaffolds educator learning, differentiates by role and progression, and prioritizes educator growth in culturally responsive and anti-racist practices.

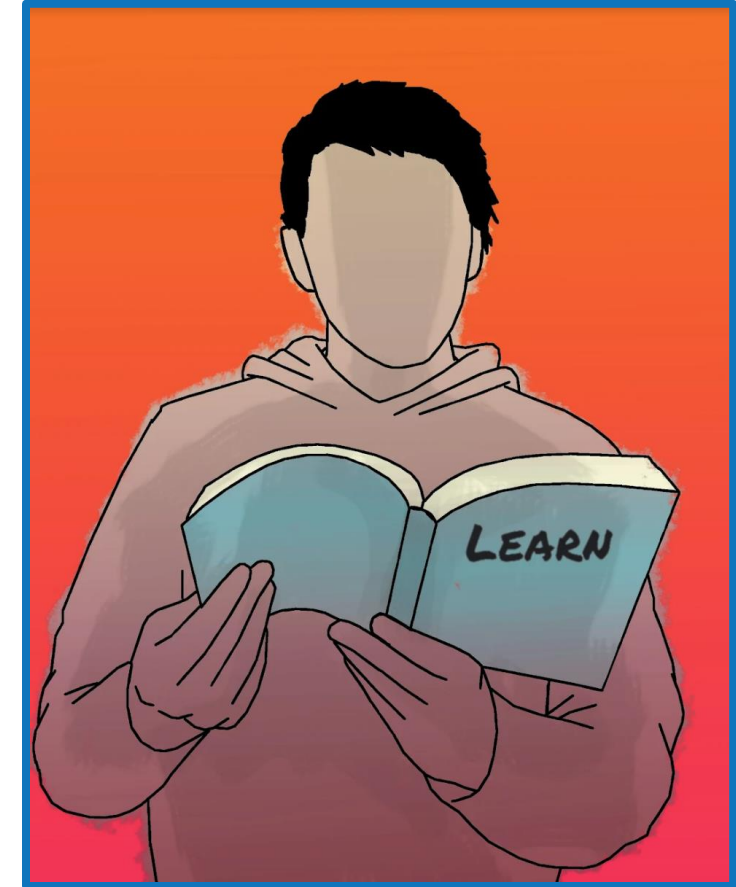
### 4d. Create more Time for Teacher Collaboration

Create additional opportunities for educator learning, coaching, and collaboration through flexible scheduling, co-teaching models, use of resources, and other innovative strategies.

### 4e. Prioritize Educator and Staff Wellbeing

Ensure that the pace of implementation, availability of coaching and support, professional development, and district and school systems prioritize the wellbeing and development of educators and staff, recognizing that well adults support well students.

*-Xavier, Grade 12, Central High School*







## 5) Transform Systems

“I think as we discuss our ‘reimagining’ it is becoming more clear that our current grading system is archaic. I feel SPS should start to create more of a focus on student growth, particularly after this pandemic.”

“Sometimes I think we are so worried about covering all ‘content’ that we don’t have time to slow down and really support all learners in developing understanding of the curriculum.”

*-Two Springfield Educators’ recommendation for this plan*

### 5a. Redesign Grading Systems

Redesign grading systems to prioritize an asset orientation, standards-based grading, clear communication of progress to students and families, and multiple opportunities to demonstrate mastery and improvement.

### 5b. Create a K-12 Portfolio to Assess Progress toward the Portrait

Create a K-12 portfolio system relying on student-created products to progressively assess student development of Portrait of a Graduate competencies.

### 5c. Align Evaluation and Accountability Systems

Revise district evaluation, goal-setting, and accountability systems to support and incentivize implementation of the Portrait of a Graduate and Principles of Reimagined Instruction.

### 5d. Revise Policies and Systems that Impact Reimagining Instruction

Propose revision to district policies that may hinder the effective implementation of this plan or the Principles of Reimagined Instruction.

### 5e. Align Resources and Central Office Supports

Ensure that financial resources and Central Office supports are aligned to implementation of this plan and support schools in their three-year reimagining process aligned to the Principles of Reimagined Instruction.





# Reimagine Instruction through School Cohorts

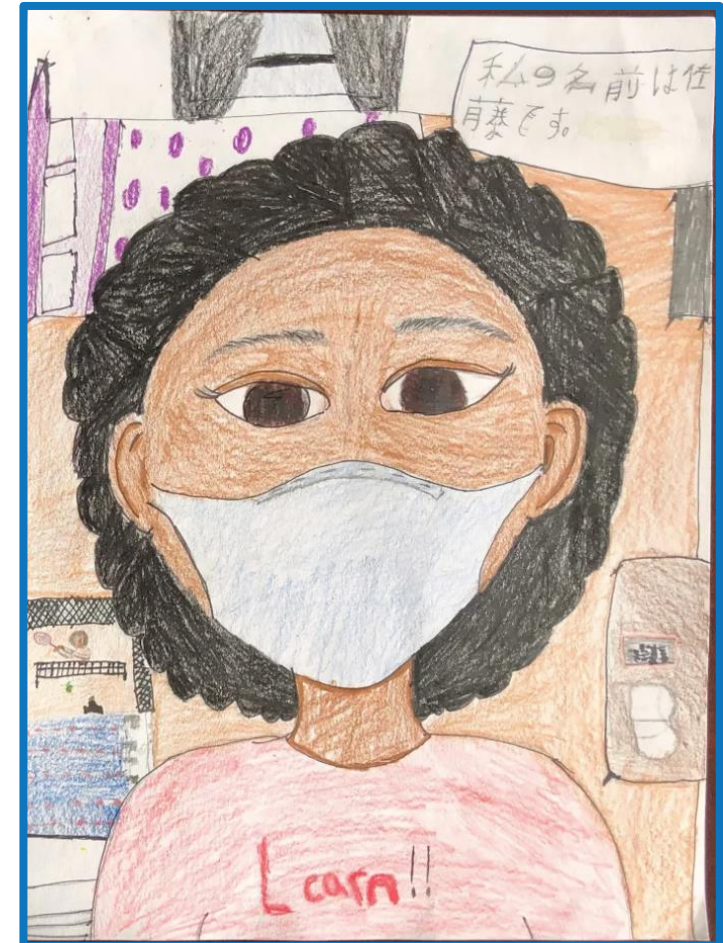


# Process for Reimagining School

- During the next six years, every school in Springfield will launch their own “reimagining” process involving educators, staff, families, students, and community partners.
- The goal of this process is for each school to redesign instruction, schedules, family and community engagement, assessment, and other practices to ensure that:
  - Teaching and learning is aligned to the Principles of Reimagined Instruction;
  - Students are supported to realize the Portrait of a Graduate.

*“My word that I am representing is learn. I’m representing the word Learn because in life I want to learn a lot. Right now I am learning Japanese and in life I want to learn how to swim and how to play tennis.”*

*-from Artists’ Statement, Qamar, Grade 5, Brightwood Elementary*





# Expectations for Cohort Schools

- Engage in a three-year process, with the entire school community, to reimagine “how we do school”.
- Focus design efforts on equity, ensuring just outcomes for all students while raising marginalized voices and challenging imbalances of power and privilege.
- Reimagine instructional practices, activities, and practices in alignment with the Principles of Reimagined Instruction.
- Develop and pilot alternative instructional schedules to support a focus on reimagined instruction, student wellbeing, and educator collaboration.
- Identify and provide the professional development to support educators to implement reimagined practices and schedules
- Design and implement a primary person model across the school.
- Implement new strategies to engage families in the academic life of their students and seek feedback from families on how they want to engage with school.
- Expand the role of community partners in supporting students to develop Portrait competencies by expanding the role of at least one partner in leading learning activities during or outside the school day.
- Participate in a learning community with other Cohort schools for peer learning and to provide feedback on systems and structures impacting school-based reimagining.



# Disseminating Learning from Cohort Schools

- Cohort Schools will participate in a PoG Cohort Learning Community meeting 6-8 times per year to reflect on progress, share lessons learned, and plan next steps.
- The PoG Learning Community will inform the development of district expectations and systems changes around grading, pacing, use of time, and the primary person model.
- Annually, the Springfield Public Schools will convene a Portrait of a Graduate Innovation Conference to highlight emerging best practices and share them with all schools.



# Cohort Timeline

Cohort	22-23	23-24	24-25	25-26	26-27	27-28
Cohort One (9 schools started in 21-22)	Year Two	Year Three	Post-Cohort			
Cohort Two (7 schools)	Year One	Year Two	Year Three	Post-Cohort		
Cohort Three	Pre-Cohort	Year One	Year Two	Year Three	Post-Cohort	
Cohort Four		Pre-Cohort	Year One	Year Two	Year Three	Post-Cohort





# Timeline and Professional Development Plan



# Understanding the Timelines

## Phases of the timeline

- **Design** – district and/or school teams are developing recommendations, procedures, tools, or systems to implement the initiative.
  - **Pilot** – select schools are implementing recommendations, procedures, tools, or systems and providing feedback to initiative teams.
  - **Assess** – based on feedback from pilots, initiative teams assess and revise recommendations, procedures, tools, or systems.
  - **Implement** – refined recommendations, procedures, tools, or systems are implemented as standard practice in the district.
- 
- Professional development will happen at the district level as initiatives reach the “Implement” phase, but professional development for the “Pilot” phase will take place within each cohort school as they pilot initiatives.



# District Implementation Timeline

Reimagine Schooling, Prioritize Wellbeing, & Expand Partnerships

Initiative	22-23	23-24	24-25	25-26	26-27	27-28
1b. Create Pacing Guides Aligned to Reimagined Instruction	Design	Design Pilot	Pilot Assess	Pilot Assess	Implement	
1c. Design Models for the Flexible Use of Time	Design	Design Pilot	Pilot Assess	Pilot Assess	Implement	
2b. Expand Social Emotional Learning	Pilot	Assess	Implement			
2d. Collaborate with Local Mental Health Providers to Improve Access	Design	Design	Pilot Assess	Implement		
3d. Create a System to Match Partners with School Opportunities	Design	Pilot	Assess	Implement		
3e. Collaborate with Partners to Create Student Pathways	Design	Design	Pilot Assess	Pilot Assess	Assess	Implement



# District Implementation Timeline

## Empower Educators & Transform Systems

Initiative	22-23	23-24	24-25	25-26	26-27	27-28
4a. Increase Staff Diversity	Implement					
4c. Implement a Five-Year PD Plan	Pilot Assess	Implement				
4e. Prioritize Educator and Staff Wellbeing	Design	Pilot Assess	Assess	Implement		
5a. Redesign Grading Systems	Design	Pilot Assess	Assess	Implement		
5b. Create a K-12 Portfolio to Assess Progress toward PoG		Design	Pilot	Pilot Assess	Assess	Implement
5c. Align Evaluation and Accountability Systems	Design	Pilot Assess	Implement			
5d. Revise Policies and Systems that Impact Reimagining	Design	Design	Design Pilot	Pilot Assess	Implement	
5e. Align Resources and Central Office Supports	Design	Design	Design Pilot	Pilot Assess	Implement	



# Cohort Schools Implementation Timeline

Cohort Activity	Pre-Cohort	Year One	Year Two	Year Three	Post-Cohort
1a. Reimagine Instruction through School Cohorts	Design	Pilot	Assess	Implement	
2a. Implement a Primary Person Model		Design	Pilot	Assess	Implement
2c. Evolve and Align Supports for Student Wellbeing			Design	Pilot	Assess
3a. Expand School Engagement with Families		Design	Pilot	Assess	Implement
3b. Engage Families and Partners in Decision-Making		Design	Pilot	Assess	Implement
3c. Invite Partners to Share their Expertise with Students			Design	Pilot	Assess
4b. Empower Educators to Create Transformative Experiences			Design	Pilot	Assess
4d. Create more Time for Teacher Collaboration		Design	Pilot	Assess	Implement





# District Professional Development Timeline

**DRAFT FOR PUBLIC COMMENT**



Professional Development Priority	22-23	23-24	24-25	25-26	26-27	27-28
Equity and Anti-Racist Practices						
Deepening Understanding of Content and Curricula						
Mastery-Based Grading						
New Grading Frameworks and Report Cards						
Creating Transformative Learning Experiences (TLEs)						
Using SPS Transformative Learning Experiences (TLEs)						
Implementing PoG Portfolios						
Reimagined Instruction by Content Area/Grade Level (pacing and use of time)						
Using Community Partnerships System						
Updated evaluation criteria or goals						



# Cohort Schools Professional Development Timeline

*DRAFT FOR PUBLIC COMMENT*



Cohort Professional Learning	Pre-Cohort	Year One	Year Two	Year Three	Post-Cohort
Understanding the Portrait of a Graduate and Strategic Plan					
Process for Cohort Schools					
Culturally Responsive Instruction					
School-Based Reimagining Strategies (e.g. project-based learning, mastery-based grading, etc.)					
School's Primary Person Model					
School's Family Engagement Strategies					
School's Pathways Programming (primarily high schools)					



# Monitoring and Accountability



# Monitoring and Accountability System

## Essential Questions

### Progress Monitoring

- Have actions under each initiative been implemented?
- Have actions been implemented as intended?
- Have actions been implemented on time?

### Input Measures

- Did actions result in improving data on inputs or processes necessary for the success of the plan?
- Did we do the work we intended to do under the plan?

### Outcome Measures

- Is the implementation of the plan resulting in improved outcomes for students?
- Are students achieving success as defined by the Portrait of a Graduate



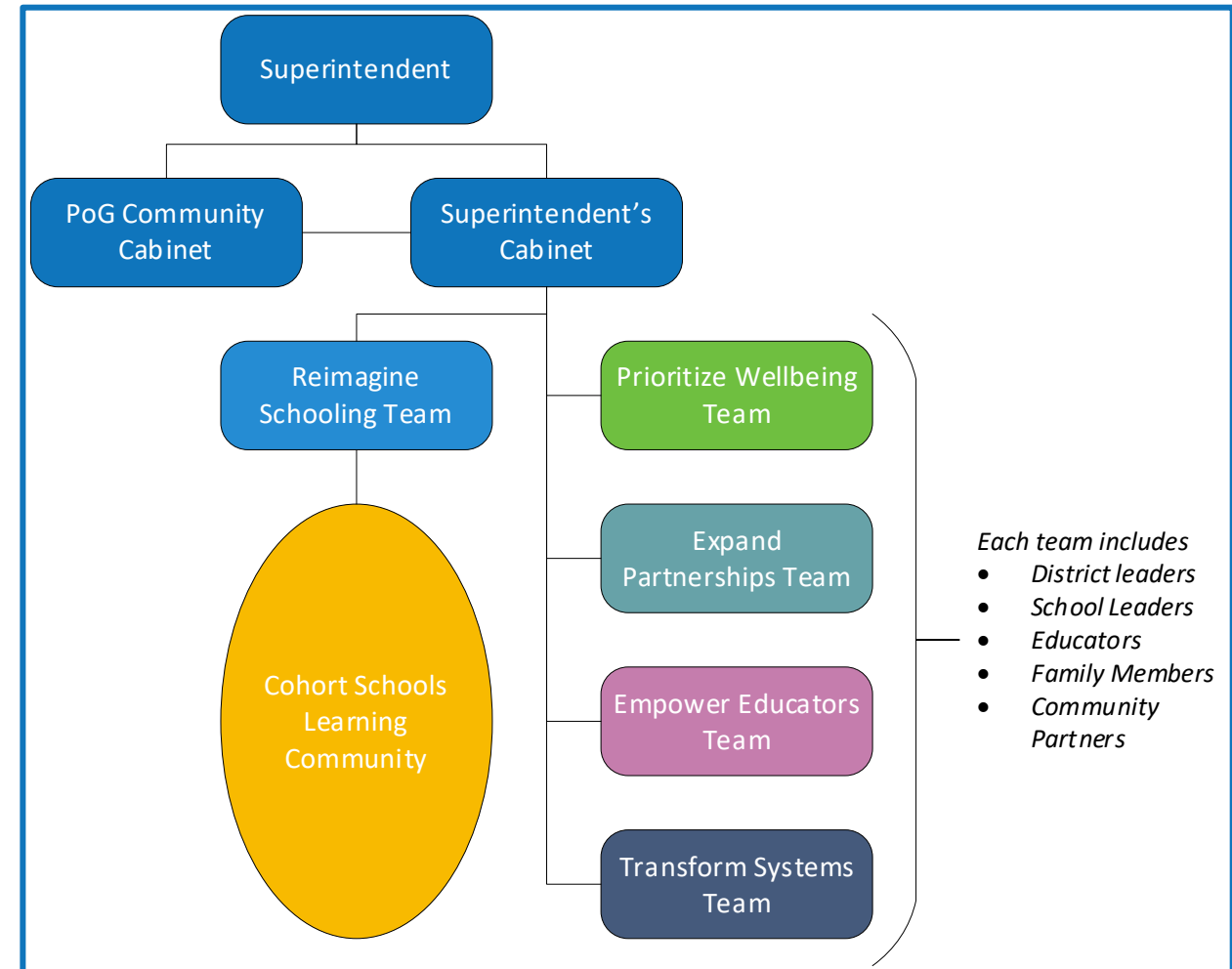
# Progress Monitoring System

## Monitoring of Strategic Plan Implementation

- Superintendent's Cabinet monthly meetings
- Portrait of a Graduate Community Cabinet quarterly meetings

## Implementation and monitoring of Strategies and Initiatives

- Teams assigned to each Strategy will meet monthly to monitor and update operational plans for each Strategy
- Cohort Schools will be monitored through their learning community meetings







# Input Measures



- **Current Measures**
  - **Staff racial/ethnic diversity** – percent of staff identifying as persons of color.\*
  - **School participation in Cohorts** – number of schools participating in a reimagining cohort.
  - **Development of Transformative Learning Experiences** – number of TLEs created for use in SPS.
  - **Adoption of Mastery-Based Grading** – number of schools implementing mastery-based instruction.
  - **Implementation of Primary Person Model** – number of schools implementing a primary person model.
  - **Expansion of community partnerships** – number of active community partners.
- **Measures to be Developed**
  - **Student participation in portfolio assessment** – number of students adding artifacts to a portfolio.
  - **Family engagement indicator** – TBD indicator of family engagement such as percent of students with one or more family member participating in at least two activities.
  - **Indicator of community partnerships** – TBD indicator such as average hours of community partnership provided per school or per student.

\* Staff diversity data includes staff reported to MA DESE (excludes custodians, bus monitors, and crossing guards).



# Input Targets

**DRAFT FOR PUBLIC COMMENT**



Process Measure	Actuals			Targets	
	2012	2019	2021	2025	2028
Staff Racial/Ethnic Diversity (Percent of Staff Identifying as Persons of Color)***	25.8%	31.2%	32.9%	38.9%	43.4%
School Participation in Cohorts (Number of Schools in a Reimagining Cohort)	*	*	*	51 of 51**	51 of 51**
Development of TLEs (Number of Transformative Learning Experiences created)	*	*	*	52 (4 per grade)	104 (8 per grade)
Adoption of Mastery-Based Grading (Number of schools implementing mastery-based grading)	*	*	*	25 of 65	65 of 65
Implementation of Primary Person (Number of schools implementing primary person)	*	*	*	25 of 51**	51 of 51**
Number of Community Partnerships (Number of active community partners)	*	*	*	TBD	TBD

\* This data will be newly tracked in the 2022-2023 school year.

*Springfield Public Schools – Strategic Plan 2022-2028*

\*\*\* Staff diversity data includes staff reported to MA DESE (excludes custodians, bus monitors, and crossing guards).

\*\* Springfield Empowerment Zone Schools schools are not required to participate in a cohort or primary person model.



# Outcome Measures

- **Current Outcome Measures**
  - **Chronic absence rate** – percent of students absent 10% or more of the year.
  - **Number of out-of-school suspensions** – number of suspensions, counts each suspension not each student.
  - **MCAS Average Scaled Score** – average scaled scores are between 440 and 560 with 500 equaling “Meeting Expectations” on the next generation MCAS.
  - **Number of AP exams taken** – number of AP exams taken by SPS students.
  - **Four-Year cohort graduation rate and five-year extended engagement rate** – percent of students graduating within four years, graduating within five years, or remaining enrolled after five years of high school.
  - **Annual dropout rate** – percent of students who dropped out in one school year.
  - **Post-secondary participation and persistence** – percent of students enrolling in post-secondary education within 16 months of graduation and persisting from year one to year two.



# Outcome Measures

## Continued



- Measures to be Developed
  - **Student satisfaction with school** – TBD indicator based on annual surveys of students.
  - **Family satisfaction with school** – TBD indicator based on annual surveys of families.
  - **Student achievement of Portrait competencies** – TBD indicator relying on Portrait portfolios to determine student progress toward the Portrait.
  - **Number of students participating in a work-based learning experience** – number of students participating in an internship, externship, job shadow, or other work-based learning experience.
  - **Postsecondary success indicator** – TBD indicator of postsecondary success including education, training, and workforce outcomes.



# MCAS Outcome Targets

MCAS Outcome Measure	Actuals		Targets	
	2019	2021*	2025	2028
Grades 3-8 English Language Arts	488.9	482.9	488.9	493.4
Grades 3-8 Math	485.9	475.1	483.1	489.1
Grades 5 & 8 Science	484.9	479.5	487.5	493.5
Grade 10 English Language Arts	489.7	491.0	496.0	500.0
Grade 10 Math	486.8	483.4	489.4	493.9
Grade 10 Science	**	**	TBD	TBD

\* MCAS for 2021 was impacted by COVID19 remote learning and testing. *Springfield Public Schools – Strategic Plan 2022-2028*

\*\* Next Generation MCAS in Science is too new to have sufficient data.





# Additional Outcome Targets

Outcome Measure	Actuals			Targets	
	2012	2019	2021*	2025	2028
Chronic Absence Rate	32.0%	23.0%	24.8%*	20.0%	18.0%
Number of Out-of-School Suspensions	6,649	2,950	39*	1,800	1,500
Number of AP Exams Taken	758	1,099	973*	1,200	1,400
Four-Year Cohort Graduation Rate	56.6%	73.8%	84.0%	86.0%	88.0%
Five-Year Extended Engagement Rate	61.2%	83.0%	84.8%	88.0%	90.0%
Annual Dropout Rate	10.0%	4.4%	1.9%	1.5%	1.0%

\* Data for 2021 is atypical due to the COVID19 pandemic.



# Definitions of Key Terms



# Definitions of Key Terms in this Plan

- **Educational Equity** – ensuring just outcomes for each student, raising historically marginalized voices, and challenging imbalances of power and privilege.
- **Asset Mindset** – orienting our behavior and work around identifying and building on the strengths of our students, families, and staff.
- **Portrait of a Graduate** – a vision of the knowledge, skills, and mindsets all students should have upon high school graduation to be ready to achieve their success in college, career, and life.
- **Grade Span Portrait** – measurable statements of what all students should know and be able to do at the end of each grade span (early childhood, elementary, middle, and high) to be on track to achieving the Portrait of a Graduate (see pages 91-102).



# Definitions of Key Terms in this Plan (continued from prior slide)

- **Primary Person** – an adult assigned to each student who is their first point of contact for support of academic and social emotional needs, with regularly scheduled time to meet and procedures for supporting student progress.
- **Reimagined Instruction** – teaching and learning practices that put the student at the center of their learning and prioritize choice, problem-solving, depth of mastery, engagement, rigor, and real-world connections.
- **Social-Emotional Learning** – formal and informal activities that help students and adults develop their self-awareness, self-control and interpersonal skills.



# Definitions of Plan Components

- **Principles of Reimagined Instruction** – description of how teaching and learning should look and feel in every classroom, every day.
- **Strategies** – the large areas of work on which we will focus over the next six years.
  - **Initiatives** – the multi-year projects designed to advance a strategy.
    - **Actions** – the specific activities or deliverables necessary to move an Initiative forward through clear timelines and assigned responsibilities.
- **Progress Tracking** – tools for regularly monitoring whether actions are being implemented on schedule.
- **Input Measures** – measures and evidence of changing practices aligned to Principles of Reimagined Instruction and strategies.
- **Outcome Measures** – measures and evidence of student progress toward realizing the Portrait of a Graduate and achieving readiness for college, career, and life.





# Appendix A: Preliminary Initiative Guidance



# Preliminary Initiative Guidance

## Revisiting Pacing (1b)

### **Deliverables**

- Alternate pacing guides for optional piloting in cohort schools
- Data and feedback gathered on pilots
- Revisions to alternate pacing guides based on pilots

### **Parameters**

- Focus on depth in the major work of the grade and standards essential for success at the next level
- Maintain consistent sequence of standards across schools
- Use existing High-Quality Instructional Materials with district-adopted/created supplements as appropriate
- Partner with curriculum providers to ensure fidelity to existing resources with identified opportunities for educator creativity in use of resources
- Provide time for depth, application of knowledge to novel problems
- Identify opportunities in pacing for projects/inquiry, student-directed activity, and cross-curricular learning
- Identify opportunities to develop Portrait competencies
- Vary the degree of change by grade level and content area as appropriate



# Preliminary Initiative Guidance

## Revisiting Use of Time (1c)

### **Deliverables**

- Alternate examples of schedules or instructional blocks for optional piloting in cohort schools
- Data and feedback gathered on pilots and from cohort school reimagining experience
- Revisions to example schedules and instructional blocks based on pilots

### **Parameters**

- Prioritize opportunities for . . .
  - Student-directed activities
  - Student wellbeing
  - Primary person model
  - Projects/inquiry/cross-curricular learning
  - Real-world learning experiences
  - Teacher collaboration and planning
- Ensure sufficient time for depth of learning and coverage of standards
- Identify opportunities to “find time” (by removing or combining activities)
- Ensure equitable access to all content for all students
- Vary time for each activity as needed by grade level and content area



# Preliminary Initiative Guidance

## Primary Person Model (2a)

***DRAFT FOR PUBLIC COMMENT***



### **Deliverables**

- Each school develops, pilots, assesses, and implements a primary person model serving ALL students and families
- Primary person models vary by school but meet core expectations

### **Parameters**

- Each school's primary person model must, at minimum, . . .
  - Identify a primary person for every student
  - Build in time weekly for each student to connect with their primary person
  - Provide tools and structure to ensure primary person time focuses on academic progress and student wellbeing
  - Provide procedures through which the primary person can access supports for students and families
  - Focus connections and communication with families through the primary person
  - Ensure each adult does not have too many students for whom they are the primary person



# Preliminary Initiative Guidance Systems for Matching Partners (3d)

## **Deliverables**

- A process through which schools identify opportunities for partnership, community members and organizations identify what they can offer, and the two are matched
- A process for vetting and approving partners
- An IT system to manage this process

## **Parameters**

- Develop a system based on a many-to-many connection where each school may have many partners and partners may work with multiple schools
- Prioritize opportunities for partners to expand on and enhance what schools are already doing (versus replacing existing activity)
- Prioritize opportunities for partners to support student achievement of the Portrait inside and outside school buildings and the school day



# Preliminary Initiative Guidance Transformative Learning (4b)

**DRAFT FOR PUBLIC COMMENT**



## Deliverables

- An implementation plan for a Transformative Learning Experience (TLE), with template to be provided
- Feedback from a pilot of the TLE, including feedback from students and families
- Revisions to the implementation plan based on the pilot

## Parameters

- Teacher-developed TLEs must . . .
  - Take 4-6 weeks to complete with 1-2 lessons per week
  - Be deeply engaging, featuring significant student choice, relevance, and authentic connections to the real world
  - Align to and build competency in one or more Portrait elements
  - Align to grade-level standards in at least two content areas
  - Align to one or more content area units/pacing guides (so that the lessons are teaching standards at the right point in the year)





# Preliminary Initiative Guidance Revising Grading Systems (5a)

## **Deliverables**

- Recommended changes to the SPS Grading Framework at each level
- Recommended changes to SPS Report Cards and Progress reports at each level
- Recommended process for piloting, revision, and adoption of recommendations

## **Parameters**

- Focus on mastery-based grading centered on major work of the grade and Portrait competencies
- Rollup mastery-based grades into letter grades (at least as a first step)
- Ensure grades are based on authentic assessment of student learning and progress
- Prioritize product- and performance-based assessments of mastery
- Prioritize opportunities for students to “try again” and improve grades
- Consider progressively weighting grades so that final grades depend more on the level of mastery shown at the end of the year
- Ensure proposed systems can be implemented with existing technology



# Preliminary Initiative Guidance Portfolio Assessment (5b)

***DRAFT FOR PUBLIC COMMENT***



## **Deliverables**

- Analysis of the Portrait that defines elements of the Portrait for which students should create artifacts to demonstrate mastery at each grade level
- Proposal for a K-12 portfolio system that would assess progress toward the Portrait
- Recommendations for how Portfolio system would be included in grading and overall student assessment
- Recommendations for how Portfolio might be included in measures of readiness for graduation and useful to students in pursuing postsecondary pathways

## **Parameters**

- Portfolio system should define the elements of the Portrait for which evidence could or should be collected at each grade level
- Portfolio should be premised on rubrics that define evidence of mastery of a Portrait element, but that allow students to demonstrate that mastery in many ways (i.e. the rubrics cannot be tied to a single specific product)



# Appendix B: Links to Key Rubrics



## Links to Key Rubrics

- The following rubrics were instrumental in the development of the Principles for Reimagined Instruction and their associated “Looks Fors.”
- These rubrics will be used throughout the implementation of the strategic plan in multiple ways to self assess and improve our progress.
  - SpringPoint Indicators of School Quality: <https://barrfdn.issuelab.org/resource/indicators-of-school-quality.html>
  - The Equity Rubric from *Coaching for Equity*, Elena Aguilar, Jossey-Bass, 2020: <https://brightmorningteam.com/wp-content/uploads/2020/08/CFE-Rubric.pdf>
  - MA Department of Elementary and Secondary Education Culturally Responsive Teaching Rubric: <https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.doe.mass.edu%2Fedeval%2Fresources%2Fcalibration%2Fcrt-rubric.docx&wdOrigin=BROWSELINK>



# Appendix C: Grade Span Portraits



# Introduction to the Grade Span Portraits

- The Portrait of a Graduate defines what students should know and be able to do when they graduate from the Springfield Public Schools.
- The Grade Span Portraits provide “I can” statements at key transition points that can indicate whether a student is “on track” to achieving the Portrait of a Graduate.
- The “I can” statements identify the level of knowledge or skill a student should have transitioning to 1<sup>st</sup> grade, to 6<sup>th</sup> grade, to 9<sup>th</sup> grade, and to life after high school.



LEARN	Entering 1 <sup>st</sup> Grade	Transition from 5 <sup>th</sup> to 6 <sup>th</sup> Grade	Transition from 8 <sup>th</sup> to 9 <sup>th</sup> Grade	Preparing to Graduate
<b><i>Master and apply the academic content knowledge and skills essential for success in college, vocation, or service</i></b>	I have mastered and can apply the essential standards at a level that will prepare me for success in elementary school.	I have mastered and can apply the essential standards at a level that will prepare me for success in middle school.	I have mastered and can apply the essential standards at a level that will prepare me for success in high school.	I have mastered and can apply the essential high school standards at a level that will prepare me for success after high school.
<b><i>Think critically, be innovative, and solve real-world problems</i></b>	<p>I can make predictions about what might happen next in a text.</p> <p>I can retell a story and answer questions about the details of an oral or written story.</p> <p>I can make observations about the world and ask questions.</p>	<p>I can put together information gained from several sources to gain a deeper understanding.</p> <p>I can ask insightful questions, evaluate information for accuracy, and challenge ideas with evidence.</p> <p>I can create “what if” scenarios to consider cause and effect in real-world problems.</p>	<p>I can design thoughtful questions for research and investigation.</p> <p>I can make observations, generate hypotheses, and analyze results.</p> <p>I can find solutions for open-ended problems that can be solved in multiple ways.</p>	<p>I can make observations, formulate questions, and/or describe problems to be solved.</p> <p>I can engage in critical thinking and evaluation of data, texts, or other information.</p> <p>I can approach real-world problems by adapting strategies and approaches as needed.</p>
<b><i>Apply technology and computational skills to advance learning and solve problems</i></b>	<p>I can learn through technology by interacting with multimedia text.</p> <p>I can sign into and use a computing device.</p>	<p>I can use technology safely and appropriately to create and communicate.</p> <p>I can write simple computer programs.</p>	<p>I can use technology safely and appropriately to organize data, solve problems and create original work.</p> <p>I can examine the impact of technology and cyber safety on me, my school, and my community.</p> <p>I can write, debug, and analyze advanced algorithms and basic programs.</p>	<p>I can synthesize information and analyze trends that examine the impact of technology and cyber safety on me, my school, and my community.</p> <p>I can write and debug algorithms in a programming language.</p> <p>I can create, organize, and modify data sets to advance learning and solve problems.</p>

LEARN	Entering 1 <sup>st</sup> Grade	Transition from 5 <sup>th</sup> to 6 <sup>th</sup> Grade	Transition from 8 <sup>th</sup> to 9 <sup>th</sup> Grade	Preparing to Graduate
<b><i>Find and analyze all kinds of information and critically evaluate each source</i></b>	<p>I can steadily increase my vocabulary.</p> <p>I can make observations about the world.</p>	<p>I can locate and read accurate sources with factual information.</p> <p>I can draw conclusions based on research.</p> <p>I can analyze points of view, ideas, and historical events.</p>	<p>I can use guidelines or standard processes to assess information sources for bias, reliability, and validity.</p> <p>I can synthesize information from multiple sources to deepen my understanding.</p> <p>I can compare and contrast multiple points of view on an event, idea or theory.</p>	<p>I can seek, access, and verify the credibility of information using a variety of strategies to identify bias, reliability, and validity.</p> <p>I can think critically and analytically about information.</p> <p>I can synthesize information from multiple sources to deepen my understanding or support a claim or thesis.</p>
<b><i>Understand themselves as learners, practice creativity, and pursue learning throughout life</i></b>	<p>I can express personal preferences and explain the reason for the choice.</p> <p>I can show curiosity and initiate my own learning through play.</p>	<p>I can reflect on my strengths, opportunities for growth, and goals as a learner.</p> <p>I can find opportunities to express my creativity.</p> <p>I can seek out opportunities to learn outside of school.</p>	<p>I can reflect on my strengths, opportunities for growth, and goals as a learner.</p> <p>I can find opportunities to express my creativity.</p> <p>I can seek out opportunities to learn outside of school.</p>	<p>I can reflect on my strengths, opportunities for growth, and goals as a learner.</p> <p>I can find opportunities to express my creativity.</p> <p>I can seek out opportunities to learn outside of school.</p>
<b><i>Understand the impact of systemic racism in America</i></b>	<p>I can connect with others who are different from me.</p> <p>I can talk about racial differences between people in a respectful way.</p>	<p>I can define and understand what the words “race,” “racism,” “privilege,” and “bias” mean.</p> <p>I can respectfully discuss racial differences in cultures, identities, and histories.</p>	<p>I can analyze systems and structures in my community and country, and the ways in which they have been shaped by racism.</p>	<p>I can analyze the impact of systemic racism on social, political, technological, and economic systems.</p> <p>I can design and articulate alternative, anti-racist social, political, technological, and economic systems.</p>

COMMUNICATE	Entering 1 <sup>st</sup> Grade	Transition from 5 <sup>th</sup> to 6 <sup>th</sup> Grade	Transition from 8 <sup>th</sup> to 9 <sup>th</sup> Grade	Preparing to Graduate
<i>Write and speak with clarity, evidence, and purpose</i>	<p>I can use sounds and tones in my speech to convey meaning with confidence.</p> <p>I can participate in meaningful conversations using complete sentences with details.</p>	<p>I can produce original writing that has complete sentences, appropriate spelling, punctuation and grammar, and paragraphing.</p> <p>I can demonstrate, in my writing, awareness of purpose and audience, clarity of thought, and the ability to use evidence to support a point.</p> <p>I can create and deliver an oral presentation that clearly explains an idea using evidence.</p>	<p>I can produce original writing that has complete sentences, appropriate spelling, punctuation and grammar, and paragraphing.</p> <p>I can use objective reasoning and evidence to support a clear claim or thesis.</p> <p>I can create and deliver an oral presentation that clearly explains an idea using evidence.</p>	<p>I can use all appropriate conventions of grammar, punctuation, spelling, and citation.</p> <p>I can use appropriate tone and vocabulary for my audience and purpose across formal writing, creative writing, email, or other communications.</p> <p>I can explain and organize my thinking and convey my ideas and reasoning clearly.</p>
<i>Communicate ideas with confidence that their voice can and should be heard</i>	<p>I can tell a story that makes sense to the listener.</p> <p>I can share information in a clear and organized way.</p>	<p>I can tell a story with details that makes sense to the listener.</p> <p>I have the confidence to speak up and project my voice at a volume that is clear to others.</p>	<p>I have confidence in my ability and right to speak up in group discussions and dialogues.</p> <p>I can speak with an understanding of my audience.</p> <p>I can articulate my perspective and explain my reasoning.</p>	<p>I have confidence in my ability and right to express my ideas and can participate in group discussions and dialogues.</p> <p>I can speak with an understanding of my audience and with cultural competence.</p> <p>I can articulate my thoughts powerfully and concisely, and</p> <p>I can explain my evidence and reasoning.</p>

COMMUNICATE	Entering 1 <sup>st</sup> Grade	Transition from 5 <sup>th</sup> to 6 <sup>th</sup> Grade	Transition from 8 <sup>th</sup> to 9 <sup>th</sup> Grade	Preparing to Graduate
<i>Select an appropriate communication style and platform for the situation and audience.</i>	<p>I can be an active listener.</p> <p>I understand there are different ways to communicate.</p>	<p>I can adjust my tone and style when communicating with various audiences so that I can be heard.</p> <p>I can interpret non-verbal cues</p>	<p>I can adapt my style and tone for my audience.</p> <p>I can select the form of communication that works best for the situation.</p>	<p>I can adapt my style and tone for any audience.</p> <p>I understand how my tone and body language can affect my message or can affect the person I am talking to.</p> <p>I can communicate effectively using multiple modalities.</p>
<i>Know how to listen to others, ask questions, and seek to understand</i>	<p>I can take turns speaking and listening.</p> <p>I can ask and respond to who, what, when, where, why, and how questions.</p>	<p>I can listen to others, ask clarifying questions, and seek to understand.</p> <p>I can follow classroom discussion norms.</p>	<p>I can propose and follow classroom discussion norms.</p> <p>I can ask questions of others to seek knowledge, while assessing attitudes, and intentions.</p> <p>I can listen respectfully to others, hearing and critically examining different opinions.</p>	<p>I can listen to others and hear opposing opinions, even in challenging conversations.</p> <p>I can listen respectfully to others, hearing and critically examining different opinions.</p> <p>I can engage in dialogue about my thinking in all subjects.</p>
<i>Practice thoughtful responses to others in all communication.</i>	<p>I can respond when asked a question.</p> <p>I can, with support, think about my word choice before I speak.</p>	<p>I can consider how my words will affect others.</p> <p>I can think about my intent of the response before speaking.</p>	<p>I can consider possible responses and imagine how my words will affect others.</p> <p>I can think carefully about my responses in all communications, including online and on social media.</p>	<p>I can consider possible responses and take responsibility for how my words affect others.</p> <p>I can practice thoughtful responses in all communications, including online and on social media.</p> <p>I can check assumptions about my understanding of a topic by considering opposing views and opinions.</p>

PERSIST	Entering 1 <sup>st</sup> Grade	Transition from 5 <sup>th</sup> to 6 <sup>th</sup> Grade	Transition from 8 <sup>th</sup> to 9 <sup>th</sup> Grade	Preparing to Graduate
<i>Remain focused on goals, using coping strategies and flexibility to overcome obstacles.</i>	<p>I can take on a challenging task and try multiple times, with adult encouragement, until I am successful.</p> <p>I can sustain my attention for expected periods of time.</p> <p>I can restate the goal for the day and communicate the intended outcome of the lesson.</p>	<p>I can apply multiple strategies to solve a task, problem, or situation, including seeking support from adults or peers.</p> <p>I can reflect on mistakes, learn from them, and try again.</p>	<p>I can identify obstacles to my goals and multiple strategies to overcome them, including seeking support from adults or peers.</p> <p>I can reflect on mistakes, learn from them, and try again using new or different strategies.</p>	<p>I can be resilient by adapting my goals and strategies to overcome setbacks.</p> <p>I can identify and access necessary resources to solve difficult problems and reach my goals.</p> <p>I can find opportunities to grow from my mistakes and improve results.</p>
<i>Speak up for themselves and the issues that are important to them</i>	<p>I can express what I am thinking to my peers and teachers.</p>	<p>I can advocate for myself by knowing who and what to ask.</p> <p>I can confidently express my opinion about issues of importance to me.</p>	<p>I can speak with clarity and knowledge about issues of importance to me.</p>	<p>I can consistently advocate with knowledge and confidence about issues of importance to me.</p>
<i>Engage in self-reflection to build on strengths and work on weaknesses.</i>	<p>I can self-regulate my behavior and my emotions, with support, by using strategies to manage difficult feelings.</p> <p>I can describe myself positively, identifying what I know and can do.</p>	<p>I can make connections between my life and what I am learning.</p> <p>I can identify my strengths as a learner and what helps me learn.</p>	<p>I know my strengths and challenges as a learner and can organize my learning activities in a way that helps me be successful.</p>	<p>I know and can articulate my strengths and weaknesses as a person and a learner.</p> <p>I can regularly self-reflect and identify opportunities to build on my strengths and improve on my weaknesses.</p>
<i>Evaluate choices and outcomes when making decisions.</i>	<p>I can discuss how my decisions impact others.</p>	<p>I can reflect, before and after making a decision, on how my choices impact others.</p>	<p>I can explore multiple options and their possible outcomes when making a decision.</p>	<p>I can consider and evaluate multiple options, and the possible impact of each option on myself and others, when making a difficult decision.</p>

PERSIST	Entering 1 <sup>st</sup> Grade	Transition from 5 <sup>th</sup> to 6 <sup>th</sup> Grade	Transition from 8 <sup>th</sup> to 9 <sup>th</sup> Grade	Preparing to Graduate
<i>Give, receive, and respond to constructive feedback</i>	I can make changes in my work or behavior based on conversations with peers and adults.	<p>I can ask clarifying questions to better understand feedback I have received.</p> <p>I can use feedback to help me improve.</p>	<p>I can use rubrics or other grading guides to assess and improve my own and others' work.</p> <p>I can give and respond to feedback in an objective manner.</p>	<p>I can give meaningful and actionable feedback to peers in a way they can hear and that helps them improve their work.</p> <p>I can receive meaningful feedback and then apply that feedback to improve my work.</p>
THRIVE	Entering 1 <sup>st</sup> Grade	Transition from 5 <sup>th</sup> to 6 <sup>th</sup> Grade	Transition from 8 <sup>th</sup> to 9 <sup>th</sup> Grade	Preparing to Graduate
<i>Understand, respect and communicate with people from different cultures and backgrounds</i>	I can observe characteristics of people and demonstrate respect for different cultures and backgrounds.	<p>I can reflect on aspects of my individual identity.</p> <p>I can listen to the perspectives of others.</p>	I can respect and communicate with people from different cultures and backgrounds.	I can acknowledge bias that I may have and communicate respectfully with others while valuing differences between us.
<i>Care for themselves, and navigate the challenges of everyday life.</i>	I can demonstrate healthy and safe habits.	<p>I can name and apply healthy habits to care for my physical and emotional well-being.</p> <p>I can seek help from others when I need it.</p> <p>I can name and express my feelings and the feelings of others.</p>	<p>I can identify when I am struggling and ask an adult for help.</p> <p>I can name and express my feelings and the feelings of others and engage in dialogue.</p>	<p>I can seek and use available resources to get help in addressing challenges.</p> <p>I can prioritize self-care and advocate for my own well-being.</p> <p>I know how to establish, clearly communicate, and respect appropriate boundaries.</p>



THRIVE	Entering 1 <sup>st</sup> Grade	Transition from 5 <sup>th</sup> to 6 <sup>th</sup> Grade	Transition from 8 <sup>th</sup> to 9 <sup>th</sup> Grade	Preparing to Graduate
<i>Understand financial systems and manage personal finances</i>	<p>I can explain the concept of money and identify various coins.</p> <p>I can understand the concepts of saving and spending.</p>	<p>I can budget my resources.</p> <p>I can demonstrate understanding of the concepts of income, spending, and saving.</p>	<p>I can demonstrate understanding of the concepts of investing, interest, taxation, and the sources of wealth inequality.</p> <p>I can explain how advance planning can reduce the financial impact of challenging events.</p> <p>I can make a budget that shows how I could use money effectively to meet my personal goals.</p>	<p>I can utilize my knowledge to make decisions regarding finances, including establishing and maintaining a budget and managing risk.</p> <p>I can demonstrate understanding of the concept of credit and can explain the basics of banking: checking and savings accounts, loans, overdrafts, interest, and fees.</p> <p>I can analyze the history of systemic racism in the US financial system.</p>
<i>Nurture healthy and rewarding relationships at home, school and beyond.</i>	<p>I can develop one or more positive friendships.</p> <p>I can share with others and include others in group activities.</p>	<p>I can share, include others in group activities, and use words to address conflict.</p> <p>I can understand how my actions and words impact others.</p>	<p>I can understand and respect personal boundaries.</p> <p>I can write or speak from the perspective of another person.</p>	<p>I take personal responsibility for my actions and can manage my emotions by utilizing healthy strategies.</p> <p>I can analyze complex interactions between people.</p>
<i>Manage time and resources to achieve goals.</i>	<p>I can, with support, follow processes and prioritize tasks within the daily schedule.</p>	<p>I can follow a schedule or complete a list of tasks provided to me.</p>	<p>I can complete multi-step assignments and projects.</p> <p>I can use a calendar, technology, or other appropriate tools to manage personal deadlines and prioritize how I will spend my time.</p>	<p>I can prioritize my time and set benchmarks to complete tasks and achieve goals.</p> <p>I can complete long-term, multi-step assignments and projects.</p>

THRIVE	Entering 1 <sup>st</sup> Grade	Transition from 5 <sup>th</sup> to 6 <sup>th</sup> Grade	Transition from 8 <sup>th</sup> to 9 <sup>th</sup> Grade	Preparing to Graduate
<i>Identify interests, passions, and purpose, and envision possibilities for the future</i>	I can share with others future activities that I am excited about and describe why.	<p>I can articulate my likes and dislikes.</p> <p>I can list different types of jobs that are of interest to me.</p> <p>I can discuss the types of knowledge, skills, interests, and experience required for different types of jobs.</p>	<p>I can identify my own interests and passions, making connections to potential career pathways.</p> <p>I can research professions and identify the requirements for those careers.</p>	<p>I can develop a plan of next steps to pursue a pathway aligned with my interests and passions.</p> <p>I can envision what I would like to be doing in the future and I can identify and pursue the education and training necessary to realize that vision.</p>
<i>Prioritize and implement long and short term goals</i>	I can, with guidance, set goals.	I can set a goal and identify the necessary steps to reach it.	I can explain the difference between long- and short-term goals.	I can create and prioritize among goals that are specific, measurable, attainable, and relevant.
LEAD	Entering 1 <sup>st</sup> Grade	Transition from 5 <sup>th</sup> to 6 <sup>th</sup> Grade	Transition from 8 <sup>th</sup> to 9 <sup>th</sup> Grade	Preparing to Graduate
<i>Engage in difficult conversations to address conflict and solve problems</i>	<p>I can discuss and identify possible solutions for a problem, with support.</p> <p>I can seek assistance from my peers and adults to resolve conflict.</p>	<p>I can contribute to solving a conflict through discussion.</p> <p>I can engage in discussion about a difficult issue with people who have a different view.</p>	<p>I can engage in conversations about difficult or controversial topics, listening actively and speaking respectfully.</p> <p>I can solve conflicts between myself and others through dialogue, and accessing supportive resources as needed.</p>	<p>I can engage in productive dialogue, about a difficult subject and with people who have a different perspective, both hearing other perspectives and voicing my own.</p> <p>I can identify situations that are unjust and use my voice to bring attention to the situation and effect change.</p>

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<i>Actively oppose bias, discrimination and racism</i>	<p>I can speak out for or take appropriate action to defend myself, advocate for my own needs, and advocate for the needs of others.</p> <p>I can explain what racism is and why it is wrong.</p>	<p>I can recognize acts of discrimination and bigotry and can explain why they are wrong.</p> <p>I can explain what bias, discrimination, and racism are and the differences between them.</p>	<p>I understand the concept of systemic racism and its presence in our country's history and current reality.</p> <p>I can explain what equity is, what it means to be anti-racist, and how I can be an advocate for justice.</p>	<p>I understand the presence of systemic racism and bias in our country and world as well as my position in those systems.</p> <p>I can use my knowledge and voice to be anti-racist and an advocate for equity and justice.</p>
<i>Seek opportunities to understand and serve the community.</i>	<p>I can have conversations with peers about their experiences and opinions of our community.</p>	<p>I can identify what a community is, who is in my community, and what are some of the strengths and challenges in my community.</p> <p>I can participate in activities that serve my community.</p>	<p>I recognize both strengths and challenges facing my community.</p> <p>I can design and engage in projects serving my community.</p>	<p>I can identify and discuss both strengths and challenges facing my community.</p> <p>I can identify potential solutions and pursue sustained involvement in meeting one or more challenges facing my community.</p>
<i>Be curious, creative, open-minded and flexible in new situations</i>	<p>I can try new things.</p>	<p>I can ask questions and adapt when in an unfamiliar situation.</p> <p>I can understand that other people's opinions may be different than mine.</p>	<p>I can be aware of my surroundings and ask probing and clarifying questions to understand new situations or environments.</p> <p>I can view new ideas as an opportunity to challenge my assumptions.</p>	<p>I can be open-minded, aware of my assumptions, and flexible in new situations.</p> <p>I can be creative and curious, pursuing opportunities to further my learning.</p>

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<i>Lead with empathy and kindness</i>	<p>I can recognize and identify my own feelings.</p> <p>I can ask questions to see how others are feeling.</p>	<p>I can practice empathy and kindness by showing an awareness of others and others' feelings.</p> <p>I can ask questions to see how others are feeling or what they need.</p>	<p>I can practice and model empathy and kindness.</p> <p>I can lead a group of my peers by prioritizing the needs, perspectives, and feelings of others.</p>	<p>I can hold myself and others accountable for being kind and empathetic.</p> <p>I can lead a group of my peers by prioritizing the needs, perspectives, and feelings of others.</p> <p>I seek to understand how my actions or various situations impact others.</p>
<i>Actively participate in democracy and vote as an informed citizen in local and national elections.</i>	<p>I can consider different options and make choices.</p>	<p>I can understand what it means to vote.</p> <p>I can participate in the process of making a decision with a group of my peers.</p>	<p>I can explain the concept of democratic decision-making.</p> <p>I can explain how I can participate in democracy.</p>	<p>I can explain the process of voting, including registering and knowing how, when, and where to vote.</p> <p>I can analyze the processes and functions of American democracy.</p> <p>I can explain local, state, and national issues being debated and the importance of voting to have a voice in those issues.</p>

LEARN	Entering 1 <sup>st</sup> Grade	Transition from 5 <sup>th</sup> to 6 <sup>th</sup> Grade	Transition from 8 <sup>th</sup> to 9 <sup>th</sup> Grade	Preparing to Graduate
<i>Advocate for themselves and for others.</i>	<p>I can understand my rights and responsibilities in my classroom.</p> <p>I can ask for help for myself or my classmates.</p>	<p>I can understand my rights and responsibilities in my classroom and school.</p> <p>I can communicate my needs to peers and adults.</p> <p>I can listen to and understand the needs of others.</p>	<p>I can understand my rights and responsibilities in the community.</p> <p>I can communicate my needs to peers and adults.</p> <p>I can listen to, understand, and express the needs of others.</p>	<p>I can understand my rights, responsibilities as a community member.</p> <p>I can communicate my needs and take steps to access resources to meet those needs.</p> <p>I can advocate for others listening intentionally, asking thoughtful questions, and identifying resources.</p>
WORK	Entering 1 <sup>st</sup> Grade	Transition from 5 <sup>th</sup> to 6 <sup>th</sup> Grade	Transition from 8 <sup>th</sup> to 9 <sup>th</sup> Grade	Preparing to Graduate
<i>Make connections between their interests and possible career opportunities.</i>	<p>I can play with others to imagine being in different jobs and practice social roles and relationships.</p>	<p>I can describe how my emerging interests could apply to a variety of careers.</p>	<p>I can explain connections between my interests, strengths, aspirations, and real-world careers.</p>	<p>I can critically evaluate possible career pathways and narrow my focus to pathways aligned to my interests, strengths, and aspirations.</p>
<i>Understand and obtain the education and training required to enter and advance in their chosen career</i>	<p>I understand that learning in school is important to becoming what I want to be when I grow up.</p>	<p>I can connect things I am learning in school with the necessary requirements for different job opportunities.</p> <p>I understand that my effort in school will impact my future opportunities.</p>	<p>I can explore the different requirements for jobs in a variety of career fields and can explain the different pathways beyond high school for gaining those requirements.</p> <p>I understand that my performance in school now will impact my future opportunities.</p>	<p>I have a plan to pursue a career pathway by seeking training, education, and real-world experience beyond high school.</p> <p>I can use tools and resources to identify, compare, and select colleges and training programs aligned to my plan.</p>

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<i>Know how to adapt and seek new opportunities as the workplace changes</i>	I can transition from one environment or activity to another.	<p>I can explore my interests in multiple ways through school, extracurricular activities, and experiences outside school.</p> <p>I can identify careers that are new or different than those in the past.</p>	I can describe how the requirements for careers related to my interests have changed and may change in the future.	<p>I can evaluate how my post high school plan can lead to career opportunities and I can understand how to adapt my plan based on future workforce changes.</p> <p>I can understand that both formal and informal learning are necessary throughout life to adapt to a changing world.</p>
<i>Practice essential workplace habits and attention to detail to produce quality work in any environment.</i>	<p>I can take on classroom roles and responsibilities.</p> <p>I can understand and follow norms, limits, and expectations.</p> <p>I can show confidence in my own ability to accomplish tasks and satisfaction in completion.</p>	<p>I can explain essential habits for success at school and assess my strengths and areas of growth in achieving those habits.</p> <p>I can check my schoolwork for accuracy before submission.</p>	<p>I can determine which workplace habits are needed in a variety of school and outside school experiences.</p> <p>I can self-monitor my work for completeness, accuracy, and quality.</p>	<p>I can analyze and practice the workplace habits necessary for my chosen career pathway.</p> <p>I can regularly self-assess my work and continually adjust my practices to improve completeness, accuracy, and quality in multiple settings.</p>
<i>Collaborate with others on diverse teams to achieve shared goals.</i>	<p>I can cooperate and play with others by sharing materials.</p> <p>I can independently initiate play with others.</p>	<p>I can work in a group with other diverse students and solve problems.</p> <p>I can collaborate with peers to create shared goals for a team, project, or other activity.</p>	<p>I can work in small groups with peers, creating and following assigned roles with clear and consistent expectations.</p> <p>I can contribute meaningfully to the work of a group, welcoming and recognizing the contributions of other team members to achieve shared goals.</p>	<p>I can communicate effectively with team members, expressing my ideas, actively listening to others' ideas, and contributing to consensus.</p> <p>I can respectfully give and receive feedback with team members while remaining focused on our shared goals.</p>