RPS RICHMOND PUBLIC SCHOOLS

Passion4Learning

Division Strategy Workbook

Executive Summary

The *Passion4Learning Division Strategy Workbook* is a living document designed to guide the Richmond Public Schools executive leadership team through the redesign of our approach to education.

This workbook is not a static plan. It is a dynamic tool that evolves alongside the work—capturing emerging insights, refining direction, and aligning decisions as we move from vision to implementation. It is intended to support clarity, coherence, and momentum across a complex, multi-year transformation effort.

At its core, this work is grounded in a shared aspiration: that every student graduates prepared for a choice-filled life, with access to meaningful pathways, relevant learning experiences, and the skills needed to navigate an evolving world. Achieving this requires not only reimagining what learning looks like, but also aligning the systems that support it—including curriculum, instruction, assessment, operations, staffing, and resource allocation.

This workbook serves as a central organizing structure for that alignment. It brings together design principles, strategic priorities, implementation planning, and continuous improvement processes into a single, shared space. Through design sprints, data collection, stakeholder input, and iterative refinement, the document supports disciplined experimentation while maintaining a clear connection to long-term goals.

The expectation is that this document will be actively used, revisited, and revised. It is a tool for decision-making, a record of learning, and a mechanism for accountability. As conditions change and new information emerges, the workbook will continue to adapt—ensuring that the division's strategy remains responsive, coherent, and focused on outcomes for students.

Ultimately, this document exists to ensure that the redesign effort is not only ambitious in vision, but effective in execution—translating ideas into systems that work, at scale, for all students.

I. Team Values Exercise

Growth Mindset:

- Open
- Reciprocal teaching and learning
- Listening to one another and being open to different ideas, planning where we are going, even if the steps are small
- Open minded
- Flying above the barriers, thinking about what's possible in the face of barriers
- Malleable intelligence - people can change, and they should. That's part of being a professional and being a person.
- Remind myself i am not my ideas and someone disagreeing with the answer, not about me but … disagreement doesn't have to have animosity
- Things of things static - fixed vs. growth - willingness to be open minded and willingness to listen to other ideas and connect them
- Open to change and be ready for change
- People and systems are capable of change

Student Centered:

- Keep the student journey at the forefront (WITH THE HEAD NOD)
- With other variables whatever might make more challenging for adults, what's right for students
- So focused on adults we lose sight of the why we are here. In the private sector doctors have patients, for example - students are our clientele. Any time we lose sight of that, we're wrong
- Maybe we don't conclude until student voice is a part
- Students aren't a monolith
- Creating space for responsible adults to make decisions that are for students and reminding them of that. If we're making the decision for the student, it has their best interest in mine. If we're coming to consensus it has to be kid focused.
- Consider experiences even if they aren't voiced. Needs AND wants. Experience now, future, **and** past.
- Looking at big group of students and individuals, particularly those that may not want to speak up. The middle range students who maybe are forgotten. How do we push them further.

- Ownership and buy-in. Students need to know this is for them. This will require their buy in and voice. Is what we're doing really best for students?
- Adults reflecting on their own practice.

Accountability

- Stick-to-it-ness gets done.
- Own who you are.
- Starts with you.
- Make it happen, showing up.
- Have to have reliability and trust with everyone involved. Takes everyone being fully committed.
- Yes + hold each other accountable -> name it
- Communicate of what you expect out of other people. Don't hold the bag so others need to figure out.
- It aint about you, dont take it personally
- Exit ticket - did we do what we said we were going to do. We have to come back to a point where we are accomplishing a task
- All doing our part making sure we're working together

II. What should school look like to prepare them for the challenges and opportunities we envision in the future?

- Partnerships, internships, workforce coalitions, flipped classrooms, experiential learning
- Team centered
- Coherent across the whole system
- Hands on, expression through student creation, opportunities in and outside the building
- Student-centered and non-traditional in every way
- Individualized support of students
- No standardized testing
- Track student learning that is rooted in student interest (competency based) how do we ensure students aren't slipping through the cracks but not teaching to the test
- Teachers facilitating the learning rooted in student interest
- Relevancy - making what students learn relevant to what they want to do and care about, getting away from meaninglessness. Should also be married to the idea of learning for the sake of learning to build interested learners
- Teamwork, open, selfless (and that's for the adults), sequential, fun
- Choice, time-sensitive, meeting student needs

- More hands on work in other classrooms - a lot more, more cross curricular work - particularly with the arts, not just extracurricular but outside of the classroom
- Opportunities and times to think reflect grow and try again
- Public speaking and confidence
- 3E model and what this actually looks like - fitting a square peg into a round hole. Everything focused towards college preparatory and thinking outside of the box.

Design Sprint # 1

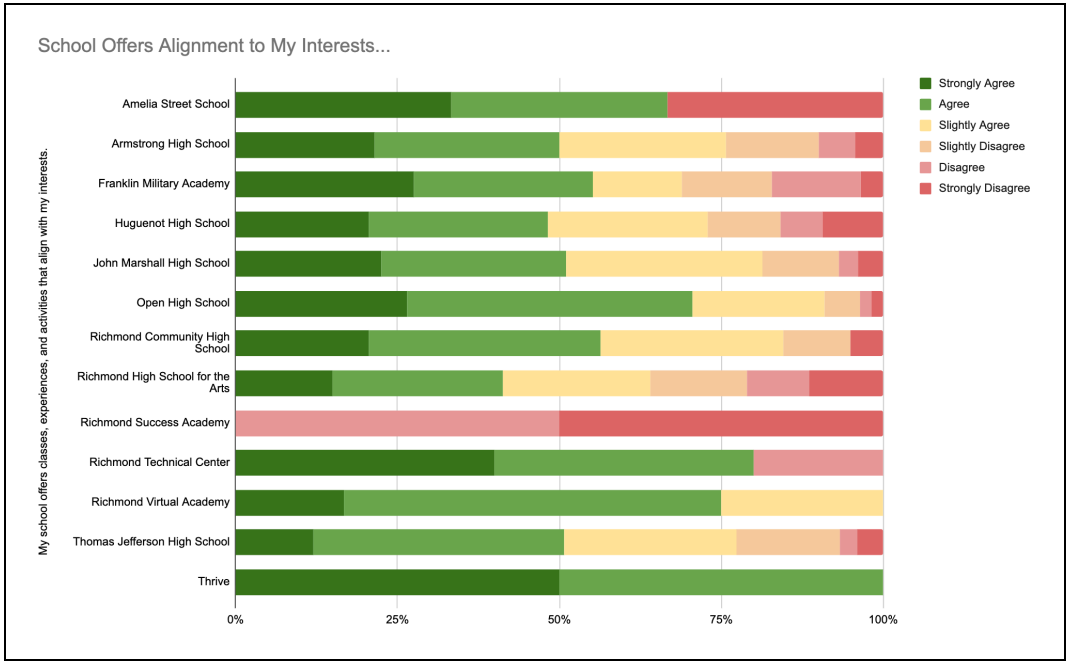
Aspiration Statement:

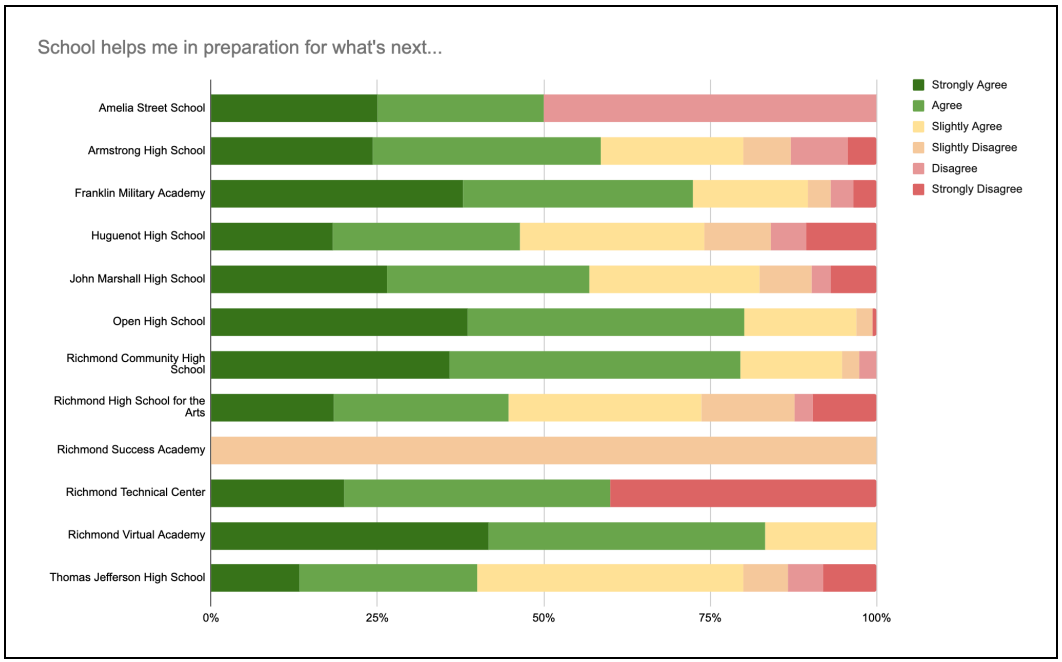
Focus Area

The Learning Innovation Framework provides a top-level view of a system to identify areas of focus. Select the sub-element(s) on which you are focused during this Design Sprint.

Why? Community Vision	What? Outcomes	How? Learning Model	For Whom? Signals	Where? Learning Ecosystem	When? Strategy	What Next? Sharing and Scaling
Community Need Mission Vision Values & Norms	Learner Portrait Competencies Standards Learning Progressions Educator and Leader Portraits	Climate and Culture Design Principles Learning Experience Instruction and Facilitation Assessment Professional Learning	Reports Portfolios Transcripts Credentials	Technology Facilities/location Staffing and Scheduling Transportation Partnerships Networks	Strategic Direction Leading Change Finance Implementation Measuring Success Research & Development	Codifying Sharing Landscape Analysis Theory of Change Scaling

Phase	Updates
Notice	Central to our division's redesign project is the idea that students will graduate ready for a choice-filled life. We aspire for our students to have choice in their learning *during* their time with us, and that their choices and desires drive how we design and innovate. We need to better understand where teachers AND are with this idea and how we could begin to improve it. *Notice / Empathize / Define* Within Instructional Climate Walks, RHSA already observes this and will calibrate on this specific element. *Observe* ● Data from **Student Satisfaction Survey** (RPS, High School, Richmond High School for the Arts) on questions related to student interest and support towards post-secondary plans


School Offers Alignment to My Interests...
My school offers classes, experiences, and activities that align with my interests.
Amelia Street School
Armstrong High School
Franklin Military Academy
Huguenot High School
John Marshall High School
Open High School
Richmond Community High School
Richmond High School for the Arts
Richmond Success Academy
Richmond Technical Center
Richmond Virtual Academy
Thomas Jefferson High School
Thrive
0%
25%
50%
75%
100%
Strongly Agree
Agree
Slightly Agree
Slightly Disagree
Disagree
Strongly Disagree



- **Student Focus Groups -** *Coming soon. What will they tell us? What do we want to learn?*

<u>Potential Design Sprint Noticing Drafts</u>

- ***How might we effectively survey students to best understand their school experience as it aligns to student interests and preparedness for their future? (Todd)***

- ***How might we re-engineer the student satisfaction survey to both get a better representation of our student population in the sample AND to better understand where students are right now with their school experience, specifically as it pertains to their interests? (Luke) (How can we poll families about this same thing?)***

	• ***How might we understand student feelings about their schedule and how it is aligned to their interests? Surveying students with questions aligned to voice and choice of classes/pathways for learning and having a schedule that reflects these opportunities (Principal Olds)*** • ***Did you feel you had agency in your schedule and is it reflective of your interests?*** • ***How might we better engage students to express their interests? (Luke, idea stolen from Chris)*** • ***How might we reimagine the question for students on the satisfaction survey in order to better understand the ways in which students would feel like they are preparing for their future and have autonomy in their learning? (in other words, what are the students' motivations and how do we leverage them?) - Juliane*** • ***How might we capture 100% participation from student inventory data to impact systemic change with our goals*** • ***How might we best identify the areas of student a*** • ***Add a "why"" or option for students to explain reasoning for answer to get a better understanding of ideas, wants, and needs*** ○ ***Add more multiple choice options if their answers are "strongly agree" or, more importantly, "strongly disagree" (students may not choose to write a response so more options may allow better information from them)*** • ***How might we identify if the programming of RHSA is meeting the current and future needs of all learners, and if not, what practices can we implement to better support these needs? (CB)*** • ***Possible survey questions'/*** ○ ***How engaging are your classroom experiences each day?*** ***What makes your classroom experience engaging?*** ○ ***How much do you think your teachers intentionally change their practice to meet your***

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learning needs?

- ***How often do you feel like you were appropriately challenged in your classes?***
- ***How supported do you feel when choosing your courses?***
- ***How well did your middle school experience prepare you for 9th grade?***

General Ideas:

- ***Teacher preparedness***
- ***Quality of engagement***

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<tr><td>Build</td><td>

Open The Doors

How do we increase/achieve the best data [about the student experience] in the fastest way possible?

<table>
<tr><td>New survey</td><td>Other ways students tell us (through work, projects, other means of expression)</td><td>Text message poll / phone call poll</td><td>Family surveys?</td><td>Bus stop chats</td></tr>
<tr><td>1:1 conversations</td><td>Other data? (course attendance patterns)</td><td>Observations</td><td>Focus groups</td><td>Team conversations (sports, extracurriculars)</td></tr>
<tr><td>Small group</td><td>Attendance at</td><td>Forum</td><td>Social media</td><td>@ the point of</td></tr>
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	conversations	*extracurricular events as an indicator (?)*		*responses to targeted content (arts, CTE, science, etc.) and dialogue around them in comments*	*enrollment (or transfer in? Or as part of an attendance re-capture effort?)*
	Suggestion box++	*Bingo daubers on big pieces of paper in the hall*	*This exercise, but public for students! Post it note or check+ what you're into*	*Interviews*	
	Principal chats	*Communication between parents and principals at PTSA*	*In person and newsletter communication*	*Teachers have discussions with classes at the end of each 9 weeks / Student Evaluations of their teachers and classes*	*Students leaders conducting interviews during classes*
	Student ambassador conversations	*Incentives*			

Find the Patterns

Find the patterns through affinity mapping - clump and sort into categories on a second poster paper.

Communication

- *Small group*
- *Larger group*
- *Multi-directions (poll,suggestion box, social media)*

Qualitative collection

Quantitative

In school/Not in school

	Not So Feasible	*Very Feasible*
Low Impact	*-bus stop chat* *-quiestionnaire @ the point of enrollment* *-Social media responses to targeted content (arts, CTE, science, etc.) and dialogue around them in comments* *Students leaders conducting interviews during classes - Chris,CJA*	*--In person and newsletter communication* *-small group conversations* *- Other data? (course attendance patterns)* *-bingo things on the walls (might be too much social influence)* *-attendance at extracurricular experiences* *- student leaders in classroom*
High Impact	*-PTSA Meetings - In person* *-1:1 conversations with students/interviews- Julz , CJA* *- Observations - CB* *- Focus Groups- JCT* *- Small group conversation*	*-survey, Luke, DT* *- Text message poll / phone call poll, Luke* *-Student ambassadors asking the questions* *-Team conversations (sports,*

		(attendance to extra curricular events,future center navigators) *- Forum* *- incentives for participation* *- principal conversations* *- teacher conversation with students (scripted and tool)- Todd, Luke, Chris*	*extracurriculars) - Todd (perhaps execute in concert w/ teachers every 9 weeks strategy), Luke, Olds* *-suggestion box- Julz* *-classroom walkthroughs measuring Culture of Learning ('Students are engaged') - CB, DT, Olds* *Student Evaluations of their teachers and classes - Chris, DT,*

Make it Real

Prototype Decision - Once solutions have been narrowed, Dot Voting can be used for a quick, democratic method for prioritizing ideas. Each team member is given a set number of votes (dots) to place on the ideas or clusters they find most promising. The items with the most dots are prioritized.

Reflect

Focus groups and small group conversations surrounding "Do students feel a sense of satisfaction and belonging and what would increase that?" and "Do students feel like their fine arts classes are meeting their needs/expectations/desires and if not, how could we increase that?"

Test	
Share	

Resources

- Share overview deck
  - Other technical challenges: scheduling, counseling, AND___ (6 month timeline)
- Student meeting learning - interest and feedback
- Staff Survey - knowledge and preparation - ready to go

Tasks for next meeting

- **Individually:** Complete “Where do design principles currently show up?” column
- **Team:** Refine the “What does this look like? (future)” column. Build a set of clear statements around each design principles across curriculum, instruction and assessment to help guide RHSA P4L teaching and learning
- **Individually:** Think about a specific design sprint model to test the Design Principles at RHSA this spring (this can be at the individual lesson level in a classroom).



DRAFT DESIGN PRINCIPLES

CURRICULUM (Learning Experience)

Design Principle	What does this look like? future	Where does this currently happen? present

Collaborative – Students connect, cooperate, and collaborate across learning experiences.	-leveraging technology to group project across courses and fields / focuses (LH) -Intentional teamwork (work together not just side by side) (CA) - TS: Development of communication skills (speaking and listening) - TS: Peer feedback - TS constant integration of content across different disciplines (individually planned by one teacher AND collaboratively planned by multiple teachers - shout out Cassandra's team and GIANTS) - crossing over art forms, instrumental music has a piece recorded by studio that is used in a dance performance. Literary arts writes a play that is performed by theater. Etc (JCT) Peer reviews: Students use structured rubrics to give each other feedback on drafts or projects before the teacher ever sees the final product. (DT) Curriculum/Pacing allows for opportunities for and provides guiding examples of cross curricular planning of activities and projects that allow teacher and student collaboration (FA) Students routinely connect and collaborate across classrooms, disciplines, schools, and communities, engaging in purposeful dialogue and shared problem-solving that builds communication, empathy, and collective ownership of learning (CB)	Students engage in structured collaboration through partner work, small groups, and team-based problem solving. Teachers intentionally embed discussion protocols and cooperative strategies to support academic discourse. This can be seen through group-based tasks in core programs (e.g., math problem-solving, literacy discussion prompts, science investigations). (CB) Teachers collaborative across contents (Fashion/Theatre, History/English, Fine Arts/Math) on projects, strategies, content examples. (FA) Currently, this could happen in ELA classes to asset with improving the quality of writing samples and performance on the EOC Writing SOL. (DT) Teaching Grad requirements from Day 1 and on. Students understand the expectations of their education. Victor C. Students are actively connecting, cooperating, and collaborating through diverse learning experiences in our CTE and Fine Arts courses. Our curriculum empowers students to apply classroom knowledge to the real world through partnerships with outside organizations, visits to post-secondary institutions, and guest lectures from industry professionals who provide invaluable career insights (Z.Hines) The ELA department shared the writing formate with the History department to assist with drafting PBAs. (DT) Teachers collaborate on student projects and

	Continue sharing the grad requirements (as early as MS) throughout HS.-Victor Carias Expansion of CTE and Fine Arts courses	experiences (i.e. Culinary Arts and Math) to enhance skills in each classroom. Measurements/Recipe Adjustments=solving equations. (FA)
Rigorous – Every student is appropriately challenged and individually demonstrates proficiency around standards and skills, with differentiation based on their needs.	- TS culture of constant assessment of learning and tweaking of lessons in response - TS teachers have a strong sense of age appropriate expectations - TS grade bands review expectations of the older grade and share their expectations with younger grades to confirm alignment -The focus is on competency with tiered assignments or choice in how mastery is demonstrated. (DT) -Teachers move from "lecturers" to "facilitators" of learning with students working in small groups with assigned roles and learning outcomes. (DT) Every scholar is appropriately challenged and supported to demonstrate mastery of standards and essential skills through high-quality tasks, with intentional differentiation that honors individual strengths, news, and learning pathways. (CB)	Curriculum is aligned to state standards with increasing emphasis on higher-order thinking and application. Teachers use formative assessment data to adjust instruction and provide targeted supports. This is demonstrated through standards-aligned pacing guides, adopted instructional materials, and exemplar tasks. (CB) Currently, 70/30 teachers/student talk ratio is monitored during classroom observations which are recorded in Kickup. (DT) Students are currently held to the standards which are rigorous as based on state and local standards. These are observed daily by admin and leads. The use/modeling of multiple representations in math instruction allows students to demonstrate proficiency in a manner that they are able to understand and articulate (FA).
Relevant and Connected –Learning experiences connect to the world outside of school and are relevant to student	- TS division expectation of curriculum development to include this and provide support/pd for those who need it - TS students are asked what is relevant	Students experience real-world connections through thematic units, culturally responsive texts, and applied problem contexts. Career exposure and community partnerships exist in

experience and their future careers. Students develop social capital and workplace skills through community partnerships.	- TS feedback cycles for confirming relevance -TS multimodal instruction -Off-site learning experience that aligns with learning and career pathways (DT) Learning experiences are meaningfully connected to students' lived experiences, future aspirations, and real-world challenges, enabling students to build social capital, career awareness, and workplace skills through authentic community and industry partnerships. (CB) -In-School field trips - Industries come to the school to provide learning experiences to students. (DT) Students participate in hands-on, grade level appropriate, project based learning relevant to their future career. S.Francis	pockets across schools and programs. (CB) The CTE department often invites guest speakers to visit their classes to share industry information. They had local entrepreneurs to facilitate a Shark Tank where students develop products and pitch them to them, and the class for a project grade. (DT) Currently via Richmond Tech, some of our CTE courses here at RHSA and our Future Center here at RHSA. (D.S)
Experiential – Students experience the required content and skills with hands-on, experiential approaches. Learning is not just fact memorization, but application in contexts that matter.	- TS project based learning (Pbl) and the commitment from leadership to support it being done well. - Students engage in hands-on, meaningful learning that emphasizes application over memorization. Knowledge and skills are used in real and simulated contexts that matter. -KO -Students engaging in real tasks, actively creating, and designing (CA) Students actively experience and apply required content and skills through hands-on, inquiry-based, and problem-centered learning, moving	Arts integration is ground floor and requires overhaul for more rigorous course offering and financial support for sustainability - KO Hands-on learning is embedded in science, STEM, fine arts, and CTE pathways. Students engage in inquiry, experimentation, and design-based learning experiences. This can be seen through Science investigations, STEM challenges, performance-based arts curricula, and electives. (CB) Dance: Choreography, movement exploration, peer feedback and techniques through practice and not only observation.

	beyond memorization to deep understanding and real-world application, (CB) -The shift to learning by doing and teaching others with reflection opportunities. (DT)	Visual Art: Experiment using materials and tools in process to mastery. Critique and revision. Artistic statements and gallery walks. Music: Active music making. Applying theory and technique to rehearsals, practices and performances. Students listening, evaluating, and adjusting in real time. Experiences in authentic concerts, community performances and recording projects. Theatre: Role-play and active performances in rehearsals. Script analysis, improvisation, staging, etc. Reflecting on story choices and audience impact. (CA) Math: When students understand a standard and how to check their solution with the Desmos Calculator, they become peer tutors and model and teach the skill to others. (DT)
Learner-centered – Students actively participate in their learning through goal-setting and reflection, voice and choice, and pathway selection.	-Students actively own their learning through goal-setting, reflection, voice and choice, and personalized pathway selection. -Student voice and choice. Teachers as facilitators and coaches (CA) The curriculum centers student voice, choice, and agency, empowering learners to take ownership of their growth while educators design responsive, inclusive learning experiences grounded in high expectation and individual needs. (CB) -Students advocating for courses, learning opportunities, and resources that align with their goals during and beyond high school. Students feel comfortable emailing	Goal setting is a new focus for RHSA but focused with core content areas. Envision seeing this be an established norm moving forward - KO Students have opportunities to reflect on learning and demonstrate growth in multiple ways. Teachers increasingly incorporate voice and choice within lessons and assessments. This can be seen through choice-based tasks, flexible pathways in electives, and goal-setting components. (CB) We have students who are interested in persueing a trade after graduation. They have met with their counselor to see what certifications are offered by the school and the technical center. (DT)

	and meeting with adults who can help them successfully navigate towards their goals. (DT)	History students actively participate in their learning by completing PBAs which satisfy their SOL requirement.

INSTRUCTION and FACILITATION

Design Principle	What does this look like? future	Where does this currently happen? present
Collaborative – Students connect, cooperate, and collaborate across learning experiences.	• Students apply skills or concepts from one course to another course. These experiences should be collaboratively planned across departments. (DT) • Peer-led master classes or private lessons (JCT) • Co-teaching across disciplines. This might include fields that share space (stage) - designing sets/projections or music and dance or theatre collaborating toward common goal. Theatre/production will need to manage logistics for shows (JS • Peer-led critique (JS)	• Currently at RHSA, this is happening in Art classes that reflect on aspects of Geometry that can be found in art. (DT) Students engage in structured collaboration through partner work, small groups, and team-based problem solving. Teachers intentionally embed discussion protocols and cooperative strategies to support academic discourse. This can be seen through turn-and-talks, collaborative problem solving, inquiry groups, and project teams. (CB) The Fine Arts team is encouraged to collaborate and access learning experiences in each of the classes frequently through positive feedback of performances, practices, and critique. Students use their learning experiences to provide positive and beneficial information for improvement.(CA) Some teachers already perform cross curricular activities through AVID programming - ko Choir teacher collaborating with other choir

		programs at other High Schools in Black History program. -JS All City Band and All City Choir are experiences that students can participate in collaborative learning experiences. -JS
Rigorous – Every student is appropriately challenged and individually demonstrates proficiency around standards and skills, with differentiation based on their needs.	• High-level mastery of skills, technical precision in arts, conceptual depth (JS) • Appropriately "leveled" classes, particularly in the arts, so students can learn from each other while also receiving the targeted instruction they need. (JCT) • Allowing for students to take higher level courses if their skills align with higher level skills (JCT) -Students defer questions to peers or refer to resources before asking the teacher for assistance. (DT) -Teacher feedback with Next Steps that foster a deeper understanding of the skill/standard learned. (DT) Students are given the opportunity to demonstrate proficiency in multiple ways and teachers allow students' skill to further develop by providing multiple opportunities to show proficiency and standards and skills are combined when possible. To achieve the necessary rigor within our advanced Visual Arts and Music programs, students must engage in a curriculum that extends beyond standard classroom hours. Our objective is to integrate	-Product is often seen as the evidence of learning. Process should be evaluated (in the area of arts) the evidence of rigor is in the process. (happening in all of our schools (CA) Curriculum is aligned to state standards with increasing emphasis on higher-order thinking and application. Teachers use formative assessment data to adjust instruction and provide targeted supports. This can be seen through differentiated small groups, scaffolded questioning, and targeted intervention or extension. (CB) ELA- During preparation for the Writing SOL, ELA teachers meet with students 1-to-1, to provide feedback and suggestions for improving the final draft. (DT) Math-Teachers work with students on multiple representations so that students can demonstrate proficiency visually or abstractly (FA) All teachers submit lesson plans with standards outlined, learning objectives, lesson activities relevant to standard and essential questioning Differentiation is required in all lesson plans for 100% access to the curriculum - ko

	high-level performance and exhibition opportunities with current coursework, ensuring that students' outside-of-class involvement is in direct cohesion with their academic learning and professional development - Z. Hines	Students create personal goals for themselves each semester in each classroom setting -ko
Relevant and Connected –Learning experiences connect to the world outside of school and are relevant to student experience and their future careers. Students develop social capital and workplace skills through community partnerships.	-teachers have access to PD that keeps them exposed to the cutting edge in their industry [without forcing them to seek it out themselves] (LH) -community partners have a real presence in school building [LH] Concepts are tied to lived experiences and skills of the students (FA) - Using equipment and software that is used in professional studios and theatres (JS) to stay relevant to industry stand tech - Guest Artists from the community and regular interactions with working professionals from the arts field (JS) - Exhibiting work outside of the school walls, giving students experiences and opportunities in the community they are connected to -The district facilitates a Professional Advisory Committee made up of local business leaders. These leaders review the curriculum annually to ensure the skills being taught are actually what the current job market demands. (DT).	- Setting students up in the Digital Art 1 class with Adobe Creative Cloud- software that is used in the graphics design field setting them up for knowledge that can prepare them for a profession Students experience real-world connections through thematic units, culturally responsive texts, and applied problem contexts. Career exposure and community partnerships exist in pockets across schools and programs. This can be seen through guest speakers, career talks, service-learning experiences, and applied classroom discussions. (CB) Instrumental students who participate in the All City Band have had numerous opportunities this year along to participate in community events including the VMFA's Giants Exhibit Pep Rally, the inaugural parade and the Fine Arts Festival- all rooted in our community.

	Business partners visit classes that support their industry and share expertise as they relate to the curriculum taught. (DT)	
Experiential – Students experience the required content and skills with hands-on, experiential approaches. Learning is not just fact memorization, but application in contexts that matter.	Off campus field trip experiences with embedded instructional focus -KO Classes working with visiting/resident artists and professionals (CT) Co-facilitation in classroom and outside with visiting artists / practitioners who teachers lead developing of relationships (not dropped into their classroom) (LH) Students complete a Performance Task, which allows them to showcase new skills in a real-world context. (DT)	We have certain disciplines that give experiences, but I would like to see it as a required instructional tool / opportunity each semester - KO The arts are process-based, which is experiential; students are doing some forms of experiences daily in their classes. (JS) Hands-on learning is embedded in science, STEM, fine arts, and CTE pathways. Students engage in inquiry, experimentation, and design-based learning experiences. This can be seen through labs, simulations, project-based learning, and design challenges. (CB) World Lang Performance Task: Students practice describing their favorite movie in Spanish to a partner or the class using unit vocabulary. (DT)
Learner-centered – Students actively participate in their learning through goal-setting and reflection, voice and choice, and pathway selection.	-tool to measure response to student feedback (LH) -course selection process drives master schedule not other way around (LH) - Individualized tracks with personal goals, Student agency, student choice in medium and how they demonstrate mastery of skills . Self-curated portfolios and artist statements that students develop (JS) -Studio spaces that are adaptable and	This occurs in certain content areas but not to fidelity and could be flushed out more as a result - KO Students have opportunities to reflect on learning and demonstrate growth in multiple ways. Teachers increasingly incorporate voice and choice within lessons and assessments. This can be seen through conferencing, student-led discussions, reflection routines, and flexible grouping. (CB)

	accessible to students, flexible times (JS -Multiple pathways exist for student access & evidence of learning/assessment.CA)	

ASSESSMENT

Design Principle	What does this look like? future	Where does this currently happen? present
Collaborative – Students connect, cooperate, and collaborate across learning experiences.	-peer review of capstone projects or other learning demonstration (LH) - Critiques of artwork /in class discussions during work in progress (CT) -Students complete Group Performance Tasks that have an individual and group grading component. (DT)	- Group and individual critiques occur at the end of every major assignment in the art rooms (CT) Students engage in structured collaboration through partner work, small groups, and team-based problem solving. Teachers intentionally embed discussion protocols and cooperative strategies to support academic discourse. This can be seen through performance tasks, group presentations, peer feedback, and collaborative rubrics (varies by grade/content). (CB) Students complete PBAs in history and are able to have initial collaborations with teachers and other students to share information, develop ideas, and ensure quality before the writing stage starts (FA) Teachers, Coaches, Tutors, and Administrators collaborate on remediation schedules, strategies, student identification, and locations to ensure all students have the opportunity to prepare for any

		assessments needed to fulfill verified credits. (FA)

Rigorous – Every student is appropriately challenged and individually demonstrates proficiency around standards and skills, with differentiation based on their needs.	• Assessment is linked to both SoL and competencies with a Portrait of a Graduate (NM)
	• Clear set of outcomes for every course that are directly linked to learning experiences - students assessed around proficiency on these outcomes (rather than quiz, test, lab, project averages) (NM)
	• I read this in two different ways
	  ○ the differentiation piece, ensuring that *all students* - no matter their level of supports - are setting and attaining goals aligned to their interests.
	  ○ The rigor piece: ensuring that students are challenged in ways that enhances engagement. ie, juust the right balance of challenge where they don't feel overwhelmed and give up, but also providing the support necessary to push through the times where they feel discouraged.
	  ○ (JCT)
	Consider students' need, ability, and strengths to assist the level/mode of challenge and demonstration (FA)
	
	Assessment surveys-Students provide teacher feedback on the assessment. Teachers can determine whether the test
		Lesson Planning and PLC's to ensure content acquisition and instructional alignment with pacing - KO
		
		Curriculum is aligned to state standards with increasing emphasis on higher-order thinking and application.
		Teachers use formative assessment data to adjust instruction and provide targeted supports. This can be seen through summative assessments, formative checks, performance tasks, and standards-aligned rubrics. (CB)
		
		Formative and summative assessments occur in all classrooms accordingly and checking for understanding is a classroom norm. Teachers also give exit tickets as well.-ko

	provided adequate rigor and assessed mastery of the taught skill. (DT)	
Relevant and Connected –Learning experiences connect to the world outside of school and are relevant to student experience and their future careers. Students develop social capital and workplace skills through community partnerships.	• Aligned to field/focus for application students and aligned to theme for comprehensive students [side note- we need nomenclature for the varying levels] (JCT) Industry Certifications (MOS, ServSafe, ASVAP, WPR). (DT)	Students experience real-world connections through thematic units, culturally responsive texts, and applied problem contexts. Career exposure and community partnerships exist in pockets across schools and programs. This can be seen through projects, presentations, and products tied to authentic audiences or community issues. (CB) All students should obtain industry certification(s) aligned with their completer pathway. (DT)
Experiential – Students experience the required content and skills with hands-on, experiential approaches. Learning is not just fact memorization, but application in contexts that matter.	• More hands, less paper (JCT) • Students explore, process, and redo (FA) • Assessment built into performance, exhibition, presentation of work (LH) • Students have a choice in how they are assessed (DT) • Many opportunities to practice demonstrating proficiency across multiple contexts -Internships (DT)	Hands-on learning is embedded in science, STEM, fine arts, and CTE pathways. Students engage in inquiry, experimentation, and design-based learning experiences. This can be seen through performance tasks, demonstrations of learning, portfolios, and exhibitions. (CB)
Learner-centered – Students actively participate in their learning through goal-setting and reflection, voice and choice, and pathway selection.	• Competency-based (JCT) • Student reflection built into grades (LH) • Self Evaluation / Reflection (CT)	Students have opportunities to reflect on learning and demonstrate growth in multiple ways. Teachers increasingly incorporate voice and choice within lessons and assessments. This can be seen through Portfolios, self-assessments, goal tracking, and student-led conferences (implementation varies). (CB)

Framework Components & Tasks	Not planned	Planned	In progress	Complete
Culture and Climate				
Cultivate a positive, growth-oriented culture that supports continuous improvement				
Notes:				
Framework Components & Tasks	**Not planned**	**Planned**	**In progress**	**Complete**
Standards				
Identify priority standards for each subject area		**X**		
Build proficiency scales and/or rubrics aligned to each standard				
Notes: Copy of 25-26 High School Curriculum Updates & Resources				
Competency and Progressions				
Co-design a Portrait of a Graduate that is comprised of transferable competencies and measurable skills (avoid character development traits)		**X**		
Develop K-12 learning progressions that articulate skill criteria across developmental learning bands, integrating academic standards where appropriate.	**X**			
Notes:				
Assessment				
Establish a mastery-based assessment policy that addresses				

retakes, incomplete work, grading conversions, and evidence requirements.				
Design authentic performance assessments explicitly aligned to priority standards				
Establish calibration protocols to ensure consistent proficiency ratings across teachers and learning experiences.				
Notes:				
Learning Experience and Instruction				
Embed competency and skill assessment authentically within learning experience.				
Design and implement interest-driven learning opportunities with authentic application that encourages interdisciplinary connections.				
Notes:				
Reporting				
Build a credential system that enables students to demonstrate competency growth through multiple formats (badging, extended transcript, seals, etc.).				
Notes:				