



# Portrait of a Graduate

*Instructional Practices Today, Durable Skills for Tomorrow*

Academic Matters | June 2025

## Attributes



Communicator



Collaborator



Ethical & Global  
Citizen



Creative & Critical  
Thinker



Goal Directed & Resilient  
Individual

## School Board Skill Language

*Applies effective reading skills to acquire knowledge and broaden perspectives.*

*Employs active listening strategies to advance understanding.*

*Speaks in a purposeful manner to inform, influence, motivate, or entertain listeners.*

*Incorporates effective writing skills for various purposes and audiences to convey understanding and concepts.*

*Uses technological skills and contemporary digital tools to explore and exchange ideas.*

**Each POG skill becomes more rigorous over time**

PreK	Grades K-3	Grades 4-6	Grades 7-8	Grades 9-12
<i>I draw to share my ideas.</i>	<i>I write to share my ideas.</i>	<i>I use the writing process to organize my thoughts and share my ideas.</i>	<i>I plan, organize, and revise my writing for an intended purpose and audience by blending ideas and concepts.</i>	<i>I plan, organize, and revise my writing for an intended purpose and audience by blending ideas and concepts. I select the appropriate language and form to develop a unique voice.</i>

# POG: ACADEMIC GROWTH FOR TOMORROW'S INNOVATION



## EXCELLENCE EQUITY & OPPORTUNITY

2023-30 STRATEGIC PLAN

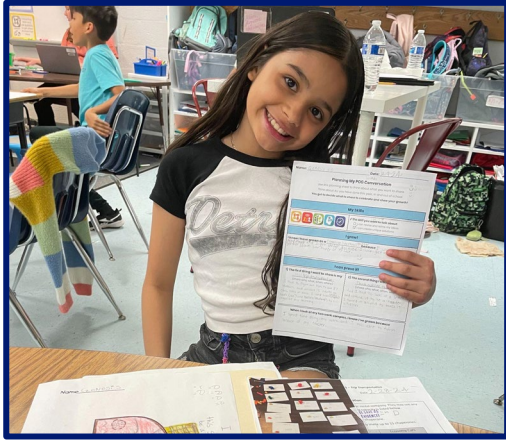
GOALS • MEASURES • EQUITY COMMITMENTS		
1	<b>STRONG START: PRE-K-12</b> Pre-K students will demonstrate student skills, variety, and a pay for learning necessary for success in middle school.	<b>MEASURES</b> A. Availability of Pre-K programs including inclusive Pre-K to meet community need B. Quality of Pre-K programs including teacher quality, the Pre-K, and parent involvement C. Early intervention services for at-risk students for behavioral and academic outcomes
2	<b>SAFE, SUPPORTED, INCLUDED, AND EMPOWERED</b> Every student will experience a safe, supportive, and inclusive learning environment that empowers and promotes student success.	<b>MEASURES</b> A. Student safety (crime rates, incidents, and sense of belonging, academic support, inclusion) B. Student support (social, emotional, and academic support, teacher, and parent/teacher communication) C. Student inclusion (diversity, equity, and inclusion, teacher, and parent/teacher communication)
3	<b>ACADEMIC GROWTH AND EXCELLENCE</b> Every student will demonstrate academic growth and excellence in all areas of learning, including standardized test scores, student engagement, and student achievement.	<b>MEASURES</b> A. Student and parent involvement in learning (e.g., student, parent, grade point average (GPA), standardized test scores, student engagement, and student achievement) B. Student and parent involvement in learning (e.g., student, parent, grade point average (GPA), standardized test scores, student engagement, and student achievement) C. Student and parent involvement in learning (e.g., student, parent, grade point average (GPA), standardized test scores, student engagement, and student achievement)
4	<b>LEADERSHIP AND INNOVATION</b> Every student will demonstrate leadership and innovation in all areas of learning, including standardized test scores, student engagement, and student achievement.	<b>MEASURES</b> A. Student and parent involvement in learning (e.g., student, parent, grade point average (GPA), standardized test scores, student engagement, and student achievement) B. Student and parent involvement in learning (e.g., student, parent, grade point average (GPA), standardized test scores, student engagement, and student achievement) C. Student and parent involvement in learning (e.g., student, parent, grade point average (GPA), standardized test scores, student engagement, and student achievement)
5	<b>PORTRAIT OF A GRADUATE</b> Every student will demonstrate the attainment of the Portrait of a Graduate in all areas of learning, including standardized test scores, student engagement, and student achievement.	<b>MEASURES</b> A. Student and parent involvement in learning (e.g., student, parent, grade point average (GPA), standardized test scores, student engagement, and student achievement) B. Student and parent involvement in learning (e.g., student, parent, grade point average (GPA), standardized test scores, student engagement, and student achievement) C. Student and parent involvement in learning (e.g., student, parent, grade point average (GPA), standardized test scores, student engagement, and student achievement)

**Goal 3: Academic Growth and Excellence**  
Growth with evidence in at least one/two self-identified Portrait of a Graduate skills, annually

**Goal 5: Leading for Tomorrow's Innovation**  
Attainment of Portrait of a Graduate Competencies



# POG POL: THE IMPLEMENTATION PROCESS



## All levels:

- Students learn about durable POG skills as they utilize them while learning course content
- Students add evidence of their learning to a portfolio

**Elementary:** Schools prioritize time periodically for students to “drop everything and reflect” on POG skill use and growth and share a final Presentation of Learning

**Secondary:** Advisory lessons throughout the year prompt students to reflect on the growth of their POG skills and share a final Presentation of Learning



# POG POL: EXAMPLES ACROSS FCPS



# LEARNER AGENCY: SKILLS FOR A LIFETIME

## Connecting with FCPS priorities

- Inclusive Practices
- Universal Design for Learning
- FCPS Learning Model
- Durable skills that Artificial Intelligence cannot replace
- Social and Emotional Learning

## Continuing access and opportunity

- Monitoring and responding to Strategic Plan data for Goals 3 and 5

