COLORADO SPRINGS SCHOOL DISTRICT ELEVEN
Mr. Michael Gaal, Superintendent
Phoebe Bailey, Chief of Personnel Support Services

District Accountability Committee
Full DAC Committee Meeting

January 19, 2023
Hybrid – In person and WebEx
Tesla, Room 116
6:00 – 8:00pm

1. Welcome– Velvet Stepanek, DAC Chair–5 minutes

2. Spotlight on Lou Jauriqui, Community Liaison-Wilson Elementary School- 10 minutes

3. Academic Master Plan – Tamara Acevedo, Chief Academic Officer – 50 minutes

4. Family, School, Community Partnerships (FSCP) Collaborative Update – Velvet Stepanek, DAC Chair – 10 minutes

5. Charter School Updates – Velvet Stepanek, DAC Chair – 5 minutes

6. Reaching out to SACs Update – Velvet Stepanek, DAC Chair – 5 minutes

7. Training & SAC Support Subcommittee Update – Lyman Kaiser, T&SS Chair– 10 minutes

8. Accreditation Subcommittee Update – Marion Clawson, Accreditation Chair – 10 minutes

9. Budget Subcommittee Update – Amanda Huber, Budget Chair – 5 minutes

10. Membership Updates – Lauren Walker, Vice Chair/Membership – 5 minutes

11. Closing Remarks– Velvet Stepanek, DAC Chair – 5 minutes

T & SS meetings, February 7, March 7, April 4, May 2, via WebEx
SAC Training, , January 26, April 6, In person (Tesla) and via WebEx
*DAC meetings*February 16, March 16, April 20, May 11, via in person (Tesla) and WebEx

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Academic Master Plan Update

Access slides using the link or scan QR code https://bit.ly/AMPDAC

Agenda

Our Agenda
Where we have been: Ground in previous context
Where we are headed: Share current AMP vision and the alignment to our district mission and goals (enrollment and academic achievement)
Pathways and Programming: Our next steps with our pathways and programming
Career and College Opportunities: Develop college, career, military and technical education credentials
Developing the D11 Graduate: Connecting the D11 Graduate Profile and the ICAP
Next Steps: Timelines and pathway school supports

D11

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Tamara Acevedo- CAO

Where We Have Been

Academic Master Plan

Enduring Principles:

- **Excellence in education for all students and increasing student enrollment**
- **Quality Neighborhood Schools, Pathway Programming (with K-12 articulation) and *Innovation Status Schools***
- **Community involvement and partnership in the planning and implementation is a critical component**
- **The Academic Master Plan is coordinated in the ALL Department and involves collaborative work across central administration teams**
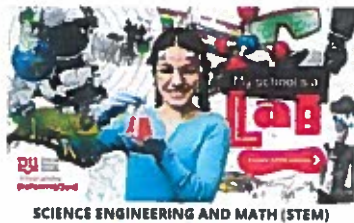
March 2022 Update Recap

- **Quality Neighborhood Schools (QNS) defined through the D11 Graduate Profile and 5Essentials**
- **Timeline of next milestones. Pathway school applications update with decisions on sites determined by end of April 2022.**
- **Update on launch of fall Best First Instruction work**

Internal and Community Engagement for the Planning

Engagement Name	Function and Timeline
Graduate Profile Development	Utilizing community responses from World Cafe and surveys from strategic plan creation, develop the D11 Graduate Profile. Students, community members, teachers, administrators.
AMP World Cafes and Community Surveys	Gather input to identify community interest in programming and pathways throughout 2020-2021. Community members, teachers, administrators.
AMP Community Meetings, Online Meetings for AMP and FMP	Discussions with individual school communities as planning was being communicated and developed. 2020-2021
Pathway Committees	Eight internal committees comprised of ESP, teachers, and administrators to research and develop white papers and project plans focused on areas of interest shared by the community.
AMP Steering Team	One larger committee comprised of ESP, teachers, and administrators to review work of eight teams and identify systems supports and needs.
AMP Central Support Team	Central administration departments convening to collaborate for AMP supports.

Pathway and Program Communication

Foster their curiosity and help them enjoy their educational journey by exploring the various D11 personalized education pathways designed to spark their interests and passions. As they grow, students and families can choose other pathways as their interests may change and engage in curriculum and classes that align with their interests.

SCIENCE ENGINEERING AND MATH (STEM)

VISUAL AND PERFORMING ARTS
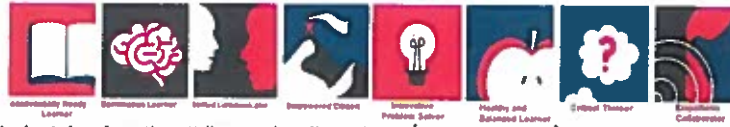
DUAL LANGUAGE IMMERSION

OUTDOOR EDUCATION

MONTESSORI

GIFTED AND MAGNET PROGRAMS

d11.org/pathways

D11 Graduate

Ensure *every student develops* the attributes of a D11 Graduate (Graduate Profile) and creates a plan for their future.

Future Ready
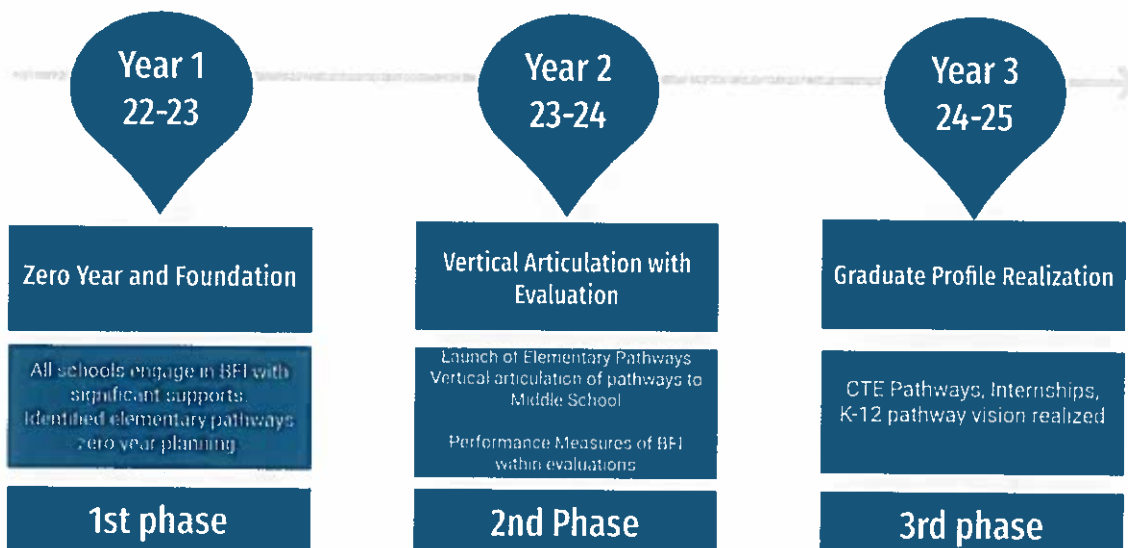Provide robust opportunities for students to *develop college, career, military and technical education credentials*

Pathways - Experiential, STEM, Dual Language, Visual & Performing Arts
Create *access to programing and pathways* in Arts, Experiential, STEM, and Language areas

Quality Neighborhood Schools and Best First Instruction
All D11 schools are Quality Neighborhood Schools. Students have *rigorous tier one instruction* and *achieve*.

Timeline

Year 1
22-23

Zero Year and Foundation

All schools engage in BFI with significant supports
Identified elementary pathways
Zero year planning

1st phase

Year 2
23-24

Vertical Articulation with Evaluation

Launch of Elementary Pathways
Vertical articulation of pathways to Middle School

Performance Measures of BFI within evaluations

2nd Phase

Year 3
24-25

Graduate Profile Realization

CTE Pathways, Internships, K-12 pathway vision realized

3rd phase

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Where We Are Headed

District Mission:

We dare to empower the whole student to profoundly impact our world.

Academic Master Plan Vision:

As a community, we will build a strong *portfolio of schools* with learning foundations for all students *(Quality Neighborhood Schools)* to explore interests and opportunities *(Pathways and Programs)* igniting engagement so that students develop the knowledge, skills, and attributes to profoundly impact the world.

To do this we will:

- Invest in Quality Neighborhood Schools so that every student has access to opportunity and achieves. *Goal 1*
- Create access to programing and pathways in Arts, Experiential, STEM, Specialized Programming, and Language areas *Goal 2*
- Provide robust opportunities for students to develop college, career, military and technical education credentials *Goal 3*
- Ensure every student develops the attributes of a D11 Graduate (Graduate Profile) and creates a plan for their future *Goal 4*

D11 Graduate

Ensure *every student develops* the attributes of a D11 Graduate (Graduate Profile) and creates a plan for their future.

Future Ready
Provide robust opportunities for students to *develop college, career, military and technical education credentials*

Pathways - Experiential, STEM, Dual Language, Visual & Performing Arts
Create *access to programing and pathways* in Arts, Experiential, STEM, and Language areas

Quality Neighborhood Schools and Best First Instruction
All D11 schools are Quality Neighborhood Schools. Students have *rigorous tier one instruction* and *achieve*.

Quality Neighborhood Schools and Best First Instruction

All D11 schools are Quality Neighborhood Schools. Students have *rigorous tier one instruction* and *achieve.*

Universal Programs: PE, Visual and Performing Arts

Programming

AP/IB
College Credits
Enrichment
Unique classrooms
AVID
Gifted Magnet
Dyslexia
Career and Technical Ed
Military

Pathways

STEM
Arts Integration
Experiential
Dual Language

D11 Colorado Springs Schools
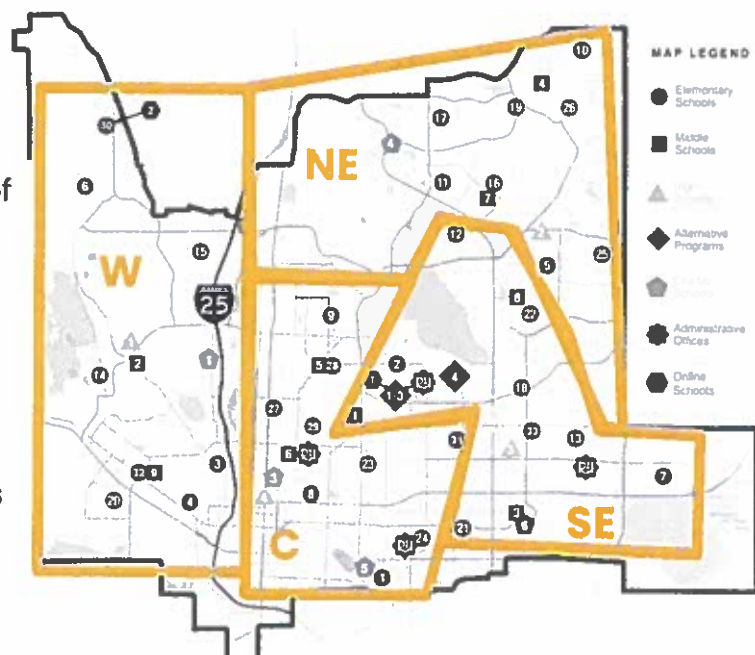
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Pathways and Programming
Goal 2

What is a **K-12** *pathway?*

Quality
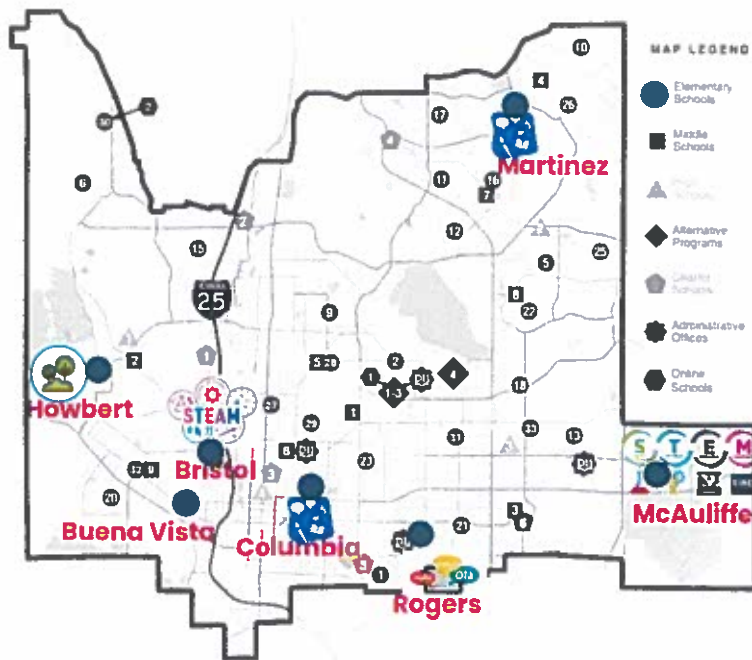**N**eighborhood
Schools

- Fundamental aspects of all schools

Plus,
Every region has K-12 pathways of...

- STEM
- Visual & Performing Arts
- Experiential
- Dual Language

Clear pathways for families

Current ELEMENTARY Pathway Designations:

STEM
Bristol, McAuliffe

Visual & Performing Arts
Martinez, Columbia

Experiential
Howbert (Outdoor Education)
Buena Vista (Montessori)

Dual Language Immersion
Rogers

Clear pathways for families

SPOT

Elementary School
Montessori

FLOOD

Middle
Experiential

UNI-DIRECTIONAL with FOCUS

High
Portfolio Defense
or **PBL**

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WEST

MAP LEGEND

Coronado

Holmes
Exponential

Howbert

SPOT

Beam spreads of 25°. Lighting is very concentrated. Low use as a task and task lighting.

Howbert Elementary School
25 students in 1st grade outdoor classroom

UNI-DIRECTIONAL

Beam spreads at > 180°. Best use in reading lamps, pendants, open sconces, copiers, and uplights.
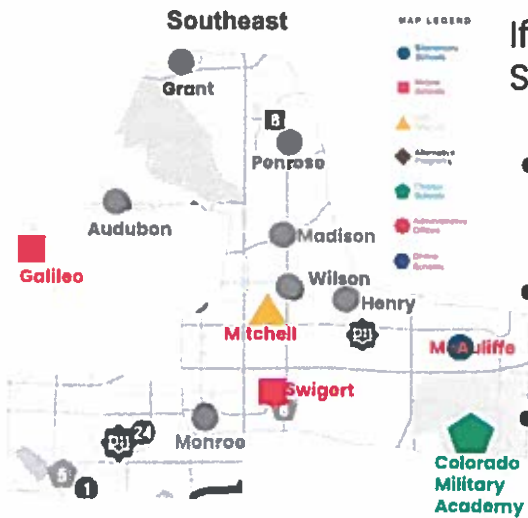
Coronado High School
5 students from 1st grade are in internship with Parks and Rec
20 are in the comprehensive high school pursuing different paths

Clear pathways for families

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Are there **schools** to add to our ***portfolio*** that can provide this?
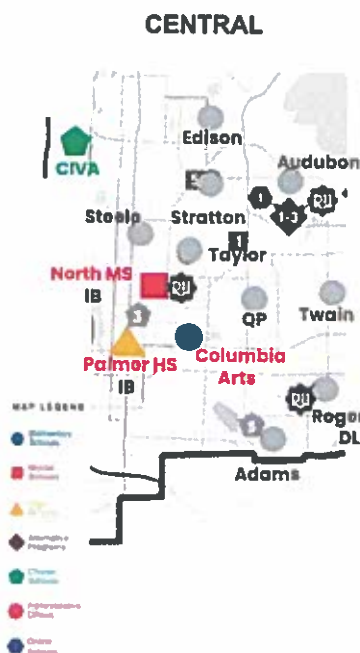
Southeast

If my child starts with STEM:

- ES at **McAuliffe**

- MS at reimagined **Swigert or Galileo**

- HS at **Colorado Military Academy or Mitchell**

UNI-DIRECTIONAL with FOCUS

Clear pathways for families

CENTRAL

How might a student experience arts K–12?

- ES at **Columbia**

- MS at **North**

- HS at **Palmer for IB experience or CIVA for arts**

UNI-DIRECTIONAL with FOCUS

Clear pathways for families

Where do we need to make **decisions** about school *programming*?

CENTRAL
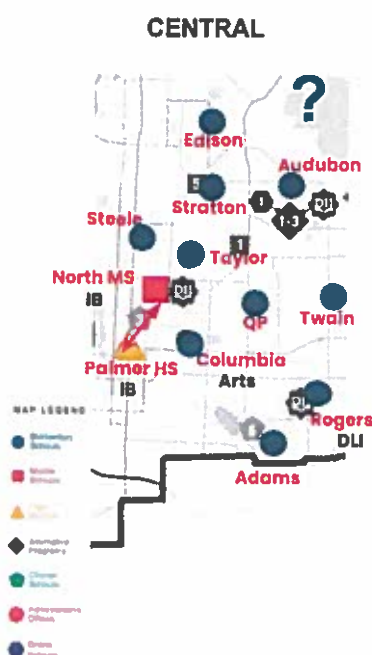
If I want IB programming for my child:

- HS at **Palmer**

- MS at **North**

Where does that student start in ES to have Primary Years IB so that there is IB K-12?

Clear pathways for families

Pathway and Program Communication

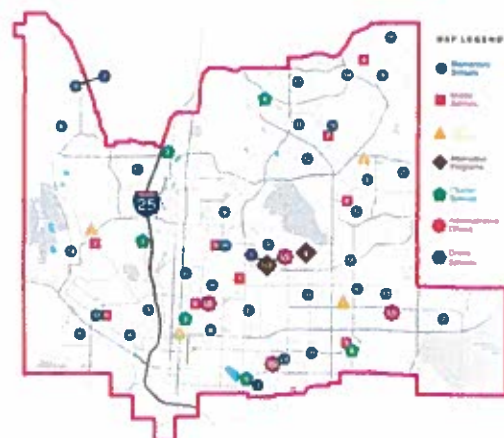*Foster their curiosity and help them enjoy their educational journey by exploring the various D11 personalized education pathways designed to spark their interests and passions. As they grow, students and families can choose other pathways as their interests may change and engage in curriculum and classes that align with their interests.*

SCIENCE ENGINEERING AND MATH (STEM)

VISUAL AND PERFORMING ARTS

DUAL LANGUAGE IMMERSION

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Develop college, career, military and technical education credentials

Goal 3

All D11 Students

MT24

military. tech. 2 y or 4 y solution

College credits	Industry-based certificates	Internship/ externship completion certificates	Workforce training certificates	Advanced Placement credits or certificates and/or International Baccalaureate, Seal of Biliteracy, diverse course options and diplomas or credits

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Developing the D11 Graduate

Goal 4

D11 ICAP

6th Grade
Explore careers using Naviance. Add at least two careers that interest you to your Favorites in Naviance

7th Grade
Create a career goal. Write this as your 7th Grade Postsecondary Goal in Naviance

10th Grade
Research more on careers. Add any additional careers you are thinking about to your Favorites in Naviance

Revisit and update your career goal. Write this as your 10th grade Postsecondary Goal in Naviance

8th Grade
Complete Career Cluster Finder. Learn about careers that fit you. Add careers that interest you to your Favorites in Naviance

Revisit and update your career goal. Write this as your 8th grade Postsecondary Goal in Naviance

9th Grade
Complete Career Interest Profiler. Learn about careers that fit you. Add careers that interest you to your Favorites in Naviance

Revisit and update your career goal. Write this as your 9th grade Postsecondary Goal in Naviance

11th Grade
Revisit and update your career goal. Write this as your 11th grade Postsecondary Goal in Naviance

Revisit your favorite careers. Add any additional careers you are thinking about to your Favorites in Naviance

Complete Super Match College Search. Add colleges that interest you and that align with your career goals to your Favorites in Naviance

Add at least one college to Colleges I'm thinking about in Naviance.

12th Grade
Revisit and update your career goal. Write this as your 12th grade Postsecondary Goal in Naviance

Revisit, update, and solidify your favorite careers. Find the best postsecondary option to get you on your career path.

Apply to College. Transfer the colleges you are thinking about to colleges you are applying to in Naviance.

Write a resume. Use the activities you have tracked in Naviance to create a resume or upload your resume into Naviance if you used another program.

Complete the Free Application for Federal Student Aid (FAFSA) to access federal, state, and institutional aid.

Are You Ready?

For **COLLEGE**? Have You …
* sent in your enrollment deposit?
* sent in your housing deposit?
* signed up for orientation and/or registered for classes?
* accepted/signed your financial aid offer?

For **EMPLOYMENT**? Have You …
* finalized your resume?
* practiced your interviewing skills?
* applied for jobs?

For the **MILITARY**? Have You …
* developed a workout plan? Are you following it?
* met with a recruiter regularly?
* taken the ASVAB? gone to MEPS?

For **CAREER PREPARATION OR APPRENTICESHIP**? Have You …
* finalized your resume? practiced interviewing?
* researched programs and applied? signed up?

D11 Graduate

Academically Ready Learner | Continuous Learner | Skilled Communicator | Empowered Citizen | Innovative Problem Solver | Healthy and Balanced Learner | Critical Thinker | Empathetic Collaborator

Alignment of ICAP with Graduate Profile Attributes

	Academically Ready	Continuous Learner	Empowered Citizen	Skilled Communicator	Innovative Problem Solver	Healthy and Balanced	Critical Thinker	Empathetic Collaborator
6th						Personality Assessment / Learning Styles Assessment / Multiple Intelligences Assessment	Favorite 2 Careers/Career Clusters	
7th						Strengths Finder Assessment		D11 Options Fair
8th			Community Service Project	Start your Resume		What's your Path? Survey	Career Cluster Finder / Favorite 2 Careers/Clusters	Career Cluster Fair(s)
9th	4-Year Course Plan			Update your Resume	Personal Financial Literacy		Career Interest Profiler / Favorite 2 Careers/Clusters	
10th	Advanced Course Plan / PICC Application		Community Engagement Project	Update your Resume				Job Shadow / PPSEA Account
11th				Update your Resume	Explore Financial Aid/Career Finances		Super Match College Search	College Fair
12th				Complete your Resume	Financial Planning (includes FAFSA and Budget)		Apply to Postsecondary Option	

Graduation Requirements and On-Track-To Graduate

Alignment of ICAP with Graduate Profile Attributes

	Academically Ready	Continuous Learner	Empowered Citizen	Skilled Communicator	Innovative Problem Solver	Healthy and Balanced	Critical Thinker	Empathetic Collaborator
6th						Personality Assessment / Learning Styles Assessment	Favorite 2 Careers/Career Clusters	
7th								D11 Options Fair
8th							Finder	Career Cluster Fair(s)
9th	4-Year Course Plan			Update your Resume	Literacy		Profiler / Favorite 2 Careers/Clusters	
10th	Advanced Course Plan / PPCC Application		Community Engagement Project	Update your Resume				Job Shadow / PPSEA Account
11th				Update your Resume	Explore Financial Aid/ Career Finances		Naviance/Match College Search	College Fair
12th				Complete your Resume	Financial Planning (includes FAFSA and Budget)		Apply to Postsecondary Options	

Multi-Tiered System of Supports and On-Track-To Graduate

Graduation Requirements and On-Track-To Graduate

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Current and Next Steps

Timeline

Year 1 22-23	Year 2 23-24	Year 3 24-25
	Multi-Tiered System of Supports and On-Track-To Graduate, CTE	
Zero Year and Foundation	Vertical Articulation with Evaluation	Graduate Profile Realization
All schools engage in BFI with significant supports Identified elementary pathways zero year planning.	Launch of Elementary Pathways Vertical articulation of pathways to Middle School Performance Measures of BFI within evaluations	CTE Pathways, Internships, K-12 pathway vision realized
1st phase	**2nd Phase**	**3rd phase**

Pathway School Support Zero Year Planning and Implementation Supports

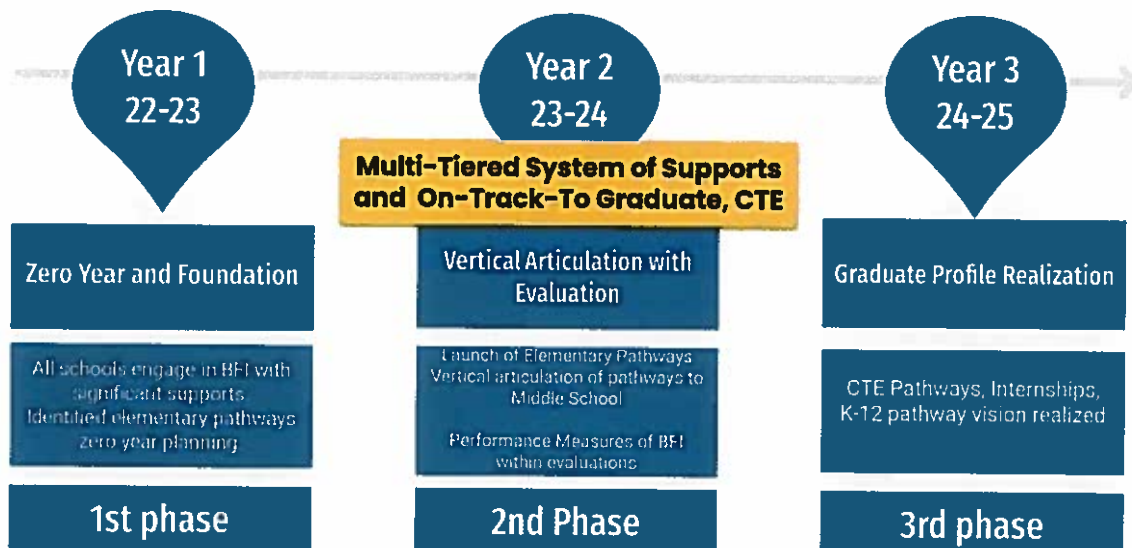| District Supports	Partner Supports	Implementation Science Factors
• Content Facilitator PD Support • Strategic Purpose (vision) development • Project management • Resource deployment • Quarterly Pathway Principal Worksession	• Summer Academy Learning • Professional Learning • Conferences	Communication – Internal & External
		Professional Learning – BFI & Pathway Specific
		Coaching Supports – Job Embedded Supports
		Evaluation Planning – Milestones & Metrics

Leadership

Internal and Community Engagement for the Planning

Engagement Name	Function and Timeline
Graduate Profile Development	Utilizing community responses from World Cafe and surveys from strategic plan creation, develop the DII Graduate Profile. Students con
AMP World Cafes and Community Surveys	Ga... pa... adr...
AMP Community Meetings, Online Meetings for AMP and FMP	Dis... con...
Pathway Committees	Eig... to r... are...
AMP Steering Team	One larger committee comprised of ESP, teachers, and administrators to review work of eight teams and identify systems supports and needs.
AMP Central Support Team	Central administration departments convening to collaborate for AMP supports.

> **Current committees move forward on the next phases of this work:**
>
> - **Capacity Committee**
> - **District Accountability Committee**
> - **School Accountability Committees**

Timeline

Year 1 22-23	Year 2 23-24	Year 3 24-25
	Multi-Tiered System of Supports and On-Track-To Graduate, CTE	
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1st phase	**2nd Phase**	**3rd phase**

Community Partnership-Together we can!

Just as the initial community involvement set our overall direction for our *portfolio of schools*
- *Quality Neighborhood Schools*
- *Pathways and Programs*

As new design phases begin such as new programming or moving pathways into secondary schools....

Design, implementation feedback and revision cycles will be done in partnership with DAC and our other community partners when new pathways/programs need to be developed

Family, School, and Community Partnerships (FSCP)

District 11 Celebrations

January 2023

What is FSCP?

Definition:

Families, early childhood programs, schools, and communities actively partnering to develop, implement, and evaluate effective and equitable practices to improve educational outcomes for children and youth.

FSCP: Four Essential Elements

Create an Inclusive Culture

An Inclusive culture honors the lived experience of families in early childhood programs and/or the school community. Self-assess with the following:
- How are your practices inclusive of all families?
- How are you learning about families lived experiences?
- Who is leading and supporting the creation of the welcoming culture?

Build Trusting Relationships

Trusting relationships enable families and programs/schools to partner about the education outcomes for children and youth. Self-assess with the following:
- What do trusting relationships look like in your program/district/school?
- How are you ensuring effective use of two-way communication with your families to sustain positive relationships?
- How do you leverage relationships with families to achieve your program/district/school goals?

Design Capacity Building Opportunities

Capacity building opportunities for staff and families promote shared leadership about educational outcomes for children and youth. Self-assess with the following:
- How do you use the context expertise of families to better your content expertise?
- How are you utilizing the assets of your families in your programs/schools?
- How are you using FSCP as a school improvement strategy?

Dedicate Necessary Resources

Necessary resources integrate and elevate partnering practices to scale. Self-assess with the following:
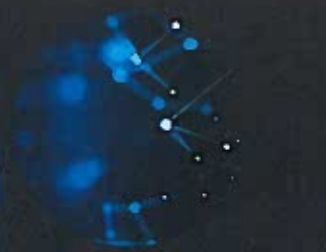- How do you implement evidence-based practices to cultivate and sustain FSCP?
- Where are you now and where will you go?
- How will you continually improve your family partnerships through community-based resources?

District 11 FSCP Bright Spots

Rudy Elementary School

Coronado High School

Rudy Elementary School

- Rudy Community

- Family Events Build Solid Partnerships

Rudy Elementary Parent Teacher Association (PTA)

Rudy Science Night

Rudy In-and-Out Burger Party

Rudy Skating Party

Coronado High School

- Coronado Parent Academy

- Coronado Cougars Care

- Coronado Community

Coronado Parent Academy

1. September 2022 – Strategies and resources for families. Instruction on PowerSchool, Schoology, and Coronado Website.

2. October 2022 – Learned about opportunities for internships, job shadowing, work-based learning, and programs offered at Pikes Peak State College, ASCENT, and the Pikes Peak Business Education Alliance.

Coronado Cougars Care

1. Thanksgiving Basket Distribution

2. Cougars Care Pantry

Coronado Community is vital

Parent/Teacher Association (PTA)
School Accountability Committee (SAC)

Thank You

- The District 11 Family, School, and Community Partnership Collaborative Celebrations Subcommittee