



**Rebuild.  
Reimagine.  
Rediscover.**



# **D11 Academic Master Plan 2021-2022**



# District 11 is the Premier District of Choice



# PRINCIPLES BEHIND THE PLAN

EQUITABLE ACCESS TO HIGH-QUALITY LEARNING ENVIRONMENTS

It's time to  
Rebuild, Reimagine,  
Rediscover D11



## Promotes equity

- All schools will receive priority repairs with options created to provide equitable access to high-quality facilities district-wide

## Created from data, drives towards the vision

- Options are created to meet the needs of each planning area as identified by the data and informed by stakeholders

## Community engagement materially impacts each step

- Engagements help inform the vision, planning priorities, options developed, and the final recommendations

## Transparency throughout the process

- The project website provides up-to-date documents from the process with notices of upcoming events

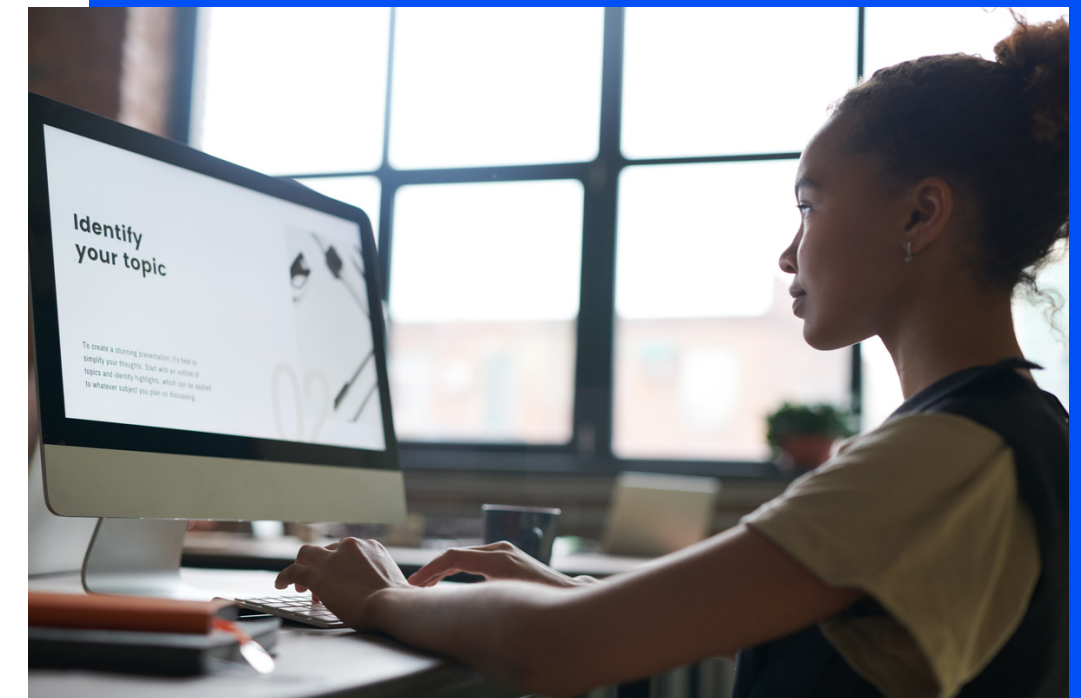
## All options are created to be “trade-up” scenarios for students

- No option will be considered if it does not improve the learning environment for students

*Align the Facilities Master Plan with the Strategic and Academic Master Plans.*

# D11 AMP Priorities

- Quality Neighborhood Schools
- Distinctive Magnet Schools and Programming
- Aligned Programming Pathways
- Expanded College and Career Options
- Equitable Access to Learning Opportunities, Experiences, And Outcomes

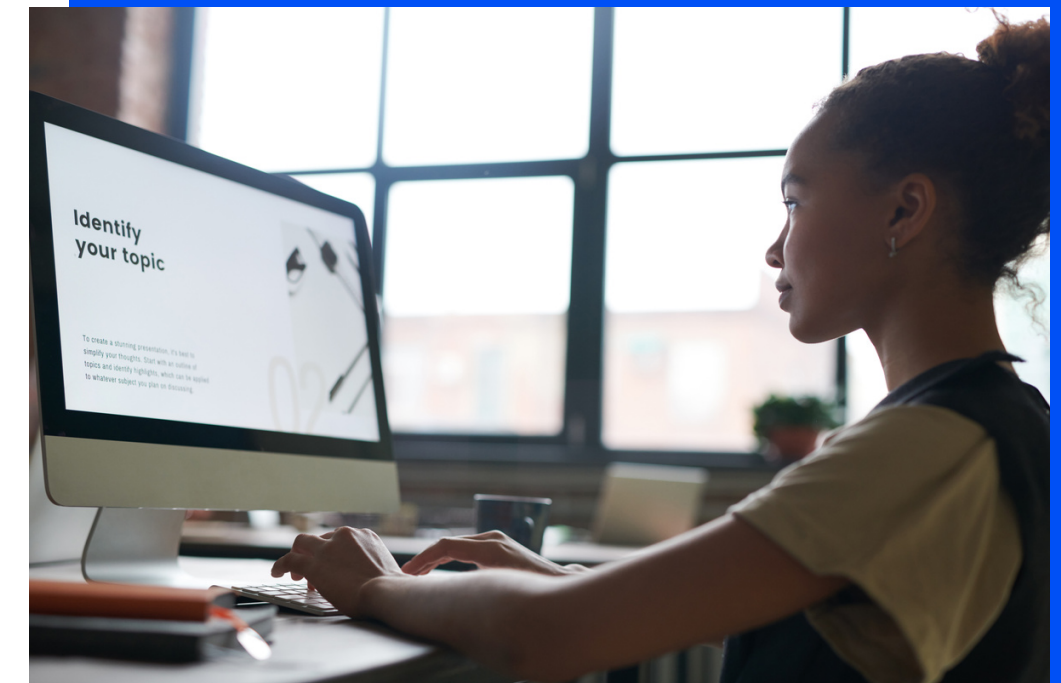


# **AMP Principles: Equity. Empowerment. Coopertition.**



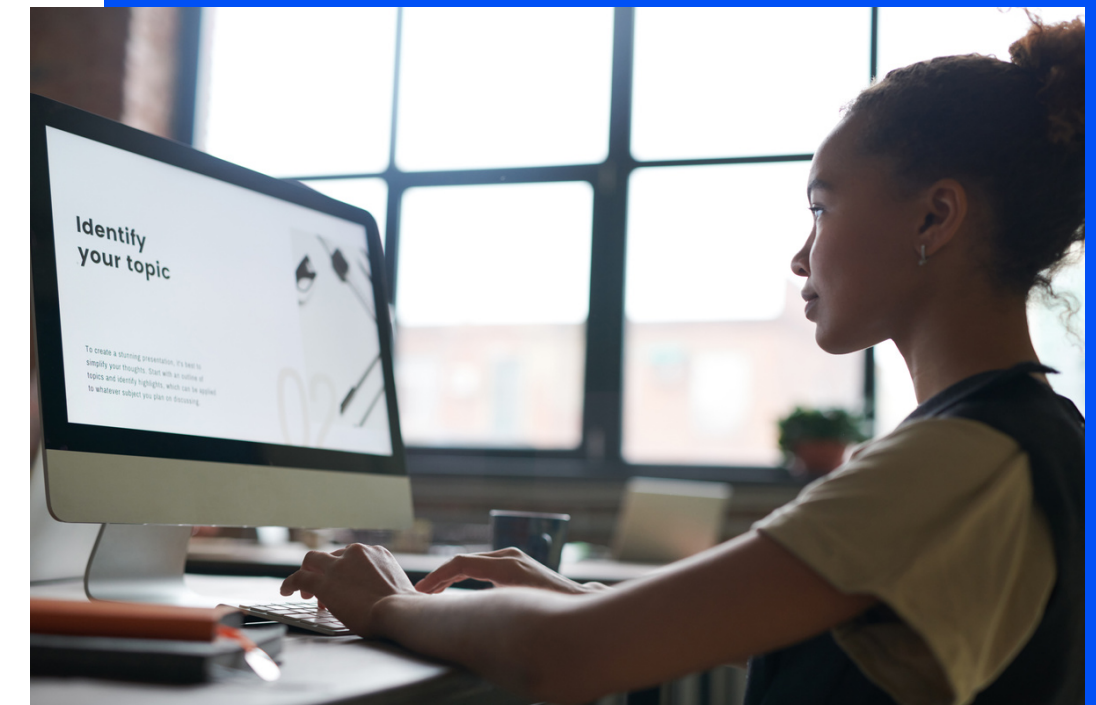
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# District 11 is the Premier District of Choice

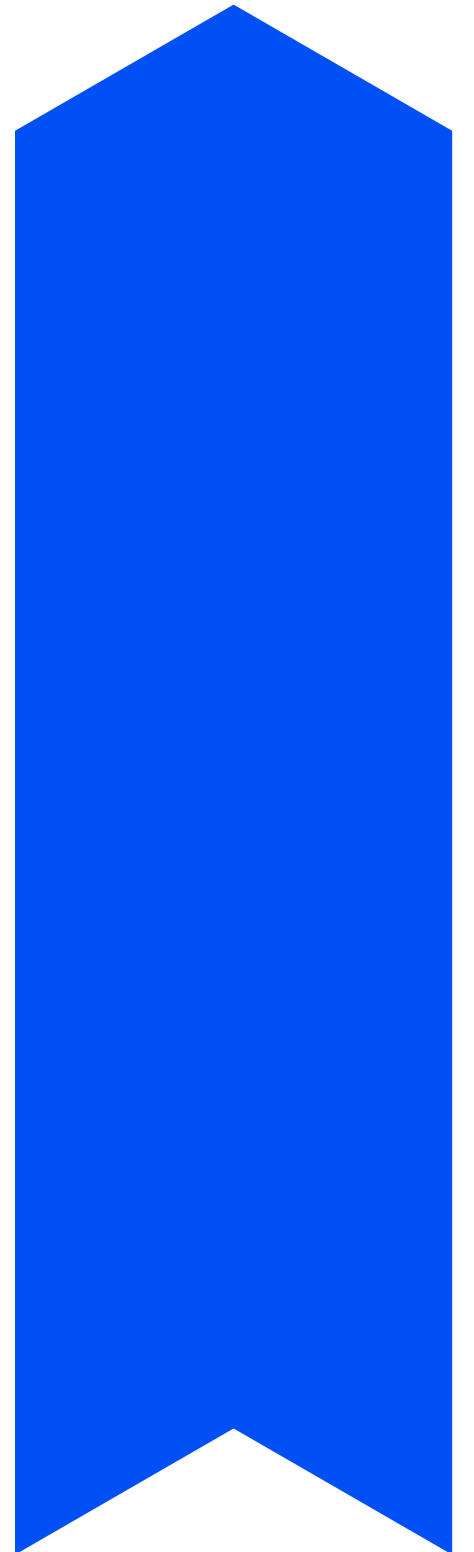


# **AMP Principles: Equity. Empowerment. Coopertition.**



# D11 History of Options

- International Baccalaureate
- Gifted Magnet Programs
- PK-5 Montessori



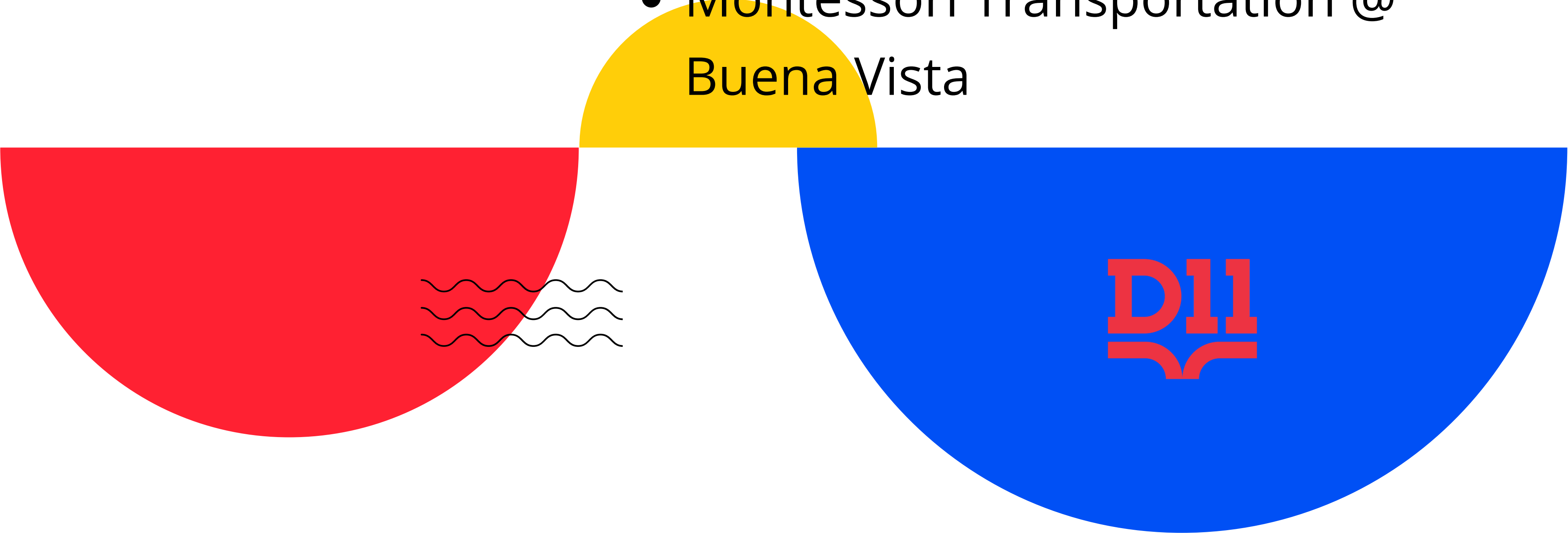
# **District 11 is the Premier District of Choice**

***Equity. Empowerment. Coopertition.***



# What we are Launching in 2021-22

- Spark Online Academy, K-8
- Spanish Dual Language Immersion Program, K-1 @ Rogers Elementary
- Montessori Transportation @ Buena Vista



# Equity

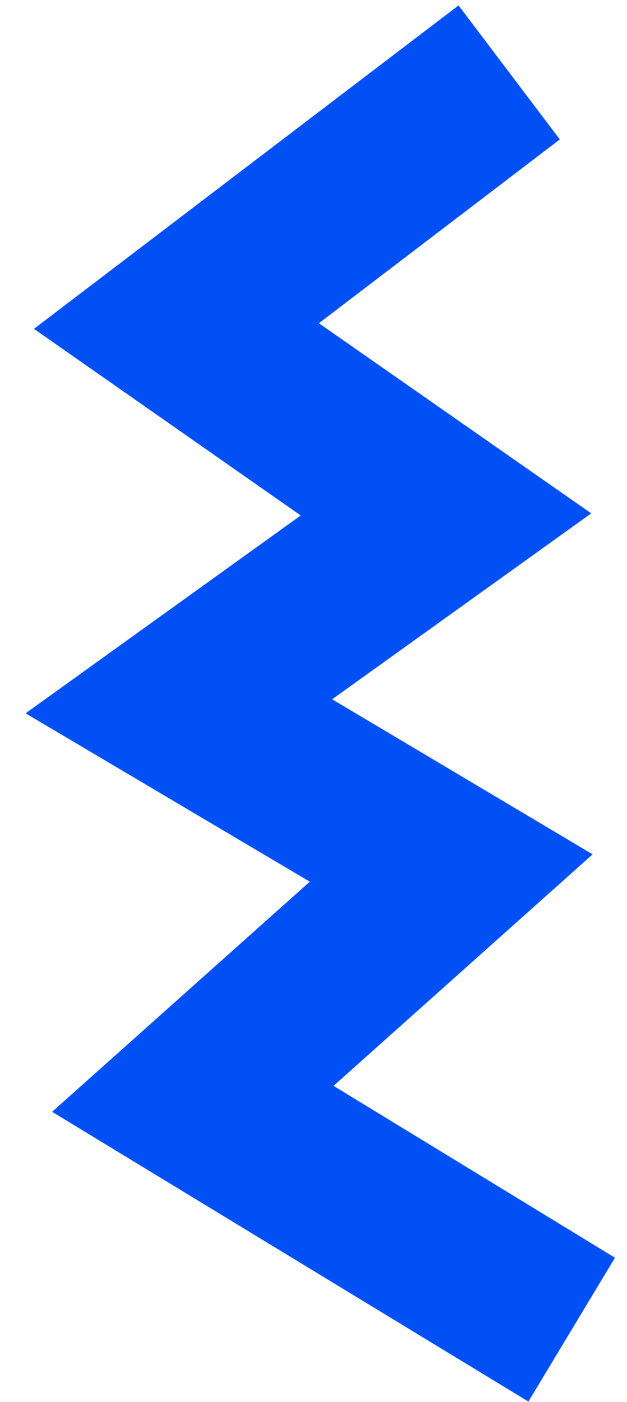


District 11 defines equity as a framework that provides everyone the same access to the same opportunities. We recognize that advantages and barriers exist, and that, as a result, not everyone starts from the same place. Equity begins by acknowledging unequal starting places and works to continually correct and address the imbalance.



# Empowerment

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



# Coopertition



"Coopertition" is a hybrid of cooperation and competition. The whole concept of "coopertition" is based on the idea of schools helping each other to compete.\*


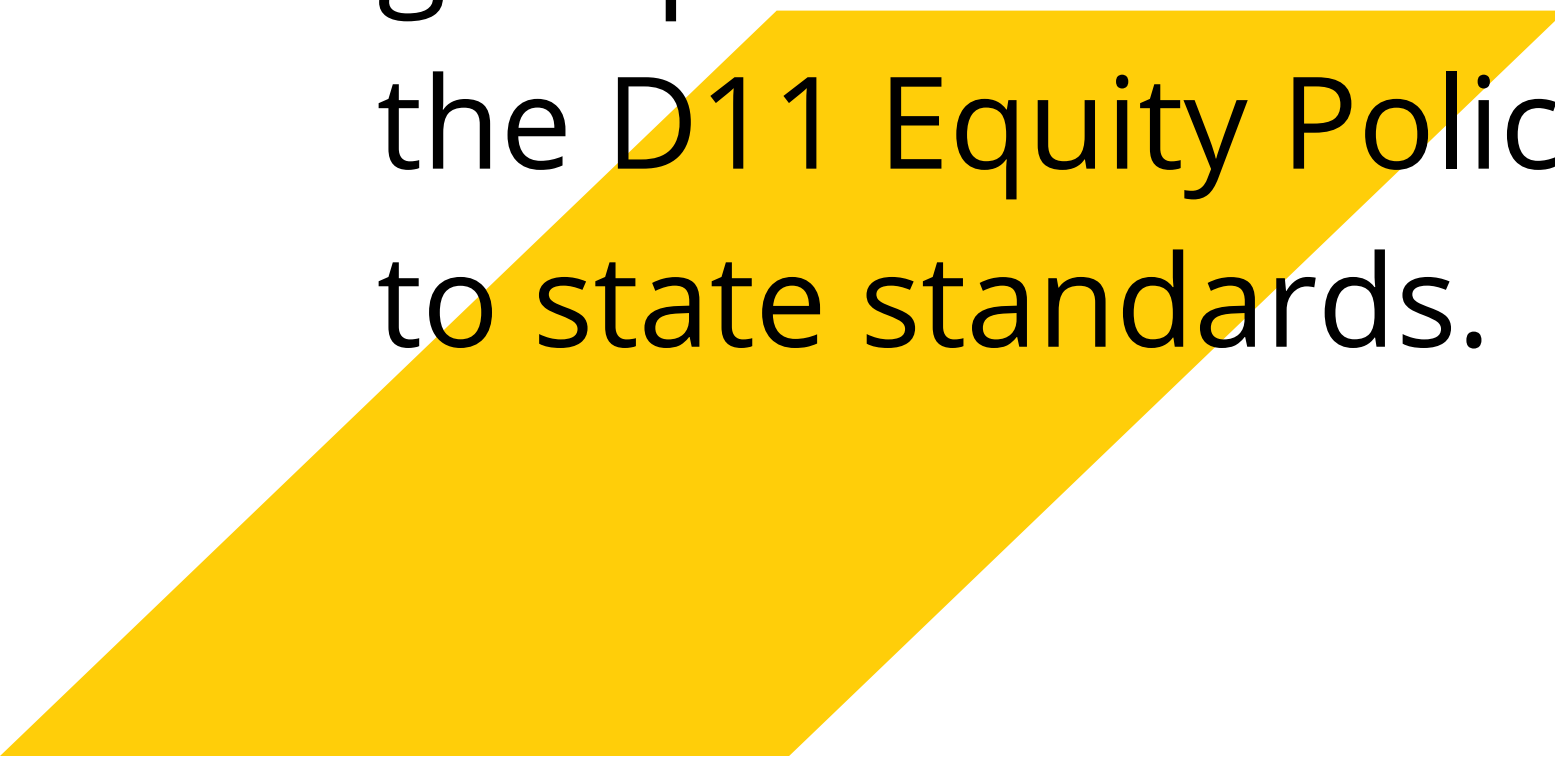
*\*Thanks to First Robotics for the word "coopertition."*



# Magnet School



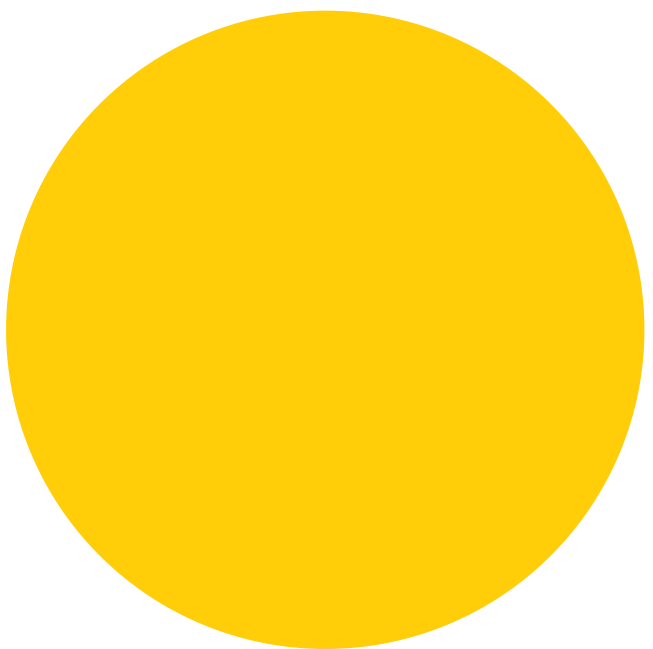
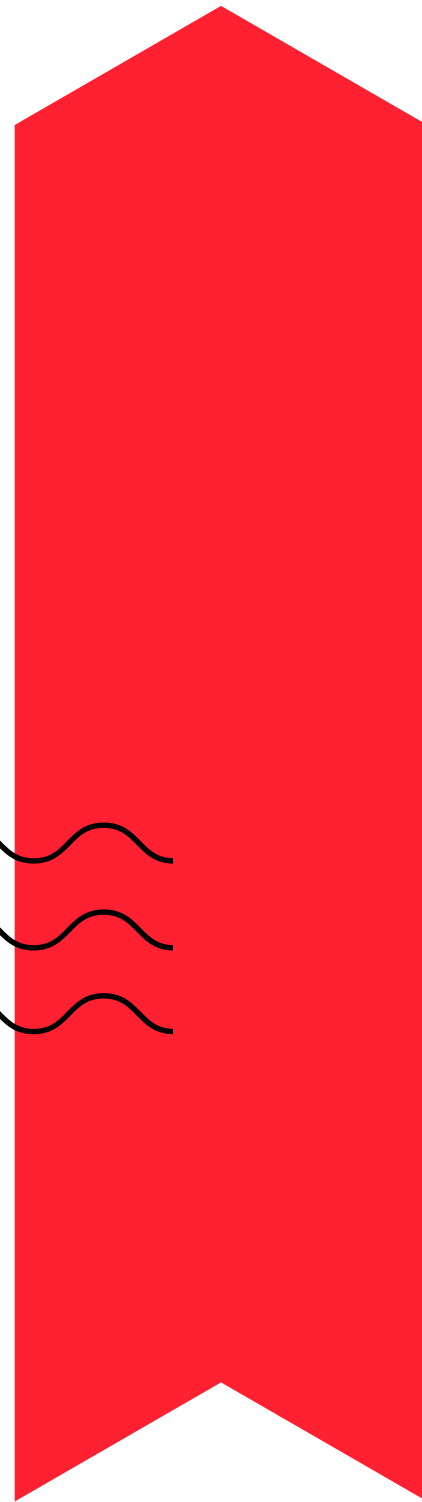
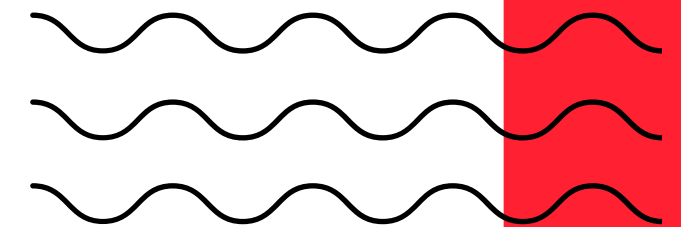
These are public schools with specialized curriculum. These schools draw students from across the normal boundaries (100% choice) of the district and are free and open to anyone, especially to attract students or groups of students who are marginalized as defined by the D11 Equity Policy. Magnet schools are accountable to state standards.



# Pathway

Vertically aligned programming that spans multiple schools in every grade level to build a student's knowledge and competencies in a specific content area.

- PreK-12
- PreK-8
- 6-12



# **Magnets & Pathways**

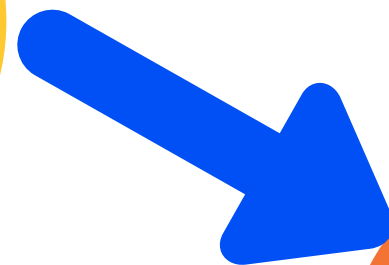
## **Five Year Plan**



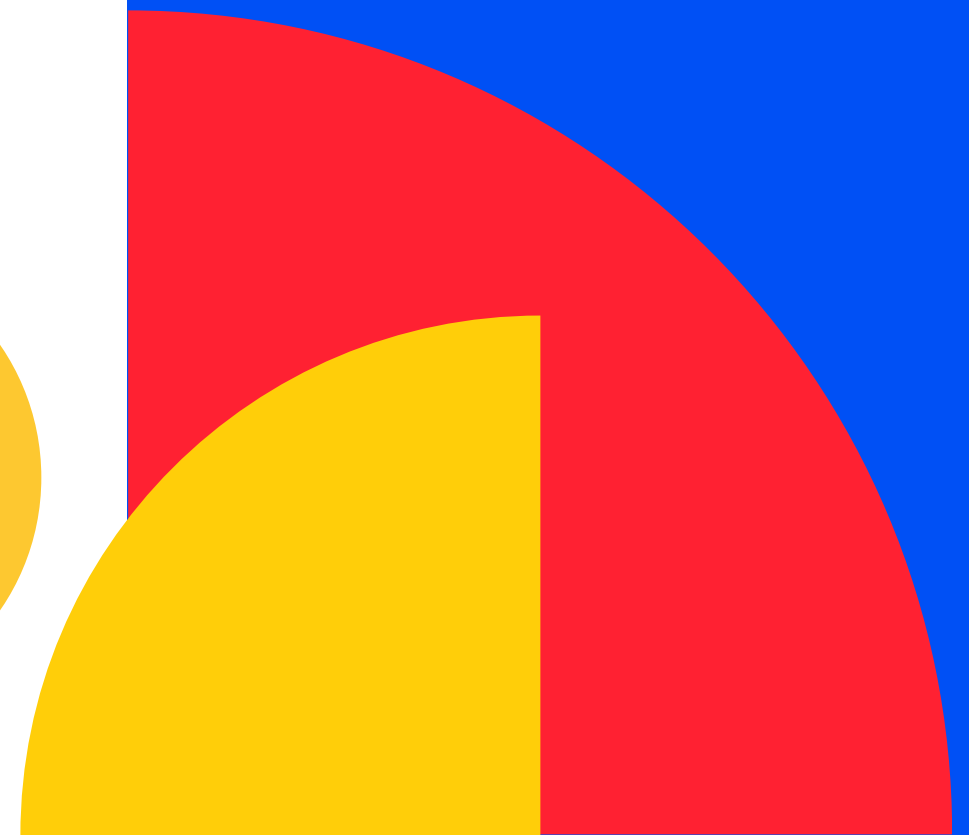
**Elementary Schools**



**Middle Schools**



**High Schools**



# Magnets & Pathways

## Community Interests



- Science, Technology, Engineering, Math **(STEM)**
- Career & Technical Education **(CTE)**
- Visual & Performing Arts **(VPA)**
- Dual Language Immersion Program **(DLIP)**
- Outdoor & Environmental Education **(OEE)**

# **Community Interests**

## **Science, Technology, Engineering** **& Math**



The entire school's focus is on STEM and every student participates in a curriculum of science, technology, engineering, and mathematics. A STEM program within a larger school: Some schools create STEM academies within their schools that allow interested students to study STEM in more depth.



# Community Interests

## Career and Technical Education



Career and Technical Education (CTE) is an education pathway that provides direction and instruction in areas leading to careers, work preparation, and life skills.



# Community Interests

## Visual & Performing Arts (VPA)

By creating an innovative space in which students can express themselves through the arts, this integration promotes personal development, active citizenship, mental, physical, spiritual, and emotional well-being of self and others, as well as self-sustainability, and an understanding of competitiveness and employability.



# Community Interests

## Dual Language Immersion Program

This is a method of teaching a second language in which the learners' second language (L2) is the medium of classroom instruction. Through this method, learners study school subjects, such as math, science, and social studies, in their L2. The main purpose of this method is to foster bilingualism.



# Community Interests

## Outdoor & Environmental Education



Outdoor education aims to develop an environmentally literate citizenry by fostering stewardship of the planet and exploring present and future environmental challenges. Through the lens of all disciplines, students investigate the interconnection between humanity and the natural world while developing a sense of place using essential skills such as critical thinking and innovative problem-solving.



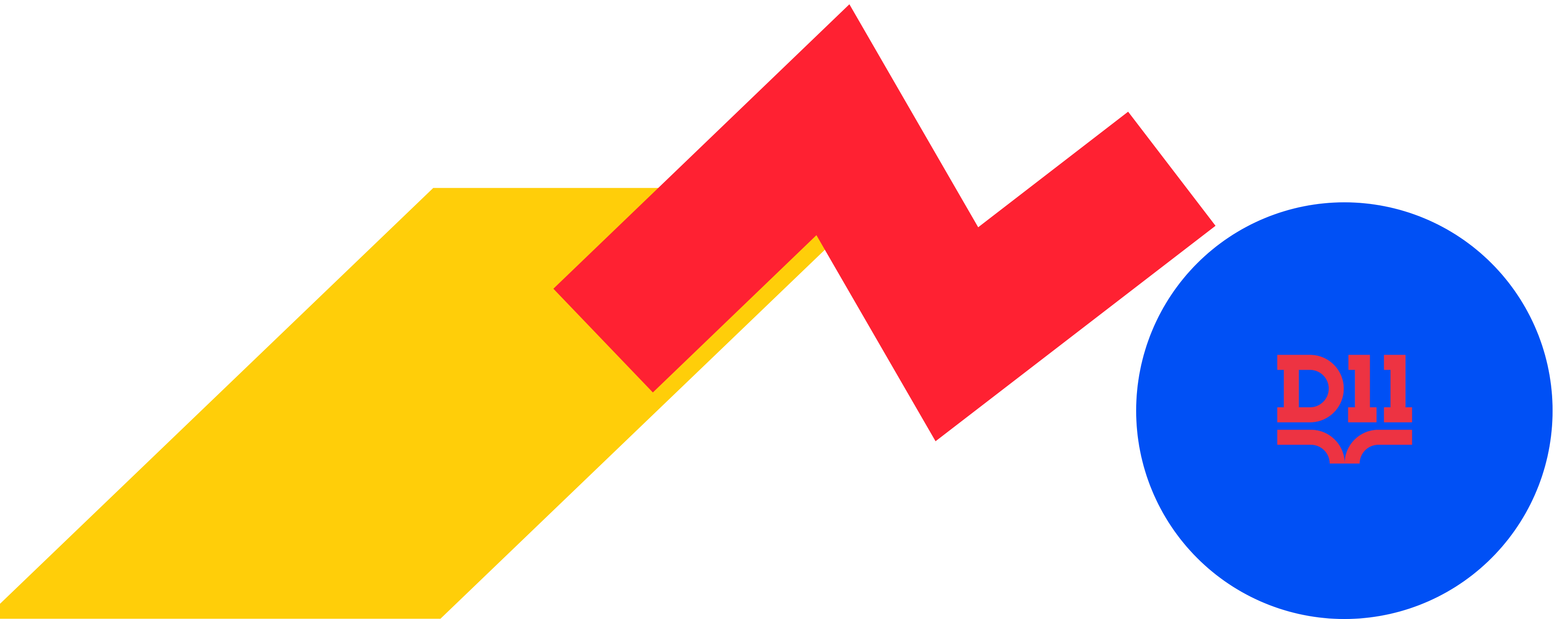


# Considerations

- Community Interest
- School Design
  - Elementary 100% Choice
  - Middle & High Pathways
- School Location
- School Facility
- Staff Readiness
- Student Choice
- Community Demand
- Balance
- Transportation Efficiencies



# HIGH SCHOOL CONSIDERATIONS



# REBUILDING D11

It's time to  
Rebuild, Reimagine,  
Rediscover D11



CTE renovations @ all five high schools



Priority Repairs & Life Cycle Investments @ 31 schools



Rebuild and Renovate 16 schools



Renovate HS Auditoriums



Replace MS & HS Track and Fields



Repurpose 5 sites

It's time to  
**Rebuild, Reimagine,  
Rediscover D11**

# REBUILDING D11

## MODERNIZE ALL HIGH SCHOOLS

**It's time to  
Rebuild, Reimagine,  
Rediscover D11**



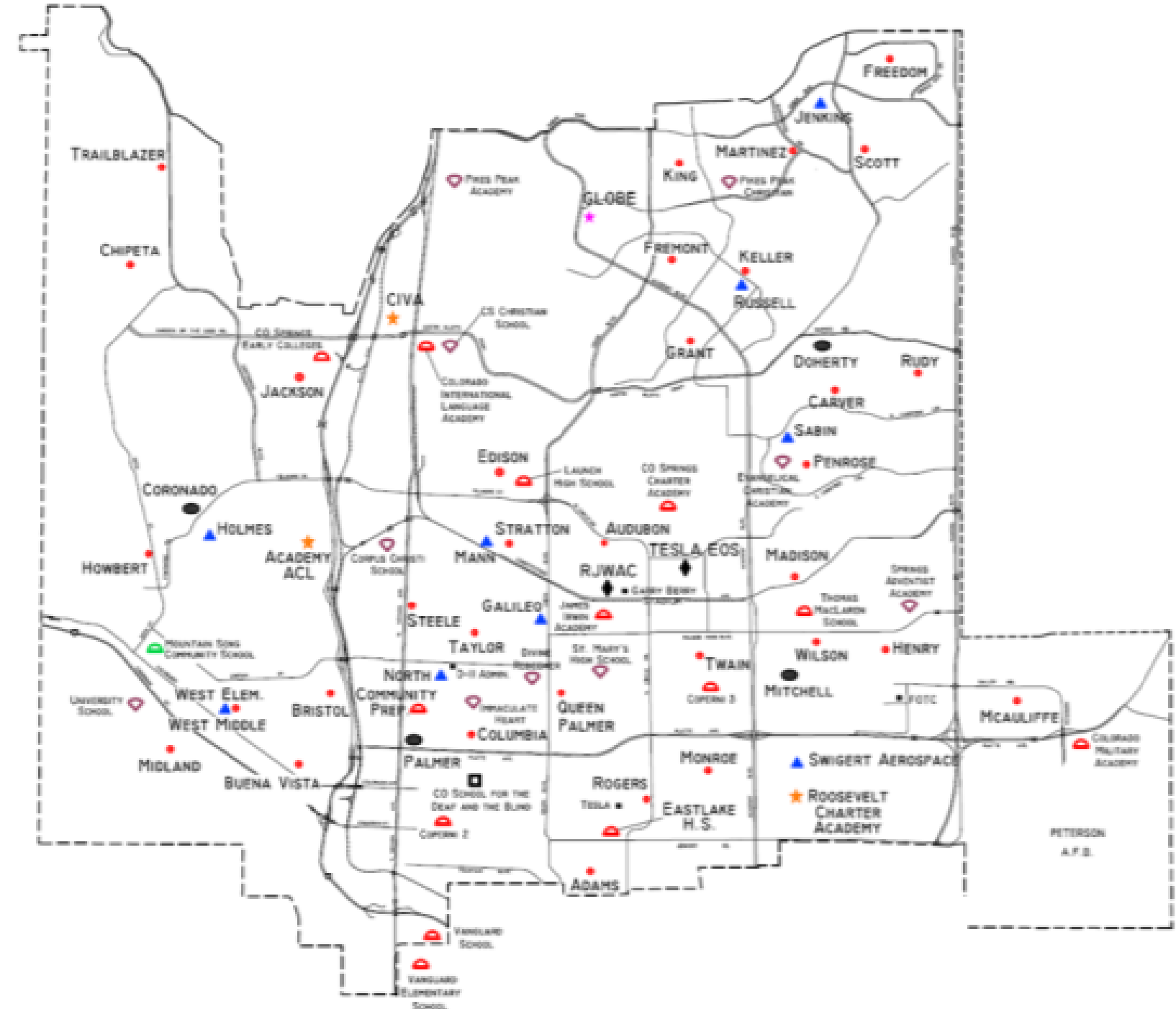
## CTE renovations @ all five high schools



## Renovate HS Auditoriums



## Replace MS & HS Track and Fields



# Career & Technical Education

## FOUR CENTRAL CONSIDERATIONS IN CTE SELECTION

Economic Viability and Regional Impact

Existing and Potential Site Impacts

Student & Community Choice

Current and Future Staffing





# Career & Technical Education

## KEY STATISTICS TO CONSIDER

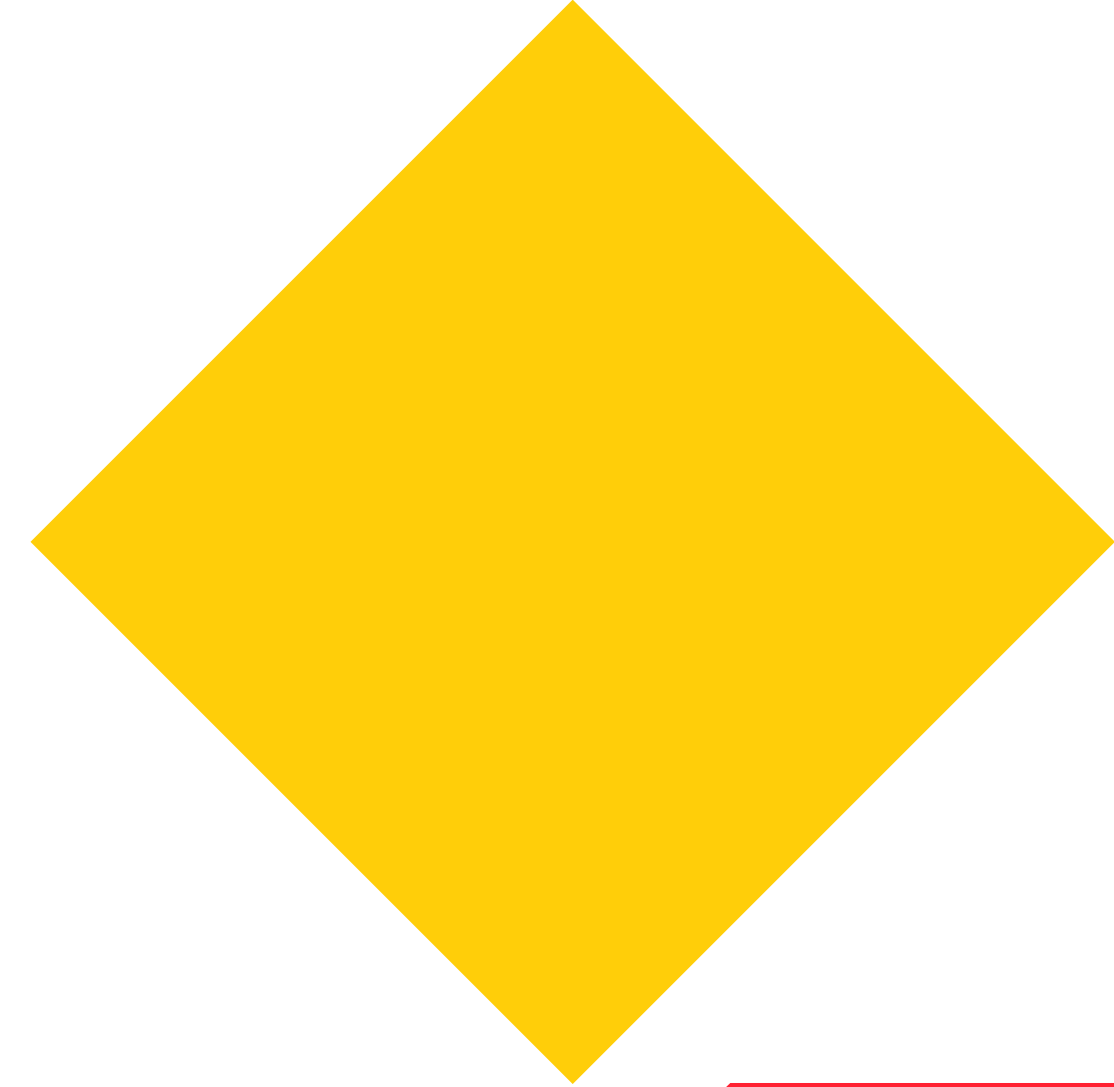
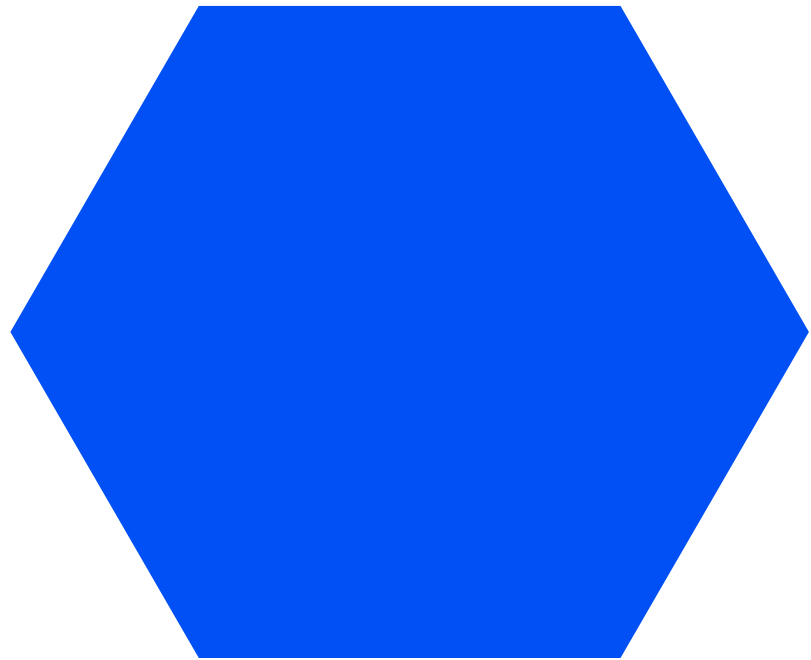
From 2020 Colorado Talent Pipeline Report

**88% of all TOP JOBS in Colorado require a postsecondary credential**

**77% of all jobs require digital skills**

**57.6% of Coloradans have certificate, associated degree, bachelor's degree and/or graduate or professional degree**

**Out of 100 9th graders, 23 will end up with a postsecondary degree**



# Career & Technical Education

MATRIX of CTE CORE - Regional - EXCLUSIVE																	
DOHERTY			MITCHELL			CORONADO			PALMER			RJWAC (Career Pathways)		D11 Innovation TBD			
<b>EXCLUSIVE CTE PROGRAM</b>  Cooperative Work-Based Learning incorporated into all program requirements  Half day blocking (approx. 180 minutes)*  Integrated concurrent enrollment; interdisciplinary learning  8+ HS Credits of curriculum in 1 year; 9+ college credits  Project Based Learning	TOTAL ACCESS SUPPORTED BY DISTRICT-WIDE TRANSPORTATION																
	Integrated CTE Design & Development of Civil and Residential Spaces			Apprenticeships in Skilled Trades			Aerospace, Automation and Robotics			Sports Medicine & Health Sciences			Information Technology & Cybersecurity			Virtual Reality & Interactive Programming	
	Complimentary skills sets to address broad engagement across civil engineering, architecture, business and interior design and manufacturing			Focus on Electrical, Plumbing and HVAC pre-apprenticeship programming (to include welding)			Integration of aerospace science with introduction of global information systems; focus on the advanced manufacturing and robotic development in advanced manufacturing			Focus on the sports industry and Sports Medical/Health Sciences in conjunctions district 11 athletic training program and strong industry partnerships			Focus on information technology, networking and cybersecurity and the intersection of these disciplines and the industries dependent on them			Focus on Creative programming and design within virtual, augmented and three-dimensional space. UX/Immersive computing/Software Applications Developers and software development for UX designers, and an Agile trained workforce	
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	ProStart & Culinary			Aviation Science w/ Airframe & Powerplant			Video Broadcasting & Digital Audio Production			Criminal Justice (TBD)			ProStart & Culinary				
	Education Training								Education Training								
	DOHERTY			MITCHELL			CORONADO			PALMER			RJWAC (Career Pathways)				
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	Computer Science			Computer Science			Computer Science			Computer Science							
	Multimedia Graphic Arts			Multimedia Graphic Arts			Multimedia Graphic Arts			Multimedia Graphic Arts			Multimedia Graphic Arts				
	Journalism			Journalism			Journalism			Journalism			Journalism				
FACS Culinary			FACS Culinary			FACS Culinary			FACS Culinary			FACS Culinary					

# Career & Technical Education

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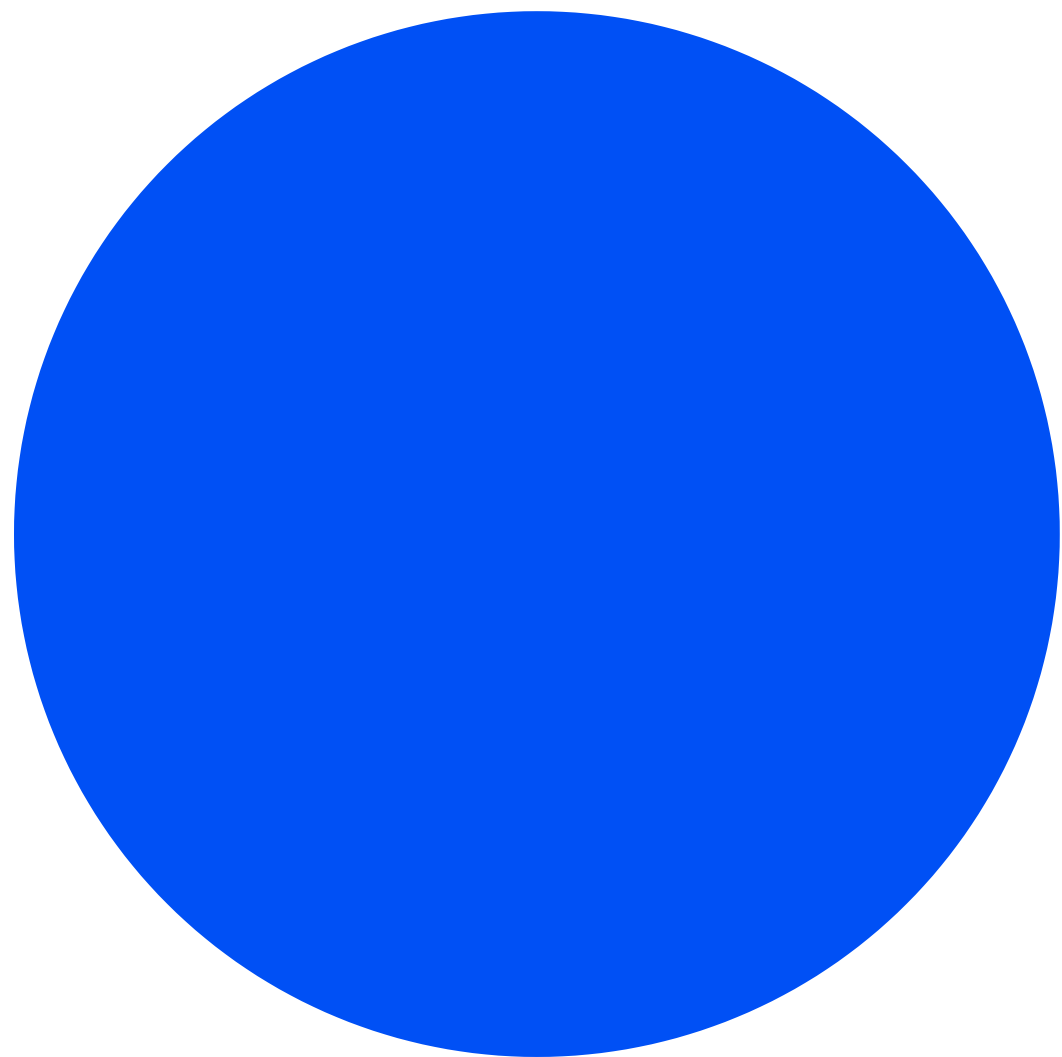
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# Career & Technical Education

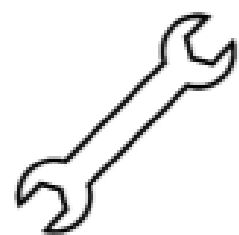
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# Elementary School Considerations



D11





# REBUILDING D11

KEEP UP WITH REPAIRS

It's time to  
Rebuild, Reimagine,  
Rediscover D11



Priority  
Repairs &  
Secondary  
Repairs  
Investments  
@ 31 schools

AcademyACL CS	Adams ES	Bristol ES	Chipeta ES	CIVA	Coronado HS	Doherty HS
Freedom ES	Holmes MS	Jenkins MS	Keller ES	King ES	Madison ES	Mann MS
Martinez ES	McAuliffe ES	Mitchell HS	Monroe ES	Mountain Song (Whittier) -CSI	North MS	Palmer HS
RJWAC	Roosevelt CS	Russell MS	Sabin MS	Scott ES	Steele ES	Swigert MS
		TESLA EOS	Trailblazer ES	Twain ES		



Rebuilding  
and  
Renovating 16  
schools

# REIMAGINE D11

REBUILD & RENOVATE THE WORST CONDITION SCHOOLS

It's time to  
Rebuild, Reimagine,  
Rediscover D11



Audubon (Renovate)

Carver (Renovate)

Columbia (Renovate)

Fremont

Grant

Howbert

Jackson

Mann

Midland

Penrose

Rudy (Renovate)

Rogers

Stratton  
(Stratton/Edison)

Taylor  
(Taylor/Queen Palmer)  
@ Galileo Site

Wilson

West



Repurpose  
4 / 5 sites

# REDISCOVER D11

REPURPOSE POOR CONDITION, MOVE STUDENTS TO  
MODERN FACILITIES, IMPROVE EFFICIENCY

It's time to  
Rebuild, Reimagine,  
Rediscover D11



Buena  
Vista

Edison

Galileo\*

Henry

Queen  
Palmer

Taylor

West ES\*

\* These sites will be used for new schools.

Boundary evaluations will need to occur to ensure a trade-up scenario for students.

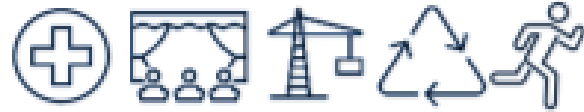
# REBUILDING D11

PROPOSED SEQUENCE TO MINIMIZE THE NEED FOR SWING SPACE AND MAXIMIZE EFFICIENCIES

It's time to  
Rebuild, Reimagine,  
Rediscover D11



## Phase 1 Projects: 2021 through 2026



CTE & Auditorium Renovations. Rebuild Howbert, Midland, and West MS

- Repurpose Buena Vista
- Repurpose Galileo
- Replace HS tracks & fields with synthetic surfaces



Rebuild Wilson & Rogers. New Build for Queen Palmer/Taylor on Galileo site\*

- Repurpose Henry
- Repurpose Queen Palmer & Taylor\*



## Phase 2 (After Phase 1 estimated 2030)

Revisit and update FMP. Current recommended priorities for this phase:

- Rebuild Jackson, Fremont, Grant, and Penrose
- Renovate Audubon, Carver, Columbia, Rudy
- Replace MS track and fields with synthetic surfaces
- Consider rebuild of Mann, Stratton and Edison

Phase 1 | \$250M Rebuild

Phase 1 | \$200M Repair

Phase 2+ | \$252M Rebuild

Phase 2+ | \$377M Repair

### Financial Assumptions:

\$25M: General Fund – \$5 million per year over 5 years.

\$75M: Mill Levy Override 2017 – \$15 million per year over 5 years.

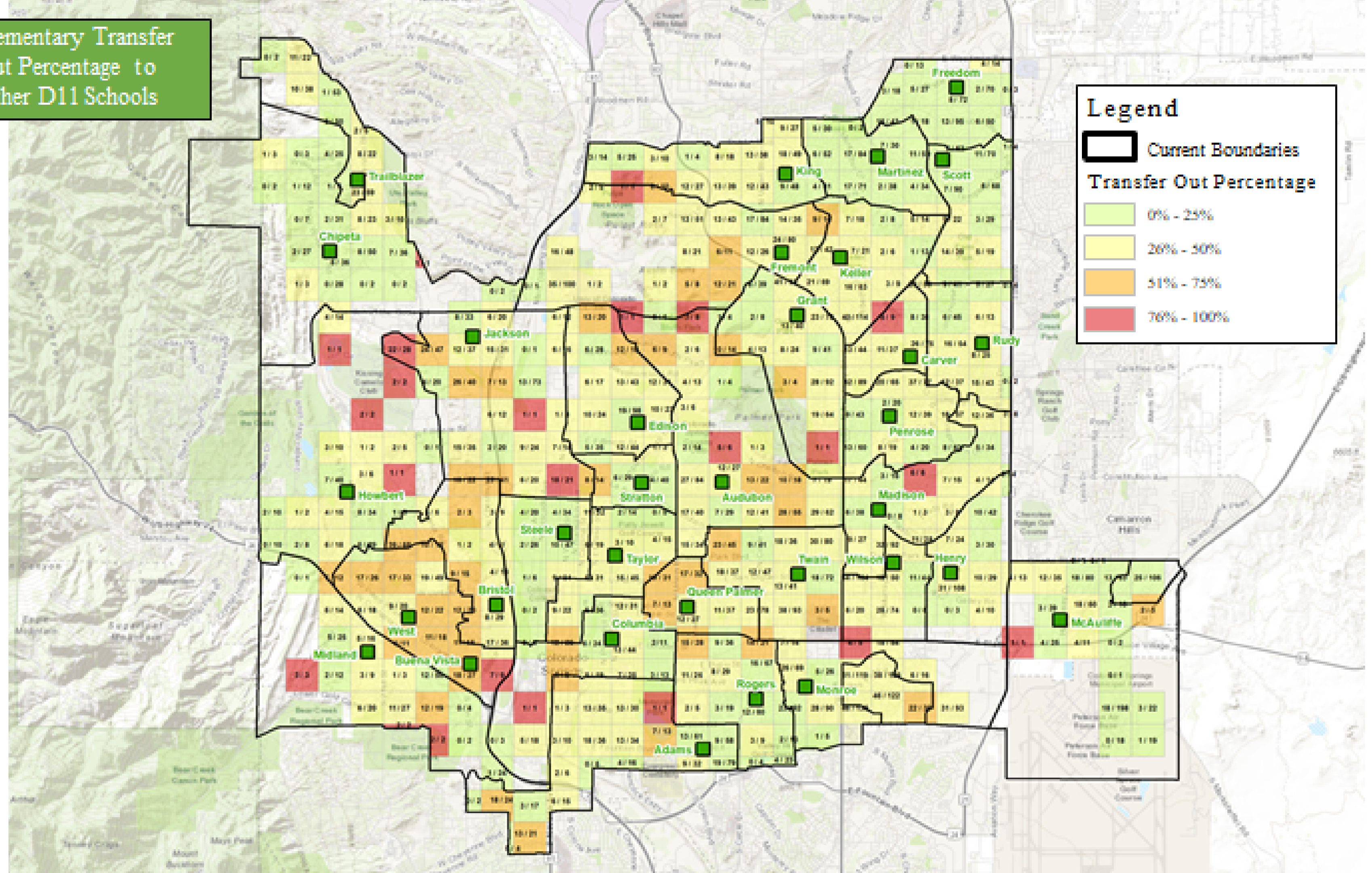
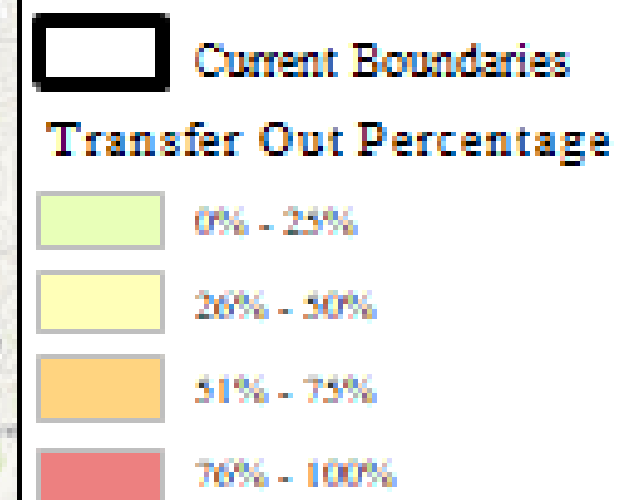
\$350M: Bond – proceeds from sustaining current mills (no tax increase). Target Fall 2021.

\$450M: Phase 1 – 2021-2026

\*Phase 1 eliminates \$132 million of repairs as a result of rebuilding and repurposing. This investment eliminates over \$332 million dollars (~50%) of repairs and deferred maintenance. Implementation of Phase 2 would further eliminate deferred maintenance costs related to repairs as a result of rebuilding and repurposing facilities.

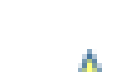
# Elementary Transfer Out Percentage to Other D11 Schools


## Legend



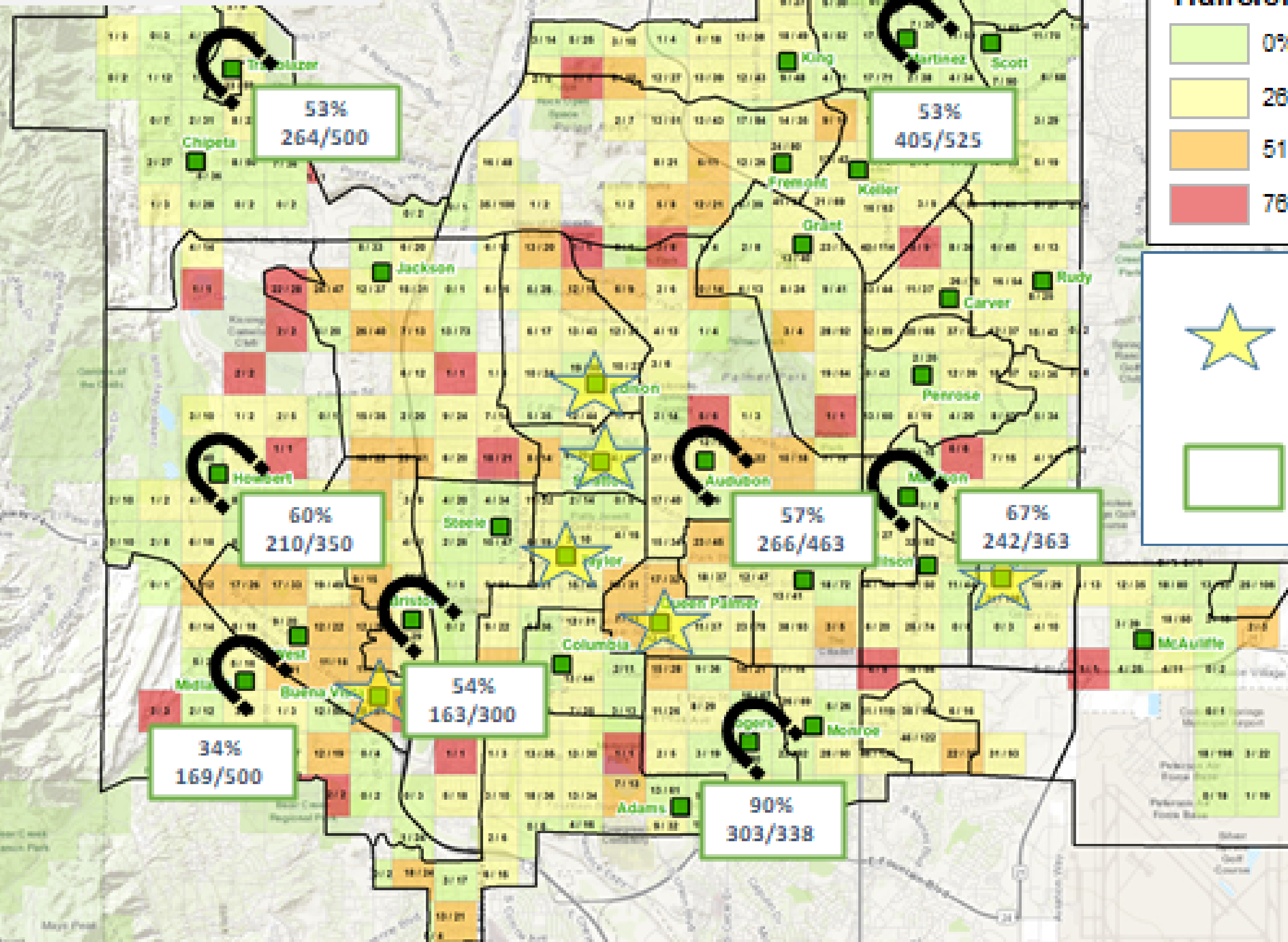
# Working Document

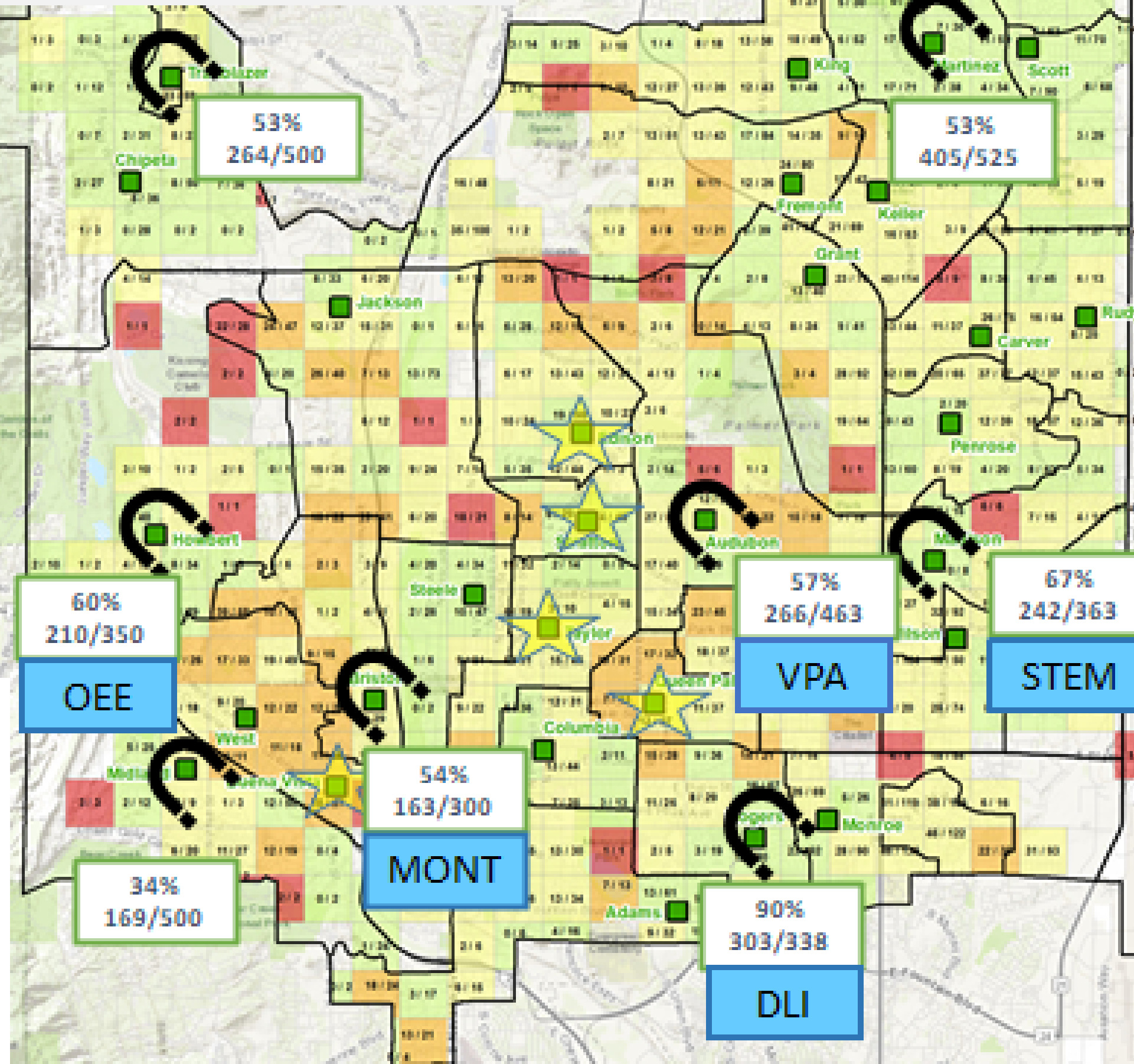
**Transfer Out Percentage**

 To be repurposed  
**Phase 1:** Buena Vista,  
Henry, Queen Palmer &  
Taylor  
**Phase 2:** Edison /Stratton  
to be evaluated - 2027

 Projected utilization &  
enrollment/capacity

- Identify schools with capacity on east and west side of district
- Identify areas with high choice
- Identify sites that can support envisioned magnet options: e.g. dual language, Montessori, outdoor/expeditionary, program alignment K-12 (e.g. STEM)





Projected utilization based on projected enrollment and capacity:

- Identify schools with capacity on east and west side of district
- Identify areas with high choice
- Identify sites that can support envisioned magnet options: e.g. dual language, Montessori, outdoor/expeditionary, program alignment K-12 (e.g. STEM)


### Program Key:

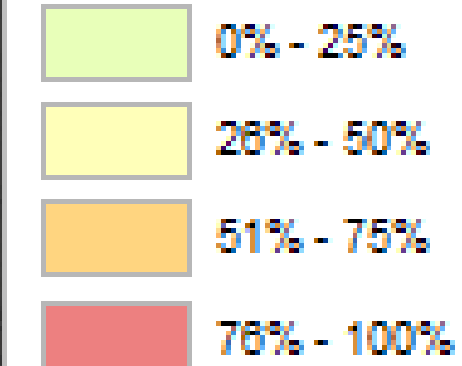
DLI	Dual Language Immersion
MONT	Montessori
OEE	Outdoor Expeditionary Education
STEM	Science, Technology, Engineering, and Math
VPA	Visual Performing Arts

## ES Magnet Option Development Discussion East and West Balance

## Scenario 2

### Legend

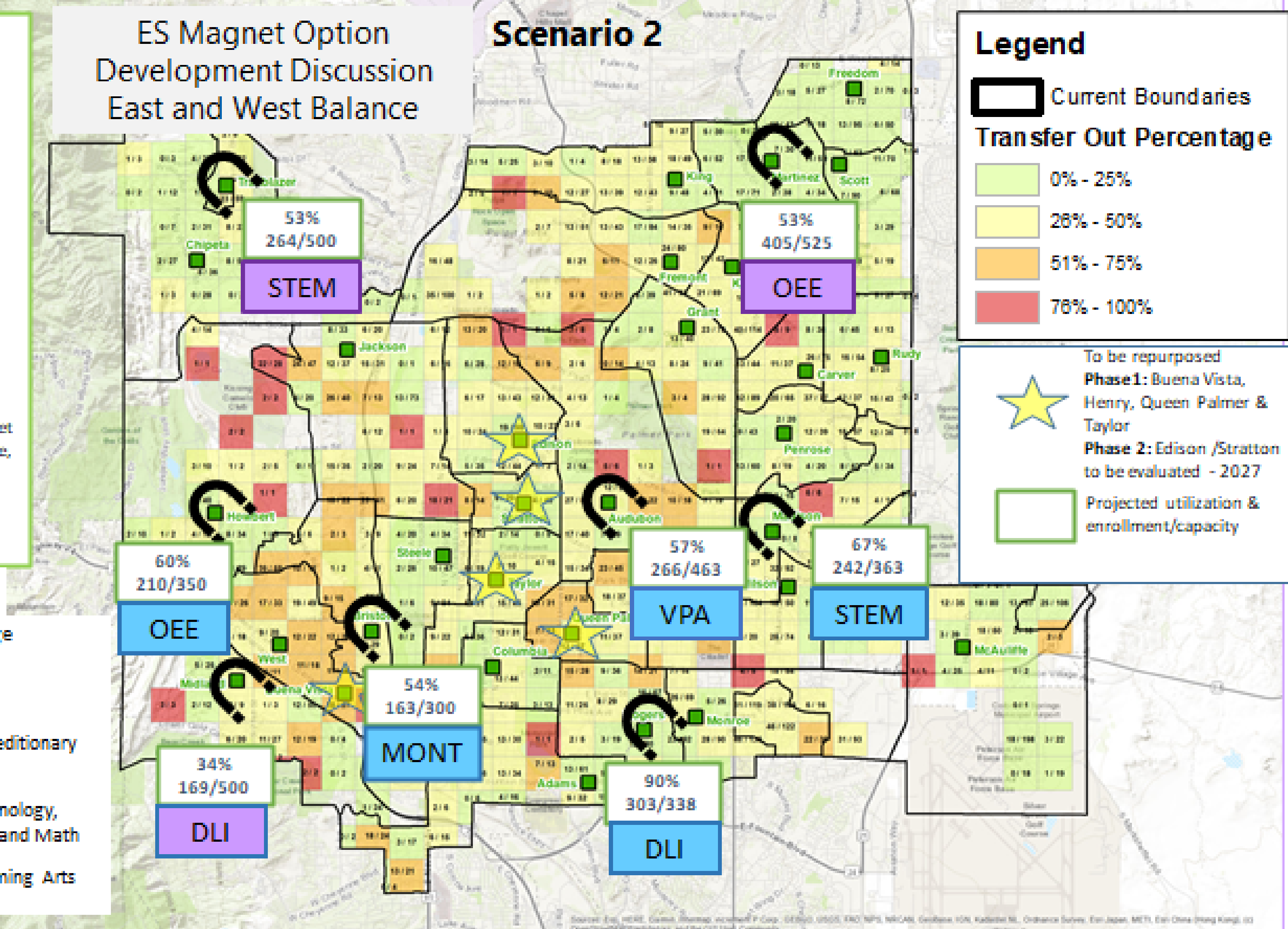
 Current Boundaries  
**Transfer Out Percentage**



To be repurposed  
**Phase 1:** Buena Vista, Henry, Queen Palmer & Taylor  
**Phase 2:** Edison /Stratton to be evaluated - 2027



Projected utilization & enrollment/capacity




Projected utilization based on projected enrollment and capacity:

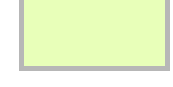



- Identify schools with capacity on east and west side of district
- Identify areas with high choice
- Identify sites that can support envisioned magnet options: e.g. dual language, Montessori, outdoor/expeditionary, program alignment K-12 (e.g. STEM)

## ES Magnet Option Development Discussion East and West Balance

## Scenario 3

## Legend

 Current Boundaries  
**Transfer Out Percentage**

 0% - 25%  
 26% - 50%  
 51% - 75%  
 76% - 100%


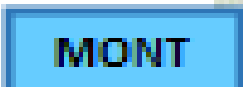





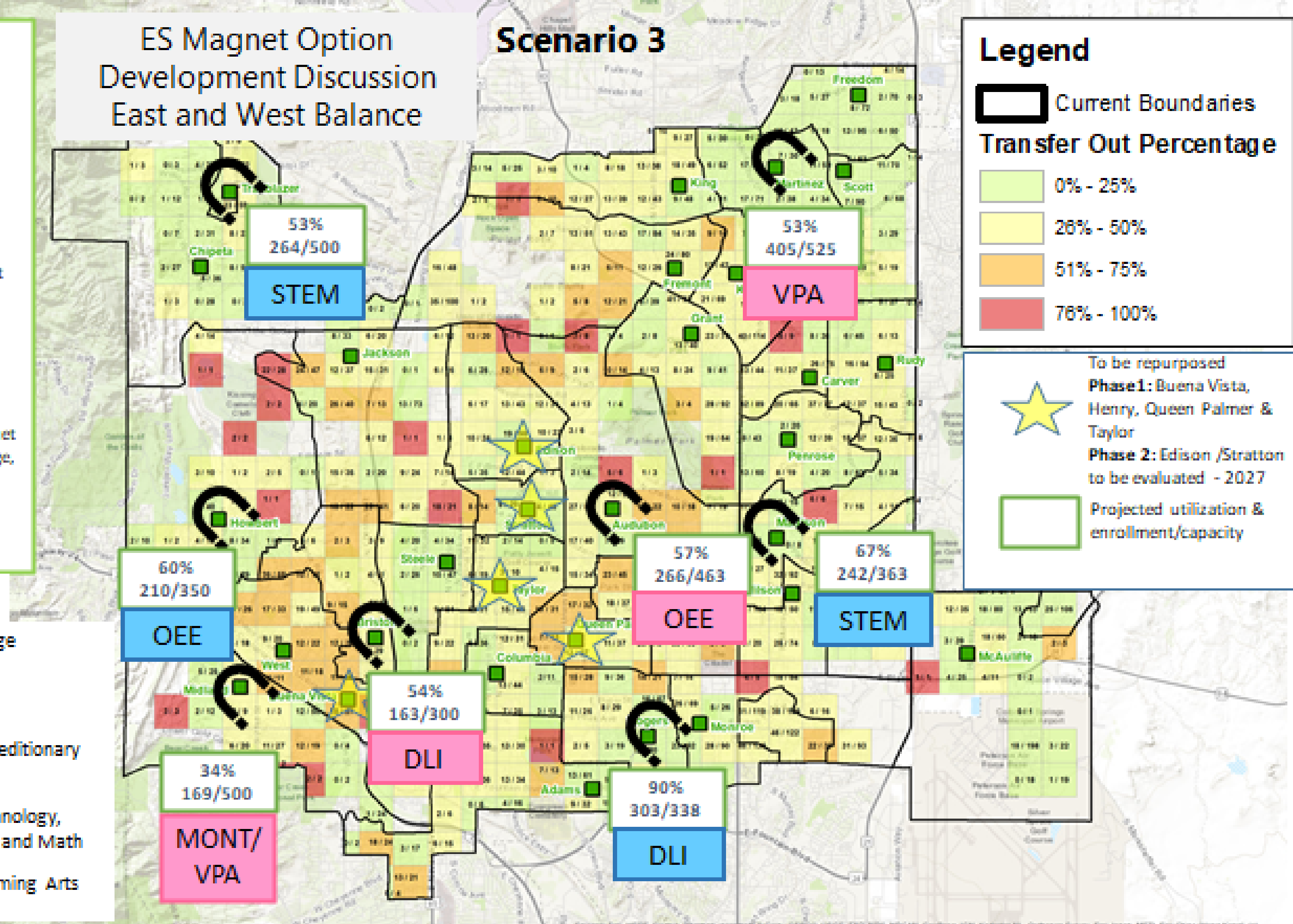
To be repurposed  
**Phase 1:** Buena Vista, Henry, Queen Palmer & Taylor  
**Phase 2:** Edison /Stratton to be evaluated - 2027



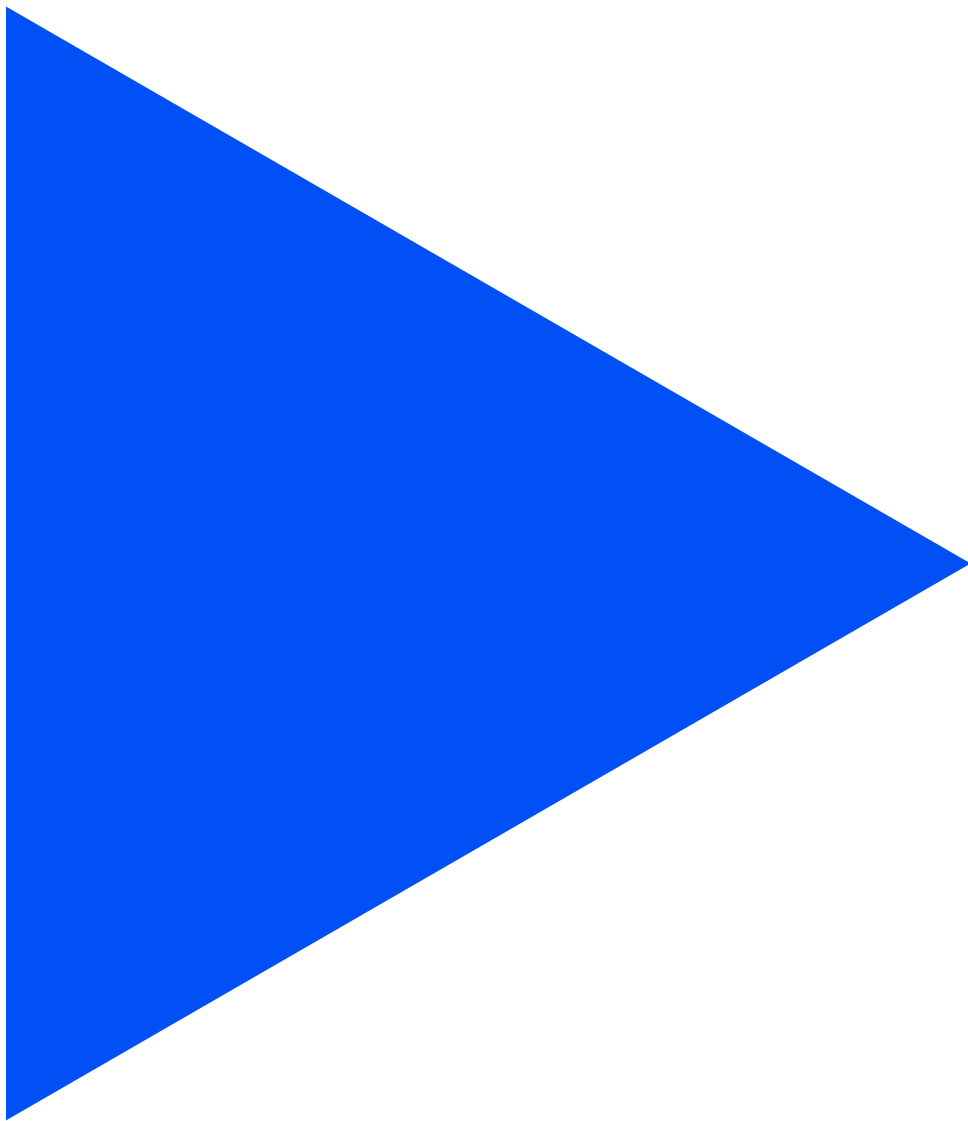
Projected utilization & enrollment/capacity

## Program Key:

	Dual Language Immersion
	Montessori
	Outdoor Expeditionary Education
	Science, Technology, Engineering, and Math
	Visual Performing Arts



# Middle School Considerations

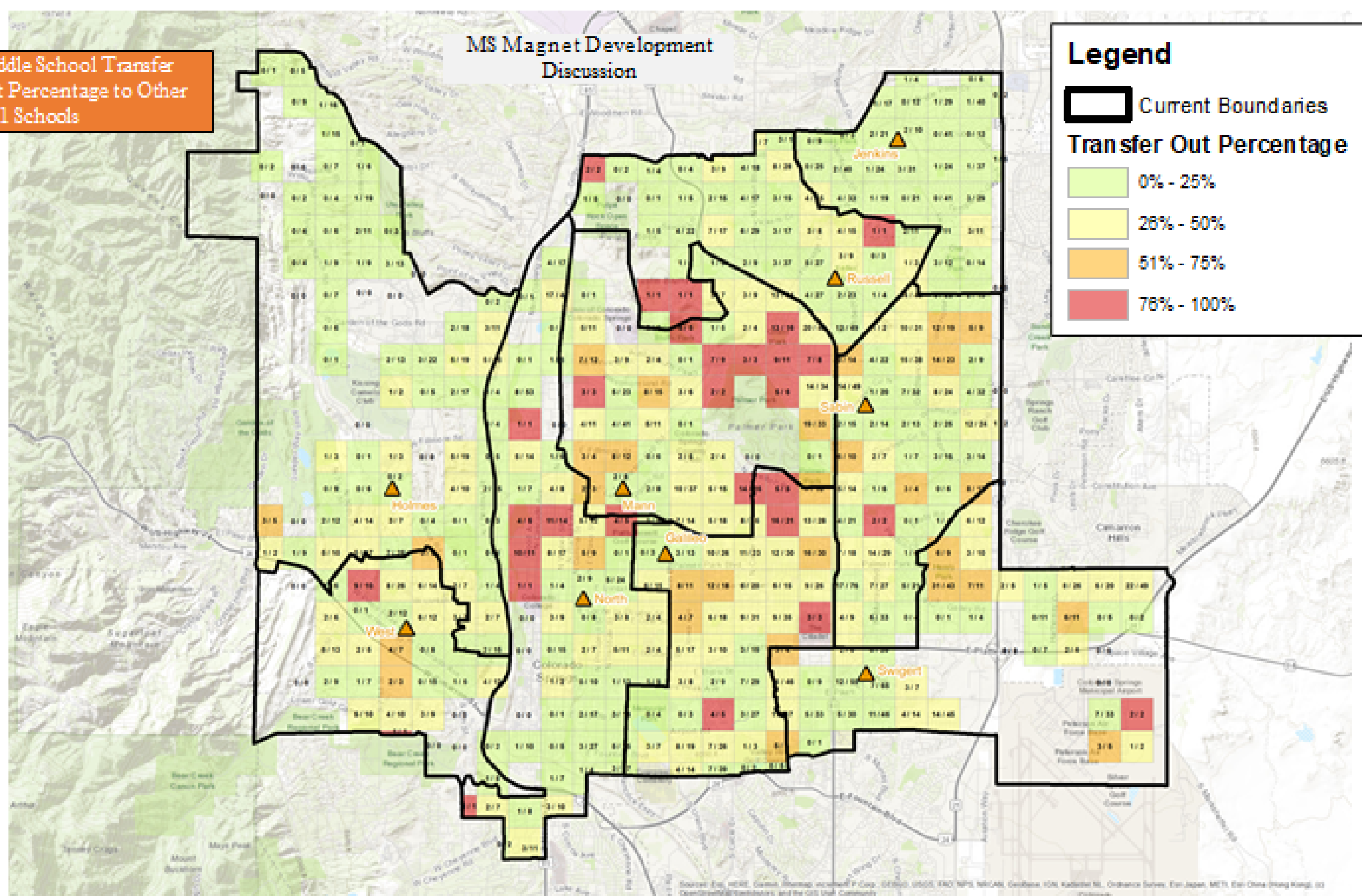


Middle School Transfer  
Out Percentage to Other  
D11 Schools

**Current Boundaries**

**Transfer Out Percentage**

- 0% - 25%
- 26% - 50%
- 51% - 75%
- 76% - 100%



**Middle School Transfer  
Out Percentage to Other  
D11 Schools**

## MS Magnet Development Discussion

### Legend

 Current Boundaries

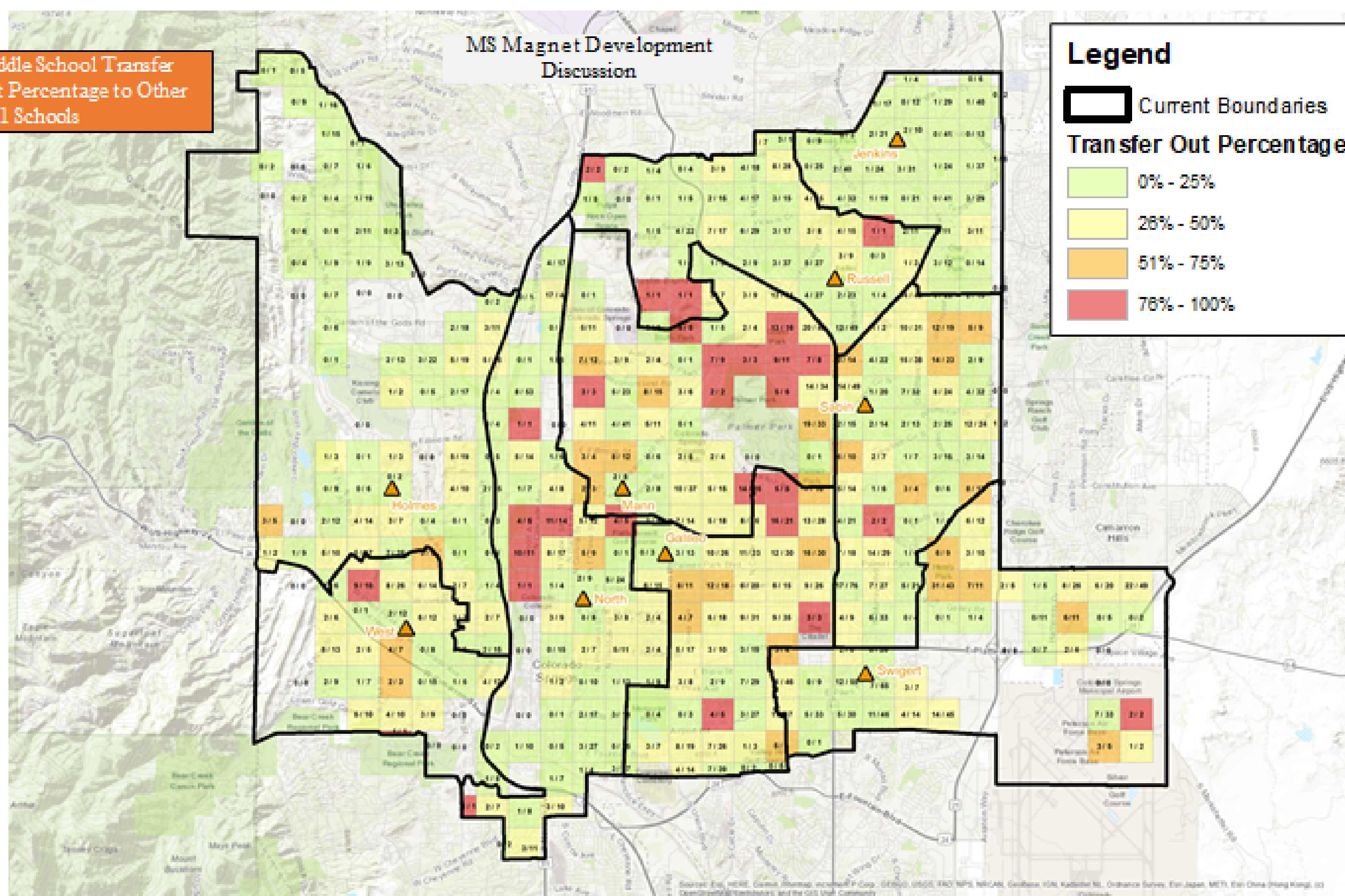
## Transfer Out Percentage

0% - 25%

26% - 50%

51% - 75%


76% - 100%

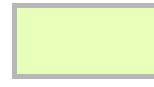
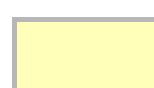
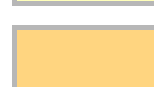



# MS Magnet Development Discussion: Option A West and Sabin

## Scenario 1

## Legend

 Current Boundaries  
Transfer Out Percentage

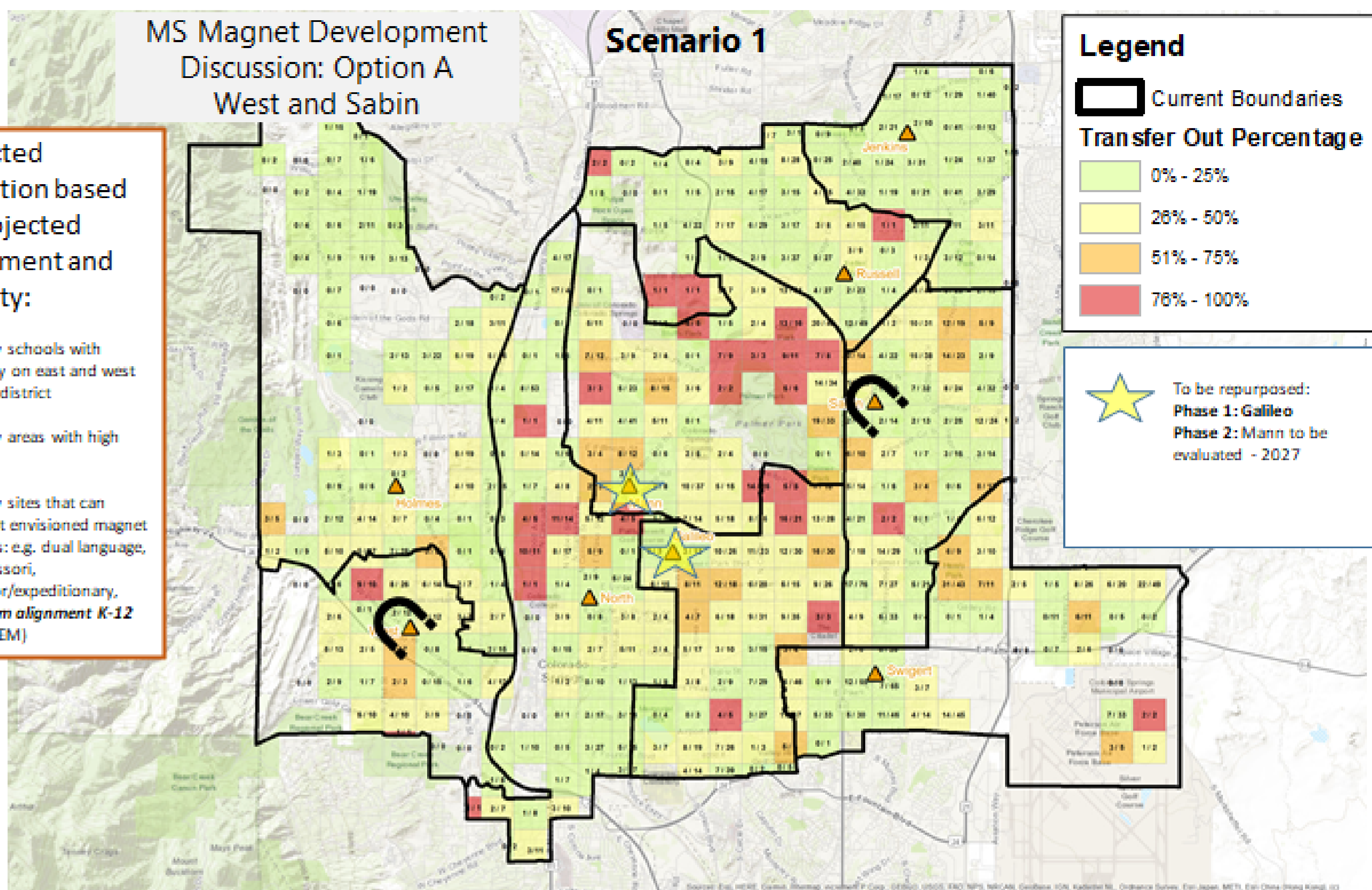
 0% - 25%  
 26% - 50%  
 51% - 75%  
 76% - 100%



To be repurposed:  
Phase 1: Galileo  
Phase 2: Mann to be  
evaluated - 2027

Projected  
utilization based  
on projected  
enrollment and  
capacity:

- Identify schools with capacity on east and west side of district
- Identify areas with high choice
- Identify sites that can support envisioned magnet options: e.g. dual language, Montessori, outdoor/expeditionary, program alignment K-12 (e.g. STEM)



## MS Magnet Development Discussion: Option A West and Sabin

## Scenario 2

## Legend

☐ Current Boundaries


### Transfer Out Percentage

0% - 25%

26% - 50%

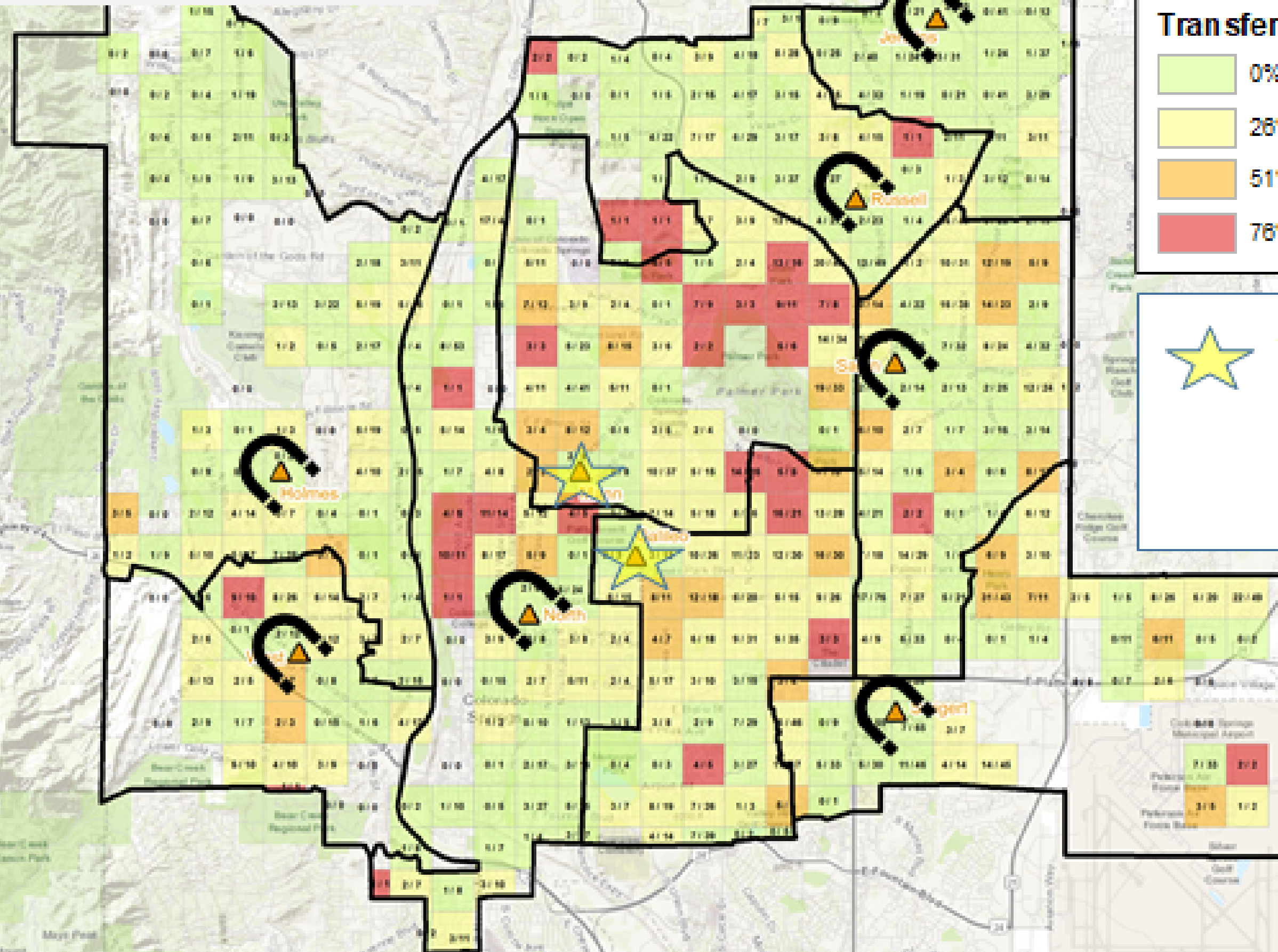
51% - 75%

76% - 100%

 To be repurposed:  
Phase 1: Galileo  
Phase 2: Mann to be  
evaluated - 2027

- Projected utilization based on projected enrollment and capacity:

- Identify schools with capacity on east and west side of district
- Identify areas with high choice
- Identify sites that can support envisioned magnet options: e.g. dual language, Montessori, outdoor/expeditionary, **program alignment K-12** (e.g. STEM)





# Commitments for Continual Improvement

- AMP Steering Team Yearly Reviews
- Vertical Programming Planning Teams
- Professional Development, Resources, Partnerships & Staffing Support
- School & Program Evaluations





# Next Meetings

- March 29 & 30: Academic Master Plan Community Meetings
- April 5-9: School Site Meetings
- April 14: Board of Education Non-Action





# Question and Answers



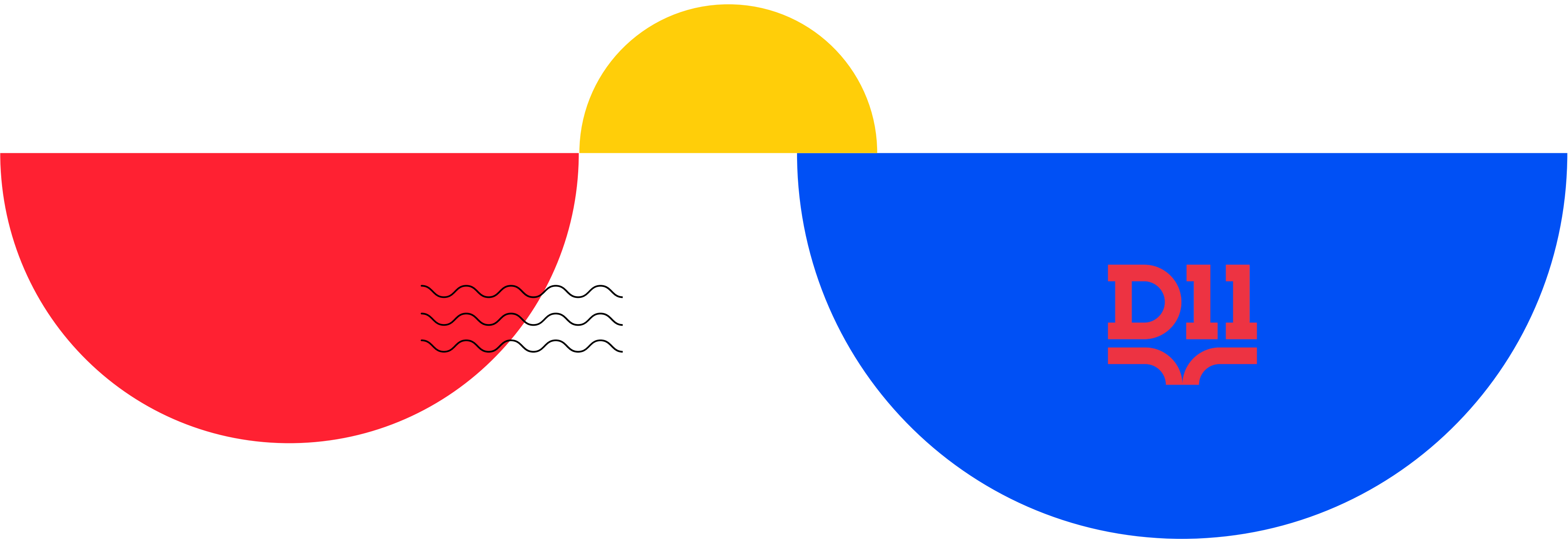


# Addendum

PREVIOUSLY COLLECTED SUPPORTING  
INFORMATION AND DATA 2018-PRESENT



# What we are Launching in 2021-22



# Spark Online Academy



- Program will begin with students in grades K-8; will expand through high school over 5 years
- Students connect with peers through discussions, small group projects, and activities
- 5-year implementation plan includes a building dedicated for the use of Spark Online Academy students

# Spanish Dual Language Immersion Program

- Program will be established at Rogers Elementary School
- 90/10 Model of Instruction
- 1 or 2 sections of K and 1st grades depending on enrollment demand
- Program will matriculate through grade 5 over 4 years
- Students may apply via the Choice Application
- D11 will provide transportation to students who live on the east side



# Montessori Magnet School



- The Montessori Magnet School is currently located in Buena Vista Elementary
- The Colorado Child Care Assistance Program (CCCAP) will be available to parents of Pre-K students who qualify for tuition assistance
- Transportation will be provided to Buena Vista for students who live on the west side



# Developing Programs and Proposals: 5 Year Plan

## STEM: K-5 Implementation Plan

- **Year 1** – (planning prior to school opening)  
Comprehensive planning and development with school leadership team and identified K-5 staff. Further research of and site visits with exemplar STEM schools. Extensive, in-depth professional learning in STEM, learning models, culture development, and habits of mind.
- **Year 2** – (1st-year implementation)  
K-5 launch with initial curriculum, instruction, and learning models; one major transdisciplinary STEM unit per grade; and initial community partnerships. Extensive job-embedded professional learning and coaching for all staff.



# Developing Programs and Proposals: 5 Year Plan

## STEM: K-5 Implementation Plan

- **Years 3 & 4** – (second- & third-years implementation)  
Full implementation of curriculum and learning models with four major transdisciplinary STEM units per grade. Extended community partnerships. Extensive after-school enrichment opportunities for all learners. Full integration of Design Thinking and STEM Habits of Mind.



# Developing Programs and Proposals: 5 Year Plan

## STEM: K-5 Implementation Plan



- **Year 5** – (fourth-year implementation)  
Comprehensive review, reflection, and evaluation of the school model for further improvement and sustainability.



# **Developing Programs and Proposals: Program Proposal**

## **Outdoor & Environmental Education**



### **Outdoor Education Launch**

The Outdoor Education Advisory Committee recommends launching the magnet at either the elementary level or at the middle school level first and then phasing in the other two remaining levels to eventually have a K-12 outdoor education pathway on both the east and west sides of the district. If only one K-12 outdoor education pathway is feasible, then the recommendation would be to have a centralized location.



# Magnets & Pathways: Program Proposal

## Gifted & Talented: GMPs

**Gifted and Talented GMPs, Elementary and  
Middle Schools**

*Each year we will Train, Collaborate, Assess,  
Evaluate and Communicate*



# Developing Programs and Proposals: 5 Year Plan

## Gifted & Talented: GMPs



- **Year 1:** Partner with a national showcase school and train teachers in the HET Model's foundations. Determine an Organizing Concept, update units of study, enhance “being there” experiential learning elements. Reflect on the implementation of the HET model and renewed collaboration in PLCs. Revise D11 Website and GMP promotional materials to reflect the HET Instructional Model.



# Developing Programs and Proposals: 5 Year Plan

## Gifted & Talented: GMPs



- **Year 2:** Continue to partner with a national showcase school and train incoming GMP Teachers. Develop and share resources to support the Organizing Concepts and Bodybrain Compatible Elements. Coach students to design Social Action opportunities. Collaborate in Professional Learning Communities to develop a comprehensive matrix. Gather qualitative data from students and families to determine the impact the HET model has on the student learning experience. Publicize with D11 stakeholders the effectiveness of the HET Instructional Model.



# Developing Programs and Proposals: 5 Year Plan

## Gifted & Talented: GMPs

- **Year 3:** Develop a portfolio to apply to become a HET-Certified School. Refine units of study to incorporate the Bodybrain Compatible Elements. Operationalize units of study, themes, matrices, and vertical articulation. Assess the HET model's effectiveness based on a variety of assessment measures. Document the profound, positive impact the HET model has on student learning. Publicize exemplary students' Social Action results.



# Developing Programs and Proposals: 5 Year Plan

## Gifted & Talented: GMPs

- **Year 4:** Train incoming GMP Teachers in the HET Model. Operationalize units of study, themes, matrices, and vertical articulation. Apply to become a HET-Certified School. Interested GMP staff members begin the process to become HET Trainers. Share the positive impact of the HET model at gifted regional meetings, state conferences, and symposiums. Publish articles to demonstrate the effectiveness of the HET model for gifted learners.



# Developing Programs and Proposals: 5 Year Plan

## Gifted & Talented: GMPs

- **Year 5:** Operationalize HET structures and skills. Continue to operationalize the comprehensive matrix. Collaborate for vertical articulation in Professional Learning Networks to enhance the progression of expected skills. Become a HET-Certified School. Share and showcase the HET model with schools. Continue to share the HET model at gifted conferences and symposiums. Continue to publish articles on the effectiveness of the HET model for gifted learners.



# D11 Strategic Plan

## Colorado Springs School District 11 Strategic Plan



### Core Values

Our shared beliefs describe who we are as a community.

We believe:

- In the inherent worth of every individual and the power of equitable practices to unleash potential.
- Diversity enriches the human experience and strengthens community.
- Healthy relationships provide mutual understanding and enhance life.
- Continuous learning nourishes life.
- Integrity is fundamental to building trust.

### Mission

Our purpose - or what we want our students to leave us with.

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

### Mission Impacts

How we will know we are moving toward our mission.

- Each student will innovatively adapt to evolving challenges.
- Each student will actively pursue learning that continually challenges them to grow and achieve their personal best.
- Each student will develop personal, social, and cultural competencies and apply them intentionally in their lives.

### Vision

What our future will look like.

We are a dynamic, collaborative community of energized educators, engaged students and supportive partners with a passion for continuous learning.

### Strategies

The most critical work needed to move toward our mission.

In pursuit of our mission and mission impacts:

1. We will cultivate a collaborative culture that promotes intentional, mission-driven change.
2. We will align our actions to our shared understanding of and commitment to the strategic plan.
3. We will guarantee an ecosystem of equitable practices to meet the unique needs of all.

### Strategic Delimiters

Things that have tripped us up in the past - and we commit not to do going forward.

We will not:

- Allow past practices to create barriers to new and innovative ideas.
- Avoid conflict or difficult conversations, nor engage in problem solving through the lens of blame.
- Engage in initiatives that are misaligned with our mission.

# D11 Graduate Profile

## D11 Graduate Profile

	<b>ACADEMICALLY READY LEARNER</b>	Academically Ready Learners possess multiliterate skills across academic disciplines to achieve their personal best now and into the future.
	<b>CONTINUOUS LEARNER</b>	Continuous Learners demonstrate adaptability, resilience, reflection, goal setting, and a growth mindset.
	<b>EMPOWERED CITIZEN</b>	Empowered Citizens take action to make the world a better place by being informed, responsible, principled, service-minded, and engaged advocates to profoundly impact our world.
	<b>SKILLED COMMUNICATOR</b>	Skilled Communicators listen and use multiple methods, media, and context to share ideas and information clearly.
	<b>INNOVATIVE PROBLEM SOLVER</b>	Innovative Problem Solvers embrace curiosity, creativity, informed risk taking, novel approaches, and cycles of inquiry.
	<b>HEALTHY AND BALANCED LEARNER</b>	Healthy and Balanced Learners pursue physical and mental wellness as they attend to responsible decision making, healthy relationships, mindsets and behaviors for success, self-awareness, and self-regulation.
	<b>CRITICAL THINKER</b>	Critical Thinkers seek to understand and analyze information, evaluate sources, make connections, and apply their learning to make meaning of the world.
	<b>EMPATHETIC COLLABORATOR</b>	Empathetic Collaborators seek to see the world as others see it by listening, networking, and contributing productively.

# D11 Equity Policy

## Equity Statement:

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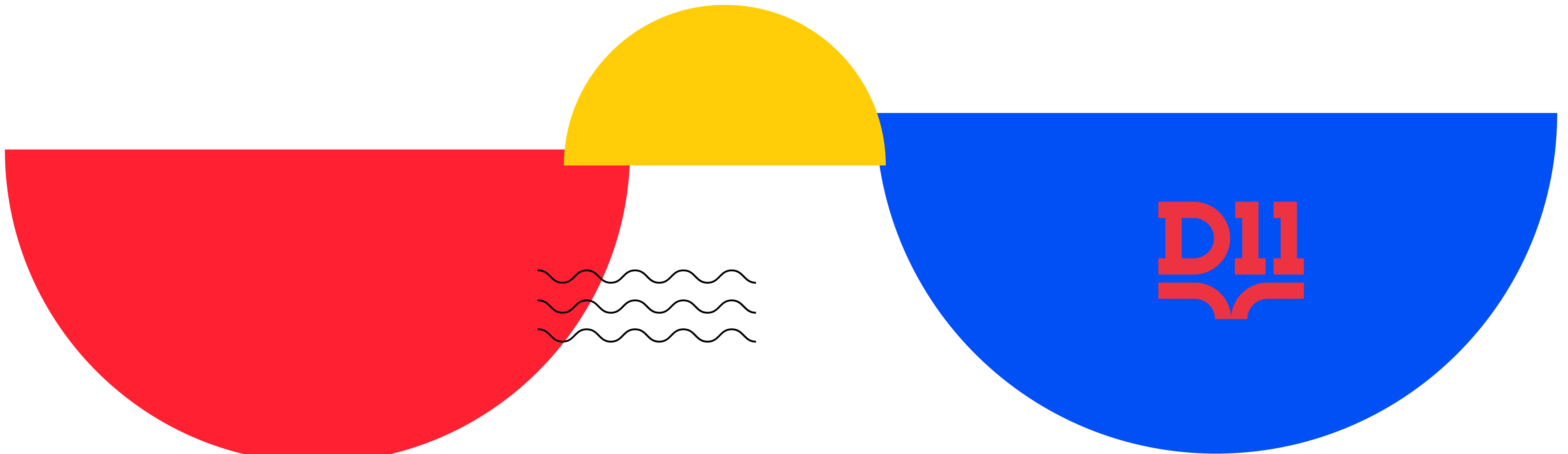
***Colorado Springs School District 11 is committed to equity and to providing an ecosystem of equitable practices to meet the unique needs of all.***

## **The District believes:**

- In the inherent worth of every individual and the power of equitable practices to unleash potential.
- Diversity enriches the human experience and strengthens community.
- Healthy relationships provide mutual understanding and enhance life.
- Continuous learning nourishes life.
- Integrity is fundamental to building trust.

# The AMP Collaborative Process and Teams

*"The D11 Steering and Planning Teams will work in a collaborative manner to guide their work that will provide programming recommendations for the future development of the Academic Master Plan."*





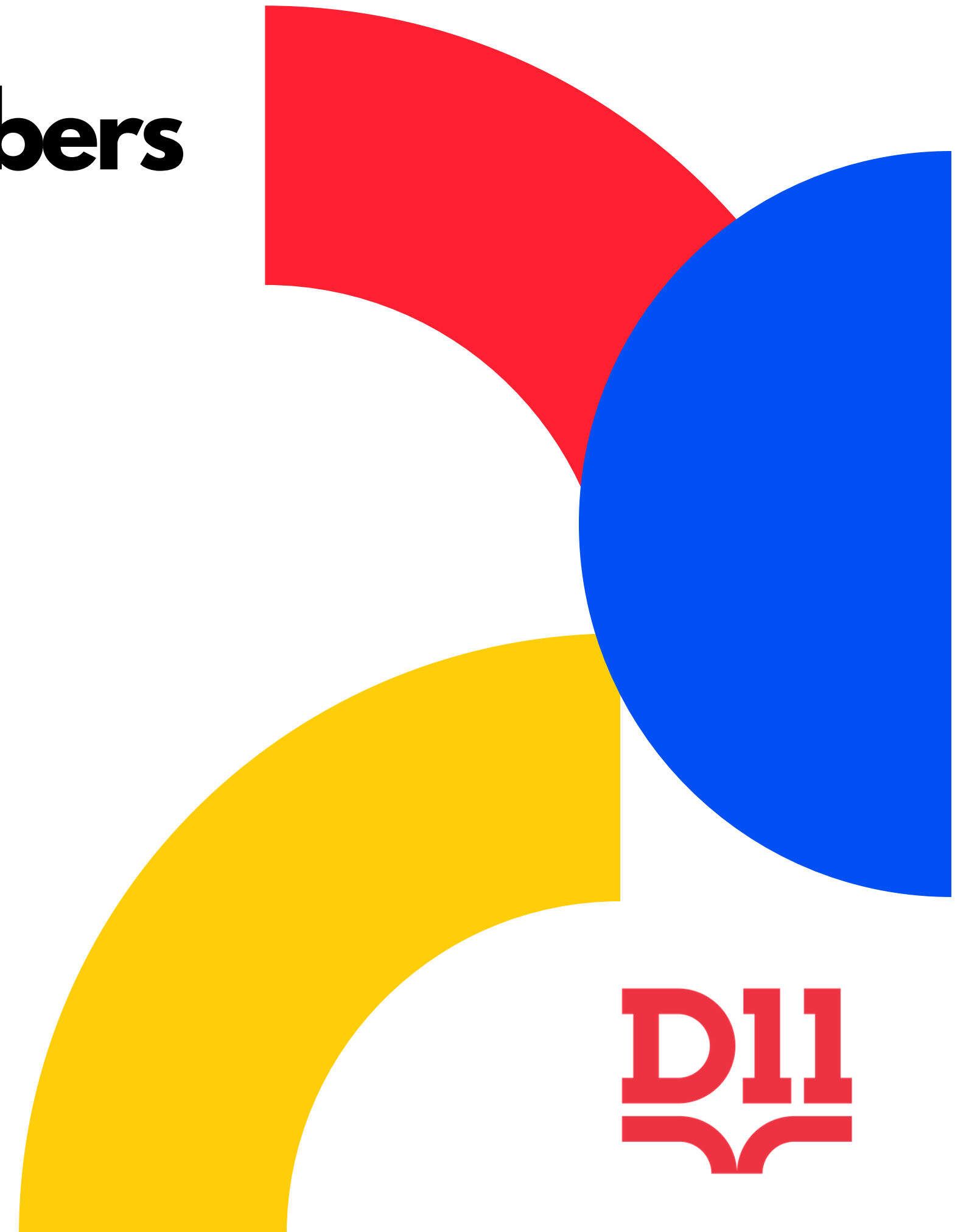
# AMP Steering Team

## Steering Team Charge

1. What programming should be introduced or expanded in District 11?
2. When should this programming be introduced or expanded in District 11?
3. Where in District 11 should the programming be located?

# AMP Steering Team Members

Name	Position
Alexis Knox-Miller	Director Equity and Inclusion
Anthony Carlson	Community Member
Anton Schulzki	IBMYP Coordinator
Brenda McKinney	ESP Council President
Bryan Relich	Executive Director School Leadership
Carole Wilson Frye	Elementary Principal
Corrin VanBemden	MS Social Studies Teacher
Darin Smith	High School Principal
David Engstrom	Deputy Superintendent, ALL
Doug Abernathy	Community Member
Eric Mason	Director-Assessment
James Nason	Middle School Principal
Jennifer Schulte	Facilitator, MTSS
Karol Gates	Director-Curriculum & Instruction
Kristina North	Administrative Assistant
Lyman Kaiser	Community Member
Mary Crimmins	AMP Project Manager
Talonna Hybki	Facilitator, Multilingual Programs
Theresa Newsom	GT Teacher





# AMP Planning Teams

## Planning Teams Charge

1. Research national programs and schools who have demonstrated exemplary examples of your discipline.
2. Identify local districts which are offering similar programs.
3. Identify strategies currently used in D11 for their strengths and areas for growth.

# AMP Planning Team Leaders

<u><i>Planning Team/Facilitator</i></u>	<u><i>Planning Team/Facilitator</i></u>
<b>CTE</b>	<b>Gifted &amp; Talented</b>
Duane Roberson	Emily Andrews
<b>STEM</b>	<b>Schools of Innovation</b>
David Sawtelle	Nicole Ottmer
Darian Founds	<b>Arts for All Magnet</b>
<b>Outdoor Ed</b>	Laurilea McDaniel
Darian Founds	Jen Lennon
<b>Online School</b>	<b>Essential Wheel for</b>
Julie Johnson	<b>Elementary Education</b>
<b>DLIP</b>	Laurilea McDaniel
Claudette Murtha	Jen Lennon



# Academic Master Plan

## Demographer's Summary

### December 2018

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*Colorado Springs District No. 11*

*Enrollment / Demographic Forecast*

**District 11 Students Departing to Attend Other Districts and CSI Charters** – This trend is referred to as the **export** and **import** of students in this report. The districts departure to adjacent districts has accelerated to approximately 600 additional students per year in recent years. These trends have consistently accelerated over time and there has been a modest off-set of approximately 2,332 students that have come to the districts from other districts.

Figure 11 - District 11 Students Departing to Attend Other Districts and CSI Charters	Export 2014-15	Export 2015-16	Export 2016-17	Export 2017-18	Import 2017-18
Total	7,138	7,780	8,509	8,938	2,332

*Western Demographics, Inc.*

14

*December 19, 2018*



# Community Feedback from World Cafes

## Academic Master Plan

World Cafés in Fall 2019: Themes from our community

After High School Focus	Variety of Curriculum Offerings	Equity	Instruction/Supports	Schools
<ul style="list-style-type: none"><li>• Career Exploration/Work-Based Learning</li><li>• Concurrent Enrollment</li><li>• Trades (Career Technical Education)</li></ul>	<ul style="list-style-type: none"><li>• Arts</li><li>• Environmental, Outdoor, STEM, STEAM</li><li>• Gifted and Talented</li><li>• Life Skills</li><li>• World Languages</li></ul>	<ul style="list-style-type: none"><li>• Academic Offerings</li><li>• Gifted and Talented</li><li>• SPED</li><li>• Transportation</li></ul>	<ul style="list-style-type: none"><li>• Academic Supports (interventions, tutoring, before-school, after-school, advisory)</li><li>• Project Based Learning</li><li>• Social Emotional Learning</li><li>• Student Centered Learning</li></ul>	<ul style="list-style-type: none"><li>• Alternative Learning</li><li>• Magnet (Arts, Dual Language Immersion, Environmental / Outdoor / STEM / STEAM, Gifted and Talented)</li></ul>

## School Choice

What programming options should be introduced or expanded in our district?



# World Cafe Feedback (continued)

Fall, 2019

Criteria		Ranking Total
Most Important (1)	Environment and Safety	1502
	Academic Offerings	1511
	Class Size	1866
	Academic Achievement	1921
	Racial and Socioeconomic Integration	2915
	Neighborhood School	3010
	Magnet School	3307
	Larger Size School	3333
	New/Renovated Building	3551
	Smaller Size School Enrollment	3800
Least Important (10)		

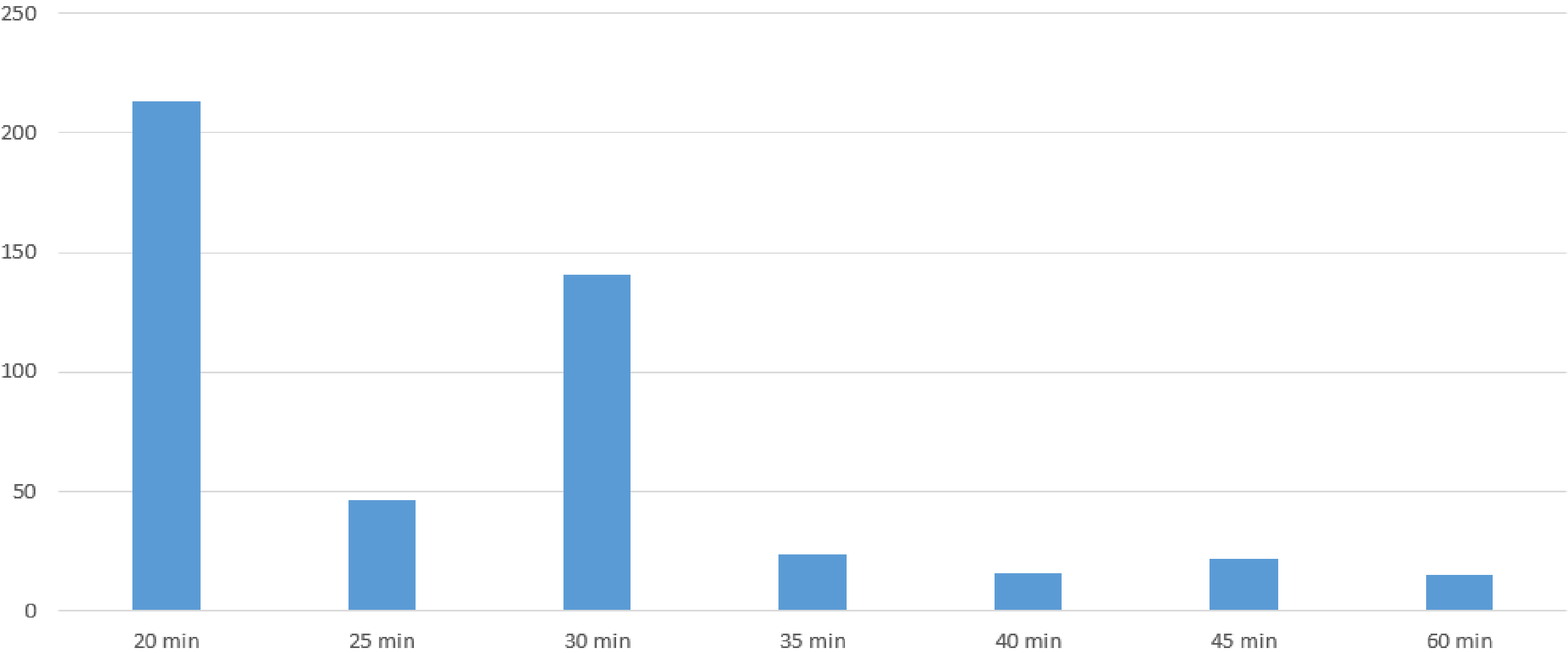
## School Choice

What criteria do you think is most important when selecting a school for a child?  
1 = Most important 10 = Least important



# World Cafe Feedback (continued)

Fall, 2019



## Magnet School Transportation

If your child attended a magnet school, what is the maximum length of time you would like your child on the bus (transported) traveling to/from school?

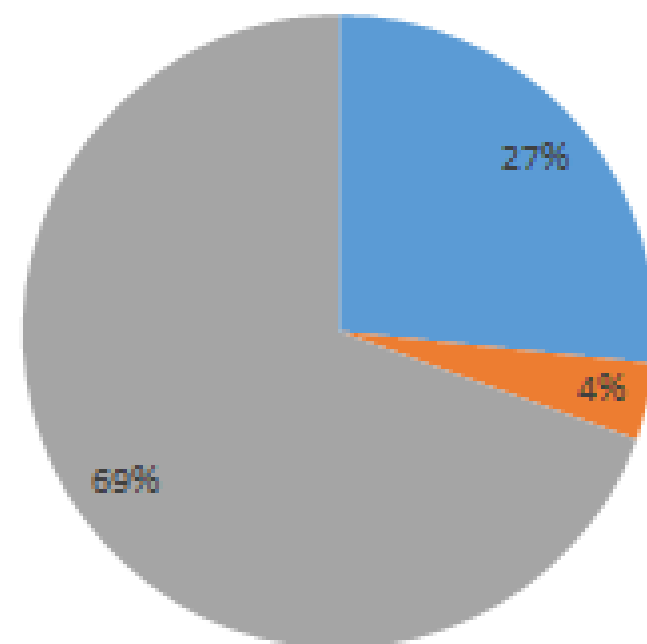


# World Cafe Feedback (continued)

Fall, 2019

## Elementary School Start Time

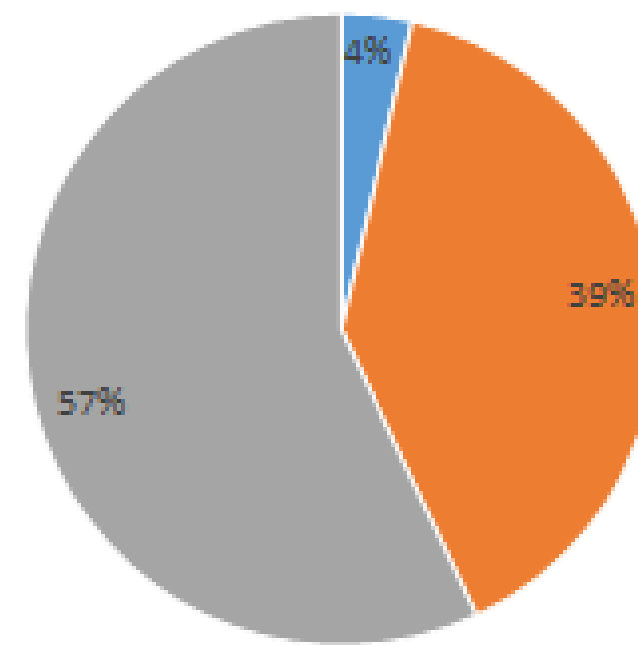
School start times between  
7:45 a.m. and 8:00 a.m.



■ Too early ■ Too late ■ Just Right

## Middle School Start Time

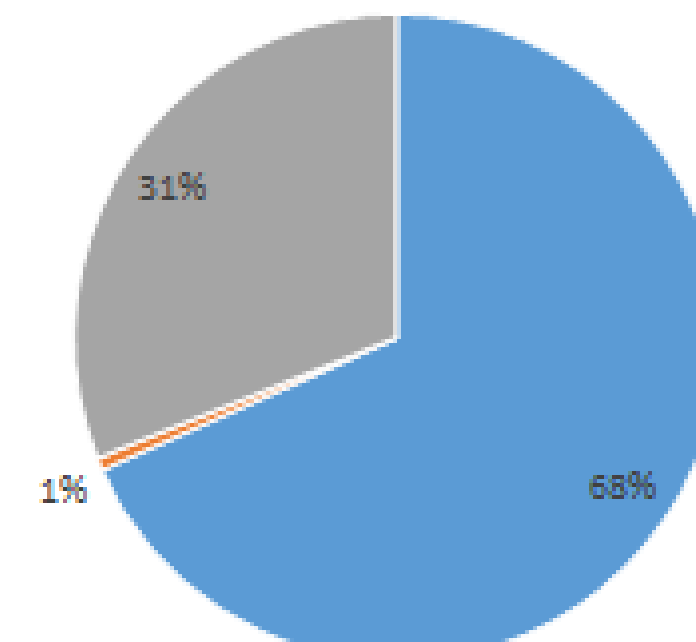
School start times between  
8:40 a.m. and 8:50 a.m.



■ Too early ■ Too late ■ Just Right

## High School Start Time

School start times between  
7:30 a.m. and 7:40 a.m.



■ Too early ■ Too late ■ Just Right



## School Start Time

Most schools start between x and x time, do you  
feel this is too early, too late, or just right?



# Academic Master — Plan

Public and Staff Survey  
Results, Questions 1-3

May 2020



Questions 1-3	Parents/Community Responses	Staff Responses	TOTALS
<b>DEVELOPING PROGRAMS THAT MEET STUDENTS' NEEDS</b>	<b>N=485</b>	<b>N=247</b>	
<i>Elementary</i>			
Music, Theater, Dance, Drama, Orchestra, Band, Piano, Voice, Guitar, Visual Art	72	88	160
STEM	64	37	101
Hands-on activities	22	0	22
More Sports	13	6	19
Project-Based Learning	11	6	17
Magnet schools w/ special focus	14	2	16
After school clubs	14	0	14
Montessori	1	10	11
<i>Middle</i>			
Band, Art, Music, PE, Orchestra, Theatre, Performing and Fine Arts	61	85	146
STEM	51	43	94
After school clubs/activities	23	29	52
Magnet schools w/special focus (art, athletic, military, digital)	5	35	40
More sports options	13	4	17
Hands-on Activities	13	0	13
<i>High</i>			
Band, Art, Music, PE, Orchestra, Theatre, Performing/Fine Arts/Visual Arts	42	51	93
STEM	36	30	66
Magnet Schools w/ special focus (arts, athletics, military, digital, engineering, pre-med, veterinarian)		42	42
<b>REAL WORLD LIFE SKILLS</b>	<b>N=485</b>	<b>N=247</b>	
<i>Elementary</i>			
Foreign Language/Immersion/Spanish	54	38	92
Outdoor Learning/Gardening	23	8	31
Cooking Classes/Home Economics/Life Skills	16	5	21
Environmental Education	10	0	10
<i>Middle</i>			
Cooking Classes/Home Economics/Life Skills	49	14	63
Trades/Crafts/More Elective Offerings	32	29	61
Foreign Language/Immersion/Spanish/Sign	34	27	61
Outdoor Learning/Gardening	14	6	20
<i>High</i>			
Trades/Crafts/CTE	64	61	125
Cooking Classes/Home Economics/Life Skills/Personal Finance	102	8	110
Foreign Language/Immersion/Spanish/Sign	19	13	32
Trade Apprenticeships/Mentor Programs	14	15	29
Leadership/Communication Skills	17	0	17
Dual Enrollment/College Prep	14	0	14
Debate/Public Speaking	11	0	11

# Academic Master Plan

## Public and Staff Survey Results, Questions 4-6

May 2020

HIGH AREAS OF INTEREST	Parents/Community Responses <i>N=485</i>			Staff Responses <i>N=247</i>			TOTALS
	K-8	K-12	8th-12th	K-8	K-12	8th-12th	
Personal/Life Skills	73	61	101	48	17	44	344
Performing/Fine/Visual Arts	75	46	51	72	45	39	328
STEM	51	53	48	49	25	31	257
World Language/Immersion/Sign	51	44	22	31	20	15	183
PE/Fitness	67	55	26	4	6	8	166
Specific Gifted, IB Programs Referenced							
GT K-12	7	7	5		5		24
IB K-12					15		15
GT K-8				2			2
IB K-8				1			1
IB 8-12						4	4
GT 8-12						1	1
IB Honors					11		11
TOTAL GT, IB Programs Referenced	7	7	0	3	26	5	34

# Academic Master Plan

## BOE Update January 2021

### District 11 Demographic Zones Analysis

The East/West distribution of demographics is the most balanced between socio-economic and ethnic groups

East/West Zones	Gender		Race/Ethnicity							FRL
	Female	Male	American Indian Or Alaska Native	Asian	Black Or African American	Hispanic Or Latino	White	Native Hawaiian/ Pacific Islander	Two Or More Races	
East*	47.6%	52.4%	0.7%	1.7%	8.0%	35.7%	46.3%	0.6%	7.1%	47.8%
West	48.9%	51.1%	0.7%	1.4%	7.8%	29.3%	53.8%	0.3%	6.6%	47.9%
*Roosevelt Charter Included										
East N=12,316										
West N= 9,084										
Out of district N=2,456										
TOTAL =23,856										

# Academic Master Plan

## BOE Update January 2021

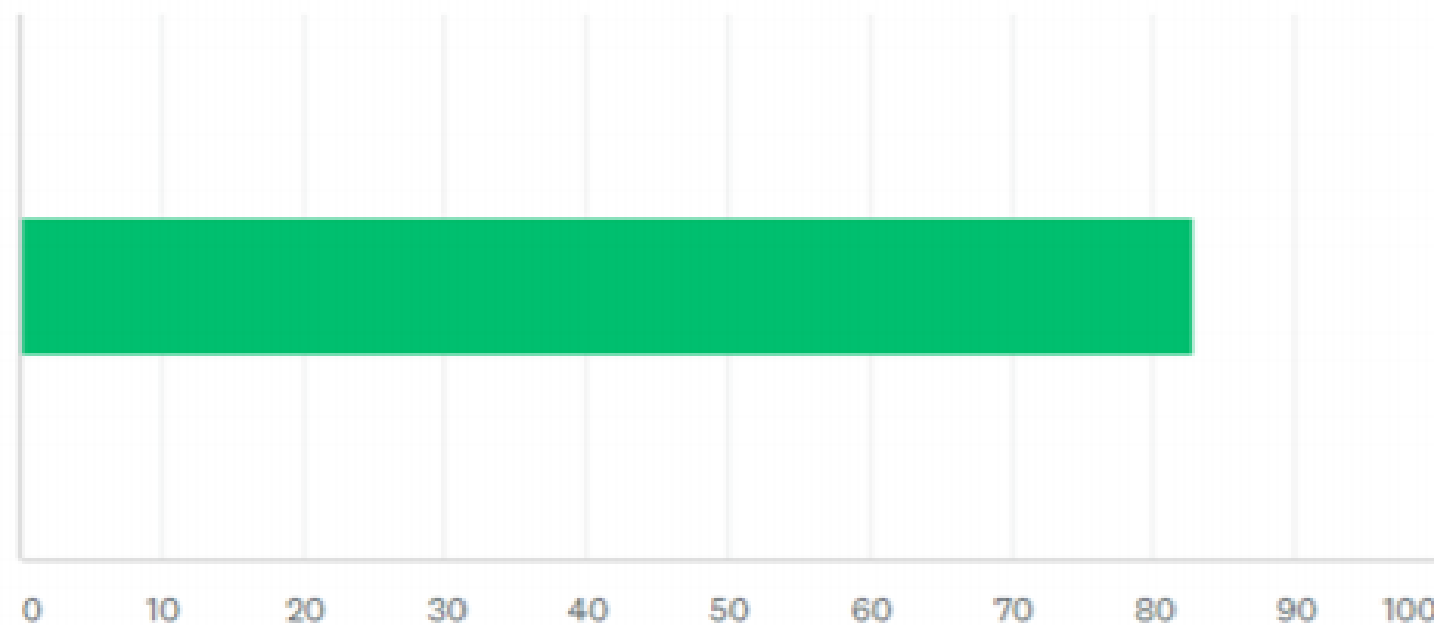
**Source:** Academic & Facilities  
Master Plan Community Feedback  
Survey, December 2020  
N=1021

### Priority #1: Quality Neighborhood Schools

Q2

Please use the slider below to rate your feeling toward the following statement: "Over the next five years encouraging my neighborhood school to develop innovative strategies, curriculum, and practices to meet the needs of their community is ..."

Answered: 1,021 Skipped: 0



# Academic Master Plan

## BOE Update January 2021

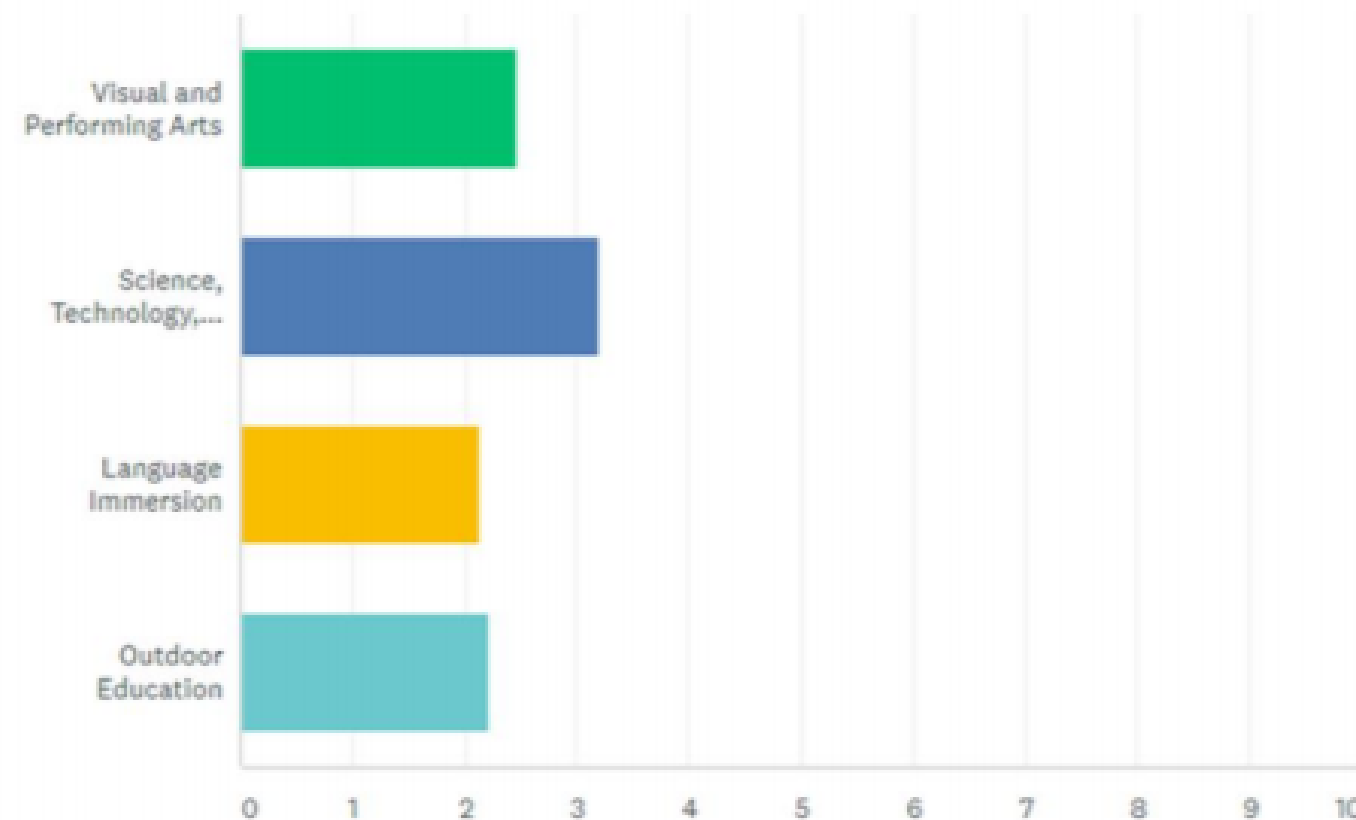


### Priority #2: Distinctive Magnet Schools and Programming

Q5

Please rank (1 being highest priority) which Magnet School concepts you feel should be prioritized over the next five years to meet student's academic interests in order to attract new students and retain families in the district.

Answered: 1,000 Skipped: 21



**Source:** Academic & Facilities  
Master Plan Community Feedback  
Survey, December 2020  
N=1021

# Academic Master Plan

## BOE Update January 2021



### Priority #2: Distinctive Magnet Schools and Programming

Identified as first or second priority:

- STEM: 77%
- V&PA: 49%

**Source:** Academic & Facilities  
Master Plan Community Feedback  
Survey, December 2020  
N=1021

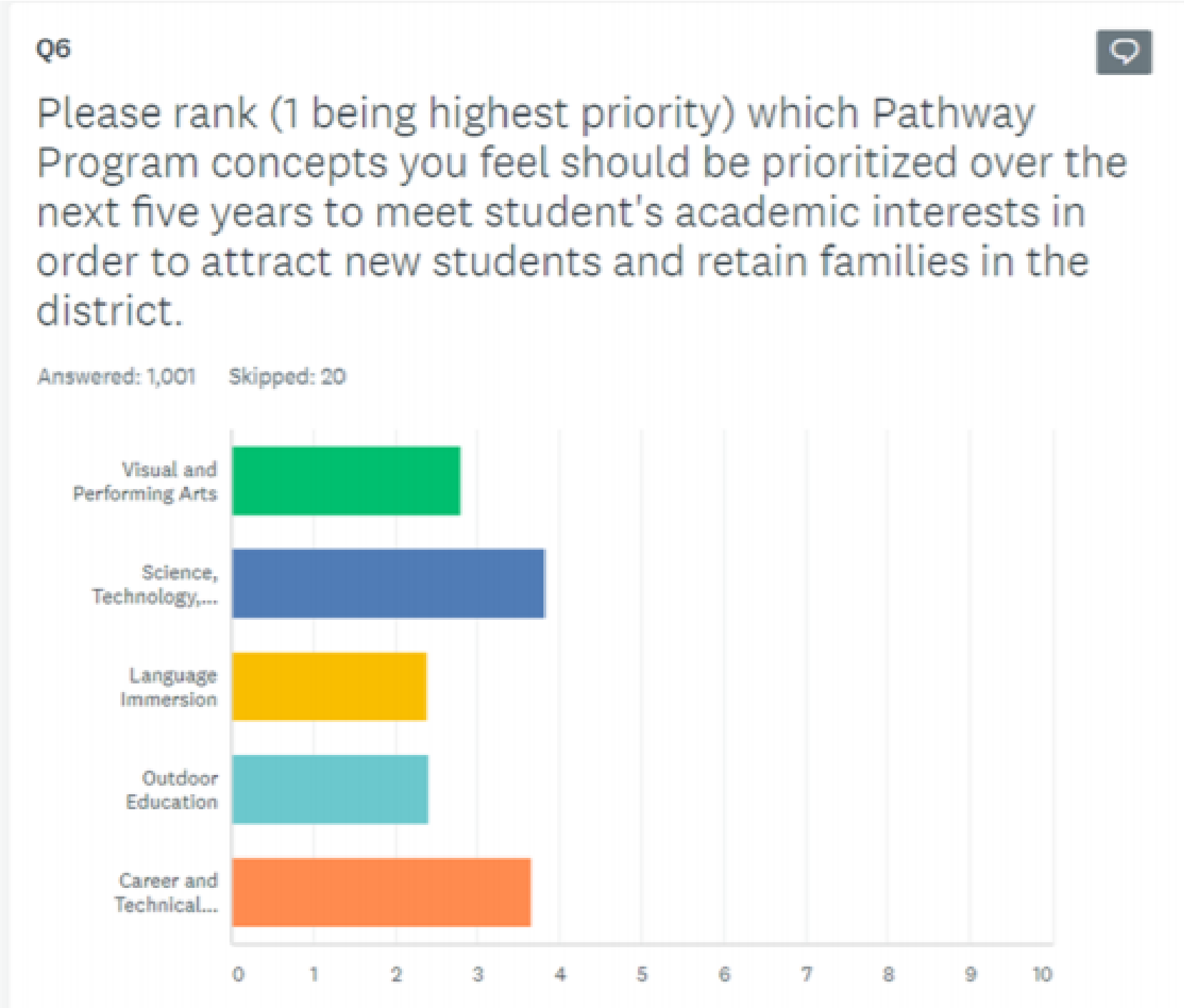
	1	2	3	4	TOTAL	SCORE
Visual and Performing Arts	17.88% 169	31.85% 301	29.95% 283	20.32% 192	945	2.47
Science, Technology, Engineering, and Math (STEM)	53.09% 515	23.51% 228	15.05% 146	8.35% 81	970	3.21
Language Immersion	11.19% 107	25.10% 240	29.29% 280	34.41% 329	956	2.13
Outdoor Education	18.72% 181	19.65% 190	25.23% 244	36.40% 352	967	2.21

# Academic Master Plan

## BOE Update January 2021

### Priority #3: Aligned Programming Pathways

**Source:**Academic & Facilities  
Master Plan Community Feedback  
Survey, December 2020  
N=1021



# Academic Master Plan

## BOE Update January 2021

**Source:**Academic & Facilities  
Master Plan Community Feedback  
Survey, December 2020  
N=1021

### Priority #3: Aligned Programming Pathways

Identified as first or second priority:

- STEM: 77%
- CTE: 63%

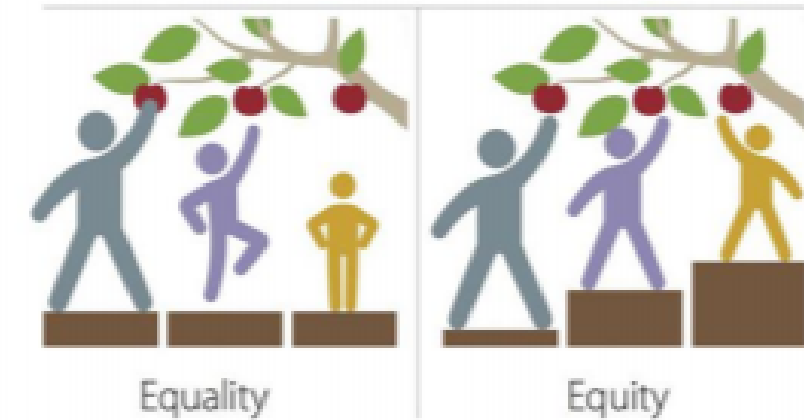
	1	2	3	4	5	TOTAL	SCORE
Visual and Performing Arts	14.88% 143	14.15% 136	25.60% 246	26.53% 255	18.83% 181	961	2.80
Science, Technology, Engineering, and Math (STEM)	37.76% 364	29.77% 287	16.39% 158	9.44% 91	6.64% 64	964	3.83
Language Immersion	6.26% 60	13.47% 129	22.86% 219	27.35% 262	30.06% 288	958	2.39
Outdoor Education	11.51% 111	11.51% 111	17.84% 172	24.48% 236	34.65% 334	964	2.41
Career and Technical Education	31.88% 314	31.37% 309	17.36% 171	11.07% 109	8.32% 82	985	3.67



**Source:**Academic & Facilities  
Master Plan Community Feedback  
Survey, December 2020  
N=1021

# Academic Master Plan

## BOE Update January 2021

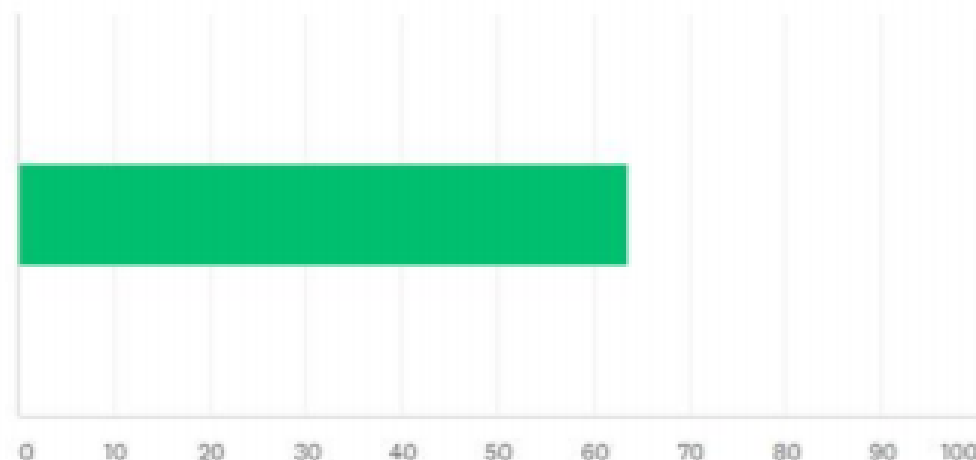


## Priority #5: Equitable Access to Learning Opportunities, Experiences, and Outcomes

Q3

Please use the slider below to rate your feeling toward the following statement: "Over the next five years planning magnet schools and neighborhood schools of innovation equally spread out on the east and west sides of the district is ..."

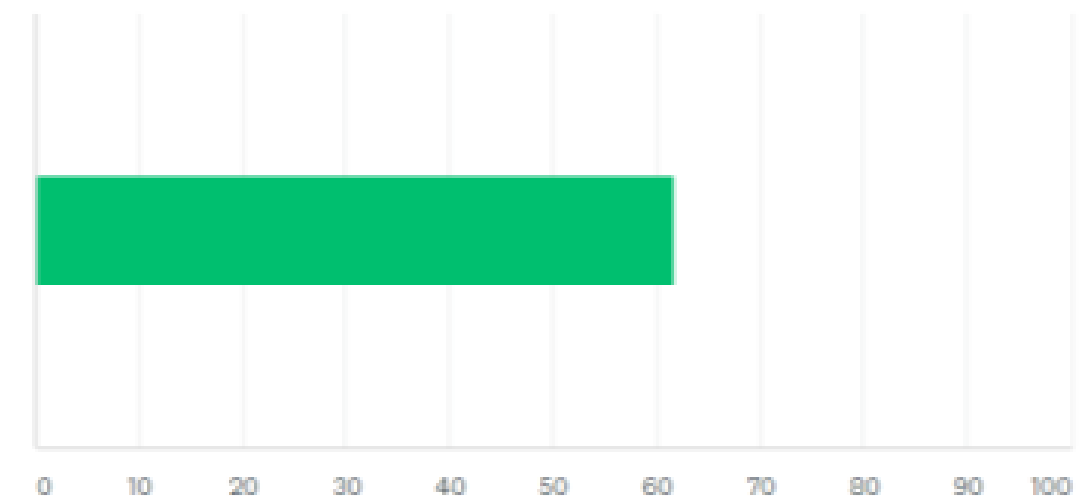
Answered: 1,021 Skipped: 0



Q4

Please use the slider below to rate your feeling toward the following statement: "Over the next five years expanded transportation to provide more options to magnet schools and programs in addition to neighborhood schools is ..."

Answered: 1,021 Skipped: 0

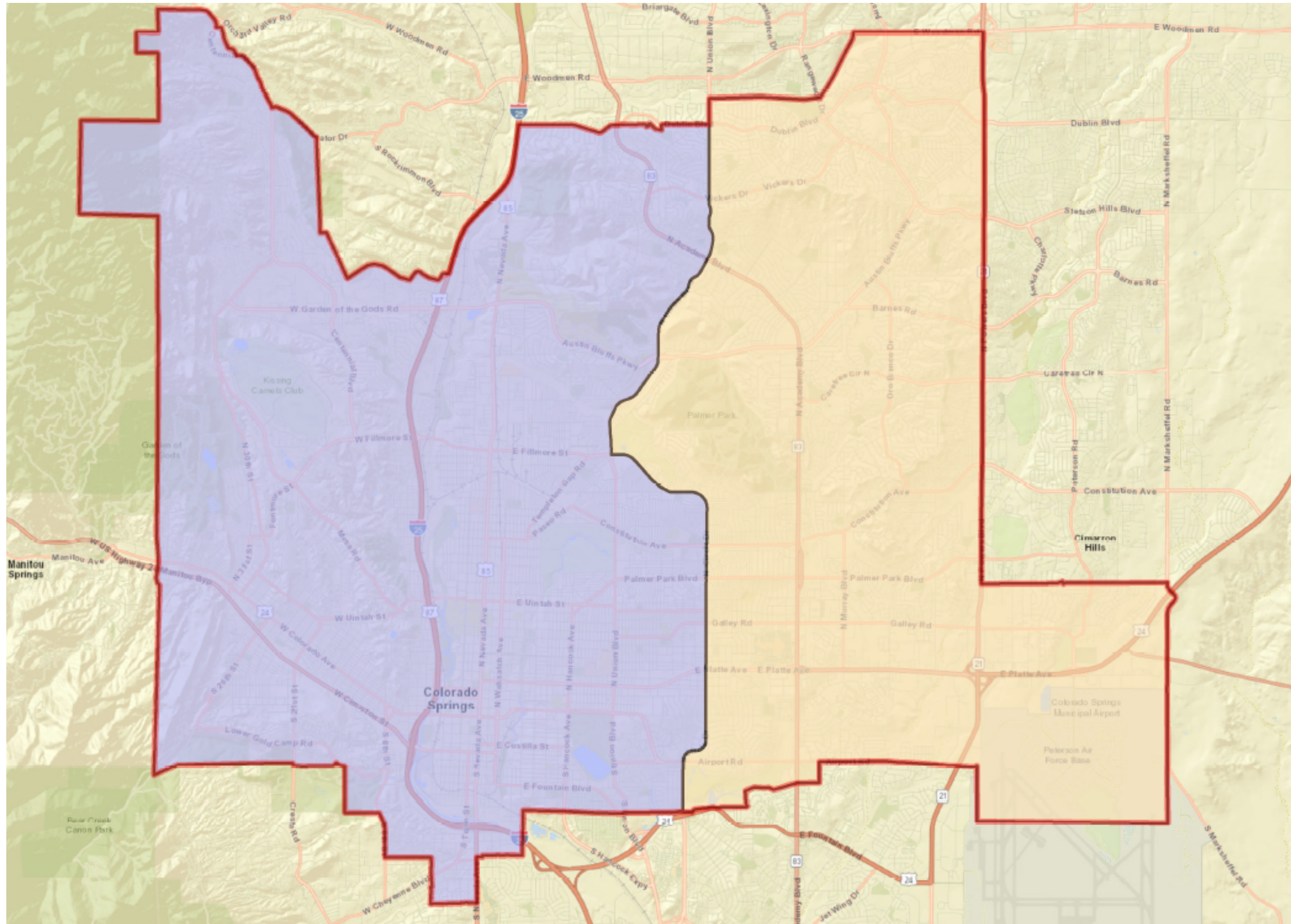


# Q7 What other programs and options should D11 be looking to expand or introduce?

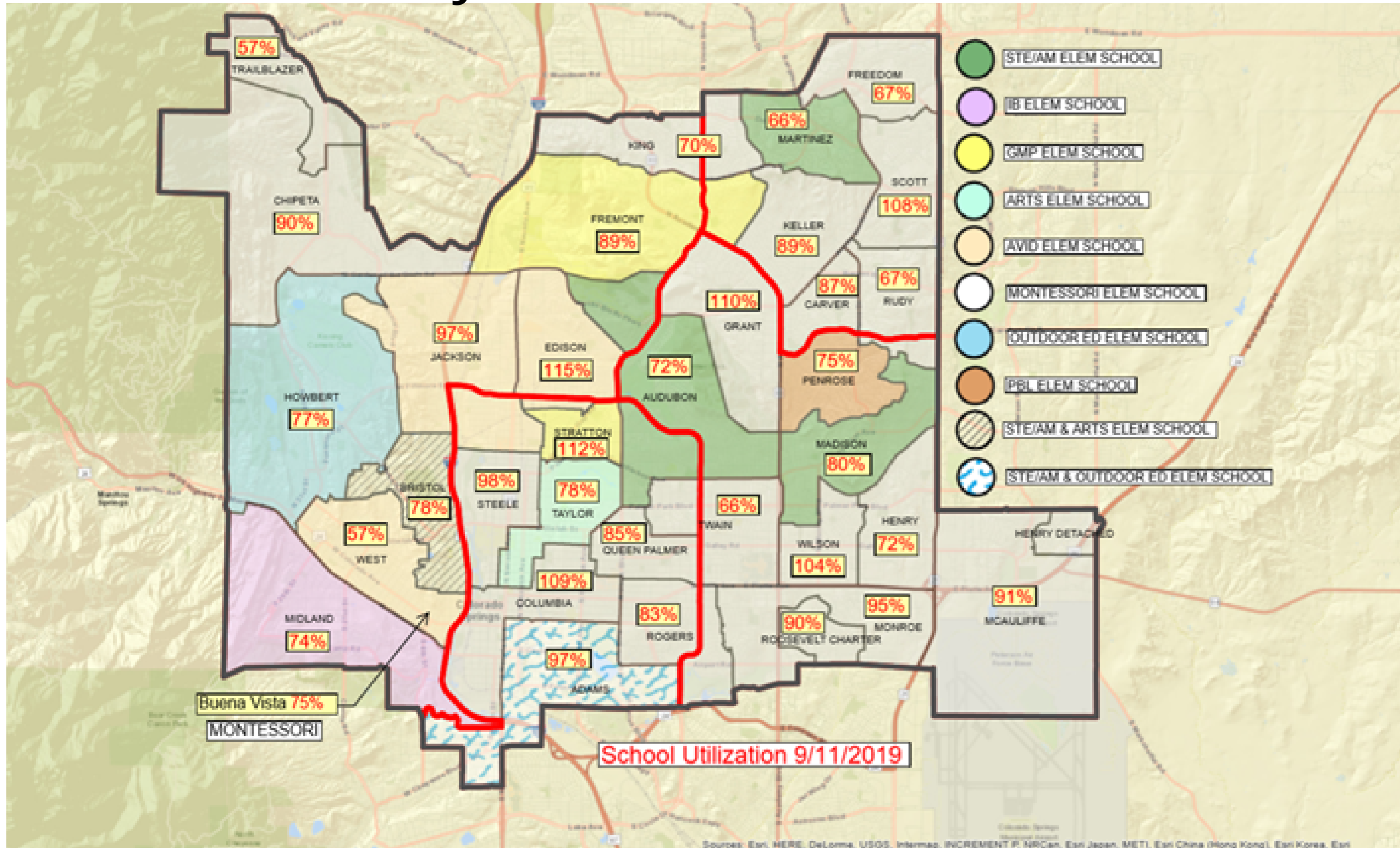
**Source:**Academic & Facilities Master Plan Community Feedback Survey, December 2020  
N=624

help Vocational programs know Anything skills Athletics magnet schools extracurricular  
AVID specific offered time teachers technical training Partnership support quality  
Keeping experience D11 Howbert high school Early colleges opportunities  
real world elementary every community GT Trade Schools many  
Sports Gifted None Shop Vocational Outdoor learning career see  
arts Alternative classes hands learning think  
education etc school Gifted Talented  
programs building students district trades online  
need SPED N Special education options neighborhood schools STEM  
outdoor Life skills considered parents Social sure courses Expand  
Expeditionary Learning Dyslexia middle school teaching Arts Integration focus well  
high language important families kids math outdoor education pathway also  
Montessori internships job work Technology home economics STEAM children  
provides good student going Na type

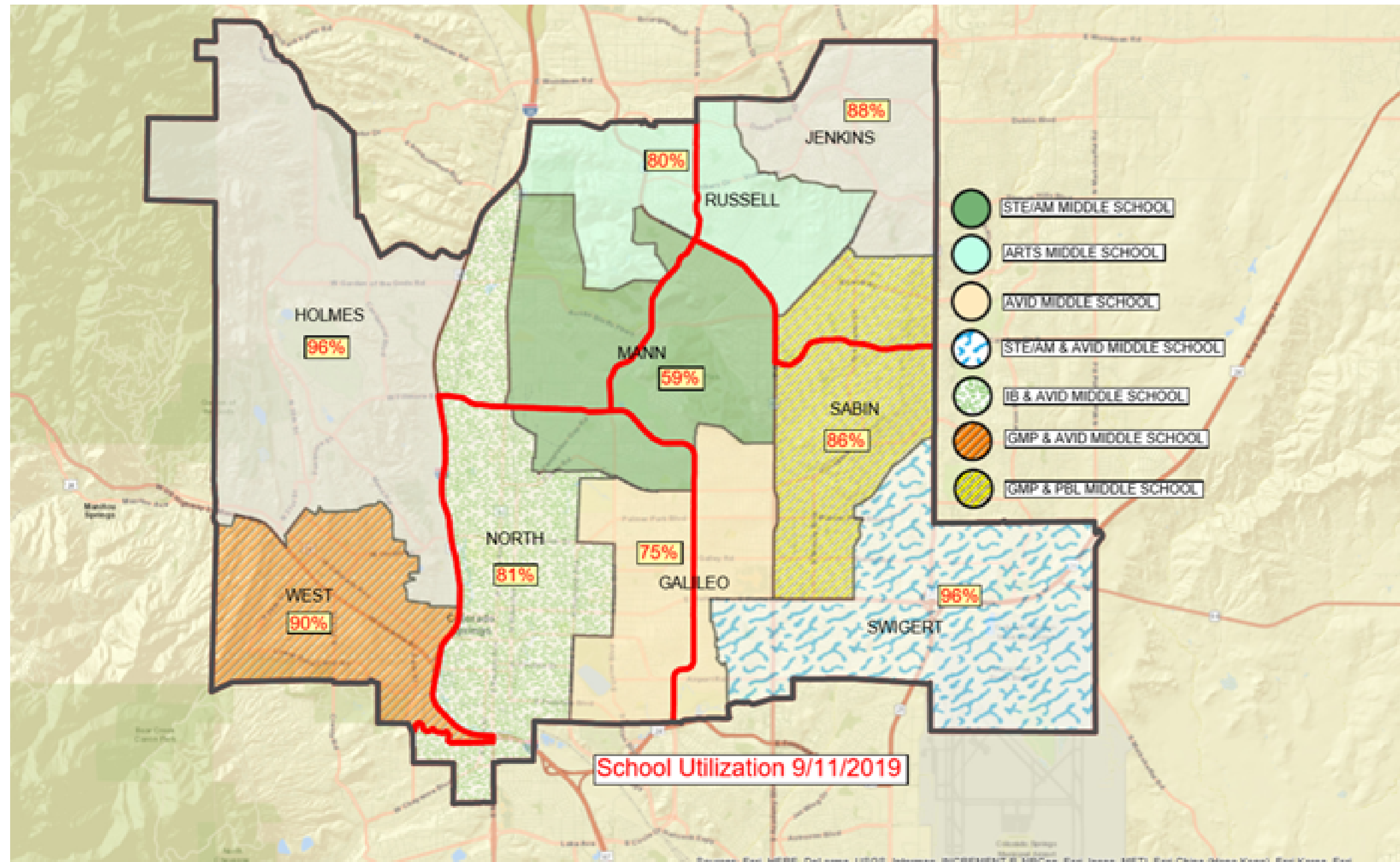
# District East/West Borders



# Elementary School Utilization 2019-20



# Middle School Utilization 2019-20



# High School Utilization 2019-20

