



Academic Master Plan

Board of Education Update
January 6, 2021

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 Equity Policy

Equity Statement:



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 the community.
- Healthy relationships provide mutual understanding and enhance life.
- Continuous learning nourishes life.
- Integrity is fundamental to building trust.

D11 Graduate Profile



ACADEMICALLY READY LEARNER

Academically Ready Learners possess multiliterate skills across academic disciplines to achieve their personal best now and into the future.

CONTINUOUS LEARNER

Continuous Learners demonstrate adaptability, resilience, reflection, goal setting, and a growth mindset.

EMPOWERED CITIZEN

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.

SKILLED COMMUNICATOR

Skilled Communicators listen and use multiple methods, media, and context to share ideas and information clearly.

INNOVATIVE PROBLEM SOLVER

Innovative Problem Solvers embrace curiosity, creativity, informed risk taking, novel approaches, and cycles of inquiry.

HEALTHY AND BALANCED LEARNER

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.

CRITICAL THINKER

Critical Thinkers seek to understand and analyze information, evaluate sources, make connections, and apply their learning to make meaning of the world.

EMPATHETIC COLLABORATOR

Empathetic Collaborators seek to see the world as others see it by listening, networking, and contributing productively.

Graduate Profile



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- ❖ **Priority #1: Quality Neighborhood Schools**
- ❖ **Priority #2: Distinctive Magnet Schools and Programming**
- ❖ **Priority #3: Aligned Programming Pathways**
- ❖ **Priority #4: Expanded College and Career Options**
- ❖ **Priority #5: Equitable Access to Learning Opportunities, Experiences and Outcomes**

Academic Master Plan

BOE Update January 2021

Priority #1: Quality Neighborhood Schools

All District 11 neighborhood schools will commit to equitable opportunities for all learners by using:

- The Colorado 2020 Standards in all core subject areas.
- Research-based instructional strategies.
- The same equitable academic opportunities.
- A curriculum that follows grade-by-grade content, concepts, and skill building blocks much like spiraling curriculum models, with the fidelity of treatment.
- Computer and technology skills.



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Priority #1: Quality Neighborhood Schools

D11 is committed to providing a quality neighborhood school to every family regardless of zip code.

- Effective Leadership
- Collaborative Teachers
- Supportive Environments
- Ambitious Instruction
- Involved Families





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Priority #2: Distinctive Magnet Schools and Programming

D11 will introduce and expand magnets schools and programs to meet students' academic interests

- Specialized curriculum and pedagogy
- No attendance boundaries
- High quality and unique educational opportunities for all students to pursue interests regardless of neighborhood





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Priority #2: Distinctive Magnet Schools and Programming

D11 will introduce and expand magnets schools and programs to meet students' academic interests

- Visual & Performing Arts
- Science, Technology, Engineering & Math
- Language Immersion
- Outdoor Education

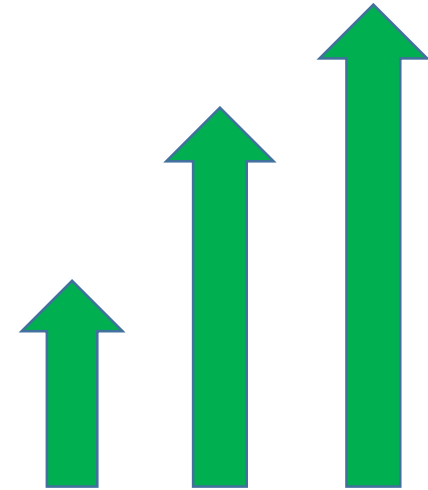
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Priority #3: Aligned Program Pathways

Families should be able to choose a programming pathway from the time they enter the district until the day their child graduates from District 11.

- K-12
- K-8
- 6-12



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Priority #3: Aligned Program Pathways

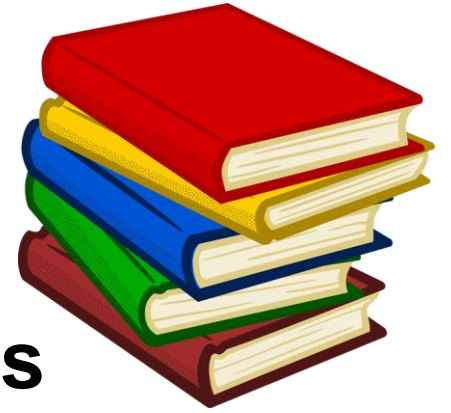
Families should be able to choose a programming pathway from the time they enter the district until the day their child graduates from District 11.

- Visual & Performing Arts
- Science, Technology, Engineering & Math
- Language Immersion
- Outdoor Education
- CTE (Career and Technical Education)



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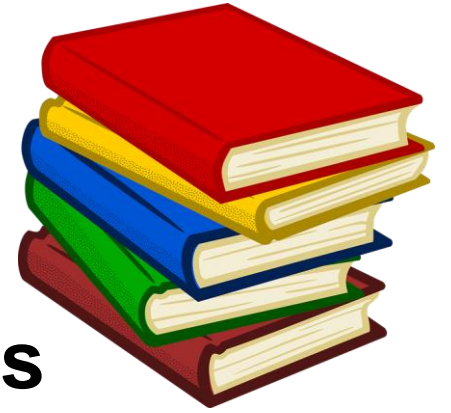
Priority #4: Expanded College and Career Options

D11 will increase the opportunities for students to earn college credit while enrolled in D11 schools.

- Credit Articulation
- Concurrent Enrollment
- Dual Credit Enrollment

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Priority #4: Expanded College and Career Options

D11 will increase the opportunities for students to study and obtain experience in careers.

- Career & Technical courses based on local and state industry needs.
- Partnerships with local trade apprenticeship programs
- Work-based Learning: Internships, job-shadowing, on-the-job experience.

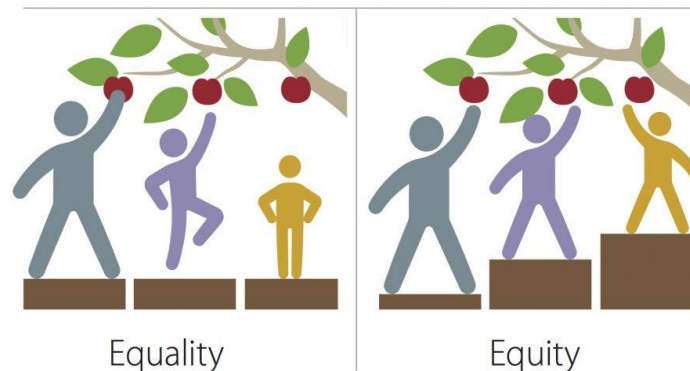
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Priority #5: Equitable Access to Learning Opportunities, Experiences and Outcomes

D11 will provide equitable access to programs and pathways through strategic locations and transportation options based on student demographics.



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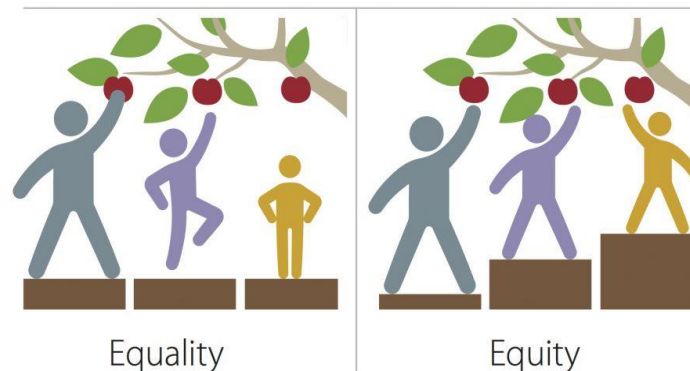
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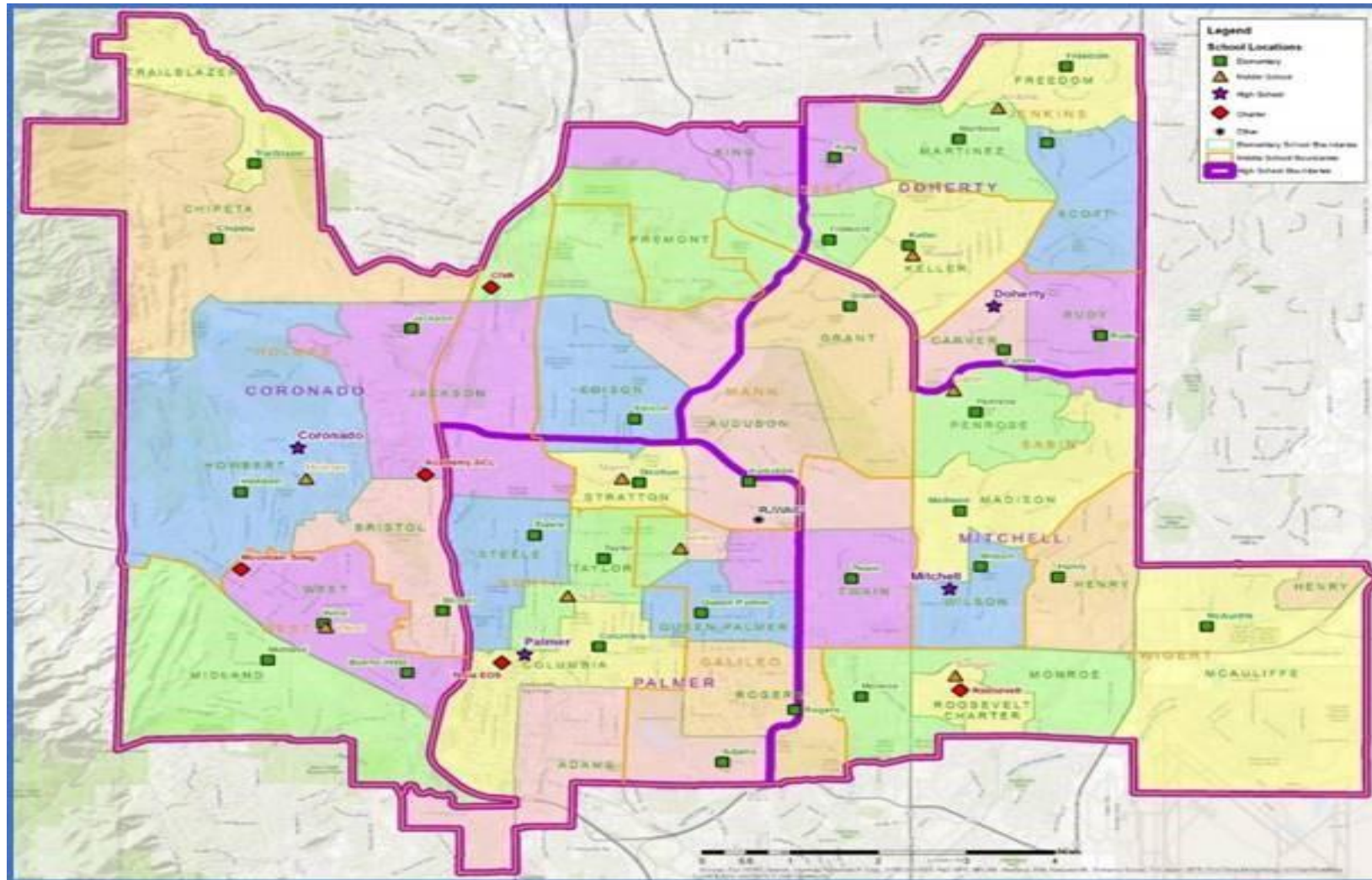
Priority #5: Equitable Access to Learning Opportunities, Experiences and Outcomes

D11 will provide equitable access to programs and pathways through strategic locations and transportation options based on student demographics.



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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										

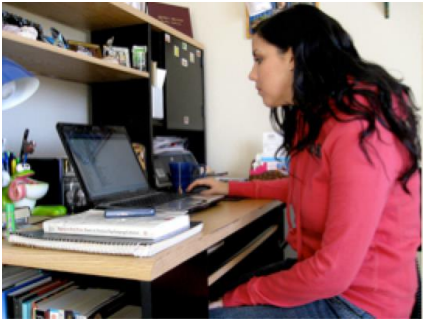
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Priority #2: Distinctive Magnet Schools and Programming

After input from the community, parents, and staff, and due to the COVID-19 pandemic, the following magnet programs will be implemented in 2021-22:

- Online Digital School
- Spanish Dual Language Immersion Program



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Priority #2: Distinctive Magnet Schools and Programming

Online Digital School

D11 Online Digital School is a multi-grade option that will be available to all District 11 students who choose to learn online. We are committed to a vision that fosters collaboration, passion, and community through dynamic learning experiences. Our model is student-centered, personalized, and experience-based to empower every learner to profoundly impact their world both during and beyond the school experience.



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Priority #2: Distinctive Magnet Schools and Programming

Elementary Dual Language Immersion Program 2021-22

- Spanish-English Dual Language Immersion Program with equal proportions of English & non-English speakers
- K-1 grades first year; annual expansion by one grade level until a K-5 continuum is established
- Transportation provided by D11 at no cost to parents; policy to be updated
- Located in an elementary school

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Priority #1: Quality Neighborhood Schools

Schools of Innovation/Independent Schools Permissions

Schools applying for innovation status will leverage a design and implementation process that creates a community school model based on the personalized needs of their students, educators, and families and utilizes partnerships with community members, local businesses, and philanthropic organizations dedicated to student and community success within and beyond the school experience.

The application process will align with the Nine Constructs of Organizational Alignment as defined by Orgametrics.

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Priority #2: Distinctive Magnet Schools and Programming

As D11 develops the 5-year AMP, which of these magnet school offerings available from K to 12, should be prioritized to meet students' academic interests in order to attract new students and retain families?

- ❖ Visual & Performing Arts
- ❖ Science, Technology, Engineering & Math
- ❖ Language Immersion
- ❖ Outdoor Education

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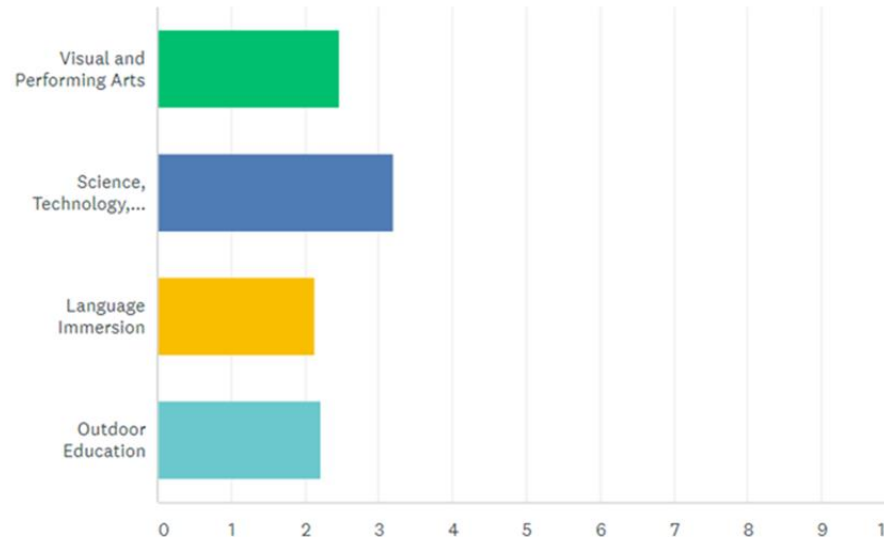
Priority #2: Distinctive Magnet Schools and Programming

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



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Priority #2: Distinctive Magnet Schools and Programming

Identified as first or second priority:

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

	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

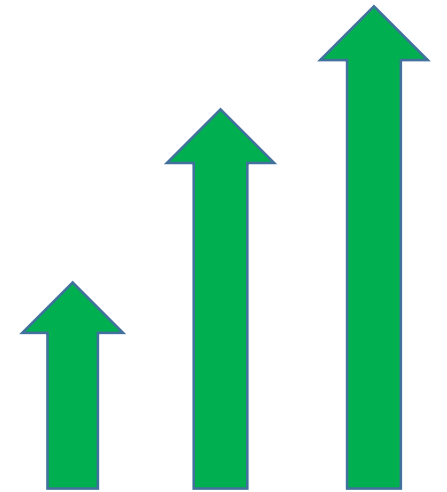
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Priority #3: Aligned Programming Pathways

As D11 develops the 5-year AMP, which of these programming pathways, should be prioritized to meet students' academic interests in order to attract new students and retain families?

- ❖ Visual & Performing Arts
- ❖ Science, Technology, Engineering & Math
- ❖ Language Immersion
- ❖ Outdoor Education
- ❖ CTE (Career and Technical Education)



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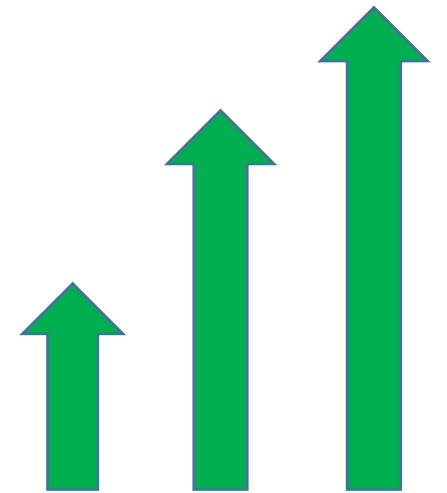
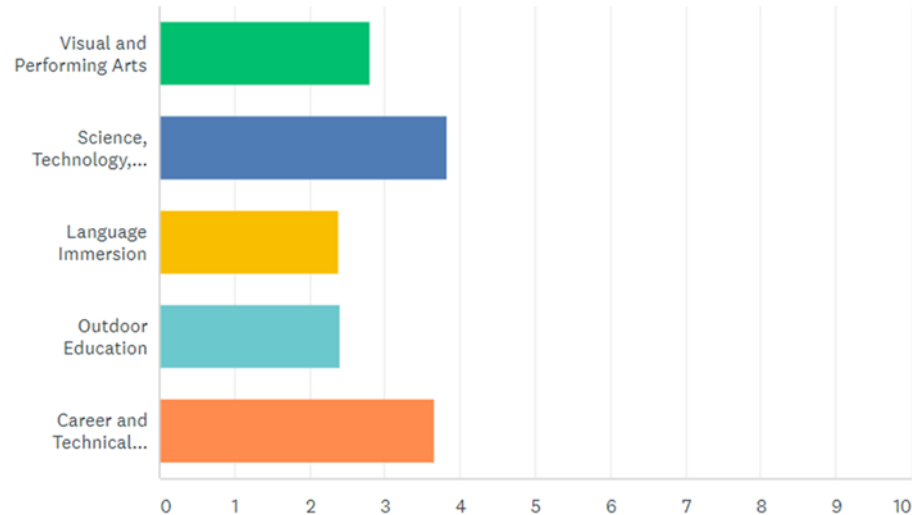
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Priority #3: Aligned Programming Pathways

Q6

Please rank (1 being highest priority) which Pathway Program 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: 1,001 Skipped: 20



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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



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Priority #1: Quality Neighborhood Schools

Should D11 Develop a Process For Schools of Innovation/Independent Schools Too:

- Develop innovative strategies, curriculum, and practices to meet the needs of its community?
- Potentially waive out of district requirements such as curriculum, staffing formulas, budget allocations, and employee agreements?
- Include a community partnership?



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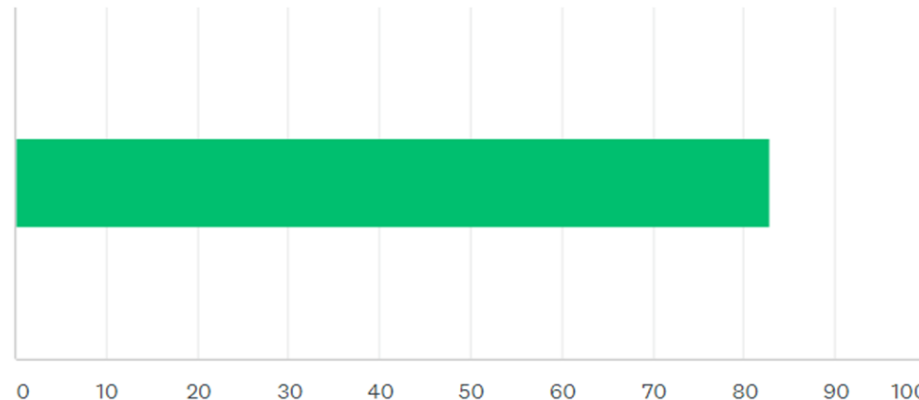
Priority #1: Quality Neighborhood Schools

Q2



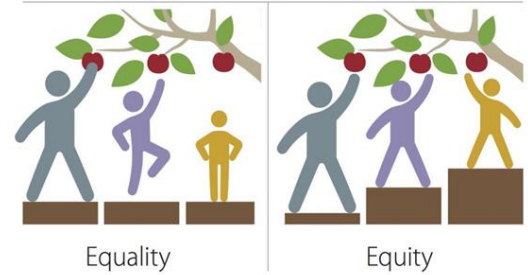
Please use the slider below to rate your feeling toward the following statement: "Over the next five years encouraging my neighborhood school to develop innovative strategies, curriculum, and practices to meet the needs of their community is ..."

Answered: 1,021 Skipped: 0



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

Should D11's Academic Master Plan:

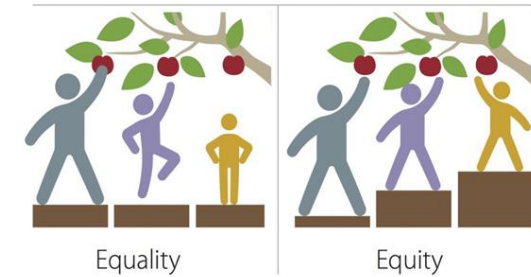
- Spread magnet schools and innovation schools equally on the east and west sides of the district?

Should D11 Change Our Transportation Policy To Allow For:

- Expanded transportation to provide more options to magnet schools and programs in addition to neighborhood schools?

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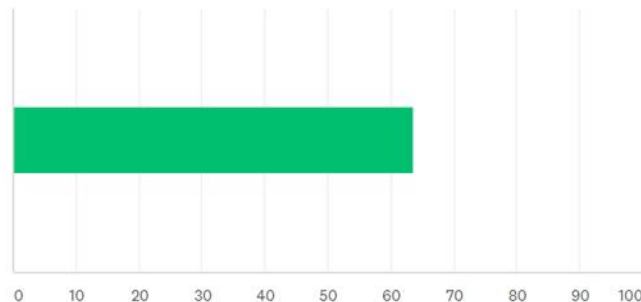


Priority #5: Equitable Access to Learning Opportunities, Experiences, and Outcomes

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 . . ."

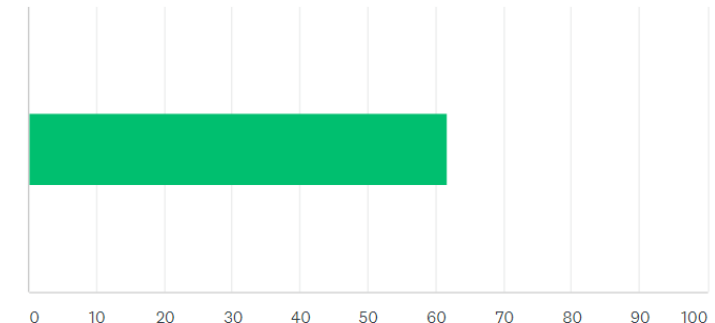
Answered: 1,021 Skipped: 0



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





Academic Master Plan

Addendum

Academic Master Plan

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Priority #1: Quality Neighborhood Schools

In 2019, D11 entered into a partnership with UChicago. The 5Essentials Survey from UChicago Impact assesses a school's culture and climate designed to identify organizational strengths and areas of opportunity on the five essential factors that research has shown to drive school improvement.

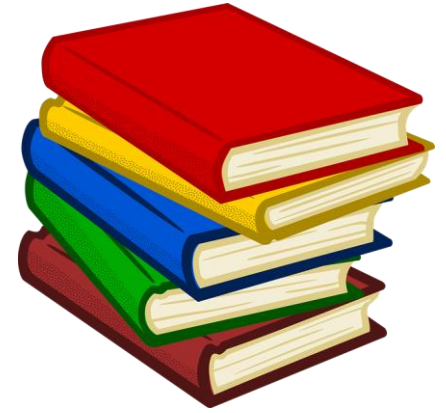
D11 believes the 5Essentials are requirements for every quality neighborhood school in the district. They are:

- **Effective Leadership**
- **Collaborative Teachers**
- **Supportive Environments**
- **Ambitious Instruction**
- **Involved Families**



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Priority #4: Expanded College Options

- **Articulation:** In 2019-20, D11 had 154 students enrolled at PPCC, earning a combined total of 800 credits; every high school participated.
- **Concurrent Enrollment:** In 2019-20, D11 had 444 students enrolled at PPCC, ISSA, and UCCS, earning a combined total of 5,909 credits; every high school participated.
- **Dual Credit Enrollment:** In 2019-20, D11 had 1,292 students enrolled at CU Denver, UCCS, Metro State, and CSU Pueblo, earning a combined total of 5,429 credits; every high school participated.

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Dual Language Immersion

Dual Language Immersion is a form of bilingual education in which students are taught academic literacy and content in two languages.

DLI encompasses culturally responsive learning environments that value inclusivity, equity, and the differences of all students while providing paths for students to be adaptive, open-minded, culturally competent, and globally aware.



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Visual and Performing Arts

An Arts for All Magnet Model will provide a school-wide arts integration approach and creative strategies to deepen learning for all students and the opportunity to join a learning pathway focused on more rigorous study of dance, digital and media arts, music, theatre, and/or visual arts.

Students will have opportunities to see live performances, participate in visual and performing arts activities, and connect with local and national artists.

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STEM (Science, Technology, Engineering and Math)

STEM education is the integration and application of science, technology, engineering, and math through problem-based, performance-based teaching and learning, which encourages students to use all these areas for investigation of authentic local and global situations.

STEM education develops students' abilities to actively participate as members of a STEM-literate citizenry who can conduct an inquiry, think logically and critically, solve problems creatively, and design innovations in academic, designed world, and natural world contexts.

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Outdoor Education



Outdoor education aims to develop an environmentally literate citizenry by fostering stewardship of the planet and exploring the 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. By extending the classroom into the outdoors, students can more deeply investigate the environment's intersection with other aspects of society.



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CTE (Career and Technical Education)

Career and technical education is a term applied to educational programs specializing in the skilled trades, applied sciences, modern technologies, and career preparation. It was formerly (and is still commonly) called *vocational education*.

Career and technical programs frequently offer both academic and career-oriented courses, and many provide students with the opportunity to gain work experience through internships, job shadowing, on-the-job training, and industry-certification opportunities.

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Nine Constructs of Organizational Alignment as defined by Orgametrics:

