



Academic Master Plan

Priorities & Updates
November 2020

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



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.

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



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November 2020



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Update November 2020

Priority #1: Quality Neighborhood Schools

- COVID-19 has upended our traditional models of instruction
- Schools are discovering how to navigate appropriate delivery models to include the presentation of all subject areas, utilizing the Colorado 2020 Standards in all core subject areas, research based instructional strategies, while applying the same equitable academic opportunities
- The use of computers and technology has driven teachers, support staff, parents and students to improve their skills in these areas

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❖ Quality Neighborhood Schools (continued)

- D11 will introduce a process by which neighborhood schools may apply for and become an Independent School or School of Innovation as defined by CDE:

"A school of Innovation provides a pathway for schools to obtain greater individual school autonomy and managerial flexibility in order to implement diverse approaches to learning. This allows schools greater control over educational programming, personnel selection and evaluation, calendars and scheduling, and budgeting. A public school may submit an innovation plan to the board of education outlining the innovative practices the school intends to implement and identifying the state laws or rules and local policies that the school(s) seek to waive."

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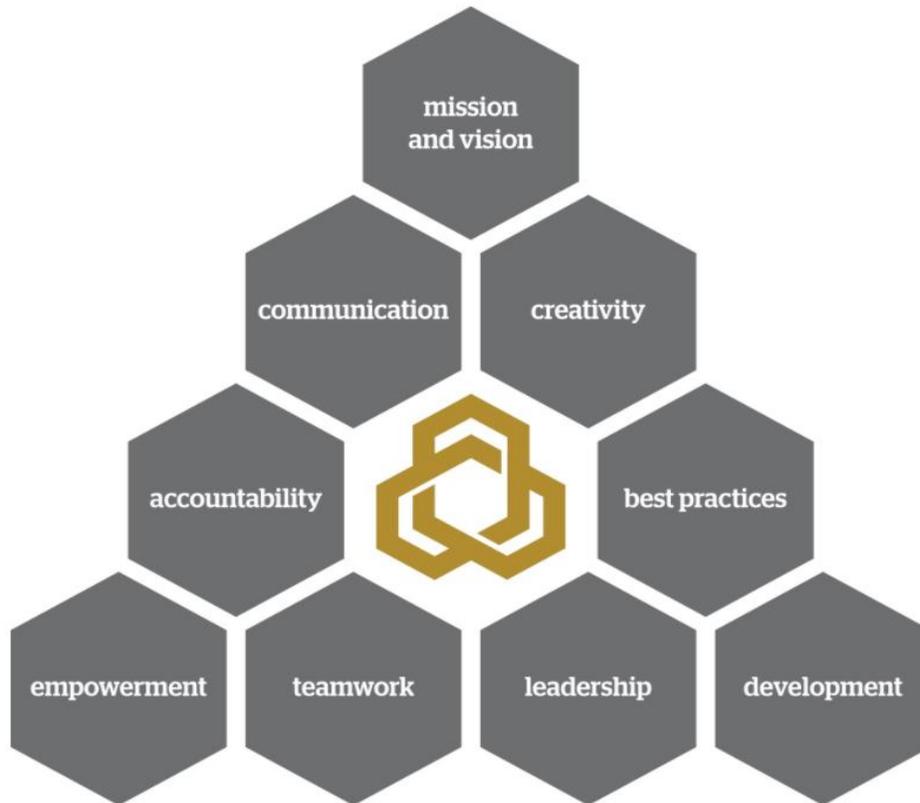
❖ **Quality Neighborhood Schools (continued)**

- This will empower schools to pursue the implementation of programs they have researched and believe will best meet the needs of their community
- The application process will be based on the Nine Constructs of Organizational Alignment as defined by Orgametrics:

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❖ Quality Neighborhood Schools (continued)



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❖ Quality Neighborhood Schools (continued)

Now more than ever, D11 continues to believe that 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 #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
- Dual Language Immersion Program

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❖ Distinctive Magnet Schools and Programming

Online Digital School

- COVID-19 has exposed the need and desire from parents/students to attend school in the safety of their homes
- About 25% of students in D11 have elected to participate in online classrooms
- With the uncertainty of COVID's prolonged effect on the community, online learning will continue to develop into a semi-permanent option for some families

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Online Digital School (continued)

- The program will be housed in an existing D11 building (TBD), with a principal and staff
- Will meet Colorado Department of Education parameters
- Will promote responsible implementation regarding best instructional practices
- Will align to the D11 Strategic Plan, personalized learning, the graduate profile, and all equitable practices



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❖ 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
- 50-50 model to be used
- Located in a south/southeastern elementary school



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Elementary Dual Language Immersion Program 2021-22 (continued)

- Transportation provided by D11 at no cost to parents; policy to be updated
- Pathway will extend to a central/southeast middle school (TBD) and Mitchell HS
- Seal of biliteracy attached to high school graduation certificates
- Resolution for a second Choice Enrollment window presented to BOE for consideration



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Elementary Dual Language Immersion Program 2021-22 (continued)

- In order to hire qualified teachers and staff, the district will facilitate J1 visas which enable cultural and educational exchanges under U.S. State Department regulations
- Funds will be set aside for temporary housing, car purchase, banking arrangements, community orientation, etc.
- Professional Development will take place during the summer of 2021-22

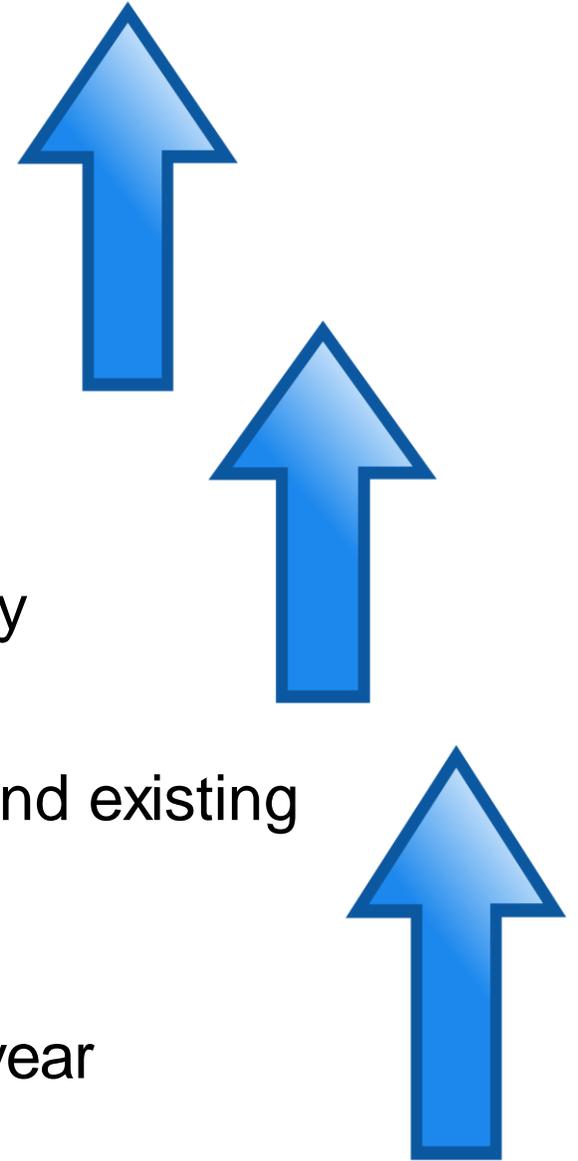
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Priority #3: Aligned Programming Pathways

❖ *District 11 CTE Aligned AMP*

- Core CTE: Continue quality CTE programs immediately
- Premier CTE Programs: Innovate and invest in new and existing CTE programs
- Magnet CTE Programs: Develop for 2022-23 school year



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❖ Aligned Programming Pathways (continued)

Core CTE: Continue quality CTE programs immediately in every traditional high school

<u>CORE CTE PROGRAM</u>	ACE
	Business Management & Administration
	Computer Science Pathways
	Multimedia Graphic Arts

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❖ Aligned Programming Pathways (continued)

Premier CTE Programs: Innovate and invest in new and existing CTE programs in every traditional high school

AMP By School	Doherty	Coronado	Mitchell	Palmer
<u>Premier CTE PROGRAM</u>	Automotive Service Technician	Construction & Welding	Healthcare & Medical Technologies	Video Broadcasting & Digital Audio Production
	Civil & Architectural Engineering	Education Training	Aviation Science w/ Airframe & Powerplant	Criminal Justice
	ProStart & Culinary			

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❖ Aligned Programming Pathways (continued)

Magnet CTE Programs: Develop for 2022-23 school year

AMP by School	DOHERTY		CORONADO		MITCHELL		PALMER
<u>MAGNET CTE PROGRAM</u>	Robotics & Automation Technology		Aerospace Technologies		Skilled Trades and Apprenticeships		Sports Medicine & Health Sciences

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❖ Aligned Programming Pathways (continued)

Core CTE Programming for non-traditional high schools

	Tesla		RJWAC		Innovation Center
<u>CORE CTE PROGRAM</u>	ACE				
	Office Administration				
	Computer Science Pathways				
	Multimedia Graphic Arts				
<u>OPTIONAL CTE PROGRAM</u>	FACS Culinary				

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❖ Aligned Programming Pathways (continued)

Premier CTE Programming for non-traditional high schools

	Tesla	RJWAC	Innovation Center
<u>Premier CTE PROGRAM</u>		Urban Agriculture & Horticulture	Three Dimensional Computer Design and Animation
		Automotive Service Technician	Video Imagery Capturing and Advanced Video Editing
		ProStart & Culinary	

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❖ Aligned Programming Pathways (continued)

Magnet CTE Programming for non-traditional high schools

	TESLA		RJWAC (Career Pathways)		D11 Innovation Center
<u>MAGNET CTE PROGRAM</u>	Outdoor Recreational Leadership and Bicycle Technology		Information Technology & Cybersecurity		Virtual Reality & Interactive Programming

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Priority #4: Expanded College and Career Options

Strategies

- Alignment of concurrent enrollment to matriculation and/or persistence in postsecondary certification program or degree program
- Emphasis on Work-Based Learning and Practices
- Focus on CTE certification programs that align with industry and work force development

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❖ Expanded College and Career Options (continued)

Concurrent Enrollment

- Increase focus on Career and Technical Education articulation to Pikes Peak Community College degree plans.
- Expand concurrent enrollment in campus pathways emphasizing equity and increased access for all students.

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❖ Expanded College and Career Options (continued)

Work-Based Learning and Practices

- Increase introduction to career exploration and industry partnerships
- Facilitate job shadowing in industries aligned to students' ICAP
- Create meaningful industry sponsored project-based learning
- Build internship and apprenticeship opportunities for credit

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❖ Expanded College and Career Options (continued) Industry recognized certifications

- CTE curriculum aligned to industry recognized certifications
- Prioritize development of CTE programs where certifications are available and are aligned to work force development
- Align certifications to student's ICAP

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Priority #5: Equitable Access to Instructional Core

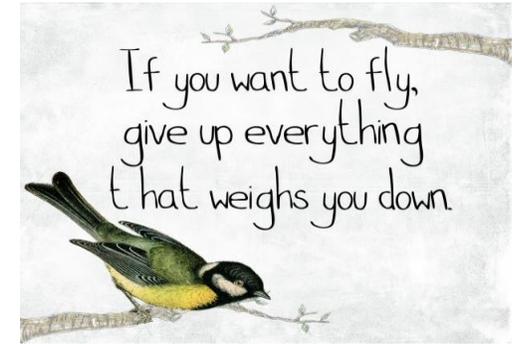
Colorado Springs School District 11 is committed to equity and is committed to providing an ecosystem of equitable practices to meet the unique needs of all (AG Equity Policy).

Strategic Plan Goal #3 of the UDIP: *"We will guarantee an ecosystem of equitable practices to meet the unique needs of all."*

The Montessori Method of Education is an educational method developed by Italian physician Maria Montessori. Emphasizing independence, it views children as naturally eager for knowledge and capable of initiating learning in a sufficiently supportive and well-prepared learning environment. All children should be able to benefit from this educational method.

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❖ Equitable Access to Instructional Core (continued)

D11 has applied for the RISE Grant* (***Response, Innovation, and Student Equity (RISE) Education Fund***). This is in direct response to address the impact of the COVID-19 crisis on our district, including how COVID-19 has disproportionately affected certain students in our community. Part of the funding would go towards the creation of **Neighborhood Family Centers** with a focus on strengthening relationships with the community. During the application process, the following was discovered:

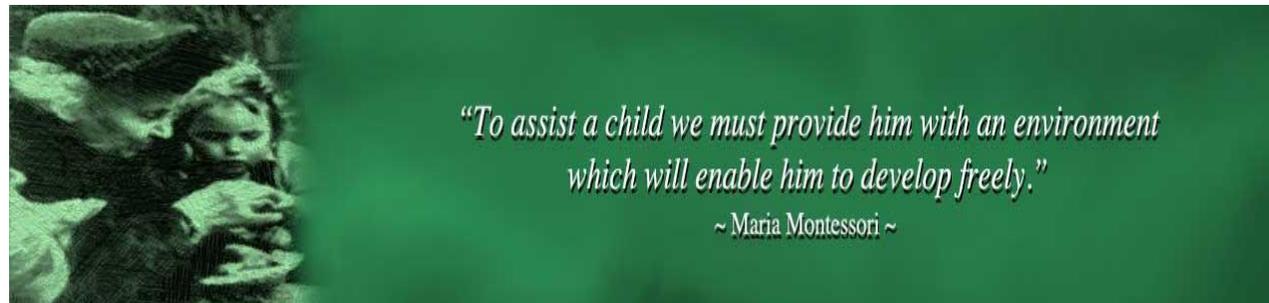
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❖ Equitable Access to Instructional Core (continued)

In order to provide equitable access for any D11 student wishing to enroll in the Montessori Magnet program at Buena Vista, the following will be implemented:

- In the fall of 2021-22, D11 will provide transportation to all current students attending the Montessori Magnet program at Buena Vista
- The district will also provide transportation to new choice applicants in PreK, K, and 1st grades
- The district will expand the new choice enrollment window, beginning in January of 2021



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Equitable Access to Instructional Core (continued)

RISE Grant

- COVID-19 has made us aware of certain barriers which are affecting students' ability to participate equally in public education
- Families have to prioritize the needs of survival while trying to support their children with on-line learning
- Due to personal educational experiences or a lack of comprehension of English, many parents do not feel confident helping their children with educational activities

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RISE Grant (continued)

- Bilingual technical support is not readily available
- Results are disengaged students, childcare falling on siblings, and miscommunications between schools and home
- The development of **Neighborhood Family Centers** will help build back trust with a part of our population who don't feel a connection with their schools

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RISE Grant (continued)

- A **Neighborhood Family Center** within the DLI school building will provide bilingual, technology, and home education resources plus improved access to basic needs, health, and social emotional support
- Mitchell High School already serves as a food pantry and health/mental health access portal by partnering with community agencies and serves as the foundation for the proposed strategy

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RISE Grant (continued)

- D11 will begin with one Neighborhood Family Center at the DLI program site. Once the DLI Center is operational, other Neighborhood Family Centers will be established in 2-3 of the 10 schools being considered
- The Family Center will operate from M-F from 6am to 6pm (or some similar hours). Each Center will incorporate two bi-lingual community liaisons
- Liaisons also will increase outreach and home visits to families of preschool/kindergarten children and families of chronically absent children

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RISE Grant: (continued)

- A bi-lingual social worker/counselor will offer options to support family social emotional needs
- A child friendly environment will enable middle and high school students with children or who are caring for younger siblings space and internet access where they can attend virtual classes or complete homework
- Each Family Center will be open year round

****Notification of RISE grant recipients will be in November, 2020***



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Addendum



Academic Master Plan

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❖ Fall 2020 COVID-19 Learning Plan

Due to the unknown factors associated with the COVID-19 pandemic, the district is developing plans for three possible scenarios for what our educational delivery system may be in August 2020:

- **Remote Learning:** due to public health concerns, students are required to learn remotely as they have in Spring, 2020.
- **Modified On-Campus:** Schools open with significant changes including social distancing, alternate schedules, modified capacity.
- **Hybrid:** Schools will employ a hybrid approach to teaching and learning with some students at home and in class.

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❖ **D11 Capacity Committee Fall 2020 Recommendations**

- No schools are capped for SY2021-2022.
- No attendance area boundary changes for SY2021-2022.
- Establish a Spanish dual language immersion magnet program beginning with Kindergarten and First Grade in SY2021-2022. Twain Elementary is the first recommended option with Henry Elementary as a second option.
- Relocate the elementary Gifted Magnet Program at Fremont ES to Rudy ES for SY2021-2022.
- Research establishing a 3-8 grades Gifted Magnet Program or school at Mann MS in SY2022-2023 and beyond.

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❖ **D11 FMP Survey Summary compiled by Cooperative Strategies, Fall of 2020**

- Out of 2081 survey participants, 1531 gave input as to which three elective programs they most strongly support reinforcing at the school district, those being:
 - Career & Technical Education
 - STEM
 - Visual & Performing Arts
 - Outdoor/Expeditionary Learning
 - Language Immersion

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In April 2020, a survey was sent to parents and the community via social media, asking for input on programming the district could introduce or expand which might be attractive to students (Q1-3). A second set of questions was asked regarding programming the district could introduce or expand which a student could follow from K-12, K-8, and 8-12 (Q 4-6). A total of 485 responses were recorded.

At the same time, a survey was sent to staff in D11, asking for input on programming the district could introduce or expand which would be appealing to attract students from around the city (Q1-3). The second set of questions was the same as the parent/community survey regarding the expansion of programs for possible pathways (Q4-6). A total of 247 responses were recorded.

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Public and Staff Survey Results, Questions 1-3

Questions 1-3	Parents/Community Responses	Staff Responses	TOTALS
DEVELOPING PROGRAMS THAT MEET STUDENTS' NEEDS	N=485	N=247	
Elementary			
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
Middle			
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
High			
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
REAL WORLD LIFE SKILLS	N=485	N=247	
Elementary			
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
Middle			
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
High			
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



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Public and Staff Survey Results, Questions 4-6

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

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❖ Possible National/State Models for Magnet Programming and Pathways

- ❖ **Dual Language:** Thompson R2J, Truscott Elementary School through a 50/50 model
- ❖ **STEM/Computer Science:** Montrose, Colorado. SD RE-1: Only STEM accredited district in Colorado: K-12
- ❖ **Integrated Arts/Performing Arts:** A+ Schools for Art Integration
- ❖ **Outdoor/Expeditionary Learning:** John Muir Outdoor School, Ashland, Oregon, K-5
- ❖ **GT/IB:** School for the Talented & Gifted, Dallas, Texas