



Academic Master Plan

Commitments and Priorities

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.
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- Integrity is fundamental to building trust.



Academic Master Plan

District 11 Commitments and History



Academic Master Plan

Commitments and History

District 11 Commitments

- ❖ Quality Schools in Every Community
- ❖ Consistent Core Instruction
- ❖ Personalized Approach to Learning
- ❖ Rigor for College, Career, and Life Readiness



Academic Master Plan

Commitments and History



Why is There a Need for a Plan?

- ❖ Families within the District 11 enrollment boundary are choosing schools and programs other than District 11's.
- ❖ Our students' access to schools and programming is limited by their family's ability to provide transportation.

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Commitments and History



Community and Staff Input

- ❖ Demographer's 2019 Report
- ❖ World Cafés Results in October 2019
- ❖ Pikes Peak Business Education Alliance 2019 Employment Study
- ❖ District 11 Capacity Committee Fall 2019 Recommendations
- ❖ Public and Staff Surveys, March 2020

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Commitments and History

Two Rounds of Closing Schools

FY 09-10: closed 8 schools, repurposed one

FY 13-14: closed 3 schools, repurposed three

Specialized Programming Attempts

Prior to 2019, schools were asked to identify programs which would enrich their populations in terms of what the community might see as beneficial in retaining students and attracting others. Some of those programs included:

- STEM/STEAM
- Project Based Learning
- Fine Arts
- Outdoor Education

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Commitments and History

Demographer's Report

Colorado Springs School District No. 11 has experienced several decades of enrollment decline and this trend is expected to continue. Fall 2018 enrollment was down approximately 830 students. Enrollment in the District is projected to continue to decline to approximately 20,000 students by the 2028-29 school year.



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Commitments and History



A Programming Gap Analysis (2019-20) Discovered:

- ✓ there were discrepancies and inequities from school to school promoting the same program.
- ✓ a lack of fidelity with implementation of programs.
- ✓ an alignment problem for students who wanted to follow a pathway of the program.



Academic Master Plan

Priorities

Academic Master Plan Priorities

District 11 Priorities

- ❖ Quality Neighborhood Schools
- ❖ Distinctive Magnet Schools and Programming
- ❖ Aligned Programming Pathways
- ❖ Expanded College and Career Options
- ❖ Equitable Access to Instructional Core
- ❖ Fall 2020 COVID-19 Learning Plan



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Priorities

❖ 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.
- curriculum which follows grade-by-grade content, concepts and skill building blocks much like spiraling curriculum models, with fidelity of treatment.
- computer and technology skills.

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Priorities

❖ Quality Neighborhood Schools (continued)

In 2019, D11 entered into a partnership with UChicago. The 5Essentials Survey from UChicago Impact is an assessment of 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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Priorities

❖ **Distinctive Magnet Schools and Programming**

A magnet school is a public school offering special instruction and programs not available elsewhere, designed to attract a more diverse student body from throughout a school district. Based on community and staff survey responses, the following programs emerged as those with the highest interest:

- **Performing/Fine/Visual Arts**
- **STEM/Computer Science**
- **World Languages/Immersion/Sign Language**
- **Outdoor/Expeditionary Learning**
- **GT/IB**

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Priorities

❖ Aligned Programming 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.

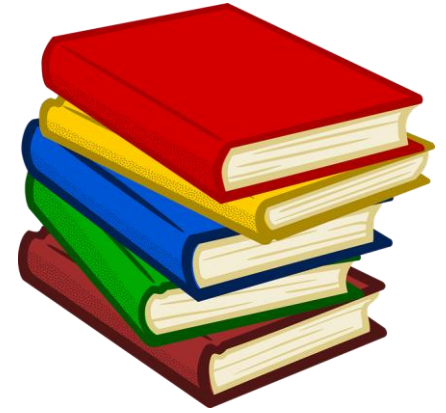
Based on questions posed to parents, community, and staff, the following areas ranked highest for possible pathways and interests:

- **Performing/Fine Arts**
- **STEM**
- **Trade/CTE**
- **World Languages/Immersion/Sign**
- **IB/GT/Montessori**
- **Personal Life Skills**
- **Physical Education/Sports**



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❖ 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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❖ Expanded Career Options

Established Programs in D11

- **Business Administration:** D11 is the state leader in the development of Social Impact business education, writing the curriculum with a community partner, the Colorado Institute for Social Impact.
- **Information Technology:** D11 has a program in Cybersecurity and Computer Science, both recognized by the state.
- **Outdoor Education:** D11 is the only district south of Denver and only one of two in the state to create a CTE program that aligns to the Outdoor Recreation Leadership degree; current partnerships with REI and other local retailers.

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❖ Expanded Career Options (continued)

Established Programs in D11

- **Automotive Industry:** D11 has one of the most widely recognized Automotive Technology programs in the state and the only ASE certified program south of Denver.
- **Education:** D11 utilized Teacher Cadet in its CTE pathways at Doherty and RJWAC; RJWAC has one of the only Paraprofessional Educator programs in the state.
- **Hospitality/Culinary:** D11 has two ProStart culinary programs at Doherty and RJWAC.

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Priorities



❖ Expanded Career Options (continued)

Established Programs in D11

- **Criminal Justice:** This program is the second most in demand program with our students at PPCC Career Start.
- **Agriculture:** D11 currently has a partnership with Nebraska Hydroponic Farm Program.
- **Health Care:** D11 partners with Pikes Peak CC and Project Lead the Way Bio-Medical program at Mitchell.
- **Construction Trades:** D11 has two "Careers in Construction Colorado Programs": Coronado in partnership with the Home Build Project, Mitchell looking for partner.

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Priorities



❖ Expanded Career Options (continued)

Potential Partnerships

- **Cybersecurity/Computer Science:** Possible partnerships with National Cyber Security Center and Space Command in Colorado Springs.
- **Advanced Manufacturing:** Opportunity for partnerships with local industry to utilize the manufacturing program and space at Coronado; expand welding and fabrication with pre-engineering programs.
- **Energy:** A significant solar and wind energy industry is present in the greater Pikes Peak region that could also be integrated into the development of CTE pathways that lead to work-based learning and postsecondary alignment.

Academic Master Plan Priorities



❖ Expanded Career Options (continued)

Potential Partnerships

- **Aviation Technology:** D11 is exploring partnership with the National WWII museum, a registered Airframe and Powerplant operational facility and training center at Mitchell.
- **UI/UX Technology:** Opportunity to partner with local Virtual and Augmented Design companies to learn UI (User Interface) and UX (User Experience).
- **Agriculture:** Opportunity for landscape management/urban agriculture degree with Metro State University.
- **Outdoor Recreational Leadership:** opportunity for development of a 2-year pathway specific to bike maintenance, retail, marketing and manufacturing.

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❖ 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."*

- Benchmark #1: Every student and staff is valued for their intrinsic worth.
- Benchmark #2: Every student ready for life after high school based on individual student goals.
- Benchmark #3: Eradicate predictable inequitable outcomes.

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Priorities

❖ 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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Addendum

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Demographer's Summary

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

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

School Choice

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

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❖ **Pikes Peak Business Education Alliance 2019 Employment Study**

- **Health Care**
- **Cybersecurity/Computer Science**
- **Hospitality/Culinary**
- **Advanced Manufacturing**
- **Business Administration**

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Commitments

❖ D11 Capacity Committee Fall of 2019 Recommendations

- Study how to strategically deliver equitable access to educational programming to include transportation.
- Relocate one or more of the schools and/or programs out of Roy J. Wasson Academic Campus to alleviate over-crowding and give room for expansion to current schools and programs
- Strategically align Gifted Magnet Program locations and curriculum to provide equitable access throughout the District.
- Study options for implementing a dual language immersion program with equitable access throughout the District.

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Survey Questions to Public & Staff

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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Priorities

❖ Possible 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

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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