



**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

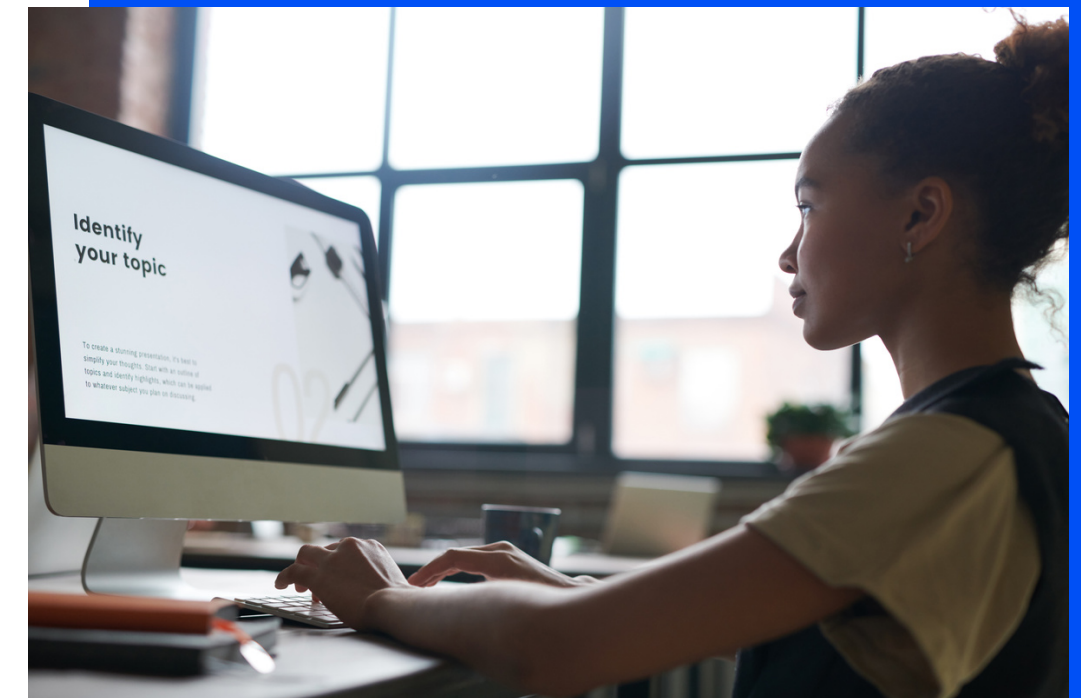
## All options are created to be “trade-up” scenarios for students

- 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.**



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

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





# Equity

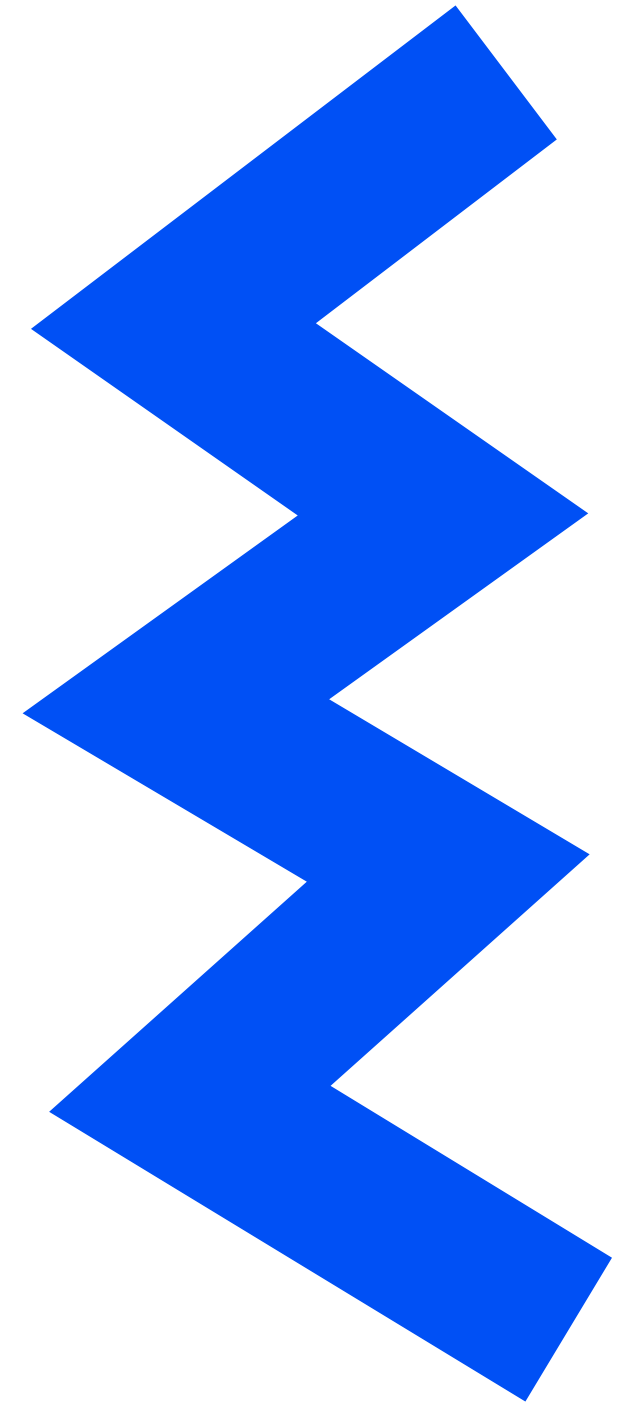


District 11 defines equity as a framework that provides everyone the same access to the same opportunities. We recognize that advantages and barriers exist, and that, as a result, not everyone starts from the same place. Equity begins by acknowledging unequal starting places and works to continually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



# Empowerment

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





# Coopertition

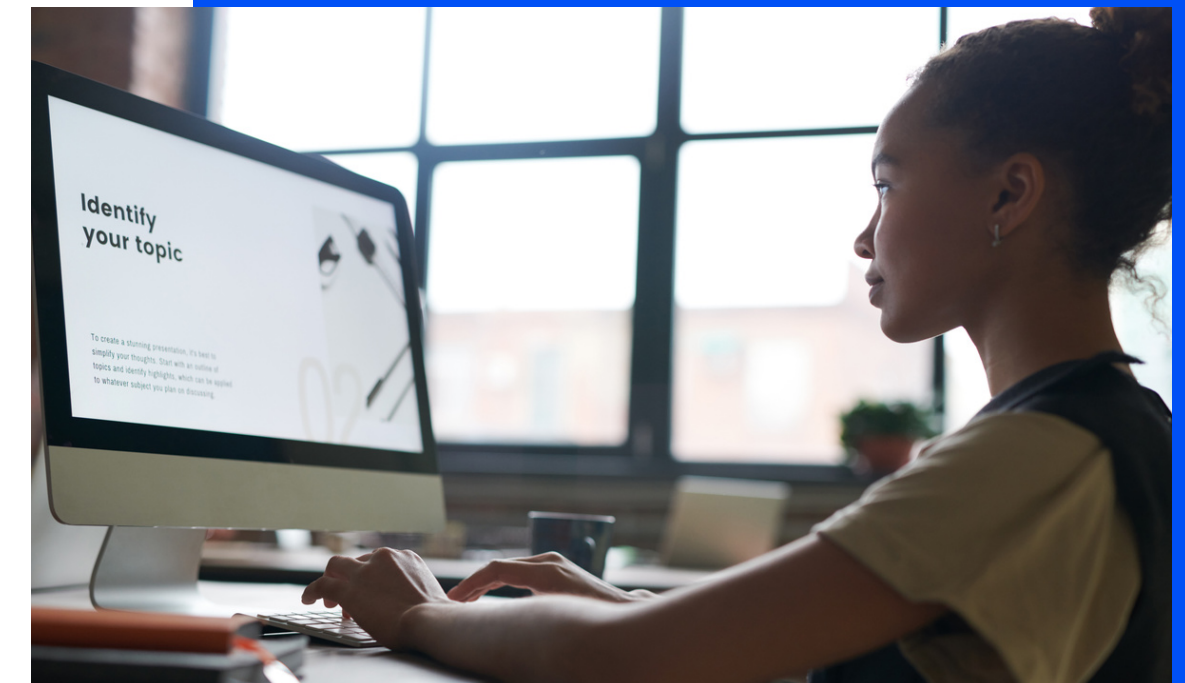


"Coopertition" is a hybrid of cooperation and competition. The whole concept of "coopertition" is based on the idea of schools helping each other to compete.\*

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

# 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







# Quality Neighborhood Schools

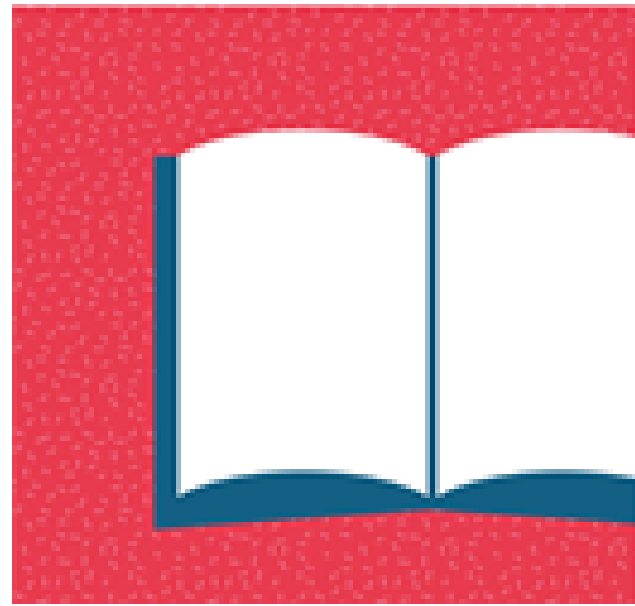
*D11 is committed to providing a quality neighborhood school to every family regardless of zip code.*

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



*What can I expect in high quality neighborhood schools?*

*The **promise**  
that all  
students  
become.....*



**Academically Ready  
Learner**



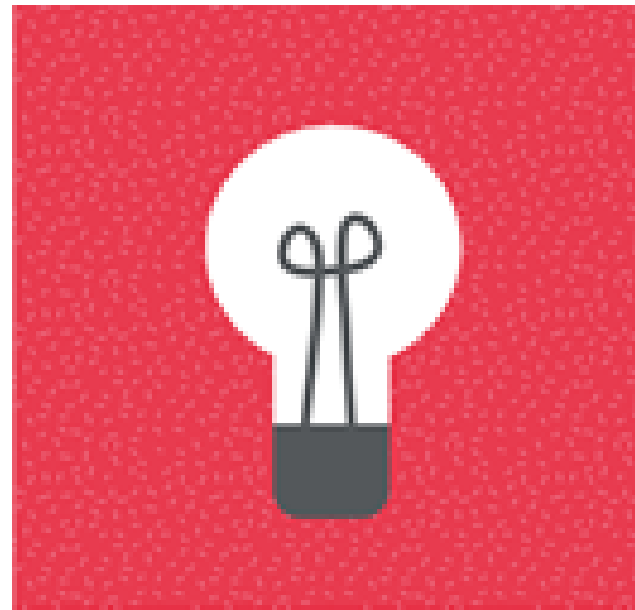
**Continuous Learner**



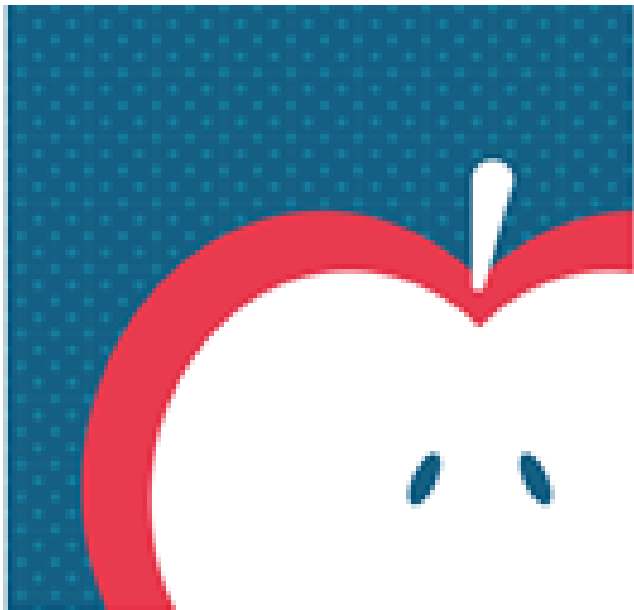
**Skilled Communicator**



**Empowered Citizen**



**Innovative  
Problem Solver**



**Healthy and  
Balanced  
Learner**



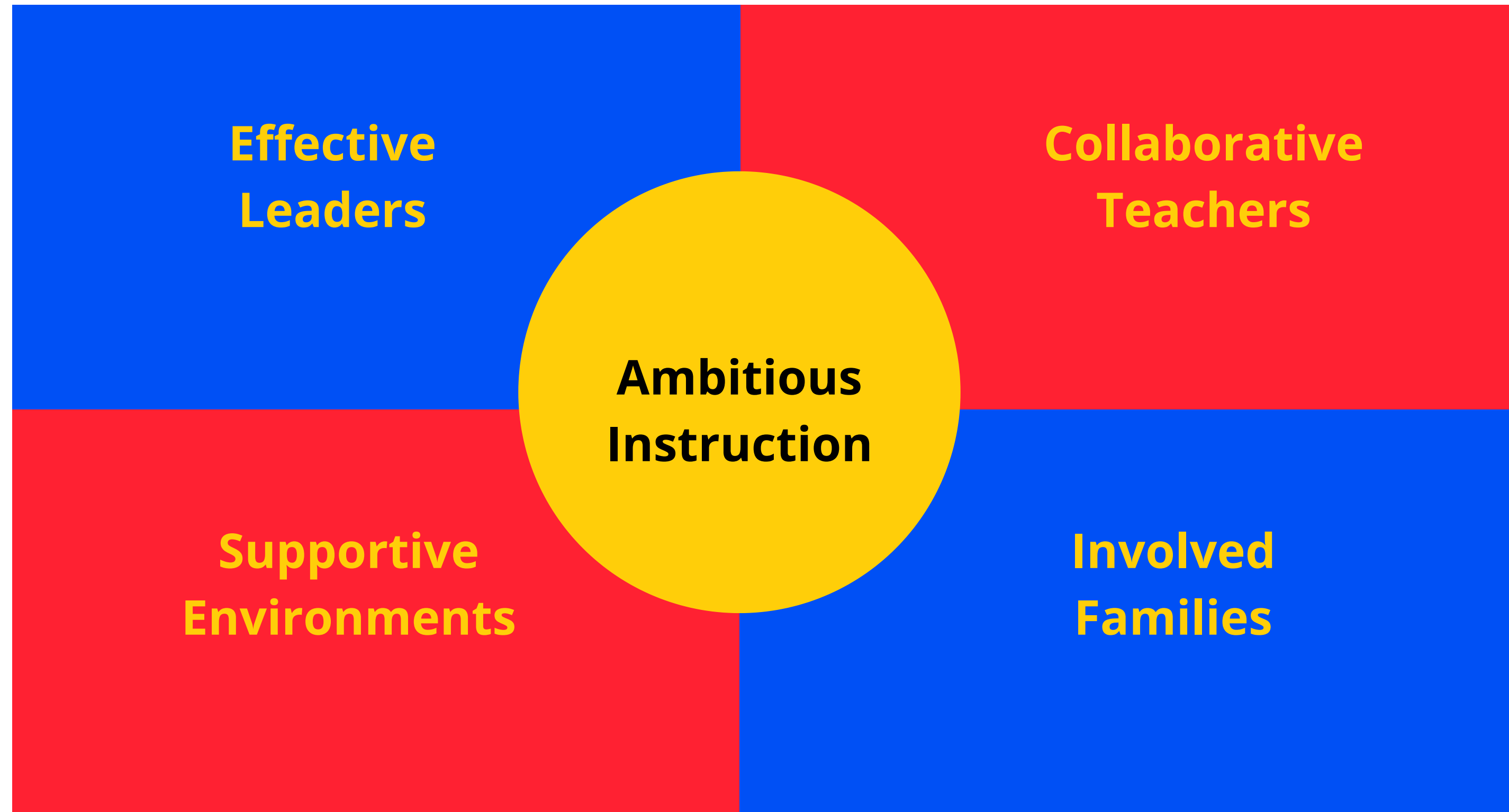
**Critical Thinker**



**Empathetic  
Collaborator**



# Quality Neighborhood Schools will have:



# Effective Leadership



## Quality Neighborhood School Leaders:

- Are visionaries that inspire all to do their best.
- Rely upon strong family and community partnerships.
- Listen to and empower teachers and students.
- Stand up for all student needs.
- Continually strive for growth and greatness.

# Supportive Environments

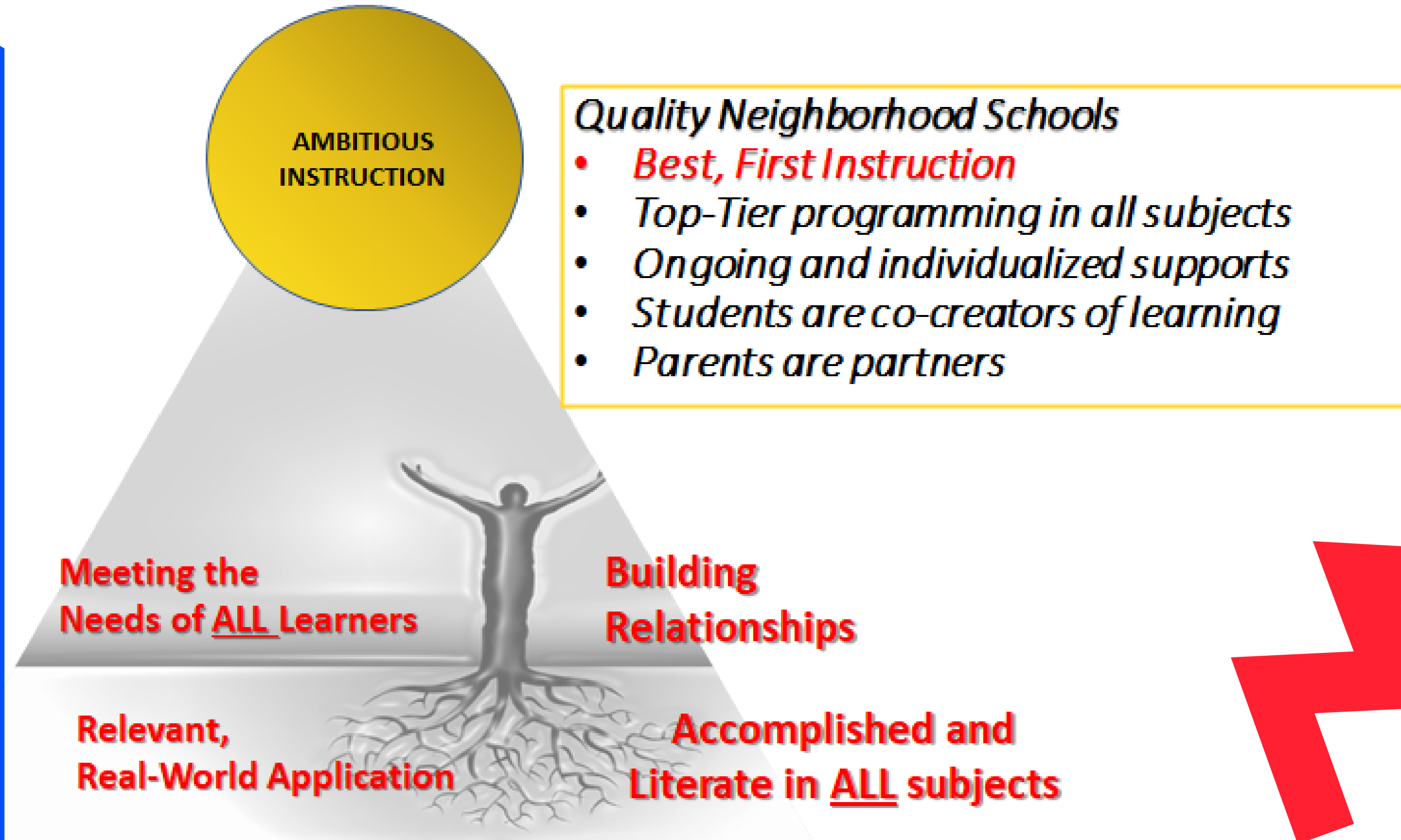


## Quality Neighborhood Schools Supportive Environments:

- Ensure strong teacher-student relationships.
- Develop a school-wide environment where students feel welcome and establish a sense of belonging.
- Create goals and individualized plans that meet students' future aspirations.
- Develop skills that enhance students' conflict resolution, time management, help-seeking behaviors, and emotional regulation.
- Maintain a safe and secure school.



# Ambitious Instruction



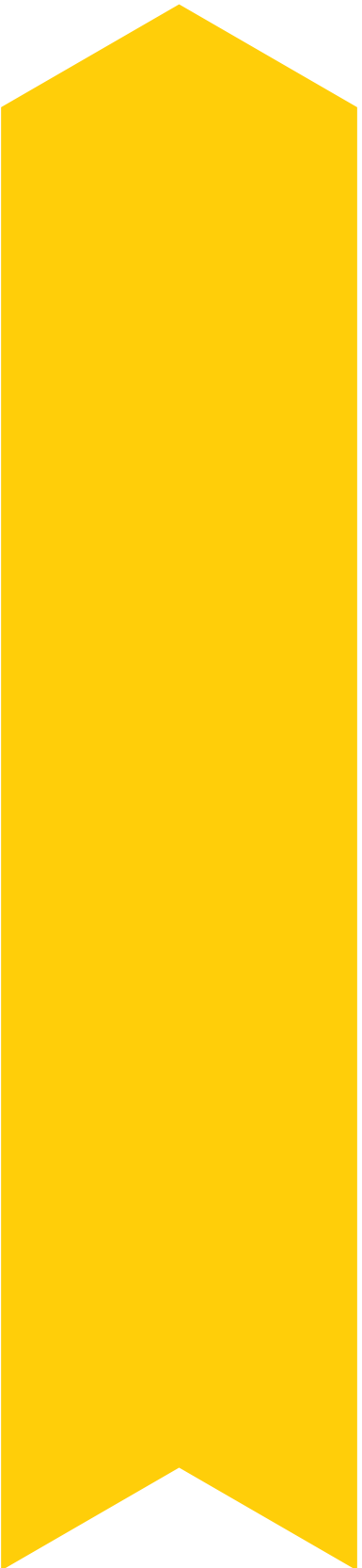


# Involved Families



## Quality Neighborhood Schools Involved Families:

- Engage families during the development of supportive student plans.
- Provide workable, equitable mechanisms for families to take part in decision making.
- Value and honor families and their diversity, experiences, knowledge, skills, and cultures.
- Immerse families in school learning to enhance and support learning at home.
- Work with families to influence and create policies, practices, and programs that benefit all students.



# Collaborative Teachers



## Quality Neighborhood Schools Teachers:

- Are highly confident, talented and capable.
- Invite strong family partnerships.
- Uncover and cultivate each and every student's talents.
- Give students the tools to drive their learning to the next level.
- Continually strive for growth and greatness.

# Essentials Wheel



Equity and access to quality arts and exploratory topics for all neighborhood schools

- All D11 neighborhood schools will have instruction by certified specialists to meet the CDE Standards in PE, Dance, Music (General, Vocal and Instrumental), Theatre and Visual Arts.
- All students will have access during a regular school day to these disciplines regardless of the neighborhood school they attend.



# Essentials Wheel (continued)



- All neighborhood schools will have exploratory opportunities in areas that support our magnet schools such as Dual Language, Media Arts, Outdoor Education and STEM. These expeditionary experiences will be offered in a Discovery Wheel in shorter time frames throughout the year.
- Schools will have the opportunity to partner with parents, community members and local organizations to support these rich learning experiences.

# Distinctive Magnet Schools and Programming



**Visual & Performing  
Arts**

**STEM**

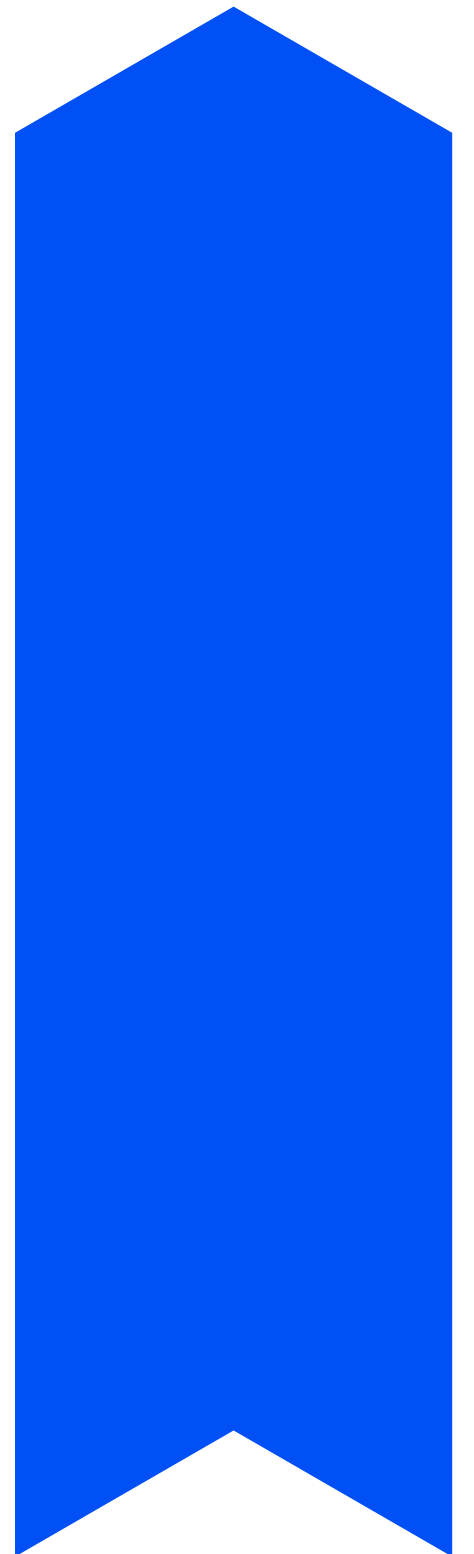
**Dual Language  
Immersion**

**Outdoor  
Environmental  
Education**

**Montessori**

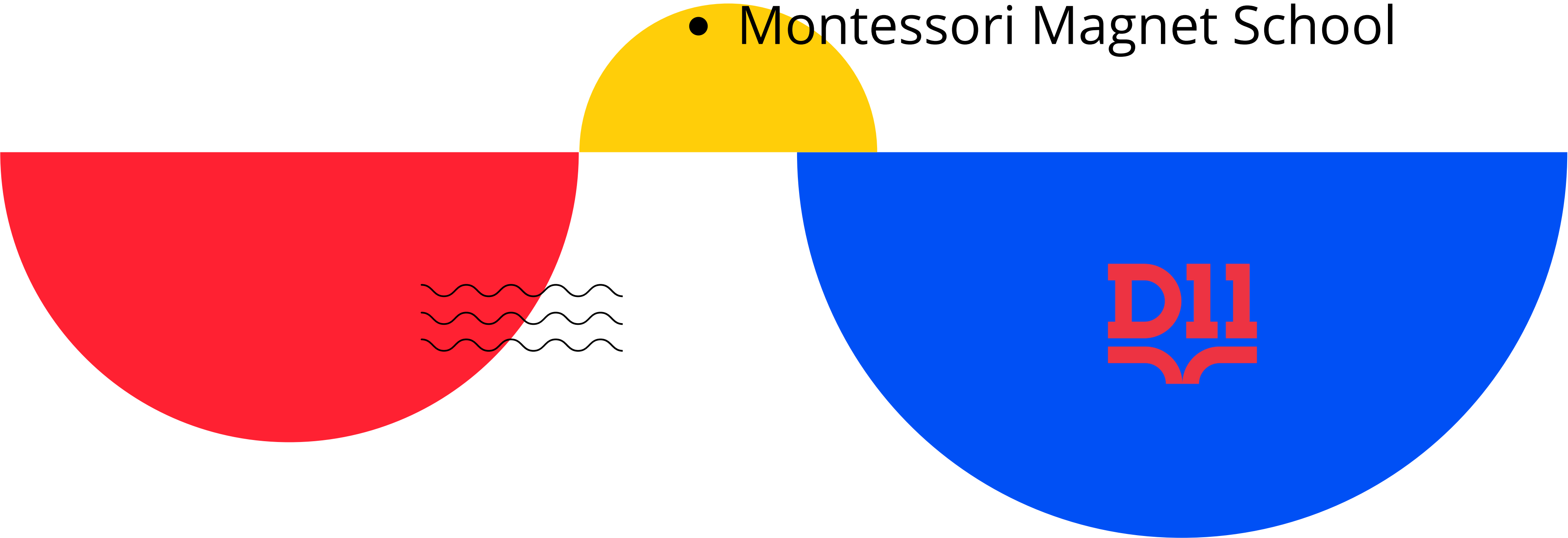
# D11 History of Options

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



# What we are Launching in 2021-22

- Spark Online Academy, K-8
- Spanish Dual Language  
Immersion Program, K-1
- Montessori Magnet School

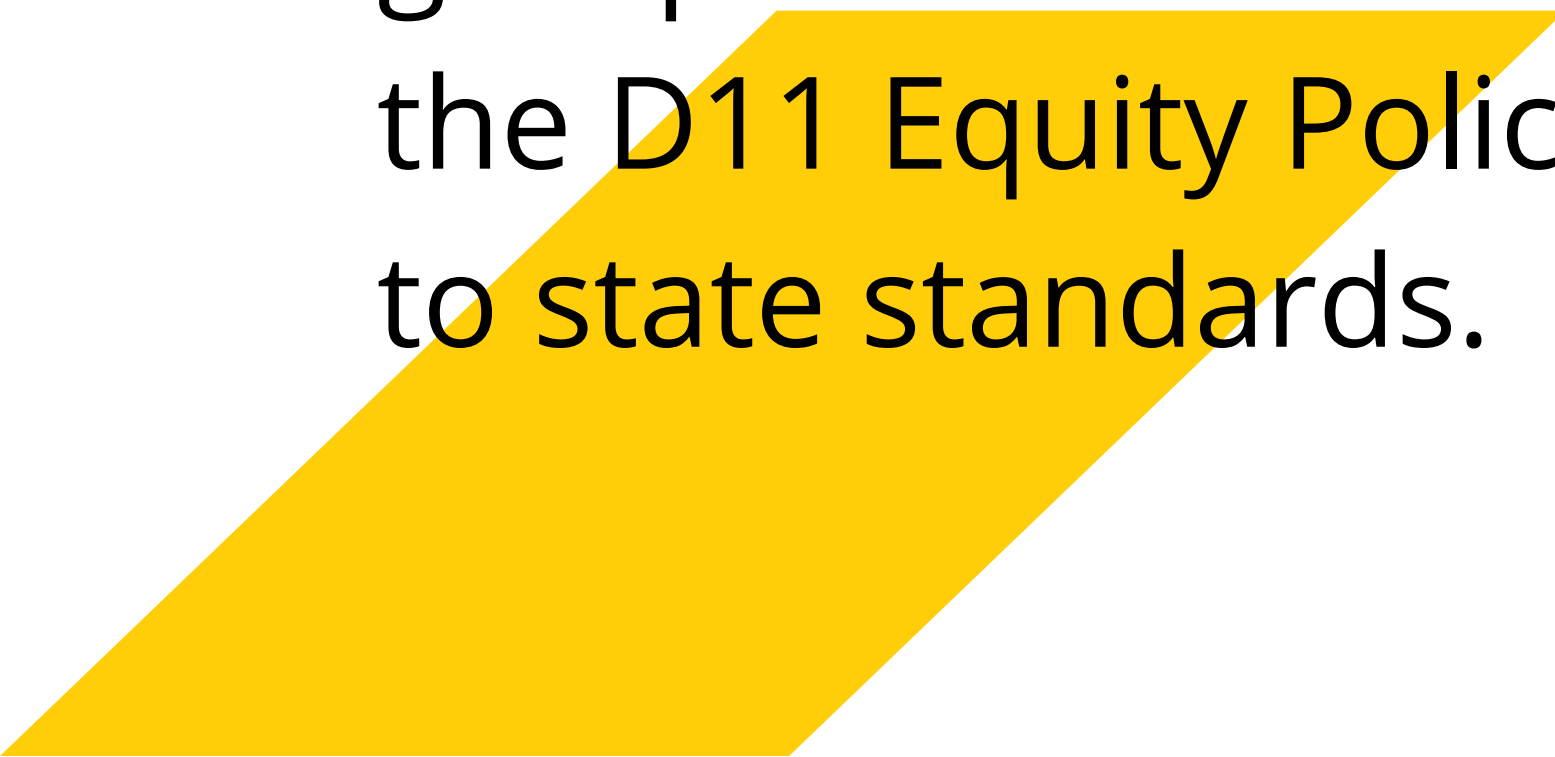




# Magnet School



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.





# 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.



# Community Interests

## Montessori

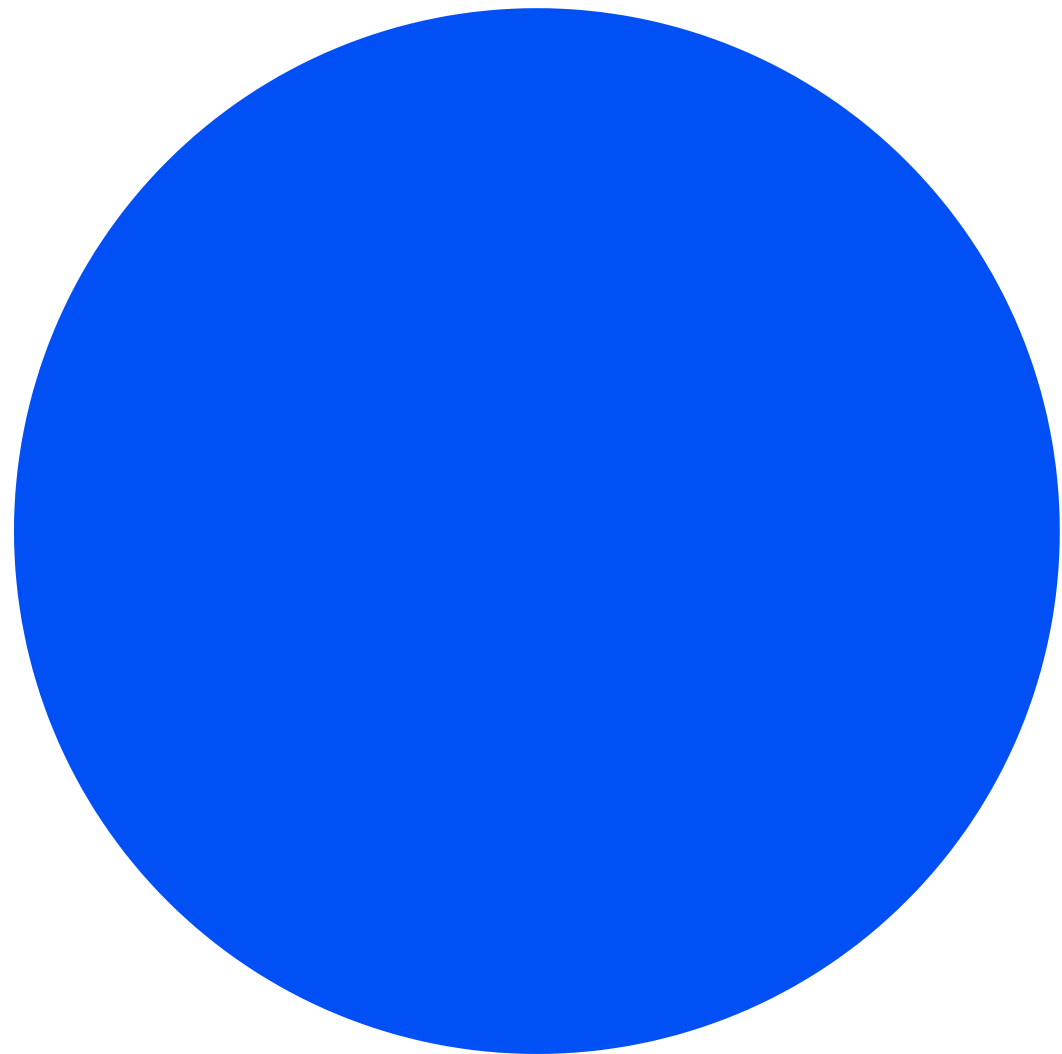
Montessori education is student-led and self-paced but guided, assessed, and enriched by knowledgeable and caring teachers, the leadership of their peers, and a nurturing environment.

Within the community of a multi-age classroom, children embrace multi-sensory learning and inquiry. Individual students follow their own curiosity at their own pace.

Montessori students grow up to be confident, enthusiastic, and self-directed learners and citizens, accountable to both themselves and their community.

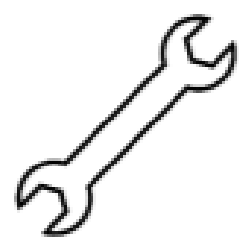


# Elementary School Considerations



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.



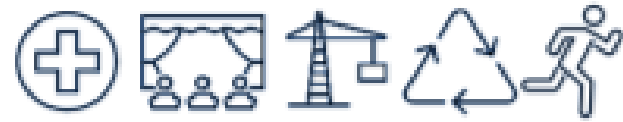
# REBUILDING D11

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.



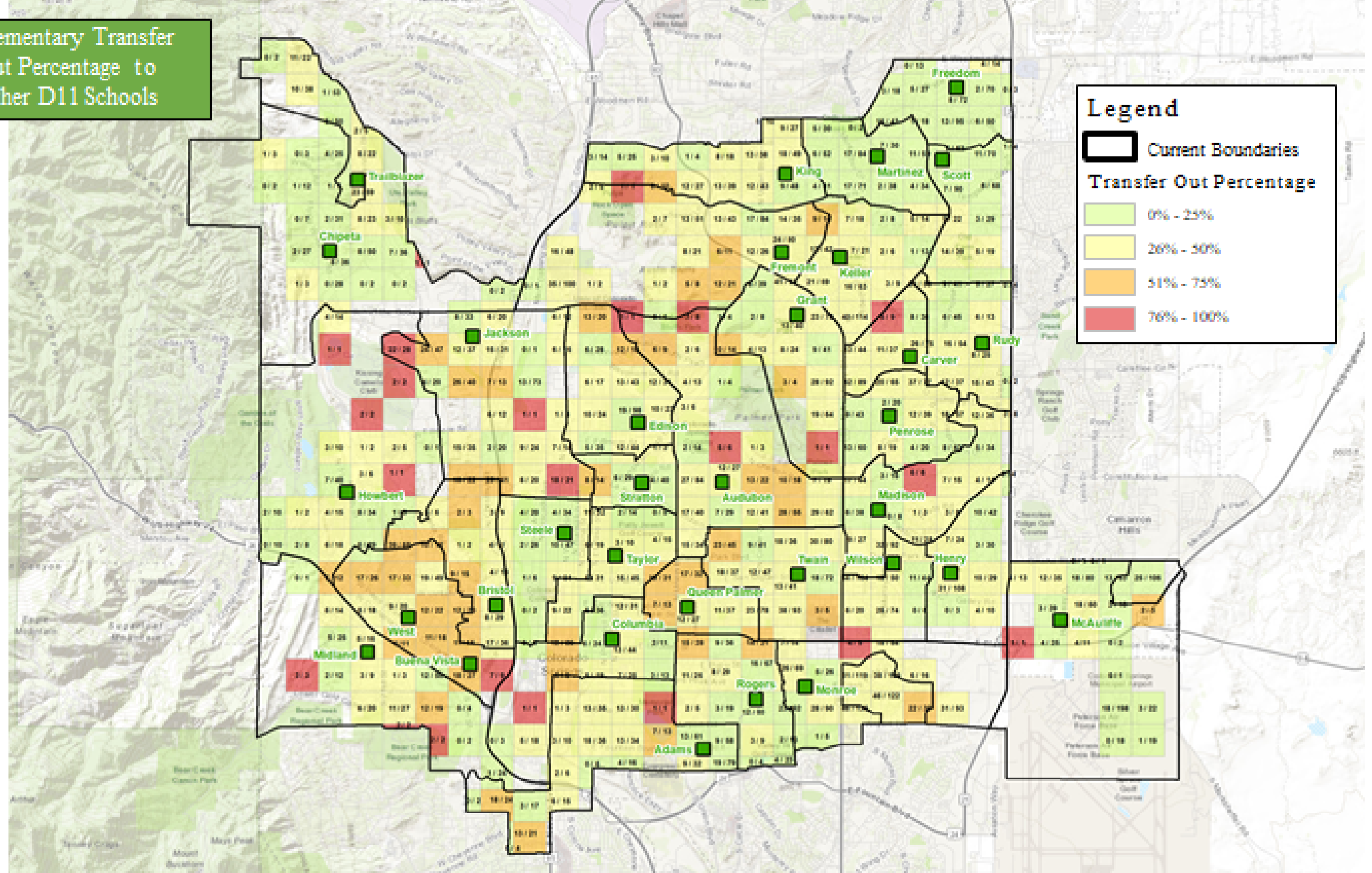
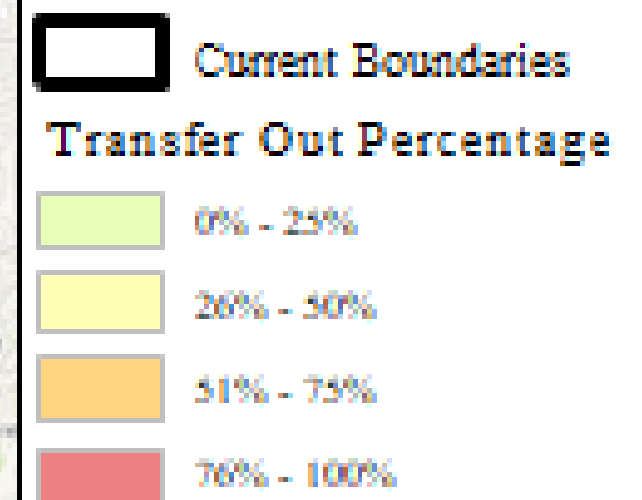
# Considerations

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



# Elementary Transfer Out Percentage to Other D11 Schools


## Legend

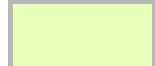
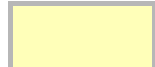




# ES Magnet Option Development Discussion East and West Balance

Working Document

## Legend

 Current Boundaries  
**Transfer Out Percentage**

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



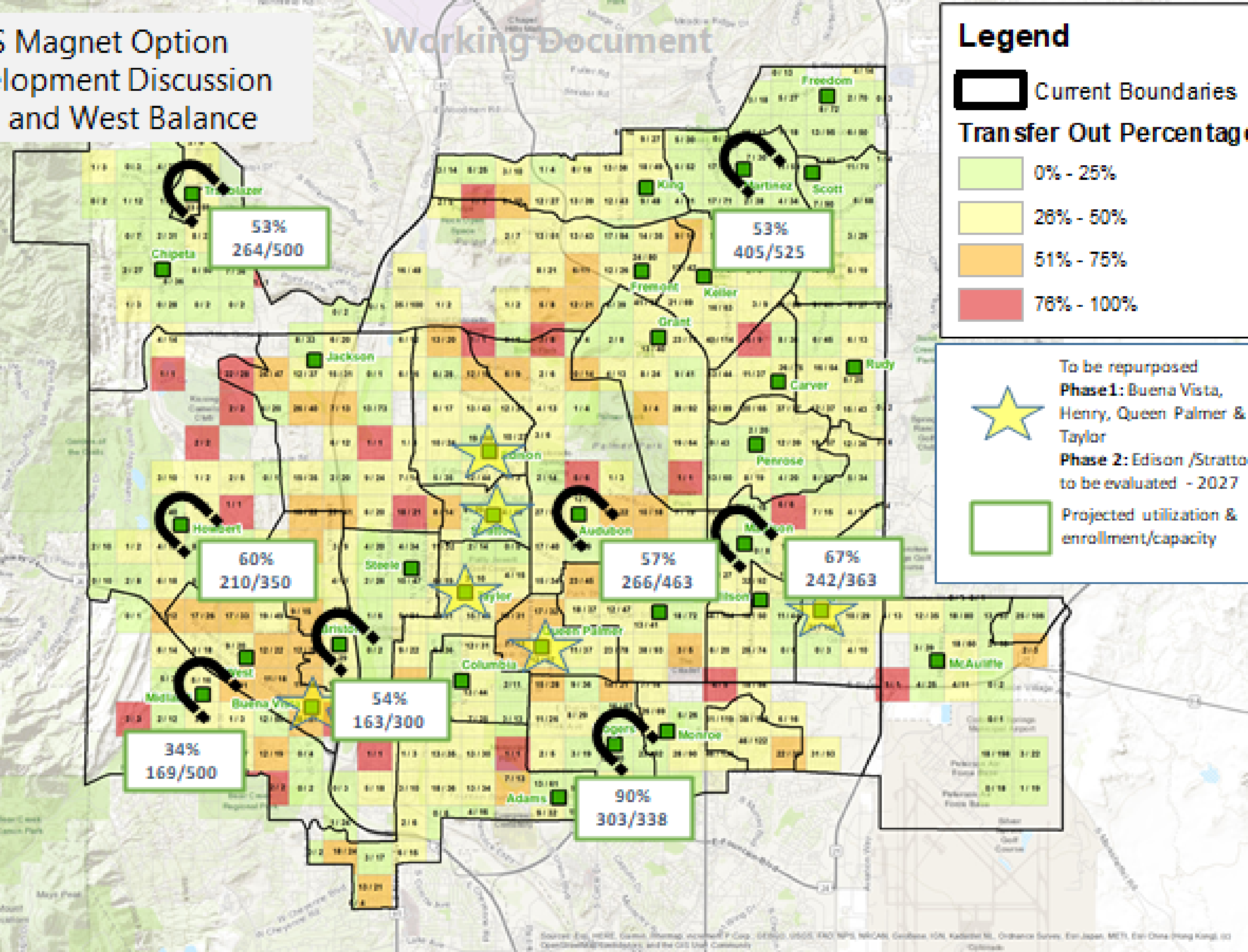
To be repurposed  
**Phase 1:** Buena Vista,  
Henry, Queen Palmer &  
Taylor  
**Phase 2:** Edison /Stratton  
to be evaluated - 2027



Projected utilization &  
enrollment/capacity

## 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)



Projected utilization based on projected enrollment and capacity:

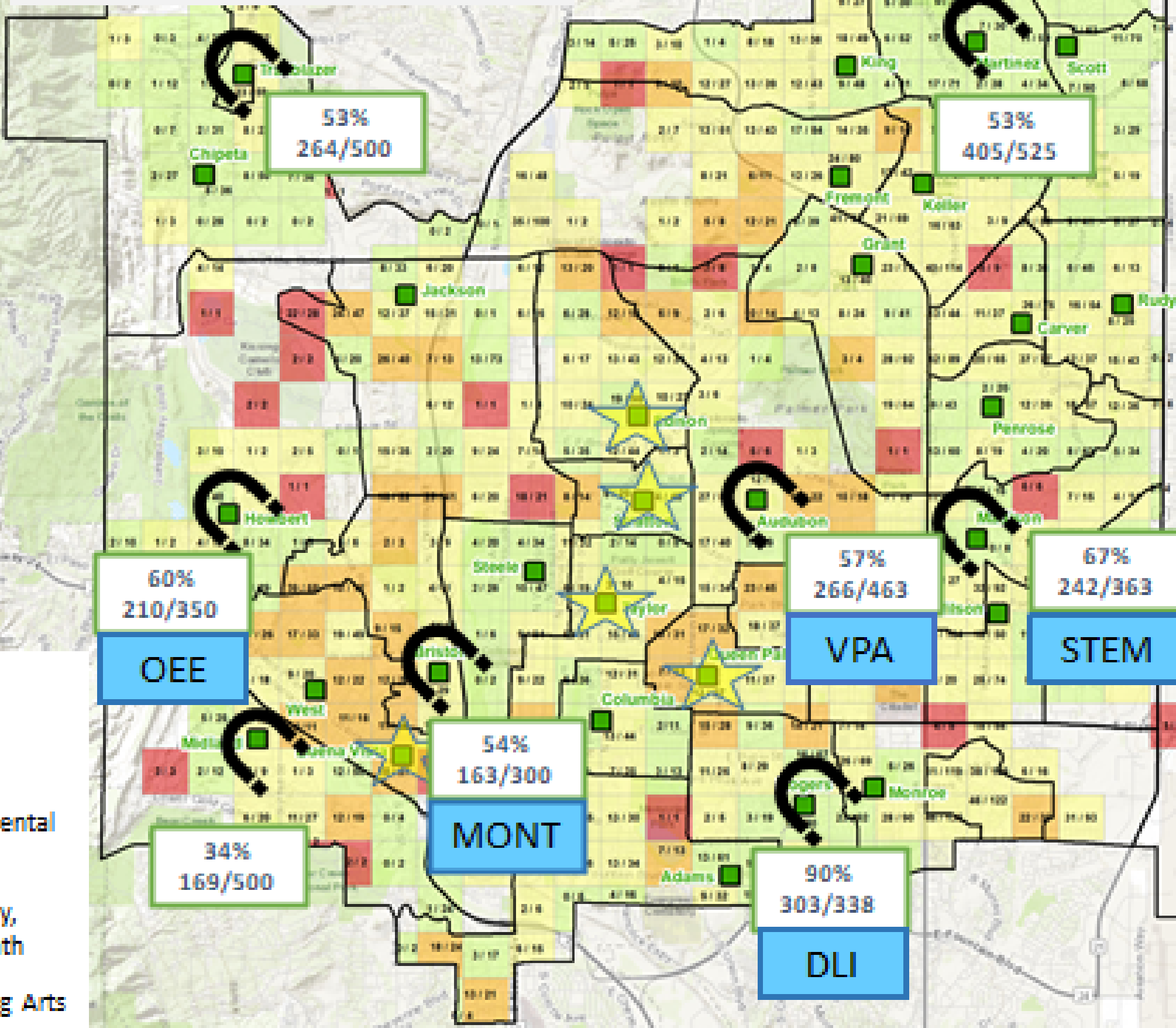
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### Program Key:

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

## ES Magnet Option Development Discussion East and West Balance

## Scenario 1



Projected utilization based on projected enrollment and capacity:

- Identify schools with capacity on east and west side of district
- Identify areas with high choice
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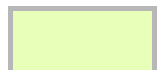
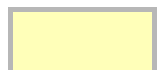


### Program Key:


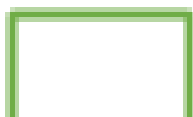
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STEM	Science, Technology, Engineering, and Math
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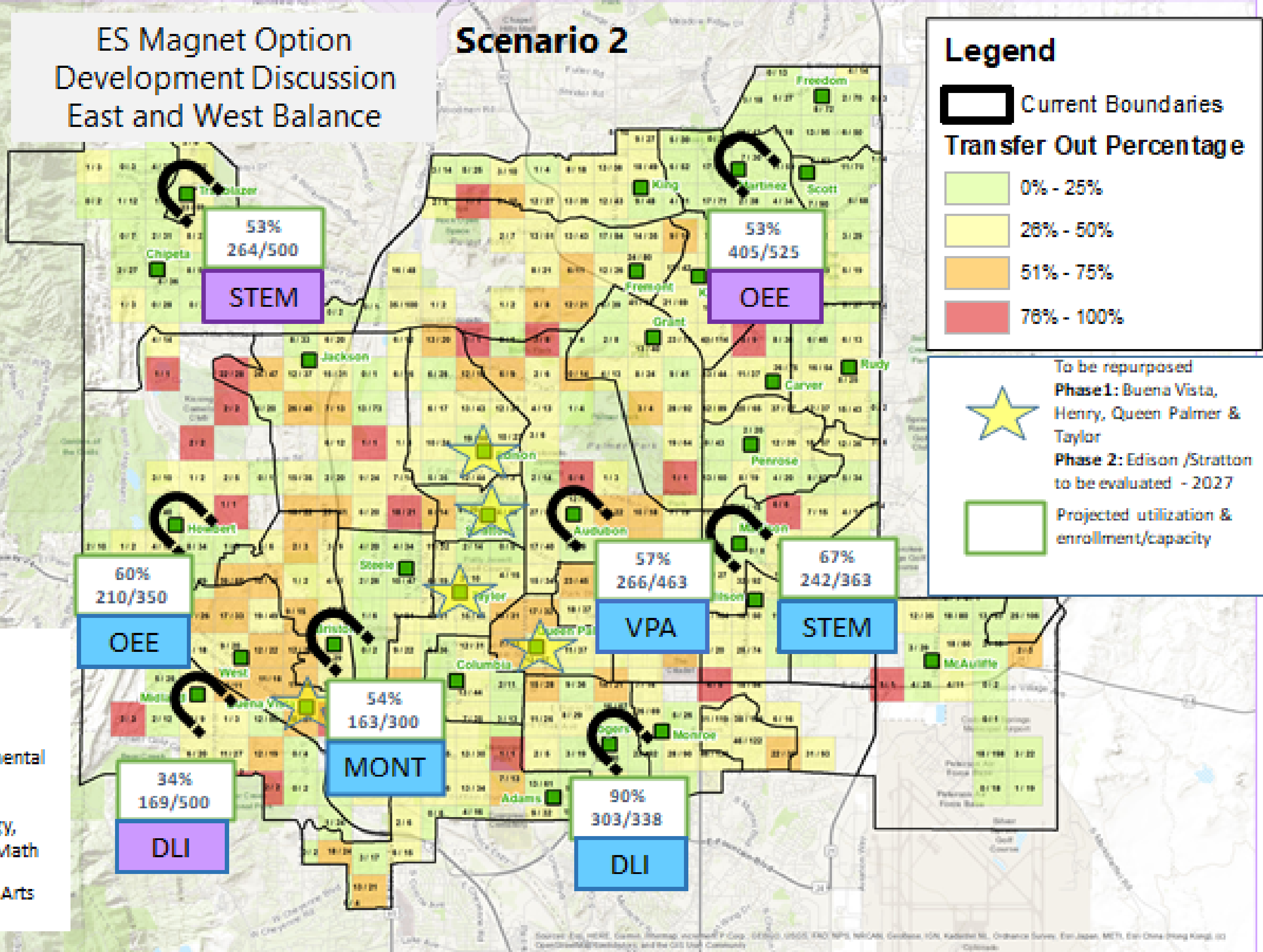
## ES Magnet Option Development Discussion East and West Balance

## Scenario 2

### Legend

	Current Boundaries
Transfer Out Percentage	
	0% - 25%
	26% - 50%
	51% - 75%
	76% - 100%

	To be repurposed <b>Phase 1:</b> Buena Vista, Henry, Queen Palmer & Taylor <b>Phase 2:</b> Edison /Stratton to be evaluated - 2027
	Projected utilization & enrollment/capacity





Projected utilization based on projected enrollment and capacity:

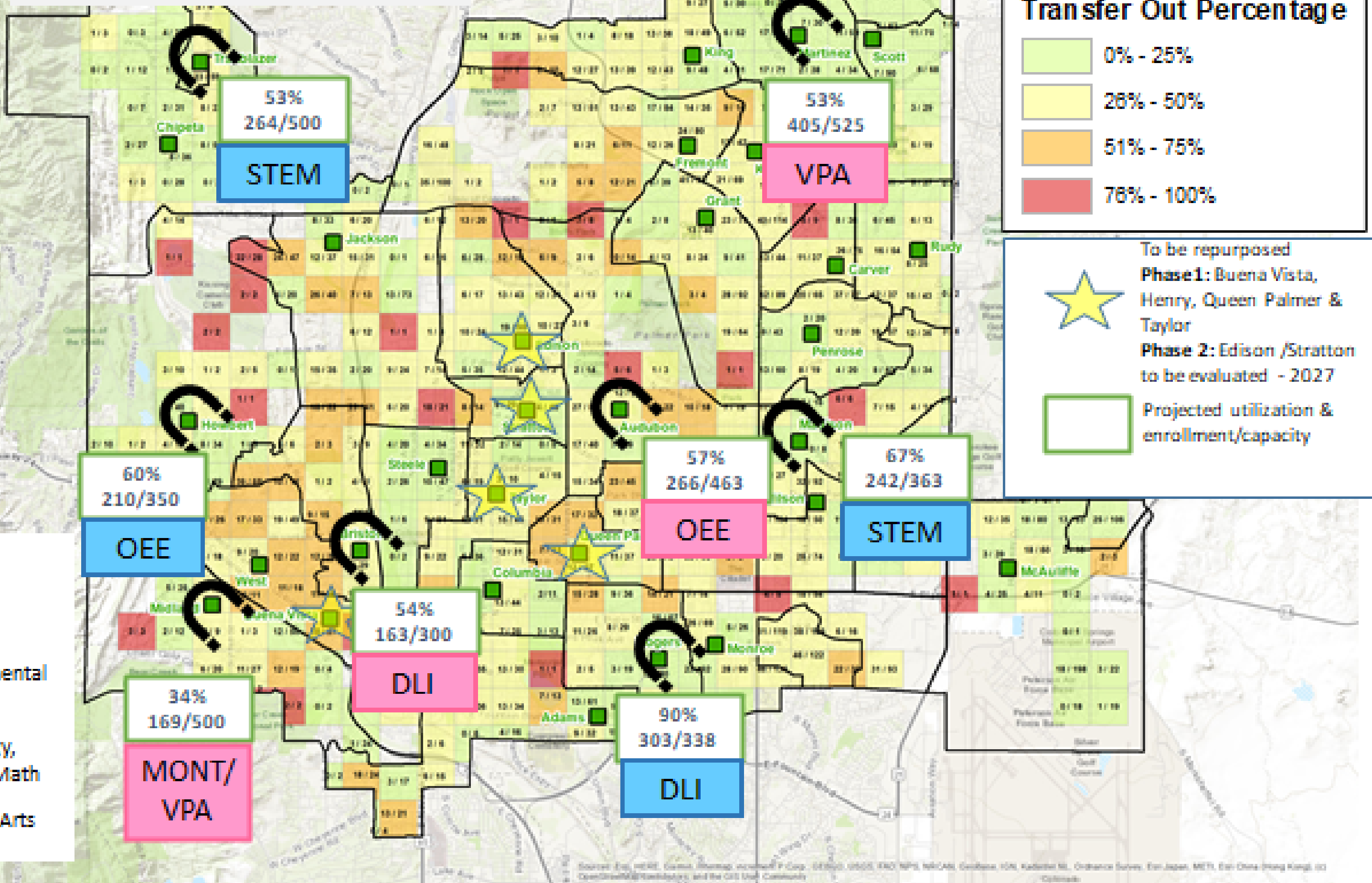
- Identify schools with capacity on east and west side of district
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### Program Key:

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

## ES Magnet Option Development Discussion East and West Balance

## Scenario 3



# Magnet Programs and Possible Site Scenarios: Elementary



<u>SCHOOL</u>	<u>SCENARIO #1</u>	<u>SCENARIO #2</u>	<u>SCENARIO #3</u>
<b>West Side</b>			
Howbert	Outdoor Environmental Education	Outdoor Environmental Education	Outdoor Environmental Education
Trailblazer	na	STEM	STEM
Bristol	Montessori	Montessori	Dual Language Immersion
Midland	na	Dual Language Immersion	Montessori/VPA
<b>East Side</b>			
Audubon	Visual & Performing Arts	Visual & Performing Arts	Outdoor Environmental Education
Madison	STEM	STEM	STEM
Martinez	na	Outdoor Environmental Education	Visual & Performing Arts
Rogers	Dual Language Immersion	Dual Language Immersion	Dual Language Immersion

# Aligned Programming Pathways



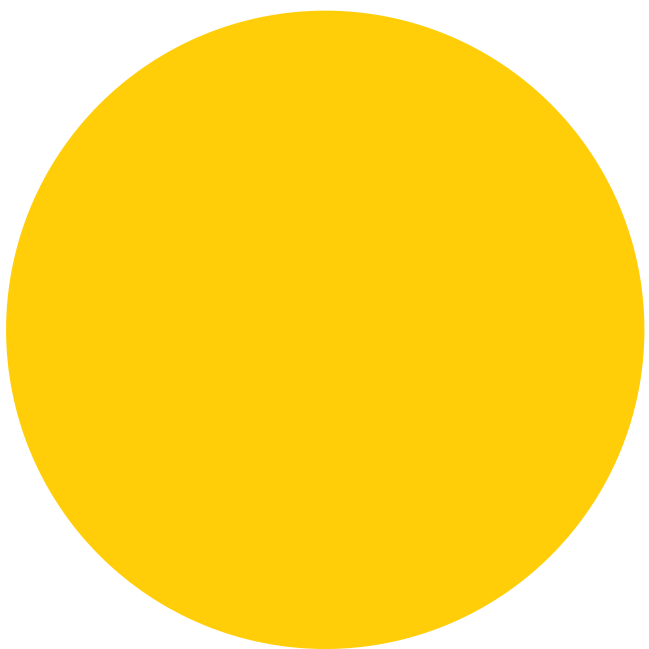
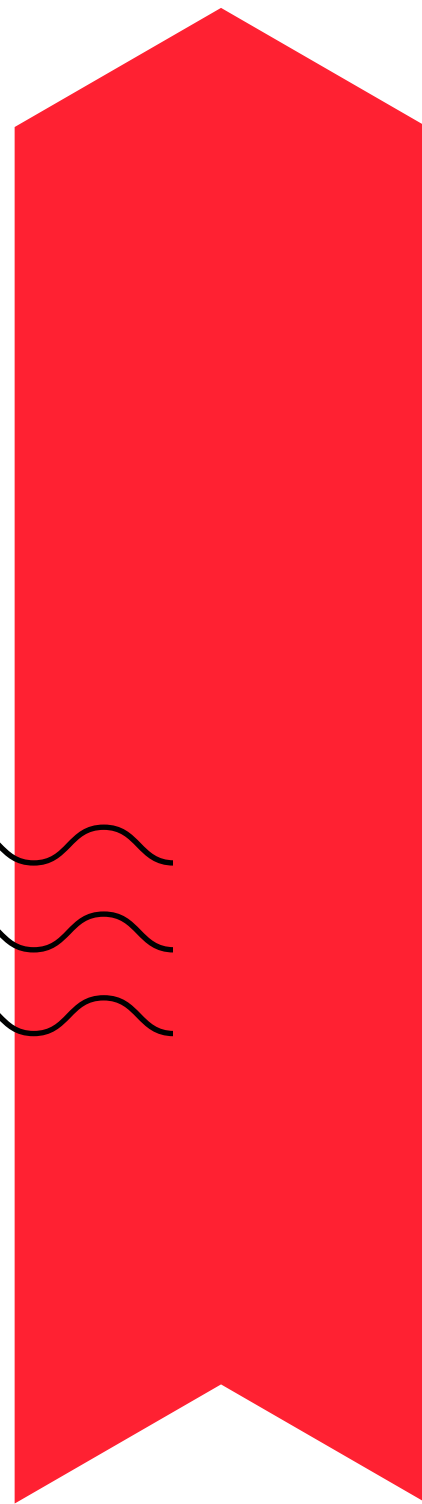
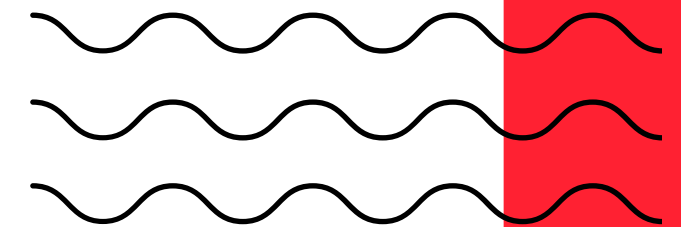
*Families should be able to choose a programming pathway from the time they enter the district until the day their child graduates from D11.*

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

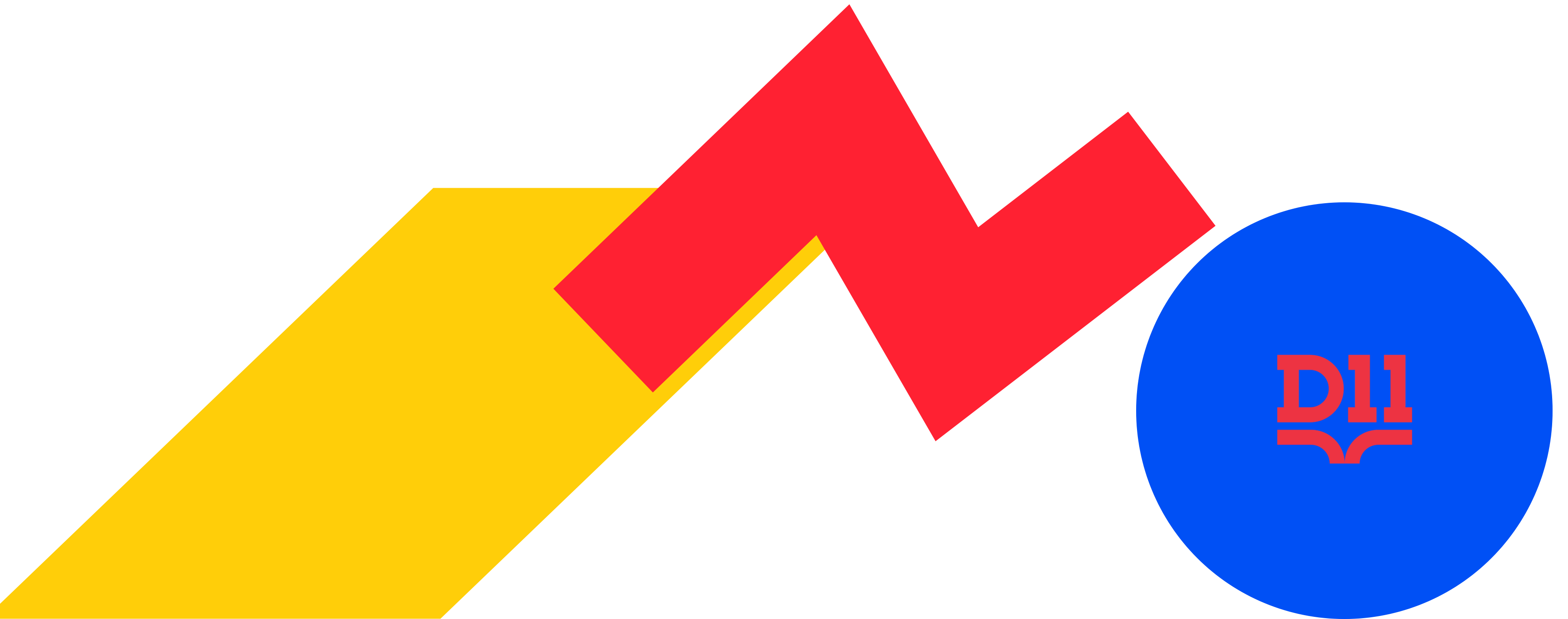
# Pathway

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



# 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



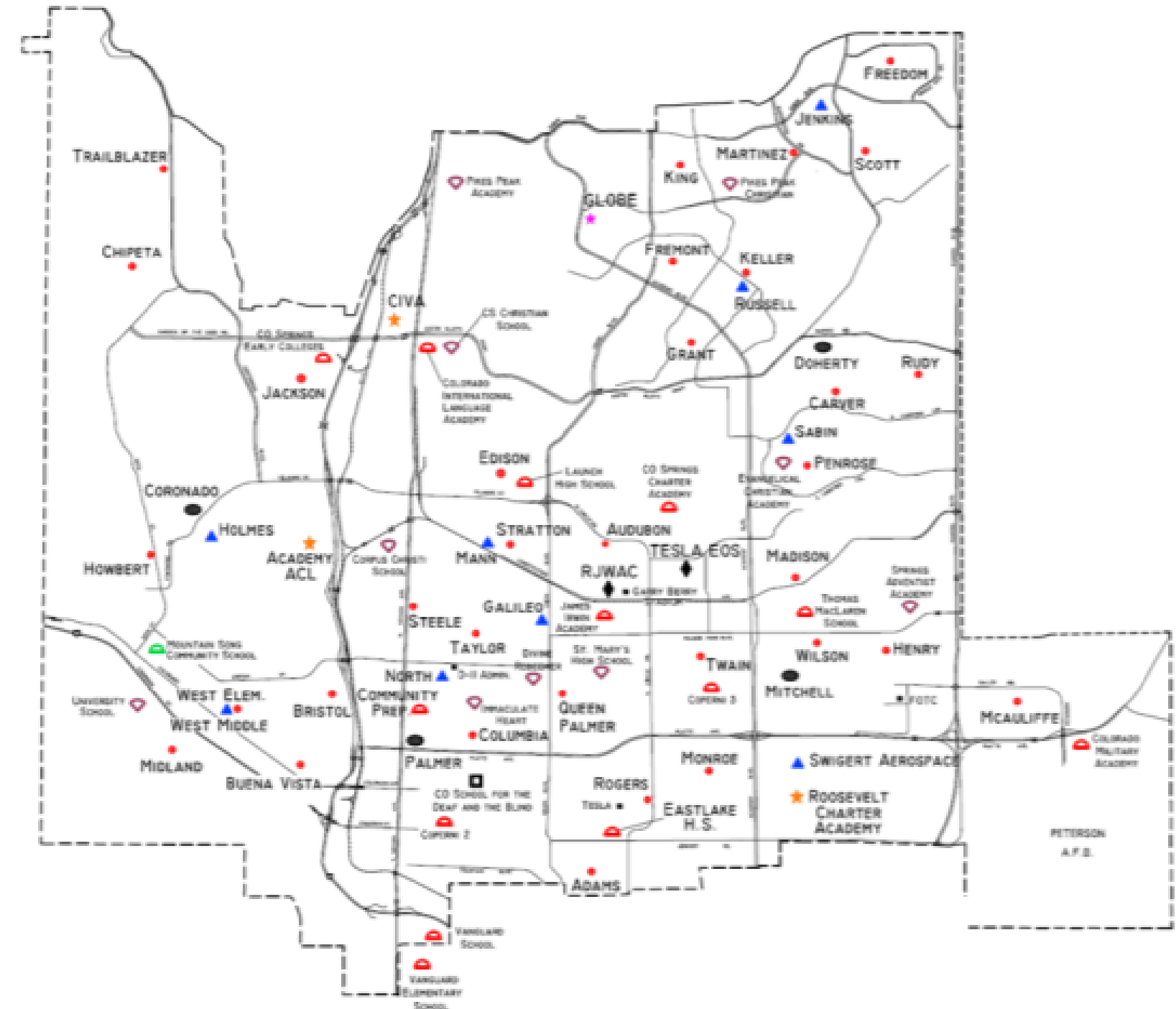
CTE renovations @ all five high schools



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

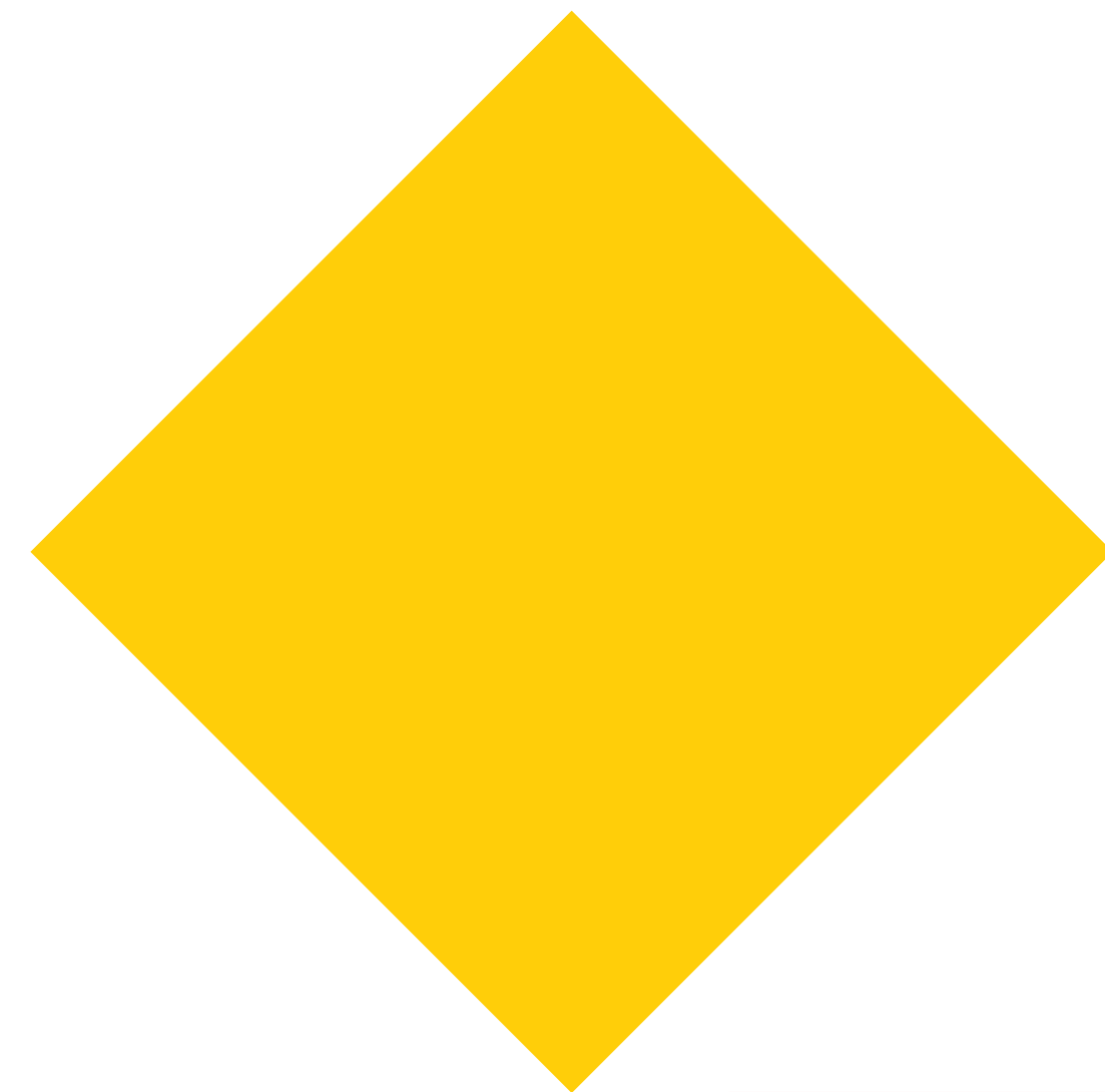
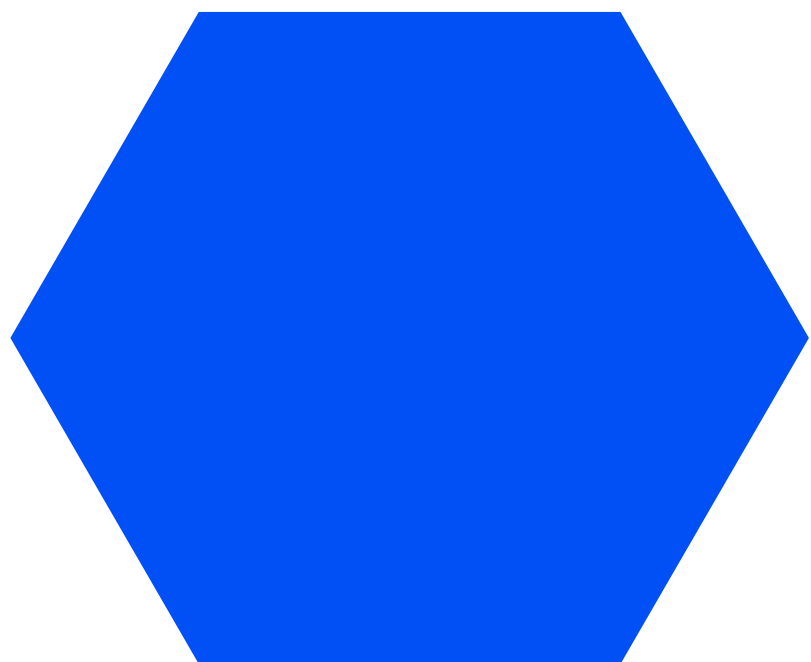
From 2020 Colorado Talent Pipeline Report

**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				
					Urban Agriculture & Horticulture						
					Focus on horticulture to include hydroponic, aquaponic and landscaping relevant to urban food production industry						
					Outdoor Recreational Leadership and Bicycle Technology						
	Focus on outdoor leadership degree program and bicycle industry aligned to recreation										
DOHERTY		MITCHELL		CORONADO		PALMER		RJWAC (Career Pathways)			
<b>REGIONAL CTE PROGRAM</b>  2-4 HS credits; 6+ college credits; concurrent enrollment work-based learning; industry certification	EAST CORRIDOR ACCESS TO PREMIER PROGRAMMING			WEST CORRIDOR ACCESS TO PREMIER PROGRAMMING			AVAILABLE TO ALL STUDENTS				
	Automotive Service Technician	Biomedical Technologies & Behavioral Healthcare		Construction & Welding		Video Broadcasting & Digital Audio Production		Automotive Service Technician			
	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)		
<b>CORE CTE PROGRAM</b>  2 HS credits per year; 3-6 college credits  flexible scheduling work-based learning; industry certification  "Optional" CORE CTE as capacity allow	COURSES OF STUDY AVAILABLE IN EVERY SCHOOL SITE										
	Alternative Cooperative Education	Alternative Cooperative Education		Alternative Cooperative Education		Alternative Cooperative Education		Alternative Cooperative Education			
	Business Management & Administration	Business Management & Administration		Business Management & Administration		Business Management & Administration		Business Management & Administration			
	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

MATRIX of CTE CORE - Regional - EXCLUSIVE												
DOHERTY		MITCHELL		CORONADO		PALMER		RJWAC (Career Pathways)		D11 Innovation TBD		
<div>EXCLUSIVE CTE PROGRAM</div> <div>Cooperative Work-Based Learning incorporated into all program requirements</div> <div>Half day blocking (approx. 180 minutes)*</div> <div>Integrated concurrent enrollment; interdisciplinary learning</div> <div>8+ HS Credits of curriculum in 1 year; 9+ college credits</div> <div>Project Based Learning</div>	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		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	
									Urban Agriculture & Horticulture			
									Focus on horticulture to include hydroponic, aquaponic and landscaping relevant to urban food production industry			
									Outdoor Recreational Leadership and Bicycle Technology			
									Focus on outdoor leadership degree program and bicycle industry aligned to recreation industry			



# Career & Technical Education

MATRIX of CTE CORE - REGIONAL - EXCLUSIVE											
		DOHERTY		MITCHELL		CORONADO		PALMER	RJWAC (Career Pathways)		
<div>REGIONAL CTE PROGRAM</div> <div>2-4 HS credits; 6+ college credits; concurrent enrollment</div> <div>work-based learning; industry certification</div>	EAST CORRIDOR ACCESS TO PREMIER PROGRAMMING					WEST CORRIDOR ACCESS TO PREMIER PROGRAMMING				AVAILABLE TO ALL STUDENTS	
	Automotive Service Technician		Biomedical Technologies & Behavioral Healthcare		Construction & Welding		Video Broadcasting & Digital Audio Production		Automotive Service Technician		
	ProStart & Culinary		Aviation Science w/ Airframe & Powerplant		Video Broadcasting & Digital Audio Production		Criminal Justice (TBD)		ProStart & Culinary		
	Education Training							Education Training			



# Career & Technical Education

MATRIX of CTE CORE - REGIONAL - EXCLUSIVE										
		DOHERTY		MITCHELL		CORONADO		PALMER		RJWAC (Career Pathways)
<div>CORE CTE PROGRAM</div> <div>2 HS credits per year; 3-6 college credits</div> <div>flexible scheduling</div> <div>work-based learning; industry certification</div> <div>"Optional" CORE CTE as capacity allow</div>	COURSES OF STUDY AVAILABLE IN EVERY SCHOOL SITE									
	Alternative Cooperative Education		Alternative Cooperative Education		Alternative Cooperative Education		Alternative Cooperative Education		Alternative Cooperative Education	
	Business Management & Administration		Business Management & Administration		Business Management & Administration		Business Management & Administration		Business Management & Administration	
	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

MATRIX of CTE CORE - REGIONAL - EXCLUSIVE						
DOHERTY		MITCHELL	CORONADO	PALMER	RJWAC (Career Pathways)	D11 Innovation TBD
<div>EXCLUSIVE CTE PROGRAM</div> <div>Cooperative Work-Based Learning incorporated into all program requirements</div> <div>Half day blocking (approx. 180 minutes)*</div> <div>Integrated concurrent enrollment; interdisciplinary learning</div> <div>8+ HS Credits of curriculum in 1 year; 9+ college credits</div> <div>Project Based Learning</div>	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	Focus on Creative programming and design within virtual, augmented and three-dimensional space.
					Urban Agriculture & Horticulture	UX/Immersive computing/Software Applications Developers and software development for UX designers, and an Agile trained workforce
					Outdoor Recreational Leadership and Bicycle Technology	
DOHERTY		MITCHELL	CORONADO	PALMER	RJWAC (Career Pathways)	
<div>REGIONAL CTE PROGRAM</div> <div>2-4 HS credits; 6+ college credits; concurrent enrollment work-based learning; industry certification</div>	EAST CORRIDOR ACCESS TO PREMIER PROGRAMMING		WEST CORRIDOR ACCESS TO PREMIER PROGRAMMING		AVAILABLE TO ALL STUDENTS	
	Automotive Service Technician	Biomedical Technologies & Behavioral Healthcare	Construction & Welding	Video Broadcasting & Digital Audio Production	Automotive Service Technician	
	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)
<div>CORE CTE PROGRAM</div> <div>2 HS credits per year; 3-6 college credits</div> <div>flexible scheduling work-based learning; industry certification</div> <div>*Optional** CORE CTE as capacity allow</div>	COURSES OF STUDY AVAILABLE IN EVERY SCHOOL SITE					
	Alternative Cooperative Education	Alternative Cooperative Education	Alternative Cooperative Education	Alternative Cooperative Education	Alternative Cooperative Education	
	Business Management & Administration	Business Management & Administration	Business Management & Administration	Business Management & Administration	Business Management & Administration	
	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	

# Expanded College & Career Options



## *Elementary Schools*

- Counselor led, intentional career exposure and conversations for all students as a part of the counseling curriculum.

## *Middle and High School*

- Career-awareness: students critically evaluate the range of careers and opportunities available. Students understand how economic and cultural lenses effect career choices.



# Expanded College & Career Options (continued)

- Self-awareness: students are given opportunities to learn about strengths and interests and reflect on how those patterns of interest combine with aspirations.
- Developing CTE Middle School career wheels to explore the world of work.
- Academic Planning: students intentionally plan sequence of courses that reflect their interests and goals.

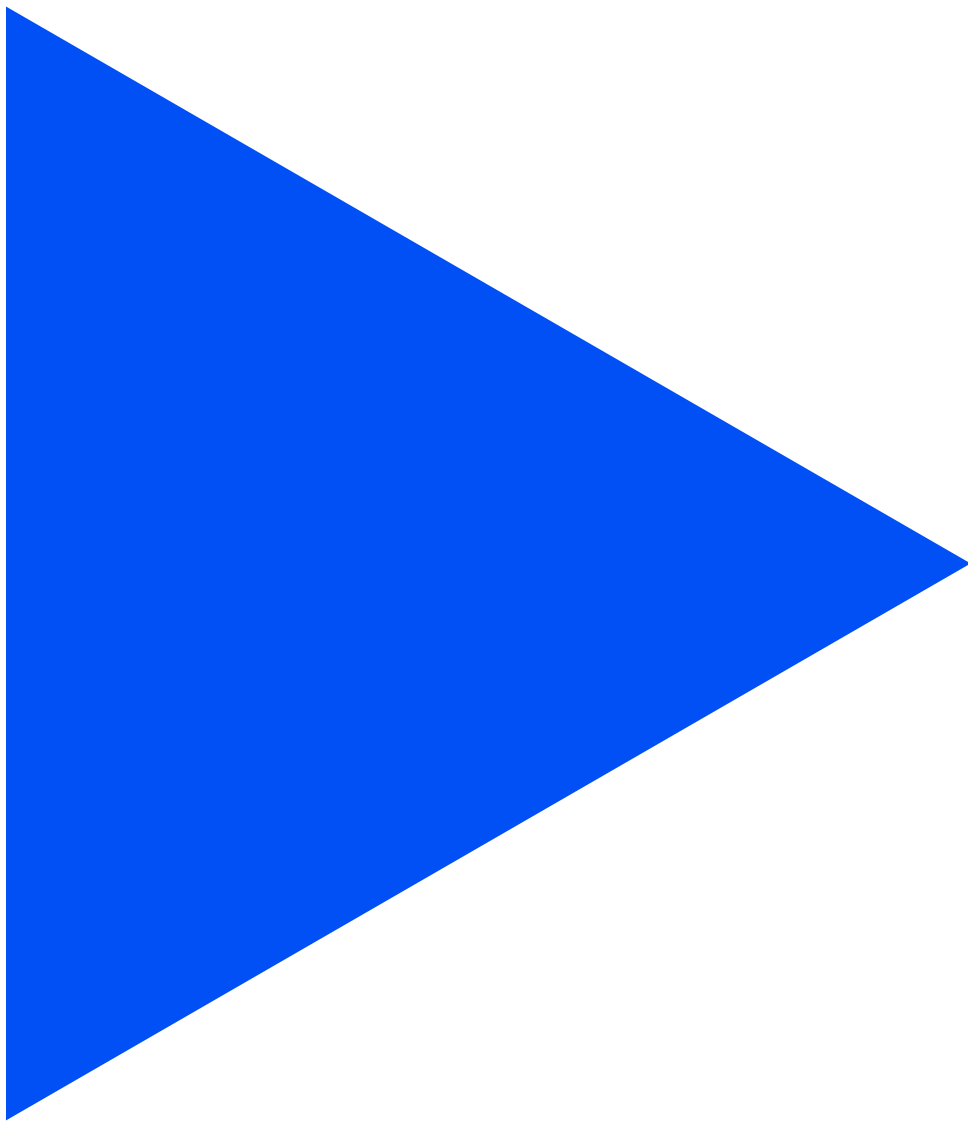
# Expanded College & Career Options (continued)



*Intentional Course planning using Naviance allows students to align interests and aptitudes to career and college-focused pathways to include:*

- CTE programming
- Concurrent Enrollment opportunities
- Strong academics such as IB and AP
- Support of performing arts, world languages
- Career Exploration and Simulation
- Expanded access to work-based learning
- Focus on Capstone development

# Middle School Considerations




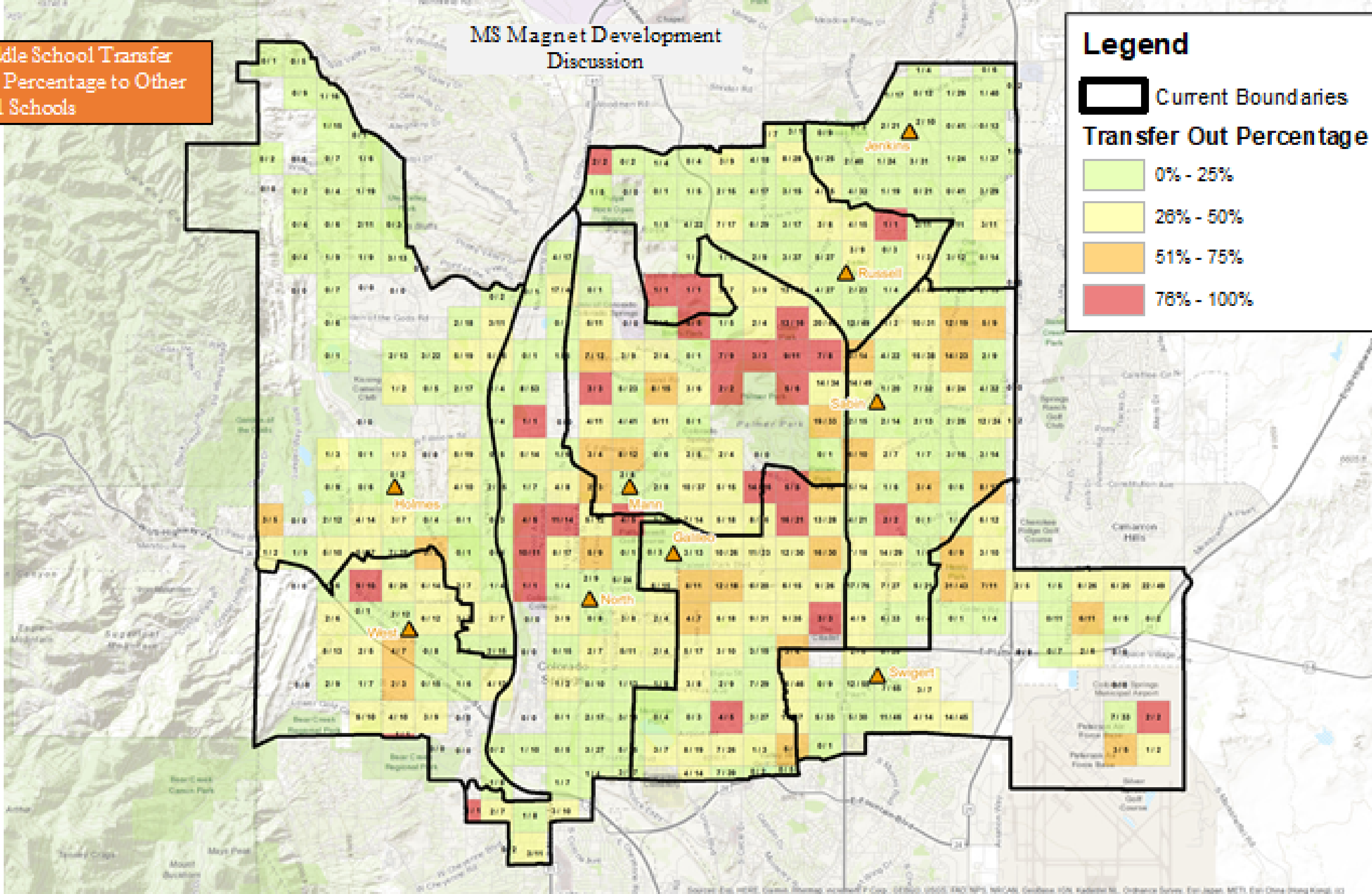
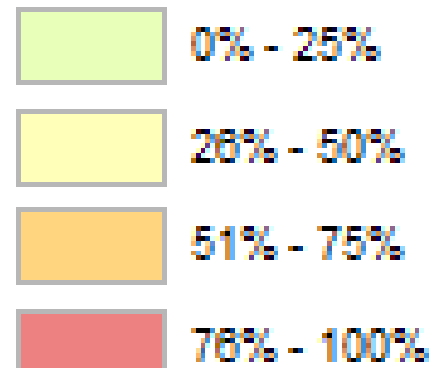


Middle School Transfer  
Out Percentage to Other  
D11 Schools

## MS Magnet Development Discussion

### Legend


 Current Boundaries  
Transfer Out Percentage


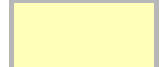




# MS Magnet Development Discussion: Option A West and Sabin

## Scenario 1

### Legend

 Current Boundaries  
**Transfer Out Percentage**

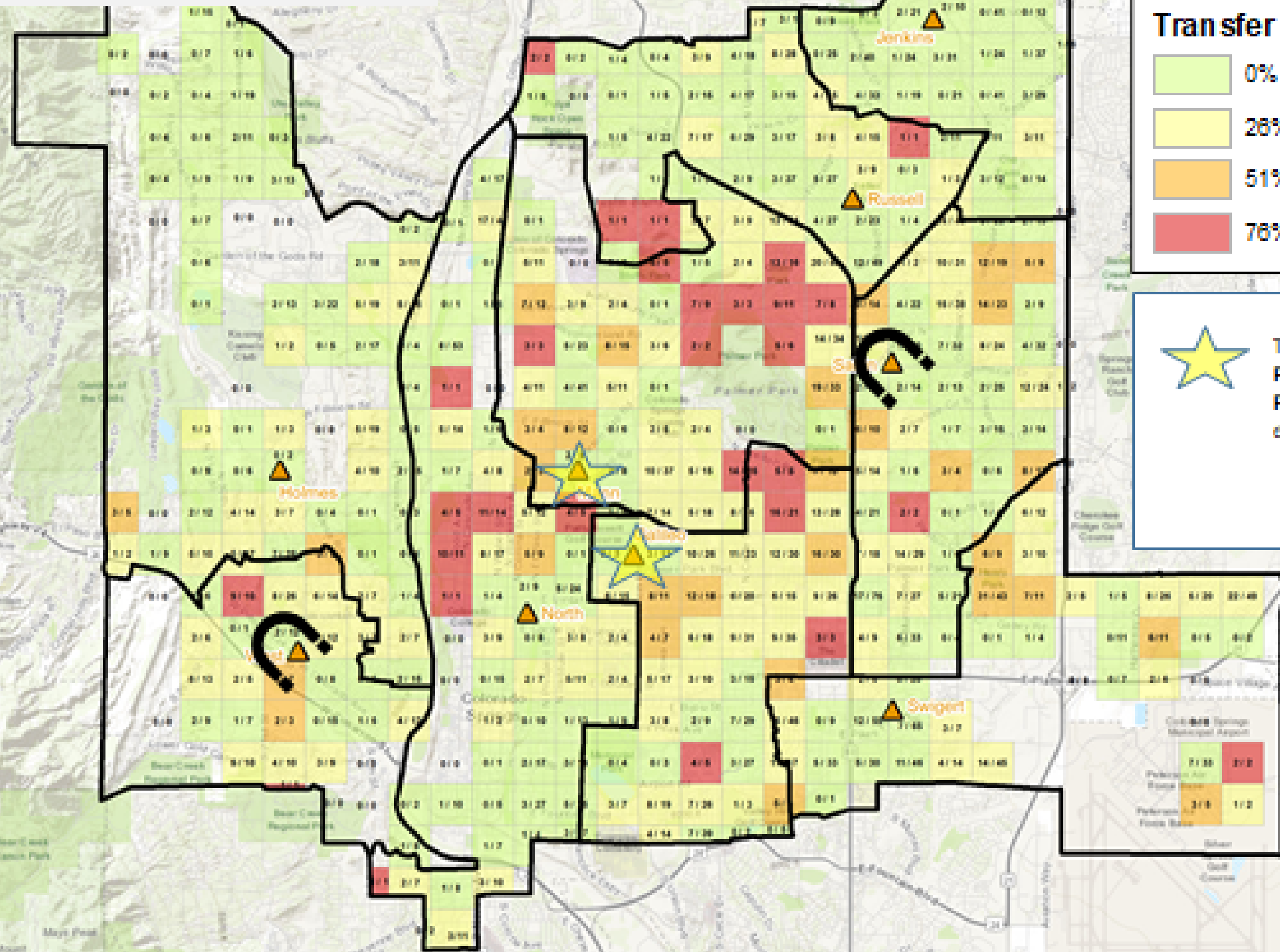
 0% - 25%  
 26% - 50%  
 51% - 75%  
 76% - 100%



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%

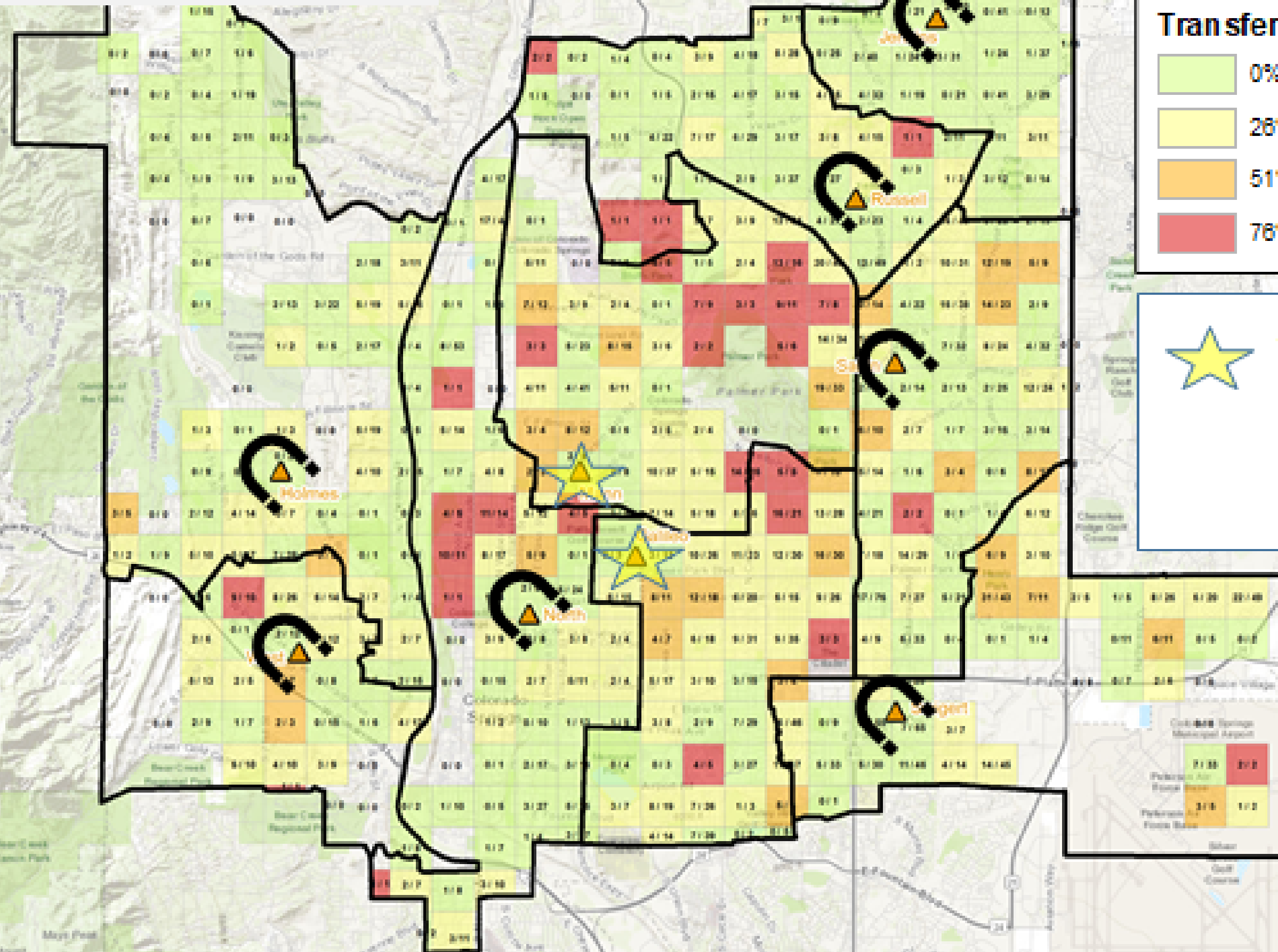
51% - 75%

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)



# **Magnets & Pathways**

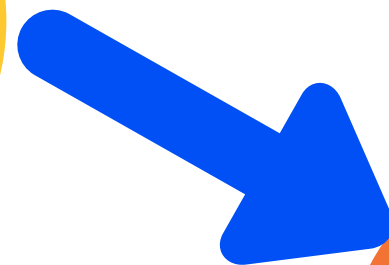
## **Five Year Plan**



**Elementary Schools**



**Middle Schools**



**High Schools**





# 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





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

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





# Questions and Answers





# Addendum

PREVIOUSLY COLLECTED SUPPORTING  
INFORMATION AND DATA 2018-PRESENT



# 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





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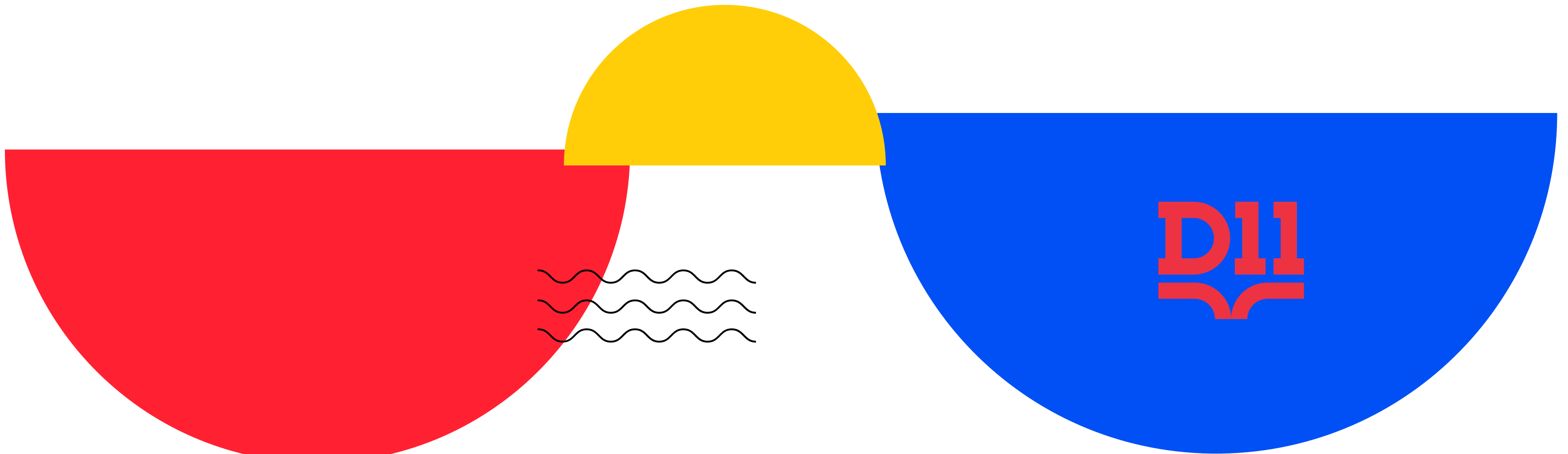
***Colorado Springs School District 11 is committed to equity and to providing an ecosystem of equitable practices to meet the unique needs of all.***

## **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

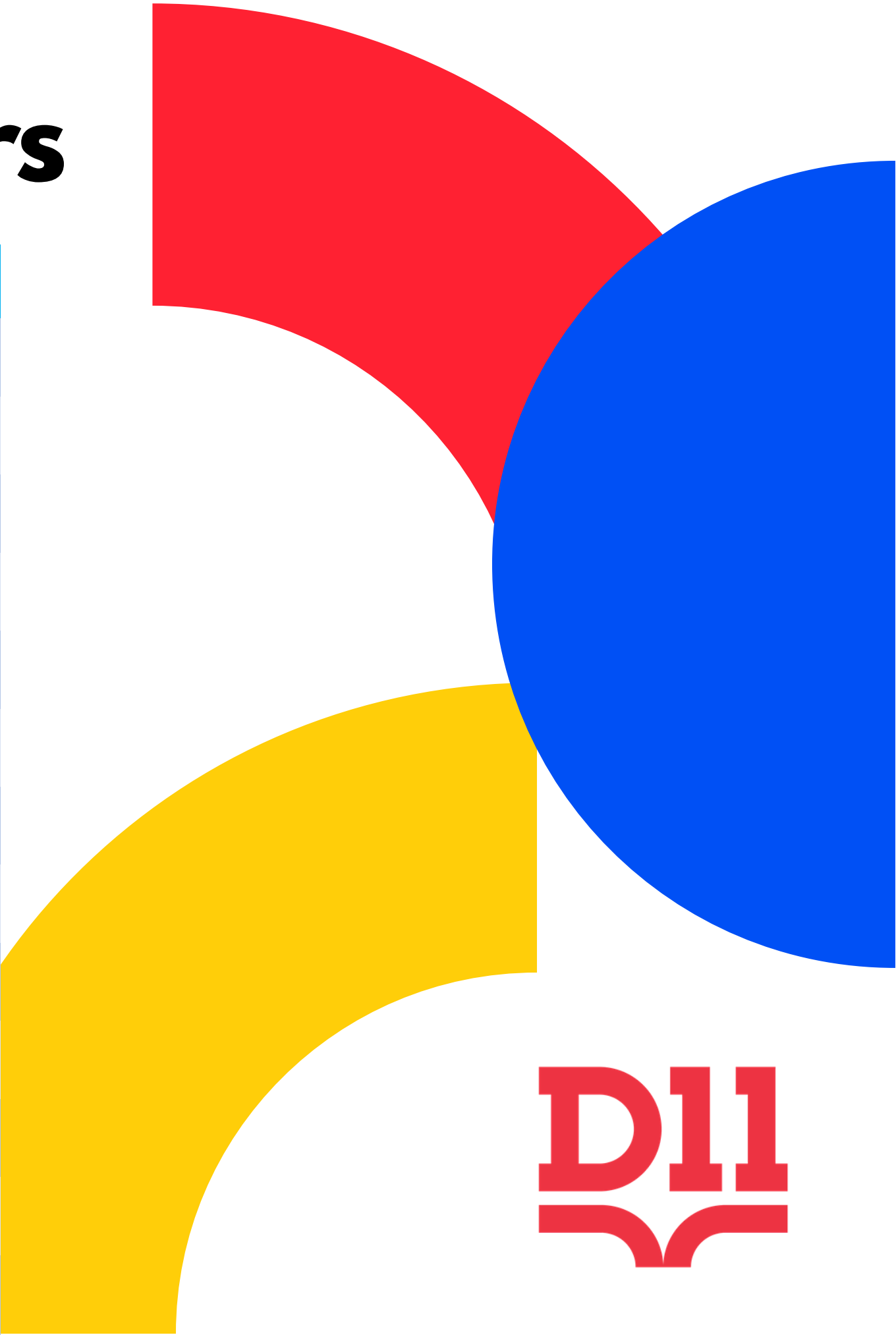
## Steering Team Charge

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

Community	Members	Levels
Teachers	3	Elementary, Middle, High Schools
Principals	3	Elementary, Middle, High Schools
Deputy Superintendent	1	
AMP Project Manager	1	
ESP	1	
Content Facilitators	2	
Equity Director	1	
Executive Director	1	
Local Business	1	
Local Community	1	
Curriculum Director	1	
Assessment Director	1	
<b>TOTAL</b>	<b>17</b>	





# 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 Teams Membership

Community	Members
Teachers	62
Principals	23
ESP	5
Content Facilitators	11
Central Office	5
<b>TOTAL</b>	<b>106</b>





# Colorado Springs School District 11

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[Administration](#)

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## ACADEMIC MASTER PLAN

[CONTACT US](#)

# 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

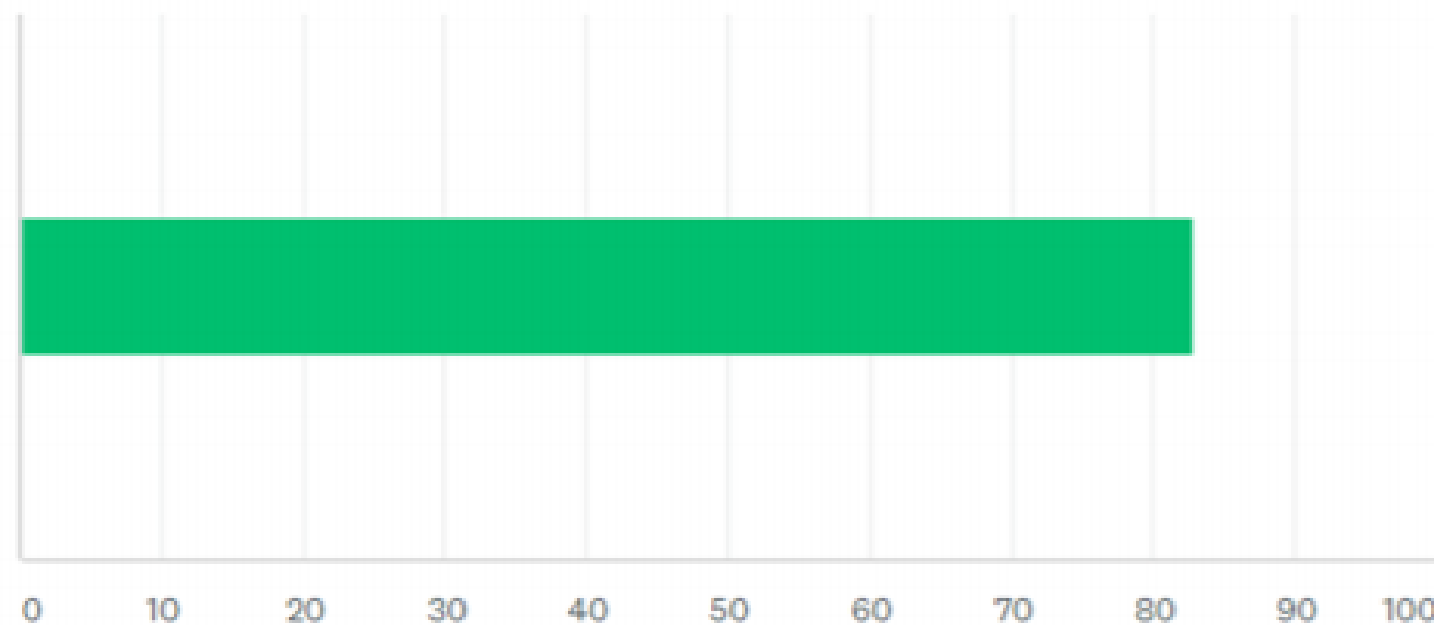
**Source:** Academic & Facilities  
Master Plan Community Feedback  
Survey, December 2020  
N=1021

### 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



# 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