

AMP STEERING TEAM PROCESS SUMMARY



Rebuild. Reimagine. Rediscover.

The purpose of this summary is to outline the process used by the Colorado Springs District 11 Academic Master Plan (AMP) Steering Team.

The executive lead is David Engstrom, Deputy Superintendent for Achievement, Learning and Leadership. The project lead is Mary Crimmins. Members of the steering and planning teams can be found at the AMP website:

<https://www.d11.org/amp>

This document provides an overview of the guiding principles, roles and responsibilities, and a timeline of activities for the AMP Steering Team process.

Guiding Principles

Guiding principles for both product and process were developed to inform decision-making throughout the AMP Steering Team process.

OVERALL PRINCIPLES FOR THE AMP PLAN

In the midst of an unprecedented pandemic, D11 is dedicated to “lean into” the learning that has been cultivated to find value in such a challenging time. The pandemic emphasized the inequities for our underserved and special programming students. It was clear that a re-establishment of Tier I instruction is necessary to develop a profile of a Quality Neighborhood School based on **community voice and choice**. This Quality Neighborhood School profile will outline the guarantees that all students receive in any D11 site, regardless of zip code or background. Another key need that became clear is that D11 must commit to a bold and transparent process to reimagine what learning should look like: for all students when introducing 1:1 technology, in all grades and subjects, through the highest quality student engagement pedagogy. The Academic Master Plan will be the first of its kind in D11 and will provide a clear roadmap to ensure that persevering through a pandemic has made us stronger and more determined than ever to meet all students needs.

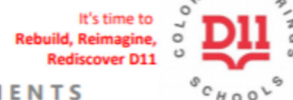
The following principles are guiding the full decision-making process when determining academic programming needs when compared to the Facilities Master Plan (FMP) project. District 11 staff knows that facility and geographic needs should be considered in tandem with academic programming needs. This approach is a first of its kind approach to ensure academic programming needs and requests from the community be given equal consideration to facility parameters.

- **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:** District 11 actions are consistently driven by the overall mission: We dare to empower the whole student to profoundly impact our world.
- **“Coopertition”:** This term is a hybrid between cooperation and competition based on the First Robotics student program. The whole concept of ‘coopertition’ is based on the idea of schools helping each other to compete.

DESIGN AND CONTENT PRINCIPLES BEHIND THE AMP PLANNING PROCESS

PRINCIPLES BEHIND THE PLAN

EQUITABLE ACCESS TO HIGH-QUALITY LEARNING ENVIRONMENTS



Promotes equity	Created from data, drives towards the vision	Community engagement materially impacts each step	Transparency throughout the process	All options are created to be "trade-up" scenarios for students
<ul style="list-style-type: none"> All schools will receive priority repairs with options created to provide equitable access to high-quality facilities district-wide 	<ul style="list-style-type: none"> Options are created to meet the needs of each planning area as identified by the data and informed by stakeholders 	<ul style="list-style-type: none"> Engagements help inform the vision, planning priorities, options developed, and the final recommendations 	<ul style="list-style-type: none"> The project website provides up-to-date documents from the process with notices of upcoming events 	<ul style="list-style-type: none"> No option will be considered if it does not improve the learning environment for students

Roles and Responsibilities

The Academic Master Plan will form the foundation of District 11s program offerings as a community-driven, long-term roadmap to ensure all programming will be:

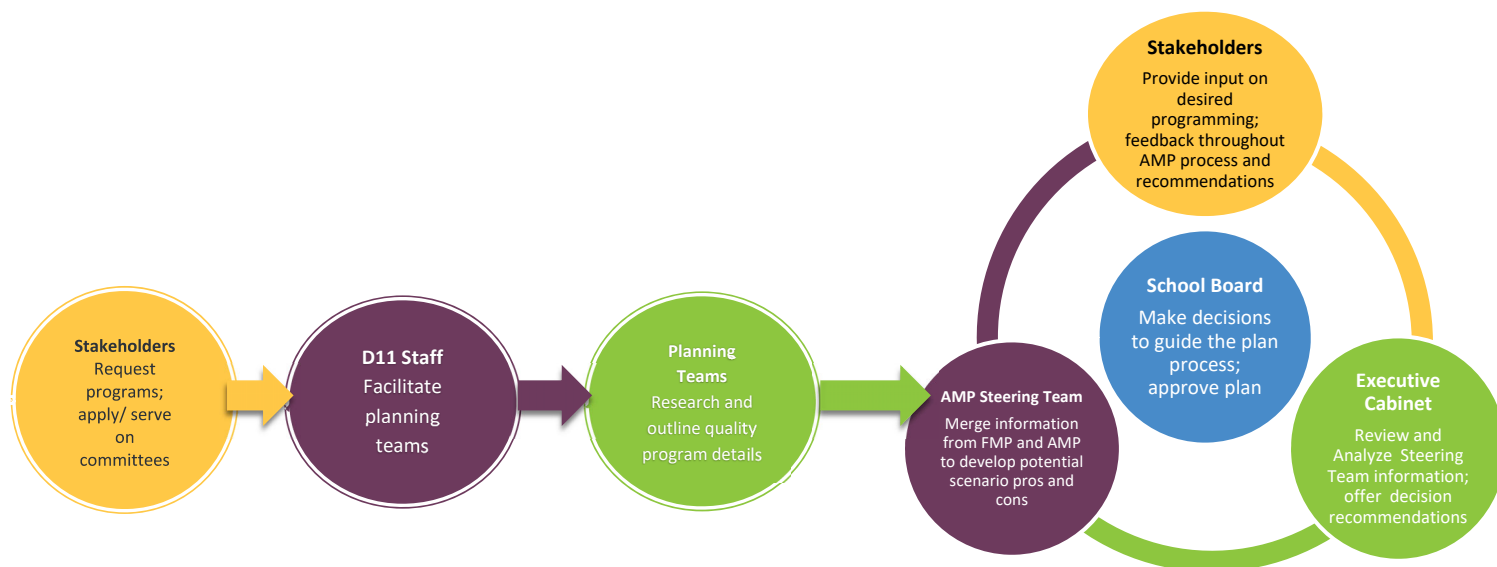
- well-planned as full Pk-12 pathways,
- district supported to ensure ample funding, high quality training and programmatic models, and consistent decision-making regardless of personnel shifts
- dynamic and responsive to maintain the integrity and relevance of all programming

This is a complex endeavor which will take multiple teams bringing a large variety of perspectives from multiple stakeholders. Using a multi-tiered set of planning teams will also serve as a 'checks and balances' mechanism that moves the process along and collects a strong body of information for the school board to make informed decision-making. Below is an outlines of the roles and responsibilities for each team.

- The D11 Board of Education** has the statutory authority to approve educational programming and facility decisions for all schools in D11. The board will be the final decision-makers following the required public transparency process.
- The Executive Cabinet** consisting of all executive leaders including the superintendent, associate and deputy superintendents have the authority to review all information collected and develop an overall recommended decision for the school board to take into consideration.
- All Internal and External Stakeholders** are critical to the AMP process and include, all D11 staff and educators, school and district leaders, parents, students, community members, and leaders from higher education and business. Stakeholders will be consulted and invited to provide input to the AMP process multiple times including public comment opportunities to address the school board directly.
- The AMP Steering Committee** is the team that collects and analyzes information from all planning teams to determine how to merge all recommendations from all stakeholders and planning teams for both the AMP and FMP processes. This team uses a consensus process in way that honors the input to the greatest degree possible

based on a large number of factors. This team outlines possible scenarios, with pros and cons for each that the Executive Cabinet, Stakeholders and School Board should consider.

- **The AMP Planning Teams** for each of the nine program areas outlined by the majority of community requests conducted research of the most effective program models at the state and national level. Using this research, these teams were tasked with preparing white papers defining the program offerings, specifying the strongest models and potential planning phases to successfully design and implement each program.
- **D11 Content Specialty Staff** were responsible for facilitating the AMP Planning Team process. This includes gathering and commissioning research to inform the process, designing and conducting the agendas and timeline for the process, and staffing the AMP planning Teams using an application process open to any staff members interested.



AMP Planning Phases Timeline

The AMP planning process includes multiple phases with stakeholder feedback opportunities throughout: (1) community input (2) stakeholder planning team formation and recommendations (3) steering team initial scenarios (4) stakeholder feedback to scenarios (5) steering team report to cabinet and school sites for feedback (6) steering team scenario revision (7) stakeholder feedback (8) steering team revised report to cabinet (9) executive cabinet review of steering team scenarios (10) school board non-action and action process to include public comment.

