<table>
<thead>
<tr>
<th><strong>Our Agenda</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Where we have been:</strong> Ground in previous context</td>
</tr>
<tr>
<td><strong>Where we are headed:</strong> Share current AMP vision and the alignment to our district mission and goals (enrollment and academic achievement)</td>
</tr>
<tr>
<td><strong>Pathways and Programming:</strong> Our next steps with our pathways and programming</td>
</tr>
<tr>
<td><strong>Career and College Opportunities:</strong> Develop college, career, military and technical education credentials</td>
</tr>
<tr>
<td><strong>Developing the D11 Graduate:</strong> Connecting the D11 Graduate Profile and the ICAP</td>
</tr>
<tr>
<td><strong>Next Steps:</strong> Timelines and pathway school supports</td>
</tr>
</tbody>
</table>
Where We Have Been
Academic Master Plan

Enduring Principles:

● Excellence in education for all students and increasing student enrollment
● Quality Neighborhood Schools, Pathway Programming (with K-12 articulation) and *Innovation Status Schools*
● Community involvement and partnership in the planning and implementation is a critical component
● The Academic Master Plan is coordinated in the ALL Department and involves collaborative work across central administration teams
March 2022 Update Recap

- Quality Neighborhood Schools (QNS) defined through the D11 Graduate Profile and 5Essentials
- Timeline of next milestones. Pathway school applications update with decisions on sites determined by end of April 2022.
- Update on launch of fall Best First Instruction work
## Internal and Community Engagement for the Planning

<table>
<thead>
<tr>
<th>Engagement Name</th>
<th>Function and Timeline</th>
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<td>Utilizing community responses from World Cafe and surveys from strategic plan creation, develop the DIII Graduate Profile. Students, community members, teachers, administrators.</td>
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<td><strong>AMP Community Meetings, Online Meetings for AMP and FMP</strong></td>
<td>Discussions with individual school communities as planning was being communicated and developed. 2020-2021</td>
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<td>Eight internal committees comprised of ESP, teachers, and administrators to research and develop white papers and project plans focused on areas of interest shared by the community.</td>
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<td><strong>AMP Steering Team</strong></td>
<td>One larger committee comprised of ESP, teachers, and administrators to review work of eight teams and identify systems supports and needs.</td>
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<td>Central administration departments convening to collaborate for AMP supports.</td>
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Current committees move forward on the next phases of this work:

- Capacity Committee
- District Accountability Committee
- School Accountability Committees
Pathway and Program Communication

Foster their curiosity and help them enjoy their educational journey by exploring the various D11 personalized education pathways designed to spark their interests and passions. As they grow, students and families can choose other pathways as their interests may change and engage in curriculum and classes that align with their interests.
Ensure every student develops the attributes of a D11 Graduate (Graduate Profile) and creates a plan for their future.

Future Ready
Provide robust opportunities for students to develop college, career, military and technical education credentials

Pathways - Experiential, STEM, Dual Language, Visual & Performing Arts
Create access to programming and pathways in Arts, Experiential, STEM, and Language areas

Quality Neighborhood Schools and Best First Instruction
All D11 schools are Quality Neighborhood Schools. Students have rigorous tier one instruction and achieve.
0 Zero Year and Foundation
All schools engage in BFI with significant supports. Identified elementary pathways zero year planning.

1st phase

Year 1 22-23

2 Vertical Articulation with Evaluation
Launch of Elementary Pathways Vertical articulation of pathways to Middle School Performance Measures of BFI within evaluations

2nd Phase

Year 2 23-24

3 Graduate Profile Realization
CTE Pathways, Internships, K-12 pathway vision realized

3rd phase

Year 3 24-25

Timeline
Where We Are Headed
District Mission:

We dare to empower the whole student to profoundly impact our world.
Academic Master Plan Vision:

As a community, we will build a strong portfolio of schools with learning foundations for all students (Quality Neighborhood Schools) to explore interests and opportunities (Pathways and Programs) igniting engagement so that students develop the knowledge, skills, and attributes to profoundly impact the world.

To do this we will:

- Invest in Quality Neighborhood Schools so that every student has access to opportunity and achieves. *Goal 1*
- Create access to programing and pathways in Arts, Experiential, STEM, Specialized Programming, and Language areas *Goal 2*
- Provide robust opportunities for students to develop college, career, military and technical education credentials *Goal 3*
- Ensure every student develops the attributes of a D11 Graduate (Graduate Profile) and creates a plan for their future *Goal 4*
D11 Graduate

Ensure every student develops the attributes of a D11 Graduate (Graduate Profile) and creates a plan for their future.

Future Ready
Provide robust opportunities for students to develop college, career, military and technical education credentials

Pathways - Experiential, STEM, Dual Language, Visual & Performing Arts
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Quality Neighborhood Schools and Best First Instruction
All D11 schools are Quality Neighborhood Schools. Students have rigorous tier one instruction and achieve.
Quality Neighborhood Schools and Best First Instruction

All D11 schools are Quality Neighborhood Schools. Students have rigorous tier one instruction and achieve.

Universal Programs: PE, Visual and Performing Arts

Programming

- AP/IB
- College Credits
- Enrichment
- Unique classrooms
- AVID
- Gifted Magnet
- Dyslexia
- Career and Technical Ed
- Military

Pathways

- STEM
- Visual & Performing Arts
- Experiential
- Dual Language
Pathways and Programming

Goal 2
What is a K-12 pathway?
Quality Neighborhood Schools

- Fundamental aspects of all schools

Plus,
Every region has K-12 pathways of...

- STEM
- Visual & Performing Arts
- Experiential
- Dual Language

Clear pathways for families
Elementary School
Montessori

Middle
Experiential

High
Portfolio Defense
or PBL
Howbert Elementary School
25 students in 1st grade outdoor classroom

Coronado High School
5 students from 1st grade are in internship with Parks and Rec
20 are in the comprehensive high school pursuing different paths

Clear pathways for families
Are there **schools** to add to our **portfolio** that can provide this?
If my child starts with STEM:

- ES at **McAuliffe**
- MS at reimagined **Swigert or Galileo**
- HS at **Colorado Military Academy or Mitchell**

Clear pathways for families
How might a student experience arts K-12?

- ES at **Columbia**
- MS at **North**
- HS at **Palmer** for IB experience or CIVA for arts

Clear pathways for families
Where do we need to make **decisions** about school **programming**?
Where does that student start in ES to have Primary Years IB so that there is IB K–12?

If I want IB programming for my child:

- HS at **Palmer**
- MS at **North**
Foster their curiosity and help them enjoy their educational journey by exploring the various D11 personalized education pathways designed to spark their interests and passions. As they grow, students and families can choose other pathways as their interests may change and engage in curriculum and classes that align with their interests.
Develop college, career, military and technical education credentials

Goal 3
Further defining college, career, military, technical education opportunities

All D11 Students

**MT24**

military. tech. 2 y or 4 y solution

<table>
<thead>
<tr>
<th>College credits</th>
<th>Industry-based certificates</th>
<th>Internship/externship completion certificates</th>
<th>Workforce training certificates</th>
<th>Advanced Placement credits or certificates and/or International Baccalaureate, Seal of Biliteracy, diverse course options and diplomas or credits</th>
</tr>
</thead>
</table>
Developing the D11 Graduate
Goal 4
## Alignment of ICAP with Graduate Profile Attributes

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Academically Ready</th>
<th>Continuous Learner</th>
<th>Empowered Citizen</th>
<th>Skilled Communicator</th>
<th>Innovative Problem Solver</th>
<th>Healthy and Balanced</th>
<th>Critical Thinker</th>
<th>Empathetic Collaborator</th>
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<tbody>
<tr>
<td>6th</td>
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<tr>
<td></td>
<td></td>
<td>Create your Future Goal</td>
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<tr>
<td>7th</td>
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<td></td>
<td>D11 Options Fair</td>
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<tr>
<td></td>
<td>Create/Update your Future Goal</td>
<td>Community Service Project</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>8th</td>
<td></td>
<td>Create/Update your Future Goal</td>
<td>Community Service Project</td>
<td>Start your Resume</td>
<td></td>
<td>Personal Financial Literacy</td>
<td></td>
<td>Career Cluster Fair(s)</td>
</tr>
<tr>
<td></td>
<td>Create/Update your Future Goal</td>
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<tr>
<td>9th</td>
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<td>Create/Update your Future Goal</td>
<td></td>
<td>Update your Resume</td>
<td></td>
<td></td>
<td></td>
<td>Job Shadow</td>
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<tr>
<td>10th</td>
<td></td>
<td></td>
<td>Community Engagement Project</td>
<td>Update your Resume</td>
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<td></td>
<td>PPBEA Account</td>
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<tr>
<td></td>
<td>4-Year Course Plan</td>
<td>Create/Update your Future Goal</td>
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<tr>
<td>11th</td>
<td></td>
<td></td>
<td></td>
<td>Update your Resume</td>
<td>Explore Financial Aid/Career Finances</td>
<td></td>
<td></td>
<td>SuperMatch College Search</td>
</tr>
<tr>
<td>12th</td>
<td></td>
<td></td>
<td></td>
<td>Complete your Resume</td>
<td>Financial Planning (Includes FAFSA and Budget)</td>
<td></td>
<td></td>
<td>Apply to Postsecondary Options</td>
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</tbody>
</table>

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**Graduation Requirements and On-Track-To Graduate**
### Alignment of ICAP with Graduate Profile Attributes

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<th>Academically Ready</th>
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<td>Personal Financial Literacy</td>
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<tr>
<td>10th</td>
<td>Advanced Course Plan</td>
<td>Community Engagement Project</td>
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<tr>
<td>11th</td>
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<td>Specify your Postsecondary Goal</td>
<td>Update your Resume</td>
<td>Explore Financial Aid/Career Finances</td>
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<tr>
<td>12th</td>
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<td>Finalize your Postsecondary Goal</td>
<td>Complete your Resume</td>
<td>Financial Planning (Includes FAFSA and Budget)</td>
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### Multi-Tiered System of Supports and On-Track-To Graduate

- 4-Year Course Plan
- Advanced Course Plan
- PPCC Application
- Specify your Postsecondary Goal
- Finalize your Postsecondary Goal

### Graduation Requirements and On-Track-To Graduate

- D11 Options Fair
- Career Cluster Finder
- Career Cluster Fair(s)
- Favorite 2 Careers/Clusters
- Job Shadow
- PPBEA Account
- SuperMatch College Search
- College Fair
- Apply to Postsecondary Options
Current and Next Steps
Year 1 22-23
Zero Year and Foundation
All schools engage in BFI with significant supports. Identified elementary pathways zero year planning.

1st phase

Year 2 23-24
Vertical Articulation with Evaluation
Launch of Elementary Pathways
Vertical articulation of pathways to Middle School
Performance Measures of BFI within evaluations

2nd Phase

Year 3 24-25
Graduate Profile Realization
CTE Pathways, Internships,
K-12 pathway vision realized

3rd phase
## Pathway School Support Zero Year Planning and Implementation Supports

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<th>District Supports</th>
<th>Partner Supports</th>
<th>Implementation Science Factors</th>
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<td>● Content Facilitator PD Support</td>
<td>● Summer Academy Learning</td>
<td>Communication – Internal &amp; External</td>
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<td>● Strategic Purpose (vision) development</td>
<td>● Professional Learning</td>
<td>Professional Learning – BFI &amp; Pathway Specific</td>
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<td>● Project management</td>
<td>● Conferences</td>
<td>Coaching Supports – Job Embedded Supports</td>
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<tr>
<td>● Resource deployment</td>
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<td>Evaluation Planning – Milestones &amp; Metrics</td>
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<td>● Quarterly Pathway Principal Worksession</td>
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**Leadership**