



Colorado Springs Schools

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AMP Update- Quality Neighborhood Schools

Our Agenda

QNS – Where we have been:

Previous progress and definition parameters

QNS – Where we are headed:

Quality Neighborhood School Definition and Attributes

QNS – How we achieve our vision: Infrastructure and Staffing Instructional Leadership Teams

*Instructional Leadership Team Definition and Attributes/Roles
District Supported Positions*

Endorsement of QNS (Ongoing Work)

Success Criteria and Progress-Monitoring

Next Steps: *Timelines and pathway school supports*



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QNS – 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

Previous Quality Neighborhood Schools Work Recap

(From March 2022 BOE Session; November 2022 work session)

- **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**

Academic Master Plan Vision

(From November 2022 BOE work session)

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 programming 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***

Academic Master Plan Vision

(From November 2022 BOE work session)

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

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**.

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
Arts Integration
Experiential
Dual Language

Academic Master Plan Vision
(From November 2022 BOE work session)



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QNS – Where We Are Headed

Quality Neighborhood Schools Defined

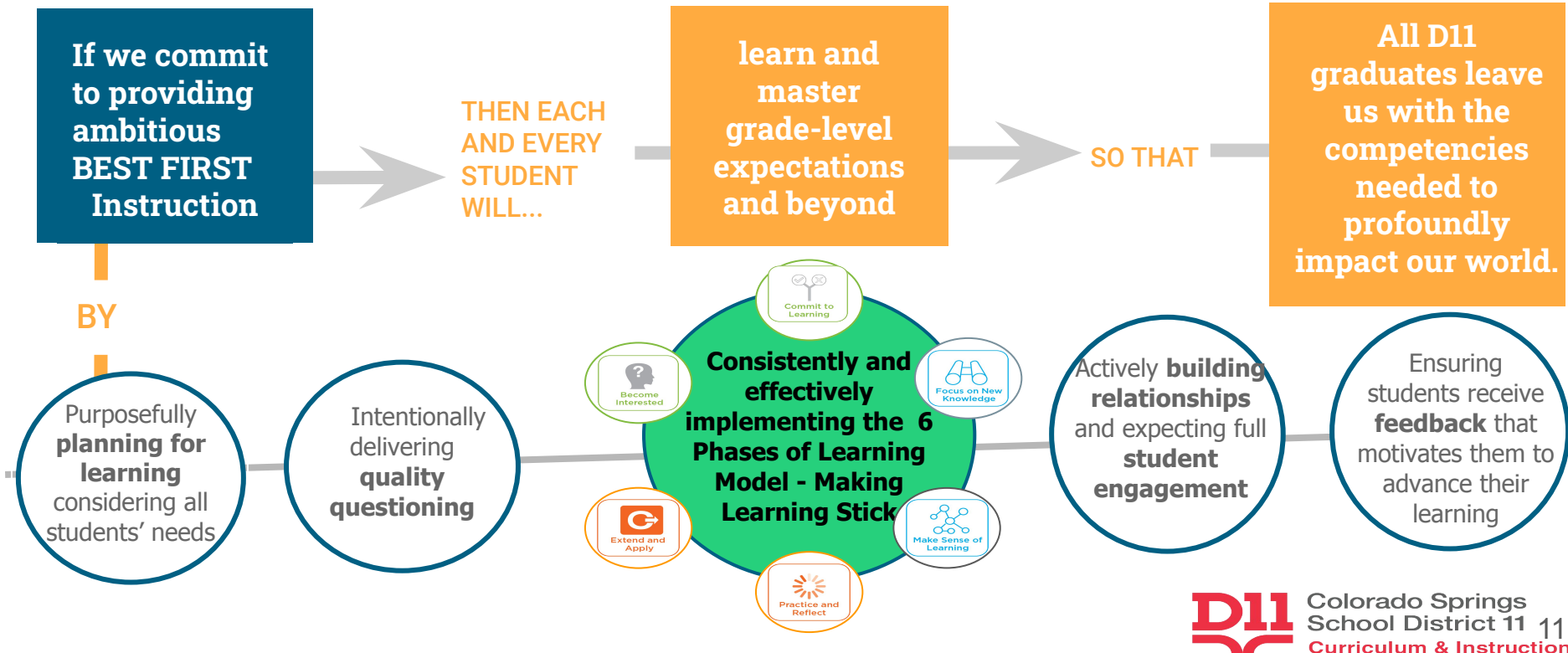
In all D11 schools, all students achieve through **ambitious Tier I Instruction (*Best First Instruction*)** in all disciplines by **highly effective instructors** in each and every classroom. Students that need a **boost up or boost forward** are supported by qualified, specialized personnel and programming. Students have voice and choice in **pursuing their academic interests**. Experience of students through universal programs/disciplines and opportunities to explore interests

Universal Programs and Disciplines

Reading, Writing Communicating, *World Language*, Mathematics, Science, Social Studies, PE, Visual Arts and Music, Technology

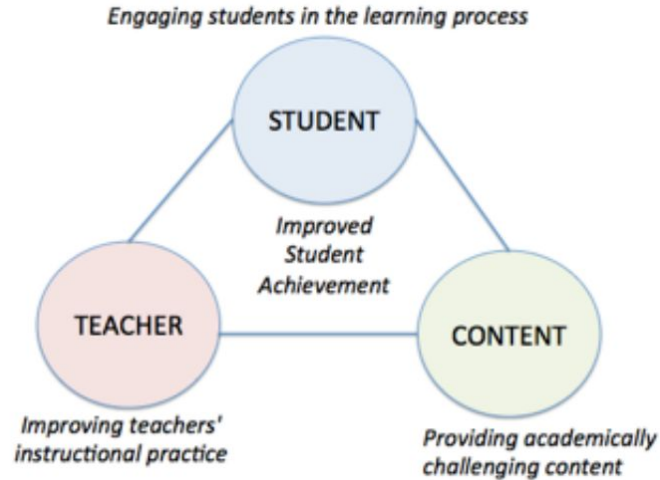
Our Long-Term Foundation

BEST FIRST INSTRUCTION THEORY OF ACTION



Effective Instruction Trifecta

Setting the bar high



Instructional Core

Richard Elmore

Purposeful Planning

**Best
First
Instruction**

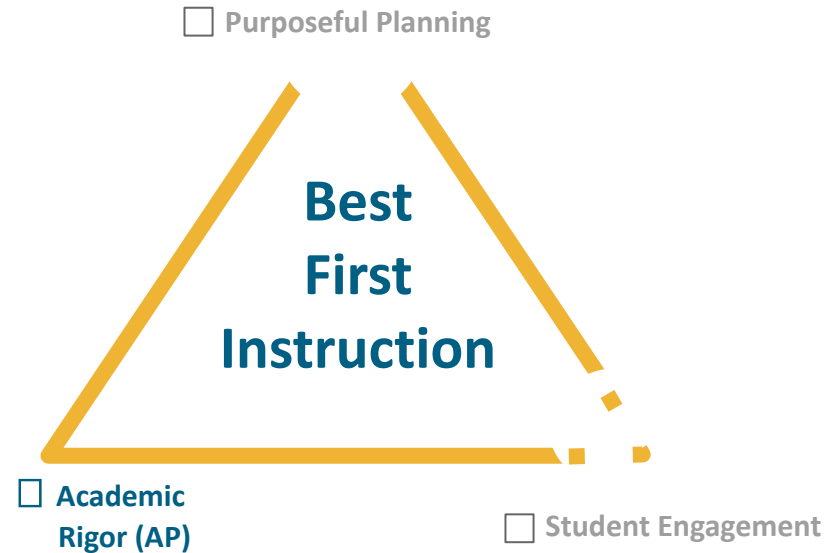
Academic Rigor

Student Engagement

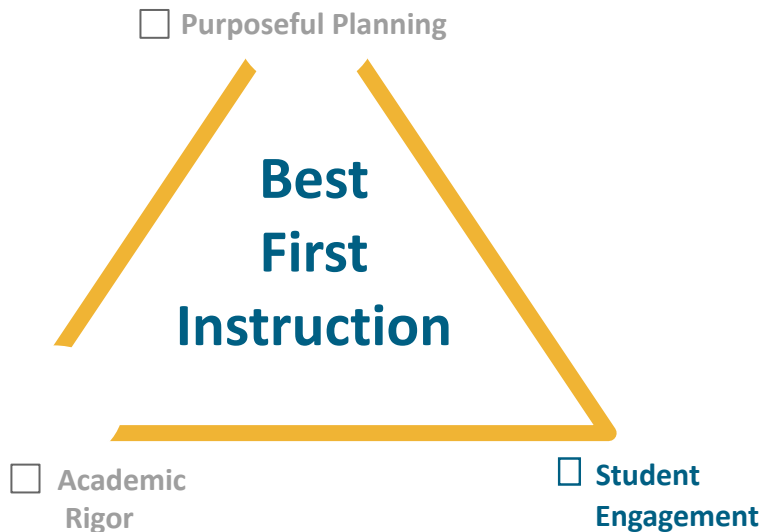
D11 Classroom Observations

Observation 1:

- + AP Class- high content rigor
- 2-vertice pseudo perception of effective instruction
- Content planning not evident
- By default student engagement



D11 Classroom Observations



Observation 2:

- + High Student Engagement
- + Clearly using Capturing Kids Hearts
- 1-vertice pseudo perception of effective instruction
- 90% of class time spent on rules & routines
- No academic instruction in over 40 minutes

☐ Purposeful Planning



**Best
First
Instruction**

☐ Academic Rigor

☐ Student
Engagement

Observation 3:

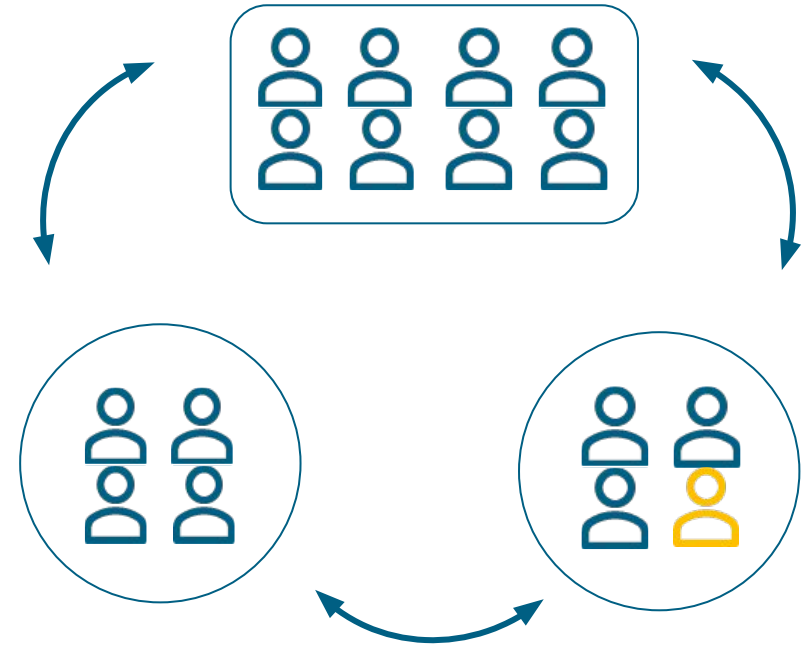
- + High Student Engagement via small group rotations
- + Carefully crafted planning for all students
- + Planned scaffolding up for students - high expectations of all learners
- + Quality lesson meeting each vertice in the Effective Instruction Trifecta

☐ Purposeful Planning

**Best
First
Instruction**

☐ Academic Rigor

☐ Student
Engagement



Steve receives targeted scaffolding he needs to meet grade-level expectations through carefully planned small group instruction.

Ensuring Effective Instruction



Planning is a **constant** that adapts to the fluctuating needs of students. Planning is always done with intentionality and includes classroom design and structures.



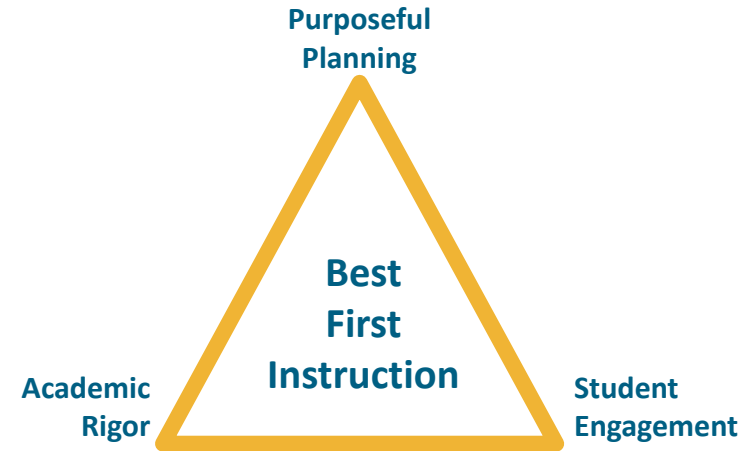
Student Engagement occurs through planning. Engagement levels fluctuate, however the need for engagement is a **constant**. Students drive how teachers plan for quality engagement.



Rigor to the grade level standard should not decrease or fluctuate. Rigor is a **constant**. Scaffolds of support are a variable.



Steve and other students receive targeted scaffolding the needs to meet grade-level expectations. Student needs fluctuate.





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QNS – ATTRIBUTES

1. *Ambitious Tier I Instruction*
2. *Highly Effective Instructors*
3. *Students Pursuing Academic Interests*
4. *Boost Up or Boost Forward*

Elementary School QNS Attributes

Universal Programming

Art, Music, Physical Education, Digital Literacy	All students have access to these essentials for a comprehensive whole child experience . All students have access to both digital citizenship and technology skill development
High quality, uniform core (Tier I) and Intervention (Tiers II and III) in Literacy Programming	Students have access to an organized plan of instruction (curriculum) based on the science of reading in pK-3 . All schools will receive the highest quality programs (curricular resources) and ongoing training to ensure each classroom is led by a highly effective teacher .
High quality, uniform core (Tier I) and Intervention (Tiers II and III) in Mathematics Programming	Students have access to an organized plan of instruction for mathematics (curriculum) focused on fostering mathematics literacy applying critical mathematical practices . All schools will receive the highest quality programs (curricular resources) and ongoing training to ensure each classroom is led by a highly effective teacher .
Hands-on, relevant learning in Science and Social Studies	Dedicated instructional time to master Science and Social Studies standards to think, speak, read and write like scientists, geographers, and historians .
Secondary Connected Experiences	By 5th grade, all D11 K-5 students will have attended at least one interest-based event at a D11 high school that allows them to “ see themselves ” in high school and beyond. This could be a musical experience, athletic experience, etc.

Middle School QNS Attributes

Universal Programming

Visual and Performing Arts	Starting in sixth grade, all students have opportunities to access to visual and performing arts options to include but not limited to vocal and instrumental music, visual arts, media arts, theatre and dance.
Athletics	Starting in sixth grade, all students have access to athletic programming that provides them with training in the foundational skills of offered sports and prepares them to compete in athletics at the high-school level.
Advanced math programming	Access to pre-Algebra and Algebra concepts in all grades
Individual Career and Academic Plans (ICAP) leading to College and Career Readiness	Starting in 6th grade, all students begin their Individual Career and Academic Plan (ICAP) coursework designed to ensure they are on track to select the high school pathway that best supports their future aspirations.
World Language	All students have the opportunity to learn a world language . This allows them to access AP language by the end of high school if they choose and earn the Seal of Biliteracy .
Science, English Lang. Arts, Social Studies, Humanities (integrated SS. and Literacy)	All students will receive hands on, real world connected science and humanities experiences as outlined in the Colorado Academic Standards.
Inclusive Practices	All grades will offer differentiated support so students with IEPs are learning in the least restrictive and most inclusive environment with their peers.

High School QNS Attributes

Universal Programming

Comprehensive Academic Options	All students have opportunities to access a wide variety of interests in visual and performing arts, health and physical education, mathematics, humanities, literacy, sciences, civics, computer science, world languages, economics, personal financial literacy
Athletics	All students will have access to diverse athletic pursuits
Graduate Profile-Essential Skills	All students will be given opportunities to develop the skills needed for success in today's world to discover and learn based on each of their unique strengths, needs, interests and goals . The graduate profile skills consist of 8 attributes: academically ready, continuous learner, empowered citizen, skilled communicator, innovative problem solver, healthy and balanced, critical thinker and empathetic collaborator
College and Career Readiness (ICAP and Graduate Profile)	Students will be given a variety of college and career learning opportunities to include but not limited to Industry based certification, concurrent enrollment for college credits and workforce training, internships, externships and apprenticeships. All students refine the Individual Career and Academic Plan
Specialized Programming	All students will have access to a multitude of options within the portfolio of HS programming to include advanced placement, international baccalaureate, seal of biliteracy, early colleges, military, technical 2 and 4 year options
Inclusive Practices	All grades will offer differentiated support so students with IEPs are learning in the least restrictive environment and most inclusive with their peers.

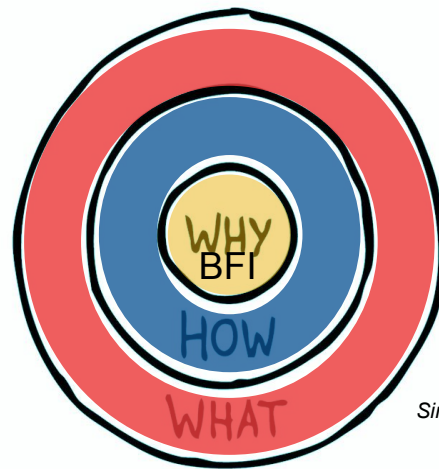
More Precise Focus

(Updates for February 2023)

How are these Quality Neighborhood School plans different from what we have now?

Streamlining the full system toward what matters most

We **talk** a lot about **what** we want to see, and are developing a **clear process** and **coherent system of accountability** to prove it is occurring for **all students**.



Sinek, 2009

QNS Attributes Ambitious Tier I Instruction (BFI)

- **Designed to meet the needs of all students**
- **Purposefully planning for learning considering all students' needs**
- **Intentionally delivering quality questioning**
- **Actively building relationships and expecting full student engagement**
- **Ensuring students receive feedback that motivates them to advance their learning**

QNS Attributes Highly Effective Instructors

- **Combine the Science of Learning with Science of Teaching**
- **Use data to guide instruction**
- **Build strong, positive relationships with students**
- **Convey expectations that all children can learn providing data to prove it**
- **Ensure all students are engaged and can ask quality questions**
- **Create strong, engaging learning environments**
- **Collaborate with colleagues**

QNS Attributes Students Pursuing Academic Interests

- **Provide enrichment, pathways and special programming offerings**
- **Student Learning practices maximize the impact of learning for each student**
- **Encourage growth mindset**
- **Teaching that serves as mentorship**
- **Learning Support ensures that the school has appropriate systems to support student learning and well-being**
- **Establish value for motivation in addition to achievement**

QNS Attributes Boost Up and/or Boost Forward

- **Convey expectations that all children can learn and providing data to prove it**
- **Ensure acceleration/intervention groups are directly related to learning peers**
- **Create safe learning environments**
- **Encourage students to advocate for what they need**
- **Ensure students have at least one staff member they are connected to and trust**



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QNS – Infrastructure and Staffing How Will We Get There?

Status Quo

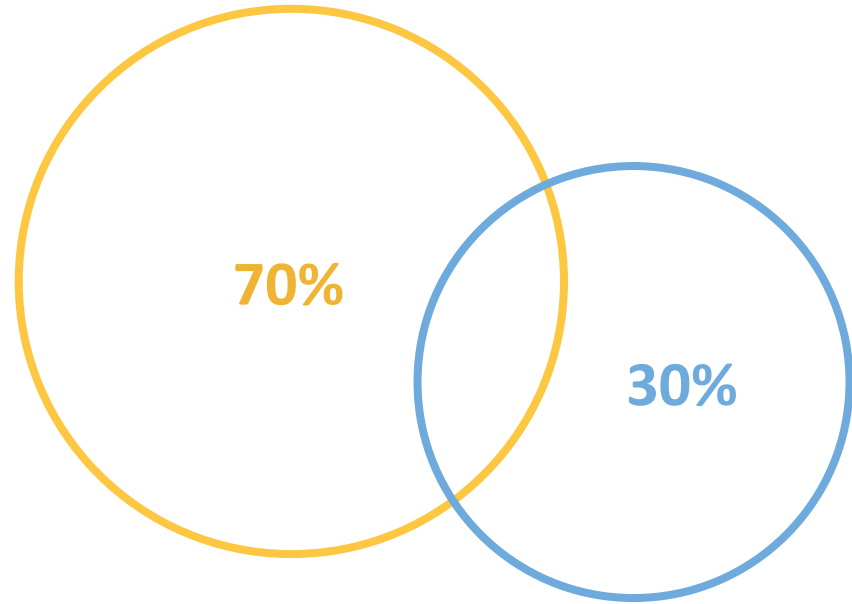
SWOT results on building leadership.



70% of time is spent on operations



30% of time is spent on instructional focus



Research that supports strong instructional leadership right here.

Instructional Leadership Team Defined

The Instructional Leadership Team encourages a **culture of collaboration** among teachers to improve instruction through **focusing on student achievement and learning** and coordinating the improvement of instruction in the school based on data. Effective instructional leadership teams can be **powerful drivers** for school instructional improvement and significantly increase student achievement.

Instructional Leadership Team Purpose

To ensure all schools achieve ambitious tier one instruction (Best First Instruction) every school must have a solid system of support and accountability with the development of an effective Instructional Leadership Team or *ILT*.

Instructional Leadership Teams (ILT) help schools

1. Improve teaching and learning through increased collaboration and distributive leadership
2. Assess the progress of teachers and students
3. Align resources, professional development, and coaching to support One Plan goals
4. Help teams use student performance data to inform instructional decisions and instructional adjustments
5. Communicate its work and decisions to faculty, staff and families

Instructional leaders support teachers to focus on learning and growth. Leadership Teams work toward a common vision and operate with one voice in service of the schools one plan and in alignment with the district one plan.

Instructional Leadership Team Roles

Principal:

Principals are the instructional operational leader of the building and work collaboratively with teachers to improve instruction across the entire school. Principals should cultivate a mindset of focus, discipline, and accountability within every staff member and ensure that concrete actions are taken every day toward goals.

Assistant Principal:

Assistant Principals serve as a leadership partner to the principal supporting leadership needs for operations and improving instruction and motivating staff and students.

Master Teacher (Teaching and Learning Coach):

Master Teachers assist site leadership team in ensuring quality instruction occurs in all classrooms by facilitating collaborative team time, school professional learning, modeling and coaching cycle feedback.

Team Lead: (Collaborative Planning Time Lead)

Plans and delivers content during their regular planning and collaborative team time.

****Essentials Team Lead:** *The ETS leads a cohort of teachers in an aligned content area across multiple schools who may not otherwise have opportunities to collaborate in similar content or focus areas. This may include teachers in Beyond the Core subject areas, and others who teach unique content areas in their respective buildings.*



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QNS Endorsement – Success Criteria and Progress-Monitoring (ongoing work)

How Will We Gauge Progress?

(Updates for February 2023)

The AMP provides *the roadmap* so everyone understands *what we all must do* to fulfill our “why

Focus: 4 goals to drive all decision making district-wide

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

Drivers: 4 key areas to leverage

Highly Effective Instructors	Ambitious Tier I Best, First Instruction	Students pursuing their academic interests	Offering students a boost up and/or boost forward as needed
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Monitor: Regular site/district reviews using common criteria to check progress

- ONE Plan formative check-ins 2-3 times per year
- BOE Updates each quarter through continuous improvement cycle
- Formal site endorsement team reviews every 3-5 years (Priority schools at higher frequency rate)



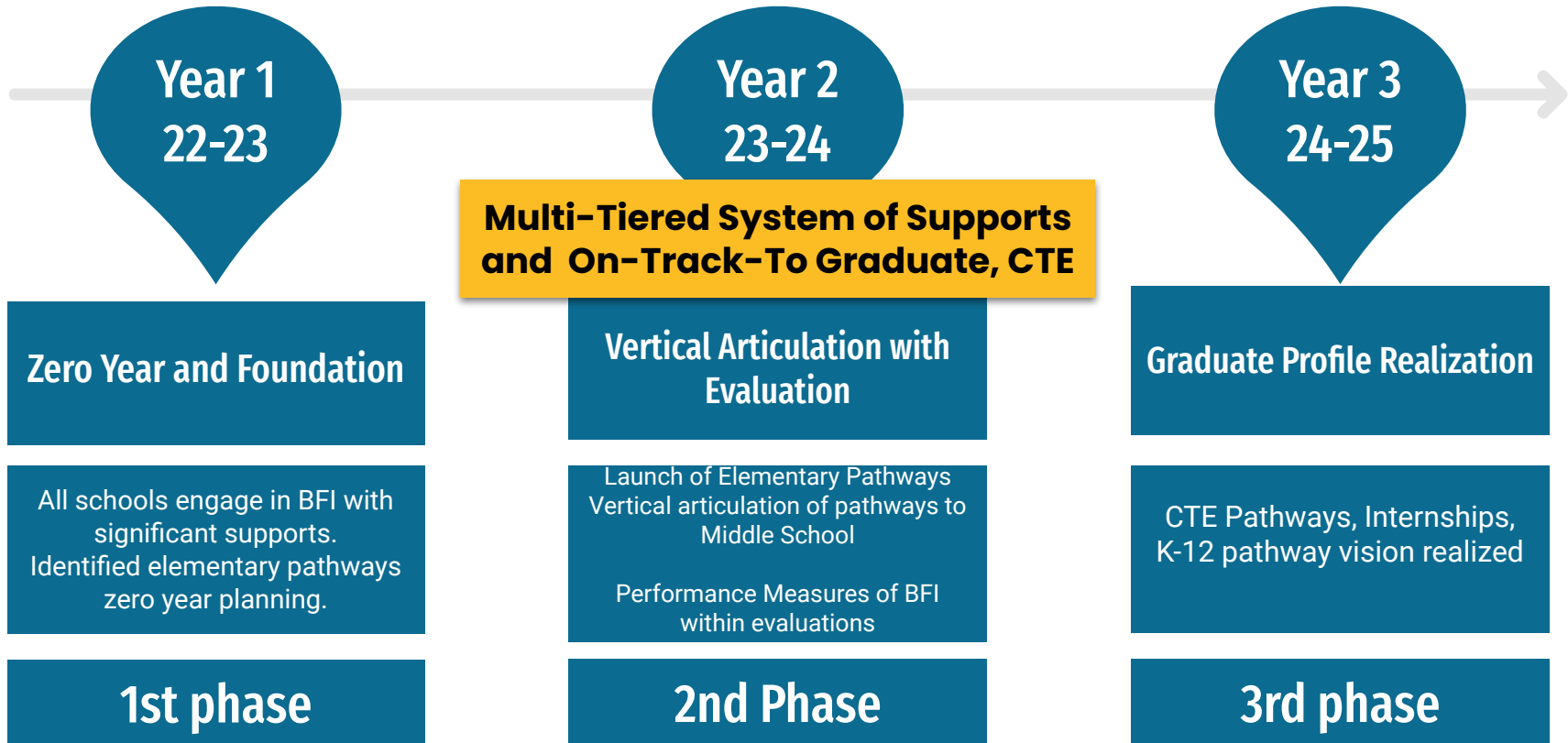
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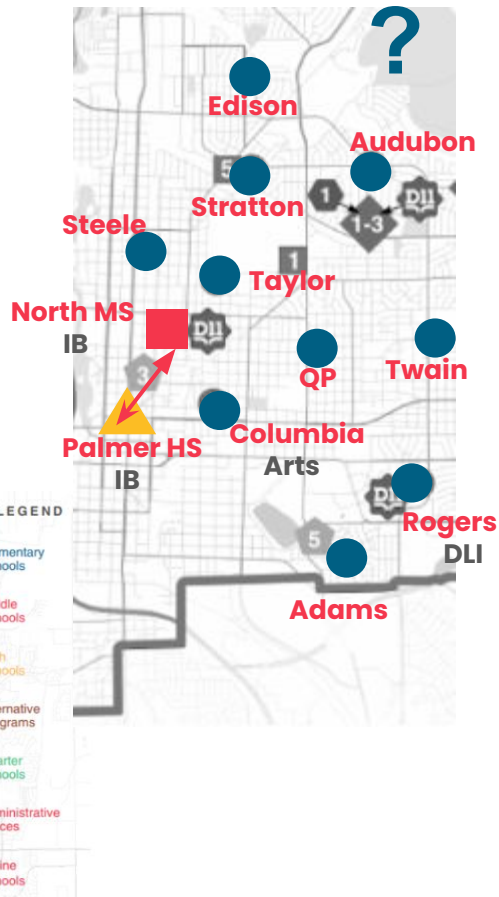
QNS – Next Steps

(Timeline)

Timeline



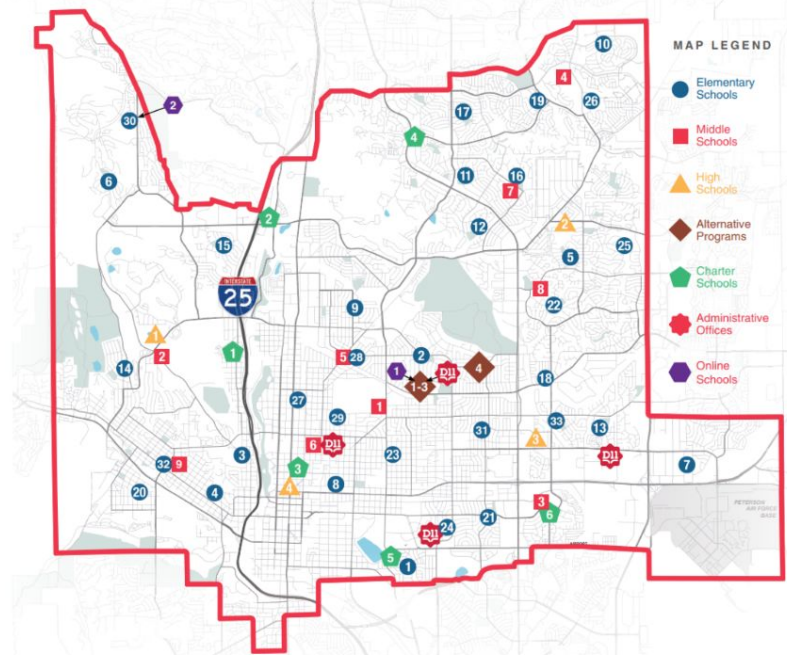
CENTRAL



If I want IB programming for my child:

- HS at **Palmer**
- MS at **North**

Where does that student start in ES to have Primary Years IB so that there is IB K-12?



There's More To Come

Date	Topic
February 15 BOE Work Session	<p>Next AMP Update:</p> <ul style="list-style-type: none">• Connections to the D11 Graduate Profile and CTE work.• More information on Quality Neighborhood High Schools



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Appendix

QNS Attributes Ambitious Tier I Instruction (BFI)

Designed to meet the needs of all students	<ul style="list-style-type: none">• Students' first opportunity for learning standards and meeting and/or exceeding grade level expectations• Embedding successful support systems to address individual needs• Ensuring a safe and equitable learning culture
Purposefully planning for learning considering all students' needs	<ul style="list-style-type: none">• Planning at unit/module and lesson levels• Delivering full lesson cycles to reach application and transfer• Aligning to focus and supporting standards• Setting high expectations for all students• Using the most effective, high impact instructional strategies
Intentionally delivering quality questioning	<ul style="list-style-type: none">• Creating relevancy by allowing students to see themselves in their learning• Linking concepts, knowledge and skills across subjects• Building experiences for students to become multi-literate
Actively building relationships and expecting full student engagement	<ul style="list-style-type: none">• Using data to guide instruction• Defining, monitoring, and measuring student learning progress
Ensuring students receive feedback that motivates them to advance their learning	<ul style="list-style-type: none">• Giving descriptive feedback based on students' performance as well as guidance on how to improve• Engage students in higher levels of cognitive thinking, leading to greater depth of knowledge

QNS Attributes Highly Effective Instructors

Combine the Science of Learning with Science of Teaching	<ul style="list-style-type: none">• Ensure students move from working memory to long term memory through a variety of proven instructional strategies• Plan for grade level rigor and use strategies so all students can reach grade level mastery
Use data to guide instruction	<ul style="list-style-type: none">• Collaborate to review, reflect on, and refine their instructional practices based on multiple assessment types (such as formative and/or benchmark,, observations and student work)
Build strong, positive relationships with students	<ul style="list-style-type: none">• Intentionally develop relationships that model respect, trust, collaboration
Convey expectations that all children can learn providing data to prove it	<ul style="list-style-type: none">• Deliver full lesson cycles so students can readily apply and transfer their learning
Ensure all students are engaged and can ask quality questions	<ul style="list-style-type: none">• Engage students in higher levels of cognitive thinking, leading to greater depth of knowledge
Create strong, engaging learning environments	<ul style="list-style-type: none">• Use of space, procedures, and scheduling ensure the maximum amount of time for instruction and learning
Collaborate with other teachers	<ul style="list-style-type: none">• Schedule and structure frequent meetings with clearly focused agendas (PLCs) using protocols and asking probing questions

QNS Attributes Students Pursuing Academic Interests

Provide enrichment, pathways and special programming offerings	<ul style="list-style-type: none"> • Ensure all students have access to explore and support to excel at a variety of learning experiences-opening doors to opportunities not closing them
Student Learning practices maximize the impact of learning for each student.	<ul style="list-style-type: none"> • Guided initial application with formative feedback that motivates them to advance their learning • High level questioning and student explanations
Encourage growth mindset	<ul style="list-style-type: none"> • Encourage risk taking and how to learn from their mistakes, viewing them as an opportunity to improve
Teaching that serves as mentorship	<ul style="list-style-type: none"> • Build teacher to student trust and student to student trust • Teach all levels of students about goal setting and monitoring progress
Learning Support ensures that the school has appropriate systems to support student learning and well-being.	<ul style="list-style-type: none"> • Multi-tiered instruction and support focused on the whole student that is evidence-based, culturally Responsive, and matched to need through tiered layers that increase in intensity
Establish value for motivation in addition to achievement	<ul style="list-style-type: none"> • Assist students in finding a sense of purpose to build intrinsic motivation to achieve a goal or take part in an activity

QNS Attributes Boost Up and/or Boost Forward

Convey expectations that all children can learn providing data to prove it	<ul style="list-style-type: none">• Deliver full lesson cycles so students can readily apply and transfer their learning• Plan for grade level rigor and use strategies so all students can reach grade level and beyond mastery
Ensure acceleration/intervention groups are directly related to learning peers receive	<ul style="list-style-type: none">• Ensure student receive core, Tier I, instruction that meets their needs the first time it is taught using differentiated supports
Create safe learning environments	<ul style="list-style-type: none">• Collaboratively work with students to create a supportive learning environment using safety and behavior expectations for staff and students.
Encourage students to advocate for what they need	<ul style="list-style-type: none">• Support each student to develop personal, social, and cultural competencies and apply them intentionally in their lives
Esure students have at least one staff member they are connected to and trust	<ul style="list-style-type: none">• Positive risk-taking by staff and students to achieve established goals is modeled and supported by school leaders