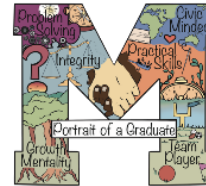


**Strategic Plan Objective  
Monitoring Report  
Objective 4C**



**Objective 4C:** By using a student-centered model, Mancos students will have the opportunity to identify and pursue individual interests and talents. Students can demonstrate mastery of grade-level content through these academic pursuits.

Focus is placed on Gold Standard PBL projects, capstone projects, internship, and work-study.

**Definition of terms:**

**Gold Standard PBL:** The high-level projects that included the seven Essential Project Design Elements – a challenging question or problem, sustained inquiry, authenticity, student voice & choice, reflection, critique & revision, and a public product. Not every project will have all of these, but a good project should include most.

**Capstone projects:** There are a few ways to define a capstone project. It might be a student-driven research project, complete with research paper and presentation night. It might be an in-depth reflection and showcase of what has been learned over the course of a student's time in school. In Mancos' case, we are just beginning the process of implementing digital portfolios/capstones. The digital portfolio is intended to be a Google Site on which students document their learning through a school year. The capstone project is the final piece of the digital portfolio. It showcases their learning in ELA, math, and Portrait of a Graduate competencies.

**Superintendent's interpretation:** Through classroom work, students demonstrated grade-level academic proficiency through class assignments, PBL projects, capstone projects, internships, and work-study.

**Overall Rating:** Approaching standard

**Rationale:**

**Through projects, field experiences, guest professionals, etc., elementary and middle school students will identify and pursue grade-level appropriate areas of personal interest. (At standard)** Data regarding the specifics of the professionals that connect with each grade level will be provided in Objective 1A's draft.

**Students develop and explore personal passions and post-secondary pathways through Individualized Career Academic Plans (ICAP) research and projects. (At standard)** The registrar scheduled eleven career talk panels this year, more than one a month. These fit into the middle school's X-Block schedule and fell towards the end of high school's B-Block, so all secondary students were involved. Career panelists covered a wide range of careers including

publishing, insurance, engineering, business ownership, fire fighting, and information technology.

**Capstone projects are embedded in graduation requirements. (Above standard)** The following is from the current parent and student handbook (2022-2023):

<b>Graduation Competency</b>		
<b>Competency Demonstration</b>	<b>English</b>	<b>Math</b>
ACT	18	19
ASVAB	31	31
SAT	470	500
AP courses	2 or higher	2 or higher
Accuplacer Classic	62 on Reading Comp OR 70 on Sentence Skills	61 on Elementary Algebra
Accuplacer Next Generation	241 on Reading OR 236 on Writing	255 on Arithmetic 230 on QAS
Capstone	Portfolio/Rubric 70% or higher	Portfolio/Rubric 70% or higher
Concurrent Enrollment College Course	70% or higher	70% or higher
<p>** Students with Individual Education Plans and other special circumstances can satisfy graduation competency by showing adequate growth on NWEA assessments and/or the Board of Education will have the final decision for students to graduate.</p>		

Students must show competency using at least ONE of the above methods. A system for digital portfolio completion at each grade level and for capstone completion during a student's senior year is in the works. Additionally, a rubric for capstone evaluation is in the works. Completion for a draft of the rubric is set for May 2023.

**Documented increase in internship and work-study programming and participation.**

**(Above standard)** During the 2022-2023 school year, there are 23 students doing independent work in PE, work study or independent study. These students are predominantly juniors and seniors, with one freshman doing independent PE work. Students involved in work study are working in the fields of mechanics, food service, medical care, construction, law, veterinary, and law enforcement. Students involved in independent study are doing ASVAB and SAT prep work.

Currently, students complete a contract stating they understand the requirements and expectations for independent study and work study. A part of this contract states that they need to complete a reflection upon completion of their work. Most students complete this reflection, but some do not, and the registrar must track them down to finalize the process. For these students, the registrar allows a one-on-one conversation to serve as their reflection.

**Needs and next steps:**

- There is considerable overlap between Objectives 4C and 1A. Consider clarifying the distinction between the two in the next revision of the Strategic Plan.
- Reinstate Advisory at the high school level. This is already in the plans for next year. This time will be used for ICAP, career panels, SEL, and grade-level meetings.
- Next year, students completing independent study or work study must complete their reflection using the digital portfolio/capstone.
- Continue the process for introduction of digital portfolios and capstone projects as outlined in Strategic Plan Objective 4B.
- Continue the process for development of a capstone evaluation rubric.

STATEMENT OF COMPLIANCE: I certify that the information contained in this report is true and I am in compliance with the provisions of this policy.

Signed \_\_\_\_\_

Date \_\_\_\_\_

Drafted 4/5/23 A. Farrar  
Adopted 5/15/23 Board of Education