

**Strategic Plan Objective
Monitoring Report
Objective 4D**



Objective 4D: Mancos School District will encourage and provide teachers with the opportunity to teach non-traditional areas of interest (i.e. coding, game design, robotics, etc.).

Definition of terms

non-traditional coursework: any coursework outside of the traditional core curriculum of social studies, science, mathematics, language arts, health, and physical education

Superintendent’s interpretation: Non-traditional coursework offerings, as defined above, would include welding, drone tech, EMT training, and medical training, courses which have been added to the high school schedule within the last year. Additionally, the elementary’s technology program and the middle school’s robotics, coding, leadership, shop, and American Sign Language classes would fall under the definition of “non-traditional.”

Rating: At Standard

Rationale: The rubric states that “Student transcripts reflect participation in and completion of non-traditional coursework. Students use and demonstrate skills acquired through non-traditional programming in various demonstrations of learning.” Student transcripts would by definition reflect non-traditional coursework because these are the classes offered in the 2022-2023 Master Schedule for the high school and the 2022-2023 Bell Schedule for the middle school. Middle school and elementary students do not receive transcripts, but rather report cards.

High School: The master schedule for the high school reflects a major change in the way the high school operates. Last year, the schedule involved eight class periods of one hour each. This year, the schedule contains five class periods (all before lunch) of fifty minutes each and two blocks (after lunch) of ninety-five minutes each. Concurrent enrollment classes, along with traditional core classes, are offered during the fifty minute periods. Certification classes, Career Pathway classes, and “teacher passion” classes are offered during the ninety-five minute blocks. Students are also able to participate in Work Study, in which they are able to receive credit while on-the-job. In order to qualify, students must meet a credit number requirement and complete a reflection at the end of the semester. “Teacher passion” classes include Writing Lab, PBL Technology, Art, Band, and Career Exploration. See Table 1 for information on the certifications available to students through some of these courses.

The registrar at the high school surveys students regularly each year to learn about their school and career goals and uses this information to place them into courses that will

fulfill their goals. She also has an open-door policy which allows students to meet with her as needed to ask questions and seek guidance.

Course	Description	Certification(s)	Number of enrolled as of 8/16/2022
WELDING	Welding	American Welding Society Industry Certification	WEL 1000/1001 – 18 WEL 1003 – 18 WEL 106 – 2
ENP 1005	Entrepreneurship	Entrepreneurship	25
ENP 2005	Entrepreneurship	Hootsuite Social Media	25
HPR 1039	Healthcare Practices	EKG	0
HPR 1008	Healthcare Practices	Phlebotomy	13
HPR 1020	Healthcare Practices	Patient Care Tech	0
EMS 115	Emergency Medical Services	EMR	11
Culinary 1	Culinary	Prostart	20
Culinary 2	Culinary	Servesafe	20
Culinary	Culinary	Meat Science	20
UAS 1040/1050	Unmanned Aircraft System (drone)	Federal Aviation Administration Pilot License 107	37
Biology High School	BASF	Plant Science	53
Biology High School	Ducks Unlimited	Conservation	53

Table 1.

Middle School: Within the middle school, there is far greater ability to allow teachers to teach courses of interest to both them and their students. This is already shown by the current middle school offerings, including Robotics, PBIS Leadership, Coding, Stress Management, and Community Connections. One powerful reason for the middle school's ability to be flexible with their elective offerings is because they don't have graduation requirements like the high school does. The high school schedule, and thus the courses required of teachers to teach, is constrained by the requirements of graduation.

Elementary School: At the elementary level, there are no “electives.” Students cannot pick and choose which enrichment classes they take. These are chosen for them. The elementary enrichment course offerings consist of P.E., music, art, garden, library/technology, and character education. Students rotate through these electives as a class cohort. These courses are taught by teachers who are not the students’ regular classroom teachers.

Needs and next steps:

- It must be noted that there is a disconnect between what the objective is stating – that teachers will be “encourage[d]... to teach non-traditional areas of interest” – and what the rubric is measuring – “student transcripts.” Does “area of interest” refer to students or to teachers? It is possible that a master schedule, and subsequently a student transcript, will reflect a range of non-traditional coursework, but that doesn’t necessarily mean that teachers were given opportunities to teach within their “areas of interest.” This suggests that there may need to be a revision to Objective 4D to allow for better alignment between the objective and the rubric. Clarifying language may be needed.
- A better understanding of “non-traditional” may be required, as well. It may serve to have a better definition of the term if data is to be collected with fidelity.

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 _____

Revised 8/30/2022 A. Farrar
Adopted 9/19/2022 Board of Education