The spring 2019 Instructional Material & New Course Approval Process will begin on January 14, 2019. Materials and courses required for use beginning Fall 2019 must be submitted in the spring 2019 process.

SPOTLIGHT
Joan Jahelka, Becca Daugherty, Mike Butler, and Scott White were featured on the November 20, PBS News Hour, *How teachers are debunking some of the myths of Thanksgiving* broadcast.

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Congratulations to Mitchell High School on their recognition by CDE for the greatest increase in FAFSA submissions from 2017-2018 to 2018-2019! Their efforts were recognized at the Colorado School Counselor Corp Grant meeting. Palmer and Doherty have also driven their FAFSA completion rates up over the last three years!

A big shout-out to all of the Facilities crew and Doherty's building crew who worked diligently at Doherty to ensure that the school was ready to re-open after a significant water pipe break and damage!

Just a sampling of the appreciation we have heard from the community regarding Veteran’s Day events:

"I am writing to thank you and the faculty, staff and students at Wilson Elementary for including me in your Veterans Day event. I was overwhelmed with the warm welcome we received, as well as the sincere student presentation we enjoyed. I do not know if I have ever seen a group of young people present a more meaningful and balanced patriotic salute than what I observed today. My hat is off to all of you for a phenomenal program. Thank you again for including me in this humbling salute to veterans. Warmest Regards, Wayne A. Smith Captain, USAF, Retired"

The first Quarterly Data Cycle meetings have been completed with schools. We thank the school teams for their prep work in analyzing and responding to the data in a meaningful and timely way!
The Curriculum and Instruction team began a book study of *Coherence: The Right Drivers in Action for Schools, Districts, and Systems* by Michael Fullan and Joanne Quinn. The purpose of this study is to familiarize the team with key systems-based frameworks that encompass a large body of research that has been verified through practice. For a recorded webinar outlining this book, visit the Viewpure.com version of the YouTube video. (Viewpure is a great site for teachers that allows all video content to be shown without pop ups or other “clutter”)  

http://viewpure.com/K7aYR_Owm0I?start=0&end=0

The Curriculum and Instruction team is a newly formed team with a new director thus we have been working on building a set of team info graphics around the why, what, and how of our collective work. These graphics will be finalized and launched at the beginning of 2019 to communicate key focus areas to move toward working as a cohesive, collaborative team across all subjects.

The team has conducted a review of all Unified School Improvement Plans (USIP) to understand overall school-year goals. In addition, an analysis of key focus instructional strategy areas were identified through the quarter 1 results of the Aligned District Benchmark (ADB) formative learning process. These results were compared to the overall USIP goals. This process has provided an initial set of instructional coaching goals and will be cross-referenced with the quarter 2 ADB results to verify trends in needs across schools.
**ENGLISH LANGUAGE ARTS**

**Dr. Shelmon Brown, ELA Facilitator**

SRD Funds: The second round of SRD funds will be allocated in December. Please send all requests or questions directly to Christy Feldman.

STRIVE second wave of training with K-1 teachers is now complete. We are looking forward to our third round in January.

Wonders Walk-throughs are just kicking off. We appreciate your patience and support as we navigate our first attempts at this data collection to gain a snapshot of our implementation.

StudySync consumables will be sorted and delivered to remaining buildings in December. Please be sure to inventory your deliveries and ask your department chair to report any discrepancies to Mykel Donnelly. She will send a follow-up email to department chairs as a reminder.

Read 180/System 44 Reading and Phonics Inventory window will be open from 12/3-12/14. All current Read 180 and System 44 students must complete the RI and System 44 students should complete the PI.

**UPCOMING**

Post-ADB #2 data analysis sessions:

Dec 11 (12:30PM-4:30PM), Grades 6-8 ELA at Tesla PD Center

Dec 12 & 13 (12:30-4:30PM), Grades 2-5 ELA at Tesla PD

January 3 & 4 (8AM-4PM), Grades 2-5 ELA at the Penrose House

January 3 (8:30AM-4PM), StudySync Intro PD at Tesla PD Center

**MULTI-TIER SYSTEM OF SUPPORT**

**Sonia Urban, MTSS Specialist**

We will soon be recruiting educators from across the district to help shape the MTSS framework. More to come!

We have applied for a grant with CDE to help develop and fully implement the Early Warning System—we expect to hear by December 29th.

We continue to work with partner sites who are exploring the MTSS model in greater depth. The Building Leadership Teams (BLTs) from these schools have worked through a **self assessment through CDE** to gauge level of readiness to shift towards MTSS school wide. They are now working on specific areas of improvement.

The district MTSS Leadership Team has helped initiate the new Framework, which will be built with input from educators from across the district starting this spring.

Secondary teams are using PowerBI and the Early Warning System to identify students who are off track for grades, credits, GPAs, attendance, and behavior. While still in beta form, the tool and process are guiding teams to improve how they identify and support struggling students.
I am doing considerable site-based work with K-5 staff on developing Number Talks as part of their instructional practice. Number Talks are short (10-ish minutes) routines that can be designed to address any aspect of the long, complicated learning trajectory that results in what we call “number sense” or “numeracy”. In my conversations with instructors across all grade levels, students’ lack of number sense is one of the most common issues raised. Students who have strong number sense have, among other abilities, capacity to “play with numbers” (to take numbers apart and put them together flexibly, accurately, and efficiently), to solve arithmetic problems effectively using multiple strategies, and to check that their solutions make sense. Number Talks typically follow a simple protocol:

- Present the class with a problem to be solved mentally – no pencils and paper, no white boards and markers.
- Give silent think time. Students are instructed to show a discrete thumbs up on their chest when they have an answer and to show multiple fingers to indicate they have multiple strategies to the answer.
- Solicit and record answers without offering commentary.
- Ask for a student who is willing to share their strategy for arriving at one of the recorded answers. As the student describes their strategy, record or represent in real time the explanation so others who are listening are supporting visually.
- Insure that students understand the strategy described. Ask clarifying questions or facilitate students in respectfully asking questions. Name the strategy and ask students to indicate whether they used the same strategy.

Invite others to share differing strategies for arriving at the same answer or another answer. Through listening to various strategies, resolve any differences about the correct answer.

Know that this brief overview does not capture all of the nuanced teacher moves necessary to facilitate a Number Talk nor the thoughtful, deliberate design of strings of problems that is necessary to truly support students’ gradual development of multiple strategies. Please contact me to learn more about how I can support your instructors with strengthening both their instructional practice in math and their students’ number sense through Number Talks.

Try a Number Talk problem for yourself.

What mental strategy do you use to arrive at an answer for …

18 x 5 =?

Can you think of a second mental strategy?

Click here to view a diverse group of Stanford University students describe their strategies.
**UPCOMING**

Dec 6 – School Science Leaders meeting (4:30 PM at Tesla)

Dec 12 – HS Health Leadership Team meeting (7:30 AM at Central Admin)

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**SCIENCE & HEALTH**

Darian Founds, Science/Health Facilitator

Over 25 D11 educators attended the CO Science Conference in November and participated in sessions related to instructional practices, assessment strategies, standards implementation, etc.

The high school health leadership team is working on new standards implementation through program alignment, sharing and updating resources, and outlining student learning outcomes.

Elementary and middle school principals received a survey to submit their school’s interest in hosting the 2019 Summer Enrichment Series. Surveys are due November 30th and host schools will be selected in early December.

Teacher applications for the 2019 Summer Enrichment Series are scheduled to open in mid-December before the end of the semester.

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**WORLD LANGUAGES**

Claudette Murtha, World Languages TOSA

Teachers will be teaming up in language groups to take the full AAPPL (Assessment of Performance towards Proficiency in Language) exam. Currently, we are evaluating our means of assessing proficiency at language level three and higher in reading, writing, listening, and speaking.

PLC’s having conversations about how to use Comprehensible Input (90% target language) and authentic resources in the classroom.

WL Spanish teachers continue to evaluate materials hoping to replace current Spanish textbook.

WL Curriculum committee will determine which 3rd quarter writing prompt we will use for language level’s 1,2 / 3,4.

Please contact me for any support that you might need for World Language departments, PLCs and teachers.
SOCIAL STUDIES
Joan Jahelka, Social Studies Facilitator

PBS News Hour featured how Mike Butler and Scott White of Sabin MS and Becca Daugherty of Fremont ES, teach students about Thanksgiving by having students analyze primary sources on the November 20th broadcast. Click Here to access the story.

I have been selecting multiple-choice assessment tasks aligned to our middle school pacing guides for inclusion in Galileo K12 for grades 6-8 to have a common formative interim assessment, starting with quarter 3 2019.

Our Giant Map of Colorado will be ready for sharing by our elementary schools February 1, 2019. The map will include lesson plans and instructional resources as part of a traveling trunk.

AVID
Joan Jahelka, AVID Coordinator

All AVID secondary schools have been staffed with our trained AVID tutors, who support student learning through Socratic questioning every Tuesday and Thursday.

Teams from Jackson ES and Palmer HS will be attending the AVID National Conference in San Diego to learn from educators how their schools and districts have improved student achievement by closing the opportunity gap.

To support PLC’s, I have developed and provided professional development for secondary social studies that is informed by Galileo K-12 ELA data specific to informational text/non-fiction standards, the intentional selection of literacy techniques from the Cal-Berkeley History Social-Science Literacy Model, and then integrating literacy skill instruction with social studies content and common assessments during the unit planning process. Please contact me as to how I can provide similar support for your teachers.

Jackson Elementary School will host educators from across the region on February 15th for an AVID Showcase event. Visitors will observe how Jackson staff and students use writing, inquiry, collaboration, organization, and reading to deepen student learning.

UPCOMING

Jan 15 - Middle School Chairs review of quarter 3 interim assessment items and system at Tesla PD.

UPCOMING
Dec 6 – 8, AVID National Conference December in San Diego

Feb 15 (8AM-12PM), Jackson Elementary School AVID Showcase.
**UPCOMING**

Dec 3 (5:30PM-6:30PM), GT Advisory Committee Meeting

Dec 6 (5:30PM-7PM), Elementary Family Opportunities Night – Families are invited to a fun night of high-level and interactive activities hosted by each of our elementary schools. Come and see the great opportunities our elementary schools have to offer gifted, talented, and high achieving students at the Tesla PD Building.

Registration for the spring sessions of SENG Parent Discussion Groups will open before winter break.

Applications are currently being accepted for the Gifted Magnet Programs at Fremont & Stratton Elementary schools and Sabin and West Middle Schools. Please visit www.D11.org/GMP for more information.

Early Access for highly advanced gifted children under age four for Kinder and/or under age five for first grade opens January 2018. For more information visit www.D11.org/EarlyAccess

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**GIFTED & TALENTED**

Kristin Balsick, GT Facilitator

Areas of GT identification include reading, writing, math, science, social studies, world languages, visual arts, performing arts, musical abilities, dance, psychomotor abilities, creative or productive thinking, and leadership abilities. If you know of a student who demonstrates exceptionality in any of these areas, please notify your GRT.

Please share your ideas of how GT funds could be spent with the GT office.

Come visit with Dr. Amy Rushneck, Executive Director of Center for Bright Kids (CBK) and the Western Academic Talent Search, during Elementary Opportunities Night on December 6 6:30pm at the Tesla Professional Development Center (2560 International Circle 80910) to learn more about this national program. Students in 3rd-9th grade qualify to participate in the Academic Talent Search by scoring in the 90% or higher in any subtest of their state standardized exams or use a recommendation from their school counselor for eligibility. CBK is the Colorado Regional Talent Development Center, representing the Rocky Mountain region nationally. Academic Talent Search is the opportunity for students to take an above-level, high-ceiling test such as ACT, SAT, or PSAT 8/9 at a much younger age with no risk in regard to permanent record ramifications unless families choose to release data. Not only is WATS great practice, but it enhances opportunities for families in terms of both advocacy for school programming, as well as access to summer programs for very bright students across the country. Please come to learn more and ask questions! The presentation is expected to run about one hour. Academy for Advanced & Creative Learning is an approved WATS assessment site. www.centerforbrightkids.org

SUBSCRIBE to the GT webpage www.D11.org/GT and receive e-alerts

D11 Gifted Magnet Programs: www.D11.org/GMP

Like and Follow Colorado Springs District 11 Gifted & Talented on Facebook @D11GT

Follow @D11Gifted on Twitter and D11Gifted on Instagram
MULTILINGUAL  
Talonna Hybki, Multilingual Facilitator

W-APT/WIDA Screener testing continues for all newly enrolled English learners.

ELL students should be on I-Ready for at least 20 minutes a day.

I-Ready Progress Monitor will take place in December for our English learners.

Students who are participating in our Imagine Learning Pilot will take a mid-year progress monitor assessment to re-align their lessons in the program.

We will be visiting/observing ELD classrooms throughout the district.

FINE ARTS  
Tom Fleecs, Fine Arts Facilitator

Implementing Arts singleton professional learning communities.

Working with Arts teachers to utilize the Cultural Office of the Pikes Peak Region - Peak Radar website to promote student performances and art shows.

Supporting arts teachers in the use of the new Blackboard platform and Office 365.

Middle school teachers will attend a meeting on 12/6/18 to continue our conversation around our curricular resources.

New elementary ELL teachers will attend a meeting on 12/11/18. We will share our successes with the Reach curriculum and determine what next steps and supports are needed.

ELL teachers will work with their SACs to create a schedule for ACCESS testing in January.

ELL teachers will complete their WIDA ACCESS modules to become certified to administer the exam components.

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UPCOMING ARTS

Jan 24 – 26 Colorado All-State Vocal Jazz Choir at the Colorado Music Educators Convention

Jan 31 – Feb 2 Colorado All State Choir held in Denver, Colorado.
UPCOMING

Look out for a new PLC survey that will be arriving in your Inbox this month. This survey is similar to the one completed last year by over 900 teachers. Please take a little bit of your time to provide some valuable information. We plan to leverage data from that survey to guide improvement efforts, provide supports, and to ensure optimization of PLCs district-wide.

UPCOMING

A guided mid-year step back will be scheduled for January after school session. More details will be coming soon.

We will be revising our Theory of Action for school improvement in conjunction with the development of the district’s strategic plan in

PROFESSIONAL LEARNING COMMUNITIES

Toby Lefere, Elementary Content Specialist

PLC and RTI 2-Day Workshop with Eric Twadell - Over 100 educators from across the district attended the 2-day workshop on PLC and RTI. Many conversations that will lead to school improvement took place during the workshop. All materials used during the workshop are available here.

PLC and the Aligned District Benchmarks - If your PLC collaborative teams are looking to optimize their work and student learning around the standards assessed on the Quarter 2 Aligned District Benchmark, consider these two supports:

- Leveraging the Aligned District Benchmarks Through PLC Collaborative Teams website
- Aligned District Benchmark: Results Driving Professional Practice Sessions

SYSTEM IMPROVEMENT/ACHIEVE TEAM

Jeremy Koselak, System Improvement Specialist

We have revamped our school improvement model (ACT) to include a more tiered approach to service delivery—meaning, schools are getting varying degrees of support and resources based on the intensity of their needs. This has meant we are now supporting 22 schools across the district at various tiers.

We are continuing our partnership with CDE to support schools in the turnaround process with promising results.

Schools are being supported with a range of resources, including: sub time, consultants, technology, curricular materials, guided data analysis, instructional coaching, team coaching, and other supports.
The Transition Program is supporting young adults (ages 18 through 21) with disabilities as they move from the traditional school setting into the adult world. This program supports the participants learn the skills necessary to be successful in the post-secondary world by teaching job skills, money management skills, recreational skills, independent living skills, and connecting them to the adult world of supports. Recently some of the young adults in this program catered the refreshments for a community event sponsored by the Special Education Advisory Committee that hosted Dr. Michael Thomas, in an opportunity for families and community members to discuss issues related to educating students with disabilities.

Dr. Gerry Olvey, Executive Director of Special Education and Deb Montgomery, Special Education Facilitator, recently presented at the Urban Collaborative Conference in Fort Lauderdale, Florida. This organization is a national network of school leadership dedicated to improving the outcomes for students with disabilities. The presentation discussed the challenges and successes District has experienced as we work to provide services to all students in their neighborhood schools.

Child Find is an ongoing process that helps identify students who may have an educational disability. This process is available to any child who is suspected of having an educational disability and includes a comprehensive evaluation of the student’s educational needs in an effort to determine if there is a need for specialized instruction. If you know a child who may benefit from this service, contact your neighborhood school.