SPOTLIGHT

We are looking forward to the completion of the new curriculum storage. “The Stacks,” expected completion date is February 1, 2019. A ribbon cutting ceremony will follow.
We are reviewing the theory of action behind our school improvement model to include a more tiered approach to supporting schools, and one based on factors beyond the School Performance Framework (SPF).

K-12 SCHOOLS
Sherry Kalbach, Executive Director of K-12 Schools

Celebrations!
Thank you to schools who participated in the Colorado Springs Parade of Lights!

A number of schools have recently passed their financial audits with scores of 90% or higher! Thank you for your diligence and attention to detail! Your financial sense of responsibility is very much appreciated!

Many of our schools do incredible work to support families in need at this time of year. We thank you for all of your efforts!

Congratulations to Mitchell's cheer team, who took second place at the state competition!

Wilson Elementary School has been officially nominated as a Capturing Kids Hearts Showcase School! Thank you to the Wilson staff for all you do to build positive relationships with students, and we wish you good luck in the selection process!

Ongoing Work:
Principals continue their efforts to build a library of exemplary instructional practices, via video clips of our own D11 teachers!

Principals and PLCs are working together to complete the second round of Quarterly Data Cycle Reviews. Most schools focus on ADB results as they engage in this work.

Elementary principals are completing their CSSM Readiness Assessments this month. This work will determine where the next MLO counselors will be allocated in 2019-20.

SYSTEM IMPROVEMENT/ACHIEVE TEAM
Jeremy Koselak, System Improvement Specialist

We are reviewing the theory of action behind our school improvement model to include a more tiered approach to supporting schools, and one based on factors beyond the School Performance Framework (SPF).
CURRICULUM & INSTRUCTION
Karol Gates, Director of Curriculum & Instruction

The Curriculum and Instruction team is very happy to announce that we will have a new team member joining us in January 2019. With the departure of Scott Fuller who began many important initiatives in D11 around the next generation learning work, it was important to move this work forward with a goal toward personalized learning for all students. Using this as a primary goal, the position name and job duties were updated to illustrate the district's commitment to ensuring all students receive the most relevant and engaging education experience that meets their unique needs. More to come on the new Personalized Learning Systems Coordinator.

FINE ARTS
Tom Fleecs, Fine Arts Facilitator

Congratulations to the Coronado Jazz Band for being selected to perform at the Colorado Music Educators Clinic Conference at the Broadmoor Hotel on January 24, 2019 at 1:00 p.m. in Colorado Hall D/E

Singleton Arts PLC’s will be meeting on January 3 from 8:00 to 11:00 a.m. locations to be announced.
ENGLISH LANGUAGE ARTS
Dr. Shelmon Brown, ELA Facilitator

Thank you to all of the staff who provided input as to how to best make use of additional time with the STRIVE team. We are excited to be able to offer multiple differentiated options for the January training dates. Teachers are welcome and encouraged to register for all trainings that support a need within their classrooms/buildings. Check ERO or ask your TLCs about the various opportunities available. For additional questions, please contact Christy Feldman.

Our secondary ELA instructors are doing a fantastic job embracing the opportunities afforded by our new core resource, StudySync. Our Central Admin team is looking forward to partnering with our vendor’s curriculum development team to begin work towards customizing units to support specific district needs. If your building teams would like us to consider development of specialized courses that might not already be on our radar, please have your department chairs reach out to Dr. Brown or Mykel Donnelly.

PROFESSIONAL LEARNING COMMUNITIES
Toby Lefere, Elementary Content Specialist

YES, over 970 teachers responded to the 2018-19 District 11 PLC survey! Thank you for your support in communicating the importance of the survey. The survey data will provide a significant foundation from which the district and PLC Committee can gain insight when developing plans to sustain, improve, and optimize Professional Learning Communities. Individual school reports were generated from the survey data and provided to all principals or will be provided soon. During the January K-12 meeting, principals will have the opportunity to further analyze, discuss, and plan for action based on the PLC survey data.

A small elementary professional learning team comprised of principals and coaches will begin a study of the book Make it Happen: Coaching with the 4 Critical Questions of PLCs at Work by Baily and Jakicic. The first goal of the book study will be to learn and expand the team’s understanding of coaching PLC teams. A second goal of this work will be to provide principals and coaches throughout the district with a structure and guidelines for effectively coaching PLC teams.
Reasoning & Modeling items on the Colorado Measure of Academic Standards (CMAS) for mathematics are those items where at least portions of the tasks require students to exercise their keyboarding skills to enter mathematical responses under online testing conditions. These items are intended to assess students’ progress with attaining proficiencies detailed in two of the eight process standards for K-12 mathematics: Mathematical Practice 3 (MP3: Construct viable arguments and critique the reasoning of others) and Mathematical Practice 4 (MP4: Model with mathematics).

Since these items require several components to constitute a response, with some (or all) of those components requiring keyboarding, these are certainly the most cognitively complex and burdensome tasks on the CMAS for math. Therefore, it is not surprising that these items are generally the most difficult in terms of the percent of possible CMAS points earned. The table below shows District 11 results from the 2018 CMAS for math where points associated with reasoning and modeling items constitute 40+% of the total points possible and where our students are earning on average well below 30% of those points. For most sites, there is considerable opportunity for growth in this aspect of student performance on the assessment.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Reasoning Average % of points earned</th>
<th>Modeling Average % of points earned</th>
<th>Reasoning &amp; Modeling Combined Points / Total Test Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>39</td>
<td>27</td>
<td>20 / 45 (44.4% of total pts)</td>
</tr>
<tr>
<td>4</td>
<td>20</td>
<td>28</td>
<td>20 / 45 (44.4% of total pts)</td>
</tr>
<tr>
<td>5</td>
<td>23</td>
<td>27</td>
<td>20 / 45 (44.4% of total pts)</td>
</tr>
<tr>
<td>6</td>
<td>19</td>
<td>20</td>
<td>20 / 44 (45.5% of total pts)</td>
</tr>
<tr>
<td>7</td>
<td>17</td>
<td>28</td>
<td>20 / 48 (41.7% of total pts)</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>15</td>
<td>20 / 50 (40.0% of total pts)</td>
</tr>
</tbody>
</table>

Throughout the fall, I have been working with teams at several sites on strategizing how to provide students with more experience responding to these sorts of items. In this work, we consider how to build student capacity both with these important mathematical practices and with the demands of the response mode. To support teachers’ instructional use of reasoning and modeling released items from CMAS (PARCC); I am organizing them all into intranet folders and adding useful standards documentation that was not originally included. Recently I finished assembling the collections for grades 3 – 5 which can be accessed by clicking here.

Please contact me for further information about reasoning and modeling as assessed by CMAS and/or to discuss how your teachers and students might benefit from some focused work in this area.
UPCOMING

January 4 – high school science roundtable discussion regarding graduation requirements, course offerings, and course sequencing
January 15 – STEM PD from Challenger Learning Center (Tesla)
February 5 – STEM PD from D11 LRS Department (location TBD)

Spanish curriculum material review will take place over four dates in January after school at Tesla.

World Language teachers in all high schools and three middle schools will be taking the AAPPL exam as we determine if this might be how we are going to assess our students as early as fall 2019.

German teachers will be conducting at least one January PLC by Skype.

French teachers will have a curriculum day the 1st week of February at Tesla.

SCIENCE & HEALTH
Darian Founds, Science/Health Facilitator

K-12 School Science Leaders analyzed learning progressions in the new science standards and discussed formative assessment strategies, which make student learning visible.

The Science Kit Center has optional elementary science kits available for checkout to teachers. The kits include topics such as simple machines, variable in investigations, etc. Contact the Science Kit Center at sciencekits@d11.org for more information.

The Pikes Peak Elementary Science and Engineering Fair is scheduled for Saturday, April 27th at Mitchell High School. The 2019 event guide is available at https://www.d11.org/Page/5377. Student and volunteer registration will open in January.

WORLD LANGUAGES
Claudette Murtha, World Languages TOSA

Congratulations to Carmen Kitzberger, German teacher at Coronado. The Morale Committee recognized Carmen for her contribution in creating a helping environment at her school.

STAMP data will be available in ALPINE with the help of Eric Mason and the team at EDSS.

World Language curriculum committee is refining 3rd quarter common writing assessment prompts for Levels 1 /2 and 3 /4 of each language. We are working towards 90% testing rate this year with all teachers having their writing data available in Q. PLC’s are hoping to use this data to drive conversations about instructional strategies related to writing in the target language.
SOCIAL STUDIES  
Joan Jahelka, Social Studies Facilitator

District 11’s own Giant Map of Colorado will be available for schools to borrow on February 1st. Please look for details regarding checkout dates and procedures so that each school can keep the map for a week of larger-than-life geography and geospatial thinking.

Middle School Common Formative Assessments will start with 3rd quarter, 2019. The leadership team will review items and learn how to use the system on January 15th.

AVID  
Joan Jahelka, AVID Coordinator

District 11’s own Jackson Elementary School will host an AVID Western Division Showcase on February 15th from 8:00 – 12:00 PM for teacher-leaders and administrators from area schools and districts to learn how Jackson uses AVID instructional resources/techniques to maximize learning for all students.

MULTILINGUAL  
Talonna Hybki, Multilingual Facilitator

We will continue to identify students who are English learners. We usually get a small rush of students moving into our district in early January and we have 10 days to complete the identification process to determine if students are eligible for ELD services.

We will be working with RTI/MTSS teams to observe and provide feedback about ELL students in their buildings.

We will be observing and co-teaching with ELL classroom teachers.

ACCESS testing will begin for all identified English learners. The ACCESS exam is a state mandated assessment that measures an ELL student’s English proficiency level. The ACCESS exam measures how proficient in English students are in using academic and social language in Reading, Writing, Listening and Speaking. The results are typically available in April of 2018.

UPCOMING

January 3 — Discovery Tech Book PD basics for MS teachers.

January 15 — MS Leadership review of Interim Formative Assessment system in ATI.

UPCOMING AVID

February 15 — AVID Showcase at Jackson ES, 8:00 AM – Noon.

February 28 — AVID Leadership Conference with the Denver Nuggets at the Pepsi Center, 1:00 PM – 4:30 PM.

UPCOMING

February 12 — Cultural Responsiveness training at Tesla. This training is open to all D11 teachers.

February we will meet with our Imagine Learning Pilot teachers. Date to be determined.

February we will meet with our middle school ELL teachers to continue our program evaluation. Date to be determined.

February we will meet with our elementary school ELL teachers. Day to be determined.
UPCOMING

January 15, 6:30 p.m. at Palmer High School (Auditorium) – Ready for Lift-Off! Preparing for Competitive, Merit-Based Scholarships – Everyone is welcome to attend!


Nominate a 3rd-5th grade student who demonstrates talent in art for the Bemis Talented in Art after school programs. Scholarships are available for students who are on free & reduced lunch.

Applications are 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 applications for highly advanced gifted children under age 4 for Kindergarten and/or under age five for first grade will be accepted beginning January 2019. Visit www.D11.org/EarlyAccess for more information.

GIFTED & TALENTED
Kristin Balsick, GT Facilitator

GT Program Evaluation Results

Last May 2018, the Gifted & Talented Department hired Consultants for High Ability to conduct a Gifted & Talented Program Evaluation K-12. All traditional, alternative, and charter schools participated in the review. Narratives, data, videos, surveys, on-site observations, and interviews were included in the process. Stakeholder groups consisted of administration, teachers, parents, and students. The experts reviewed our program for alignment with best practice in gifted education, alignment to the Colorado rules in the Exceptional Children’s Education Act, alignment to the National Association for Gifted Children’s Programming Standards, and the overall effectiveness. Recommendations generated from the evaluation are being used to guide program improvement in District 11.

Link to the video presentation of the report: https://youtu.be/1vh-sxaRdMk

The full report can be found on the GT website: https://www.d11.org/Page/2552

A printed report is available for view in the Gifted & Talented Office – 1115 N. El Paso St. – 719-520-2464

Please notify the Gifted Resource Teacher of any students who are demonstrating high achievement and/or gifted potential. A formal review of assessment & performance data through the GT Review process will begin a discussion of next steps supporting growth in the area of strength. 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.

Amazing lessons, projects, activities, & clubs that support our gifted & high achieving learners are available at every school in D11. A special thanks to each principal, teacher, ESP, sponsor, parent, & volunteer who make these activities possible.

SUBSCRIBE to the GT webpage for important updates and information: www.D11.org/GT

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

Follow @D11Gifted on Twitter
UPCOMING

January 3, 8:00 – 11:00 at Tesla Professional Development Center: Presentation on “Hot Topics in Special Education”. This presentation provided by our attorney, Ms. Debbie Menkins, will discuss some of the current challenges in the world of Special Education and provide guidance about how to best manage these challenges.

January 3, 12:30 – 3:30 at Tesla Professional Development Center: This is an opportunity to get updated guidance on the special education eligibility process and how to use data to guide this process.

January 24, 9:15 – 10:30 at Tesla Professional Development Center: Special Education Advisory Steering Committee

SPECIAL EDUCATION
Dr. Nancy Homan, Lead SPED Facilitator

Working with the special education professionals in our schools who have the primary responsibility to serve our students, we are looking at different ways to manage the complex procedural responsibilities involved in supporting students with disabilities. The goal of this work is to use the expertise of our staff in the most productive manner to benefit the student we serve. We are looking forward to the outcome of this work with hopes of improving the outcomes for our students.

We are also exploring different ways to deploy the special education staff in District Eleven with a focus on the needs of the students. We are gathering data to help inform decisions in this area, so school staff may be hearing from us as we try to get current, accurate information about the students special education staff are serving. Your input will provide valuable perspective, so thanks for your help as this project unfolds.

MULTI-TIER SYSTEM OF SUPPORT
Sonia Urban, MTSS Specialist

The development of the D-11 MTSS Framework is underway. Over the next few months several departments, K12 leadership, and workgroups will participate in activities to gather input on the components of a framework and structure as we develop a shared vision for D-11 MTSS.

The MTSS Website is under construction. We will be adding MTSS process and intervention resources for staff. Stay tuned.

Building level teams continue to be trained in the Early Warning System (EWS) and MTSS PowerBI tool. The EWS is evolving and improving in collaboration with Tom Hunt and Mayumi Edling as we incorporate the feedback from school teams. Building teams are leveraging the data to identify students who are at-risk and develop interventions to meet student needs. Several teams are focusing on interventions for increasing attendance and have been using strategies such as incentives, mentoring, and making connections with parents.