SPOTLIGHT

Barb Dunker has joined the Gifted & Talented Department as the GT office administrative assistant. Barb most recently served as the school staff assistant at McAuliffe Elementary and has served the district for 19 years at McAuliffe and Scott Elementary. Barb has experience as a school administrative assistant, library technology technician, and as a SPED educational assistant.

Welcome to the team Barb!

ACHIEVEMENT, LEARNING, & LEADERSHIP

VISION

Every student prepared for a world yet to be imagined.

MISSION

Achievement, Learning, & Leadership utilizes evidence-based curricular resources, instructional practices, and professional supports to ensure rigorous learning outcomes for the District 11 community, resulting in prepared, productive, informed, and engaged citizens.
K-12 SCHOOLS
Sherry Kalbach, Executive Director of K-12 Schools

Celebrations:
Thank you to all who have participated in a World Cafe! Your input is greatly appreciated!

Congratulations to Mitchell's JROTC for their ninth consecutive Commander's Trophy win!

Edison Elementary just received $20,000 from the Topeka Community Foundation to support their outdoor learning classroom!

Comprehensive Student Support Model – Cohort 2 (Cory Notestine)
We are excited to announce the following schools were selected for Cohort 2 of the Comprehensive Student Support Model (CSSM) Implementation that is directly supported by the 2017 MLO. Counseling and Wellness Services received 21 completed Elementary School Readiness Assessments that were blindly scored by a group of school-based and central administration staff. The recommendations from this group were passed to an executive committee for final review and selection. While the district recognizes the need at all of our schools, we are limited on the number of schools we can bring on each year. We are eager to begin working with this diverse group of schools and students.

- Audubon Elementary
- Bristol Elementary
- Freedom Elementary
- Monroe Elementary
- Stratton Elementary
- Wilson Elementary

Sarah Scott, Darin Smith, Yann Ulrich, and Ken Pfeil are actively marketing D11 schools in the Garden of the Gods Friends and Neighborhood, a magazine showcasing the Kissing Camels, Mountain Shadows, and Pine Cliff neighborhoods. Each month they submit articles highlighting the great things happening in their D11 schools. In addition, Sara has partnered with the Mountain Shadows Community Association who posts Chipeta’s newsletter on their social media page monthly. Thank you for taking those opportunities to “change the narrative” on D11.

Stratton hosted their second annual Ski Cooper day and had seventy-eight families and eight staff members attend. This was an opportunity to build community.

Jackson was selected as an AVID showcase school and hosted their first AVID showcase tour. Over 40+ attendees RSVP’d from D-11 and surrounding districts. Thank you to Sarah and her staff, students, and parents for showcasing your journey and accomplishments.
SYSTEM IMPROVEMENT/ACHIEVE TEAM
Jeremy Koselak, System Improvement Specialist

We have been awarded an ESSA Grant to support six schools for the next two and a half years with evidence-based practices. This exciting work began in late January and will continue through 2021, with a focus on Early Warning Systems, Project Based Learning, AVID, Standards-based Literacy, and Special Education using the SWIFT protocol. The schools involved are Tesla, Odyssey, Jack Swigert, King ES, Fremont ES, and McAuliffe ES.

ACT schools have been doing great work with data step backs in the past few months (focused on the Aligned District Benchmark), and are leveraging resources to improve student outcomes.

The process that ACT schools use (Strategic Performance Management with an ACT Plan linked to their USIP) is being considered as a tool for the entire district, though in a tiered manner (not all schools will need the intensive approach).

We have finalized the list of ACT schools for SY 2019-20 and communicated with principals the tier of support to be provided. Our resources will be used to serve primarily 14 schools based on their Major Improvement Strategies (MIS) as identified in their Universal School improvement Plans (USIPs). The supports will be targeted in a tiered manner. Eight schools (Carver, Adams, Queen Palmer, West ES, Sabin MS, Mitchell, Galileo, and Swigert) will receive intensive support. Six schools (McAuliffe, Monroe, Rogers, Mann, Henry, and Martinez) will receive targeted support. An additional eight schools on a “watch” status (Twain, Fremont, Keller, Audubon, Madison, Wilson, Midland, and North), pending SPF data released in August/September of 2019, will receive less intensive support.

MULTI-TIERED SYSTEM OF SUPPORT
Sonia Urban, MTSS Specialist

Through a Guiding Coalition, we are advancing the development of the MTSS Framework in concert with a diverse group of educators from across the district. The iterative and collaborative process included separate sessions for principals and school teams from elementary, middle, and high schools during the month of February.

The plan is to have an MTSS Framework and guidebook ready for SY 2019-20, with a plan for a slow rollout in the fall (with ample time for educators to learn prior to implementation). We will continue to develop and conceptualize MTSS as an overarching framework, with RtI as an essential process within. Here are a few brief descriptions on the difference between RtI and MTSS as a follow up to help clarify:

- CDE: What is MTSS
- On Hand Schools
- Understood
- Illuminate Education

UPCOMING
JUN 5 & 6 End of year step back for all ACT schools at Tesla PD Center.

JUN 7 - ACT Executive Steering Team will be revisiting the theory of action around school improvement in alignment with the development of the district’s strategic plan.

AUG 1 and 2—CDE MTSS Summit in Grand Junction, CO for those interested in learning more about MTSS. Contact Sonia Urban for details.
A common hurdle PLC collaborative teams have as they grow is the effective use of time.

Typically, a team focuses on creating common formative assessments and then analyzing the results together to identify students needing support. Teams often spend 70% or more of their meeting time on this work.

Teams often neglect to give adequate time for specific planning and implementation of instruction and supports.

When coaching teams, utilize questions that lean on teams to shift their time so 30% of time is spent on data/work analysis and 70% of time is spent on planning and acting on quality, detailed (Who? - What? - When? - Why?) instruction and supports (intervention, enrichment).

Possible coaching questions:

- What instructional strategies has your team decided to use during best first instruction for the standards/objectives identified?
- Now that you have identified students needing support, what specific need does each student have?
- What is the team going to do with the students you have identified as needing support? What instructional approach will be used? Who will do it? When will it be done? How will your team know if it worked?

A powerful tool to help teams focus more time on planning and implementing quality supports is the Collaborative Team Next-Step Commitments document.
**MULTILINGUAL**

Talonna Hybki, Multilingual Facilitator

We will be continuing to support our new ELL teachers with curriculum and program support through weekly to bi-weekly meetings.

The Multilingual Department will continue to offer CLD courses to help our D11 elementary and secondary teachers who are required to complete 45 hours of CLD coursework in order to renew their teaching licenses.

We are continuing our ELL middle school program evaluation with our ELL teachers. Now that we are in second semester, we will be making important decisions about our ELD programming at our D11 middle schools based on our teacher meetings and curriculum evaluation.

The Multilingual department is collaborating with MTSS teams to help support English learners who are struggling. We are observing ELL students and providing feedback to MTSS teams.

ACCESS 2.0 scores should be released to districts in mid to late April. We are preparing for these scores in order to re-designate students to English proficient status and to update all of our D11 English learner's ESL proficiency status.

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**GIFTED & TALENTED**

Kristin Balsick, GT Facilitator

Please help us welcome our new GT Administrative Assistant, Barb Dunker! She will be the friendly face and voice at our front desk.

Early Access applications for highly advanced gifted preschoolers under age four for Kindergarten, and, under age five for first grade, are being accepted through April 1. Please visit [www.D11.org/EarlyAccess](http://www.D11.org/EarlyAccess) for more information.

Applications are being accepted for the Gifted Magnet Programs at Fremont Elementary, Stratton Elementary, Sabin Middle School, and West Middle School. Please visit [www.D11.org/GMP](http://www.D11.org/GMP) for more information.

We have added an additional SENG Parent Discussion group, which will be held on Thursdays, May 16-June 6, 6:00pm-7:30pm, at Fire Station 18. Registration information will be sent to parents of gifted students soon.

Registration is now open for the 2019 Gifted and Talented Plus and Whiz Bang Science Children’s Summer Program at Colorado College for students entering 1st through 9th grade next fall. District 11 GT partners with CC to make this affordable for our families with gifted students. Please call the GT office at 719-520-2464 to request financial assistance. To apply, or view courses offered, visit: [https://www.coloradocollege.edu/academics/dept/education/childrens-summer-programs/](https://www.coloradocollege.edu/academics/dept/education/childrens-summer-programs/)

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**UPCOMING**

**FEB 25—APR 26**

(4:PM-5:30PM) Spring Bemis Talented in Art classes at four sites.

**MAY 3**

(4:PM-5:30PM) Spring Bemis Talented in Art Reception and Display at Bemis School of Art

**JUN 22**

Pikes Peak Association of Gifted Students (PPAGS) will be hosting a Parent Workshop. More information coming soon.

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**UPCOMING**

**MAR 8**

Cultural Responsiveness Training for TLCs

**MAR (TBD)**

Middle school ELL teachers meeting
UPCOMING
Throughout the next month, several central administration teams will be determining coordination needs to support all school leaders in developing a strong base of standards literacy and a common language across all subjects and all schools.

UPCOMING ARTS
APR 1 – 5 CHSAA Vocal Large Group Festival at the Colorado Springs Children’s Chorale Building.
APR 2 – 5 CHSAA Orchestra Large Group Festival at Mitchell High School.
APR 9 (5:PM) Pikes Peak Regional Middle Level Young Peoples Art Exhibition artist opening at the IC Urban Space (The Citadel Mall).
APR 15 – 19 CHSAA Band Large Group Festival at Palmer High School.
APR 30 (5:00PM) Pikes Peak Regional High School Young Peoples Art Exhibition artist opening at the IC Urban Space.

CURRICULUM & INSTRUCTION
Karol Gates, Director of Curriculum & Instruction

Over 60 people from central administration support teams, principal representatives, and, the CDE Standards and Instructional Support team attended an information session on the 2020 Colorado Academic Standards transition Friday, February 15, 2019. The primary goals of this session were to:

- Learn about the overall standards transition process and timelines
- Explore all training modules with Colorado Department of Education’s Standards and Instructional Support team
- Give recommendations on district specific design needs

The principal team representatives recommended dedicating the next K-12 session and adding an afternoon session on March 6, 2019 to follow a similar process for all principals to learn. This will give the C&I team and the principal representatives a chance to customize the outcomes and teach the remaining school leaders in an ongoing commitment to modeling a learning system. Once the March 6 training is complete, a final standards implementation outline with timeline will be available.

FINE ARTS
Tom Fleecs, Fine Arts Facilitator

District 11 will host the CHSAA Elementary and Middle School Solo and Ensemble Festival, March 2, at the Roy J. Wasson Academic Campus.

The Pikes Peak Regional Elementary Young Peoples Art Exhibition artist opening will be held at the IC Urban Space (Citadel Mall) on Tuesday, March 12 at 5:00 p.m.

IC Urban Space is open for public viewing of student artwork Tuesday through Saturday from 1:00 p.m. to 5:00 p.m.
ENGLISH LANGUAGE ARTS
Dr. Shelmon Brown, ELA Facilitator

Congratulations and Celebrations! For our middle school students that scored 75% or better twice per week, we saw average gains of 140 Lexile points so far this school year! This far exceeds grade level expected growth and gets us a step closer to narrowing achievement gaps! Special congratulations to West Middle School and North Middle School for leading the district with their gains.

Wonders walkthroughs will continue throughout the month of March. Buildings will still receive a courtesy email notice the week prior to the observations. As always, these are for information gathering, not evaluative.

Middle and High School Pacing/Expectations work to begin in March. We will solicit volunteers and nominations for members to serve on our committees as we work to define “fidelity” of use in a meaningful way with our new curricular resources.

PERSONALIZED LEARNING
Nicole Ottmer, Personalized Learning Systems Coordinator

Leaning into work through a lens of empathy provides meaningful opportunities for collaboration. This sentiment is never truer than when I am welcomed into a new school. Understanding current values, beliefs, and practices enables us to design for the unique needs of the people and the environment.

The Shadow a Student Challenge is an empathy-building opportunity that yields a profound result. There are four components to this empathy-building process, Prep, Shadow, Reflect, and Act. Ideally, an entire day is dedicated to building knowledge through the lens of what our learners are experiencing. The ‘Act’ portion of the challenge leads to small steps that can support a culture of innovation at sites or in the work that each of us do.

Shadowing is something that can occur more than once, with different students, or staff members, and, repeated frequently, to assess current state. As we work to reimagine systems and structures in buildings and at the district level, we increase our efficacy when we incorporate multiple perspectives in our designs. Shadowing enables us to view familiar systems with a wider aperture, bringing into focus variables, previously overlooked or misunderstood. The Shadow a Student Challenge website includes free resources that can assist you in designing your own shadowing experience.

I am fortunate that my new position affords me the ability to see several exemplars of the work we do. If you would like to share experiences from your building’s own story of shadowing students, please contact me. I look forward to hearing how empathy-building practices have taken shape in your environment. Likewise, I can assist in facilitating shadow experiences, and be a thought partner in reflection and action planning; please reach out if that is of interest.

UPCOMING
FEB 25—MAR 8
Read 180/System 44 Quarter 3 Testing Window

ADB #3 ELA Data Review Sessions:
MAR 5 (full-day) Grades 6-8
MAR 6 (AM half-day) Grades 2-5
MAR 7 (AM or PM half-day) Grades 2-5
As our students in grades 2 – 8 complete the third Aligned District Benchmark (ADB) and as our teacher-led PLCs commence studying the resulting student data, I will offer some questions for possible use at your site. These questions have occurred to me as I have analyzed ADB math data for myself and as I have assisted many teachers in, first, “doing the math” presented on the ADBs and then, secondly, in making sense their own students’ data from the ADBs.

- How well do we understand and instruct to the level of rigor appropriate to a given standard through our math instructional activities, tasks, and through our assessments?
  ♦ What are our resources for becoming better calibrated to the level of rigor appropriate to a given standard?
  ♦ What are our structures and strategies for supporting all students with opportunities and access to standards-appropriate levels of rigor?

- How well do we understand what constitutes “mastery” of a given math standard?
  ♦ What are ways in which we gather and record evidence of students’ progress toward mastery of standards?

- To what extent are we making effective use of curricular resources for math?
  ♦ How might we leverage our curricular resources to be more effective?
  ♦ To what extent might we be using resources that are not effective?

- How have we allocated instructional time for math?
  ♦ To what extent is our Tier I and Tier II time allocation for teaching and learning math sufficient?
  ♦ What are our structures and strategies for providing students with extended learning time to support their needs?

- How do we make effective use of instructional time for math?
  ♦ What are our Tier I instructional models for math?
  ♦ What are our Tier II instructional models for math?
  ♦ To what extent might remediation of prior grade-level content and skills be supplanting on-grade-level instruction during Tier I time?

- To what extent do we use District curriculum guides, or the District schedules of assessed standards, to inform our instructional pacing?
  ♦ What are our structures and strategies for providing students varying amounts of time to master a given standard while, at the same time, continuing to provide all students with opportunities and access to the full scope of standards?

UPCOMING
ADB #3 Mathematics Data Review Sessions:
MAR 5 (AM or PM half-day) Grades 2-5
MAR 6 (AM half-day) Grades 2-5
MAR 7 (full-day) Grades 6-8
UPCOMING
MAR 4 & 6 (4:30PM) Middle school health training for science teachers at Tesla PD Center. Contact department chairs for more information.
MAR 12 – D11 elementary science resource selection committee

SCIENCE & HEALTH
Darian Founds, Science/Health Facilitator

D11 is getting new elementary science instructional resources! This adoption will include kits, digital content, and print materials. A committee of amazing elementary educators will be reviewing, evaluating, and making a recommendation for purchase. As of now, the intended timeline would be to roll out second, third, and fourth grade during 2019-20 school year and kindergarten, first, and fifth grades in 2020-21.

SUMMER ENRICHMENT
Darian Founds, Science/Health Facilitator

SES is on for 2019 and the host school list is almost finalized. Once the schools are identified, the teacher application will open and program marketing will commence. This year’s program will include only elementary and run from June 10th to June 21st. Grades will be banded as follows: kindergarten/first, second/third, and fourth/fifth. FYI, grade level is based on the student’s grade level during the 2018-19 school year.

WORLD LANGUAGES
Claudette Murtha, World Languages TOSA

Greg Barryman (Mitchell), Jaqueline Arthur-Demoor (Doherty), Anna Servillo (Sabin), and Ali Eustice (Palmer) attended the Colorado Congress of Foreign Language Teachers (CCFLT) conference in Aurora on February 8 and 9.

ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) exam codes will be available March 1 for teacher review. This will replace the New York Regent’s and the STAMP exams.

Spanish teachers are wrapping up material review in preparation to replace outdated materials in the near future.

French teachers met on February 5, to share ideas and strategies for teaching all levels of French, and, create rubrics for presentation and interpersonal speaking and writing. These rough draft rubrics will pass through the World Languages Curriculum Committee for review.

Palmer High School World Language teachers will attend a round table for IB Diploma teachers in Denver, CO instead of hosting as previously advertised.
**SOCIAL STUDIES**  
Joan Jahelka, Social Studies Facilitator

An open house for new second grade social studies resources provided teachers the opportunity to examine three different resources for meeting our standards, meeting the learning needs of our students, and inviting lesson integration. We also continue to create lessons for our Giant Colorado Map. Contact me if your school would like to use it for up to a week.

The middle school social studies team populated the 3rd quarter interim formative assessment in ATI. Schools can now use this resource during the assessment window. The fourth-quarter assessment will be available beginning April 15th.

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**AVID**  
Joan Jahelka, AVID Coordinator

D11’s first AVID Showcase school, Jackson Elementary, hosted teachers and administrators from across the Front Range on February 15 to share how they use the AVID system to support student learning.

On April 22 and 23, D11 will host the AVID Digital Learning: Foundations for Secondary professional development at Tesla. Only 25 spaces are available, so please inform Joan who from your high school will attend for both days. The class is open to all D11 high schools to support our 1:1 initiative, as the class teaches how to integrate technology with the WICOR strategies.

AVID Summer Institute planning has begun for 2019. New strands include Digital Teaching for both elementary and secondary, Digital Teaching: Microsoft, and Digital Teaching: Elementary STEM.

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**UPCOMING**

**SOCIAL STUDIES**


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**AVID**

- APR 22 and 23 (8:AM-3:30PM) AVID Digital Learning at Tesla.
- JUL 17-19 AVID Summer Institute Denver at the Denver Convention Center.
UPCOMING

MAR 19 (8:AM – 4 :PM) Dispute Resolution Training for Parents at Tesla PD Center:
MAR 21 (9:15AM – 10:30AM) Special Education Advisory Council at Tesla PD Center.

SPECIAL EDUCATION
Dr. Nancy Homan, Lead SPED Facilitator

March is the month when we start to work with students to conduct the state required assessments. For students who demonstrate a significant cognitive delay, the Dynamic Learning Map (DLM) is the assessment tool we will use to monitor your student’s progress. The DLM is a great tool that adjusts to the skill level your student demonstrates and provides appropriate accommodations as determined by your student’s IEP. This assessment can help us identify the skills gaps your student needs to close and can help us monitor how well our instruction is closing that gap. If you have any questions about this assessment process, contact your student’s special education teacher or the special education facilitator who works with your school.

March is also a great time to start to work with your IEP Team to consider the need for Extended School Year services (ESY) for your student. If your student demonstrates significant regression over breaks in instruction and takes longer than most students take to recoup that loss of skills, your student may be eligible to receive services to prevent this regression. Your IEP Team will discuss eligibility for ESY services at your student's IEP meeting. The Team will review data regarding your student-demonstrated regression/recoupment of skills over breaks in instruction like winter or summer break. Let us know if you have questions about ESY and/or how District 11 provides these services.

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