SPOTLIGHT
The Colorado Science and Engineering Fair was held in Ft Collins April 11-13, 2019. District 11 students represented three of the 129 high school projects at the fair. They earned the following places and awards:

Mark Bloomfield – Coronado High School – 11th grade
- 2nd place – Sr. Division Energy Category
- Adams State University - $5000 scholarship

Kathryn Kummel – Palmer High School – 10th grade
- 2nd place – Sr. Division Plant Sciences Category
- Excellence in Forestry Research Award

Jenna Salvat – Coronado High School – 12th grade
- 3rd place – Sr. Division Earth & Space Sciences
- Adams State University - $5000 scholarship
- Geological Society of America Award in Environmental Geology
- Rocky Mountain Association of Geologists – Excellence in Earth Sciences Award
- Society for Mining, Metallurgy & Exploration Award for Excellence
- Association for Women Geoscientists – Outstanding Achievement Award
K-12 SCHOOLS
Sherry Kalbach, Executive Director of K-12 Schools

Celebrations:
Each year CU Denver honors three PEAK teams (medical students and their community partners), with "PEAK Impact Awards". Their goal is to highlight exemplary collaborations: partnerships that dug deep, navigated obstacles, and culminated in meaningful outcomes for our community. They are happy to share that they will be recognizing the PBL team at Penrose Elementary School and their work with CU Denver for a “PEAK Impact Award” at our April 1 Awards and Recognition Ceremony.

Queen Palmer is the recipient of a $4,000 gift from Calvary Worship Center to renovate their teachers' lounge.

Congratulations to Adams, Stratton, and Wilson; they were named National Showcase Schools for Capturing Kids’ Hearts. This is a significant accomplishment that makes a difference in the lives of our students.

Congratulations to Cristian Granados and Gabe Wright for winning First Prize in the High School-West category in C-SPAN’s StudentCam competition! C-SPAN received 2,923 documentaries this year. The documentary aired prior to the Washington Journal program on Thursday, April 18. All winning videos now appear on the web site, [www.studentcam.org](http://www.studentcam.org). C-SPAN awards the First Prize winner $3,000. Here is the video [http://www.viddler.com/v/8ccf59e](http://www.viddler.com/v/8ccf59e).

Comcast Cares will be at West to conduct an outdoor classroom and to beautify the campus grounds on May 4.


Chipeta students, Gurman Singh-Goraya and Bryson Miller, were selected by the State PTA Reflection program based on their artwork. Student winners from the local level have the opportunity to move up through their district, region, council, and state PTA programs to the national level. National Reflections winners are celebrated annually at the National PTA Convention & Expo in June. Chipeta also held their Showcase of Learning and Art Show for students in grades K-5, and students demonstrated their critical thinking, problem solving, and learning!

Julia Mackay, sped teacher at Chipeta, has been nominated for the Colorado Counsel for Learning Disabilities Teacher of the Year.
SYSTEM IMPROVEMENT/ACHIEVE TEAM
Jeremy Koselak, System Improvement Specialist

The BOE has tentatively approved our ACT Budget for SY 2019-20. While significantly reduced from this year, the budget is now a recurring string in the general fund, which shows the commitment level of the board for this important work.

The ESSA Grant Launch is underway. This grant is empowering the district to support six schools in a targeted manner (with Special Education challenges through SWIFT and boosting the use of an Early Warning System through Talent Development Secondary), as well as a host of site based improvement initiatives (like Project Based Learning at Tesla, AV-ID at Odyssey and Standards Based Instruction & Assessment at Swigert).

Quarter three step backs are underway at our ACT schools, including time to review data from the Aligned District Benchmark and implementation data for Major Improvement Strategies. These step backs are part of the yearlong improvement effort (using principles of strategic performance management).

MULTI-TIERED SYSTEM OF SUPPORT
Sonia Urban, MTSS Specialist

We engaged with ten external partners to review our MTSS Framework on April 23. These external partners (from Colorado Education Initiative, Great Schools Partnership, SWIFT, MTSS at CDE, and School Turnaround at CDE) brought their diverse perspectives to help us identify areas of need in the framework and shared ideas for implementation. The MTSS Leadership Team is now adjusting the framework to incorporate their feedback in planning for our work with the Guiding Coalition on April 30. The goal is to have an MTSS Guidebook 1.0 available for teams to explore starting in the fall of 2019.

On May 7 and 8, we will begin deepening our work with our Early Warning System. Our grant partners from Talent Development Secondary will lead secondary teams to develop school based resource and intervention maps, by tiers, around the key domains of attendance, behavior, and course performance. Additionally, schools will create a site-specific “start strong” plan, based on this year’s data, to help school teams focus on a great start to the 2019-20 school year. This work is also a thread in the Early Warning System Certification process a few partner sites will complete next school year.
Have you heard about 30/70?

Make sure you and your PLC Building Leadership Team attends the May 3, PLC Power Rally. If you and your team have not signed up yet, click HERE.

During the half-day rally, you and your team will have the opportunity to reflect upon your school PLC and collaborative teaming this year to help you set a course of action for sustaining, growing, and optimizing next year.

We are approaching mid-race with PLCs. Runners often say that just over halfway through a race is the most difficult portion. Some runners slow and others quit the race. Teachers and teams that have not yet felt the full power of PLCs might do the same. It is critical that we work together to support what the strategic plan (draft) states as “... a dynamic collaborative community of energized educators ...” and help teams through mid-race so their work feels purposeful. Working together, we can continue to race strong and assure all students learn at high levels!

The D11 PLC Committee is also pursuing efforts to provide school leaders with additional supports to expand their knowledge and skills around coaching and growing teams. Look for more information about this at the beginning of next year.

SPECIAL EDUCATION
Dr. Nancy Homan, Lead SPED Facilitator

As the 2018-19 school year comes to a close, the Special Education Department is planning for the 2019-20 school year. We are planning trainings (to keep current on best practices in our field), interviewing/hiring, creating transition plans for students moving from elementary to middle school, middle to high school, and high school to the adult world. At the same time, we are making sure our students are ending this school year on a positive note and ensuring we have programs in place for each of our students so they can ‘hit the ground running’ when school begins in August. Let us know if you have input to support our effort in any of these areas.

The April community meeting of the Special Education Advisory Committee provided parents and community members an opportunity to hear from the PEAK Parent Center and the resources this organization makes available to our community. PEAK Parent Center is a non-profit organization dedicated to supporting people with disabilities live productive, meaningful lives. The presentation shared the many service PEAK Parent Center offers to our community and participants left with a better understanding of this important community resource.
GIFTED & TALENTED
Kristin Balsick, GT Facilitator

Fremont Elementary, Stratton Elementary, Sabin Middle School, and West Middle School are accepting applications for their Gifted Magnet Programs. Please visit www.D11.org/GMP for more information.

SUMMER OPPORTUNITIES FOR GIFTED STUDENTS
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 first through ninth grades 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. For information about specific classes and to apply, visit https://www.coloradocollege.edu/academics/dept/education/childrens-summer-programs/

Registration is now open for the 2019 UCCS STEM Academy for students entering sixth through twelfth grades next fall. The camp is FREE but students must apply ASAP as space is limited. Academy topics include web design, cyber security, robotics, drones, & CAD. Visit https://lemp.uccs.edu/showcase/stem/

Websites with great resources and information to support gifted students and families:
https://www.nagc.org
https://coloradogifted.org
http://www.byrdseed.com
http://www.hoagiesgifted.org
https://www.mensa.org
https://oedb.org/ilibrarian/50-essential-links-for-the-parents-of-gifted-children

UPCOMING
May 2 - 6:00
Elementary Gifted Magnet Program Parent Information Night at Fremont Elementary

May 3 - 4:00-5:30
Spring Bemis Talented in Art Reception and display at Bemis School of Art. Open to the public.

June 22
Pikes Peak Association of Gifted Students (PPAGS) will be hosting a parent workshop Subscribe to be on the priority list of their information www.pikespeakgifted.org

SUBSCRIBE to the GT webpage for important updates and information: www.D11.org/GT
The D11 Board of Education approved materials and courses for the spring approval cycle this past month. Thank you to the teachers, teacher-leaders, principals, and content facilitators who participate collaboratively in a selection process to bring materials and courses forward for Board of Education approval. This approval consisted of:

Instructional Materials: 192
New Secondary Courses: 29
Course Changes: 20
Course Deletions: 0

The course approvals listed for this round consist mainly of Career and Technical Education and Pre-AP courses for Coronado and Doherty, which were both selected as partner school sites for the 2019-2020 school year. Pre-AP is a new program offering that began in 2018 through the College Board to do more to support teachers and prepare students for success. The Pre-AP program offers instructional resources and classroom-based assessments to schools, and allows schools that meet requirements to earn an official Pre-AP designation from the College Board.

The Pre-AP Program offers consistent, high standards in focused courses that help build, strengthen, and reinforce students’ content knowledge and skills. Pre-AP courses prepare students for AP and college-level coursework. The coursework is designed for all students to be the standard, baseline course in specific subjects.

Pre-AP English 1 + Honors version| Pre-AP Algebra 1 + Honors version| Pre-AP World History and Geography + Honors version| Pre-AP Biology + Honors version

Curricular submissions included:

The DBQ Project Mini-Q elementary (grades 2-5) items for English Language Arts and Social Studies. DBQ stands for Document Based Questions which provide teaching strategies and material for students of all skill levels to use multiple sources of text to closely analyze and develop well-constructed essay responses.

A large portion of the curricular resources pertained to a listing of print versions of the material found within the new StudySync program. StudySync offers a multitude of literature opportunities for students through a robust online library. These materials were submitted in an effort to provide a good base of literature selections within StudySync; titles not previously approved for D11 students were included as a last step in finalizing the StudySync material approval.
ENGLISH LANGUAGE ARTS
Dr. Shelmon Brown, ELA Facilitator

Early Literacy Grant preliminary site visits are ongoing. Congratulations again to our four sites selected to engage in this important work supporting our readers. We are looking forward to seeing your growth and achievement as we build a community of strong readers and writers.

Secondary Standards Alignment Work is rescheduled for May 9 and 10. We will partner with CDE to begin our work in better understanding 2020 ELA Colorado Academic Standards and the role disciplinary literacy will play in supporting implementation. We will also draft a preliminary curriculum alignment document to use as guidance as we enter the next school year and work to fully align our expectations and resources.

Revision of the Schedules of Assessed Standards for ELA

Teacher teams for grades 2-8 English Language Arts met throughout April to revise District 11’s Schedules of Assessed Standards (SAS) and Aligned District Benchmark (ADB) Item Specifications in preparation for the 2019-2020 school year. These documents provide the blueprints for our ADBs, which are developed and administered in Galileo K-12. During their meetings, our teacher teams worked to accomplish the following objectives:

- Identify the ELA standards to be assessed by each D11 ADB.
- Identify the number and types of texts forming the foundation of the ADB item sets.
- Collaborate to achieve consensus on all decisions.

The current drafts of the Schedules and Specifications our teacher teams have created can be accessed through this link: SAS SY19-20.

UPCOMING

May 29 (AM)
Training for all teacher teams on vetting ELA ADB items at Tesla PD Center

May 29 (PM)
Training for table facilitators for the ELA ADB vetting process at Tesla PD Center

May 30-31
Teacher teams will vet and accept or replace every item and all ELA ADBs at Tesla PD Center

Any building administrator is welcomed to participate as a table facilitator for vetting math ADBs. We would need your commitment for the afternoon of May 29 and for full days over May 30-31. If you are interested, please contact Shelmon Brown.
MATHEMATICS
David Sawtelle, Math Facilitator

Revision of the Schedules of Assessed Standards for Math
Teacher teams for grades 2-8 math and middle school Algebra I met throughout April to revise District 11’s Schedules of Assessed Standards (SAS) and Aligned District Benchmark (ADB) Item Specifications in preparation for the 2019-2020 school year. These documents provide the blueprints for our ADBs, which are developed and administered in Galileo K-12. During their meetings, our teacher teams worked to accomplish the following objectives:
- Identify the math standards to be assessed by each D11 ADB.
- Identify the number of items/score points allocated to each assessed standard.
- Identify any specifications for items assessing standards on each ADB.
- Collaborate to achieve consensus on all decisions.

The current drafts of the Schedules and Specifications our teacher teams have created can be accessed through this link: SAS-ADB_Specs_May2019.
Representatives from the following schools composed our teacher teams. About half of our elementary schools and all our middle schools were represented by at least one participant on some team.

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<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
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<tbody>
<tr>
<td>Columbia</td>
<td>Adams</td>
<td>Chipeta</td>
<td>Columbia</td>
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<tr>
<td>Trailblazer</td>
<td>Penrose</td>
<td>Jackson</td>
<td>Midland</td>
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<td>Grant</td>
<td>Martinez</td>
<td>Edison</td>
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<tr>
<td>Wilson</td>
<td>Rudy</td>
<td>Penrose</td>
<td>Stratton</td>
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<td>Rogers</td>
<td>McAuliffe</td>
<td>Howbert</td>
<td>Madison</td>
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<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>MS Algebra I</th>
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<tbody>
<tr>
<td>Holmes</td>
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<td>Russell</td>
<td>North</td>
<td>Sabin</td>
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<td>Jenkins</td>
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In response to feedback from teachers and administrators about the length of the ADBs, our goal is to have 36 items/score points on each math ADB in 2019-2020. This year’s math ADBs each had 45 items/score points and so we are making a 20% reduction (9 items) in the length of the math ADBs for 2019-2020.

Also in response to feedback, next year’s ADB administration windows will be one week later than they were this year:
- ADB 1: October 7-11, with make-ups October 16-21. Data day October 15.
- ADB 2: December 9-13, with make-ups December 16-20.
- ADB 3: March 2-6, with make-ups March 9-13. Data day March 10.
- ADB 4: May 4-8, with make-ups May 11-15. It will again be required to administer ADB 4 to middle school Algebra I students: May 11-22.

Draft ADBs are currently being developed in Galileo K-12 based on our new Schedules and Specifications. On the morning of May 29, all our teams will meet at Tesla to learn about our process for vetting and accepting or replacing items on the draft ADBs. Then over May 30-31, each grade-level team will closely review every item on their four draft ADBs and they will decide collaboratively whether to accept or replace each item. By the end of May 31 each of our teacher teams will have entirely determined every aspect of their final grade-level ADBs for the 2019-2020 school year.

UPCOMING

May 30-31
Teacher teams will vet and accept or replace every item and all math ADBs at Tesla PD Center. Any building administrator is welcomed to participate as a table facilitator for vetting math ADBs. We would need your commitment for the afternoon of May 29 and for full days over May 30-31. If you are interested, please contact Dave Sawtelle, 520-2073.
SCIENCE & HEALTH
Darian Founds, Science/Health Facilitator

Due to significant changes to the science standards, CO districts will have additional time for implementation of the new standards. More information is available in CDE’s March SPARK newsletter https://www.cde.state.co.us/thespark/march2019#2.

Curriculum and Instruction is working with middle school science department chairs and teachers to identify options for middle school science course maps. Due to the grade banding of the middle school science standards, districts now have the flexibility to decide the scope and sequence of middle school science courses. A first iteration of the course maps will be available by the end of the school year.

Curriculum and Instruction is working with high school science department chairs and teachers to develop a new high school biology course map. We aim to develop a course map, which has agreed upon student learning outcomes while allowing the flexibility of individual schools to implement site-based programs and initiatives such as Pre-AP, IBMYP, etc.

Curriculum and Instruction is working with the elementary science committee, the Science Kit Center, and Carolina Biological Supply Company to develop a first iteration of an implementation plan for the new elementary science resources, Carolina Building Blocks of Science. http://www.buildingblocksofscience.com/

SUMMER ENRICHMENT
Darian Founds, Science/Health Facilitator

Student registration will open May 1. Curriculum and Instruction will provide printed flyers for schools to distribute to students, we greatly appreciate any assistance schools can provide to market the program. Examples include:

- Posting the SES logo and link on your school’s homepage
- Publishing info regarding the program in newsletters
- Sharing information about the program at school events that include students and parents
- Being a supporter of the program and encouraging students and families to sign up

The ESP application will also be available May 1. Visit www.d11.org/ses for program info.
Kudos to Palmer High School AVID Seniors; 100% applied and were accepted by a four-year college or university!

AVID sites are preparing for Denver Summer Institute by selecting teachers and administrators for whom this will be their first year in their AVID role. Each school’s AVID team is writing their plan for next year as to how AVID system resources will support their school’s Unified School Improvement Plan.

UPCOMING

Sign-up for borrowing the Giant Map of Colorado by contacting Joan Jahelka.

May & August (TBD)
DBQ Project PD

Second grade IMPACT series PD

August (TBD)
Discovery Education Tech Book grade-specific PD

American Government technology PD

SOCIAL STUDIES

Joan Jahelka, Social Studies Facilitator

Our elementary social studies team has developed lessons for grades kindergarten through fifth using our very own Giant Map of Colorado. The lessons are unique for each grade and integrate science standards, when possible. Now, when a school borrows the map for a week, every student can learn using this resource, while having a unique experience each year. Teachers are also welcome to develop their own lessons. For example, Edison ES used the map by having fourth grade students create a video about a Colorado place, link the video to a QR code placed on the map, and had 3rd grade students use iPads to access the QR codes and learn about places to answer an essential question.

The Board of Education approved the DBQ Project Elementary Mini-Q curriculum. Each school will receive one binder, with lessons designated for second, third, and fourth grades.

A team of second grade teachers reviewed new social studies resources and selected IMPACT by McGraw-Hill for purchase. Current funding will support one classroom set per school.

UPCOMING AVID

July 17-19 AVID Summer Institute Denver at the Denver Convention Center.

AVID

Joan Jahelka, AVID Coordinator

Kudos to Palmer High School AVID Seniors; 100% applied and were accepted by a four-year college or university!
As the summer approaches and we take time to reflect on where we currently are and what our best hopes are for next year, our own learning goals can start to take center stage. If you are investing some time in soaking up knowledge about personalized learning, deeper learning, or learner centered pedagogy and models and want some recommendations, here are just a few.

The short list and reflections are curated from colleagues in D11, so know they have had impact in local context. Enjoy, and as always, please reach out if I can support in any way.

**The Innovator's Mindset - by George Couros**
I have always questioned how we do things in schools, even as a student myself! I have spent many years observing, wondering and now leading. I think this book helped to validate the feelings I have always had as a learner, from a young person until now. By reading this book, I learned that being innovative is much more than using the latest technology to create learning opportunities. It is more about empowering our learners (children and adults), meeting their personalized needs, and developing meaningful relationships. It is about modeling the type of learning we want to see. By getting to know our learners, we learn more about ourselves as educators. To be truly innovative is to know our learners and in the end, it's ALL about the learner.

**Deeper Learning: How Eight Innovative Public Schools Are Transforming Education in the Twenty-First Century by Monica Martinez and Dennis McGrath**
This book resonated with me because it helps me articulate the ways pieces of deeper learning and personalized learning come together within the context and confines of public education. I love how the authors define deeper learning – mastering core academic content, thinking creatively and solving complex problems, working collaboratively, communicating effectively, and being self-directed learners with an academic mindset – and bring real examples from all levels of school. It is my go-to book.

**Learner Centered Innovation by Katie Martin**
This book helped me to rethink the school and classroom structures that can be pushed on as we are imagining what a student’s day looks like. It is organized in two parts, it starts with why agency is critical for learners, and then delves into the how we can reimagine supports and structures. A must read for thinking through the lens of learner centered environments for our schools.

Additional books to explore:
*Future Driven* by David Geurin  
*Culturize* by Jimmy Casas  
*The End of Average* by Todd Rose  
*Reach for Greatness* by Yong Zhao  
*Personalized Learning in a PLC at Work* by Timothy Stuart, et al.

**Online Platform**
*Learn Next* – Are you interested in learning about personalized learning, competency-based learning, tech-enabled learning, deeper learning, assessment for learning, or broader definitions of success? This may be the place to start! Learn Next is a free online platform that has learner playlists for each of these areas. Click into an area of interest, self-assess using the learner progression tool, and then jump into the playlists and courses at your point of need.
WORLD LANGUAGES
Claudette Murtha, World Languages TOSA

Fourth quarter district writing assessments are in full swing for world languages level one through four.

Students in third, fourth and fifth year world language classes are taking the STAMP (Standards-based Assessment of Multiple Proficiencies). Students receive a rating aligned with the national and state standards in reading, writing, listening, and speaking. Click here for more information.

AAPPL (Assessment towards Performance in Proficiency of Language) is being evaluated by a committee of teachers and administrators as a future assessment that would encompass all levels of world language. A timeline and budget have not yet been established for this work. Click here for more information about AAPPL.

MULTILINGUAL
Talonna Hybki, Multilingual Facilitator

W-APT and WIDA Screener testing will conclude for the 2018-2019 school year on May 7.

Students will complete their I-Ready End-of-Year Diagnostic assessment. ELL teachers will want to have conversations with their students about the progress that each student made this year.

ACCESS 2019 scores will used to update each English learner's ESL status.

There will be an ELL teacher meeting on May 2. During the meeting, we will disseminate re-designation and monitoring forms to ELL teachers for data collection and decision-making about ELL student programing for the 2019-2020 school year. All forms will be due back to the Multilingual Office by May 17.

ELL teachers will need to pick up their ELD materials before the last day of school.

The Imagine Learning Pilot schools will meet for a final time on May 3 to wrap up the school year. The Multilingual team will be meeting with schools added to the Imagine Learning Pilot.

Middle school ELL teachers will meet for our end-of-year program review. We will review our goals and look at ACCESS growth to help determine our focus for the 2019-2020 school year.

UPCOMING
May 2 - 4:15
ELL Teacher Meeting at Tesla PD Center

May 3 - 8:30
End of year Imagine Learning Pilot meeting at Tesla PD Center

May 7 - 8:30
Middle School ELL Teacher Meeting at Tesla PD Center
FINE ARTS
Tom Fleecs, Fine Arts Facilitator

Dr. John Leaf, visual arts teacher from Mitchell High School, was presented an award in the category of “Unique Project” from the Arts Business and Education Consortium. Dr. Leaf developed an “On Sight” program for student artists to share their passion for the arts. “On Sight” provides the students with the tools they need to create art, and most importantly, helps students engage in the arts conversation with their peers and dialog with professional artists and educators.

David Koller, visual arts teacher from Queen Palmer and Erin Ambroz, drama teacher from Coronado High School received the Joyce Robinson Arts Teacher Micro Grants at the ABE Luncheon. Erin also received a scholarship from the Colorado State Thespians to cover the cost of her registration at the State Thespian Conference.

Brooklyn Jade Sanchez from Queen Palmer Elementary, Autumn Bodine from Russell Middle School, and Natalie Bradley from West Middle School received scholarships from the Mary Lou Anderson Scholarship for Arts Enrichment at the ABE Luncheon.

Below are the El Paso Council PTA Reflections State Finalists:

State Dance Choreography Finalists
Intermediate: Gold – Gurman Singh-Goraya from Chipeta Elementary
Middle: Gold – Bayli Reschke from Russell Middle School
Middle: Silver – Summer Anderson from Russell Middle School

State Photography Finalists:
Intermediate: Gold – Bryson Miller from Chipeta Elementary

State Literature Finalists
Intermediate: Gold – Gurman Singh-Goraya from Chipeta Elementary