SPOTLIGHT

Laurilea McDaniel is the new Visual and Performing Arts Facilitator for District 11. This is her 16th year in education and she has taught all levels from kindergarten to college. She holds undergraduate degrees in Theatre, Journalism, and Education, and a master's degree in Curriculum & Instruction for Secondary Theatre Education from Texas A&M University in College Station, Texas. She is also a Freddie G. Fellow, Class of 2017.

She passionately believes in the power of the arts and how transformative they can be. Everyone has a story worthy of being heard. Arts programs encourage confidence and give students a voice!

ACHIEVEMENT, LEARNING & LEADERSHIP

VISION

We are a dynamic, collaborative community of energized educators, engaged students and supportive partners with a passion for continuous learning.

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

Strategic Plan Celebrations:
- We have our first successful PIVOT graduate. This student will count as a 2019 Achieve graduate! The PIVOT program is a post-secondary dropout recovery program in partnership with PPCC. Students earn both high school credits and college credits so that they may launch forward into their career!
- Opportunities abound! Evening and night classes for HS students are being provided by Tesla at the RJWAC.
- Swigert’s Back-to-School event, held on a Saturday, was very well-attended, with over 200 people enjoying the barbeque. 175 backpacks were given to students, and multiple community partners supported the event!
- We are happy to welcome a new Aspiring to Leadership group to D11! You may have some of these teacher-leaders in your school, as we look forward to their leadership-capacity-building this year!
- Through a CDE grant, the ED team is working this year to increase our coaching capacity for you. We look forward to sharing this learning and work with you! Last week, we practiced applying the See It-Name It-Do It format to student culture.

Engage Coaching Strategy:
- We learn best when we can focus on one piece of feedback at a time. Giving less feedback, more often, maximizes teacher development. Build your calendar now, and protect your time to be in classrooms, frequently and regularly!
- Strengthen the results of your PLC conversation by using a defined protocol, using the PLC resources and the protocols in your Engage Coaching spiral-bound book! Planning your coaching questions in advance ensures that you will be ready when the coaching opportunity presents itself!
- As you continue to build your calendar for this year, consider the structures you will use for interim assessment cycles and PLC meetings. Do you have:
  - A regular meeting schedule to analyze data?
  - Consistent protocols and pre-work expectations for effective analysis meetings?
  - A system to regularly collect student work for evidence of trends in student learning?
  - Helpful hint: tools for this work are available in your Engage Coaching spiral-bound book!

Equity in Education:
- Recommended reading: Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students by Zaretta Hammond.
- Tony Karr, new Holmes principal, has held community meetings off-site at different times, so that he gives all parties opportunities to connect with the school. Times for PTA and SAC rotate to ensure that all parents have an opportunity participate!
- Adult and Family Ed now provides no-cost ELL and basic skills classes for any D11 staff that wish to engage and enhance their skills!
- Monroe and Twain Elementary Schools implemented before- and after-school enrichment programming this year at no cost to parents, and the programs are so popular that every student seat is currently full! These two schools also experienced increases in enrollment this year.
SYSTEM IMPROVEMENT/ACHIEVE TEAM
Jeremy Koselak, System Improvement Specialist

Work is well underway in supporting our identified ACT schools for 2019-20! The supports include root cause, data analysis, focus groups, plan development, and expedited resource allocation. We are planning now for our first quarter step backs to review plans with schools and support adjustments. The Achieve team is partnering across divisions (Curriculum and Instruction, EDSS, IT, SEL, Personalized Learning) to ensure a coherent model of support for schools.

MULTI-TIERED SYSTEM OF SUPPORT
Sonia Urban, MTSS Specialist

MTSS is transitioning to its new home as the MTSS Office within Student Success and Wellness. The MTSS office leads several major initiatives, including the CDE MTSS Grant (year 4 of implementation), Comprehensive Student Support Model (CSSM) and the implementation of EASI grant projects including Early Warning System teams at the secondary level.

During the 2018-19 school year many stakeholders were engaged in the development of D11’s MTSS Framework and Guidebook. We are in the final stages of completion and will be ready to provide this resource to district staff in the next couple months.
We are entering a new phase of PLCs in D11! The essential language of PLCs is now directly embedded in our Vision statement: “We are a dynamic, collaborative community of energized educators, engaged students and supportive partners with a passion for continuous learning.”

Because PLCs are now an integral part of the district culture (thanks to all of your hard work!), the District PLC Committee will no longer be formally convening. To ensure our continued growth and the optimization of PLCs, I wanted to share some reminders about the resources available to you as teacher leaders, building admin teams, and district support personnel.

If you know of anyone confused or unsure about PLC expectations, remember that we have spent the last 4 years clarifying the what, why, and how of PLCs – we need your help with holding each other accountable to high expectations and with promoting the tools readily available to all teams.

We recommend exploring the D11 PLC Website, as it is full of resources to support planning, feedback, and training (including protocols, sample agendas, videos, and much more).

A few targeted choices to consider at the beginning of the year:

- We recommend that teams start with a self-assessment (or PDF version) using the PLC Key Indicators.
- Consider using this planning tool based on this self-assessment tool in combination with this Semester Planning tool.
- Also, many teams are finding it very helpful to read the article, “One Step at a Time” and then evaluating their team based on some “resources worth exploring”.
- The slide deck from Dr. Tom Many on Revisiting the Principal’s Role is a good support for principals and others who coach teams.

We need your help in keeping PLCs remain on the forefront of the work as engines of continuous improvement and disrupters of inequity, ensuring high levels of learning for all our students and teachers.
Please help us welcome Mark Hess to the Gifted & Talented Office. He will serve as our new Gifted Program Specialist. Barb Dunker is our GT Administrative Assistant.

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 K-12 student who demonstrates high ability in any of these areas, please notify your GRT to start the Gifted Review process.

Advanced Learning Plans (ALP) containing an academic goal and an affective goal are required for all students with a gifted identification. Goal development should be a collaborative process between student, parents, and staff. A copy of the ALP should be kept in the student’s cumulative file. Elementary ALPs are in Alpine and MS & HS students use Naviance to record and monitor goals.

The Gifted & Talented Department is delighted to continue our partnership with Bemis School of Art offering a variety of after school classes for 3rd-5th grade students demonstrating high ability in art. Thank you Carver, Columbia, Fremont, Jackson, Madison, and Rogers for being hosts to our satellite elementary school locations. This year, we’re happy to add North Middle School as a satellite school for our 6th-8th grade students.

Information inviting classroom teachers and parents to attend the Colorado Association of Gifted conference with GRT/GMP staff in October will be shared soon. The GT Department has a limited number of scholarships available to cover costs.

The assessment window for all 2nd grade students to take the full battery Cognitive Abilities Test (CogAT) will be October 16 through November 15. Gifted Resource Teachers will individually administer the assessment to any second-grade students who enroll after the testing window. Sixth grade students are not included in the universal screening this year.
The Curriculum and Instruction Department has been working hard over the summer to offer a robust set of tools and trainings to support the transition to the 2020 Colorado Academic Standards. In this newsletter, you will see all subjects have shared the idea of disciplinary literacy. Disciplinary literacy is defined by CDE in the disciplinary literacy guide as follows: Disciplinary Literacy is the intersection of content knowledge, experiences, and skills necessary to demonstrate understanding through the ability to read, write, communicate, and think critically using approaches unique to a specific discipline. (Shanahan & Shanahan, 2012). In short, Working, thinking, talking, and planning through multiple content areas & processes. This depth of literacy in all subjects is critical to becoming standards literate and will serve our students to graduate as multi-literate students.

To this end, you will see in the graphic included that standards disciplinary literacy is the key focus for this school year. In addition, we have created a temporary website to place all new resources while we train all team members on website literacy so that they can finalize their formal pages in the main district website. Please feel free to visit the link to see the new items being offered to schools from the curriculum and instruction team! www.Tinyurl.com/d11candI

Last but not least...When you visit the temp site, you will see fun Bitmoji’s of our full team. We are quite pleased to introduce our new staff members as follows:
- Mykel Donnelly: K12 Literacy and Language Arts Facilitator
- Natasha North: K12 Literacy Instructional Specialist
- Laurilea McDaniel: Visual and Performing Arts Facilitator
- Julie Johnson: Part-time Personalized Learning Facilitator
- Phillip Hutcherson: K8 Math and Science Instructional Specialist

Our returning team members and our new members are looking forward to working with all of you this year!

The C&I team will be maintaining a team calendar that can viewed by all, please visit this link to see what great work the full team is doing each month!
**ENGLISH LANGUAGE ARTS**  
**Mykel Donnelly, ELA Facilitator**

*Becoming a literate reader, writer, and communicator: Students of English Language Arts will begin exploring the newly revised Colorado Academic Standards through a disciplinary literacy lens. This year’s instructional focus will inspire inquiry and equity among all students, by utilizing common standards-aligned curriculum and benchmark data.*

**Secondary Curriculum Alignment Work** continued throughout May and June, contributing to a shared understanding of the 2020 ELA Colorado Academic Standards and the role disciplinary literacy will play in supporting implementation. Teacher committees drafted a preliminary curriculum alignment document to use as guidance this school year. The “living document” will be brought to Department Chairs in September for dissemination to their teams. Ongoing feedback and revision are encouraged as teachers become more familiar with the revised standards.

**READ Act:**  
There are several changes this year that we will continue to provide updates on for schools. Information on SRD funding information will be coming mid-September.  
K-Readiness  
Business as usual! Watch for newsletter updates!

**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 K12. The current drafts of the Schedules and Specifications our teacher teams have created can be accessed through this link: [https://www.d11.org/Page/9626](https://www.d11.org/Page/9626)

**District 11’s Partnership with Dr. McKnight** provides an opportunity for content facilitators to create an aligned K12 Literacy Plan which encompasses early literacy, content area literacy, and disciplinary literacy to propel District 11 teachers and students’ academic achievement.
Becoming Literate Like a Mathematician (Part 1)

Disciplinary Literacy is the intersection of content knowledge, experiences, and skills necessary to demonstrate understanding through the ability to read, write, communicate, and think critically using approaches unique to a specific discipline.

This is the definition of Disciplinary Literacy which is given in the Colorado Department of Education 2020 Standards modules. Over the coming months in this space we will explore what it can mean to support students in becoming literate like a mathematician.

In the Colorado 2020 Academic Standards for Mathematics, Disciplinary Literacy is most easily identifiable through the elevated status of the eight Standards for Mathematical Practices (SMPs or MPs):

<table>
<thead>
<tr>
<th>MP 1 Make sense of problems and persevere in solving them.</th>
<th>MP 2 Reason abstractly and quantitatively.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MP 3 Construct viable arguments and critique the reasoning of others.</td>
<td>MP 4 Model with mathematics.</td>
</tr>
<tr>
<td>MP 5 Use appropriate tools strategically.</td>
<td>MP 6 Attend to precision.</td>
</tr>
<tr>
<td>MP 7 Look for and make use of structure.</td>
<td>MP 8 Look for and express regularity in repeated reasoning.</td>
</tr>
</tbody>
</table>

Two of the most significant revisions within the 2020 Standards for Mathematics are that the SMPs now serve as our competency statements for all Prepare Graduates and that the SMPs are included in more meaningful ways “on the right-hand-side” of the standards documents, (along with articulation to the Colorado Essential Skills). How did this status shift for the SMPs come to be? Recall that back in 2010 the inclusion of the SMPs was a significant breakthrough in the Colorado Academic Standards for Math. For the first time we had explicit process standards for developing students’ mathematical habits of mind and behaviors in addition to our familiar content standards for developing students' mathematical understanding, knowledge, and skills. Despite that breakthrough, the adage “what gets tested gets taught” continued to rule our focus and efforts with standards and so, because authentically assessing students’ habits of mind through machine-scored testing is impossible (at least so far), the SMPs have yet to gain much attention from our educators. Because of this, elevating the prominence of the SMPs was an intentional and strategic decision by the team that revised the math standards.

Additionally, the publication of Timothy and Cynthia Shanahan’s seminal paper Teaching Disciplinary Literacy to Adolescence: Rethinking Content Area Literacy (2008) contributed greatly to furthering the importance of the SMPs. Since that publication, exploration and development of the notion of Disciplinary Literacy has grown very rapidly. As a result, there is deeper understanding which now recognizes the disciplinary habits of mind and behaviors represented by the SMPs as contributing significant aspects to ideas about what Disciplinary Literacy means in mathematics.

In the next installment of “Becoming Literate Like a Mathematician”, we will consider ways to support students in developing SMP 2, Reason abstractly and quantitatively.

UPCOMING
9/23 (8:30-4:00 pm)  
Disciplinary Literacy in Mathematics for Middle School  
Antlers Hotel, Downtown

Much of my time is currently dedicated to providing teachers and grade-level teams / PLCs with site-determined, job-embedded support and professional learning. Please contact me to explore possibilities and to arrange similar support for your school.
**SCIENCE & HEALTH**
Darian Founds, Science/Health Facilitator

Equity should be prioritized as a central component in all educational improvement efforts. All students can and should learn complex science. However, achieving equity and social justice in science education is an ongoing challenge. Students from non-dominant communities often face "opportunity gaps" in their educational experience. Inclusive approaches to science instruction can reposition youth as meaningful participants in science learning and recognize their science-related assets and those of their communities.

-Philip Bell and Megan Bang

For more information related to STEM and equitable teaching practice visit [http://stemteachingtools.org/tgs/Equity](http://stemteachingtools.org/tgs/Equity).

The Middle School Science Scope and Sequence aligned to the 2020 Standards can be found by CLICKING HERE. The new course maps were collaboratively developed during the spring of 2019 and will be further revised over time. The middle schedule for implementation of the 2020 CO Science Standards is:

- 2019-20: 6th grade uses new scope and sequence, 7th and 8th grade continue using pacing guides aligned to 2009 standards.
- 2020-21: 6th and 7th grades use new scope and sequence, 8th grade continues using pacing guide aligned to 2009 standards.
- 2021-22: All grade levels are using new scope and sequence, 8th grade CMAS science test aligns to 2020 CO Science Standards.

The middle school science pacing guides aligned to 2009 standards can be found at [https://www.d11.org/Page/5078](https://www.d11.org/Page/5078).

D11 has been awarded a three-year grant so support Comprehensive Health in the district. A strong Comprehensive Health program can support the academic outcomes we are seeking through skill development and social and emotional competencies. The grant’s primary focus is on teacher training and middle school health curriculum. More information to follow.
The District 11 AVID family continues to grow with the addition of Edison ES to West ES, and Jackson ES. For Summer Institute 2019, 54 teachers and administrators engaged in learning how they can support closing the opportunity gap for their students in Denver and Dallas. Based on student data, each site team has determined which AVID resource they will utilize and align to their Unified School Improvement Plan throughout the year, while using the AVID Certification and Coaching Instrument to self-monitor progress, while selectively choosing instructional practice professional development modules for use during PLC or staff meetings.

Tutors are currently being hired and trained for secondary AVID sites. Our UCCS Student Job Fair recruitment proved to be very successful in again matching our site needs with a talented group of college students.

**SOCIAL STUDIES**
Joan Jahelka, Social Studies Facilitator

Without social studies, we lose the civic mission of public schools... Ultimately, we can’t prepare children for living in a rich, diverse democracy if we don’t expose them to the controversial topics inherent in our democracy. - Stephanie Serriere

Reading thinking, talking, writing like a historian has been the focus of social studies research-based instructional practices since the adoption of the 2010 standards for all K-12 students in District 11. The 2020 standards emphasize Disciplinary Literacy, which embraces students developing skills through an apprenticeship model. Each child recognizes how the lens of a historian, political scientist, geographer, and economist value unique qualities in expressing information that students analyze, while grappling with ambiguous questions that mirror real-world topics. Throughout the year, we will emphasize the unique aspects of each lens and how it integrates with the 2020 standards. We will focus on social studies alignment to the following:

- 2020 Standards
- CMAS data
- College Board data
- Best – First Instructional Practices

Our growth during the 2019-2020 school year will build on the strong foundation established by our students and staff, as evidenced by our 2019 CMAS Social Studies data – Our tested 4th and 7th graders, combined performed above the Colorado state average of 4th and 7th graders, combined!

**UPCOMING**

**9/17**
Constitution Day—all schools will receive instruction about the Constitution required by Colorado statute

**10/1 (8:00-3:30 pm)**
DBQ Project PD for Elementary and Middle school teachers
Tesla PD

**UPCOMING AVID**

**9/10 (9:00-3:00 pm)**
AVID Elective Teacher Workshop
Penrose House

**9/26 (9:00-12:00 pm)**
AVID College Fair
Colorado College

**10/3-4 (8:30-4:00 pm)**
AVID Southern CO PATH PD
Tesla PD

**3/6 (8:00-12:00 pm)**
AVID Western Division Showcase Event
Jackson Elementary

**AVID**
Joan Jahelka, AVID Coordinator

The District 11 AVID family continues to grow with the addition of Edison ES to West ES, and Jackson ES. For Summer Institute 2019, 54 teachers and administrators engaged in learning how they can support closing the opportunity gap for their students in Denver and Dallas. Based on student data, each site team has determined which AVID resource they will utilize and align to their Unified School Improvement Plan throughout the year, while using the AVID Certification and Coaching Instrument to self-monitor progress, while selectively choosing instructional practice professional development modules for use during PLC or staff meetings.

Tutors are currently being hired and trained for secondary AVID sites. Our UCCS Student Job Fair recruitment proved to be very successful in again matching our site needs with a talented group of college students.
Our new Strategic Plan calls us to empower the whole student and develop personal, social, and cultural competencies to apply intentionally in their lives. Accepting the challenge put forth in our new mission and vision to engage in our work differently requires that we think in new ways in all content areas about learning design that is intentional in developing these skills for success in life.

A resource currently being completed to help educators put this into action is the D11 Graduate Profile. This profile is a graphic representation defining both the academic skills, wider competencies, and learning dispositions that will empower our students.

These wider competencies are drawn from responsiveness to our current economy needs as well as from the feedback of our community during the World Cafe process. In 2019 The Job Outlook report published by the National Association of Colleges and Employers report lists the four most essential competencies for career readiness right now as:

1. Critical thinking/problem solving
2. Teamwork/collaboration
3. Professionalism/work ethic
4. Oral/written communications

While we await the completion of the D11 Graduate Profile we can work to understand current state by asking: How are we currently ensuring students are empowered and have multiple opportunities through the disciplines to develop these skills?

From there, we can dive deeper into understanding, pondering:

- How often are learners given opportunities to engage in the four essential competencies above?
- What systematic opportunities are given for students to engage in wider competencies? Are they left to chance based on the course load a student takes or the label a learner has (GT, IEP, AP, etc.)?
- Are there systems and structures of support for educators as they design instruction that embeds these skills in the coursework?

Ask students about their experiences and where and when they have had opportunities to build these skills. The strategy “Students as Consultants” within School Retool provides a scaffold that may be helpful in your planning. Even if you haven’t been involved in a School Retool cohort yet, check out the resource and let Julie or Nicole know if we can be of assistance with this or other empathy building tools.

Once we understand current state, taking the next steps toward thinking about broader skills that support success in life allows us to fulfill the commitment to the dare to empower the whole student to profoundly impact the world.
GLOBAL EDUCATION
Claudette Murtha, Global Education Facilitator

How do our students read, write, speak, and interact like someone from a Spanish-speaking country? What about from a French-speaking country or maybe from Japan or China? That’s what disciplinary literacy is. Our work this year will include opportunities for staff and students to experience this idea in the classroom, Professional Learning Communities (PLC’s) and through district professional development.

- Building and implementation of free voluntary reading (FVR) libraries in all world language classrooms over two years - beginning with heritage speakers and upper level classes
- Transition to use of new 2020 Colorado Academic Standards for world language across all levels of proficiency: Novice, Intermediate and Advanced.
- Investigating more how our evidence outcomes are measured in each standard: Communication, Cultures (Intercultural Communication), Comparisons and Connections
- Measuring student success and proficiency by using rubrics in the following modes of communication: Interpersonal (writing and speaking), Presentational (speaking and writing) and Interpretive (reading, listening).
- Classroom instruction focus on 90% or more of target language of the teacher – Comprehensible Input (CI) in the classroom.
- North Middle School World Language Department won the CCFLT CLEAR award for outstanding middle schools last spring.

Our partnership with Dr. Katie McKnight will help us learn more about disciplinary literacy in order to achieve higher academic achievement in World Language classrooms.

MULTILINGUAL
Talonna Hybki, Multilingual Facilitator

The CLDE office is busy working with our CLD teachers to identify our English learners so that they can start receiving English language learner services. It is important to remember that all identified English learners receive ELD time each day with a certified CLD teacher or ELL EA.

We are moving into year two of piloting the Imagine Learning Language and Literacy online program for our newcomer English learners. We have added an additional 5 elementary schools, 2 middle school and 1 high school to the program. Identified ELL students who will be using the program should complete their BOY assessment by Sept. 10th. We have scheduled Imagine Learning meetings with our pilot teachers later in the month of September.

The CLD office will continue our middle school CLD program review and will be working with our middle school CLD teachers to determine what our goals are for the 2019-2020 school year.

The CLD office will conducting Cultural Responsiveness Training for certified staff members to help them complete their 45 hours of CLD training.
Our special education department provides a continuum of supports in our schools for students on IEPs. Our schools are well-staffed with special education teachers, speech pathologists, mental health support, and educational assistants. Additionally, our department provides itinerant services for other related service needs such as occupational therapy, physical therapy, vision, and hearing services. Each high school cluster has an assigned team that includes an identified facilitator, two behavior interventionists, an instructional coach, and an assessment psychologist. At Tesla, we have a Child Find Team who manages all assessments for students under the age of 5 who may qualify for special education, and our Transition Services Department, who provides support to students who qualify for services from the age of 18-21.

This will be an exciting new year of possibilities, successes, and celebrations special education in D11. We have a strong team of veteran and new staff members, and we look forward to opportunities for meaningful work with our students and families in the upcoming school year. As the new Executive Director for Special Education, I want to share with you that I have a passion for Special Education that has spanned several decades, and I have spent my entire career working with or on behalf of students with disabilities. I spent many years working as a School Social Worker and have been a Special Education Administrator for the past 8 years. I am a long-time D11 resident and I raised my family here, so it feels like I am coming home.

This is the right time to be in Special Education in D11. I feel tremendous energy, insight, and passion from every person I meet, so I am thrilled about my opportunity to collaborate with all stakeholders to provide the best programming and services for our students. My job is to support the work of our staff in providing the best services possible to students with IEPs. Please do not hesitate to reach out to me, or anyone on our leadership team, to get the support you need.