

**COLORADO SPRINGS SCHOOL DISTRICT ELEVEN**  
Dr. Michael J. Thomas, Superintendent  
Phoebe Bailey, Assistant Superintendent – Personnel Support Services

**District Accountability Committee  
Full DAC Committee Meeting**

Thursday, April 15, 2021  
6:00 – 8:00pm  
Via WebEx

1. Welcome/Introductions– Velvet Stepanek, DAC Chair– 5 minutes
2. MLO Plan Amendment – Glenn Gustafson, Deputy Superintendent/CFO – 10 minutes
3. 5 Essentials Data – Dr. David Khaliqi, Executive Director-Education Insight – 20 minutes
4. Spark Online Update – Julie Johnson, Online Principal – 30 minutes
5. Dual Immersion Update – Claudette Murtha, Global Education Facilitator – 30 minutes
6. Membership Updates – Joseph Mezzofante – 5 minutes
7. Training & SAC Support Subcommittee Update – Lyman Kaiser – 5 minutes
8. Budget Subcommittee Update – Michael Reyes – 5 minutes
9. Accreditation Subcommittee Update – Jane Tucker – 5 minutes
10. Closing – Velvet Stepanek – 5 minutes

*T & SS meetings, May 4, via WebEx or Volunteer Services Conference Room if in person*  
*DAC meetings, May 13, via WebEx or Tesla if in person*





**Colorado Springs School District 11  
Mill Levy Override Spending Plan  
Plan Amendment Form**

Item number: **2000-14 & 2000-2B**  
Item description: **Full Day Kindergarten and Class Size Reduction**

**Plan Amendment Category:**

- |   |                 |
|---|-----------------|
| • Spending plan definition deviation      | _____           |
| • Moving funds to another authorized item | <u>2000-14</u>  |
| • Moving funds to a new item              | _____           |
| • Moving unspent funds to a new item      | _____           |
| • Other                                   | <u>2000- 2B</u> |

**Plan Amendment Rationale:**

In the Spring of 2019, the Governor of Colorado worked with the legislature to introduce and eventually pass HB 19-1262 to offer and fund full-day kindergarten in Colorado. This bill eventually passed and was incorporated into the School Finance Act.

The District's 2000 mill levy override (MLO) includes item 14 that funds full-day kindergarten in District 11. Item 14 was the consolidation of two original MLO spending plan items: school start times and research-based interventions. Now that the state is going to fund full-day kindergarten, funding from this item is no longer needed.

The District would like to repurpose these funds on a non-recurring basis for FY 21/22 to support Student Device Repair and Replacement for the full amount of \$2,400,550. If the budget will support it, the District will consider allocating these funds on a recurring basis.

**Student Device Repair and Replacement**

District 11 moved to a 1:1 student to device environment in response to the COVID-19 pandemic. As a result, we expanded our technology environment by adding almost 20,000 devices in SY 2020-2021. In addition, the Board of Education eliminated the fee charged to students/families in SY 2020-2021 that historically supported device maintenance and repair. Sustaining a device for every student is now an educational requirement.

These funds will support the continued repair, upkeep, and regular replacement of the 30,000+ student and staff devices (computers, iPads, Chromebooks) as well as other technology (projectors, smartboards, printers, etc.) that are used across the District through replacement parts and/or complete replacement devices as needed.

Funds will be used to replace technology devices for every District 11 student, teacher and general computer lab over the device lifecycle. The table on the next page and the attached PDF have additional details on the cost and lifecycle for each device type.





**Colorado Springs School District 11**  
**Mill Levy Override Spending Plan**  
**Plan Amendment Form**

**Replacement Cost of Current Student 1:1 and Teacher Device Fleet**

Device Type	Device Count		Device Price	Total
iPads	7,053	x	\$299.00	\$2,108,847.00
Chromebooks	11,714	x	\$250.00	\$2,928,500.00
Student Laptops	7,219	x	\$500.00	\$3,609,500.00
Teacher Laptops	2,000	x	\$875.00	\$1,750,000.00
Teacher Laptops (Touch)	200	x	\$940.00	\$188,000.00
Lab Computers	3000	x	\$638.44	\$1,915,320.00
				<b>\$12,500,167.00</b>

**Per Year Cost to Maintain Current "In School" Fleet**

Device Type	Device Life (Years)	Total Cost	Annual Replenishment
iPads	5	\$2,108,847.00	\$421,769.40
Chromebooks	4	\$2,928,500.00	\$732,125.00
Student Laptops	5	\$3,609,500.00	\$721,900.00
Teacher Laptops	5	\$1,750,000.00	\$350,000.00
Teacher Laptops (Touch)	5	\$188,000.00	\$37,600.00
Lab Computers	7	\$1,915,320.00	\$273,617.14
			<b>\$2,537,011.54</b>

**Plan Amendment Approval:**

- District Administration (Superintendent's Staff)
- Mill Levy Override Oversight Committee
- District Accountability Committee (DAC)
- District Board of Education (5 vote minimum)

**Date:**

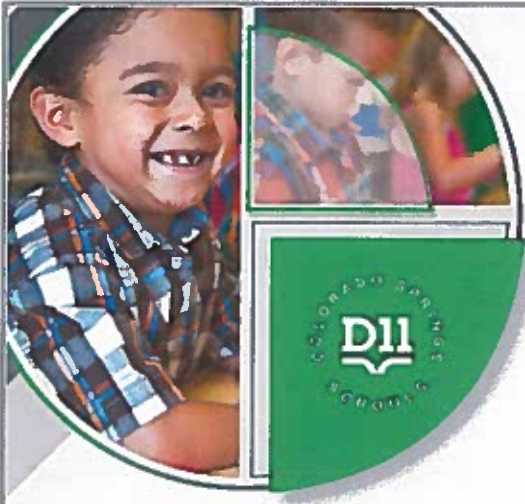
03/02/2021

02/16/21, 03/30/21

**Attachments:**

PIP  
 Revised definition  
 Any supporting documentation





## 2000 MLO Program Implementation Plan (PIP)

# 2000 PIP 14 FULL-DAY KINDERGARTEN (Suspended 7/1/19)

### Program Description: Full-Day Kindergarten – Suspended 7/1/19

Researched-based interventions will be put into place to address the needs of students who are partially proficient or unsatisfactory in achieving the standards. The funds are allocated based on student achievement and vary by site. To be approved for funding, the interventions must be data-driven, based on identified needs included in the unified school improvement plan and research-based.

This funding provides the necessary recurring funds for the transition from half-day kindergarten classes to full-day kindergarten classes. The majority of these funds are used for the hire of additional teachers to convert each kindergarten classroom from a .5 FTE to a 1.0 FTE. Remaining funds support the professional development of these teachers.

### Ballot Question Alignment: Full-Day Kindergarten

Election Question Bullet #3 - Focus on academic core subjects like math, reading, writing and science.

### Explanation and Use of Funds: Full-Day Kindergarten

17 FTE teacher salaries and benefits	\$2,200,000
Intervention staff development	\$200,550
	<hr/>
	\$2,400,550

The expenditures for staff could be extended day, extended year, or in-school interventions.

The District would like to thank the taxpayers for the additional resources to supplement important D11 programs. Please note that these resources supplement existing funds in order to enhance effectiveness.

Budget	Amount	Year	Teacher FTE	ESP FTE	Exec/Pro FTE	Total
FY 2018-19	\$2,400,550	FY 2018-19	0.0	0.0	0.0	0.0
FY 2019-20	\$0	FY 2019-20	0.0	0.0	0.0	0.0
FY 2020-21	\$0	FY 2020-21	0.0	0.0	0.0	0.0



**Colorado Springs School District 11**  
**2000 Mill Levy Override Implementation Plan Budget**  
**SUSPENDED on July 1, 2019**

Program: Research Based Interventions/Full Day Kindergarten Program No.: Various  
 Program Budget Manager: David Engstrom  
 Division: Achievement, Learning & Leadership/ Personnel Support Services MLO Item No.: 14  
 Division Head: Phoebe Bailey/David Engstrom

**Program Description:**

An intervention is defined as a deliberate accommodation/modification of an existing circumstance that assists the student in achieving at a proficient level and those not maximizing learning on the content standards.

Researched-based interventions will be put into place to address the needs of students who are partially proficient or unsatisfactory in achieving the standards. The funds are allocated based on student achievement and will vary by site. To be approved for funding, the interventions must be data-driven, based on identified needs included in the unified school improvement plan and research-based.

This funding provides the necessary recurring funds for the transition from half-day kindergarten classes to full-day kindergarten classes. The majority of these funds are used for the hire of additional teachers to convert each kindergarten classroom from a .5 FTE to a 1.0 FTE. Remaining funds support the professional development of these teachers.

**Alignment with District Business Plan Goal:** Goal 1, Demonstrate improvement of student achievement

**This PIP aligns with Ballot Question Point:** #3, Focus on academic core subjects like math, reading, writing, and science

**Explanation for Use of Funds and Calculations:**

17 FTE teacher salaries and benefits	\$2,200,000
Intervention staff development	<u>200,550</u>
	\$2,400,550

The expenditures for staff could be extended day, extended year, or in-school interventions.

**Plan Amendment History:**

When the MLO plan was developed prior to approval of the voters, spending plan research indicated a strong need to adjust school start times to match student sleep patterns. The original thought was a change in start times which would require a conversion from a 3-tier busing to a 2-tier busing system which would require additional buses and drivers.

Based on the existing school schedule, these funds will not be needed for the foreseeable future. Based on this, the District moved these funds to full-day kindergarten implementation in order to maximize early childhood education and student achievement.

In FY 19/20 per MLO Plan Amendment, on a non-recurring basis we moved \$1,650,550 into 2017 MLO PIP 8, and moved \$750,000 into 2000 MLO PIP 2B. In FY 20/21 per MLO Plan Amendment, on a non-recurring basis we moved \$2,400,550 into 2000 MLO PIP 1B.

**Performance Measures and Targets:**

MEASURE			TARGET				
Employment of 17 highly qualified and highly effective kindergarten teachers.			Percentage of highly effective teachers				
Acct #	Object	Job Class	FY17/18 Actual	FY18/19 Actual	FY19-20 Actual	Changes	FY20-21 Adopted Budget
011020	REGULAR EMPLOYEES	TEACHER	1,400,300	1,650,000	-	-	-
020030	EMPLOYEE BENEFITS	TEACHER	799,700	550,000	-	-	-
043000	EQUIPMENT MAINT.		200,550	200,550	-	-	-
084000	CONTINGENCY				-	-	-
<b>Total Expenditures</b>			<b>2,400,550</b>	<b>2,400,550</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Staff FTE:</b>							
	TEACHERS		17.00	17.00	-	-	-
<b>FTE Totals</b>			<b>17.00</b>	<b>17.00</b>	<b>-</b>	<b>-</b>	<b>-</b>

PIP Approval Date	PIP Review to Committee Date(s)
6/28/2001	3/6/03, 12/13/07, 2/8/07, 3/8/07, 5/10/08, 5/23/11, 6/6/11, 3/19/19





# **Mill Levy Override Oversight Committee**

## **Full-Day Kindergarten Plan Amendment**

John McCarron, Assistant Superintendent / Chief Information Officer  
Jason Reynolds, Director of Technical and Support Services

March 30, 2021





## Full-Day Kindergarten - Background

- The District's 2000 mill levy override (MLO) includes item 14 that funds full-day kindergarten.
- In spring 2019, HB 19-1262 funded full-day kindergarten (FDK) in Colorado as a part of the School Finance Act.
- Now that the state is funding full-day kindergarten, \$2.4 M in MLO funding is available.



## Emerging Need – Device Sustainability

- In March 2020, COVID-19 hit and D11 moved to remote learning which required reliable student devices.
- For the remainder of 2019-20, D11 was able to provide *devices to students in need.*
- For 2020-21, \$6.5 M in Cares Act funds was invested to purchase 20,000 new devices, enabling D11 to provide a *device for every student.*



## Emerging Need – Device Sustainability

- For 2020-21, the Board of Education (BOE) eliminated the fee charged to families that historically supported device maintenance and repair.
- The BOE allocated one-time funds to support repair and maintenance for 2020-21.
- Sustaining a device for every student has become a D11 educational requirement.



## Full Day Kindergarten – MLO Plan Amendment

- For 2021-22, Technology Services submitted budget modification requests to support on-going computer repair and replacement needs.
- Both requests have been pulled and have been re-packaged as MLO plan amendment to support device sustainability.



## Full Day Kindergarten – MLO Plan Amendment

- We are proposing to utilize FDK funding to support systematic repair and replacement of all instructional computers including students, teachers, and general labs.
- The proposed plan annually replaces the appropriate percentage of devices based upon the device lifecycle.
- For example, most devices have a 5-year life and would be replaced at 20% per year.



## Full Day Kindergarten – MLO Plan Amendment

- The table on page 2 of the MLO Plan Amendment request details the current inventory, lifecycle, and replacement cost for devices.
- A supplemental “Device Replacement Estimate” has also been provided.
- The proposed replacement plan will help to ensure devices are reliable and economical.



# Full Day Kindergarten – MLO Plan Amendment

Replacement Cost of Current Student 1:1 and Teacher Device Fleet

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# Planning for Success

- Comprehensive planning process review
- Vision accountability structure
- School identity
- Updates on specific deliverables in process for August launch
- Q & A

UPDATE ON PROGRESS  
D11 DAC APRIL 15, 2021



Spark Online Academy

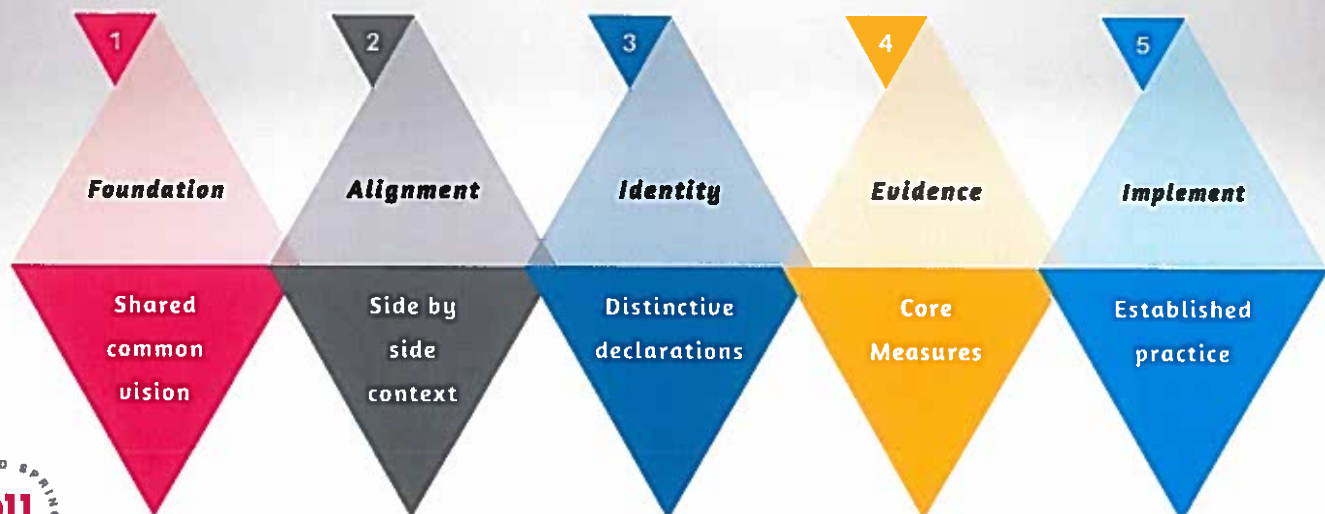


## Spark Online Academy

Planning toward launch



Spark Online Academy







## Sample Strategic Plan Alignment



Spark Online Academy

### *Mission*

We dare to empower the whole student to profoundly impact our world.

It is our belief that students need both strong foundational academic content mastery and equally important continuous opportunities to apply learning in authentic, real world experiences.

The learner is at the center of our decisions and actions, shifting our success indicators to active engagement in rigorous, relevant online and blended learning experiences and thereby, empowering our students with the skills and confidence to profoundly impact our world.

**As a proud member of Colorado Springs School District 11, Spark Online Academy's foundation rests solidly on the D11 Strategic Plan.**



## Sample Equity Policy Alignment



Spark Online Academy

E. Practices, procedures and programs that result in over or under representation of any group of students compared to peers shall be reviewed, with urgency and through the lens of accountability, to assure that such results are due to meeting student legitimate educational, social, or emotional needs.

The D11 Equity Policy defines our accountability to ensure support for our learners that is specific to individual needs and without barriers to access. We believe equity does not end at access alone. We recognize that systemic racism and the marginalization of individuals and demographic groups of people has deep roots in our society and requires the diligent effort and attention needed to not only remove barriers to access, but also an expectation of success in growth and achievement for every single learner. We believe trust to be defined as holding ourselves accountable and aligning our actions to the safety of what is important to each of us personally and collectively. This safety creates the conditions for courage and demands we are steadfast in fulfilling the promises of our school and district vision.



### Our Graduate Profile:

- provides a clear visualization of priority goals for teaching and learning to align operationalize our D11 Strategic Plan
- articulates the hopes, aspirations, and dreams that our community has for our young people
- gives language to the skills and mindsets that our children need for success in this rapidly changing and complex world

What are the implications for the design of the learning experiences, assessments—and equitable access to those experiences—we provide in our school systems?

Performance assessments and presentations of learning that encompass our Graduate Profile will be a critical component in a body of evidence for learning growth and accomplishments.

Our students will collect, reflect, and present learning through a variety of authentic evidence goals through authentic evidence, such as learner-led conferences and portfolios in order to understand progress toward their identified goals.

## The One Plus 5 Essential Domains

- **+ Learner Centered**
  - Each learner is viewed as unique in meaningful ways with unbounded potential and an innate desire to learn. The job of the education system is to unleash that desire.
- **Ambitious Instruction**
  - Classes are academically demanding and engage students by emphasizing the application of knowledge.
- **Effective Leaders**
  - School leadership works with teachers to implement a clear and strategic vision for school success.
- **Collaborative Teachers**
  - The staff is committed to the school, receives strong professional development, and works together to improve the school.
- **Supportive Environment**
  - The school is safe and orderly. Teachers have high expectations for students. Students are supported by their teachers and peers.
- **Involved Families/Engaged Communities**
  - The entire school staff builds strong relationships with families and communities to support learning.



# Ambitious Instruction



Spark Online Academy recognizes that ambitious instruction is the keystone of student success. Our classes are designed with the strengths, needs, and interests of each one of our learners in mind to be challenged and engaged in learning. Instruction is clear, well-structured, aligned across grade levels, and encourages students to build and apply knowledge.

Students are challenged and engaged in learning as our educators plan and facilitate on and off screen instructional experiences. These experiences offer students choice and agency to engage in learning in ways that leverage their learning preferences to unleash each student's potential. Instruction is inclusive, culturally responsive and honoring of each learner's unique talents, gifts, and contributions to our learning community and the wider community.

In providing choice and support toward rigorous learning targets, our students learn to advocate for their learning needs and in doing so, are empowered to take an active role in their learning process through continuous cycles of feedback and improvement. Learning will be measured not by number of tasks completed, or time spent logged on to a learning platform, but by evidence and demonstrations of learning toward the rigorous, defined grade level expectations in the Colorado Academic Standards.

Our students will have flexible access to instruction with a combination of synchronous and asynchronous lessons that allow both building and applying knowledge.

## Ambitious Instruction

Characteristic	Core Measures	Aligned Goals	Year	Milestones and Measures
Instruction is clear, well-structured, and aligned across grade levels.	Co-created goals	Student portfolios provide a structure for learners to set goals with guidance from teachers that are measurable, attainable, standards aligned and include options of types of evidence to add to the portfolio to show growth and progress toward the goals.		
	Learning / Feedback cycles			
	Multiple pathways to learning outcomes based on student learning preferences	Students self assess and reflect on growth toward learning goals and progress toward proficiency.		
	Multiple ways and opportunities to demonstrate understanding	Teachers provide helpful and actionable feedback on a weekly basis with specific steps students need to take to progress and grow in their learning goals.		
		Learning pathways toward standards based learning outcomes provide students choice in access, activity and modality to instruction, practice in building skill proficiency.		
Teachers expect students to do their best and to meet academic demands.	Systems of Continuous Learning Growth through Embedded Formative Assessment	Learners have multiple attempts and multiple means to demonstrate mastery of learning goals.		
		Grading and reporting reflects proficiency growth and progress toward Colorado Academic Standards and DII Graduate Profile competencies		
		Formative assessments are a part of a body of evidence that inform learning pathways for each student and feedback based		
		Quantitative and qualitative data will be regularly captured to inform advisory, feedback and learner preferences and entry points toward learning goals.		



*Procurement*

**Devices, Hands On Learning Kits for Science, Music, Art, PE, Robotics, Math Manipulatives, Monitors, Webcams, Document Cameras, Headsets with Mics, Curriculum, Apps, Furniture, Organizational Tools**

*Hiring*

**Administrative Assistant and Teacher postings are in process**

*Marketing*

**TV Ad campaigns, Social Media, YouTube, Mailers, Radio, e-mail**

*Professional Learning*

**Vision, Curriculum, Tools, Pedagogy, Handbooks, Processes, Procedures, Schedules**

*Communications*

**Calling enrollment applicants, e-mailing newsletters, calendars, schedules, advisory opportunities, information sessions**

*Location*

**Flexible use: administrative management and record keeping, instruction space, support services, a safe learning space as needed, hands on and movement activities, technical support, meals, counseling, mandated testing**

*Learning Plans*

**Setting up systems for supporting our learners with IEPs, 504 Plans, ELL Plans, GT Plans**

*Advisory*

**Feedback cycles of growth, sense of belonging, portfolio evidence of learning growth, social and emotional growth and development support**

*Grading and Reporting*

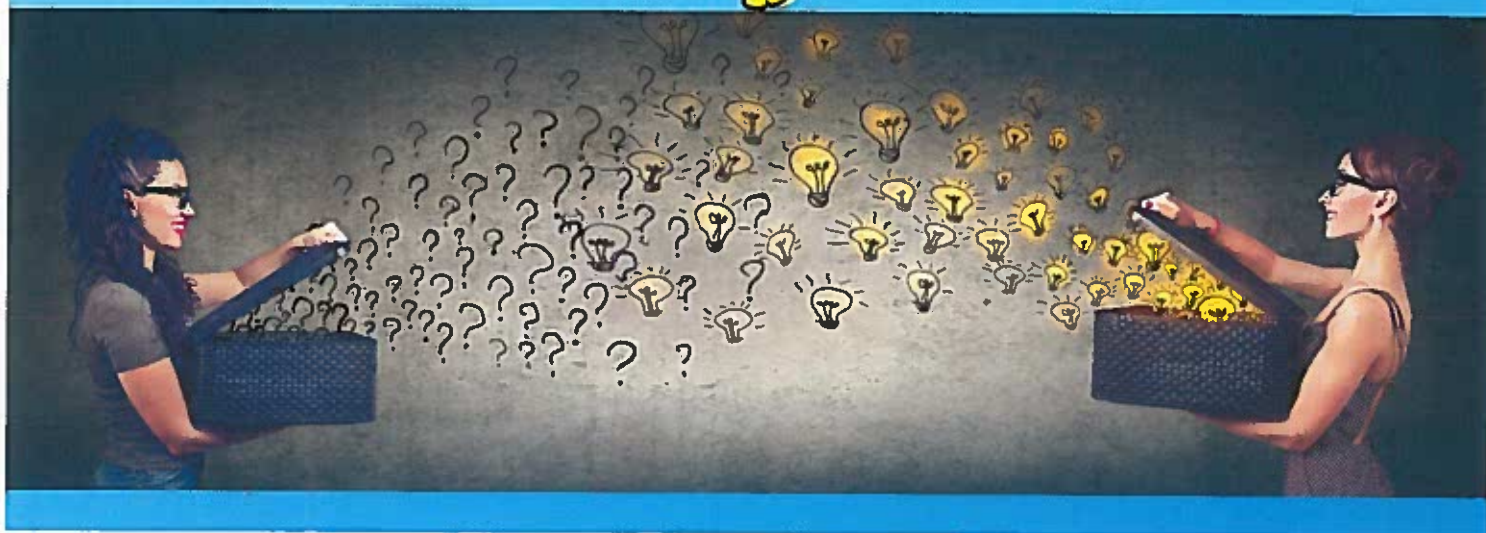
**Creating systems to support proficiency based learning and whole child skill development, Graduate Profile Skill Progressions, Portfolio Defense as Capstone Graduation Pathway**

*Essential Learning Opportunities*

**Providing access to Arts, PE, Music, World Languages, STEM, Design Thinking**



HMM





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# Dual Language Education

## DAC

April 15, 2021 / El 15 de abril, 2021  
Information / Información

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Claudette Murtha - Global Education Facilitator

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The background of the lower section of the slide is a photograph of a library or bookstore. It shows several tall wooden bookshelves filled with books of various colors and sizes. The lighting is warm, and the books are arranged neatly on the shelves.

### Introduction/History of DLI

- 1963 - Coral Way Elementary (K-8 in Dade County FL) started by Cuban citizens
- 1965 - École Bilingue - Massachusetts
- 1968 - Bilingual Education Act
- 2002 - NCLB - English Language Acquisition , Language Enhancement and Academic Achievement Act
- Result - over 398 Two-Way immersion programs
- 2007 - Significant growth in programs despite Propositions in CA and AZ to eradicate programs.
- Focus is on Bilingual Education - Not centered predominately on aiding ELLs (Two-Way)



## Definitions / Definiciones

- Dual Language Immersion / Two-Way Immersion - Use of two languages for instruction
- Subtractive bilingualism - transition students out of their native language as quickly as possible
- Additive bilingualism - Students' primary language is developed and maintained as a second language is added
- Foreign Language Education - Students receive less than half a day instruction - not content based.
- 90/10 & 50/50 - Amount of time allocated throughout the day/week dedicated to LOTE (Language Other Than English) content instruction
- One-Way - consist of students from one language group
- Two-Way - Consist of Ells and English-speaking peers - Focus is academic language/vocabulary/literacy.
- Self-contained - One teacher for one group of students in one classroom
- Side by Side - One teacher in partner language and another in English (in 90/10 this starts happening more in 3rd grade)

## Dual Language Immersion is.....

- Content instruction in another language (LOTE)
- The study of core academic content areas: Literacy, Math, Science, Social Studies. The new language is the medium of instruction as well as the object of instruction.
- Specials and literacy instruction in English
- Transfer of literacy skills
- Sheltered Instruction strategies (Krashen & Vygotsky)





## Benefits (Beneficios) of DLI

- Increase brain power
- Academic advantage
- Increase cultural awareness
- Employment and travel opportunities
- Scope of larger world
- Easier to learn a 3rd language
- Transfer of skills
- Better chance of raising their children to be bilingual
- Mentally stronger for longer
- Improved social life
- Tend to be more creative, flexible and open-minded
- Easier to focus on a variety of tasks simultaneously
- Better communicators
- More empathetic
- Meet or exceed academic standards



## DLI

### Successful Programs

- Els and English-speakers achieve academic success
- Students learn together in a systematic way so that both groups become bilingual and biliterate in two languages.
- Clear mission and vision and guiding principles.
- District support
- Highly qualified staff
- Aligned materials
- Program evaluation
- Pathways
- Dedicated school
- Professional Learning & Team Building opportunities
- Parent education



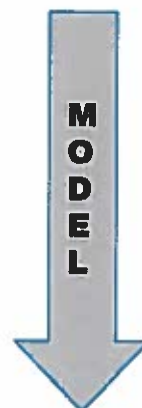
# D11 Dual Language Immersion - Just the Facts!

- Rogers Elementary
- K & 1st grade - grow 1 year thereafter
- K-5th - Pathways to MS and HS programming
- English / Spanish
- Contracting with consultant on a Two-Way 90/10 Model with daily literacy pod to support English Literacy
- 50/50 language distribution in instruction transition by 4th grade.
- Balanced enrollment
- Transportation
- Content taught in Spanish & English
- Program within a school and plans to move to a Magnet school model
- Family/Community involvement
- Opportunities for staff, students, families and community.
- Hiring - AP, 2 teachers, 2 paraprofessionals
- Staff attending professional development in June & July
- Formation of a long-term decision-making team upon hiring of AP

## K & 1st Grade 90/10



Literacy/Reading /Writing	Spanish focus with supports in English literacy pods
Science	Spanish - hands-on, interactive
Specials (General Music, Band, Orchestra, Art, P.E.)	English with occasional Spanish-speaker guest. *Students attend 1 special per day for 45 minutes.
Social Studies	Spanish - Visual, TPR, Interactive



**One Bilingual Teacher & One Bilingual Paraprofessional in each Dual Language Classroom**

**DLI follow D11 curriculum based on Colorado Academic Standards, with additional resources from WIDA & ACTFL.**





## Program Evaluation

- Conversation and meetings with Education Insights Department
- Program Evaluation
- CAL (Center for Applied Linguistics) Resources and Professional Learning
- Outside evaluators and consultant evaluation (Utah visit in 2021/22)
- CDE
- D11 content facilitators

Includes, but not limited to:

Focus on Instruction and Curriculum

- Spanish & English Standards and Benchmarks
- Colorado Academic Standards
- Standardized assessments in content areas
- Language Proficiency assessments
- Portfolios
- CLDE consultations
- HR / Hiring practices
- Budgeting
- Application for new Grant
- Instructional Materials - Including libraries
- School / Classroom aesthetics
- Leadership
- Resource allocations



## Community/Parent Involvement

## Community

- Partnerships with bilingual business owners
- Guest visitors to classrooms
- Cultural celebrations
- Donations
- Other resources

## Parent

- 2-3 Orientation Sessions each semester
- Monthly lunch/dinner
- Shared cultural experiences & perspectives
- Opportunity to learn another language
- Classroom volunteer opportunities
- Support literacy development at home.



**Programa de  
Inmersión Dual en Español  
@ Escuela Primaria Rogers**

**Spanish Language  
Dual Immersion Program  
@ Rogers Elementary**



Haga clic [AQUÍ](#) para registrarse para una sesión de información virtual el 22 o 29 de abril a las 5:30 p.m.

Click [HERE](#) to register for a virtual information session on April 22nd or 29th at 5:30 p.m.

**Opening Fall 2021! / ¡Apertura en otoño del 2021!**



# Pathways

Dependent upon FMP and AMP work

Recommendations to the AMP team based on the DLI Committee work

- Recommendation (based on other successful models): K-8 Dual Language Immersion Academy to provide equitable access and guaranteed pathway to students and family who commit to becoming bilingual/biliterate

Otherwise:

- Pathway to at least 2 Middle Schools
- Career pathways, IB, AP and other CT options at all four D11 high schools
- Study Abroad opportunities
- Internship opportunities

## Handbooks

Mission / Vision / Guiding Principles

- Staff handbook
- Student / Parent handbook
- Resources and Programming K-12 pathways



# Staffing / Hiring / Professional Learning

- AP Interviews begin soon
- Posted for 1 K and 1 1st grade teacher for DLI
- Need to tap into J-1 resources
- Professional Learning July/August
- D11 team attending Center for Applied Linguistics trainings (including SIOP) this June and July
- Professional learning opportunities with contracted consultant
- Book study for D11 employees - Dual Language Immersion Program Implementation
- Team Building
- Utah / La Cosechas / PLC

## Q & A



Questions?

[claudette.murtha@d11.org](mailto:claudette.murtha@d11.org)

719-520-2418



# Sources

*Dual Language Education: Program Design and Implementation* by Sonia Sottero

*Biliteracy from the Start* by Escamilla, Hopewell, Butvilofsky, Sparrow et al .

*Teaching for Biliteracy: Strengthening Bridges between Languages* by Beeman & Urow

*Culturally Responsive Teaching & The Brain* by Hammond

An Educator's Guide to Dual Language Immersion by Westerberg & Davison (Davison is in Summit County, Colorado)

7 Steps to Success in Dual Language Immersion: A Brief Guide for Teachers & Administrators by Carrera-Carrillo & Rickert-Smith

*En Comunidad: Lessons for Centering the Voices and Experiences of Bilingual Latinx Students* by Garcia

*The Newcomers* by Helen Thorpe

## Websites

- [Center for Applied Linguistics](#)
- [Center for Advanced Research on Language Acquisition](#)
- [National Association for Bilingual Education](#)
- [Dual Language Education of New Mexico](#)
- [Utah Dual Language Immersion](#)

Books...continued ....

[Guiding Principles for Dual Language Education-third edition](#)

[Learning Another Language Through Actions-Total Physical Response Strategy](#)

[Profiles of Dual Language Education in 21st Century](#)

