

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

**District Accountability Committee  
Full DAC Committee Meeting**

**March 18, 2019**  
6:00 – 8:00 pm

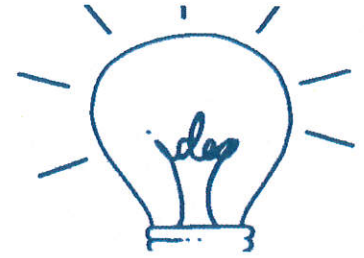
**Tesla Opportunity Center – 2560 International Circle  
Room 112/113**

1. Welcome/Introductions/Opening Remarks– Dr. Parth Melpakam, DAC Chair– 10 minutes
2. DAC Spotlight – Ms Becca Daugherty, 3<sup>rd</sup> Grade Teacher, Fremont ES – 5 minutes
3. Colorado Springs District 11 Draft Strategic Plan – Process, Timeline and Discussion – Dr. Parth Melpakam, DAC Chair – 35 minutes
4. Multi-Tiered System of Supports (MTSS) – Jeremy Koselak/Sonia Urban – 45 minutes
  - Discussion of the new Framework for improving academic and behavioral outcomes of every student
  - Family, School and Community Partnerships
  - DAC Feedback on the new Framework
5. Accreditation Subcommittee Report – Dr. Ed Plute – 5 minutes
6. Budget Subcommittee Report – Jan Rennie – 10 minutes
7. Membership Subcommittee Report – Dr. Wendy Chiado – 5 minutes
8. Training and SAC Support Subcommittee Report – Lyman Kaiser – 5 minutes
9. Miscellaneous – Dr. Parth Melpakam – 5 minutes

*T & SS meetings*, April 2, May 7, Garden Level Conference Room  
*SAC Training*, April 4, Tesla  
*DAC meetings*, April 18, May 16, Tesla



Colorado Springs District 11  
Draft Strategic Plan  
February 23, 2019



## CORE VALUES

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We believe:

- In the inherent worth of every individual and the power of equitable practices to unleash potential.
- Diversity enriches the human experience and strengthens community.
- Healthy relationships provide mutual understanding and enhance life.
- Continuous learning nourishes life.
- Integrity is fundamental to building trust.

## MISSION

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

## MISSION IMPACTS

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- Each student will innovatively adapt to evolving challenges.
- Each student will actively pursue learning that continually challenges them to grow and achieve their personal best.
- Each student will develop personal, social, and cultural competencies and apply them intentionally in their lives.

## VISION

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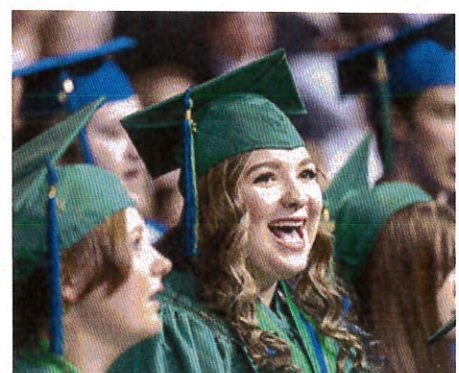
We are a dynamic, collaborative community of energized educators, engaged students and supportive partners with a passion for continuous learning.

## STRATEGIES

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In pursuit of our mission and mission impacts:

1. We will cultivate a collaborative culture that promotes intentional, mission-driven change.
2. We will align our actions to our shared understanding of and commitment to the strategic plan.
3. We will guarantee an ecosystem of equitable practices to meet the unique needs of all.





## **Multi-Tiered System of Supports (MTSS)** **Definition, Principles, Components and Key Shifts**

### **Multi-Tiered System of Supports (MTSS) in District 11**

*A unified framework to support deeper learning for all.*

District 11's Multi-Tiered System of Supports (MTSS) is our unified framework for advancing academic and behavioral outcomes while cultivating the social and emotional wellness of every learner. This prevention-based framework emphasizes deeper learning, and provides a layered continuum of evidence-based, responsive practices applied at the classroom, school, and district level. MTSS features collaborative, data-based decision making and active partnering among schools, families, and the community.

#### **Core Principles of MTSS**

##### **♦ All Means All**

- ♦ Every learner (students and adults) can grow and achieve at high levels
- ♦ Every learner is healthy, safe, engaged, supported, and challenged.
- ♦ Every learner has equal access to an engaging, rigorous, and relevant standards-based curriculum and evidence-based, culturally-responsive instruction.

##### **♦ Deeper Learning**

- ♦ Deeper learning is available to every learner through promoting the acquisition of robust core academic content, higher-order thinking skills, and habits of work (*content mastery, effective communication, critical thinking and problem solving, collaboration, self-directed learning, academic mindset*).

##### **♦ Focus on the Whole Learner (students and adults)**

- ♦ Instruction and supports focus on the whole student: academics, behavior, and social emotional wellness of learners.
- ♦ Education is balanced among college, career, and civic readiness indicators (with attention to Colorado Essential Skills: academic, professional, civic, personal, and entrepreneurial).
- ♦ Adult learning is a critical facet of school improvement.

##### **♦ Collective Responsibility, Efficacy, and Impact**

- ♦ Collaborative teams are essential to improve outcomes for students and teachers and every member of the learning community continues to grow, learn and reflect.
- ♦ Teams share responsibility for the success of all learners and believe in the ability to positively impact every student in a timely manner.
- ♦ Families and the community are active partners with schools and district improvement efforts in supporting students.

##### **♦ Continuous Improvement and Quality Implementation**

- ♦ Decisions are *values driven* and *data informed*
- ♦ Improvement is a habit that requires continued practice, attention, reflection, and follow up.
- ♦ An integrated approach takes into account the various initiatives, resources, cultures, and considers the learning of everyone in the system.
- ♦ Successful Implementation involves the intentional and coherent use of tools and practices to manage change and optimize outcomes.





## Multi-Tiered System of Supports (MTSS) Definition, Principles, Components and Key Shifts

### Key Enhancements/Shifts beyond RtI & PBIS (based on national and local experiences, research, and CDE's [Cross-Walk Document](#))

- Preventative framework is specifically called out (not just to reduce the need for special education)
  - Best First Instruction is the true prevention
  - “Preventing the emergence and habituation of learning obstacles is paramount. Every stakeholder contributes to the creation and maintenance of an enabling context where learning occurs in each educational setting and at each layer of intensity within the continuum.”
- Focus on the whole learner
- Culturally relevant and equitable access to support is provided to every student to ensure positive academic and behavioral outcomes.
- Tiered and layered model applies to students **and adults** across the system
  - “Layers of support are established for students, but also for adult stakeholder groups, including school staff, families, and the community”
  - “Teaming structures and expectations distribute responsibility and shared decision-making across school, district, and community members (e.g. students, families, generalists, specialists, district administrators, etc.) to organize coordinated systems of training, coaching, resources, implementation, and evaluation for adult activities.
    - The purpose of the Leadership Team is to build capacity and establish hospitable environments that effectively align systems, policies, and infrastructure.
    - The Leadership Team consists of committed individuals who possess vision, knowledge and skills to lead MTSS implementation.
    - Intentional collaboration between all teams within the system enables MTSS integration and scale-up efforts”
- Layering of interventions *and* Tiered Logic
- Global data-based problem solving at school and district level (vs student level only)
- Braiding together RtI, PBIS, PLC, CSSM, Personalized Learning, and other initiatives/frameworks as a System
  - “Braiding the elements of RtI, PBIS, and Implementation Science helped ensure alignment of past guidance and lessons learned from implementation efforts both locally and nationally.”

District Accountability Committee (DAC) Budget Subcommittee Comments and Recommendations  
Regarding the FY 2019-2020 Budget Modification Requests and 2018-2019 Charges.

**Introduction**

As in past years, the DAC Budget Subcommittee is pleased to have the opportunity to provide input on these requests. At the February 26, 2019 DAC Budget Subcommittee meeting, Deputy Superintendent Mr. David Engstrom, Assistant Superintendent Ms. Phoebe Bailey, Doherty High School Principal Mr. Kevin Gardner, Grants Director Ms. Patricia Reitwiesner, System Improvement Specialist Ms. Brenda Matznick, K-12 Executive Director Mr. John Keane, K-12 Health and Science Coordinator Mr. Darian Founds, Preschool Coordinator Ms. Kathy Howell, and Security Operations Commander Mr. Jim Hastings presented the budget modification requests for their respective departments and schools. They also assisted the subcommittee by answering questions and addressing concerns.

**Recommendations and Comments**

It was stressed that as District 11 is in the process of cutting FTE positions in all employee groups in response to declining student enrollment, requesting additional funding to the general budget must require careful deliberation and thoughtful analysis. Budget requests that addressed safety concerns and an improved, efficient work environment were considered as much needed priorities. It was also mentioned that the District should consider the option of “astutely investing its way out of the current budget challenge” by infusing resources in educational programs and staff that directly contribute to reversing the decline in student enrollment. The Budget Subcommittee considered all modification requests with the above lens and the recommendations are in the attached document.

**Charges**

One of the Budget Subcommittee charges for the current school year is to review and report to the Board regarding certain academic programs: International Baccalaureate, Advancement Via Individual Determination, Advance Placement, the Summer Enrichment Series, CU Succeed, and CU Gold.

**Summer Enrichment Series (SES)**

For 2019, the D11 SES will operate with half the budget of the previous year. Mr. Darian Founds, supervisor of the SES, has revamped the program and shared the changes with the subcommittee.

- The Budget Subcommittee concurs with the District’s recommendations in this regard and is optimistic that the modified SES will offer engaging, challenging, and equitable access to enrichment-based learning opportunities for all current students in grades kindergarten through five.
- Emphasis should be placed on marketing and advertising the SES program effectively, so that D11 families are adequately informed of this free learning opportunity for their students.
- The Budget Subcommittee recommends that the program be closely monitored to determine if the established attendance, achievement, and culture goals are met. Future success of this program will depend upon it being implemented with fidelity.

**CU Succeed, CU Gold, International Baccalaureate, and Advanced Placement**

The subcommittee also received information concerning International Baccalaureate, CU Succeed, CU Gold and Advanced Placement. It was determined that due to time constraints, the subcommittee could not make specific recommendations for the coming school year regarding these programs.

**Advancement Via Individual Determination (AVID)**

The subcommittee’s focus was on reviewing the AVID program and providing a detailed analysis of its current implementation, practice, and outcomes at D11 schools.

There are currently 10 D11 schools using the AVID program, with five of these schools in the first year of implementation. Significant effort was invested in gathering information about the total cost of the program to the District. Since the expenses are from different funds, it was challenging to find an accurate cost for the program.

Ms. Joan Jahelka, the District's AVID facilitator, invited five principals or their representatives to speak to the Subcommittee. As DAC Budget Subcommittee chair, I have visited or will visit the other five schools.

The following is a summary of the comments shared by staff and administrators:

- Good program for providing support and academic instruction for students in the middle; but with impending general budget challenges, it was mentioned that cuts would be understandable.
- AVID is just beginning in our school but believe it can have a positive impact on closing the achievement gap.
- Concerned about future funding for the program.
- Staff is very enthusiastic and committed to continuing the program.
- Alternate ways for spending the financial resources should be explored.
- The program is struggling and needs work to be effective.
- If AVID wasn't funded, we would find another format to teach similar skills.

At the March 12, 2019 Budget Subcommittee meeting, the AVID program was discussed at length. Following is a summary of the discussion:

#### Strengths

- Jackson Elementary was the first district elementary school to implement AVID, and the strategies are used school-wide. This school year, Jackson was recognized as an AVID showcase school and hosted its first showcase tour. Colorado Measures of Academic Success (CMAS) data for the last couple of years indicate that the program has been effective in closing achievement gaps. According to Dr. Paul Medina, the school is projected to perform well in the upcoming CMAS assessments.
- AVID is a required course for all Odyssey Early College and Career Options students. This class is essential to prepare them for the college classes that they will be attending during their high school years. While visiting the class, I was immediately impressed with how well-versed the students were with the core AVID strategies. Odyssey ECCO has received a grant offer for a second year of AVID that all students will be required to take.
- The principal of North Middle School shared with the subcommittee that the AVID program was instrumental in their school moving from a turnaround accreditation rating in 2017 to performance rating in 2018. There are currently two class sections at each grade level.

The 2019 AVID seniors currently total 60: General William J. Palmer High School with 33, Francisco Vasquez de Coronado High School with 12, Thomas B. Doherty High School with 15.

#### Concerns

- The subcommittee discussed that the success of the program hinges on proper protocol being followed for selecting students and staff.
- The subcommittee was not able to find specific data to show that AVID is implemented with fidelity and closes the achievement gap.
- The subcommittee could not establish if teachers accessed all the training material provided on AVID website and if this was done with reasonable frequency.
- The subcommittee could not determine if the rest of the school staff was aware of AVID strategies and if those strategies were being used in classes other than the AVID elective classes.

The AVID seniors in the class of 2018 totaled 29: General William J. Palmer High School with 5, Francisco Vasquez de Coronado High School with 12, Thomas B. Doherty High School with 12.

#### Subcommittee AVID Recommendations

- The program must be implemented with fidelity for it to directly benefit the students who are academically in the middle by helping them realize their full academic potential.
- The subcommittee recommends that the schools complete an application to continue or initiate AVID rather than being funded with a simple request.
- The above application should clearly define the school's objective, yearly implementation strategy including action steps to precisely identify students who will benefit from this program, accepted metrics to gauge success, and measures to monitor the program at the building level (to check overall fidelity of implementation and practice).
- Doherty and Coronado High Schools plan to implement Pre-Advanced Placement (AP) for the 2019-20 academic year. The subcommittee deliberated that some of the AVID skills could be taught in the Pre-AP classes and, as such, it may be prudent to discontinue AVID in the above schools.
- The financing for the AVID program to all schools should be consistent, transparent, and equitable. Currently, some of the schools are being funded by the District, others by discretionary resources, and a few schools are using either their school funds or Title I funds.
- AVID and other programs should be monitored and assessed on a regular basis.

The subcommittee thanks Mr. Glenn Gustafson, Dr Paul Medina, Mr. David Engstrom, Ms. Joan Jahelka, Mr. Darian Founds, Dr. Parth Melpakam, and Ms. Becky Moore for their time and assistance.

Colorado Springs School District 11  
FY19/20 Recurring Proposed Budget Modifications Summary

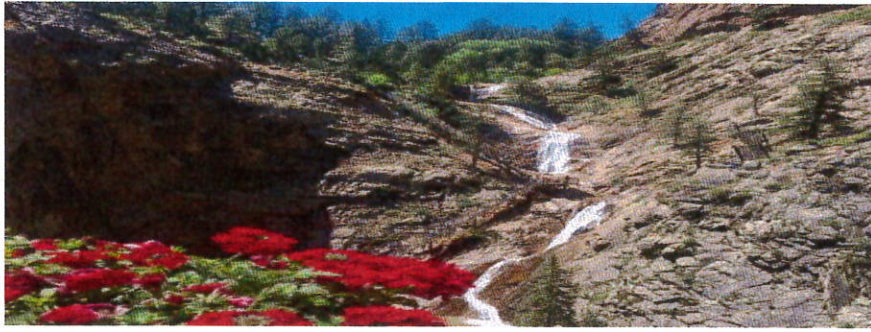
Catalog #	Program	Program Description	\$ Amount	FTE	Short Description	Subcommittee Comment	DAC Budget Subcommittee Vote			
							Yes	No	Neutral	Abstain
PSS-2	22130	Instruction Staff Training	35,000	-	Upgrade district evaluation system	Understand the need for alignment in evaluation system, request does not directly improve student achievement, address safety, or attract students to	3	4	2	0
PSS-3	29100	Volunteer Services	9,000	-	Tech support and licensing for visitor management system	Supports student, staff, and community safety.	9	0	0	0
ALL-2	22190	School Improvement Team (ACT Team)	800,000	3.0	Support schools with major improvement strategies (ACT)	Addresses and supports turn-around schools, which directly impacts student achievement and contributes to attracting and retaining students. With fewer turn around schools, funding is stable, reduce amount requested?	5	2	2	0
ALL-6	009VE	Career and Technical Education	44,750	-	Pikes Peak Business Alliance membership	Should be a valuable tool but the results have yet to be determined as this is new. Monitor for success and future funding.	4	1	4	0
ALL-7	2212Y	Curriculum and Instruction - Science Kit Center	10,159	1.0	Hire additional, permanent science kit center technician	With changes in science requirements, and the current high demand for the science kits, this could be a good investment.	5	1	3	0
ALL-9	22120 / 06000	Curriculum Alignment/World Language	138,783	1.0	Expand world language program	Concern arose with this request because world language is not core curriculum and requests a full FTE to facilitate. There are core curriculum facilitators who are not a full FTE.	5	1	3	0
ALL-10	17910 / 00400	Early Childhood	386,000	5.6	Additional preschool classrooms	Aware that this request was not final. Discussed transportation costs and speech pathologists that may be included. Understand the need but question any potential to bring in students to the District.	8	0	1	0
<b>TOTALS</b>			<b>1,423,692</b>	<b>10.6</b>						

Colorado Springs School District 11  
FY19/20 Non-Recurring Proposed Budget Modifications Summary

Catalog #	Program	Program Description	\$ Amount	FTE	Short Description	Subcommittee Comment	DAC Budget Subcommittee Vote			
							Yes	No	Neutral	Abstain
TS-3	26600	Security Services	200,000	-	District-wide security camera/radio replacement	Supports student, staff, and community safety. Potentially curbs vandalism.	8	0	1	0
TS-4	26600	Security Services	12,000	-	management system equipment	Supports student, staff, and community safety.	8	0	1	0
SUP-1	22240	Production Services	30,000	-	Vehicle purchase to transport lift	No concerns, reasonable request to support media production and facility rentals.	8	0	1	0
DBS-1	27200	Transportation	100,000	-	Purchase two activity buses	Recognize the cost savings to the District.	7	0	2	0
DBS-2	28130	Grants	20,000	-	Hire temporary grant writer	Cost and time savings. Expertise is needed to write grants in order to get grant requests approved.	7	0	2	0
ALL-1	00900	General Education	92,317	-	Student data system renewal - Alpine	Understand need for the system. However, since the costs have been shared with EDSS, why did they not partner again for a new system? Perhaps back off EDSS for another year, research a system during 2019-20, and partner again to cut costs.	0	8	1	0
ALL-4a	00300	General High School Education	70,844	-	Pilot Pre-AP program at two high schools	If implemented and found to be valuable, must stay in for the long-term and really make it work. Potential to improve student achievement and to attract and retain students.	7	0	2	0
ALL-4b	00301	General High School Education	180,000	-	Textbooks to support Pre-AP program	Concerns around the high cost to pilot for one year.	7	0	2	0
<b>TOTALS</b>			<b>705,161</b>	<b>-</b>						

**Total Amount All Requests:** 2,128,853  
**Total FTE Requests:** 10.6





# **SCHOOL ACCOUNTABILITY COMMITTEE (SAC) TRAINING**

**APRIL 4, 2019**

*Family, School, Community, Partnership  
for the Whole Student.*

*Together we can learn, discuss and support  
students through the awesome programs and  
support that District 11 has in place. The  
sessions provided in this training will help us do  
just that.*

**The sessions will provide information on:**

1. Multi-Tiered System of Support (MTSS)/  
presentation and table discussion
2. Social Emotional Learning
3. Project Based Learning (PBL)
4. Career & Technical Education (with information on  
work-based learning opportunities)

## **LIGHT REFRESHMENTS WILL BE SERVED**

Child Care will be provided for children ages preschool to 12

Please RSVP to Trudy Tool at [Trudy.Tool@d11.org](mailto:Trudy.Tool@d11.org) with  
number of people attending from your school and if child care  
is needed

**When:**

**April 4, 2019**

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**Time:**

**6:00 – 8:00pm**

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**Where:**

**Tesla Professional  
Development  
Center-room  
116/129  
(2560 International  
Circle)**

**Highly**

**recommended for  
School Staff, School  
Administrators, SAC  
Chairs & SAC  
Members**

**Open to all parents  
and community  
members**

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