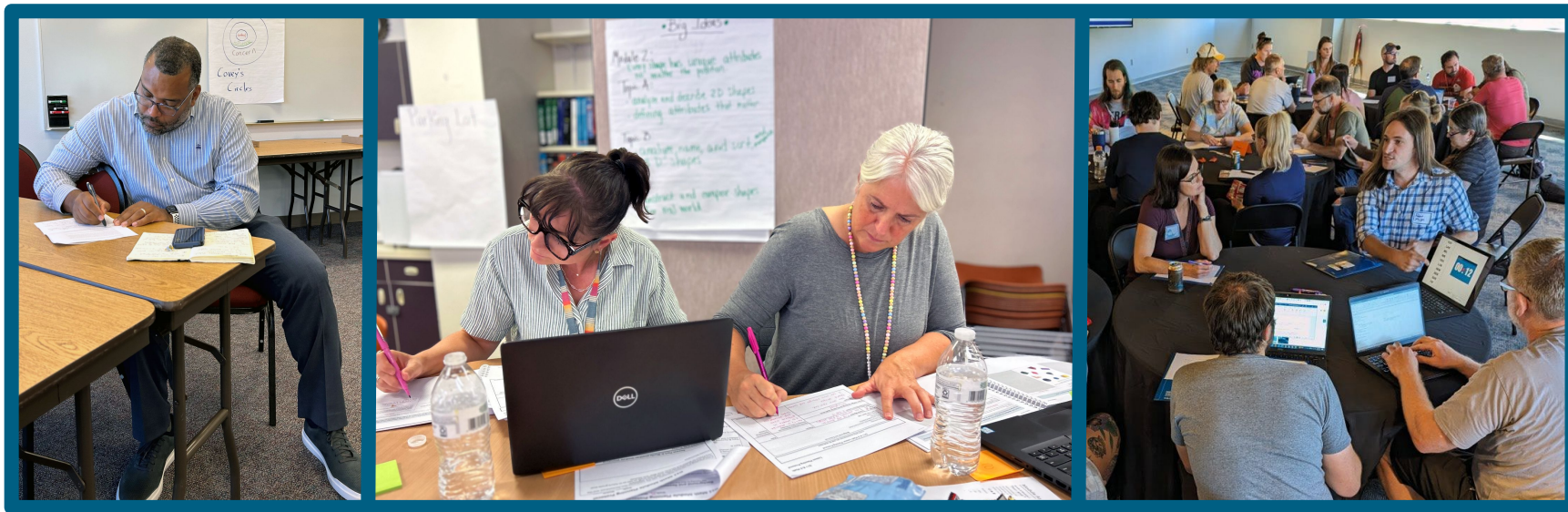


All About Academics

2. All About Academics – 80 minutes total

- a. The Big Picture – Academic Master Plan (AMP) and Strategic Vision – Tamara Acevedo, Chief Academic Officer – 30 minutes
- b. Curriculum & Instruction – Liz Tencate, Executive Director-Curriculum & Instruction – 25 minutes
 - i. How is the final year of implementation of Best First Instruction going?
 - ii. Does every school have a functional PLC?
 - iii. What is working and where are the needs?
- c. Special Populations – Deirdre Shearer, Executive Director-Special Populations – 25 minutes total
 - i. Special Education
 - 1. How does the increase in state funding benefit our students?
 - ii. Culturally & Linguistically Diverse Education (CLDE) – Nicole Girardin, CLDE Facilitator
 - 1. Is there still a staffing shortage and how are students supported?
 - iii. Gifted & Talented – Emily Andrews, Gifted & Talented Facilitator
 - 1. News regarding GMP

Academics



[Teachers At Work]



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DAC Presentation 2023–2024

The Big Picture–Academics (Tamara Acevedo)

- *D11 Foundation - District Priorities and Goals*
- *23-24 Major Improvement Strategies*
- *Best First Instruction: Coherence in Tier 1 Instruction*
- *System Support - Academics 2023-2024*
- *Expansion of Aligned Supports & Resources*
- *Academic Master Plan Vision*

Curriculum & Instruction (Liz TenCate)

- *Best First Instruction*
- *Professional Learning Communities (PLCs)*

Special Populations (Deirde Shearer)

- *Special Education*
- *Culturally and Linguistically Diverse Education*
- *Gifted and Talented Academic Master Plan*
- *Considerations*

Questions

Time for DAC questions



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The Big Picture-Academics

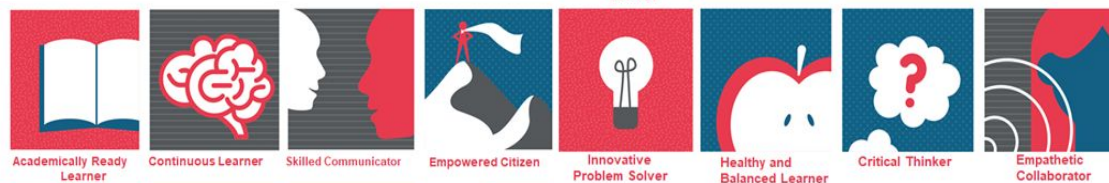
Academic Master Plan Vision

As a community, we will build a strong *portfolio of schools* with learning foundations for all students (*Quality Neighborhood Schools*) to explore interests and opportunities (*Pathways and Programs*) igniting engagement so that students develop the knowledge, skills, and attributes to profoundly impact the world.

To do this we will:

- Invest in Quality Neighborhood Schools so that every student has access to opportunity and achieves. *Goal 1*
- Create access to programming and pathways in Arts, Experiential, STEM, Specialized Programming, and Language areas *Goal 2*
- Provide robust opportunities for students to develop college, career, military and technical education credentials *Goal 3*
- Ensure every student develops the attributes of a DII Graduate (Graduate Profile) and creates a plan for their future *Goal 4*

D11 Graduate



Ensure **every student develops** the attributes of a D11 Graduate (Graduate Profile) and creates a plan for their future.

Future Ready

Provide robust opportunities for students to **develop college, career, military and technical education credentials**

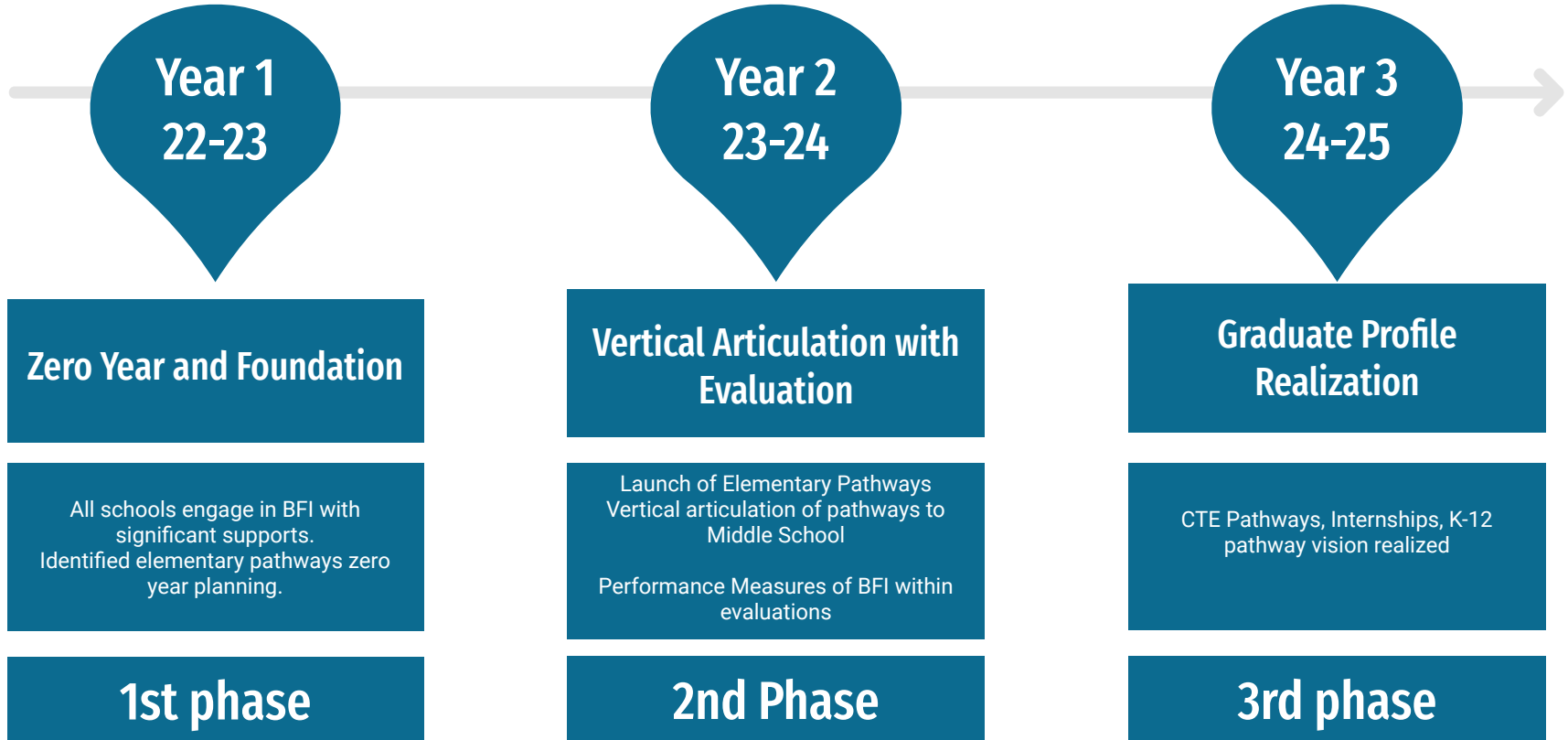
Pathways - Experiential, STEM, Dual Language, Visual & Performing Arts

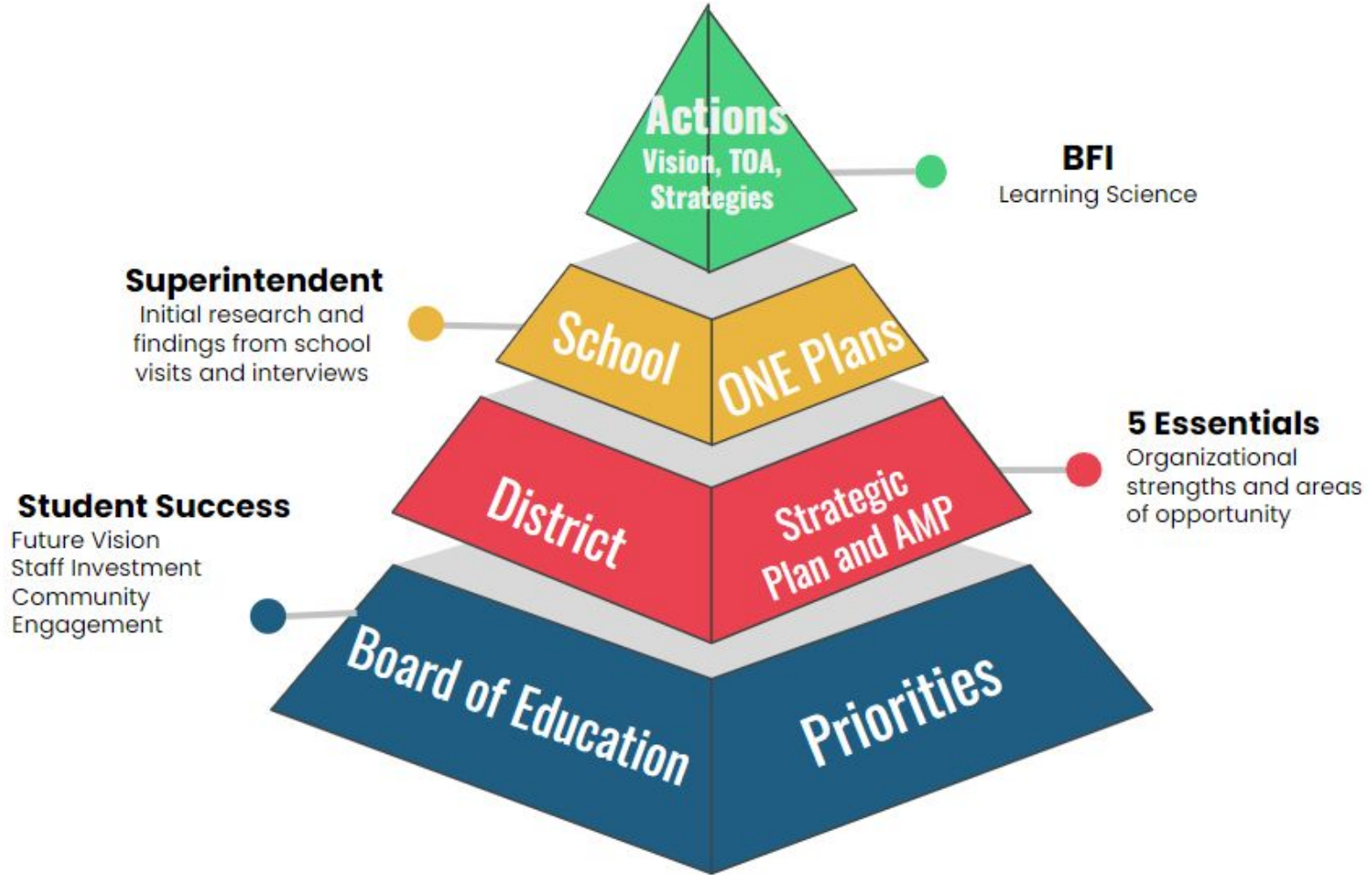
Create **access to programing and pathways** in Arts, Experiential, STEM, and Language areas

Quality Neighborhood Schools and Best First Instruction

All D11 schools are Quality Neighborhood Schools. Students have **rigorous tier one instruction** and **achieve**.

AMP Timeline





Our “North Star” - Priorities: Coherent System

Mission: To empower the whole student to profoundly impact our world

STUDENT SUCCESS



This Board will RE-FOCUS ON IMPROVED ACADEMIC OUTCOMES FOR ALL STUDENTS by empowering every student to achieve their personal best, while sustaining rigor and demonstrating evidence-based academic growth.

COMMUNITY ENGAGEMENT



This Board will RE-ENGAGE WITH THE D11 COMMUNITY TO BUILD TRUST & TRANSPARENCY by building authentic relationships and two-way communications with our constituents.

STAFF INVESTMENT



This Board will RE-INVEST IN ALL OUR STAFF by creating a culture that attracts, develops, and retains exceptional individuals to be part of our D11 community.

FUTURE VISION



This Board will RE-BUILD, RE-IMAGINE, AND RE-DISCOVER D11 by collaboratively modifying and refining the Academic Master Plan (AMP) and Facilities Master Plan (FMP) to increase student enrollment.



BOARD OF EDUCATION PRIORITIES

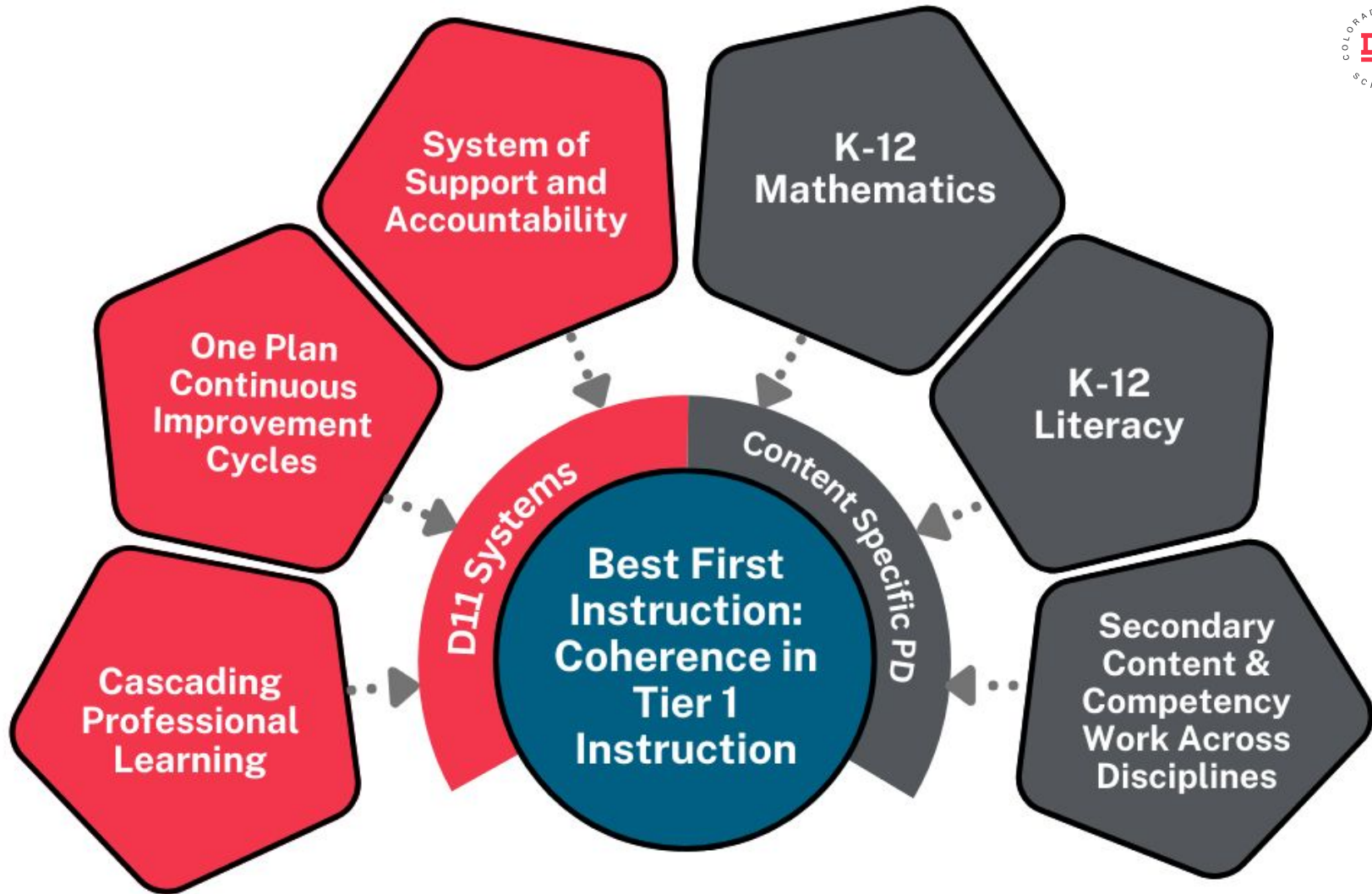
District Major Improvement Strategies

MIS 1: Best First Instruction - Coherence in Tier 1 Instruction: By school year 2024-2025, all leaders and educators will understand, implement and become accountable to a cohesive D11 Tier 1 instructional model

MIS 2: Growing Healthy Community Engagement: Create positive connections between families and schools by using a comprehensive community engagement strategy that fosters trust between families and schools

MIS 3: Observation, Coaching & Feedback: All building level evaluators will demonstrate instructional leadership by having evidence of and engaging in established systems for classroom observation, coaching, and feedback to ensure improved academic outcomes

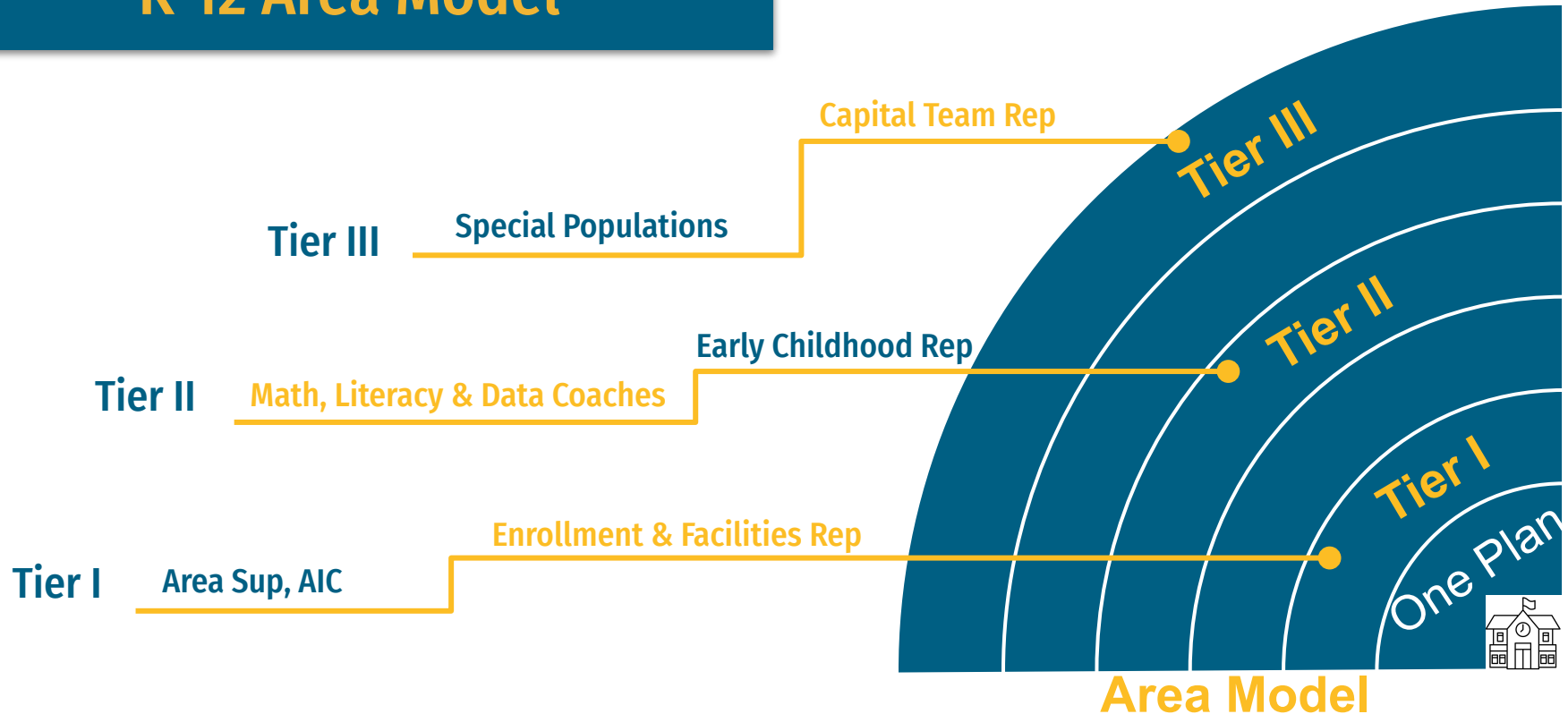
Best First Instruction: Coherence in Tier 1 Instruction



One Plan Continuous Improvement Cycles	Cascading Professional Learning	System of Support and Accountability
<p>Each division/department has aligned strategic plans to district plan.</p> <p>Dyslexia therapist/Dyslexia, Coordinators and other support staff participate in One Plan Cycle Check-In.</p> <p>Progress-monitoring Data Dashboard created with district, school, teacher, and student level data.</p> <p>Number of students identified by school to meet targets.</p>	<p>Plan and deliver cascading professional learning Planning for Learning now include aligned observational look-for tools</p> <p>Moving into supporting schools with district defined data team meeting protocols to use in PLCs.</p> <p>Continue to develop and growth the TLC coaching model.</p> <p>Continue to support schools with planning for learning in the block schedule.</p> <p>Work with identified schools to identify and pilot K-2 comprehensive literacy curriculum</p>	<p>Area Support Model: Areas have designated, prioritized instructional and data supports.</p> <p>Monthly area support meetings, reviewing data to prioritize and align TOSA, AIC, Data coach and facilitator support deployed to schools.</p> <p>Support principals and teachers to develop and implement goals and actions with ILT and individual school community.</p> <p>Accelerate practitioner learning through the use of content and Special Populations facilitators to deliver PL content by grade level.</p>

System of Support & Accountability - Aligned Supports & Resources

K-12 Area Model





Academics 2023-2024



Curriculum & Instruction



Early Childhood Education



Future Ready

- *Career and College Success*



Instructional Technology & Library Science



Special Populations

- *Special Education*
- *Culturally & Linguistically Diverse Education*
- *Gifted & Talented*



Student Engagement



Professional Development

- *Teacher, Leader, and Central Staff*



Expanded Learning



Colorado Springs Schools

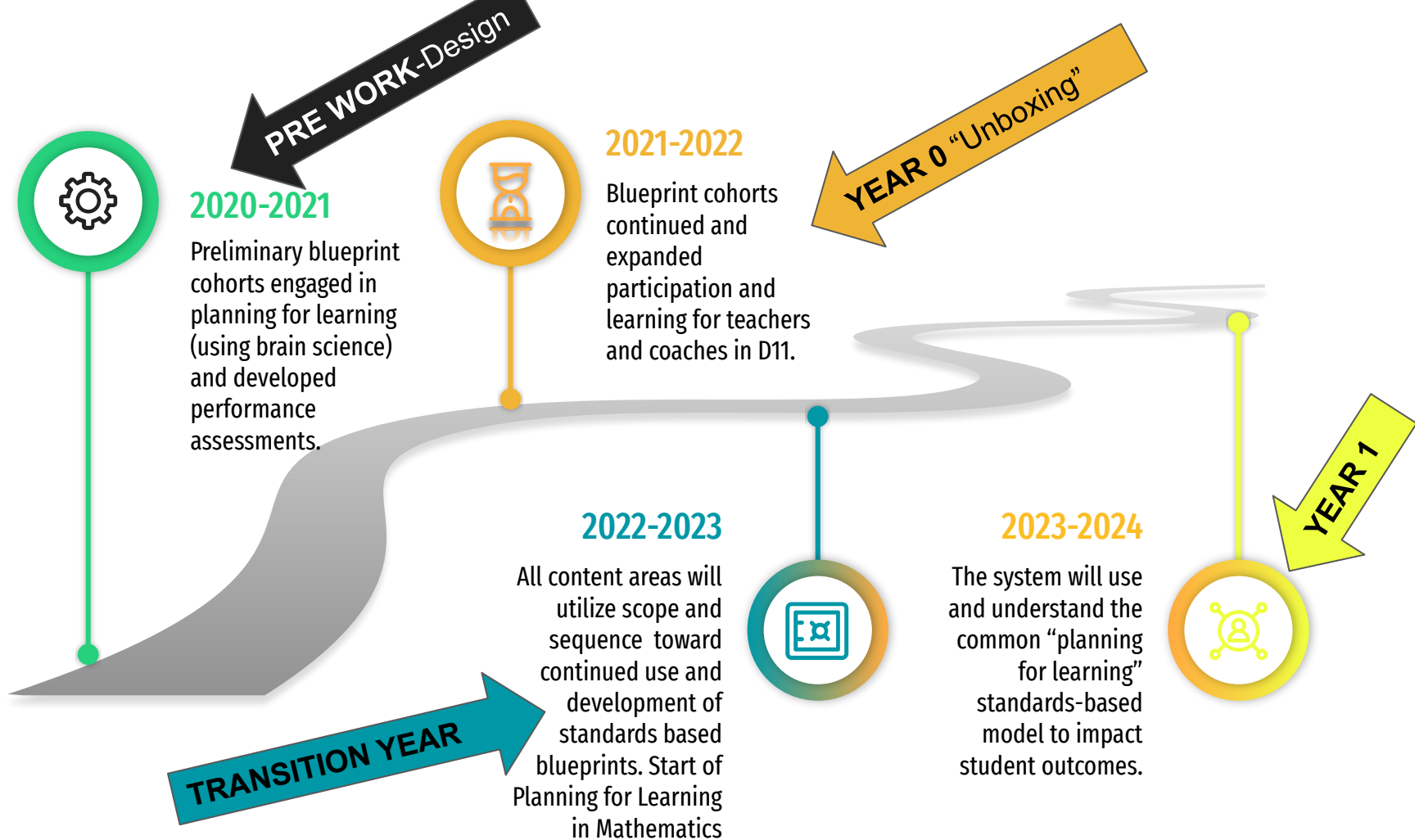
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Curriculum & Instruction

Best First Instruction:

Coherence in Tier 1 Instruction

“The number 1 way to student achievement is access to high quality instruction.”





C&I 2023-2024



**World Languages
Facilitator**



**High School Competency
Facilitators**

- *Math/Steam*
- *Disciplinary Literacy/ELA*



**Mathematics
Facilitator**

- *Area Network TOSA*



**Personalized Learning
Specialist/Literacy**



**Science & Health
Facilitator**



**Literacy & Humanities
Facilitator**

- *Area Network TOSA*
- *School Based TOSAs*



**Visual & Performing
Arts Facilitator**

- *Area Network TOSA*



K-5 Literacy Facilitator

- *Dyslexia CALTs*

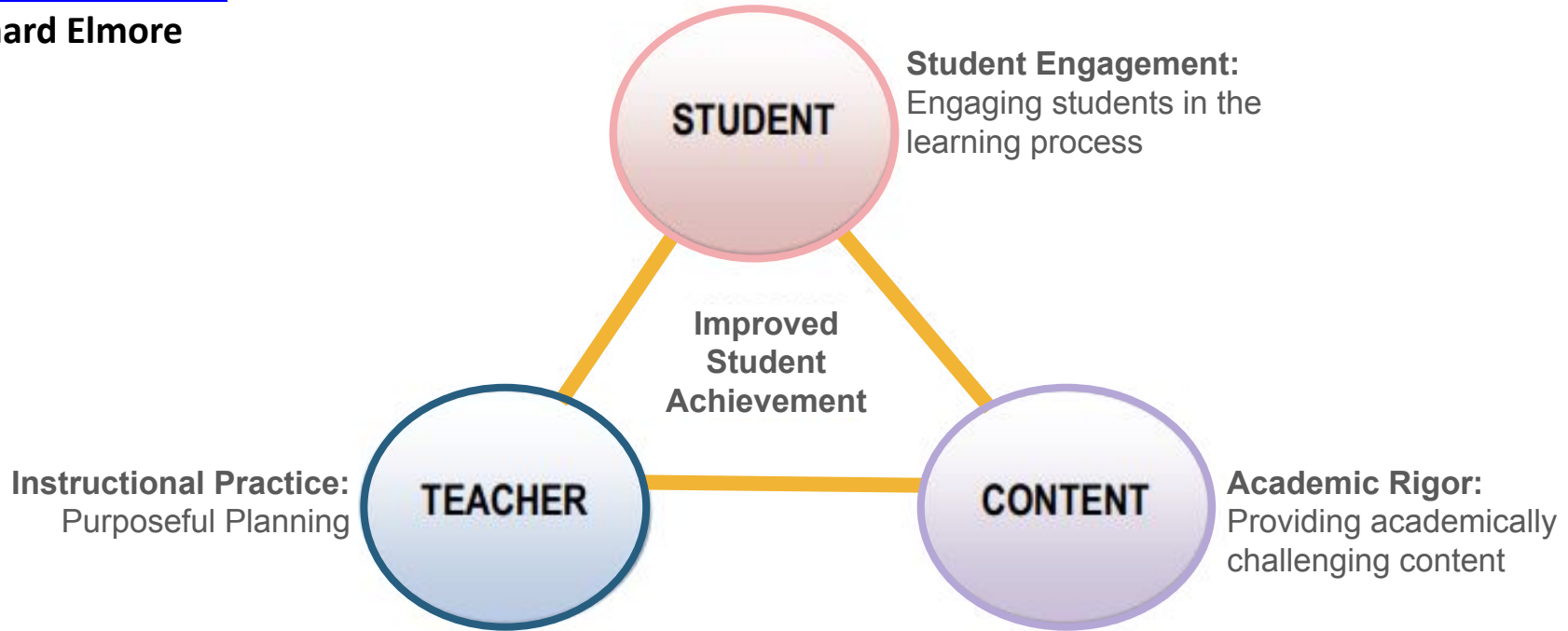


Best First Instruction

Setting the bar high

Instructional Core

Richard Elmore





Best First Instruction



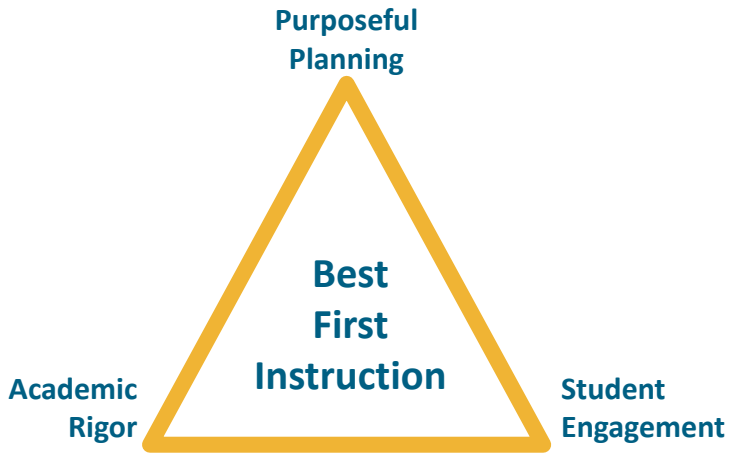
Purposeful Planning is a **constant** that adapts to the fluctuating needs of students. Planning is always done with intentionality and includes classroom design and structures.



Student Engagement occurs through planning. Engagement levels fluctuate, however the need for engagement is a **constant**. Students drive how teachers plan for quality engagement.



Academic Rigor to the grade level standard should not decrease or fluctuate. Rigor is a **constant**. Scaffolds of support are a variable.





School Systems and Structures to support BFI

01

Collaborative Planning

Module/Unit Planning
Lesson Planning

02

Assessment Systems

Implement from the
[assessment calendar](#)

Ongoing data cycles

03

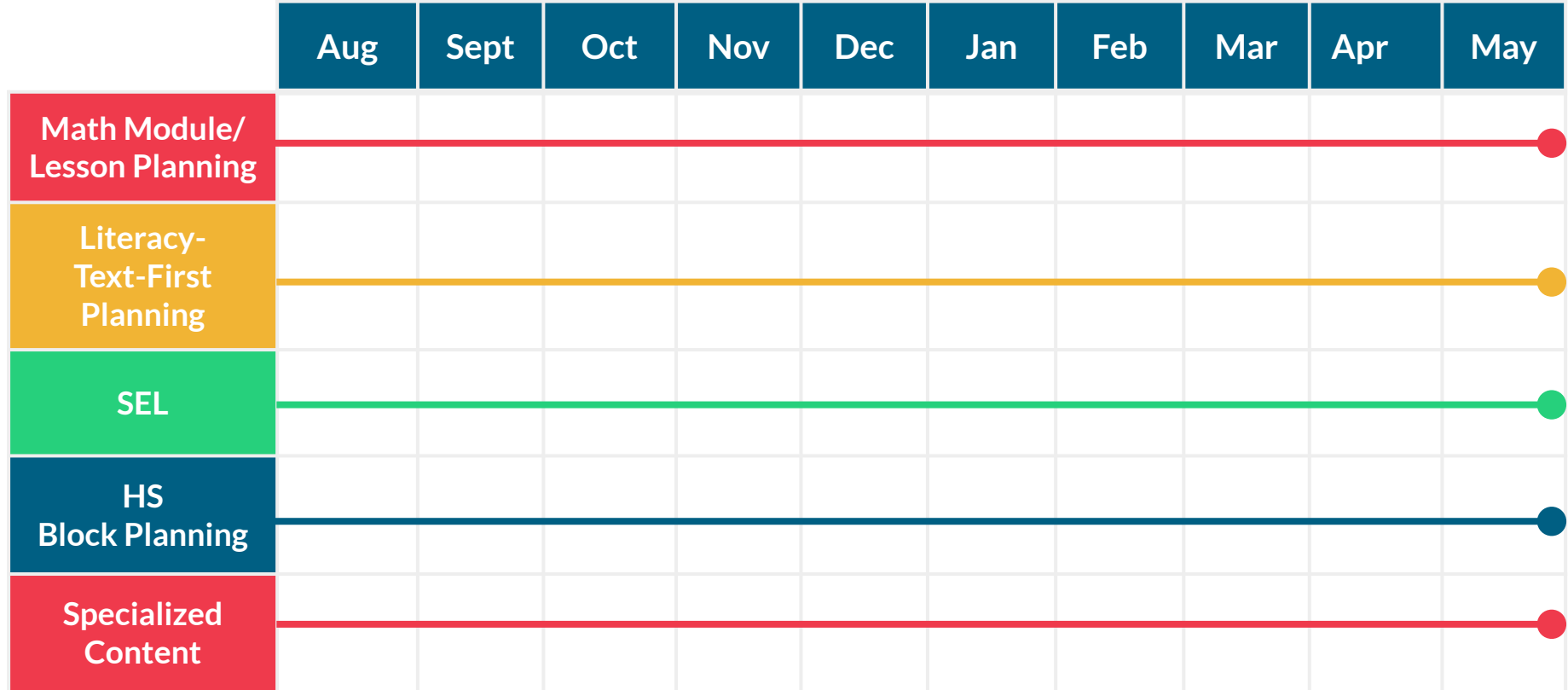
Observation and Feedback Cycles

Job Embedded Obs+Feedbk
Specific & Targeted to
lessons planned

UNIVERSAL COMMITMENTS



District Supported Professional Development – BFI





Focus– Planning & Implementing for Learning

Literacy	Text First Planning “Building our Literacy Framework”
Math	Mathematics Planning Protocol (Module and Lesson) “Going Deep with Mathematics”
HS Block	Learning in a Block Schedule “Preparing Students for Today and What’s to Come”
SEL	Dedicated and Integrated SEL “Promoting rigorous and meaningful curriculum and instruction– Developing academic, social, and emotional skills”



Text First Planning: Where are we headed?

Text Complexity

Analyzing Text & Text Talk

Text Dependent Questions (TDQs)

Essential, Focus, & Text Dependent Questions (tied to discussion & writing)

Background Knowledge

Text Sets

Unfinished Instruction

Scaffolding: Learning to Read & Reading to Learn

A large green double-headed arrow pointing left and right, spanning the width of the four boxes above it.

Text First Planning

Trajectory of Learning – Text First Planning

Session 2	Session 3	Session 4
<p>Learn: Shift 1: Text Complexity</p> <ul style="list-style-type: none"> Quantitative, Qualitative, Reader & Task Why text before standards <p>Prepare: Text Complexity Rubric Intro</p> <p>Practice: Analyzing text</p> <ul style="list-style-type: none"> Shared experience (text talk) <p>Apply: Teacher/Leader text analysis</p> <ul style="list-style-type: none"> PLC Planning from Text (text talk) 	<p>Reflect: Annotated Text/PLC Text Talk</p> <p>Practice:</p> <ul style="list-style-type: none"> Analyze Text (shared experience) Text Talk <p>Apply: Classroom observation</p> <ul style="list-style-type: none"> Evidence of text complexity from planning 	<p>Learn: Shift 2: Evidence</p> <ul style="list-style-type: none"> Essential & Focus Question aligned to complexity Connection to Standards Discussion & Writing <p>Practice: Lesson plan analysis</p> <p>Apply: PLC Planning & observations</p> <ul style="list-style-type: none"> Essential/Focus Question in planning Student writing Observation: types of questions to get to EQ/Focus Question
Session 5	Session 6	Session 7
<p>Reflect: TDQ creation/adaptation complexity in implementation</p> <p>Learn: Shift 2: Evidence</p> <ul style="list-style-type: none"> TDQs aligned to complexity Connection to Standards Scaffolds vs Modifications <p>Prepare: TDQs</p> <p>Practice: Review Lesson (trajectory of ?s)</p> <p>Apply: PLC planning/Observation (TDQs)</p>	<p>Reflect: Lesson Plan – TDQ creation</p> <p>Learn: Shift 3: Background Knowledge</p> <ul style="list-style-type: none"> Students funds of knowledge Text assumed knowledge <p>Prepare: Text Sets (tied to complexity)</p> <p>Practice: Analyzing text sets</p> <p>Apply: Create/adapt text sets</p>	<p>Reflect: Role of Leveled Readers in Text Set creations (then vs now)</p> <p>Learn: Ground in Scarborough's Rope</p> <p>Prepare: Components of Literacy Block (Reground)</p> <p>Practice: Foundational Skills</p> <ul style="list-style-type: none"> K-5: print concepts, phonological awareness, phonics, fluency 6-12: fluency, syllabication, morphology, etymology <p>Apply: Assess current schedule for foundational skills and begin considering appropriate adaptations.</p>

ALL School Sites Have Implemented PLCs

- **Central Schools:**
 - Supporting Literacy PLCs (6-week cycles) with content insight
 - Providing building-level supports with literacy including collaboratively creating PD for rigor and TDQs
- **Northeast Schools:**
 - Supporting math PLCs with purposeful planning
 - Connecting purposeful planning and data usage for multiple grade level PLCs
- **Southeast Schools:**
 - Supporting math and ELA PLCs with instructional planning
 - Providing math PLC support through resource reteaching, learning, and coaching
- **West Schools:**
 - Regular ELA grade level PLC visits for support and resource learning/reteaching
 - Math purposeful planning support and ELA instructional planning
 - Provided PLC PD: Unit planning

- **34+ staff** already certified are participating in training to address dyslexia through the Take Flight intervention program.
 - 14 Staff complete
 - 11 staff in **year 2**
 - 9 in **year 1**
- **4 Clinic site** – full time therapist on staff
- **4 Targeted site** – additional groups
- **Various Elementary Schools** – Limited support with 1-2 groups
- Additional Take Flight Trainee Cohort(s)
- Additional Clinic Sites– with full time therapist on staff
 - Addition of a formal targeted site to add to Central Portfolio
- Addition of Orton-Gillingham groups to in-school and after-school clinics
- Secondary level support starting at Middle School
- Evening Clinics

Support for **ALL** Students at Elementary Sites

- **Science of Reading Coursework:**
 - All K-3 literacy teachers have either completed or are working to complete a 45 hour course in the Science of Teaching Reading as required by CDE.
- **Foundational skills within core curriculum:**
 - Schools utilize the foundational skills components within our core curriculum Wonders
- **Supplemental Literacy Programming**
 - Amplify Boost Reading
 - Heggerty Phonemic Awareness
 - RAZ Plus
- **Intervention Programs (Tier 2 and 3)**
 - Wonderworks
 - Heggerty Phonemic Awareness
 - 95% Group
 - Orton Gillingham
 - Read Naturally, Take Flight, Wilson Reading

- **StudySync Core Programming 6-12**
 - Includes rigorous learning experiences, text complexity
 - Inquiry and research projects
 - Thematic units across the year
 - Embedded assessments
 - Opportunities for scaffold and extensions
- **AP, IB, Honors Courses**
- **Text First Planning**
 - Utilizing text to teach critical thinking, vocabulary, text analysis- theme, character development, DBQs, TDQs etc.
- **Disciplinary Literacy**
 - Building the skills of reading, writing and communicating within a variety of disciplines
- **Intervention Programming**
 - Language Live- training and support roll out 22-23 school year

- **Individualized Site Support and Area Network Support**
 - Coaching cycles
 - Professional Learning Communities (PLC)
 - Data analysis and instructional planning
- **Defining Components of a Highly Effective D11 Literacy Block**
 - Defining components of a highly effective literacy block-supporting implementation across D11 with a common understanding of best literacy practices
 - Next step-Support of implementation across all schools
- **Ongoing Professional Learning**
 - Text First Instruction- planning for learning utilizing text
 - READ Act planning and support
 - Dibels 8 Assessment and interpretation training
 - School Leaders, Special Educators, Literacy Interventionists will be engaging in Science of Reading training this year as required by CDE

- **Curriculum learning scope and sequence** development.
- **Professional Development** in Planning for Learning (Text-First Planning) and disciplinary literacy instruction
- **Continued work on design and support of ICAP** to help students develop skills for academic success, and skills compatible with the D11 graduate profile
- Continued work on **programming and activities** to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM).
- Continue to revise/add **personalized opportunities** for high school students as they strive to meet rigorous expectations for college and career success and develop their **plan for the future**.
- Tier 2 Intervention Learning – Improving Reading for Older Students (IROS)



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Special Populations



Special Populations DAC update 2023-2024

Special Populations



**Gifted and Talented
Facilitator**



SPED Facilitators

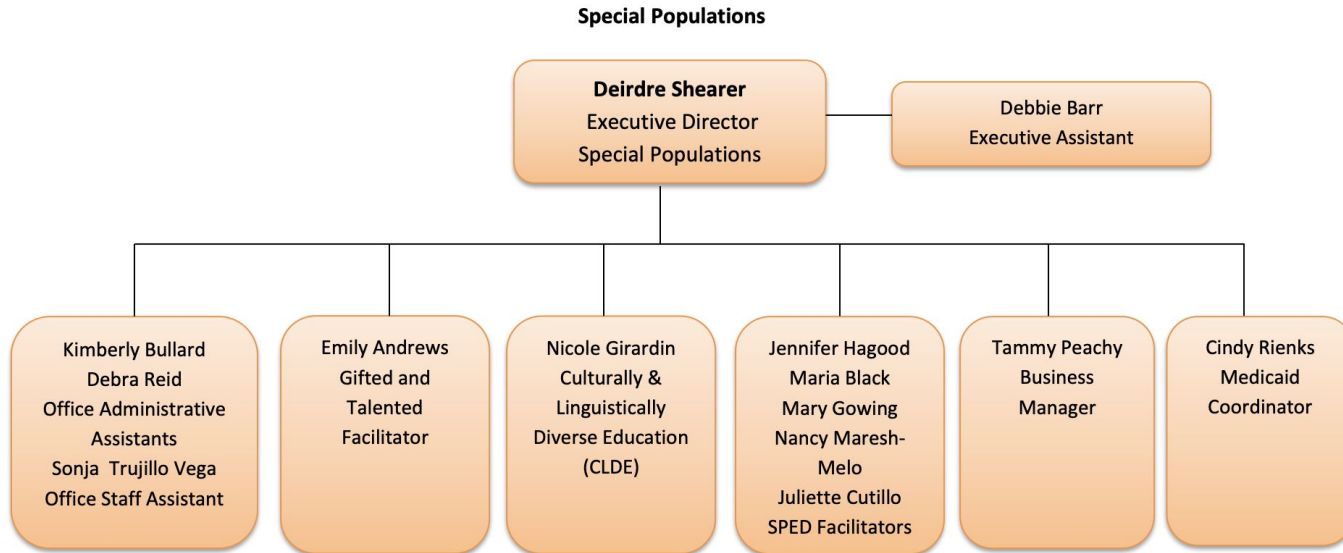


**Culturally & Linguistically
Diverse Education (CLDE)**



Medicaid Coordinator

Special Populations

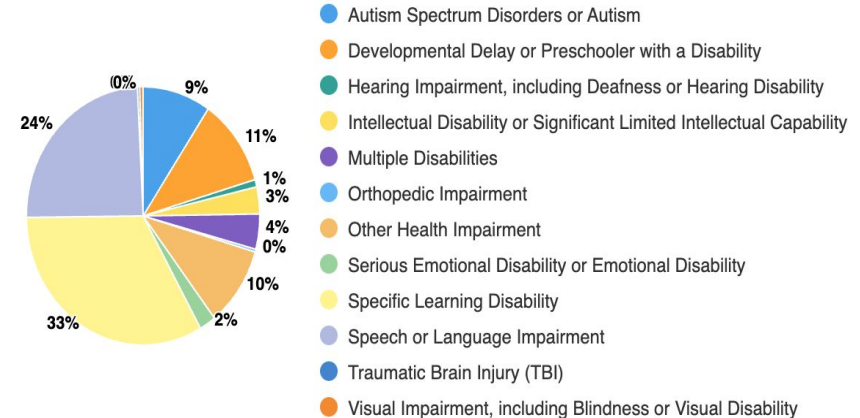


Special Education

Special Education By The Numbers

- **2,957 Students with Disabilities**
- **253 Education Assistants**
- **176 SPED Teachers**
- **127 Special Service Providers**

Distribution of Disability Categories

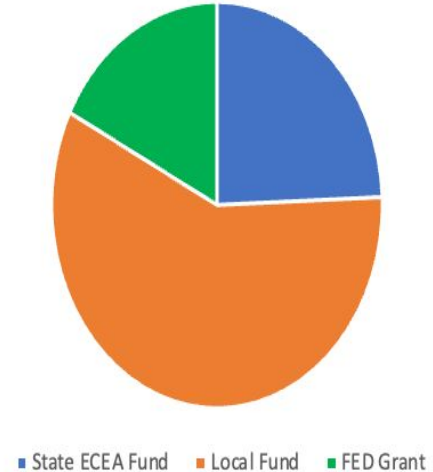


Special Education Funding

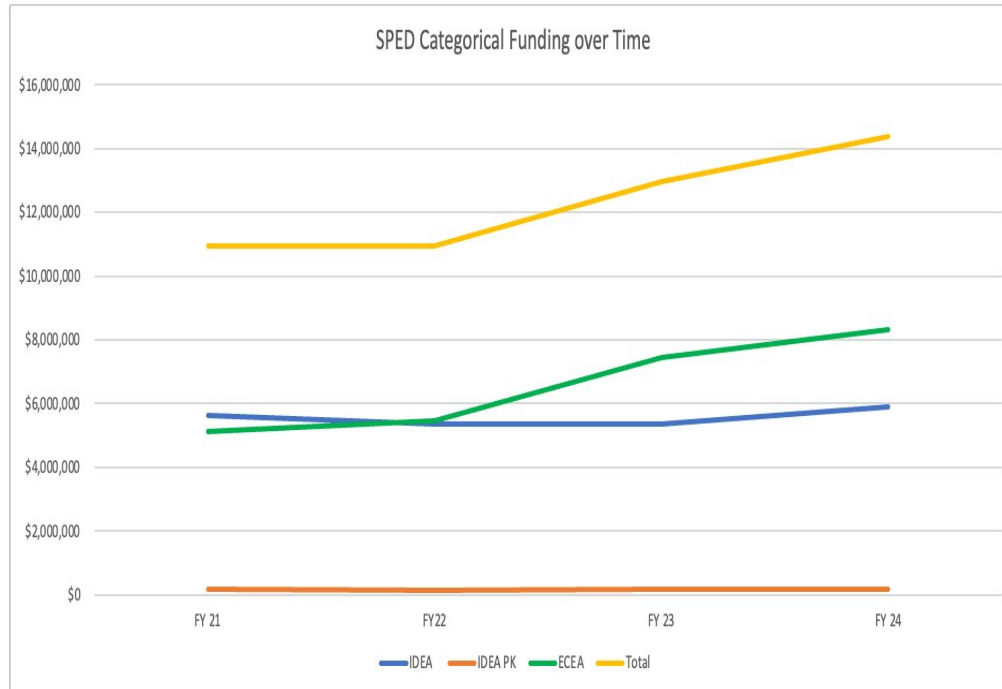
Main Funding Sources

- **ECEA- State Categorical Funds**
- **IDEA Federal Grant**
- **Local Funds**

SPED FUNDING SOURCES



Special Education Funding Overtime



Increases

- **Staff Salaries and Benefit**
- **Tuition for Out of District Placement**
- **Contract staff versus Employee**

Update on Staffing

Unfilled Positions

- **12 Special Education Teachers**
- **28 Paraprofessional**
- **3 Speech Language Pathologists**
- **13 SPED Mental Health Positions**

Culturally and Linguistically Diverse Education

Openings in CLDE

Elementary	Middle School	High School
1.0 FTE Adams 1.0 FTE Grant/Keller	.5 FTE Swigert	1.0 FTE Doherty 5.0 FTE Mitchell

Community Partnerships

We are developing Community Partnerships to support family engagement and professional learning

- **Imagination Celebration**
- **Bueno Center at UC Boulder**
- **UCCS**

Community Liaisons

Staff Members who work at the elementary, middle and high schools to support connecting families and students with the resources available in our community and our district.





Gifted and Talented Academic Master Plan update 2023-2024

2020 3-5 year plan

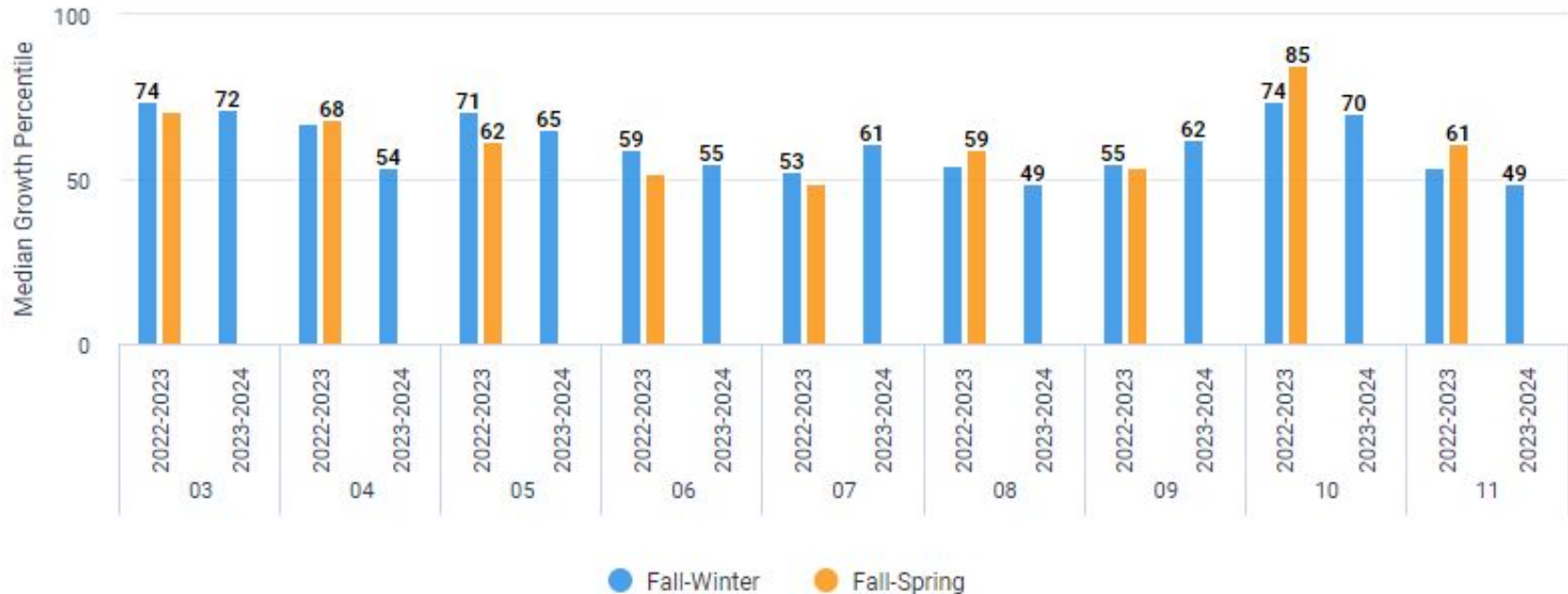
- Identify the academic top 15% of each school
- Increase identifications in the arts
- Increase academic growth in Math and Reading
- Using Local Norms, where appropriate

2024 3-5 year plan

- Continue the momentum for identification & growth
- Fill the Gifted Magnet Program to capacity
- Updating the FTE Allocation model to ensure each elementary has at least .4 FTE per school

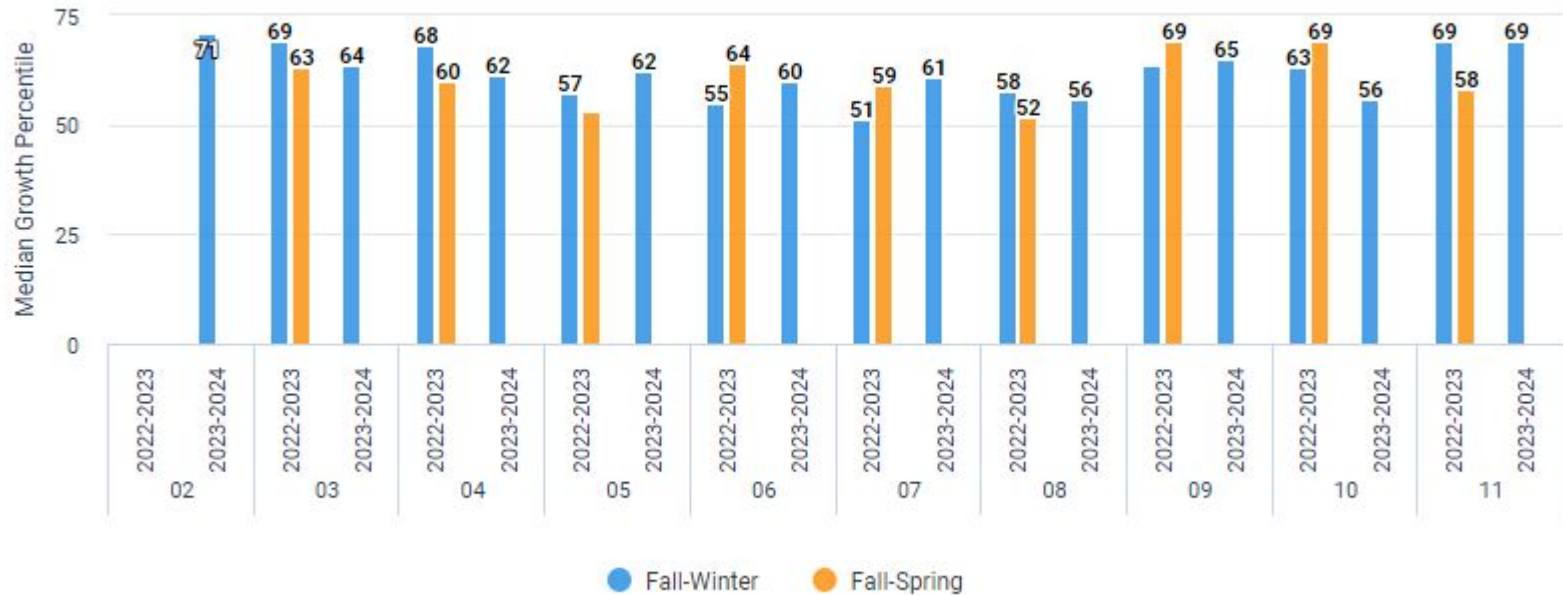
Tier 3 and Talent Development Math by Grade Level

Math Median Growth Percentiles by Test Grade



Tier 3 and Talent Development Reading by Grade Level

ELA Median Growth Percentiles by Test Grade





The D11 Talent in Pikes Peak (TIPP) process adjudicates middle school students in Dance, Music, Theatre and Visual Art.



What is the GMP?

- Cross-curricular gifted education in all 4 academic content areas
- Social Emotional Learning
- Understanding what it means to be gifted



GMP uses Cross-curricular, Thematic Instruction

- 3rd grade—Transformations
- 4th grade—Encounters
- 5th grade—Form and Function
- 6th grade—Discovery
- 7th grade—Change
- 8th grade—Conflict



Effective Strategies

- Providing Curriculum designed for gifted learners
- Flexible grouping for maximum collaboration
- High-interest projects and products
- Oral presentations to real-world audiences



Gifted Magnet Program Elementary and Middle Schools

Proposed GMP School Updates

Considerations

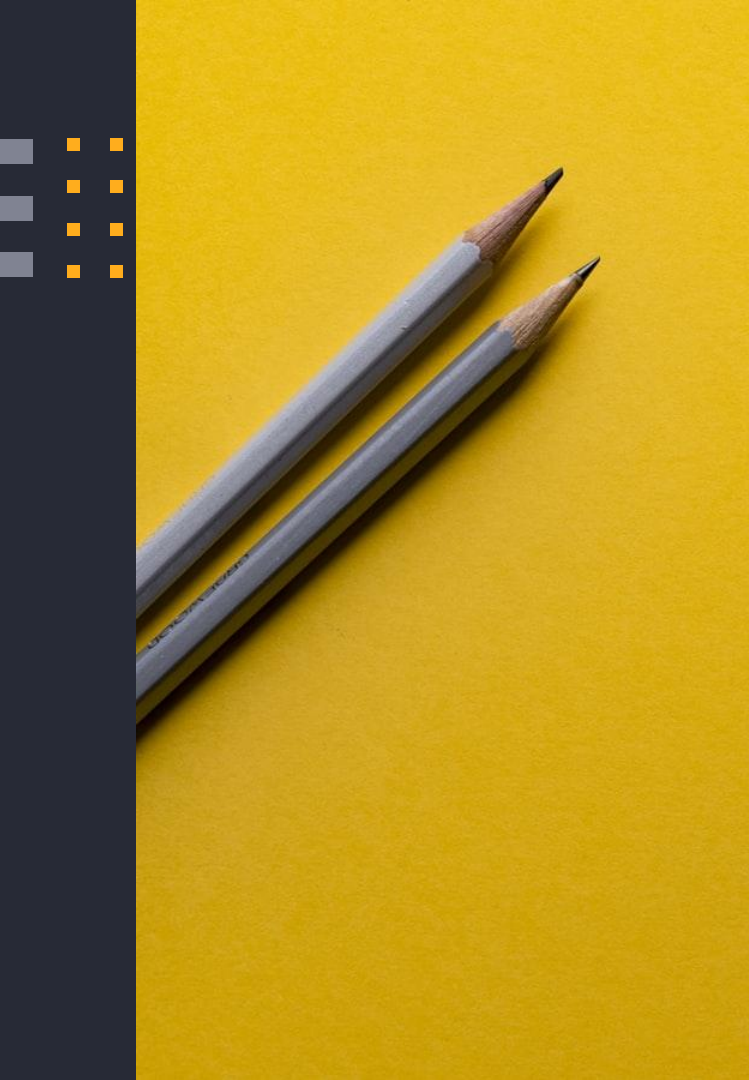
- Student-centered stability
- Maintaining the integrity of the program
- Siblings in younger grades
- Communication with current families
- Communication with prospective families
- Transportation

Choice Students and Neighborhood students

		Choice Students	Neighborhood Students	Total
Fremont	Current 3rd graders	4	7	11
Fremont	Current 4th graders	7	7	14
West MS	Current 6th graders	10	5	15
West MS	Current 7th graders	10	9	19

GMP Staffing

	Total FTE	ESSER-Funded	Student/Teacher Ratio	%Free and Reduced Lunch
Stratton	3.2		1:25	48.9%
Fremont	3.3	.1	1:15	69.9%
Sabin	7.0	1.0	1:25	72.4%
West	4.5	.1	1:15	74.3%

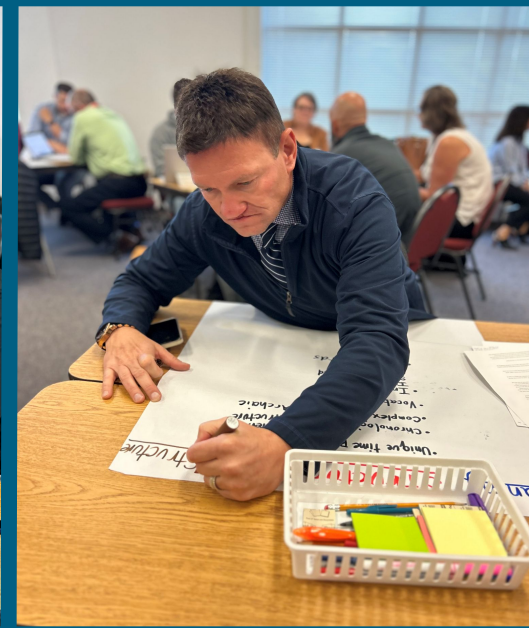
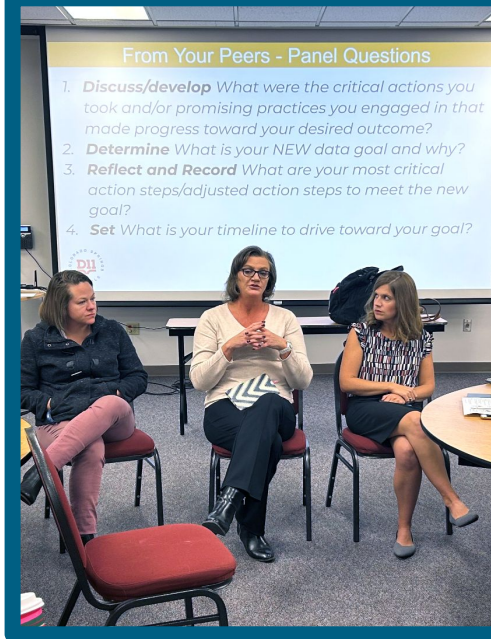


What questions do you have?

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Questions

