



# HARNESSING THE POWER OF THE HONEY BADGERS

DURANGO SCHOOL DISTRICT

DR. KAREN CHESER  
SUPERINTENDENT

ANDREA PARMENTER  
SCHOOL BOARD PRESIDENT

A close-up photograph of a honey badger in a grassy field. The badger is looking directly at the camera with its tongue sticking out. The background is a blurred green field under a blue sky.

# Harnessing the Power of the Honey Badgers

Alphas understand this

Why I call Gen Alphas  
"Honey Badgers" .....

This is exactly why you  
shouldn't underestimate

▶ 39.4K them

WILD



**WHAT SHAPED THEM**  
Millennial parents (Generation Y)  
Born 1980-1994 — aged 27-41

# GENERATION ALPHA

BORN 2010 - 2024

**THEIR FUTURE**  
Older siblings to Generation Beta  
Born 2025-2039

## ABOUT GENERATION ALPHA

**LABELS**  
The Alphas  
Generation glass  
Upagers  
Multi-modals  
Global Gen

**WEEKLY BIRTHS**  
**2,740,000**  
Generation Alphas born globally each week

**TOP COUNTRIES OF BIRTH**  
1 India  
2 China  
3 Nigeria

**TOP BABY NAMES**  
Oliver 1  
Noah 2  
William 3  
Charlotte 1  
Amelia 2  
Olivia 3

## CHARACTERISTICS



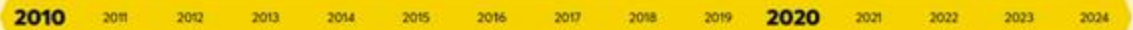
## WORKFORCE OF 2030



## INCOMING TECHNOLOGY



## TIMELINE



## OUTGOING TECHNOLOGY



## MILESTONES



## NEW JOBS

- Cybersecurity specialist
- UX manager
- Drone pilot
- Blockchain developer
- Data designer
- Virtual reality engineer
- Robotics mechanic
- Sleep technician
- Sustainability officer
- Driverless train operator
- Wellbeing manager
- AI specialist
- Life simplifier
- Urban farmer
- Space tourism agent

Source: UN, OECD, Mccrindle | © Mccrindle 2021

mccrindle.com | generationalalpha.com

mccrindle

## 5 Characteristics of Gen Alpha

**Global**



**Digital**



**Visual**



**Mobile**



**Social**













SOUL HEAR EMOTION UNDERSTAND  
RELATIONSHIP COMPASSIONATE INTERPERSONAL COMMUNICATION  
HEARING SPEAK REQUEST LIVING DIALOGUE INSIGHT  
COMPASSION  
COMMUNIO EMPATHY ALIV HEAR MUTUAL AWARENESS  
PRESENCE I HEAR YOU MEETING CONSCIOUSNESS  
CONNECT NEEDS PRESENT WARMTH  
LISTENING SAFETY





# HUMAN RIGHTS





# VUCA  
WORLD



What you  
**LOVE**

**PASSION**

**MISSION**

What you are  
**GOOD AT**

**Ikigai**

What the world  
**NEEDS**

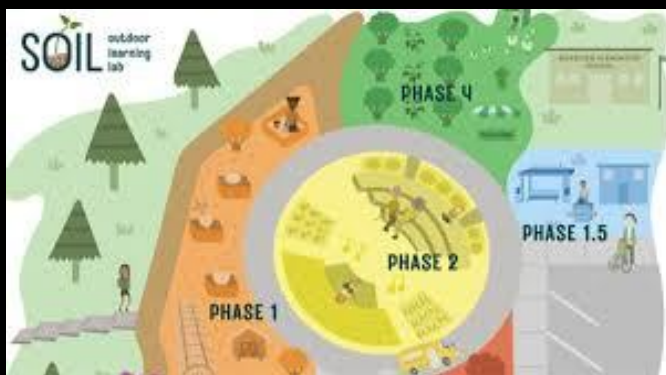
**PROFESSION**

**VOCATION**

What you can be  
**PAID FOR**











# Gold Standard PBL

## Seven Essential Project Design Elements









## Durango students' advocacy leads to passing of state Narcan bill



Student says more can be done about drug education

By Tyler Brown Herald Staff Writer

Friday, May 10, 2024 12:55 PM Updated Friday, May. 10, 2024 8:51 PM



# Durango student's bipartisan effort to address climate change helps pass state education bill



Good Trouble, a network of high school sustainability clubs, testifies before Colorado lawmakers

By Tyler Brown Herald Staff Writer

Monday, May 13, 2024 6:30 PM Updated Tuesday, May 14, 2024 2:34 PM



Durango High School Green Team members celebrate after finding out that SB24-014 was passed by the state House of Representatives. (Courtesy of Aisha O'Neil)





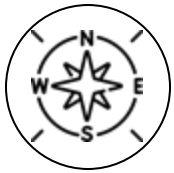




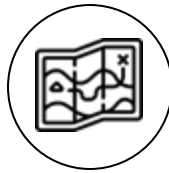




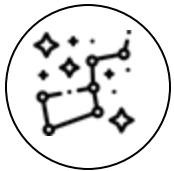
# Where We Were-July 2021



**autonomy**



**equity**



**accountability**



**instructional framework**



**curriculum/ standards**

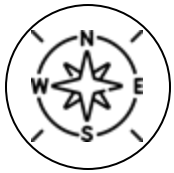


**common purpose/ vision**

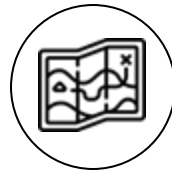




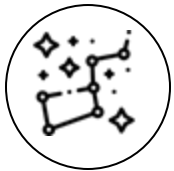
# Building the Foundation



**Elements of Effective Instruction (EEI)**



**Social-Emotional Learning Supports/ Behavioral Health**



**Guaranteed Viable Curriculum, Equity**



**Leadership Team, Communication**



**MTSS-standardized system, protocols, accountability**



**Common Purpose/ Vision/ Plan**





Our Dream for Students

**DURANGO SCHOOL DISTRICT**  
**Portrait of a Graduate**  
 A wayfinder to balance skills on the path to success

- Courageous LEADER**  
Responsible, productive community member who takes initiative
- Creative PROBLEM-SOLVER**  
Entrepreneurial, innovative, solution-focused design thinker
- Confident COMMUNICATOR**  
Successful writer, speaker, listener, and digital content producer
- Agile THINKER**  
Curious, flexible critical thinker exhibiting a growth mindset
- Empathetic COLLABORATOR**  
Compassionate, inclusive connector focused on interdependence
- Resilient RISK-TAKER**  
Self-aware, persistent, and hopeful future-planner

The Skills They Will Need to Achieve Their Ikigai



Portrait of a Graduate

**DURANGO SCHOOL DISTRICT**  
**STRATEGIC PLAN**  
 2023-2025

Our wayfinder to balance skills and support students on the path to success

A PUBLIC K-12 SCHOOL DISTRICT IN SOUTHWEST COLORADO [durangoschools.org](http://durangoschools.org)

Our Plan for Making This Happen



Strategic Plan



# Harnessing the Power of the Honey Badgers





# VUCA  
WORLD



# The REAL Satisfies Us

Connection	Real quality time with friends → Less curious about random people's updates
Novelty/Learning	Learn or experience something completely new → Less likely to doomscroll for stimulation
Achievement	Finish a big project / Big Win → Less likely to want to play a game







Program

CHOICE

Options post high school

Applicable to real life

Career Connection

\*but with flexibility to change / explore

Involving youth in the Community

Drills - not smooth

Need to talk & discuss

**SAFETY!**

Necessary for belonging

Can't learn in fight or flight

How to address w/ tech

JACK

"It's not enough to know what you're learning but why you are learning."

- Jack, 2025

opt. 1



opt. 2

No room for "messy" learning



maybe

Communicate



CHOICE and VOICE

Empathy + Connection



PS... this is a telescope



I have no one that can really help me.



The Buddy Program!

A pair of hands is shown holding a small, colorful globe of the Earth. The globe is centered on the Americas, with North and South America visible in green and yellow, and the surrounding oceans in blue. The hands are positioned around the globe, with fingers gently gripping it. The background is a soft, out-of-focus brown color.

WHAT ARE  
YOUR STUDENTS  
LIKE?





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Our Plan for Making This Happen



Strategic Plan





# DURANGO SCHOOL DISTRICT STRATEGIC PLAN 2023-2025


Our wayfinder  
to balance skills  
and support students  
on the path to success



A PUBLIC K-12 SCHOOL DISTRICT IN SOUTHWEST COLORADO

[durangoschools.org](http://durangoschools.org)



 Strategic Plan



100% of students will engage in standards-aligned, Portrait of a Graduate-embedded, effective instruction resulting in increased content mastery and acquisition of competencies.



**Goal #1**

**WORLD-CLASS LEARNING FOR ALL**

**CATEGORIES**

Academic Standards

Elements of Effective Instruction

Portrait of a Graduate Competencies

Intervention Systems

Targeted Support Systems

**KEY OBJECTIVES**

K-12 students will engage in units of study (including project-based and service learning) aligned to the Colorado Academic Standards resulting in proficiency.

Ensure effective teaching practices are being used in every classroom, every day, so that learners experience and embody the Portrait of a Graduate.

Develop lessons, capstone projects, and student portfolios that highlight students' demonstrations of the Portrait of a Graduate.

All staff will have resources and a strong understanding of Multi-Tiered Systems of Support to support student achievement.

All students demonstrate growth in a sense of belonging and emotional wellness, and there is an increase in student attendance.



100% of students will engage in personalized experiences that lead to an informed Ikigai\*-inspired plan after graduation.

\*Ikigai is a Japanese term meaning the "sweet spot" where people find a perfect career for them. Ikigai is the confluence of finding a career that melds what you are good at, what you love, what the world needs, and what you can be paid for.

## Goal #2

## DREAMING & DESIGNING INDIVIDUALIZED PLANS

### CATEGORIES

Career Awareness

Career Exploration

Extra-curricular Opportunities

Sustainability Education

Global Connections

### KEY OBJECTIVES

All secondary students will have an awareness of the careers, courses, and experiences that align with their passion and purpose.

Increase internships, refine Career & Technical Education pathways, and adopt work-based learning experiences.

All students engage in an extra-curricular activity, participate in field trips, and have access to after-school programming.

All schools have a Green Team; the SOIL project is completed; and all schools develop science units around sustainability education.

Increase access to student travel activities; expand elementary Spanish instruction; and embed cultural competence in the district.



100% of the Durango School District organization will operate at high efficiency, creating structures and systems that best support students, staff, and families.



### Goal #3

## OPTIMIZING OUR ORGANIZATION

### CATEGORIES

- Process Improvement
- Leadership Development
- Communication Plan
- Staff Recruitment, Retention & Recognition
- Technology Productivity
- Customer Input
- Operations
- Diversity, Equity, Inclusion & Belonging

### KEY OBJECTIVES

- Optimize our organizational processes, and ensure clarity and ease of use for the end users. Benchmark ourselves against industry standards.
- Increase instructional rounds; engage in personalized learning cohorts; increase networking with other districts; and focus on adaptive change.
- Share positive stories with staff, families, and media; train School Content Media Ambassadors; and redesign website as a modern resource tool.
- Expand our marketing as an employer of choice. Employ strategic strategies to retain and recognize our amazing team members.
- Provide professional learning on the use of technology. Optimize efficiencies and automate processes with the use of technology.
- Schedule advisory councils, community conversations, and staff listening sessions; use form to gather staff input.
- Execute strategic improvements for all departments, including Safety & Security, Facilities, Transportation, School Nutrition, and Finance.
- Increase cultural awareness and diversity/inclusion understanding; improve student support; engage with students, families, and community.

# INDUSTRY LEADER THINK TANK





What do they **NEED** to SUCCEED?



# Durango School District PoG Emerging Themes:

## **Creative Problem Solver**

*entrepreneurial, innovative, solution-focused design thinker*

## **Courageous Leader**

*responsible, informed, and productive community member who takes initiative to make an impact*

## **Confident Communicator**

*successful writer, speaker, listener, and digital content producer*

## **Resilient Risk-Taker**

*self-aware, persistent, and hopeful future-planner*

## **Empathetic Collaborator**

*compassionate, inclusive connector focused on interdependence*

## **Agile Thinker**

*curious, flexible critical thinker exhibiting a growth mindset*

# PORTRAIT OF A GRADUATE DEVELOPMENT



- NOV. 29: INDUSTRY LEADER THINK-TANK
- DEC-JAN: MEETINGS WITH PRINCIPALS
- FEBRUARY: GATHER INPUT FROM TEACHERS AND STAFF
- MARCH: GATHER INPUT FROM STUDENTS
- APRIL 7 AND 11: HOLD FAMILY AND COMMUNITY MEMBER SESSIONS TO GATHER INPUT
- APRIL 20: PRINCIPAL FEEDBACK ON THEMES (VIRTUAL MEETING)
- APRIL 21: SEND OUT SURVEYS FOR FEEDBACK ON THE EMERGING THEMES
- MAY: FINALIZE POG AND DEVELOP GRAPHICS AND DISSEMINATE
- 2022-23: COLLECT EXAMPLES, DEVELOP INSTRUCTIONAL BLUEPRINTS
- 2023-24: ARTIFACTS AND CAPSTONES
- 2024-25: EMBED IN INSTRUCTION, CONTINUE ARTIFACTS AND CAPSTONES





# Portrait of a Graduate BLUEPRINTS

A shared vision of what qualities our graduates need in order to be successful, contributing members of society

## COMPETENCY

## SUCCESS CRITERIA



### Empathetic Collaborator

Students are Empathetic Collaborators when they are compassionate, seek to include and connect with others, and foster interdependence while working with others to solve problems or advance causes.

Work in pairs or groups to complete a task, solve a problem, or advance a cause.



Actively listen and respectfully communicate while sharing responsibility to complete a task, solve a problem, or advance a cause.



Recognize group members' assets while engaging in compromise, negotiation, and consensus to complete a task, solve a problem, or advance a cause.



Empathize and build trust in groups to complete a task, solve a problem, or advance a cause.



### Resilient Risk-Taker

Students are Resilient Risk-Takers when they are self-aware, persistent, and hopeful future-planners who understand current reality and imagine the way the future could be.

Reflect on their past experiences and learning to plan for the future and/or set goals.



Understand that there are multiple paths to reaching goals and make informed and adaptive choices to reach their desired outcomes.



Anticipate and recognize obstacles that would impede reaching goals and make plans to overcome or work around them.



Exert themselves in both thought and action to persist through barriers in order to achieve goals.



### Creative Problem-Solver

Students are Creative Problem-Solvers when they approach problems with an entrepreneurial mindset, exhibiting curiosity and innovation while using design-thinking to solve complex problems.

Approach challenges as curious observers who see past barriers by focusing on the future and constructing new opportunities/ideas about what might be.



Apply processes to untangle complex problems to get to the root of the problem that needs to be solved.



Use creative approaches or brainstorm new solutions to problems.



Persist through obstacles by staying solutions-focused and using "failures" as feedback and fuel for refining prototypes/solutions to reach their desired ends.



### Agile Thinker

Students are Agile Thinkers when they are curious, flexible, critical thinkers who exhibit a growth mindset.

Seek novel or varied ideas and perspectives as opportunities for new learning, self-reflection, and growth.



Choose courses of action by using convergent and divergent thinking to evaluate and synthesize complex information.



Blaze paths by creating new and/or unconventional ways to look at things.



Respond to setbacks and barriers with persistence and hope.



### Confident Communicator

Students are Confident Communicators when they are active listeners who craft clearly understood written and spoken messages in all forms, including digital content.

Actively listen to empathize, make connections, and understand differences so that their messages are tailored to their audience.



Organize their thinking to craft and refine messages so that they are clearly understood by the recipient.



Add value to personal and/or group interactions by communicating honestly, ethically, and with integrity.



Clearly deliver a message with appropriate tone, word choice, form (including digital content), and design for their intended purpose.



### Courageous Leader

Students are Courageous Leaders when they demonstrate responsibility to themselves and for others, inspire productivity, and put the needs of the community's greater good first.

Commit to the success of others and support the growth of other people's capacity.



Build trust with and between people and use the strengths of a group for the greater good.



Inspire others to a vision for the greater good through their service and standing for what is right.



Hold themselves accountable to common purposes without the need for external influences.



DURANGO SCHOOL DISTRICT  
**Portrait of a Graduate**  
**FIELD GUIDE**

How  
to make  
our vision  
come alive



Set of 19" competency wheels are bound together with a book ring, and can be hung from a wall hook. The outer navy wheel spins to focus on one of six Success Criteria in the cutout window.

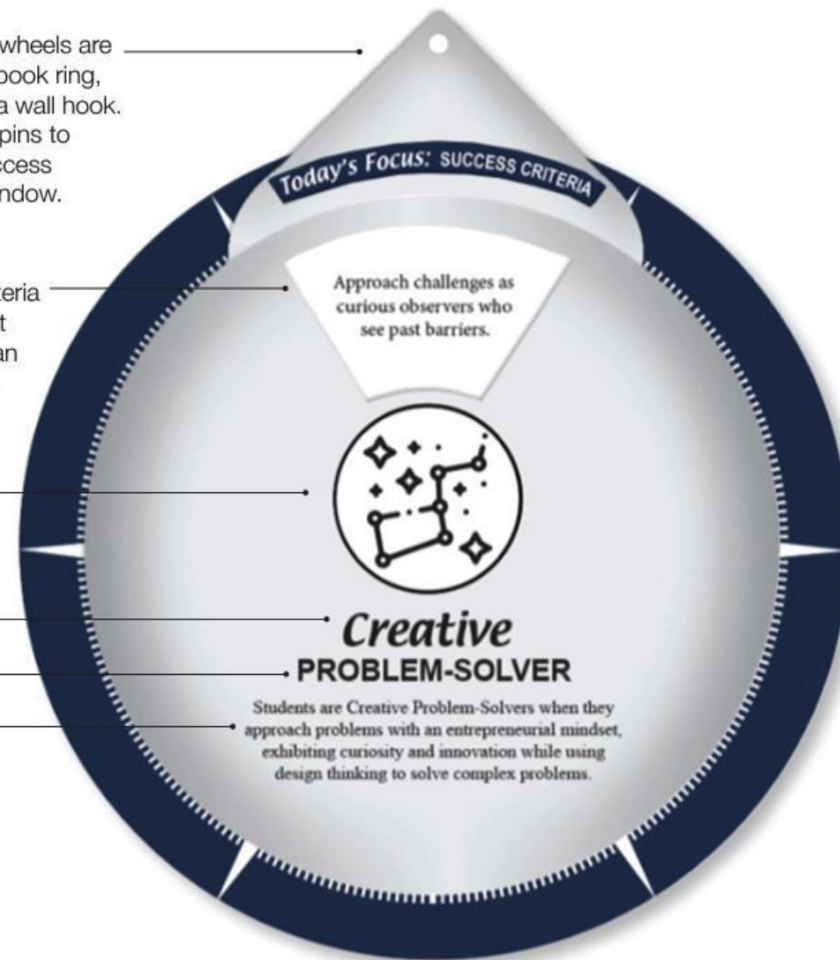
One of six Success Criteria will appear in the cutout window, so teachers can focus on one at a time.

PoG Competency Icon is at the center

Disposition

Skill

Competency Definition



Today's Focus: SUCCESS CRITERIA

Approach challenges as curious observers who see past barriers.



**Creative**  
**PROBLEM-SOLVER**

Students are Creative Problem-Solvers when they approach problems with an entrepreneurial mindset, exhibiting curiosity and innovation while using design thinking to solve complex problems.



Students > Student Success Badges

Name
Empathetic Collaborator
Resilient Risk-Taker
Creative Problem-Solver
Agile Thinker
Confident Communicator
Courageous Leader

### Recently Approved Artifact

September 29th, 2023

**Class Constitution** Approved

Badge(s)	Skill(s)
Empathetic Collaborator	<ul style="list-style-type: none"> <li>•Work in Pairs or Groups</li> <li>•Actively Listen and Respectfully Communicate</li> <li>•Engage in Compromise, Negotiation, and Consensus</li> <li>•Empathize and Build Trust in Groups</li> </ul>

[VIEW FULL ARTIFACT TIMELINE](#)

November 14th, 2023 Ready for Review

A T

Badge(s)	Skill(s)
Agile Thinker	•Seek Novel Perspectives for New Learning

November 13th, 2023 Approved

r r t

Badge(s)	Skill(s)
Resilient Risk-Taker	•Make Informed and Adaptive Choices to Reach Outcomes

October 27th, 2023 Approved

slc

Badge(s)	Skill(s)
Empathetic Collaborator	•Work in Pairs or Groups


#### Overall Badge Progress



May 6th, 2025 Approved

**research project**

Badge(s) Skill(s)

 Confident Communicator


• Clearly Deliver a Message

---

May 6th, 2025 Approved

**Kinder Buddies**

Badge(s) Skill(s)

 Courageous Leader


• Inspire Others to a Vision

---

May 6th, 2025 Approved

**Soil lab**

Badge(s) Skill(s)

 Resilient Risk-Taker


• Reflect on Past Experiences to Plan for the Future

---

January 8th, 2025 Approved

**My story**

Badge(s) Skill(s)

 Agile Thinker


• Use Convergent and Divergent Thinking

---

December 16th, 2024 Approved

**Paying Attention**

Badge(s) Skill(s)


 Empathetic Collaborator

• Actively Listen and Respectfully Communicate

May 12th, 2025 Ready for Review

**Navajo Weaving**

Badge(s) Skill(s)

 Empathetic Collaborator


• Actively Listen and Respectfully Communicate

---

May 12th, 2025 Approved

**ELA Animal Defense Mechanisms**

Badge(s) Skill(s)

 Creative Problem-Solver


• Brainstorm New Solutions to Problems

---

May 7th, 2025 Approved

**Poetry For Pets: ELA**

Badge(s) Skill(s)


 Agile Thinker

• Seek Novel Perspectives for New Learning

December 16th, 2024 Approved

**Building a map**

Badge(s) Skill(s)

 Agile Thinker


• Use Convergent and Divergent Thinking

---

December 9th, 2024 Approved

**Regions of Colorado**

Badge(s) Skill(s)

 Creative Problem-Solver


• Focus on the Future and Construct New Ideas

---

October 3rd, 2024 Approved

**T-shirt Design**

Badge(s) Skill(s)

 Empathetic Collaborator


• Work in Pairs or Groups  
• Actively Listen and Respectfully Communicate  
• Engage in Compromise, Negotiation, and Consensus  
• Empathize and Build Trust in Groups

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May 28th, 2024 Approved

**Capstone - Resilient Risktaker**

Badge(s) Skill(s)

 Resilient Risk-Taker

• Persist Through Barriers

**Name**  
FB

---

**Student Success Artifact?**  
 Yes  No

**Student Success Badges**  
Resilient Risk-Taker

**Student Success Skills**  
Reflect on Past Experiences to Plan for the Future, Anticipate Obstacles and Make Plans to Overcome

---

**Career Field**  
No Career Field Selected

---

**Status**  
 Draft  
 Ready for Review  
 Feedback Provided  
 Approved

**Evidence**  
 I chose Resilient risk taker because during football season our primary QB was injured and the back up as put as tailback. My primary position on offense was WR and TE. Since there was no player with QB experience the offensive coach assigned me the position but I never played QB. I only had a week to prepare for to play QB and I doubted myself while trying to play the position. I did know the plays in my head because I used to practice with the team during the off season although I hadn't play football my freshman or sophomore year. There was a tough time trying to understand how to play the position under a lot of pressure and stress from just thinking about my new position. Even after football practice I still practiced at dorm with some teammates to correct hand offs and fake plays. I did extremely well during the game as QB and it became my position until our original QB recovers from his injury. It benefited me by taking risks of learning new abilities and experience in a new place. It showed me that I'm capable of overcoming obstacles and planned to take on the challenge. such as me practicing more in my free time before the game and it allowed me to perform more proficient on the field. My self reflection is that I was able to learn how to play a new position allowing me to be a leader also and learning to take on new things that could help others. It really opened my mind to also try new positions like DE on defense and SS. I exceeded well as DE which I was proud of myself for trying new things.

**Mentor Feedback**

Paragraph

Bold  Italic  Underline  Text Color  Background Color  Bulleted List  Numbered List  Indent  Link  Unlink  Image  Video  Embed  Undo  Redo

- You demonstrated understanding of the Profile of a Graduate (POG) "Resilient Risk Taker" through your football experience
- Consider elaborating on how this experience connects to other key concepts or skills related to resilience and risk-taking
- Your critical thinking is evident in how you adapted to the new position, but you could further explore how this applies beyond sports
- Your ideas are presented clearly, following a logical sequence of events
- To enhance your presentation, consider organizing your thoughts into distinct sections (e.g. challenge, action, result)
- Adding specific examples or anecdotes from your experience could make your presentation more engaging
- Your unique experience of switching positions shows personal interaction with the POG
- Consider discussing how you creatively approached learning the new position in just one week
- Explore how this experience represents your individual journey with resilience and risk-taking beyond just football
- You effectively describe the impact of being a "Resilient Risk Taker" on your growth as a player and person
- Your reflection on overcoming self-doubt and learning new abilities is insightful
- To strengthen this section, consider discussing specific future goals for developing your resilience and risk-taking skills beyond high school

**Portfolio Artifact**

**Name**  
Artifact 3

---

**Student Success Artifact?**  
 Yes  No

**Student Success Badges**  
Courageous Leader

**Student Success Skills**  
Support the Growth of Other People, Build Trust With and Between People, Inspire Others to a Vision, Hold Themselves Accountable


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**Career Field**  
No Career Field Selected

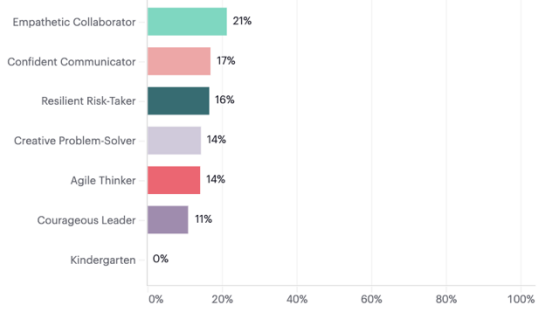
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**Status**  
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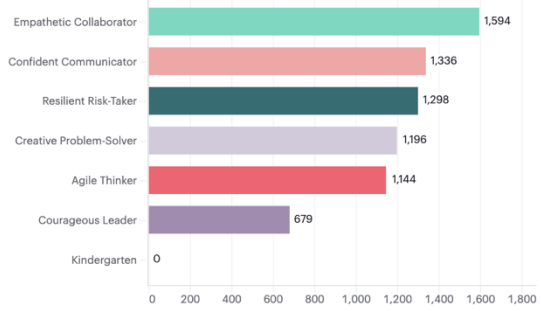
**Evidence**  
 During my interior design class, I learned there is a lot of teamwork and projects you have to push through, sometimes it's challenging but you have to push through it. When it was time to pick my partner I went up to someone who I don't know to not distract myself. So we got started on a project, she didn't really know what to do so I helped her. Throughout the project I pushed her and encouraged my team members to think creatively, push around the obstetrical. We took risks to make bold decisions on our project and it involved getting out of your comfort zone. Although I learned that interior design projects show unexpected obstacles. Show resilience by facing challenges head-on, and keeping the team motivated throughout the process. The overall outcome was very well put and makes me really proud of my member's



### Completion Percentages by Badge



### Artifacts Approved by Badge



Total Skills Approved  
SUM OF ALL SKILLS APPROVED

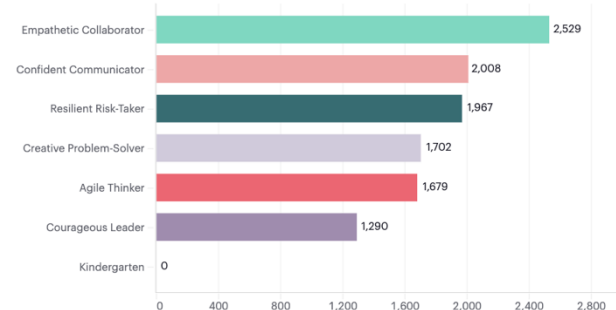
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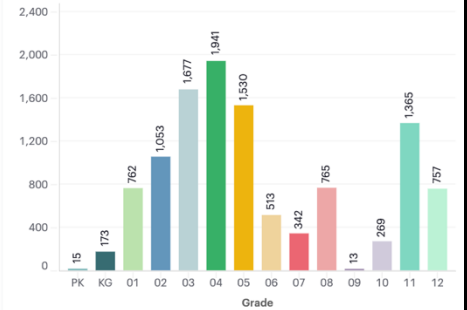
## Portrait of a Graduate

3 REPORTS

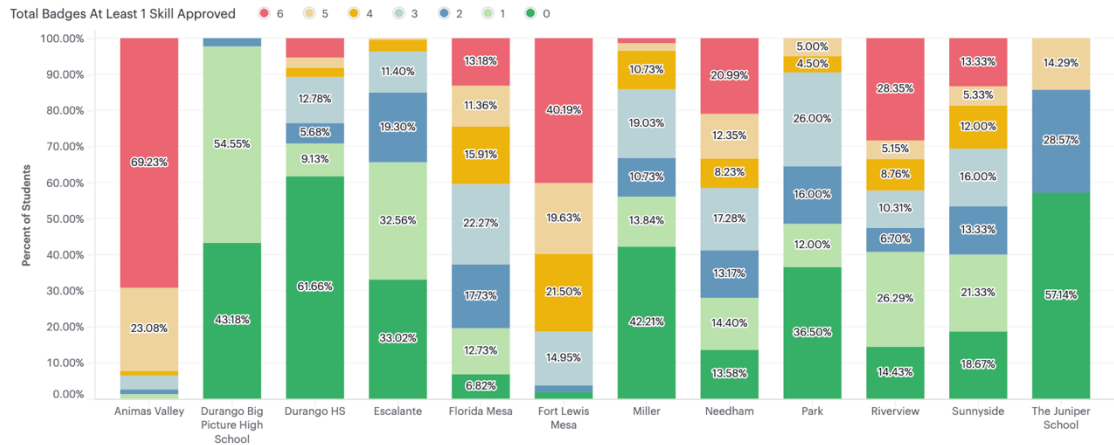
### Skills Approved by Badge



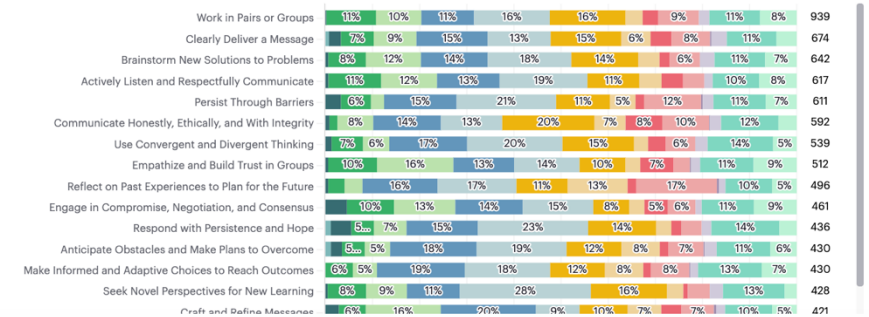
### Skills Approved by Grade



### Count Of Badges With Skills Approved - By Building



### Proportions of Approved Skills by Grade Level





**Rock Stars** Our Portrait of a Graduate stories

**BRAVO! WINNERS, SHONDA CHUMLEY & RICK WHITE**

**Bravo!**  
Portrait of a Graduate

**Shonda Chumley & Rick White**

**Rock Stars** Our Portrait of a Graduate stories

**BRAVO! WINNER, NICO CHRISTOPHER**

**Bravo!**  
Portrait of a Graduate

**Nico Christopher**

This week's winner is Nico Christopher, an ESS Resource Teacher at Park Elementary (PKE). She was nominated as an Empathetic Collaborator by Chelsi Olson and Gianna Fable, 4th grade teachers at PKE. They say "Nico is an incredible ESS teacher. She willing to collaborate with teachers, assisting them in meeting the needs of the students she serves when they are not in the general education classroom. She is truly empathetic to the multitude of needs a general education teacher faces on a daily basis and works hard to make sure her kiddos are aligned both within and without of the general education classroom."

[Read the Full Nomination](#)

[Send a CONGRATULATIONS to Nico](#)

[Nominate Someone Here](#)

# Portrait of a Graduate Celebrations

◆ Badges

◆ Spotlights

◆ Board Meeting Showcases

◆ Schoolwide Events

◆ Digital Gallery



DURANGO SCHOOL DISTRICT



# DIGITAL MUSEUM

Click through our artifacts to learn how we are exploring and integrating our six competencies of Portrait of a Graduate.



WELCOME! START HERE

Superintendent's Introduction



Launch begins August 2022



CASE Presentation,  
July 28, 2022



COMPETENCY ROLLOUT TIMELINE



Aug. 23 - Oct. 4  
2022  
EMPATHETIC  
COLLABORATOR

Oct. 5 - Nov. 14,  
2022  
RESILIENT  
RISK-TAKER

Nov. 15, 2022 -  
Jan. 17, 2023  
CREATIVE  
PROBLEM-SOLVER

Jan. 17 - Feb. 28  
2023  
AGILE  
THINKER

Feb. 28 - April 18  
2023  
CONFIDENT  
COMMUNICATOR

April 18 - May 23  
2023  
COURAGEOUS  
LEADER

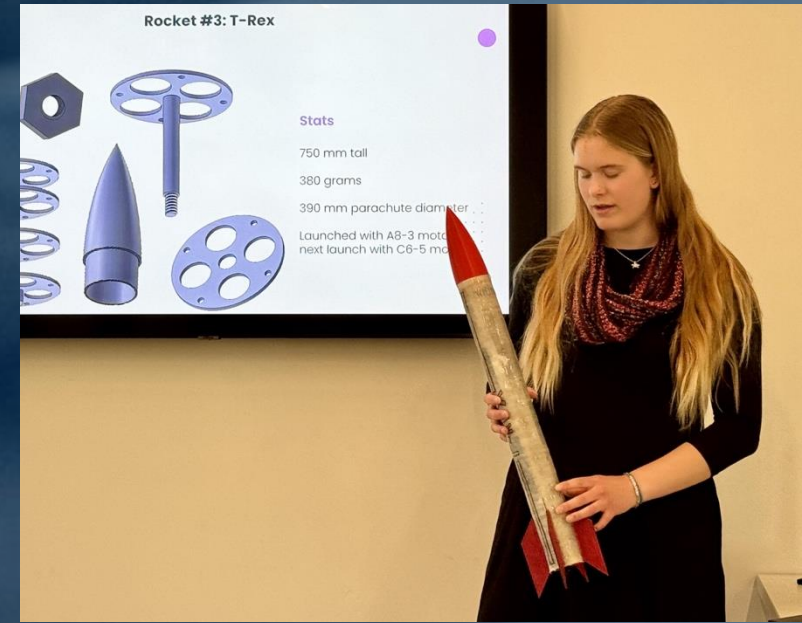


SCAN ME





Stats  
750 mm tall  
380 grams  
390 mm parachute diameter  
Launched with A8-3 motor  
next launch with C6-5 motor





## Creative Problem Solver - AP Psych Graphic Novel

Artifact and description by Dewa Iig

- The task for this project was to create an infographic to show the stages of psychosocial development according to Erikson and Kohlberg in a creative way
- My setback was overcoming a broad prompt
- I had to narrow it down enough to get specific with my art and application
- I had to define and apply Erikson and Kohlberg's stages of cognitive and moral development, similar to how we would in a standard FRQ
- Helped me grow and overcome problems creatively.



## Courageous Leader - Co-President of W.I.L.D



Example from Alyxx Ford

- Women in Leadership Development (W.I.L.D)
- Many of the initiatives are from the ideas and organization of other members of the group. Being the president I have to support the rest of the club's ideas and support them to make their ideas happen.
- Having a group that all trusts and supports one another is very important. We do team-building exercises and activities together in the outdoors such as skiing, rock climbing, and hiking. Through these things, we build up the bonds of our group and use them to work together and create causes to better the community.
- I encourage the club to find the problems we are facing today, stand up for themselves and their views, and then find solutions that benefit the greater good.

## Resilient Risk Taker - Internship

Artifact and commentary by Luke Swenk

- I have been preparing for internships in Europe this upcoming summer for 2 years.
  - Working at a restaurant
  - Zoom calls
  - Etc.
- Self-aware, persistent, and hopeful future-planner are traits I had to develop.
- Persistent in my vision for an amazing learning experience, but are there a lot of known unknown risks.

### A Resilient Risk-Taker:

- Makes informed and adaptive choices to reach outcomes
- Anticipates obstacles and make plans to overcome



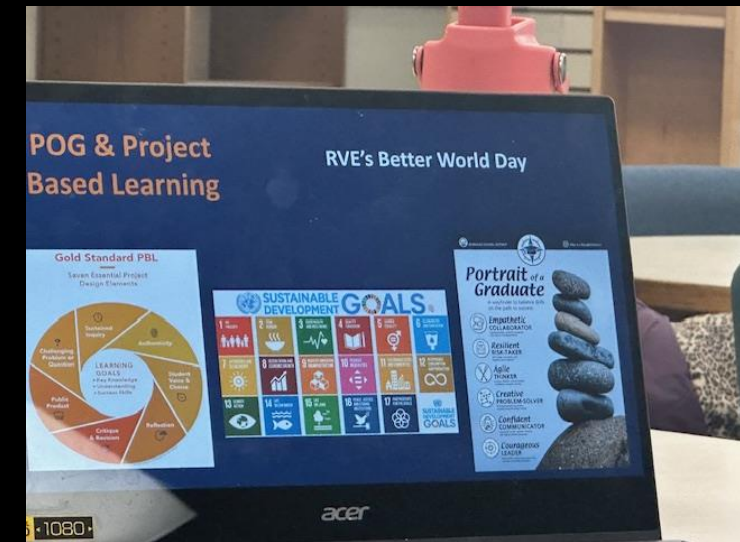
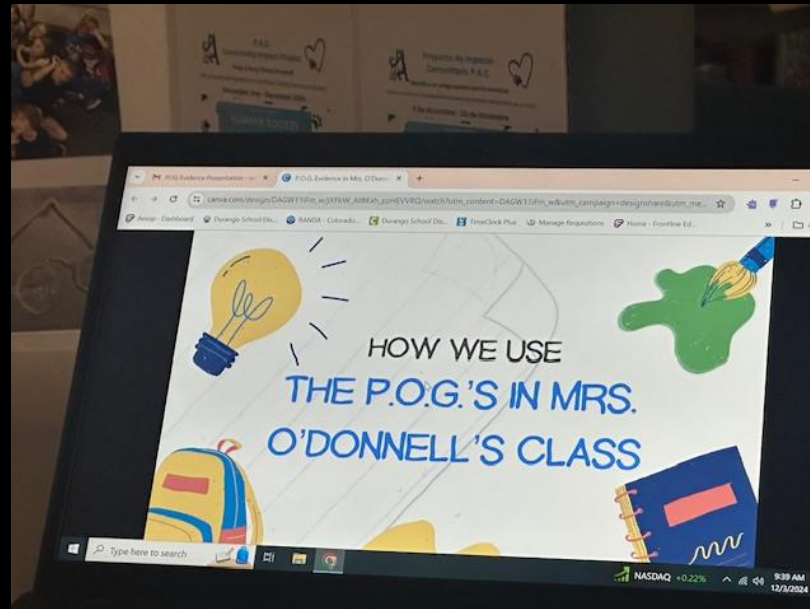
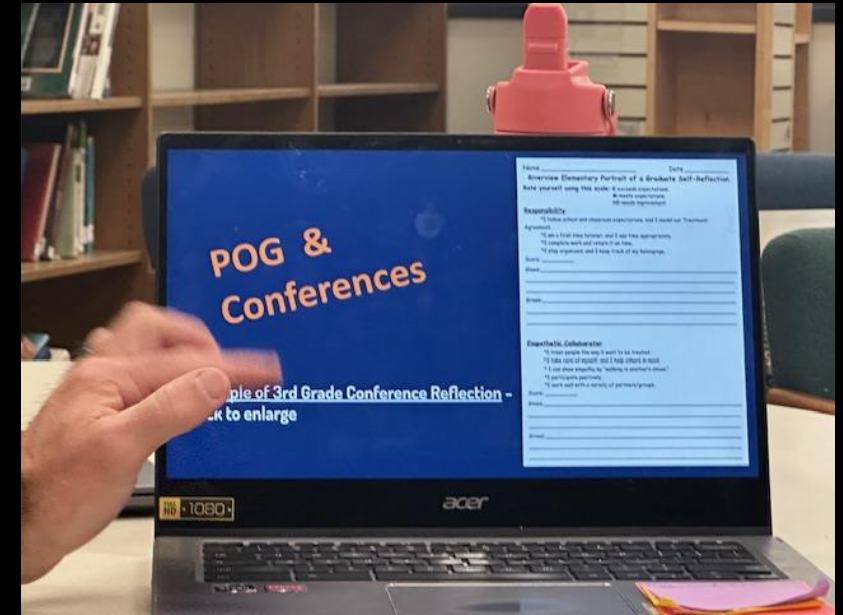
Brussels



EGIC

Rome

# Principal Gallery Walk





**ACTIVATED HEART OF THE BUILDING**



**IMPACT AT DURANGO HIGH SCHOOL**



#### Entrepreneurial environment

A professional work environment connects Durango's business community with the exceptional talents of our students. Together, we cultivate a collaborative ecosystem where ideas flourish and partnerships thrive.



#### Relevance through flexibility

Our cutting-edge facility features transformable, multifunctional spaces that adapt to the needs of our students and community. From the commons area to maker space, and technology rooms to pitch rooms – we provide the canvas for limitless creativity and career exploration.



#### Collaborative collisions

We foster connections and collaboration among our Career and Technical Education (CTE) pathways, inspiring impromptu collisions of ideas, perspectives, and expertise. The power of cross-pollination fuels innovation and propels our students toward their greatest potential.



#### Celebration of design process

Design thinking lies at the heart of our CTE pathways. Students embark on a transformative journey as they empathize, define, ideate, prototype, and test their solutions. Impact provides the space and place for students to refine their skills and embrace the iterative design process.



#### Community involvement

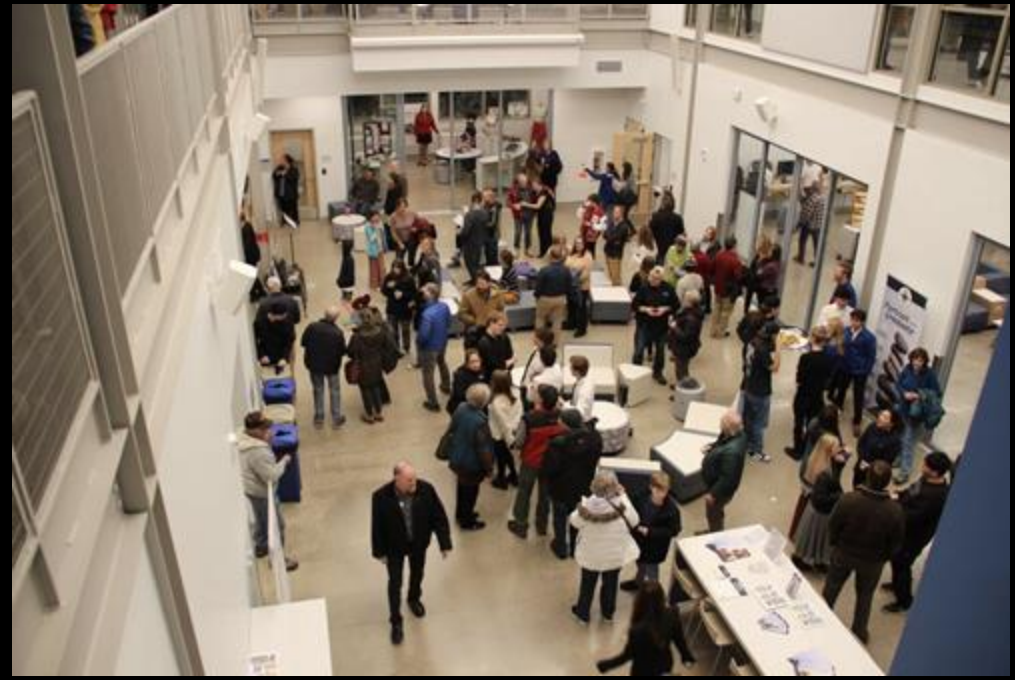
We believe in strengthening the bond between education and industry. By inviting industry professionals into our center and providing opportunities for students to engage with real-world projects, internships, and apprenticeships, we build a robust talent pipeline that drives our community's economic growth.



#### Commitment to sustainability

Our spaces are not just efficient and economically sustainable but also safe and healthy, designed to foster engagement and inspire the pursuit of knowledge. We create an environment that embraces the principles of sustainability in every aspect.



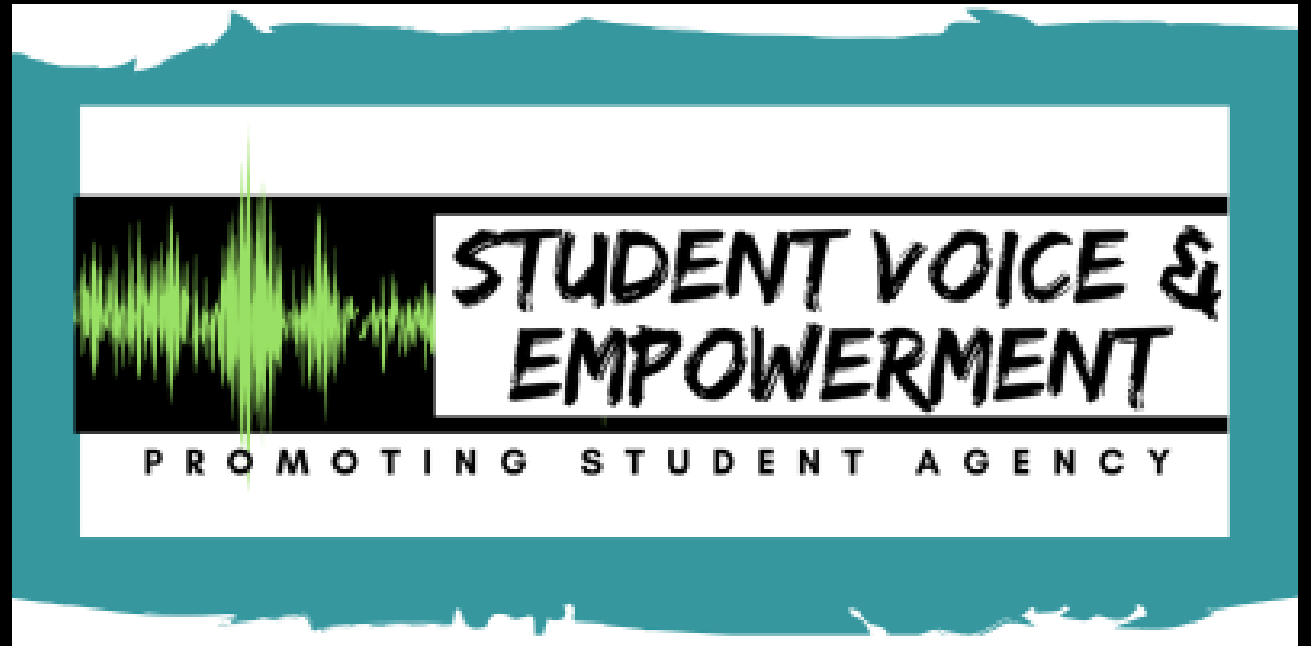






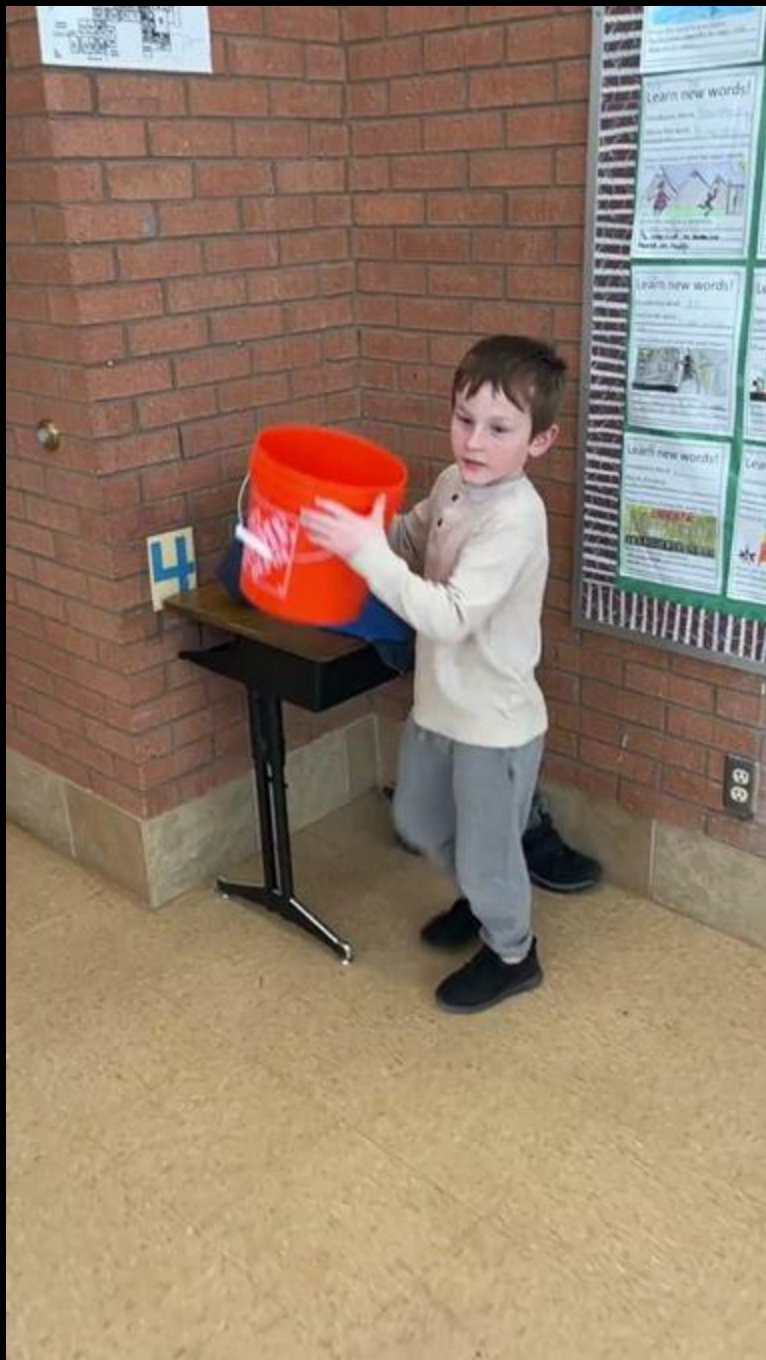
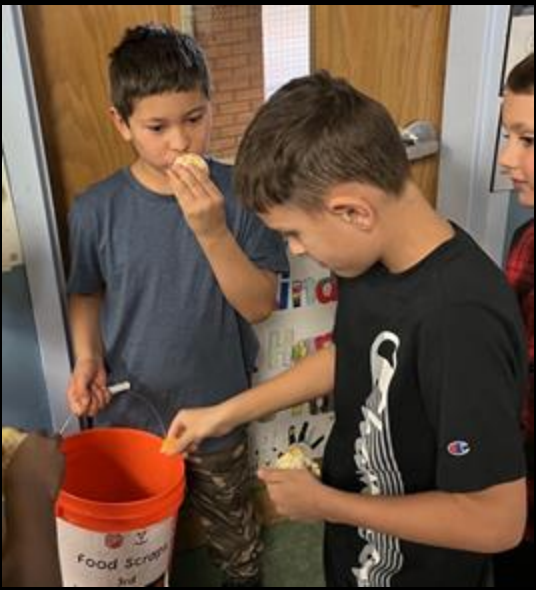
# School Board's Role in Building Student Voice and Agency

- Sustainability
- Diversity, Equity, Inclusion, Belonging
- Student Board Members

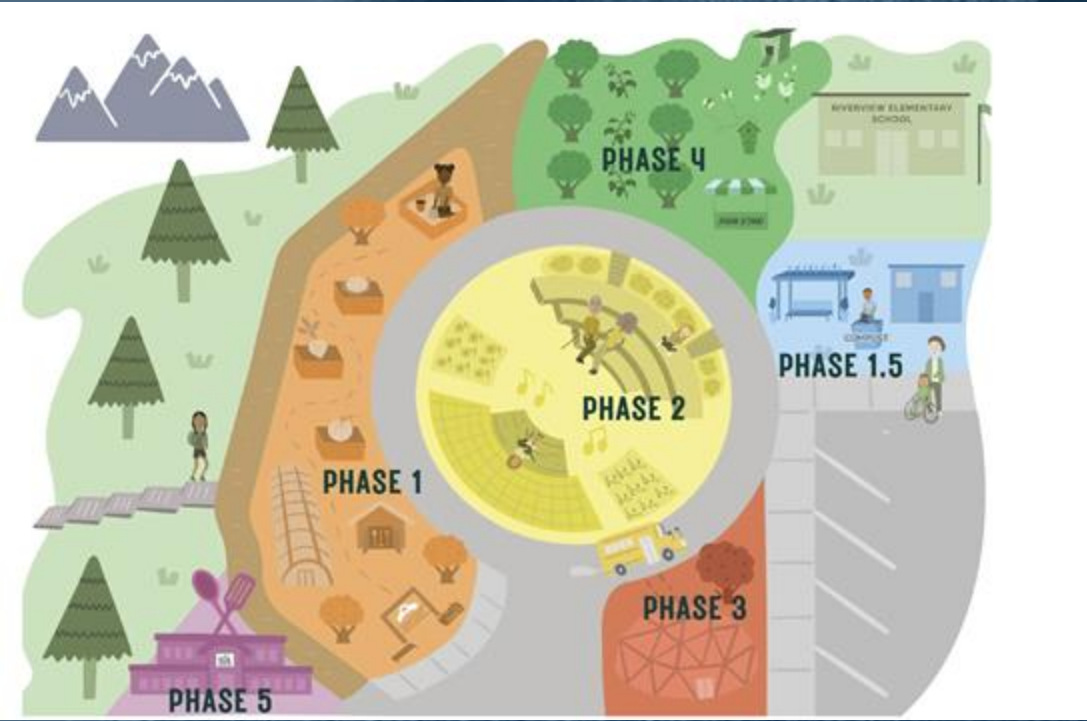




**Increased Focus on Sustainability**







SOIL Lab



# Inclusive Excellence Guiding Coalition

*The Durango School District Inclusive Excellence Guiding Coalition exists to inform, lead, and champion the diversity, equity, inclusion and belonging (DEIB) strategic plan and the Board of Education's Operational Expectation, which aims to ensure students will graduate prepared for success in their choice of career and/or post-secondary education, able to compete in and contribute to the global community, and be motivated to continue the pursuit of knowledge throughout their lives.*



# Student Board Members



**Erika Brown**  
Board Vice President

**Kristin Smith**  
Board President

**Katie Stewart**  
Board Assistant Secretary

How involved is your  
school board in building  
student agency?

---

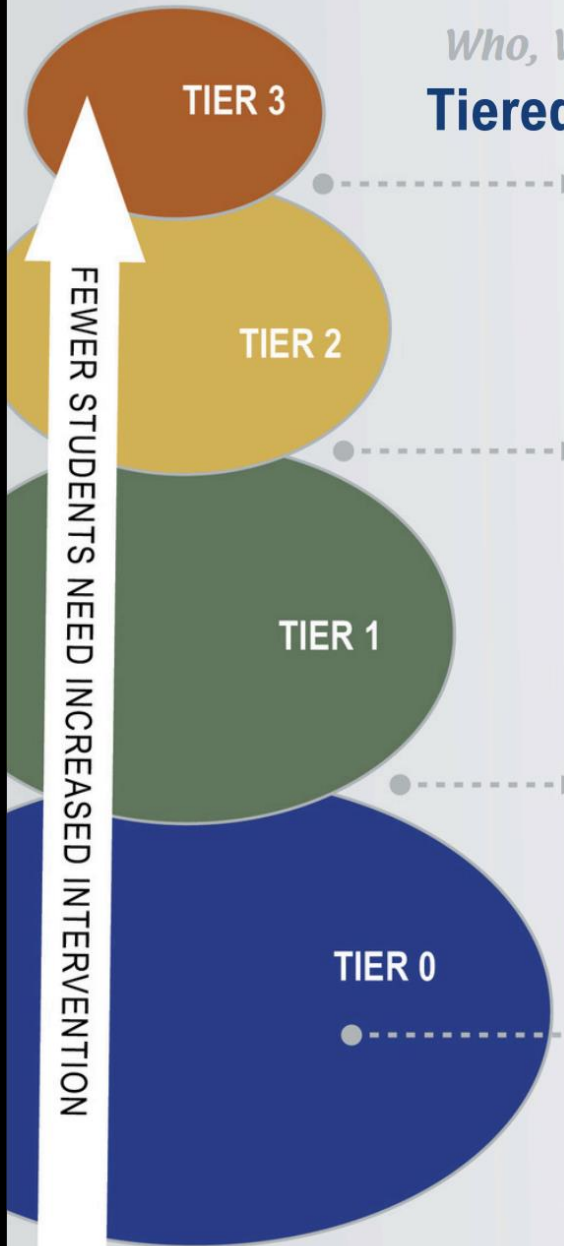






# Who, What, When & How?

## Tiered Social Emotional Learning Support



3

**WHO: MULTI-DISCIPLINARY SCHOOL TEAM and District Behavioral Health Team**

**WHAT**

- Meaningful Work
- I Can Problem Solve
- Tough Kids Social Skills
- Check and Connect

Other strategies include: Safety/ Behavior Plan; In-school therapeutic support (CISP); LPYS consultation for multi-agency-involved youth; Referral to community-based therapeutic provider; PCP/medical provider consultation; FBA-informed behavior plan; Teacher's Encyclopedia of Behavior Management,

**WHEN**

Students for whom universal and Tier 1 supports have been delivered with fidelity but have not positively impacted unwanted behavior AND Tier 2 supports have been implemented for at least two 4-6 week cycles.

**HOW**

Intensive, individualized interventions, developed in consultation with the District Behavioral Health Team, including 1:1 instruction, wrap-around support and ongoing case management for approx. 45-60 minutes per day.

2

**WHO: SCHOOL COUNSELORS**

**WHAT**

- Zones of Regulation
- Kelso's Choice
- CICO
- Coping Power
- Social Decision-Making and Problem-Solving
- Social Thinking
- Social Stories
- Teacher's Encyclopedia of Behavior Management,

**WHEN**

Students for whom Universal supports have been implemented and delivered with fidelity, AND Tier 1 supports have been implemented for at least two 4-6 week cycles.

**HOW**

CASEL-aligned small group skills instruction and/ or brief regular contact with a trusted adult. Interventions occur approximately 20-30 minutes per day for 6 to 8 weeks

1

**WHO: CLASSROOM TEACHERS**

**WHAT**

- Increase the frequency and/or duration of universal supports or strategies
- Re-teach classroom expectations
- Re-teach extension activities from Second Step
- Increase pre-corrections
- Mystery Motivator
- Teacher's Encyclopedia of Behavior Management,
- Positive Peer Reporting
- Provide students an opportunity to self-monitor
- Visual cueing system
- Ensure varied instructional strategies
- Increase active supervision and attention signals
- Increase communication with family

**WHEN**

Students not responding to universal supports after approximately 6-8 weeks of exposure to the general instructional environment; students consistently failing to meet classroom behavioral expectations; students persistently exhibiting internalizing behaviors.

**HOW**

Differentiated instruction for approximately 15 minutes per day

0

**WHO: CLASSROOM TEACHERS & SCHOOL COUNSELORS**

**WHAT**

- Foundations:
- Second Step
  - CASEL
  - PBIS
  - POG
  - EEI
  - DEIB
  - ASCA-aligned Counseling framework
- Additional evidence-based strategies:
- Three to five classroom expectations are defined and posted in every classroom
  - Routines and positive behavioral expectations are defined and taught regularly
  - A continuum of procedures for encouraging and acknowledging expected behavior.
  - Regular opportunities to collaborate with classmates
  - Regular opportunities for students to share from their lives and backgrounds
  - Regular opportunities for students to reflect on themselves as learners
  - SEL skills modeled by staff
  - SEL skills are embedded in all instruction.

**WHEN**

All students, all classrooms, all of the time.

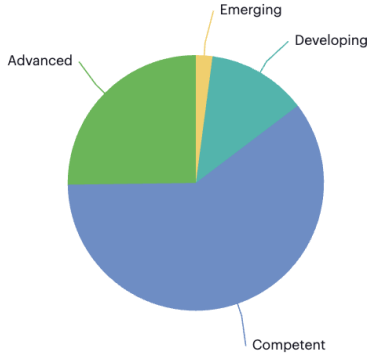
**HOW**

Classroom-delivered SEL instruction for all students, classroom practices that promote an inclusive and safe climate and culture, effective instructional practices, and a focus on positive behavioral supports.

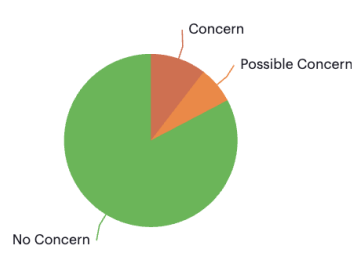
# SSIS CoLab - Student Results

## SEL Levels

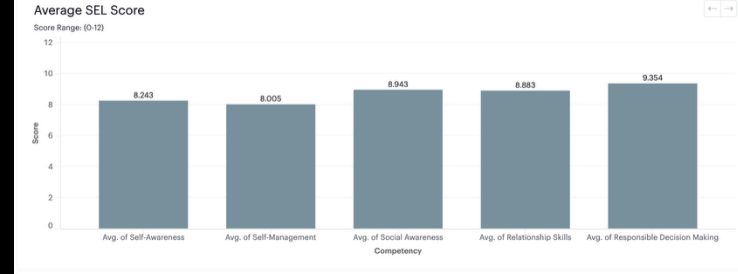
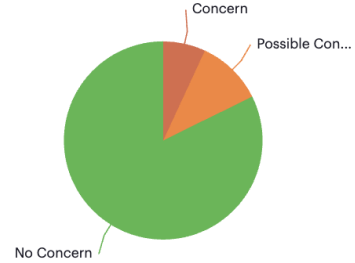
SEL Levels - Emerging: (0-24), Developing: (25-34),  
Competent: (35-49), Advanced: (50-60)




## EBC Internalizing Levels



## EBC Externalizing Levels





## Well-being

---

5 REPORTS

Absences - Annual	Behavior Incidents - Annual	Recent SEL Student Score	Recent Student IBC	Recent Student EBC	STAR Reading Percentile	STAR Math Percentile	STAR Lexile	S
20	1	46	Concern	No Concern	10	43	410L	6
20	1	46	Concern	No Concern	19	28	650L	5
20	1	46	Concern	No Concern	16	39	625L	7
108	3	20	No Concern	Possible Concern	29	46	730L	6
108	3	20	No Concern	Possible Concern	20	51	660L	7
108	3	20	No Concern	Possible Concern	1	5	BR210L	1
24	0	30	No Concern	Possible Concern	77	55	1185L	7
24	0	30	No Concern	Possible Concern	93	52	1470L	8
24	0	30	No Concern	Possible Concern	89	74	1455L	1
2	1	28	No Concern	Possible Concern	40	38	845L	6
2	1	28	No Concern	Possible Concern	51	22	1005L	5
2	1	28	No Concern	Possible Concern	24	27	760L	6
0	5	55	Possible Concern	Possible Concern	61	94	1035L	1
0	5	55	Possible Concern	Possible Concern	75	92	1220L	1
0	5	55	Possible Concern	Possible Concern	73	86	1225L	1



# Inclusive Excellence Guiding Coalition

## Welcoming Atmosphere Walk-Through

### Tool Kit





ROCKY MOUNTAIN  
PBS

**2024**  
**CELEBRACIÓN**  
*multicultural*

**Viernes**  
**19 de abril**  
5:30-7:30 p.m.

**Impact**  
Career Innovation  
Center en Durango  
High School

**Todos son bienvenidos**  
**Todos los estudiantes, personal y familias.**

Cena compartida, música y actuaciones creativas de estudiantes.

Coordinadora de eventos:  
Karla Siles  
ksiles@durangoschools.org

## Round dancin' the night away



The Durango Native American Education Program hosted its third annual Round Dance on Saturday, Nov. 7 at the Durango High School, students of the district and surrounding community members gathered to enjoy a night of singing and dancing.



Native American Education Program  
*Sadava*

# ROUND DANCE & NATIVE AMERICAN ARTS MARKET

EVERYONE WELCOME IN THE DANCE CIRCLE

GRAB A PLATE, JOIN THE CAKE DANCE AND WIN A SWEET TREAT!

# Community gathers to celebrate 10 years of Common Grounds Café



**Pathways to Independence**

What are you doing to  
build social-emotional  
wellness and belonging?

---

# Gold Standard PBL

## Seven Essential Project Design Elements





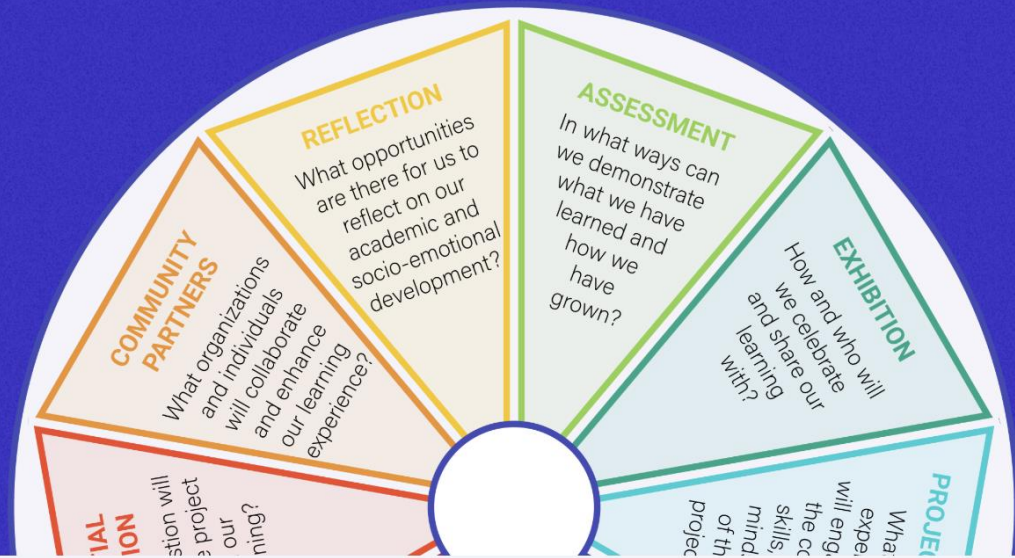
# SUSTAINABLE DEVELOPMENT GOALS



# Design for Deeper Learning

Collaborate with AI to design an engaging learning experience in minutes.

✂ Try it out – design your own project



## Recent Designs



**Playroom Adventure: Minds, Moves & Mates!**  
Grade Level:



**Altar Adventures: Personal Dia de Muertos!**  
Grade Level:



**IndigiData: Power to the People!**  
Grade Level:



**San Diego Connects: The People Puzzle**  
Grade Level:



**"Mango Waltz: Winter Street Tales"**  
Grade Level:



**"Adaptation Adventure: Wild Wonders Unleashed!"**  
Grade Level:



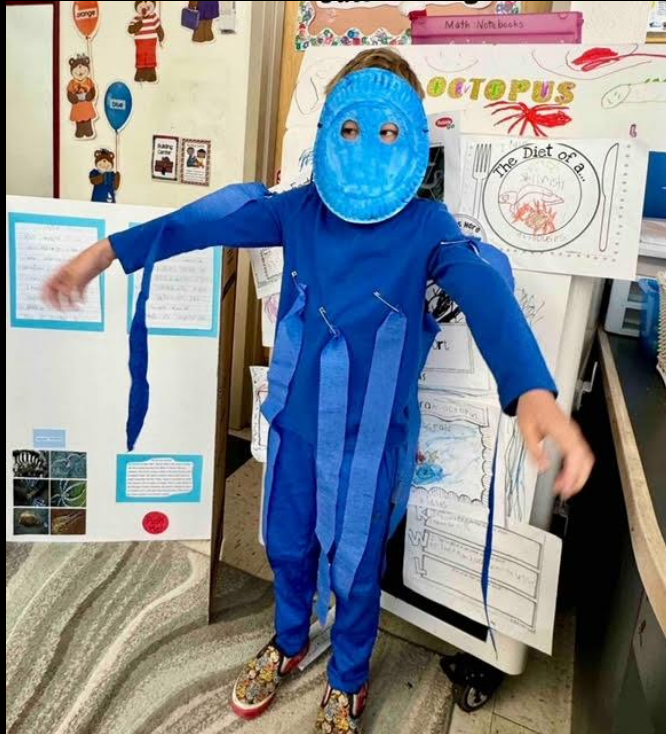
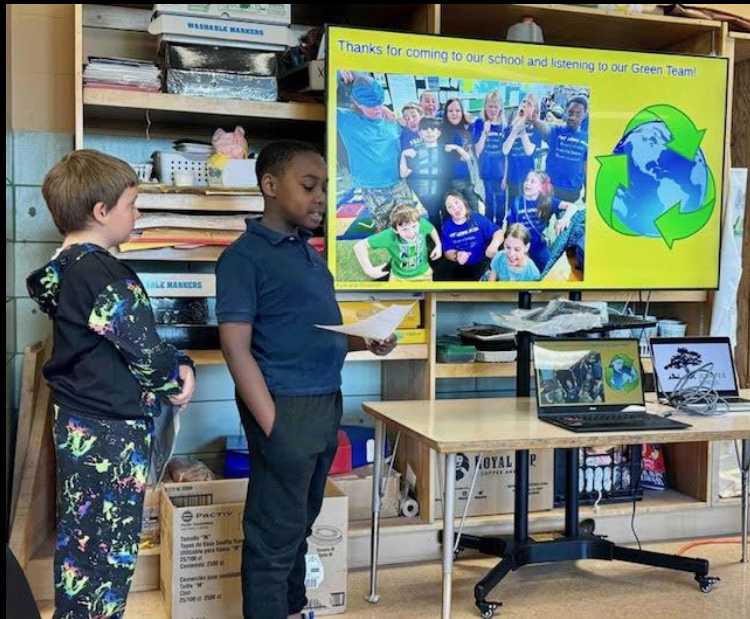
**Python Party: Code, Play, Print!**  
Grade Level:



**"Sustainable Superstars: Green Solutions Galore!"**  
Grade Level:

✂ Design your own project





# CONGRATULATIONS



## HIGH SCHOOL TRACK WINNERS

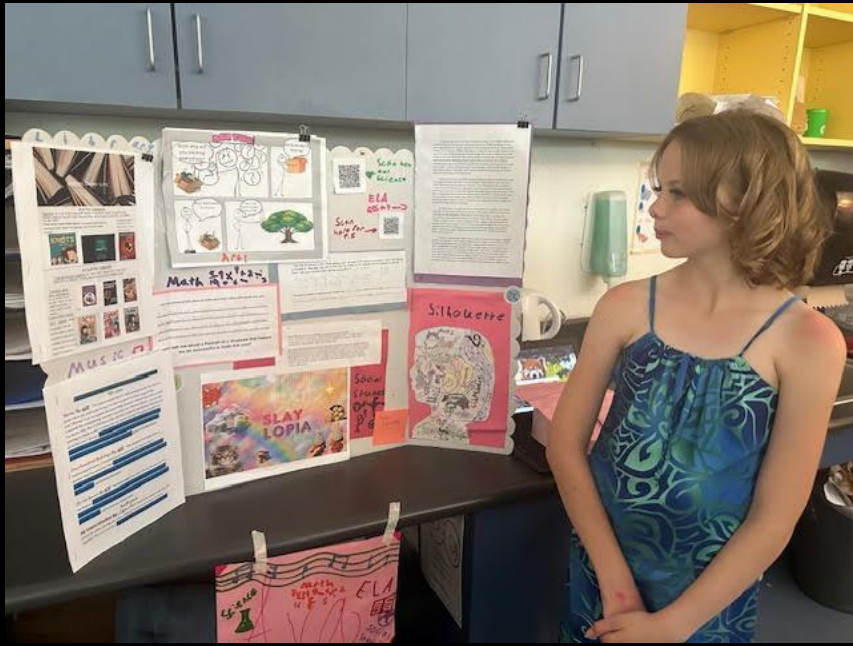
1ST PLACE



RENT TO TEACHERS

**Jude Alderton**





and paragraphs

- Summarize the main idea/gist of each section
- Ask what is the most important thing for me to know?
- DO NOT highlight whole sentences or paragraphs

Be the nice kid.

Friday, February 7, 2025

minute

Epic Code ktes

Speakers & Day

Forensic art

Chemistry

Team: 25

# of groups

X

# in each

= total

proteas

110

6 R

Student s

and

an

ensin

Guest Speaker

Important Information

Vision

Sustainable Landscaping

Code of coll

We believe in kindness because that helps us

We believe in detours the path to learn is not hard

We believe in calm You can collaborate and build all with a bigger idea

So we must

What is Sustainability



Code of coll

We believe in kindness because that helps us

We believe in detours the path to learn is not hard

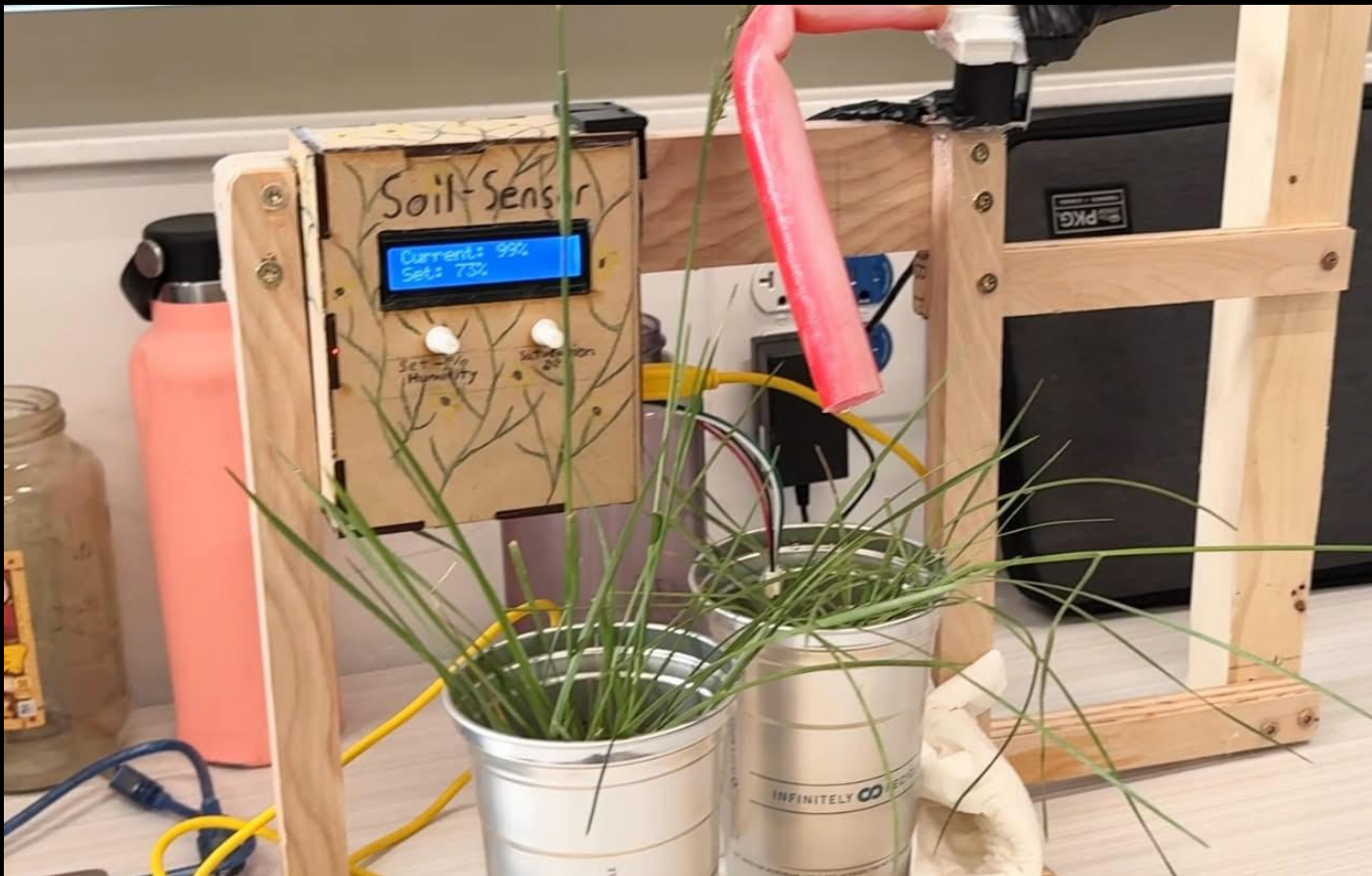
We believe in calm You can collaborate and build all with a bigger idea

So we must

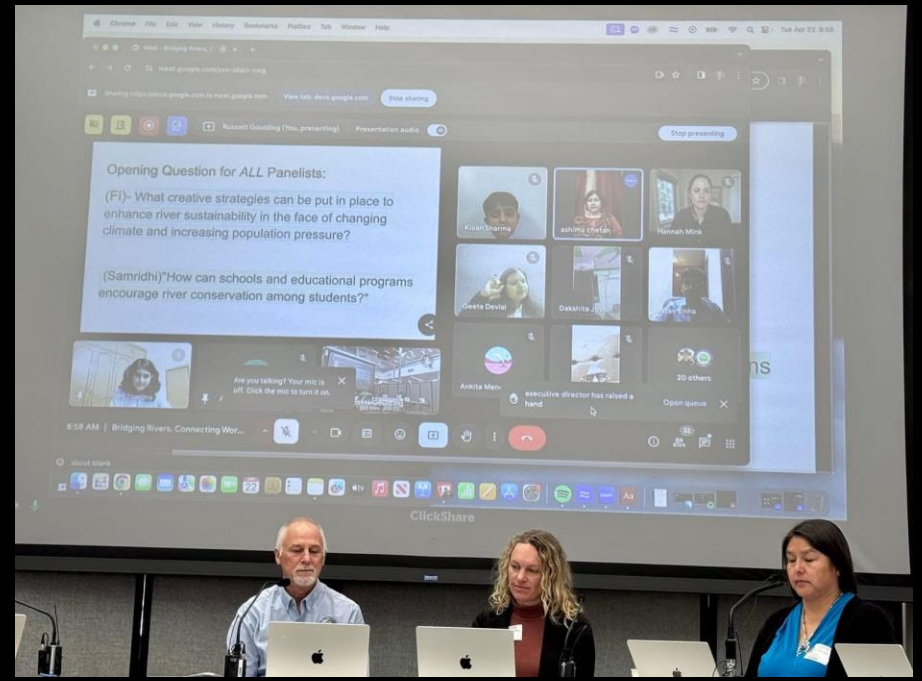



V.S









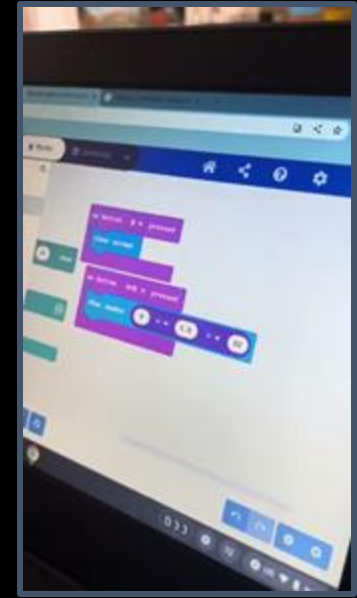
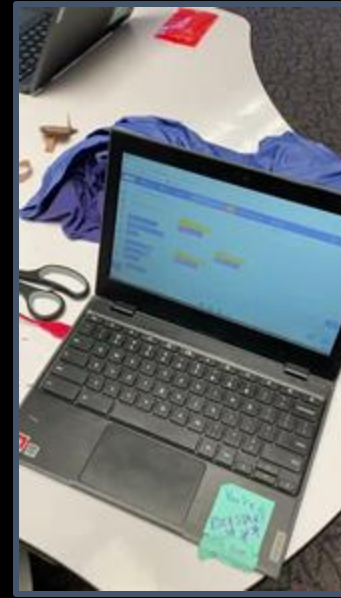
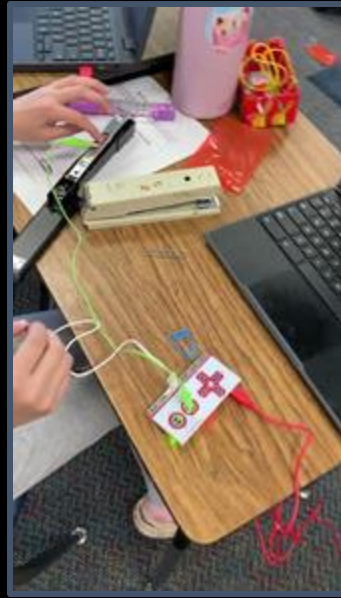




# District-wide elementary

## STEM makerspaces:

- Makey makeys
- Microbits
- Sphero Bolts & Indies
- Lego Prime Kits
- Beebots
- Drones



# Increased STEM access across the district:



## Elementary school students use LEGOs to learn tech skills



9-R receives \$50,000 grant from Durango Education Foundation

By Tyler Brown Herald Staff Writer

Thursday, Apr 4, 2024 3:09 PM Updated Thursday, Apr. 4, 2024 3:36 PM





# FOMO Frenzy: Sparking Curiosity and Creativity with a Tech Film Fest





PARK ELEMENTARY'S 3RD GRADE  
WATER PSAs





# Durango AI Usage: teacher-facing

- Google Gemini to personalize instruction
- Diffit to increase access to text
- Brisk Teaching to provide timely feedback to students
- Magic School to streamline teacher tasks
- Quizizz AI to enhance student engagement



**Diffit**  
For Teachers



**Brisk Teaching**

**MAGIC  
SCHOOL**

**QUIZIZZ AI** BETA



# Durango AI Usage: student-facing

- Adobe Firefly and Canva's generative art
- Adobe Podcast's audio enhancer
- SchoolAI's teacher-created



## Durango School District 9-R embraces AI technology



Students utilize Adobe Firefly to create imagery for narrative and expository writing

By Tyler Brown Herald Staff Writer

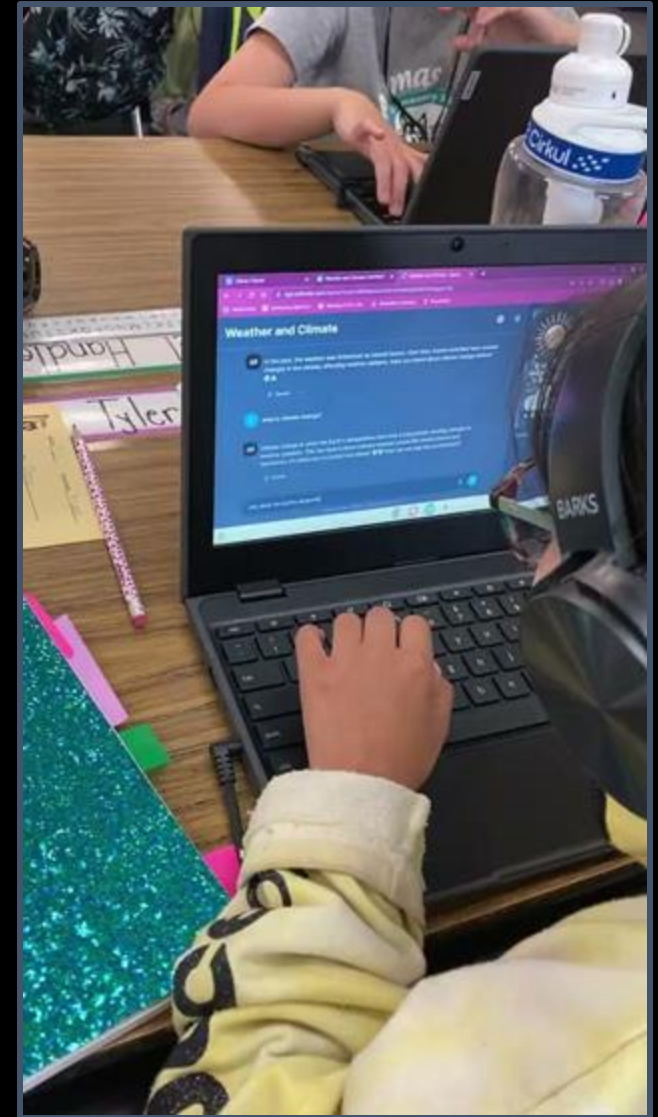
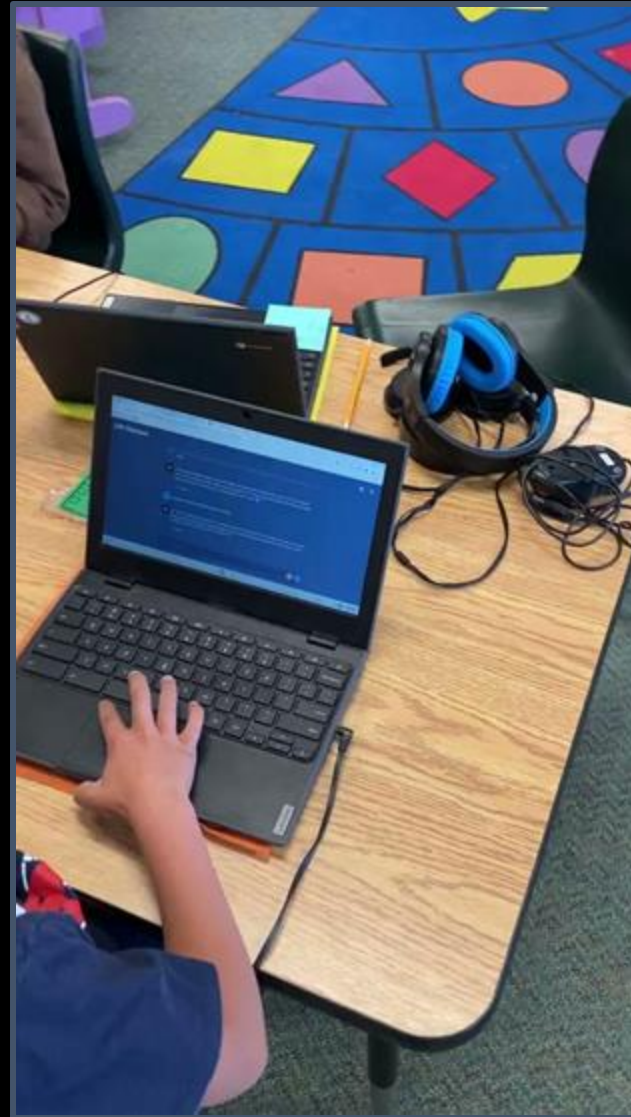
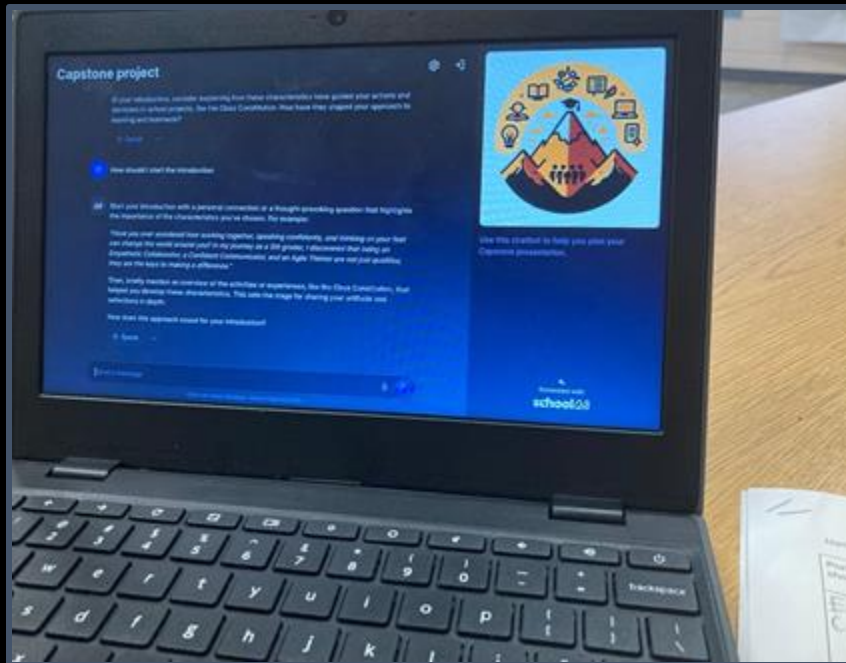
Thursday, Nov 2, 2023 5:00 AM Updated Thursday, Nov. 2, 2023 1:43 PM







# Durango AI Usage: student-facing



# Durango elementary students argue with AI chatbots



## Durango School District 9-R looks to find positive ways to integrate artificial intelligence

By Tyler Brown Herald Staff Writer

Friday, Oct 4, 2024 5:00 AM



Park Elementary School teacher Dylan Atkinson assists students Matthew Tapp, 10, left, Jaylen Jansen, 11, center, and Brent Horse, 10, with learning AI on Sept. 26 during his fifth grade social studies class. Students have been using AI to practice Socratic seminar discussions on whether school districts should go to year-round learning. (Jerry McBride/Durango Herald)



Premise:

This scope and sequence outlines the strategic integration of technology tools across grade levels to enhance student learning. It prioritizes critical thinking and creative problem-solving. Key technology tools include coding platforms, digital design tools, and STEM tools. Professional development will be provided to support teachers in effectively integrating technology into their instruction. By implementing this scope and sequence, our district aims to empower students to become digital citizens and lifelong learners.

Grade level	Grade Level Edtech tool(s)	Edtech tool description	Curricular resources (where applicable)	ISTE Standards
K	Sphero Indis	Students can develop critical thinking and problem-solving skills as they navigate coding challenges and complete tasks.		1.4 Innovative Designer
	Adobe Express (Animate a character)	Students can express creativity and imagination by animating characters to tell stories and respond to prompts.		1.6 Creative Communicator
	Bee Bots	Kindergartners can apply their understanding of directional commands by creating sequences to navigate their Bee-Bot through a maze, demonstrating their problem-solving skills.		1.4 Innovative Designer
1	Sphero Indis	Students can develop critical thinking and problem-solving skills as they navigate coding challenges and complete tasks.		1.4 Innovative Designer
	Adobe Express (Animate a character)	Students can express creativity and imagination by animating characters to tell stories and respond to prompts.		1.6 Creative Communicator
	Video reflection (Camera on)	Students can demonstrate self-awareness and metacognition by		1.1 Empowered Learner

	Chromebook)	reflecting on their learning and sharing their insights.		
2	Sphero Indis	Students can develop critical thinking and problem-solving skills as they use the Sphero to complete challenges and navigate obstacles.		1.4 Innovative Designer
	Kaibots	Students can develop computational thinking skills through screenless coding in ways that support and embed relevant math thinking.		1.3 Knowledge Constructor
	Book Creator	Students can express their creativity and imagination by writing and illustrating their own stories, developing their literacy skills.		1.6 Creative Communicator
	Adobe Express (Animate a character)	Students can develop their communication skills and storytelling abilities by creating animated characters to convey messages and ideas.		1.6 Creative Communicator
	Canva	Students can design and create digital projects, applying their knowledge of visual communication and design principles.		1.6 Creative Communicator



DURANGO SCHOOL DISTRICT

## Portrait of a Graduate

A wayfinder to balance skills on the path to success



### Courageous LEADER

Responsible, productive community member who takes initiative



### Creative PROBLEM-SOLVER

Entrepreneurial, innovative, solution-focused design thinker



### Confident COMMUNICATOR

Successful writer, speaker, listener, and digital content producer



### Agile THINKER

Curious, flexible critical thinker exhibiting a growth mindset



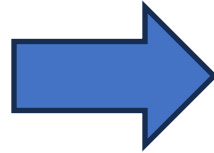
### Empathetic COLLABORATOR

Compassionate, inclusive connector focused on interdependence



### Resilient RISK-TAKER

Self-aware, persistent, and hopeful future-planner




# Yes, and...

NICHE  Find a school or district ... In La Plata County [Log In](#) [Sign Up](#)

[School Search](#) [School Rankings](#) [Schools Near You](#) ... [Write a review](#)

   [View all photos](#)

  [Add To List](#)

**SCHOOL DISTRICT**

## Durango School District (DSD)

#16 in Best School Districts in Colorado

 Overall Grade • PK, K-12 • DURANGO, CO • ★★★★★ 121 reviews

[Apply Now](#)

 **95%**

Graduation rate at Durango High School

 **29**

Home languages spoken by students

 **4**

Schools awarded Governor's Distinguished Improvement

 **20%**

CMAS test scores rank in top 20% of all Colorado Schools

A close-up photograph of a pair of hands gently cradling a small, colorful globe of the Earth. The globe shows continents in green and yellow and oceans in blue. The hands are positioned around the globe, with fingers slightly curled. The background is dark and out of focus.

How are you  
harnessing the  
power of the  
Honey Badgers?



A close-up photograph of a pair of hands gently cradling a small, colorful globe of the Earth. The globe shows continents in green and yellow and oceans in blue. The hands are positioned around the globe, with fingers resting on its surface. The background is dark and out of focus, emphasizing the hands and the globe. The word "Questions?" is overlaid in white text on the lower-left side of the image.

Questions?