Exceptional Systems Endorsement

Donaldson Elementary School

Dolphins Find a Way, Not an Excuse!

At Donaldson Elementary School, we are determined to create a school that knows no limits to the academic success of each student. We believe that EVERY student, without exception, can grow academically, emotionally and socially. We believe that all members of the Donaldson community have the right to be treated with dignity, respect and consideration. We are committed to collaboration, flexible thinking, and self-reflection for continued professional growth and development. We believe that the success of our students is the responsibility of the adults at our school. No Excuses! This Exceptional Systems Endorsement reflects the promise our staff has made to one another and to the students and parents we serve. While this endorsement is representative of our plan for this school year, we as a staff are committed to revisiting, modifying, and improving our work on an annual basis.

| Culture | Collaboration | Standards | Assessment | Data | Interventions |

Table of Contents

Culture   Collaboration   Standards   Assessment   Data   Interventions

Culture of Universal Achievement

Our Six Exceptional Systems are arranged in a staircase for a reason:

In order to take step number two, you've got to take step number one. Step number one is to develop a Culture of Universal Achievement. It is the north on our compass. Each year the foundation of the culture of our school is based on this one commitment:

> ## We are committed to creating a school that knows no limits to the academic success of each student.

Every staff member chooses to believe that:

1. Each student is capable of meeting or exceeding academic standards in all subjects.

2. Every special education student will meet or exceed every one of their IEP goals.

3. Our staff's commitment to this culture can neutralize the challenges students bring with them to campus.

4. An intense commitment to the development of the character of our students has the ability to change their lives in mighty ways.

Culture of Universal Achievement

> *At Donaldson Elementary School, we are determined to create a school that knows no limits to the academic success of each student.*
>
> - ❖ NEU School Wide Assemblies
> - ❖ University cheers and flags adopted by each classroom
> - ❖ College of the week announcements
> - ❖ NEU shirts worn on Fridays and field trips
> - ❖ Teacher-Student-Parent Pledge
> - ❖ Parent/Teacher/Student Conferences and Goal Setting
> - ❖ College vocabulary and word of the week
> - ❖ Students of the Month
> - ❖ Quality Workers
> - ❖ College/University Staff Plans
> - ❖ Literacy and STEAM nights with families
> - ❖ Spirit Assemblies
> - ❖ Field Trips to the University of Arizona
> - ❖ PBIS/Ben's Bells Kind Campus
> - ❖ Sanford Harmony Social and Emotional Learning Curriculum
> - ❖ Inquiry Based Learning in each classroom
> - ❖ Blended Learning in Math and Literacy
> - ❖ STEM Lab
> - ❖ Makerspace

INTERVENTIONS
DATA MANAGEMENT
ASSESSMENT
STANDARDS ALIGNMENT
COLLABORATION
CULTURE OF UNIVERSAL ACHIEVEMENT

Culture of Universal Achievement

One aspect of our school's Culture of Universal Achievement is our school wide PBIS program.

WE are committed to….

- Reinforcing expected behavior
- Using tangible rewards and acknowledgements
- Using social recognition

- Maintaining 5:1 positive to correction ratio.
- Teaching an effective behavior management curriculum that is consistent amongst all grade levels at Donaldson.

Culture of Universal Achievement

INTERVENTIONS
DATA MANAGEMENT
ASSESSMENT
STANDARDS ALIGNMENT
COLLABORATION
CULTURE OF UNIVERSAL ACHIEVEMENT

|	Be Respectful	Be Responsible	Be Safe	Be Kind
Sidewalks	Walk quietly (zero voice) in a straight line Use your eyes ONLY to enjoy displays Follow the directions of ALL adults	Use water fountains for drinking only Go straight to your destination Stay on the walkways Stay to the right	Always WALK Keep your hands and feet to yourself	Smile & wave at others Hold the door for the person behind you
Playground	Follow the directions of teachers and monitors Use good sportsmanship Take care of equipment Use Kind words and actions	Get a pass from staff before leaving the playground Use the library restrooms only Only use playground equipment when monitors are present Line up as soon as the bell rings	Keep your hands and feet to yourself Use all playground equipment correctly (swings, slide, sand, etc) Only throw approved objects (balls, Frisbees)	Include others Compliment and encourage others. Share a smile
Cafeteria	Use level 2 voices Take only what you need Touch only your own food and tray Follow Directions of all school staff Use good table manners	-Eat your food Raise your hand if you need help or to use the restroom -Stay in your seat, with your class until you are excused -Throw all trash in the trash can & stack trays	Keep your hands and feet to yourself Walk in the cafeteria at all times -Sit with your legs under the table Put all sports equipment on the stage until it is time to go to recess	Say Please and thank you Put food that you do not want on the sharing table Use kind words
Restrooms	-Use level 1 voices -One person at a time in the stall	-FLUSH Tell an adult if there is a problem in the restroom Turn off the water Throw all trash in the trash can/ Keep walls, floors, clean Straight there, straight back	-Keep Hands and Feet to yourself -Keep feet on the floor -Wash hands with soap and water Leave stalls unlocked when you leave	Honor Privacy

School Wide Expectations

Culture of Universal 🐬 Achievement
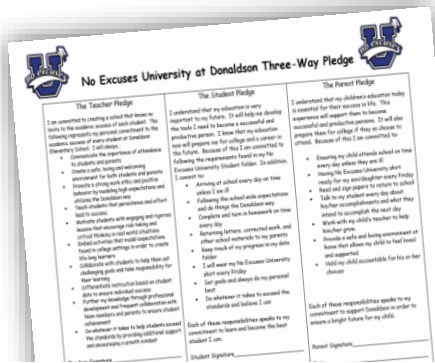
Pledges
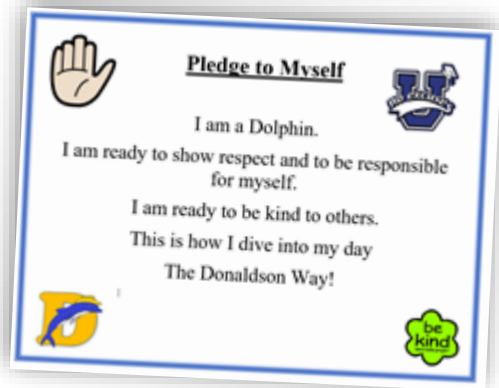
Sanford Harmony Curriculum

College Boards

Collaboration

As a staff we are committed to collaborating with one another in a variety of ways. We understand that the greatest academic and social gains for our students come as a result of quality instruction from the classroom teacher and highly effective measures of collaboration among team members. Our staff members work interdependently with their teams in many ways. The following are examples of individual commitments we are all willing to make as we collaborate as a staff:

Clarity of Purpose: Team members remain driven by our one goal to ensure that each student is proficient or advanced in reading, language, and math. They meet with a purpose and devise agendas and timelines to ensure success at every collaborative meeting. They take the time to decide upon meeting topics in advance. After meeting, they follow through with collective agreements as a team.

Respectful of Time: Our staff members are action-oriented professionals who value one another's time. They are prompt to staff and team meetings. They make the most of their time by collaborating during the school day with colleagues as they creatively group students in an effort to meet every learner's needs.

Tuesday Time-Banking: Every Tuesday afternoon from 1:00–3:00, we set aside time for teams to work closely as they design instruction that translates into academic achievement for all. This time is held sacred by all members of the team and is not used for personal appointments or individual work time.

Professional Growth: Our staff members are open to learning new methods, ideas, and strategies that will lead to greater academic success for all. They participate in on-site Tuesday Collaboration workshops. They seek ways to learn from one another, and are committed to growing professionally together.
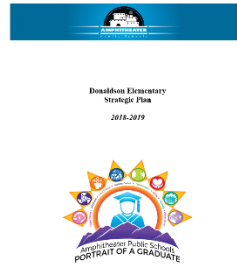
Building Strong Professional Relationships: Our staff members are committed to developing strong professional relationships with each other. They praise one another during times of individual, team, and school-wide success. They are honest with one another as they respectfully confront concerns through "Candid Collaboration". They support one another during times that are challenging both professionally and personally. They celebrate with one another as friends and colleagues outside of the school community.
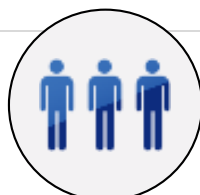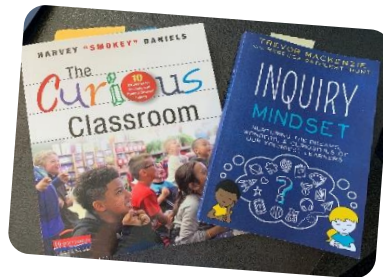
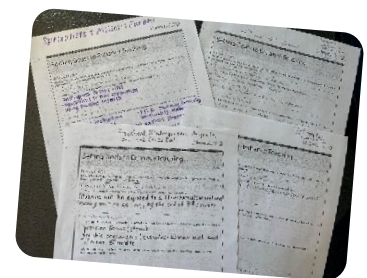# Collaboration

Portrait of a Graduate Strategic Plan

Inquiry Based Learning Book Studies

Team Goal Setting

Vital Collaboration Groups

| INTERVENTIONS |
| DATA MANAGEMENT |
| ASSESSMENT |
| STANDARDS ALIGNMENT |
| COLLABORATION |
| CULTURE OF UNIVERSAL ACHIEVEMENT |

Standards Alignment

At Donaldson Elementary School, we are determined to create a school that knows no limits to the academic success of each student. To reach our goal, our standards alignment is a fundamental part of identifying what needs to be taught and differentiated to best meet our students' academic successes.

- ❖ Profile of a Graduate collaboratively designed by the community, students and staff
- ❖ "I can" statements based on the standards and posted daily
- ❖ NEWA MAP and Waterford Learning Continuum to differentiate instruction
- ❖ District Core Curriculum in reading and math
- ❖ Standards-based report cards
- ❖ AZ College and Career Readiness Standards
- ❖ District Science Guide
- ❖ Close Reading Strategies
- ❖ Common writing expectations at each grade level

When it comes to aligning standards, we recognize the need to work as teams and simplify our approach. For each standard, we will fill in the following template and answer these four important questions:

1. What are the specific skills we are trying to teach?

2. What assessments will we use to measure our success?

3. What resources do we need to teach each standard?

4. What instructional methods will we implement to bring each standard to life?

INTERVENTIONS

DATA MANAGEMENT

ASSESSMENT

STANDARDS ALIGNMENT

COLLABORATION

CULTURE OF UNIVERSAL ACHIEVEMENT

Assessment

At Donaldson Elementary School, we prepare every student for college and career readiness through a variety of assessments. Our teachers use the data from these assessments to identify learning gaps, students who need enrichment and evaluate our curriculum and instructional effectiveness.

- ❖ NWEA MAP   2-5
- ❖ WACS   K-1
- ❖ AZMerit   3-5
- ❖ iReady Reading and Math 2-5
- ❖ *Dreambox   K-1*
- ❖ Developmental Reading Assessment DRA
- ❖ Quarterly Writing Assessment
- ❖ Everyday Math Benchmarks
- ❖ AZELLA   English Proficiency for ELL students
- ❖ *Teaching Strategies GOLD*
- ❖ Teacher-created rubrics
- ❖ Project presentation rubrics
- ❖ Science AIMS
- ❖ Running Records

This assessment plan was generated by the critical mass of our staff. It expresses a collective commitment to participate in specific assessments throughout each school year. The process of generating this plan started with individual commitments by teachers to specific assessments within the classroom. Grade levels later came together to endorse a plan that would address the detailed assessment needs that they have as a team. Finally, our school's leadership team, teachers, classified staff, and support team members, took a detailed approach to ensure our school participates in assessments that:

1. Correlate directly to academic success.

2. Align with state standards.

3. Encourage student participation through the creation of individualized student goals.

4. Offer an abundance of our focus on assessments "for" learning.

5. Help facilitate the differentiation of our instruction.

With careful follow-through on the assessments and goals within this plan, we believe the result will be a greater level of academic achievement for all students.

INTERVENTIONS
DATA MANAGEMENT
ASSESSMENT
STANDARDS ALIGNMENT
COLLABORATION
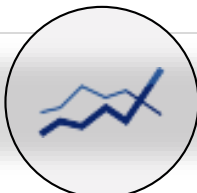CULTURE OF UNIVERSAL ACHIEVEMENT

Data Management

The effective management of meaningful data is paramount to the success of our school. Our staff will engage in a system of data management that is

Easily Accessible: Because the individual needs of our students are varying and change daily, timely access to their data is a key to the effectiveness of our work to garner exceptional academic success. Our onsite database is available to all teachers every single day. Teachers receive training on how to interpret or export specific data in each assessment tool.

Openly Shared: Our staff members reject the idea that each teacher is responsible for the 20 or 30 students in their classroom and instead embrace the idea that they are there to support the 60 students in their grade level. Because of this, we meet three times a year during "articulation meetings" to discuss detailed data on our students. Every team member will receive a copy of one another's data report so as to capitalize on one another's strengths in an effort to create exceptional progress for our students as a team.

Deliberately Arranged: It is our goal as a school to have data reports that are arranged in a simple format that is easy to understand. The investment in our database is intended to allow us to spend the majority of our time making decisions about data rather than trying to decipher and interpret it.

Mrs. Gahn	EL		Sped					Interventions		SEL	Attendance			SAT	Retention						Waterford			Dreambox		Writing			DRA
Student Name	Support	Resource	Speech	Health Plan	504	Inclusion		Reading Intervention	Behavior Intervention	Taouli	Tardy	Absent		Meeting Date	Retained Grade	Conference	Fall Conference	Spring Conference		Other	Fall	Winter	Spring	Current Skill	Avg. Score Q1	Avg. Score Q2	Avg. Score Q3		Spring Independent
Courtney Gahn	X		X					X			X			12/13/19			X				1	1		D	1	2			
Exceeds Expectation																					Prereaading 2	Prereading 3	Basic	E	4+	4+	4+		6+
Meeting Proficiently																					Prereading 1	Prereading 2	Prereading 3	M	3	3	3		4
Developing Proficiency																						Prereading 1	Prereading 2	D	2	2	2		3
Partially Proficient																							Prereading1	P	1	1	1		0-2

- INTERVENTIONS
- DATA MANAGEMENT
- ASSESSMENT
- STANDARDS ALIGNMENT
- COLLABORATION
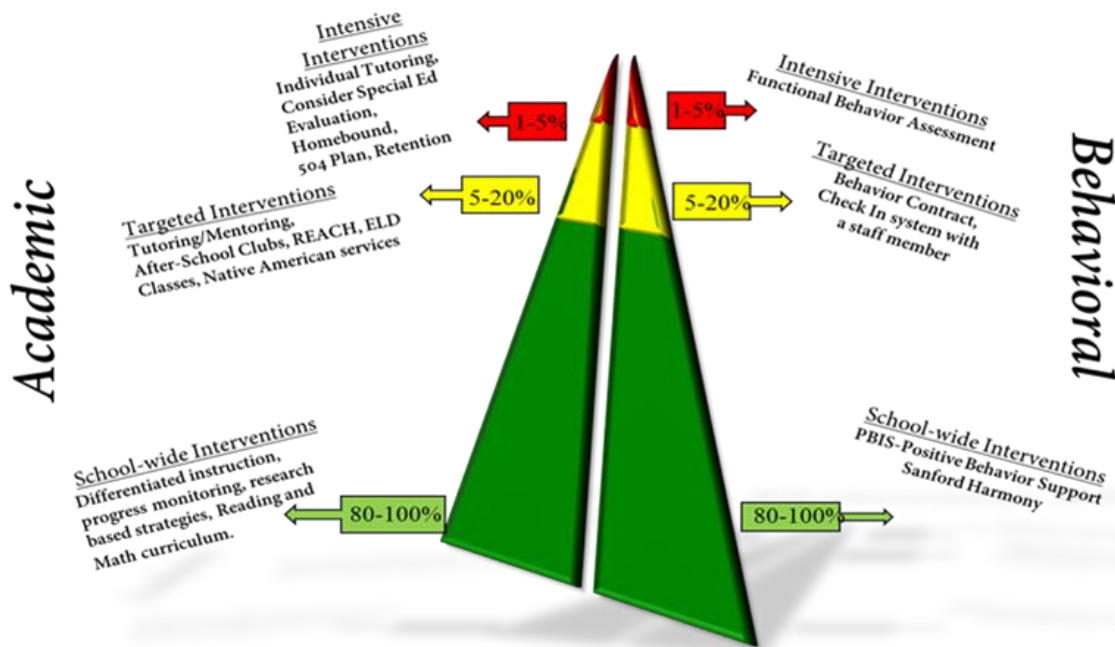- CULTURE OF UNIVERSAL ACHIEVEMENT

Interventions

When our system for managing data is exceptional, it enables us to promote the right interventions for individual students in a timely manner. Our RTI model includes systems for both academic and behavior interventions based on three separate tiers. They are as follows:

Donaldson Elementary RTI

At Donaldson, we work very hard to remediate and enrich all students. Our interventions are research-based programs and that help classroom instruction and when students need small group targeted instruction. Our resource staff supports the classroom instruction. This staff includes teachers an Intervention Teacher, Gifted Teacher, English Language Learner Teacher, Special Education Teachers, Instructional Teaching Assistants and a Social Worker.

- ❖ Student Assistant Team- Identify students, target interventions and monitor progress
- ❖ Blended Learning in all classrooms for remediation and acceleration
- ❖ Differentiation in all classrooms
- ❖ Inclusion and co-teaching models
- ❖ REACH program for gifted students
- ❖ Special education
- ❖ Behavior Intervention Monitor
- ❖ Responsibility Room
- ❖ Volunteer tutors
- ❖ STEM Lab to expose students to real-life Science, Technology, Engineering and Math
- ❖ Makerspace to expose students to problem solving, creative and flexible thinking