

Exceptional Systems Endorsement



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

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Culture



Collaboration



Standards



Assessment



Data



Interventions



Culture of Universal Achievement

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

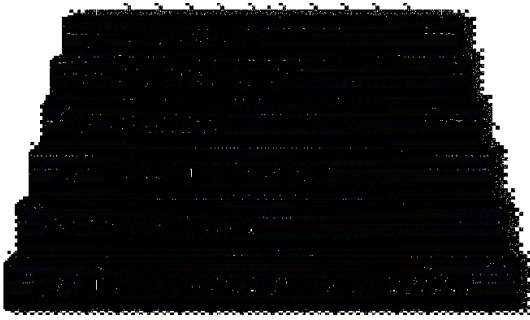
In order to take step number two, you've got to take step number one. Step number one is to develop a Culture of Universal Achievement. It is the north on our compass. Each year the foundation of the culture of our school is based on this one commitment:

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
- ❖ Science and Social Studies taught through ELA
- ❖ 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





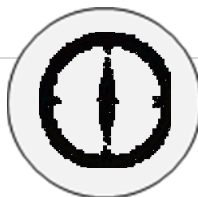
Culture of Universal Achievement

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 7:1 positive to correction ratio.
- Teaching an effective behavior management curriculum that is consistent amongst all grade levels at Donaldson.



Culture of Universal Achievement

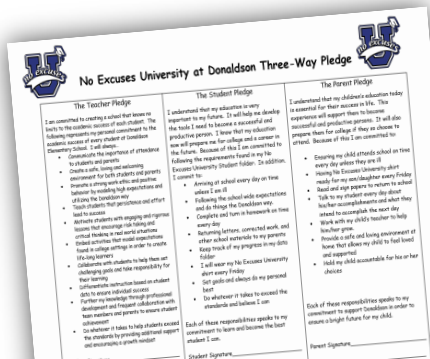


	Be Respectful	Be Responsible	Be Safe	Be Kind
Sidewalks	<p>Walk quietly (zero voice)</p> <p>Use your eyes ONLY to enjoy displays</p> <p>Follow the directions of ALL adults</p>	<p>Go straight to your destination</p> <p>Stay on the walkways</p>	<p>Always WALK</p> <p>Keep your hands and feet to yourself</p>	<p>Wave at others</p> <p>Greet others with a smile or wave</p>
Playground	<p>Follow the directions of teachers and monitors</p> <p>Use good sportsmanship</p> <p>Leave all sports equipment at home</p>	<p>Ask permission to use the library restrooms</p> <p>Only use playground equipment with adult supervision</p> <p>Line up as soon as the bell rings</p>	<p>Keep your hands and feet to yourself</p> <p>Use all equipment correctly</p> <p>Wash hands when leaving the playground</p>	<p>Include others</p> <p>Compliment and encourage others</p> <p>Take turns</p> <p>Use Kind words and actions</p> <p>Enjoy wildlife with eyes only</p>
Cafeteria	<p>Use level 1 voices</p> <p>Touch only your own food and tray</p> <p>Follow directions of all school staff</p> <p>Use good table manners</p>	<p>Eat your food</p> <p>Stay in your seat until you are excused</p> <p>Throw all trash in the trash can</p> <p>Raise your hand if you need help or to use the restroom</p>	<p>Walk in the cafeteria at all times</p> <p>Sit with your legs under the table</p> <p>Wash hands before and after eating</p> <p>Eat only your own food</p> <p>Talk only with the friends at your table</p>	<p>Say Please and thank you</p> <p>Use kind words</p> <p>Say, "No thank you" if friends offer to share</p>
Restrooms	<p>Use whisper voices</p> <p>Only one person in every other stall</p>	<p>FLUSH</p> <p>Tell an adult if there is a problem in the restroom</p> <p>Throw all trash in the trash can</p> <p>Keep walls and floor clean</p>	<p>Keep Hands and Feet to yourself</p> <p>Keep feet on the floor</p> <p>Wash hands with soap and water for 20 seconds</p>	<p>Honor Privacy</p>

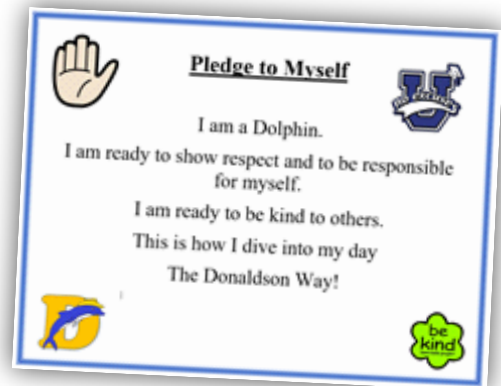
School Wide



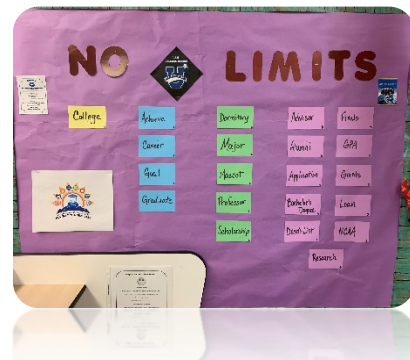
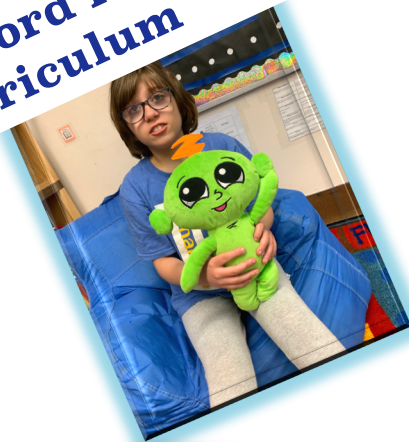
Culture of Universal Achievement



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:

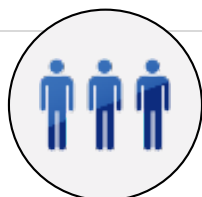
Clarity of Purpose: Team members remain driven by our one goal to ensure that each student is proficient or advanced in reading, language, and math. They meet with a purpose and devise agendas and timelines to ensure success at every collaborative meeting. They take the time to decide upon meeting topics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

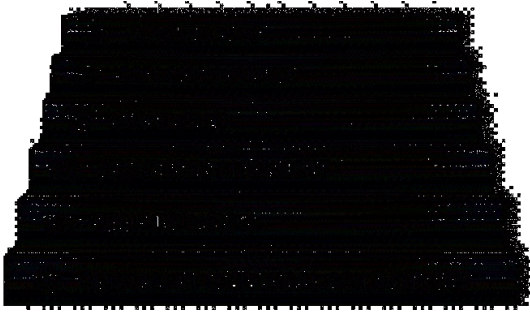
Respectful of Time: Our staff members are action-oriented professionals who value one another's time. They are prompt to staff and team meetings. They make the most of their time by collaborating during the school day with colleagues as they creatively group students in an effort to meet every learner's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

Tuesday Time-Banking: Every Wednesday afternoon from 12:30–2:30, 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 Wednesday collaboration learning communities. 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



Goal 1: Student Success

GOAL 1	The students at Donalson Elementary will be engaged in well-defined and evidence-based curriculum in preparation for college, career and citizenship.
Objectives	<p>Objective 1: The students at Donalson Elementary will show data for growth in the district annual assessment (Winter 2018, 2019, May 2020).</p> <p>Strategy: Develop and implement a new curriculum for the 2018-2019 school year. The curriculum will be developed by the curriculum committee and will be implemented by the teachers. The curriculum will be developed by the curriculum committee and will be implemented by the teachers. The curriculum will be developed by the curriculum committee and will be implemented by the teachers.</p> <p>Objective 2: The students at Donalson Elementary will show data for growth in the district annual assessment (Winter 2018, 2019, May 2020).</p> <p>Strategy: Develop and implement a new curriculum for the 2018-2019 school year. The curriculum will be developed by the curriculum committee and will be implemented by the teachers. The curriculum will be developed by the curriculum committee and will be implemented by the teachers. The curriculum will be developed by the curriculum committee and will be implemented by the teachers.</p>

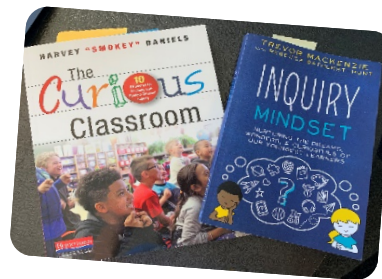
Goal 2: STEAM Learning

GOAL 2	The students at Donalson Elementary will be engaged in STEAM learning and will show data for growth in the district annual assessment (Winter 2018, 2019, May 2020).
Objectives	<p>Objective 1: The students at Donalson Elementary will show data for growth in the district annual assessment (Winter 2018, 2019, May 2020).</p> <p>Strategy: Develop and implement a new curriculum for the 2018-2019 school year. The curriculum will be developed by the curriculum committee and will be implemented by the teachers. The curriculum will be developed by the curriculum committee and will be implemented by the teachers. The curriculum will be developed by the curriculum committee and will be implemented by the teachers.</p> <p>Objective 2: The students at Donalson Elementary will show data for growth in the district annual assessment (Winter 2018, 2019, May 2020).</p> <p>Strategy: Develop and implement a new curriculum for the 2018-2019 school year. The curriculum will be developed by the curriculum committee and will be implemented by the teachers. The curriculum will be developed by the curriculum committee and will be implemented by the teachers. The curriculum will be developed by the curriculum committee and will be implemented by the teachers.</p>

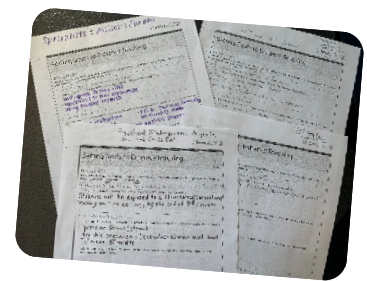
Goal 3: Community and Culture

GOAL 3	All Donalson students, staff and family members will embrace, value and be engaged in the participation, engagement and success of all.
Objectives	<p>Objective 1: All Donalson students, staff and family members will embrace, value and be engaged in the participation, engagement and success of all.</p> <p>Strategy: Develop and implement a new curriculum for the 2018-2019 school year. The curriculum will be developed by the curriculum committee and will be implemented by the teachers. The curriculum will be developed by the curriculum committee and will be implemented by the teachers. The curriculum will be developed by the curriculum committee and will be implemented by the teachers.</p> <p>Objective 2: All Donalson students, staff and family members will embrace, value and be engaged in the participation, engagement and success of all.</p> <p>Strategy: Develop and implement a new curriculum for the 2018-2019 school year. The curriculum will be developed by the curriculum committee and will be implemented by the teachers. The curriculum will be developed by the curriculum committee and will be implemented by the teachers. The curriculum will be developed by the curriculum committee and will be implemented by the teachers.</p>

Inquiry Based and Universal Design for Learning Book Studies



Team Goal Setting



Professional Collaboration Groups





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.

- ❖ Portrait of a Graduate collaboratively designed by the community, students and staff
- ❖ "I can" statements based on the standards and posted daily
- ❖ NWEA 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
- ❖ Strategic, targeted reading instruction
- ❖ 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?

3.0 Literary Response and Analysis				
Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students.				
Components of the standards	Specific Skills	Assessments	Instructional Methods	Resources
Narrative Analysis of Grade Level Appropriate Text				
3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions.	Identifying - main causes - influences - future actions	DRA iReady - write the next chapter - story mapping - retell - mix and match	- plot diagram - close reading w/ gradual release of responsibility - modeling - question box (magic) - sequencing	reading strategy engaging library readers





Assessment

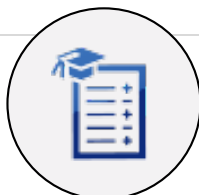
At Donaldson Elementary School, we prepare every student for college and career readiness through a variety of assessments. Our teachers use the data from these assessments to identify learning gaps, students who need enrichment and evaluate our curriculum and instructional effectiveness.

- ❖ NWEA MAP 2-5
- ❖ Waterford K-1
- ❖ AZMerit 3-5
- ❖ iReady Reading 2-5
- ❖ Dreambox k-5
- ❖ 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 AZM2
- ❖ Running Records
- ❖ IEP Goals

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.



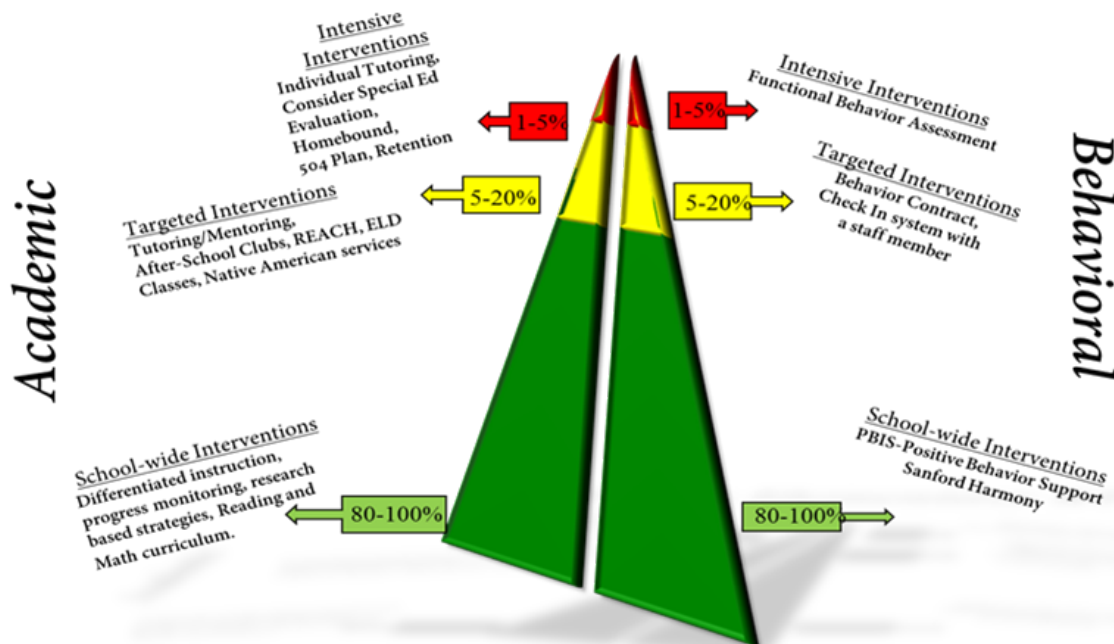




Interventions

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 includes teachers Intervention Teachers, a Gifted Teacher, a English Language Learner Teacher, Special Education Teachers, Instructional Teaching Assistants and Social Workers.

- ❖ 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

