

# 2017 Exceptional Systems Endorsement

## *Anytown Intermediate School*



**This Exceptional Systems Endorsement reflects the promise our staff has made to one another and to the students and parents we serve. Each one of the Six Exceptional Systems documented were developed by the critical mass of our staff in a highly collaborative way. They reflect unique solutions to important challenges we face on a daily basis. Through this work, we are committed to making decisions that are based on results and represented by data. 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



# 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 reading, writing and math.
- 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.
- 5.** There are NO EXCUSES for poor effort on the part of all stakeholders.





# 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:**

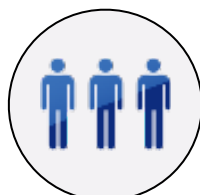
**Clarity of Purpose:** Team members remain driven by our one goal to ensure that each student is proficient or advanced in reading, language, and math. They meet with a purpose and devise agendas and timelines to ensure success at every collaborative meeting. They take the time to decide upon meeting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

**Wednesday Time-Banking:** Every Wednesday afternoon from 2:15–3:40, 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 should not be 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.





# Standards Alignment

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.

California State Fourth Grade Reading Standards										
1.0 Word Analysis, Fluency, and Systematic Development										
Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.										
Components of the standards	Specific Skills	Assessments	Instructional Methods	Resources						
<i>Word Recognition</i>										
1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.	<ul style="list-style-type: none"> <li>•pacing</li> <li>•accuracy</li> <li>•intonation</li> <li>•expression</li> </ul>	<ul style="list-style-type: none"> <li>•IRI's</li> <li>•DIBELS</li> <li>•Fluency Timings</li> <li>•Fluency Rubric</li> </ul>	<ul style="list-style-type: none"> <li>•Informal observations</li> <li>•anecdotal notes during guided reading</li> <li>•conferences</li> <li>•Lit Circles</li> <li>•Poem of the week</li> <li>•Books on Tape</li> <li>•Oral Presentation</li> </ul>	<ul style="list-style-type: none"> <li>•DIBELS</li> <li>•Words Their Way</li> <li>•6-Min. Solutions</li> <li>•Phonics They Use</li> <li>•Rewards</li> </ul>						
<i>Vocabulary and Concept Development</i>										
1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.	<ul style="list-style-type: none"> <li>•Base Words (s,es,ed,ing,er,est)</li> <li>•Idioms</li> <li>•Synonyms</li> <li>•Antonyms</li> </ul>	<ul style="list-style-type: none"> <li>•Theme Skills Test-HM (pages 14, 15, 44, 60)</li> <li>•HM Practice Sheets</li> <li>•CA Summative Test (pages 4, 25, 47)</li> <li>•Conferences</li> <li>•Guided Reading</li> <li>•Observation</li> </ul>	<ul style="list-style-type: none"> <li>•Guided reading</li> <li>•think aloud</li> <li>•Idiom a day, discuss, post on chart</li> <li>•Kids raise hand</li> <li>•games</li> <li>•use idioms in writing</li> </ul>	<ul style="list-style-type: none"> <li>•The King that Reigned</li> <li>•Boss of the Plains-HM</li> <li>•Internet - Google</li> <li>•Book of Lists</li> <li>•Frindle</li> <li>•Wordly Wise Lesson</li> </ul>						
1.3 Use knowledge of root words to determine the meaning of unknown words within a passage.	<ul style="list-style-type: none"> <li>•Roots (tele, rupt, sign, spect, graph, tract)</li> <li>•Compound Words</li> </ul>	<ul style="list-style-type: none"> <li>•Theme Skills Test -HM (pages 39, 58, 127)</li> <li>•Use in Writing</li> <li>•HM Practice Pages</li> </ul>	<ul style="list-style-type: none"> <li>•Root word trees (involve parents)</li> <li>•Word Splash (Kids make dictionaries in journals)</li> <li>•Games memory</li> <li>•Teach physical signals</li> <li>•Compound Word Pics</li> </ul>	<ul style="list-style-type: none"> <li>•Words Their Way</li> <li>•Writer's Express</li> <li>•HM</li> <li>•puzzlemaker.com</li> </ul>						
1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., international).	<ul style="list-style-type: none"> <li>•Roots- See Above</li> <li>•Prefixes ( re, mis, pre, con, com, dis, un, inter)</li> <li>•Suffixes ( ment, less, ly, y, er, or, ist, able, ible, ion, ness, ful)</li> </ul>	<ul style="list-style-type: none"> <li>•Theme Skills Test -HM (Pages 40, 59, 82-84, 104, 126,)</li> <li>•Spelling Tests</li> <li>•Guided Reading</li> <li>•Meaning of Prefixes and Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>•Spelling Book</li> <li>•Word Sorts</li> <li>•Prefix/Suffix Trees</li> <li>•Word Hunt</li> </ul> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Prefix</td> <td>Root</td> <td>Suffix</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table>	Prefix	Root	Suffix				<ul style="list-style-type: none"> <li>•Red Hot Root Words</li> <li>•Words Their Way</li> <li>•Scholastic-Prefix/ Suffix Cards</li> <li>•Rewards</li> </ul>
Prefix	Root	Suffix								
1.5 Use a thesaurus to determine related words and concepts.	<ul style="list-style-type: none"> <li>•Teach all about how to use a thesaurus</li> </ul>		<ul style="list-style-type: none"> <li>•Use Thesaurus</li> <li>•HM-Overheads</li> <li>•Make overhead of words - ask questions - mini lesson</li> </ul>							
1.6 Distinguish and interpret words with multiple meanings.										





# Assessment

**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 and departments 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, comprised of 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.**





# 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 can schedule an appointment with our site data clerk as well should they seek detailed reports or have questions about how to interpret or export specific data.

**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 120 students in their grade level. Because of this, we meet five 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.

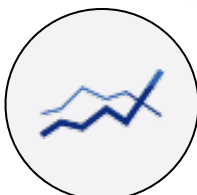
**Deliberately Arranged:** It is our goal as a school to have data reports that are arranged in a simple format that is easy to understand. The investment in our database and site data clerk is intended to allow us to spend the majority of our time making decisions about data rather than trying to decipher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

*Third Grade Articulation June 2007*

Gentry		K		Writing Traits			DIBELS			MAPS Sept 06			MAPS June 07			Interven-	ES/RS/	Title 1									
Last Name	First Name	Math	Spelling	June	I	O	C	WC	Oral Read	Read.	Lang	Math	Reading	Language	Math	Interven-	ES/RS/	Title 1									
		Sept	Sept	June					Sept.	Jun			Adv	P			Gate	Artic 2									
Amerson	Tejah	78	90	LWWP	SA	3	3	3	120	200	196	196	197	B	215	P	197	B									
Ayala	Alissa	60	87	EWWP	ESA	3	3	3	109	195	204	193	214	Adv	208	P	213	P	E	L	R	W	M				
Bernal	Abrah	70	94	LLN	WWP	3	3	3	82	100	179	189	197	194	B	204	B	218	Adv	E	I	L	R	W			
Briggs	Megan	80	91	LLN	LWWP	3	3	3	100	101	188	196	198	203	P	206	P	208	P					W	M		
Christ	O'Shio	72	88	LLN	SA	3	4	3	172		210	223	208	215	Adv	216	P	209	P					G			
Delos Sa	Tricoia		85		EDR	3	4	2	130					221	Adv	212	P	216	Adv					L			
Fernande	Jonath	76	100	ESA	SA	3	4	4	159		199	211	209	212	P	217	Adv	219	Adv								
Gonatrice	Jallen	74	91	WWP	LWWP	3	4	4	118		206	208	201	212	P	222	Adv	217	Adv					L			
Gray	Savan	72	86	LLN	WWP	3	4	3	93	120	203	205	197	224	Adv	217	Adv	210	P	F				R	W		
Inandan	Ivan	96	92	LSA	EDR	3	4	4	175		207	216	219	216	Adv	224	Adv	232	Adv								
Kucan	Olivia	74	86	LWWP	DR	4	4	4	146		200	205	202	225	Adv	222	Adv	215	Adv								
Leslie	Aman	82	88	WWP	SA	3	4	3	203		211	216	203	224	Adv	218	Adv	210	P								
Mojica	Brand	80	87	EWWP	LWWP	3	3	2	94	125	191	199	198	193	B	202	B	208	P	E	I	L	R				
Nelson	Madeli	64	96	EWWP	ESA	3	4	3	131		207	204	207	212	P	215	P	203	P								
Palmer	Macke	68	95	SA	DR	3	4	4	180		221	224	212	212	P	224	Adv	218	Adv					G			
Rhea	Kyle	62	65	LLN		2	2	2	106		213	207	206	223	Adv	213	P	209	P					R	W		
Robinson	Bensh	70	96	WWP	LWWP	3	3	3	106	109	189	199	192	196	B	197	B	189	BB						W	M	
Taseva	Ana	78	86	WWP	ESA	4	4	3	96	120	197	204	190	207	P	211	P	216	Adv	E	L	R		M			
Velazco	Eduar	82	91	LWWP	ESA	3	3	4	122		191	202	203	199	B	209	P	215	Adv	E	L						
Woodruff	Ahsaia	42	76	EWWP	ESA	3	3	2	113		189	183	181	198	B	200	B	193	B		I				R	W	M

Averages 72.83 88.50

Writing Traits I-Ideas, O-Organization, C-Conventions, WC-Word Choice  
Interventions: E-ELD pullout, F-Fluency Lab, Ph-Phonics Lab, P-Intervention Team





# 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:**

