



WASHINGTON  
ELEMENTARY  
SCHOOL  
DISTRICT

**The largest elementary  
school district in AZ!**

# 2025-2026 STAFF PLANNER

\* Dates are subject to change.

*... excellence for every child, every day, every opportunity.*

**Copy of  
ROADMAP  
inside!**

# Washington Elementary School District

## **Abraham Lincoln Traditional (K-8)**

**Jennifer Griggs, Principal**

10444 N. 39th Ave., Phoenix, AZ 85051  
TEL: 602-896-6300 FAX: 602-896-6320

## **Acacia Elementary (K-6)**

**Christine Hollingsworth, Principal**

**Philip Nichols, Assistant Principal**

3021 W. Evans Dr., Phoenix, AZ 85053  
TEL: 602-896-5000 FAX: 602-896-5020

## **Alta Vista Elementary (K-6)**

**Ashley Vasconcellos, Principal**

8710 N. 31st Ave., Phoenix, AZ 85051  
TEL: 602-347-2000 FAX: 602-347-2020

## **Arroyo Elementary (K-8)**

**Rebecca Burd, Principal**

4535 W. Cholla St., Glendale, AZ 85304  
TEL: 602-896-5100 FAX: 602-896-5120

## **Cactus Wren Elementary (K-6)**

**Jules Shipe, Principal**

9650 N. 39th Ave., Phoenix, AZ 85051  
TEL: 602-347-2100 FAX: 602-347-2120

## **Chaparral Elementary (K-6)**

**Molly Boyer, Principal**

3808 W. Joan De Arc Ave., Phoenix, AZ 85029  
TEL: 602-896-5300 FAX: 602-896-5320

## **Cholla Middle School (7-8)**

**Mindy Pallagi, Principal**

**Travis Schwan, Assistant Principal**

3120 W. Cholla St., Phoenix, AZ 85029  
TEL: 602-896-5400 FAX: 602-896-5420

## **Desert Foothills Jr. High School (7-8)**

**Shannon Gray, Principal**

**Joelle Jasper, Assistant Principal**

3333 W. Banff Lane, Phoenix, AZ 85053  
TEL: 602-896-5500 FAX: 602-896-5520

## **Desert View Elementary (K-5)**

**John Mospan, Principal**

8621 N. 3rd Street, Phoenix, AZ 85020  
TEL: 602-347-4000 FAX: 602-347-4020

## **Ironwood Elementary (K-6)**

**Stacey Saltee, Principal**

14850 N. 39th Ave., Phoenix, AZ 85053  
TEL: 602-896-5600 FAX: 602-896-5620

## **John Jacobs Elementary (K-6)**

**Stephen Whynott, Principal**

14421 N. 23rd Ave., Phoenix, AZ 85023  
TEL: 602-896-5700 FAX: 602-896-5720

## **Lakeview Elementary (K-6)**

**Lindsey Larson, Principal**

3040 W. Yucca St., Phoenix, AZ 85029  
TEL: 602-896-5800 FAX: 602-896-5820

## **Lookout Mountain Elementary (K-6)**

**Tricia Heller-Johnson, Principal**

**Kamren Bowker, Assistant Principal**

15 W. Coral Gables Dr., Phoenix, AZ 85023  
TEL: 602-896-5900 FAX: 602-896-5920

## **Manzanita Elementary (K-6)**

**Ashanti Givens, Principal**

8430 N. 39th Ave., Phoenix, AZ 85051  
TEL: 602-347-2200 FAX: 602-347-2220

## **Maryland School (K-8)**

**Nick Gupton, Principal**

6503 N. 21st Ave., Phoenix, AZ 85015  
TEL: 602-347-2300 FAX: 602-347-2320

## **Moon Mountain Elementary (K-6)**

**Dawna Dohogne, Principal**

13425 N. 19th Ave., Phoenix, AZ 85029  
TEL: 602-896-6000 FAX: 602-896-6020

## **Mountain Sky Jr. High School (7-8)**

**Christina Lee, Principal**

**Mark Wood, Assistant Principal**

16225 N. 7th Ave., Phoenix, AZ 85023  
TEL: 602-896-6100 FAX: 602-896-6120

## **Mountain View School (K-8)**

**Philip Liles, Principal**

**Annie Diaz, Assistant Principal**

801 W. Peoria Ave., Phoenix, AZ 85029  
TEL: 602-347-4100 FAX: 602-347-4120

## **Ocotillo Elementary (K-6)**

**Amanda George, Principal**

**Cathy Taylor, Assistant Principal**

3225 W. Ocotillo Rd., Phoenix, AZ 85017  
TEL: 602-347-2400 FAX: 602-347-2420

## **Online Learning Academy (7-8)**

**Darcy Estrada, Principal**

8520 N. 19th Ave., Phoenix, AZ 85021  
TEL: 602-347-3900 FAX: 602-347-3920

## **Orangewood School (K-8)**

**Emily Paterson, Principal**

**Marcy Hyde, Assistant Principal**

7337 N. 19th Ave., Phoenix, AZ 85021  
TEL: 602-347-2900 FAX: 602-347-2920

## **Palo Verde Middle School (7-8)**

**Shannon Sixel, Principal**

**Ignacio Mercado, Assistant Principal**

7502 N. 39th Ave., Phoenix, AZ 85051  
TEL: 602-347-2500 FAX: 602-347-2520

## **Richard E. Miller Elementary (K-5)**

**Pamela Hall, Principal**

2021 W. Alice Ave., Phoenix, AZ 85021  
TEL: 602-347-3000 FAX: 602-347-3020

## **Roadrunner Elementary (K-6)**

**Courtney Mallada, Principal**

**Julianne Bridwell, Assistant Principal**

7702 N. 39th Ave., Phoenix, AZ 85051  
TEL: 602-347-3100 FAX: 602-347-3120

## **Royal Palm Middle School (6-8)**

**Darcy Estrada, Principal**

**Tameri Bayus, Assistant Principal**

8520 N. 19th Ave., Phoenix, AZ 85021  
TEL: 602-347-3200 FAX: 602-347-3220

## **Sahuaro Elementary (K-6)**

**Crystal Bustamante, Principal**

12835 N. 33rd Ave., Phoenix, AZ 85029  
TEL: 602-896-6200 FAX: 602-896-6220

## **Shaw Butte Elementary (K-6)**

**Phil Garitson, Principal**

**Jennifer Genga, Assistant Principal**

12202 N. 21st Ave., Phoenix, AZ 85029  
TEL: 602-347-4200 FAX: 602-347-4220

## **Sunburst Elementary (K-6)**

**Jennifer Dial, Principal**

14218 N. 47th Ave., Glendale, AZ 85306  
TEL: 602-896-6400 FAX: 602-896-6420

## **Sunnyslope School (K-8)**

**Chance Whiteman, Principal**

**Maria Etchebarren, Assistant Principal**

245 E. Mountain View Rd., Phoenix, AZ 85020  
TEL: 602-347-4300 FAX: 602-347-4320

## **Sunset Elementary (K-6)**

**Isaac Hurguy, Principal**

4626 W. Mountain View Rd., Glendale, AZ 85302  
TEL: 602-347-3300 FAX: 602-347-3320

## **Sweetwater School (K-8)**

**Susie Smith, Principal**

4602 W. Sweetwater Ave., Glendale, AZ 85304  
TEL: 602-896-6500 FAX: 602-896-6520

## **Tumbleweed Elementary (K-6)**

**Kimberly Gessner, Principal**

4001 W. Laurel Lane, Phoenix, AZ 85029  
TEL: 602-896-6600 FAX: 602-896-6620

## **Washington Elementary (K-6)**

**Andrea Maroney, Principal**

**Darren Hiebel, Assistant Principal**

8033 N. 27th Ave., Phoenix, AZ 85051  
TEL: 602-347-3400 FAX: 602-347-3420





## Dr. Lupita Hightower | Interim Superintendent

I am Dr. Lupita Hightower and I am honored and humbled to begin serving as your Interim Superintendent. I want to thank the Governing Board for placing their trust in me during this important time of transition. It's a privilege to serve a district so deeply committed to educational excellence, equity, and student success.

We move forward together with great respect for the legacy that has brought us here—built by the dedication of our students, staff, educators, and community. I'm excited to build on that strong foundation.

A little about me: I've been in education for 28 years and have served in many roles – from teacher and assistant principal right here in the WESD at Sunnyslope and Washington, respectively, to principal, director and most recently, 14 years as superintendent of the Tolleson Elementary School District.

Throughout my career, I have been humbled by statewide and national recognition, including being named Arizona Superintendent of the Year in 2023. On a personal note, I've been married for 33 years to my college sweetheart, an alumnus of Moon Mountain Elementary. We have two wonderful daughters, graduates of the University of Arizona and UCLA.

This new chapter is an opportunity to reflect, listen, and grow. I'm committed to leading with compassion, transparency, and a deep sense of responsibility.

We are guided by a clear mission and vision:

**Mission:** Student achievement, preparing all students to become responsible, successful contributors to our diverse society.

**Vision:** Committed to achieving excellence for every child, every day, every opportunity.

Thank you again for the opportunity to serve. I look forward to partnering with you and am excited for all we will accomplish – together.

## District Phone Numbers

Academic Services . . . . .	602-347-2820
Academic Support Programs . .	602-347-2626
Accounting . . . . .	602-347-2612
Administrative Services . . .	602-347-2657
Assessment & Evaluation . .	602-347-3541
Attendance Unit . . . . .	602-347-2858
Business Services . . . . .	602-347-2853
Capital Projects . . . . .	602-347-2835
Communication Services . .	602-347-2694
Curriculum & Instruction . .	602-347-3542
Educational Technology . . .	602-347-2873
EL Services . . . . .	602-347-2692
Facility Usage . . . . .	602-347-2682
Federal Programs . . . . .	602-347-2892
Finance . . . . .	602-347-3506
Gifted Services . . . . .	602-347-2651
Governing Board . . . . .	602-347-2802
Grant Development . . . . .	602-347-3504
Head Start . . . . .	602-347-4806
Help Desk . . . . .	602-347-2865
Human Resources . . . . .	602-347-2668
KidSpace Child Care . . . . .	602-896-5779
Maintenance Services . . . .	602-347-4808
Management Info. Services .	602-896-5255
Materials Management . . .	602-347-2805
Nutrition Services . . . . .	602-896-5235
Payroll . . . . .	602-347-2618
Printing Services . . . . .	602-347-2800
Professional Development .	602-347-3542
Purchasing . . . . .	602-347-2864
Safety and Mentoring . . . .	602-347-2858
Search to Serve . . . . .	602-347-4850
Social Services . . . . .	602-347-2652
Special Services . . . . .	602-347-2632
Superintendent's Office . .	602-347-2602
Translation Services . . . . .	602-896-6290
Transportation Services . . .	602-896-5270
Welcome and Registration .	602-896-6950

## FAST FACTS ABOUT THE DISTRICT



### LOCATION AND SCHOOLS

Washington Elementary School District (WESD) remains the largest elementary school district in Arizona. The District proudly serves a diverse population of approximately 18,000 pre-kindergarten through 8th grade students throughout 44-square-miles in north central Phoenix and east Glendale.

WESD is comprised of 33 schools, including one K-5 school, 19 K-6 schools, seven K-8 schools, five middle/junior high schools and one online school (7-8).

At WESD, 24% of students are English Language Learners (representing 82 languages). In addition, 16.9% of students are in Special Education while 9.5% of students belong in Gifted Services.



### EMPLOYEES

The District has more than 2,700 employees including approximately 1,147 certified staff, 1,381 classified staff and 79 administrators.



### TRANSPORTATION

Transportation services at WESD help transport more than 4,300 students across 4,300 miles daily – encompassing over 953,000 thousand miles each year.



### NUTRITION SERVICES

Last school year, the WESD Nutrition Services Department served more than 4 million meals to students.

Once again, WESD is proud to offer free breakfast and lunch meals to all students during the 2025-2026 school year.

# WESD GOVERNING BOARD



**Kyle Clayton, President** | [Kyle.Clayton@wesdschools.org](mailto:Kyle.Clayton@wesdschools.org) • 602-347-2727

Mr. Kyle Clayton is currently serving his first term on the Governing Board after being elected in November 2022. He was elected president in January 2025. He previously served as vice president in 2023 and 2024. Mr. Clayton is an Arizona native, and works as a REALTOR® and entrepreneur. Mr. Clayton is a graduate of Arizona State University with a bachelor's in Spanish and an International Business Certification from the W.P. Carey School of Business. He is an active community service member as a Miracle Agent, benefitting the Phoenix Children's Hospital. Mr. Clayton is also a member of several associations, including the Young Entrepreneurs Council, National Association of REALTORS® and the Green Resource Council. A resident of the district for 15 years, Mr. Clayton is married to his partner of 17 years and has one son, who currently attends a WESD school, as well as a newborn daughter. In his spare time, he enjoys volunteering at his son's school, engaging with his neighborhood association, and tending to his backyard garden.



**Lindsey Peterson, Vice President**

[Lindsey.Peterson@wesdschools.org](mailto:Lindsey.Peterson@wesdschools.org) • 602-347-2729

Mrs. Lindsey Peterson is currently serving her second term on the Governing Board after being re-elected in November 2024. She was elected vice president in January 2025. She earned her Bachelor's of Arts in Secondary Education at Arizona State University and her Master's in Curriculum and Instruction from Grand Canyon University. Mrs. Peterson has been teaching Language Arts at Apollo High School for nearly 20 years. She is also the English Department Chair and Literacy Coach. From 2016-2020, she was an adjunct professor of reading at Glendale Community College. She is currently a member of the National Council of Teachers of English, the Glendale Union Educators Association and a National Board Certified Teacher. Education is the Peterson family business. Mrs. Peterson and her husband, Layne, are both products of WESD schools. Mr. Peterson also works in the Glendale Union High School District. They have five children who have attended Mountain View, John Jacobs, Chaparral, Desert Foothills Junior High, Cholla Middle and Sahuaro Schools. Mrs. Peterson was also active on the Chaparral Site Council.



**Jenni Abbott-Bayardi, Member**

[Jenni.Abbott-Bayardi@wesdschools.org](mailto:Jenni.Abbott-Bayardi@wesdschools.org) • 602-347-2841

Ms. Jenni Abbott-Bayardi is currently serving her second term on the Governing Board after being re-elected in November 2024. She has served as president in 2024 and president and vice president in 2023. Ms. Abbott-Bayardi is an Arizona native and works in pharmaceutical sales. She holds a Bachelor's degree in Secondary Education from the University of Arizona and a Master's degree in Educational Leadership from Northern Arizona University. She grew up in the Washington Elementary School District and attended Desert Foothills and Acacia. Her parents were educators at many WESD schools throughout their 30 years. Ms. Abbott-Bayardi has been an active member of the district as a parent volunteer at John Jacobs, Sahuaro, Cholla and Mountain Sky where her three children attended. She was on the PTA at John Jacobs and Cholla Middle School. Ms. Abbott-Bayardi also served on the Parent Leadership Team for three years at the Washington Elementary School District. Ms. Abbott-Bayardi has held many volunteer positions including Shadow Rock Preschool Board member, Asbury United Methodist, and Shadow Rock UCC Stewardship Chair and is currently the Jr. High Youth Leader at Phoenix First United Methodist Church. Ms. Abbott-Bayardi is also an active parent athletic supporter at Thunderbird High School.



**Bill Adams, Member** | [Bill.Adams@wesdschools.org](mailto:Bill.Adams@wesdschools.org) • 602-347-2727

Mr. Bill Adams is beginning his fifth four-year term on the Governing Board after being re-elected in 2024 following a two-year break. During his previous 16 years of service, Mr. Adams served as president in 2017, 2018, and 2021 and three terms as vice president. He currently serves on the Boards of the Washington Education Foundation, Pappas Kids Schoolhouse Foundation, and the Surprise Sundancers, all of which benefit students and teachers. He is currently State Director of Employee Outreach for the Employer Support of Guard and Reserve (ESGR), a member of Fighter Country Foundation, and a Life Member of the Blue Blazer Squadron, supporting the men, women, families, and mission of Luke Air Force Base. Mr. Adams' previous service included First Things First's Communications and Government Affairs Committee, Cactus Wren Elementary School PTA and Site Council, and Cholla Middle School Site Council. He also served on the WESD Employee Benefit Trust Board for eight years, one as chairman. He owns Ryan Austin & Associates, a consulting firm specializing in marketing to municipalities and education markets. He is married to a retired educator and has two sons who attended WESD schools.



**Tamillia Gosa-Chapa, Member**

[Tamillia.Valenzuela@wesdschools.org](mailto:Tamillia.Valenzuela@wesdschools.org) • 602-347-2746

Tamillia Gosa-Chapa (she, her(s), ella) is currently serving her first term on the Governing Board after being elected in November 2022.

## Board Meetings

Regular meetings of the Governing Board generally are held on the second and fourth Thursday of each month, with the exception of November, December and March when there is only one regularly scheduled meeting. Meetings are held at the Administrative Center, 4650 W. Sweetwater, or at an alternate school site. Meetings begin at 6:15 p.m., unless posted otherwise.

## 2025-2026 Regular Meeting Schedule

July 10, 2025  
July 22, 2025\*\*\*  
July 24, 2025  
July 31, 2025\*\*\*  
August 14, 2025  
August 28, 2025  
September 11, 2025  
September 25, 2025  
October 9, 2025\*\*  
October 30, 2025\*  
November 20, 2025\*  
December 11, 2025  
January 15, 2026\*  
January 29, 2026\*  
February 12, 2026  
February 26, 2026  
March 12, 2026  
March 26, 2026  
April 9, 2026  
April 23, 2026  
May 14, 2026  
May 28, 2026  
June 11, 2026  
June 25, 2026

\* see [wesdschools.org](http://wesdschools.org)  
for details

## About the Board

Governing Board members are unpaid, elected officials who serve as the policy-making body for the Washington Elementary School District. A board member must be a qualified elector and have lived in the District for at least one year. Each member serves a four-year term. Terms are staggered so two or three board seats become vacant on alternate election years. According to Arizona law, board members may serve for an unlimited number of terms.

The Washington Elementary School District Governing Board is responsible to the citizens of the District and the state of Arizona for the education of public school students in the state's largest elementary school district. The Board sets policy, approves educational programs and textbook adoptions, approves the hiring and termination of personnel, sets salaries and compensations and adopts a yearly budget. The responsibility to oversee and administer programs and policies rests with the Superintendent, who is hired by the Board.





## DID YOU KNOW?

This WESD Staff Planner was printed by WESD Printing Services.

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#### Signs and Banners:

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A-Frames • H-Stakes • Custom Stickers • Floor Stickers

#### Services:

Graphic Design • Cutting • Binding • Die-cutting • Drilling • Scoring  
Perforating • Numbering • Large Format Scanning

#### \*District Standard Materials:

Business Cards • Letterheads • Envelopes • Mastheads  
\*Does not require a P.O. - comes out of Printing Services' budget.



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Do you need before- and  
after-school child care?

★ District employees receive  
50% off child care fees. ★

Employees can also receive  
15% off our 4-year-old  
Early Childhood  
Enrichment Program.

Call 602.896.6968 for details!

\* 50% discount does not apply to the  
Fall, Winter, Spring or Summer Camps.

## HEALTHY HABITS TO KEEP OUR DISTRICT WELL



**Wash your hands** often for 20 seconds  
with soap and water or use sanitizer.



**Cover your cough/sneeze**  
with your sleeve, elbow or a tissue.  
Throw away used tissues.



**Don't touch your face:**  
eyes, nose, mouth with unwashed hands.



**Avoid contact**  
Maintain social distance and  
mask up if necessary.



**Wear a mask** in group settings.  
\*Strongly encouraged for all  
unvaccinated and vaccinated individuals.

**Most importantly,  
STAY HOME if you're sick.**



## SAVE THE DATE!

### February 21, 2026

Ready • Get Set • GO

2  
0  
2  
6

# 5K

# WESD



# August 2025

Sunday

Monday

Tuesday

Wednesday

**Welcome Back,**

*WESD Family!*

Be sure to follow, like and share our schools and district social media pages to stay in the know!



**Enroll in the Trip Reduction Program Today!**

If you drive an alternative fuel vehicle, carpool, walk, bike, or take public transit to work, be sure to register for the WESD Trip Reduction Program (TRP).

By participating in the Trip Reduction Program you can reduce pollution and traffic AND you could win a prize! Everyone who is registered is entered into a monthly drawing.

Call 602-347-2858 for more information.

**3**

**4**

**5**

**6**

First Day of School

PLC - Early Release Day

**10**

**11**

**12**

**13**

PLC - Early Release Day

**17**

**18**

**19**

**20**

PLC - Early Release Day

**24**

**25**

**26**

**27**

**31**

PLC - Early Release Day

August 2025

## Thursday

## Friday

## Saturday



# 1

2

## Notes

7

8

9

14

**15**

16

## Governing Board Meeting

21

22

23

## Doodle Corner

28

29

30

## Governing Board Meeting

# September 2025

Sunday

Monday

Tuesday

Wednesday

**Be in the know!**  
**Follow Us!**  
**Like Us!**  
**@wesdschools**  
   

**1**

**2**

**3**

Labor Day - No School

PLC - Early Release Day

**7**

**8**

**9**

**10**

PLC - Early Release Day

**14**

**15**

**16**

**17**

International IT Professionals Day

PLC - Early Release Day

Constitution Day

**21**

**22**

**23**

**24**

Rosh Hashanah Begins

PLC - Early Release Day

Rosh Hashanah Ends

**28**

**29**

**30**

**Attendance  
Awareness  
Month**

**Labor Day  
September 1**  
 Legal holiday to honor  
 working people.



September 2025

## Thursday

# Friday

## Saturday

4

# 5

6

## Notes

11

12

13

Patriot Day and National Day of  
Service and Remembrance  
Governing Board Meeting

18

19

20

25

26

27

**Patriot Day and  
National Day  
of Service and  
Remembrance  
September 11**

Annual observance to remember those who were injured or died during the terror attacks in the United States on Sept. 11, 2001.

## Constitution Day September 17

Constitution Day is an American federal observance that recognizes the adoption of the United States Constitution. It is normally observed on September 17, the day the U.S. Constitutional Convention signed the Constitution in 1787 in Philadelphia.

**Sept. 15-Oct. 15:  
Hispanic Heritage  
Month**

# October 2025

Sunday

Monday

Tuesday

Wednesday

<p><b>National Principals Month</b> Observed during October as an opportunity to recognize and thank principals for their hard work and dedication.</p>	<p><b>Indigenous Peoples' Day October 13</b> Indigenous Peoples' Day is celebrated on the second Monday of October to honor the cultures and histories of the Native American people.</p>	<p><b>Oct. 13-17: National School Lunch Week</b>  <b>Oct. 20-24: National School Bus Safety Week</b></p>	<p><b>1</b>      Grading Day - Early Release Yom Kippur Begins</p>
<p><b>5</b>       World Teachers' Day</p>	<p><b>6</b>      Instructional Coach Appreciation Day</p>	<p><b>7</b>      </p>	<p><b>8</b>      </p>
	Fall Break - No School		
<p><b>12</b>       </p>	<p><b>13</b>       Indigenous Peoples Day</p>	<p><b>14</b>       </p>	<p><b>15</b>      Parent/Teacher Conferences (AC, CW, IR, JJ, LV, LM, SA, SU, SN, SW and TU with Translation) Early Release Day</p>
<p><b>19</b>       </p>	<p><b>20</b>      Parent/Teacher Conferences (ALTS, SS and MV) Diwali</p>	<p><b>21</b>      Parent/Teacher Conferences (CH, DF, MS, RP, PV, MA, MV and SS with Translation) Early Release Day</p>	<p><b>22</b>      Parent/Teacher Conferences (AR, CL, DV, MM, OR, REM, and WA with Translation) Early Release Day</p>
<p><b>26</b>       </p>	<p><b>27</b>       </p>	<p><b>28</b>       </p>	<p><b>29</b>       PLC - Early Release Day</p>

October 2025

## Thursday

## Friday

## Saturday

# 2

# 3

4

## Notes

Yom Kippur Ends  
National Custodian Day

1st Quarter Ends

## Kiwanis Walk-a-thon

9

10

11

## Governing Board Meeting

### Fall Break - No School

16

17

18

## Love Our Schools Day

23

24

25

Parent/Teacher Conferences
(AV, MZ, OC, RR and SB with Translation)
Early Release Day

Parent/Teacher Conferences
(OLA)
Early Release Day

30

31

**Be in the know!**  
**Follow Us!**  
**Like Us!**  
**@wedschools**



## Governing Board Meeting

# November 2025

Sunday

Monday

Tuesday

Wednesday

**Be in the know!**  
**Follow Us!**  
**Like Us!**  
**@wesdschools**  
   

**Native American  
 and Alaska Native  
 Heritage Month**  
**Nov. 3-7: National  
 School Psychology  
 Week**

**Nov. 17-21:  
 American  
 Education Week**

**Veterans Day**  
**November 11**  
 Federal holiday to celebrate  
 the anniversary of the  
 World War I Armistice  
 between the Allied Powers  
 and the Central Powers.

**2**

**3**

**4**

**5**

PLC - Early Release Day

**9**

**10**

**11**

**12**

November Break

Veterans Day - No School

PLC - Early Release Day

**16**

**17**

**18**

**19**

National Education Support  
 Professionals Day  
 PLC - Early Release Day

**23**

**24**

**25**

**26**

**30**

Teacher Work Time  
 Early Release Day

November 2025

## Thursday

## Friday

## Saturday

## Notes

1

6

**7**

8

National STEM and  
STEAM Day

13

14

15

20

21

22

## Governing Board Meeting

Substitute Educators Day

27

28

29

**Thanksgiving Day  
No School**

**Native American Heritage Day**  
**No School**

## Doodle Corner

# December 2025

Sunday

Monday

Tuesday

Wednesday

<p><b>Be in the know!</b>  <b>Follow Us!</b>  <b>Like Us!</b>  <b>@wesdschools</b></p> <p>   </p>	<p><b>1</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>2</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>National Special Education Day  Giving Tuesday</p>	<p><b>3</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>PLC - Early Release Day</p>
<p><b>7</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>8</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>9</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>10</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>PLC - Early Release Day</p>
<p><b>14</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Hanukkah Begins</p>	<p><b>15</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>16</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>17</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>PLC - Early Release Day</p>
<p><b>21</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>22</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Hanukkah Ends</p>	<p><b>23</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>24</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>28</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>29</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>30</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>31</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<p>Winter Break - No School</p>	<p>Winter Break - No School</p>	<p>Winter Break - No School</p>
	<p>Winter Break - No School</p>	<p>Winter Break - No School</p>	<p>Winter Break - No School</p>



December 2025

## Thursday

## Friday

## Saturday

4

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6

## Notes

11

12

13

## Governing Board Meeting

18

19

20

Grading Day - Early Release

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2nd Quarter Ends

25

26

27

## Christmas Day

## Kwanzaa Begins

### Winter Break - No School

## Winter Break - No School

## Doodle Corner

# Looking for activities for your child during WINTER BREAK?

Contact KIDSPACE at 602-896-6968.

# January 2026

Sunday

Monday

Tuesday

Wednesday

**Martin Luther King, Jr. Holiday  
January 19**

Federal holiday to celebrate MLK as a civil rights leader, minister and winner of the 1964 Nobel Peace Prize.

**School Board Recognition Month  
Jan. 25-31: National School Choice Week**

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Teacher Work Time  
(No Students)

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PLC - Early Release Day

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PLC - Early Release Day

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**Martin Luther King Jr. Day  
No School**

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PLC - Early Release Day

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Parent/Teacher Conferences  
(AV, MZ, OC, RR and SB with Translation)  
Early Release Day

January 2026

## Thursday

## Friday

## Saturday

# 1

# 2

# 3

## Notes

## New Year's Day

## Kwanzaa Ends

## Winter Break - No School

## Winter Break - No School

8

9

10

15

16

17

## Governing Board Meeting

22

23

24

## Doodle Corner

29

30

31

Governing Board Meeting

# February 2026

Sunday	Monday	Tuesday	Wednesday
<b>1</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>2</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> Parent/Teacher Conferences (ALTS, SS and MV) Groundhog Day	<b>3</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> Parent/Teacher Conferences (CH, DF, MS, RP, PV, MA, MV and SS with Translation) Early Release Day	<b>4</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> Parent/Teacher Conferences (AC, CW, IR, JJ, LV, LM, SA, SU, SN, SW and TU with Translation) Early Release Day
<b>8</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>9</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>10</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>11</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> PLC - Early Release Day
<b>15</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> National School Resource Officers Appreciation Day	<b>16</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> Presidents' Day No School	<b>17</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> Ramadan Begins Lunar New Year	<b>18</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> PLC - Early Release Day
<b>22</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> School Bus Driver Appreciation Day	<b>23</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>24</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>25</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> PLC - Early Release Day
<b>Presidents' Day</b> <b>February 16</b> Combines the observance of George Washington and Abraham Lincoln's birthdays.	<b>Love the Bus Month</b> <b>Black History Month</b>		

## February 2026

## Thursday

## Friday

## Saturday

5

6

7

## Notes

Parent/Teacher Conferences (AR, CL, DV, MM, OR, REM, and WA with Translation) Early Release Day
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School Crossing Guard
Appreciation Day
Parent/Teacher Conferences
(OLA)
Early Release Day

12

13

14

Governing Board Meeting

19

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21

WESD 5K

26

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28

Governing Board Meeting

## Doodle Corner



Know someone who would be a great addition to our #WESDFamily?

## APPLY AT:

jobs.wesdschools.org

# March 2026

Sunday

Monday

Tuesday

Wednesday

1

2

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4

Read Across America Day

Grading Day - Early Release

8

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11

PLC - Early Release Day

15

16

17

18

St. Patrick's Day

Spring Break - No School

Spring Break - No School

Spring Break - No School

22

23

24

25

PLC - Early Release Day

29

30

31

Cesar Chavez Day

Music in Our  
Schools Month

Youth Art Month

Mar. 1-7:  
School Social Work  
Week



March 2026

## Thursday

## Friday

## Saturday

# 5

6

7

## Notes

12

13

14

## Governing Board Meeting

### 3rd Quarter Ends

19

20

21

## Ramadan Ends

## Spring Break - No School

### Spring Break - No School

26

**27**

28

## Governing Board Meeting

**Mar. 2-6:  
National School  
Breakfast Week**

**Start planning for end of the year/  
next year's printing needs!  
Call WESD Printing Services at  
602.347.3527 for:**

Promotion Certificates • Programs • Tickets  
Thank You Cards • Notepads • Folders  
Handbooks • Banners and Posters • Stickers

## Doodle Corner

April 2026

# Sunday

# Monday

## Tuesday

## Wednesday

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**@wesdschools**

**Apr. 1-30: National Occupational Therapy Month**

**Apr. 6-10: National Assistant Principal Week**

**Apr. 20-24:  
National Public  
School Volunteer  
Appreciation Week**

## Afterschool Professionals Appreciation Week

# 1

PLC - Early Release Day

## Passover Begins

## National Paraprofessional Day

5

Easter

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PLC - Early Release Day

12

13

14

15

PLC - Early Release Day

## Tax Day

19

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21

22

PLC - Early Release Day

## Earth Day

Administrative Professionals Day

26

**27**

28

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PLC - Early Release Day

# April 2026

Thursday

Friday

Saturday

2

World Autism Awareness Day

3

4

National School Librarian  
Appreciation Day

Notes

9

Passover Ends  
Governing Board Meeting

10

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16

17

18

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Governing Board Meeting

24

April Break - No School

25

30

Doodle  
Corner

# May 2026

Sunday

Monday

Tuesday

Wednesday

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**@wesdschools**  
   

**Asian American,  
 Native Hawaiian  
 and Pacific  
 Islander Heritage  
 Month**

**May 4-8:  
 National Teacher  
 Appreciation Week**

**Memorial Day  
 May 26**

A federal holiday observed the last  
 Monday of May to honor and mourn  
 military personnel who lost their lives  
 while serving in the United States  
 Armed Services.

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National Teacher  
 Appreciation Day

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PLC - Early Release Day  
 National School Nurse Day

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PLC - Early Release Day

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National Speech Pathologist Day

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Last Day of School-Early Release  
 4th Quarter Ends

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Teacher Work Time  
 (No Students)

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Memorial Day

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May 2026

## Thursday

## Friday

## Saturday

# 1

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## Notes

## Lamp of Learning Awards

## School Principals Day

## School Lunch Hero Day

7

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14

15

16

## Governing Board Meeting

21

22

23

## Doodle Corner

28

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Governing Board Meeting

# June 2026

Sunday

Monday

Tuesday

Wednesday

<b>Be in the know!</b> <b>Follow Us!</b> <b>Like Us!</b> <b>@wesdschools</b>    	<b>1</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>2</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>3</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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<b>14</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>15</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>16</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>17</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>21</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>22</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>23</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>24</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>28</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>29</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>30</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>Pride Month</b> Pride Month is celebrated in June to honor the 1969 Stonewall riots and celebrates the contributions of lesbian, gay, bisexual and transgender people.



June 2026

## Thursday

## Friday

## Saturday

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## Notes

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## Governing Board Meeting

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## Juneteenth

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## Governing Board Meeting

## Doodle Corner

## PRINT ORDERS - PRO TIP:

# Juneteenth

## June 19

Commemorates the emancipation of African Americans in Texas.

**GET A QUOTE** for next year's printing needs before you leave for the summer, so you have it ready once you get back **TO REQUEST A P.O.!**

**July - September and March - May are typically the busiest months at the print shop.**

• [psorders.wedschools.org](http://psorders.wedschools.org) •

# July 2026

Sunday

Monday

Tuesday

Wednesday

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**Like Us!**  
**@wesdschools**  
   

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**APPLY AT:**

[jobs.wesdschools.org](https://jobs.wesdschools.org)

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# July 2026

Thursday

Friday

Saturday

2	3	4	Notes
		Independence Day	
9	10	11	
16	17	18	
23	24	25	
30	31	Independence Day July 4 A federal holiday in the United States commemorating the adoption of the Declaration of Independence on July 4, 1776.	

Doodle  
Corner

# August 2026

Sunday

Monday

Tuesday

Wednesday

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**Follow Us!**

**Like Us!**

**@wesdschools**



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**31**

August 2026

## Thursday

## Friday

## Saturday

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## Notes

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## Doodle Corner

# EMERGENCY AND CRISIS MANAGEMENT PROCEDURES

Each of the 33 schools in the Washington Elementary School District and the Administrative Center has crisis management guidelines and comprehensive plans designed to inform staff and students of what to do in the event of a crisis or an emergency. The plans are based on the District's Crisis Manual and contain vital information necessary to assist in any emergency situation. In addition, each of the schools and the Administrative Center has Crisis Response Teams that are mobilized in the event of an emergency to assist in providing information to the students, staff, families and community.

The following information is standard procedure to follow in the event of an emergency. Please be sure to familiarize yourself with specific site plans, including evacuation and lockdown procedures.

## GENERAL EMERGENCY

- Notify 9-911 (if necessary) and the Incident Commander. Incident Commander notifies District Crisis Team Leader by calling the District Crisis Line at 602-995-2358.
- Notify CPR/first aid certified persons in school building of medical emergencies, if necessary.
- Secure area and prevent unnecessary traffic near scene.
- Assemble Crisis Team.
- Preserve evidence. Keep detailed notes of incident.
- Refer media to Pam Horton (District PIO) at 602-347-2694.

## STAFF RESPONSIBILITIES

### Incident Commander or designee:

- Verify information/Document type of emergency and location.
- Identify Command Post.
- Call 9-911 (if necessary).
- Secure area and prevent unnecessary traffic near scene.
- Assemble site Crisis Team (if necessary) and conduct briefing.
- Notify District Crisis Line.
- Notify staff.
- Evacuate students and staff, if necessary.
- Refer media to District spokesperson (or designee).
- Notify community agencies (if necessary).
- Implement post-crisis procedures.

### Teachers:

- Verify information.
- Keep students inside classroom until situation is complete and the all clear is given.
- Account for all students.
- Stay with students during an evacuation. Take class roster and crisis kit.
- Refer media to District spokesperson (or designee).
- Keep detailed notes of anything you witness pertaining to the event.

## EVACUATION CHECKLIST

### 1. Evacuation:

- Incident Commander (IC) issues evacuation order.
- IC determines if students and staff should be evacuated outside of building or to one of the predetermined relocation centers. IC contacts District Crisis Line and informs him/her that the evacuation is taking place.
- Direct students and staff to follow evacuation drill procedures and route. Follow alternate route if normal route is too dangerous.
- Institute Special Needs portion of Crisis Plan and assist disabled and non-English speaking students and staff during the evacuation process.



## 2. Teachers

- Direct students to follow normal evacuation drill procedures unless IC alters route.
- Take classroom roster and crisis kit.
- Close classroom doors and turn out lights.
- When outside building, account for all students. Inform principal or IC immediately of missing student(s).
- If students are evacuated, stay with class unless relieved. Assume responsibility of class when you arrive at the relocation center.

## 3. Relocation Centers

List primary and secondary student relocation centers:

Primary Relocation Center, including address: \_\_\_\_\_

\_\_\_\_\_

Secondary Relocation Center, including address: \_\_\_\_\_

\_\_\_\_\_

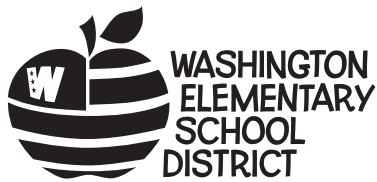
## LOCKDOWN/SHELTER-IN-PLACE

Lockdown procedures may be issued in situations involving dangerous intruders or other incidents that may result in harm to persons inside a school building.

- Incident Commander (IC) will issue lockdown order by announcing a warning over PA system.
- Direct all students, staff and visitors into classrooms and/or secure rooms.
- Put sign on office door, if possible.
- Lock classroom doors.
- Turn off lights, unless there are no windows. Put something under the door to keep the light in.
- Cover windows of classroom, if possible.
- Move all persons away from windows and doors.
- Have all persons get down on the floor.
- Remain quiet.
- Allow no one outside of classrooms until the IC gives the all-clear signal.

## EMERGENCY PHONE NUMBERS

District Emergency . . . . .	.602-995-2358
EMERGENCY . . . . .	Dial 911
Suicide & Crisis Lifeline . . . . .	Dial 988
Phoenix Police-Crime Stop. . . . .	.602-262-6151
Phoenix Fire Department — Nonemergency . . . . .	.602-495-5555
Glendale Police. . . . .	.623-930-3000
Glendale Fire — Nonemergency . . . . .	.623-930-4400
Department of Child Safety . . . . .	.602-530-1800
Maricopa County Emergency Management (shelters) . . . . .	.602-273-1411
American Red Cross. . . . .	.602-336-6660
Banner Poison Control Center/Phoenix . . . . .	1-800-222-1222
Maricopa Crisis Response Network . . . . .	.602-222-9444



# TEACHING AND LEARNING

# ROADMAP

## High Expectations for Student Learning

### COMMON EXPECTATIONS

- Work in collaborative teams and take collective and individual responsibility for student learning.
- Foster a purposeful culture that gives students opportunities to identify, demonstrate, and grow in social and emotional learning through: Self Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making Skills in the classroom and community.
- Plan collaboratively and implement WESD curriculum documents. All certified staff develop and make available daily lesson plans.
- Deliver evidenced-based, differentiated, engaging and rigorous instruction, which includes large-group and small-group instruction.
- Monitor student learning through regular and ongoing assessment data review, which includes common formative and benchmark assessments.
- Provide systemic interventions and enrichment through daily tiered instruction.
- Provide an inclusive learning environment for all students.

### SETTING THE STAGE FOR LEARNING

In order to achieve high levels of engagement and learning, attention must be paid to setting up a healthy emotional environment, as well as an organized and student-friendly physical environment.

#### Emotional Environment:

- Meet/greet and dismiss students at the classroom door and throughout campus
- Provide personal recognition and consistently reinforce student effort
- Actively seek to understand students' knowledge, skills, interests, talents and motivation
- Acknowledge diversity of students and foster cultural awareness
- Use appropriate humor; avoid sarcasm
- Personalize learning via student and life connections
- Provide clear expectations for behavior and positively reinforce expectations (aligned with school expectations)
- Cultivate a learning community and create a safe place for risk-taking
- Reinforce all school/classroom expectations consistently, calmly, and promptly with dignity
- Create a trustworthy, respectful environment where putdowns, bullying and threats are not tolerated; dignity and safety of all learners is promoted
- Utilize appropriate de-escalation strategies to manage student situations
- Write expectations in a positive way
- Eliminate power struggles with students
- Teach positive peer interactions and support conflict resolution
- Cultivate open and frequent communication with families to build relationships that support student learning

#### Physical Environment (Conducive for Learning):

- The classroom is clean, organized, well lit, and set up for optimal movement, transitions, learning, and safety
- Student friendly content and language focus statements are placed in a consistent location and readable from all points in the room
- Rules and procedures are posted in positive, student-friendly language and are explicitly taught, modeled, practiced and reinforced
- Classroom walls show evidence of current learning focus and vital academic content reference materials are legible from all points in the room
- Current quality student work is displayed
- Resources, materials, technology and supplies are organized for easy teacher and student access
- Furniture is arranged to provide clear paths of movement and transitions for students and teachers
- The room arrangement is conducive to teacher movement, partnering, and small group instruction
- Teacher space is minimized; student space is maximized

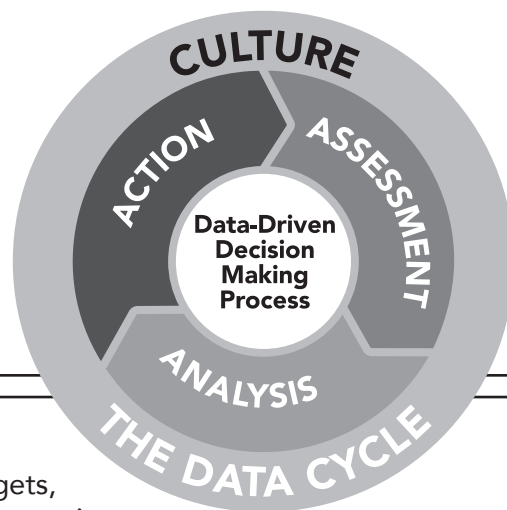
*...achieving excellence for every child, every day, every opportunity*

## What Do We Want Students to Learn?

In order to identify what we want students to learn, it is imperative that teachers carefully plan their instruction.

### WESD Planning Expectations

- Use of district curriculum documents (aligned to AZ state standards)
- Development of daily lesson plans to include the following three attributes:
  1. Grade level standards and learning target(s)
  2. Instructional strategies and learning activities
  3. Assessment strategies
- Instruction is adjusted based on outcomes
- Daily posting of student-friendly learning targets that include:
  - what students will learn and be able to do
  - the success criteria to measure it
- Learning targets are aligned to grade level state standards and WESD curriculum documents
- Classrooms with ELs also post language focused statements aligned to ELP standards and based on daily learning target(s)
- Accommodations and modifications appropriately implemented to meet the needs of diverse learners



### HOW WILL WE KNOW IF THEY LEARNED IT?

In order to determine if students have learned the intended learning targets, schools must implement a consistent cycle of data review. Data-driven instruction involves changing a school's focus from "what was taught" to "what was learned." The four fundamental building blocks of effective data-driven instruction are as follows:

**Assessment:** District implements rigorous assessments (Pre/Mid/Post & CFAs) that provide meaningful data. Teachers review the assessments and identify possible misconceptions. Teachers and teams also create their own formative assessments to inform daily instruction.

**Analysis:** Teachers examine the results of assessments to identify the causes of both strengths and shortcomings. Having the "test in hand" when analyzing results is critical. You are moving beyond what students got wrong to answer why they got it wrong. Teachers should analyze their own results within 48 hours administering the assessment.

#### Larger Picture Questions

- How well did the class do as a whole?
- What are the strengths and weaknesses in different standards/skills?
- Are there trends in the different question types (multiple right answers, Part A/B, etc.)?
- Who are the stronger and weaker performing students? How did our subgroups perform?

#### "Dig in" Questions

- Analyze "bombed" questions – did students all choose the same wrong answer? Why or why not?
- Break down each standard – did students do similarly on each question within the standard? Why?
- Sort data by students' scores – are there questions that separate proficient and non-proficient students?
- Look horizontally by student – are there any anomalies occurring with certain students?

**Action:** Teachers effectively teach what students most need to learn based on the analysis of the assessments results. Teachers collaboratively design action plans based on assessment analysis. For this to be successful, the following must occur:

- New strategies are used in re-teaching.
- A specific date and time are determined for implementation of the re-teach, as well as a plan for reassessment.
- Plan for whole and small group next steps
- Teachers work with students to discuss how they are doing, determine what they need to work on, and identify specific goals.

**Culture:** Create an environment in which data-driven instruction can survive and thrive.

- Schools make time for all parts of the process. Consistent, scheduled data meetings are scheduled and carried out, with all team members present, prepared and engaged.
- School-based professional development is aligned to what the data reveals.

## HOW WILL WE ENGAGE STUDENTS IN THE LEARNING?

The following table features effective teacher and student behaviors that are expected in WESD classrooms. (Note: *Italicized items are on the WESD Teacher Evaluation Tool*).

### Teacher Behaviors

- Embeds learning target throughout the lesson
- Provides visual and physical examples/models of expected outcomes
- Embeds effective procedures and routines throughout the lesson
- Monitors progress by using frequent checks for understanding throughout the lesson
- Provides feedback that is specific and immediate
- Frequently adjusts instruction or supports based on results from checking for understanding
- Uses a variety of strategies to engage all students -- "**TEAM** – **T** – throughout the lesson; **E** – elicited; **A** – all students; **M** – mandatory"
- Purposeful circulation to monitor behavior and support learning
- Offer multiple opportunities for guided and independent practice aligned to learning focus
- Guides learning with purposeful questioning that promotes higher order thinking
- Provides specific, step by step, clear, and visual instructions and expectations
- Explicitly models strategies/thinks aloud
- Balances teacher and student talk time
- Includes wait time that is adequate for student processing
- Provides and removes lesson scaffolding as needed
- Uses flexible and varied grouping structures, including daily small group instruction
- Creates and/or uses visuals throughout instruction (i.e. anchor/concept charts, Word Walls)
- Creates learning opportunities that are rigorous and at a high student interest level
- Engages students in relevant and meaningful technology integration used in developmentally appropriate ways

### Student Behaviors

- Follow teacher directions, classroom procedures and routines with minimal prompting
- Explain and/or ask questions about the learning focus
- Focus on teacher or peers when they are speaking
- Actively participate in the learning
- Correct mistakes and address misconceptions based on teacher feedback
- Persevere with the task
- Demonstrate understanding of content and/or language learning through work product
- Share their learning in a planned manner
- Are responsible for the majority of the work/thinking throughout the lesson
- Use one or more of the following in their learning: read and respond, partner share, precision partnering, signaling, written response, Total Physical Response, movement, and/or cooperative groups
- Move purposefully during transitions and lessons
- Use technology tools for learning tasks as directed by or provided by the teacher

All students participate in Tier 1 "best first instruction". The purpose of the Data Cycle is to identify which students, based on data, need additional intervention/support beyond core instruction to master identified standards or skills. Some students will require targeted intervention, and some will require intensive intervention. Intervention groups should be fluid and flexible, based on progress monitoring using common formative assessments, diagnostic assessments and periodic district assessments (ADE).

### Tier 1 Universal Instruction- Standards-based classroom learning (all students)

All students participate in general education learning that includes:

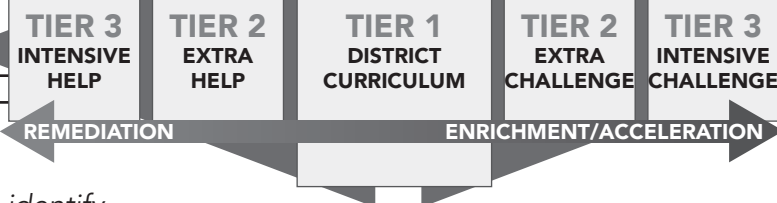
- Universal screenings (e.g. DIBELS) to target groups in need of specific support
- Implementation of Arizona's Academic Standards and WESD Curriculum Documents
- Differentiated instruction with fluid, flexible small group instruction aligned to whole group standards focus
- Providing multiple means of learning and demonstration of learning
- Progress monitoring of learning with multiple formative assessments

### Tier 2 Targeted Intervention- Needs-based learning (some students)

In addition to Tier 1, Targeted students participate in interventions that are:

- Supplemental to Tier 1
- Delivered in small group
- Determined based on a data-driven protocol
- Direct, explicit, systematic and focused on specific skills/standards/learning strategies
- Planned for
- Documented and reviewed through ongoing progress monitoring

...continued on back



**WHAT  
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DO IF  
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NOT  
LEARN IT?**

### Tier 3 Intensive Intervention- Intensified Targeted Support (few students)

Some students require additional intensive interventions that are:

- Determined through a collaborative problem-solving process (such as the Child Study Process)
- Delivered in small group or 1-1, sometimes by a specialist (e.g. AIS, Special Education Teacher)
- More frequently progress monitored

### Social-Emotional Interventions

#### Tier 1 - Best first practices

- Core social-emotional learning program – research and evidence based (District approved)
- Core school-wide Behavior Support System (add link to Guidelines)
- Bully prevention as per ADE (e.g. Olweus – contact your school social worker)
- Classroom managed behavior system (Per School – additional ideas for Tier 1 PBIS)

#### Tier 2 - Specialized group systems for students with at-risk behavior

- Identified via Child Study Team Documentation (pre-referral classroom interventions completed)
- Could include behavior support group, contract, etc. (Link to Tier 2 intervention ideas)

#### Tier 3 - Intensive individualized interventions – Specialized individualized systems for students with high-risk behavior

- Identified via Child Study Team
- Link to Tier 3 intervention ideas

**WHAT  
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### WHAT WILL WE DO IF THEY ALREADY KNOW IT?

Below is a process for providing enrichment and/or acceleration to students who need more challenge:

1. Get to know your students' strengths, challenges, and interests.
2. Analyze pre-assessment and formative assessment data regularly.
3. Look for students who have already mastered the content AND those who master it quickly.
4. Decide if enrichment (staying with the same topic but going deeper) or acceleration (moving on to the next concept in the learning sequence) is most appropriate.

#### Enrichment Guidelines and Examples

- Never give students more of the same (e.g., write a second story or complete a second set of math problems)
- Limit the amount of time students who have finished quickly or know the material spend tutoring others (if they are always doing the teaching, they are not learning something new themselves)
- Prepare an anchor activity in advance that students know they can work on anytime they finish early or test out of a topic (e.g., choice menu, passion project, learning center, etc.).
- Connecting the mastered content with the real-world and/or a different subject area (e.g. already mastered math content so connect it with what they are learning in social studies or science) are great options for enrichment.
- Consult the gifted teacher on your campus for enrichment ideas and resources.
- If a student is consistently in need of enrichment, consider referring him or her for gifted testing.

#### Acceleration Guidelines

- Remember that the state standards are written as progressions. This means that if you look at the grade level above, you will see a more rigorous version of what students are learning now in your classroom. Referring to the above grade-level standards can help you plan accelerated tasks.
- Do not shy away from teaching advanced content if students are ready for it. Next year's teachers can modify and adjust as well.
- Research curriculum compacting, the Most Difficult First Strategy, and tiered instruction.
- Consider the need for collaborating with the next grade level teachers (e.g. Walk to Math, Walk to Reading, etc.).
- The district has a process for determining if whole grade level skipping is needed. Contact Gifted Services for more information.
- Consult the gifted teacher on your campus for acceleration ideas and resources.
- If a student is consistently in need of acceleration, consider referring him or her for gifted testing.

5. Outline working expectations for those working independently on enrichment or accelerated tasks.
6. Provide clear directions for students regarding the replacement tasks assigned and a method for asking for assistance.
7. Release students to work, but check-in with them as often as possible.

# WESD EXPECTATIONS FOR MTSS IMPLEMENTATION

## Implementing Behavior Solutions at Tier 1 - Prevention:

### • Plan

- o Leadership Team
  - PBIS Implementation Team or
  - Tier 1 Prevention Team (Non PBIS Schools)
    - Until implementation threshold is achieved, and then merge into Leadership Team responsibility or maintain two teams
- o Create Essential Behavior Standards/Expectations for the school level based on Tier 1 behavior data needs, and staff input
- o Create a Matrix with Locations, Essential Behavior Standards/Expectations and Skills
- o Rollout Plan
  - School-wide and classroom-wide
  - All stakeholder groups

### • Do

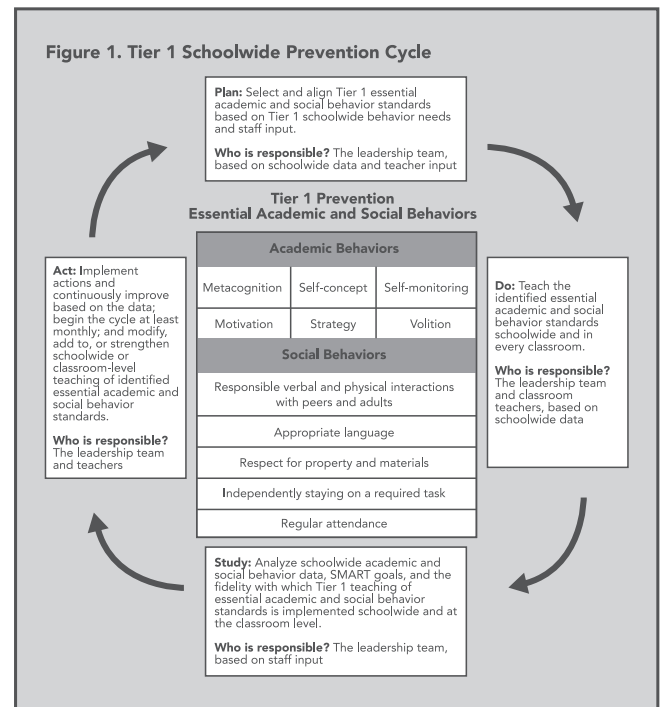
- o Create Lesson Plans designed to teach the Essential Behavior Standards/Expectations to all students across all school environments
  - Class meetings, videos, rallies, newsletters, social media are other strategies of ways to teach
- o Create a Minor/Major Flowchart
  - School-wide calibration- Staff determines what behaviors are teacher managed (Minor Disruptions) and office managed (Major Offenses)
- o Incorporate best practices of the four C's
  - Climate, Communication, Curriculum, and Culture
  - Core components (p. 73)

### • Study

- o Monthly Data Meetings with Leadership/PBIS/Prevention Team
  - Identify school-wide or classroom-level precise problem statements based on multiple data points
  - Determine what essential standard or standards need to be taught or retaught at the school, grade, department, or classroom level based on students needs and data
  - Design SMART goals, action steps, and timelines around problem statements

### • Act

- o Create an Action Plan
  - What do we do if the plan does not work?
  - How do we communicate and receive input from all stakeholder groups?
  - What parts/strategies/action steps need to go in your 90-Day IAP?
- o Professional Development
  - Role playing teacher managed minor responses
  - Best practice strategies for the Four C's
- o Behavior Integration Assessment (p.116) or TFI for PBIS Tier 1



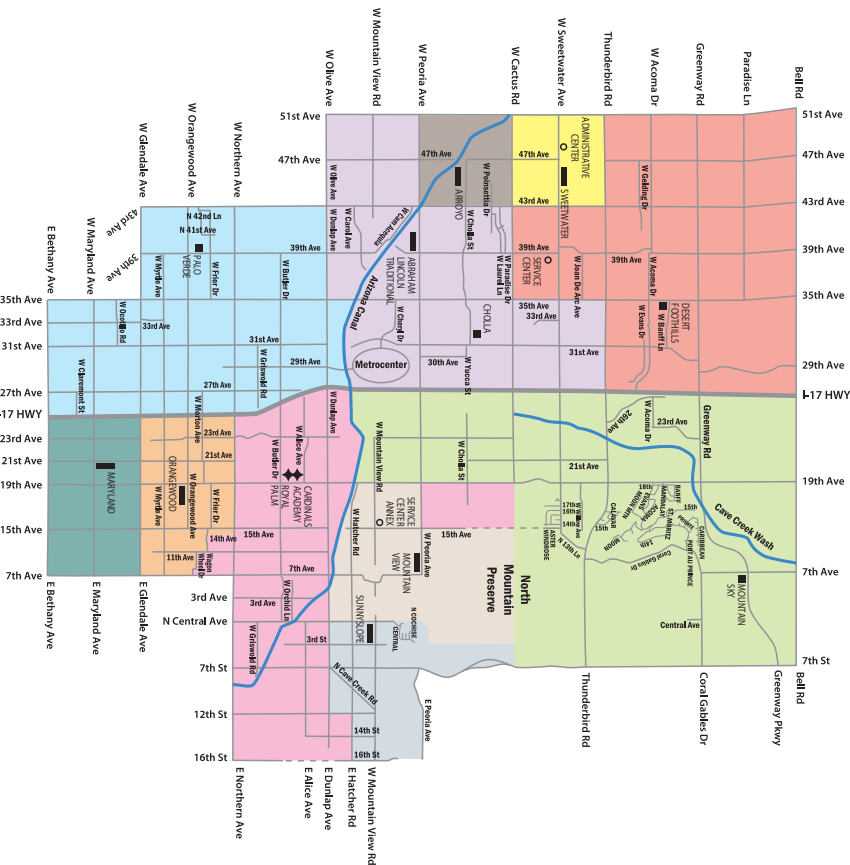
\*Hannigan, John E., *Behavior Solutions, Teaching Academic and Social Skills Through RTI at Work™*, Bloomington, IN, Solution Tree Press, 2020



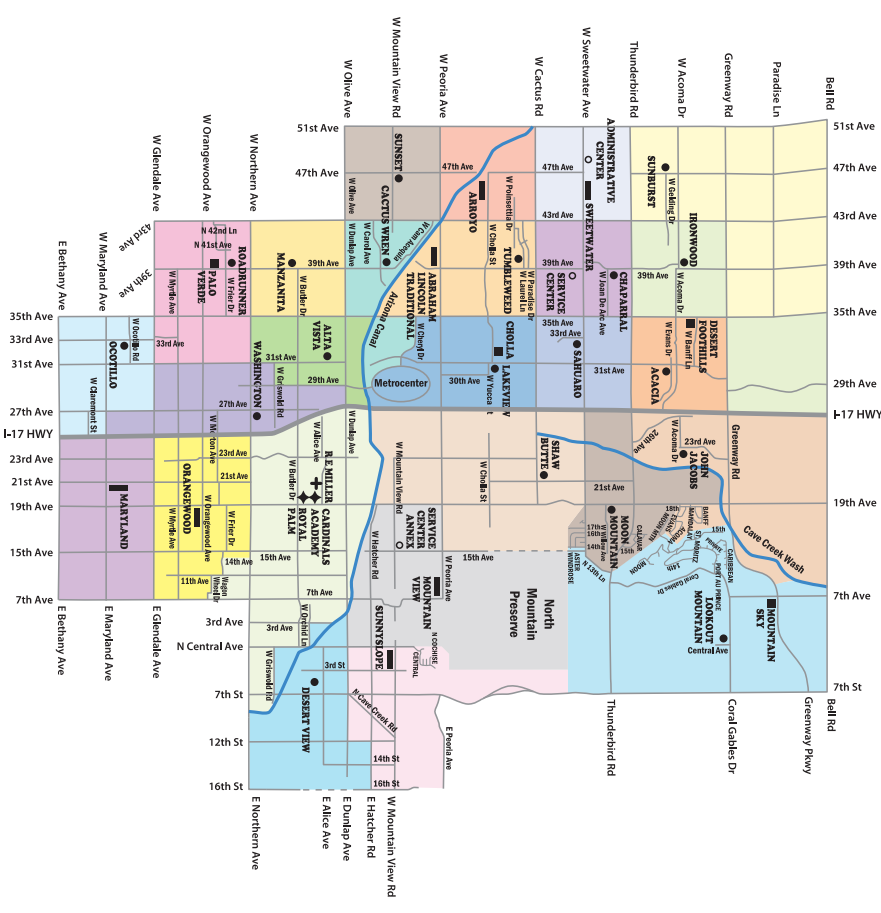


# ATTENDANCE BOUNDARY MAPS

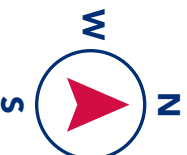
## K-8, Middle & Jr. High School Attendance Areas



## School Attendance Areas



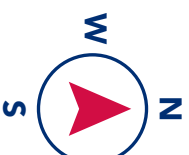
### Key - K-8, Middle & Jr. High Schools



6-8 SCHOOL 7-8 SCHOOL K-8 SCHOOL

ARROYO AREA  
CHOLLA AREA  
DESERT FOOTHILLS AREA  
MARIYLAND AREA  
MOUNTAIN SKY AREA  
MOUNTAIN VIEW AREA  
SWEETWATER AREA

### Key



K-5 SCHOOL K-6 SCHOOL 6-8 SCHOOL 7-8 SCHOOL K-8 SCHOOL

# BE IN THE KNOW!



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## First Semester

SEPTEMBER 1 | Labor Day Holiday  
OCTOBER 3 | End of 1<sup>st</sup> Quarter  
OCTOBER 6-10 | Fall Break  
OCTOBER 15, 21-24 | Parent/Teacher Conferences  
NOVEMBER 10 | November Break  
NOVEMBER 11 | Veterans Day Holiday  
NOVEMBER 27-28 | Thanksgiving Break  
DECEMBER 19 | End of 2<sup>nd</sup> Quarter and 1<sup>st</sup> Semester  
DECEMBER 22 – JANUARY 2 | Winter Break

## Second Semester

JANUARY 19 | Martin Luther King, Jr. Holiday  
JANUARY 28, FEBRUARY 3-6 | Parent/Teacher Conferences  
FEBRUARY 16 | Presidents Day Holiday  
MARCH 13 | End of 3<sup>rd</sup> Quarter  
MARCH 16-20 | Spring Break  
APRIL 24 | April Break  
MAY 19 | End of 4<sup>th</sup> Quarter and 2<sup>nd</sup> Semester. LAST DAY OF SCHOOL!

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### Vision:

The Washington Elementary School District is committed to achieving excellence for every child, every day, every opportunity.

### Mission:

The mission of the Washington Elementary School District is student achievement, preparing all students to become responsible, successful contributors to our diverse society.



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