

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Dr. Kelly Hedrick
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Old Donation School
(As it should appear in the official records)

School Mailing Address 4633 Honeygrove Road
(If address is P.O. Box, also include street address.)

City Virginia Beach State VA Zip Code+4 (9 digits total) 23455-5578

County City of Virginia Beach

Telephone (757) 648-3240 Fax (757) 648-3265
Web site/URL https://olddonationschool.vbschools.com/home E-mail Aaron.Spence@vbschools.com;
Eugene.Soltner@vbschools.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Aaron Spence E-mail Aaron.Spence@vbschools.com
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Virginia Beach City Public School District Tel. (757) 263-1000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Mrs. Carolyn Rye
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 55 Elementary schools (includes K-8)
 - 15 Middle/Junior high schools
 - 12 High schools
 - 0 K-12 schools
- 82 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	72	56	128
3	61	64	125
4	77	53	130
5	60	68	128
6	134	122	256
7	142	119	261
8	134	131	265
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	680	613	1293

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.1 % American Indian or Alaska Native
 - 21 % Asian
 - 6 % Black or African American
 - 6 % Hispanic or Latino
 - 0.5 % Native Hawaiian or Other Pacific Islander
 - 58.2 % White
 - 8.2 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 2%

If the mobility rate is above 15%, please explain:

N/A

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	30
(3) Total of all transferred students [sum of rows (1) and (2)]	30
(4) Total number of students in the school as of October 1, 2020	1354
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

6. Specify each non-English language represented in the school (separate languages by commas):

These languages are the home languages spoken by our diverse population. All of these students speak only their native language at home, but they are fluent in English as well. Languages represented are: Albanian, Arabic, Bulgarian, Mandarin, Danish, Farsi, French, Greek, Gujarati, Hebrew, Hindi, Indian, Korean, Malayalam, Marathi, Nepali, Polish, Portuguese, Punjabi, Russian, Sinhalese, Spanish, Swahili, Tagalog, Tamil, Telugu, Thai, Turkish, Uzbek, Vietnamese, Yoruba.

English Language Learners (ELL) in the school: 9 %

121 Total number ELL

7. Students eligible for free/reduced-priced meals: 12 %

Total number students who qualify: 159

8. Students receiving special education services with an IEP or 504: 1 %
12 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>7</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>3</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>1</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 9
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	81
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	1
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	22

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 15:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	99%	98%	98%	98%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Old Donation School, home of Brickell Academy, will inspire a passion for learning in all students through innovative opportunities and authentic tasks throughout our unique school community.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

Notice of Non-Discrimination Policy

Virginia Beach City Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation/gender identity, pregnancy, childbirth or related medical condition, disability, marital status, age, genetic information or veteran status in its programs, activities, employment, or enrollment, and provides equal access to the Boy Scouts and other designated youth groups. School Board policies and regulations (including, but not limited to, Policies 2-33, 4-4, 5-7, 5-19, 5-20, 5-44, 6-33, 6-7, 7-48, 7-49, 7-57 and Regulations 4-4.1, 4-4.2, 5-44.1, 7-11.1, 7-17.1 and 7-57.1) provide equal access to courses, programs, enrollment, counseling services, physical education and athletic, vocational education, instructional materials, extracurricular activities and employment.

Title IX Notice: Complaints or concerns regarding discrimination on the basis of sex or sexual harassment should be addressed to the Title IX Coordinator, at the VBCPS Office of Student Leadership, 641 Carriage Hill Road, Suite 200, Virginia Beach, 23452, (757) 263-2020, Mary.Dees@vbschools.com (student complaints) or the VBCPS Department of School Leadership, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456 (757) 263-1088, Elizabeth.Bryant@vbschools.com (employee complaints). Additional information regarding Virginia Beach City Public Schools’ policies regarding discrimination on the basis of sex and sexual harassment, as well as the procedures for filing a formal complaint and related grievance processes, can be found in School Board Policy 5-44 and School Board Regulations 5-44.1 (students), School Board Policy 4-4 and School Board Regulation 4-4.3 (employees), and on the School Division’s website at Diversity, Equity and Inclusion/Title IX. Concerns about the application of Section 504 of the Rehabilitation Act should be addressed to the Section 504 Coordinator/Executive Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student’s school. For students who are

eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Plaza Annex/Family and Community Engagement Center, 641 Carriage Hill Road, Suite 200, Virginia Beach, VA 23452.

The School Division is committed to providing educational environments that are free of discrimination, harassment, and bullying. Students, staff, parents/guardians who have concerns about discrimination, harassment, or bullying should contact the school administration at their school. Promptly reporting concerns will allow the school to take appropriate actions to investigate and resolve issues. School Board Policy 5-7 addresses non-discrimination and anti-harassment, Policy 5-44 addresses sexual harassment and discrimination based on sex or gender. Policy 5-36 and its supporting regulations address other forms of harassment.

Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities.

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

In its majestic building designed for the education of academically advanced learners, artists, and dancers, Old Donation School (Old Donation) is a model for high quality curriculum, instruction, assessment, and learning environment that supports high performance among all learners. Students who attend Old Donation come from all elementary and middle schools across Virginia Beach City Public Schools (VBCPS). They are first identified for gifted services, then accepted into the academic, visual arts, and/or dance education programs. While the academic program (grades two through eight) serves students five days a week, the gifted art (grades three through five) and gifted dance (grades three through eight) operate as pull-out programs where students are educated in their arts field one day per week.

Old Donation serves as a beacon for all schools who seek a model for high quality instruction that is student-centered, open-ended, conceptually based, and inquiry driven. The school staff members are strong collaborators who use gifted education methods to organize robust and engaging instruction that balances high expectations with equally strong support. Guests routinely visit Old Donation to learn about gifted education, high quality instruction, service and leadership, innovation, sustainability, and using a LEED (Leadership in Energy and Environmental Design) building as a teaching tool.

Old Donation School was formed as a second through eighth grade citywide school in 2014 as Virginia Beach combined their elementary gifted school (Old Donation Center, est. 1998) and their middle level gifted school (Kemps Landing Magnet School, est. 1995) and began construction on a new building. The stakeholders envisioned a cohesive community to ensure every student is engaged in a creative, collaborative, and challenging environment characterized by support and mutual respect for individual differences. The school grew into a community under this one vision where a seamless continuum of teaching and learning through innovation, authentic tasks, and community service evolved into the hallmarks of the current program.

In April 2017, the students and staff of Old Donation moved into a beautiful and highly functional 225,000 square foot facility. There is a simple belief that is visible each day at Old Donation: The conditions (i.e., physical, instructional, social, and emotional) in which children and adolescents are expected to learn matter a great deal. Sunlight, open spaces, flexible seating, and high mobility support the best educational practices we know—student-centered, inquiry-based and collaborative. Every space inside and outside is used to support high quality curriculum, instruction, and assessment, and because of this work, Old Donation was named a 2021 Community Leader Award recipient by the United States Green Building Council with the Green Schools K-12 Award for local excellence in high-performance building design, environmental stewardship, community impact, and volunteerism.

Old Donation staff believe students who are connected to their school and community find value in the experiences that come from service and leadership. Since 2014, Old Donation has promoted community engagement with students and recording service hours through the President’s Volunteer Service Awards Program. To date, students at Old Donation School have certified over 35,000 hours of service to community organizations and projects benefiting the greater Hampton Roads area. Old Donation has been recognized through the division’s Model Partnerships Award for the following collaborations: Oyster Reef Keepers of Virginia, Inc.; Virginia Beach Office of Facilities, Planning and Construction; RRMM Architects; Old Dominion University; Seatack Elementary, An Achievable Dream Academy; and Clark Nexsen Architects.

Innovation characterizes the work of Old Donation students and staff. Expeditionary learning is used at all grade levels to extend and enrich learning. Third graders raise oysters and release them into the Chesapeake Bay with support from the Oyster Reef Keepers. Eighth graders travel to locations where they can study the environment, history, and literature in a day’s journey. Creative Problem Solving is used at all grade levels to study community problems and develop solutions that make a direct impact. From raising funds for the animal shelters or Operation Smile to bringing awareness to Autism, students make a difference through innovative opportunities.

All students at Old Donation are successful in complex, fast-paced, and student-centered programs including academics, gifted visual art, and/or gifted dance. The primary strategy for challenging, engaging, and supporting all learners is the collaborative work of teachers in the development and refinement of curriculum, instruction, and assessment. All collaborative teams use the standards to design units, instructional plans, and assessments and differentiate the work in accordance with the needs and interests of students. Most notable in this work is that teachers invite students to collaborate in curriculum revision to ensure the plans are designed with student input.

Old Donation School students thrive under staff commitment to strong academic performance, leadership, service, and innovation. They are surrounded by staff members who invest in them academically, socially, and emotionally and work to ensure that every child is challenged, engaged, and supported. Their efforts are tireless, and the achievements of Old Donation are unmatched by others.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

The core curriculum at Old Donation School consists of teacher developed units of study. Teachers unpack the standards to identify clear learning targets. It is through this process that the teachers, with instructional specialists (e.g., mathematics, reading, library media, technology, and special education), define the structure of knowledge for a given unit, series of units, and course levels (e.g., world languages, technology, music, and health/physical education). Using the Understanding by Design framework, teachers outline learning targets, assessments, and teaching and learning plans.

The curriculum is designed to be complex and abstract using thematic and discipline-based concepts. Each grade level uses an overarching theme to integrate subjects and Dr. Sandra Kaplan’s depth, complexity, and content imperatives to develop understanding within and across disciplines. Each year, all students participate in a concept-development activity to establish the grade level concept and use Kaplan icons to extend the thematic construction of understanding.

Unit assessments consist of pre-assessment, formative assessments, and summative assessment. Teachers develop performance-based summative assessments and rubrics to measure the degree to which students meet or exceed the learning goals by the end of the unit.

Differentiation is the philosophy of instruction at Old Donation. This work is done in the sequence of teaching and learning where teachers match their selection of instructional methods with the learning goals and the needs of their students. They use data, primarily formative assessments, to differentiate instruction. Teachers use methods from gifted, regular, and special education pedagogy to provide for collaboration, higher-order thinking, decision-making, complex and open-ended problem solving, creative production, and scaffolding that support achievement for all students.

1b. Reading/English language arts curriculum content, instruction, and assessment:

The English/language arts program engages students in the reciprocal processes of reading and writing daily. Through parallel reading structures students are engaged in reading multiple genres with differentiated reading options, by readiness and by interest. Students develop an understanding of and appreciation for the power of literature to construct meaning and to instruct and to inform.

All students engage in Shared Inquiry, a tool for discussion and civil discourse, and they benefit from student-centered and open-ended discussions. In upper elementary and middle grades, Shared Inquiry is used along with Socratic dialogue and Paideia. All discussion models are in a progression from more to less structured across the grade levels. The methods for oral expression used at Old Donation equip all students with strong communication skills. They learn to develop their position and support it with evidence and reasoning. Equally important is the development of strong listening and reasoning skills which empower students with a discerning eye for determining credibility, reliability, and for breaking an argument into its component parts.

All novels at Old Donation are representative topics where students study concepts and themes, language development, author’s purpose and technique, and the power of the written word. Reading is celebrated as a tool for empowerment. As a result, teachers offer options for students through multi-genre reading, interest-based options, and tiered learning contracts. Pop-up resource displays are located throughout Old Donation to encourage students to read about varied topics and engage with new authors.

Curriculum resources and processes from Michael Clay Thompson and William & Mary are used in all English/language arts classes as components of grammar, vocabulary, writing, poetics, and literature

instruction. The strategies in these works promote student-centered, collaborative, rigorous, and engaging instruction. Literature webs, Paul's Reasoning, Hamburger Models, and advanced graphic organizers to support persuasive writing and literary analysis are embedded in all curriculum units. The consistent use of robust instructional methods ensures a seamless continuum of learning and the progressive development of advanced skills among all students.

Old Donation teachers uses the Commonwealth of Virginia's English Standards of Learning Grade Eight Writing Rubric for evaluation on schoolwide writing prompts and work in cross-grade teams to analyze, discuss, and plan for improvements to instructional plans. This collaboration is intended to ensure that written expression is a priority and that teaching in this area is consistent along a progression that increases in sophistication from grade two through eight. Students are encouraged to participate in writing competitions. The Writing Center is a location at Old Donation where students can work to refine their skills and to work collaboratively to develop their abilities and interests as a writer in varied creative forms.

Library media and technology are integrated into the English/language arts program to support all areas of English/language with a clear focus on research, analysis, synthesis, and creative production. Specialists in reading, library, and technology push into the core class as a collaborative teacher supporting instruction through specialized tools and processes.

1c. Mathematics curriculum content, instruction, and assessment:

The mathematics program is differentiated in all grades as needed based on pre- and formative assessment. In the elementary program, teachers develop differentiated units of study and routinely use curriculum compacting and acceleration to modify the regular education standards and pacing based on unit pre-assessment data. The progression for middle school is pre-Algebra, Algebra I, and Geometry in grades six through eight. Students are engaged in thinking and working like mathematicians in differentiated tasks based on readiness, interests, and learning profile features. In all classes, small group instruction is used when readiness data indicate the need for intervention or enrichment.

Formative feedback and practice are used throughout the sequence of teaching and learning to close readiness gaps in advance of the summative performance task. While tiered assignments, group investigations, and independent studies are used to address variances in readiness, teachers offer tutoring in a variety of formats to support students. Data from the performance tasks are reviewed by teacher teams to refine instruction, unit revision, and to plan for differentiation in subsequent units.

Mathematics literacy is a core component of the program. Students are engaged in use of the language of the discipline to explain their thinking, actions, decisions, and solutions. Verbally and in writing, student mathematicians are accountable for use of the language of this discipline in both mathematics and in science. Support of math literacy includes teacher use of Kaplan icons, mind-mapping, and concept mapping to assist students in understanding the structure of mathematical knowledge and articulation of the big ideas of the discipline. Since mathematics is the language of science, Old Donation science curricula integrates mathematical literacy.

Technology is integrated in mathematics to equip students with tools to extend, enrich, or provide meaningful practice. Technology tools are also used for students in problem solving and creative production in mathematics. With new and stronger collaborative learning tools available online, students benefit from collaborative practice and review, problem solving in pairs and teams, and real-time feedback on their work. Additional tools used in mathematics include manipulatives, games, and mathematical tools. All instructional resources are carefully selected to support students in making sense of abstract mathematical concepts and in development of advanced skills.

Authentic problems that integrate multiple areas of knowledge and skills are at the heart of assessments in mathematics. Problem scenarios in most assessments are grounded in application of multiple concepts and skills in novel situations. Students are challenged and engaged growing through summative assessments and the data on student performance gives a strong indication of their understanding of mathematics. As a result, performance tasks in mathematics are complex, relevant to students' lives and community, and integrate

knowledge, understanding, and skills in robust ways. Students are challenged and engaged in novel situations in all performance tasks to ensure their transfer of knowledge and skills.

1d. Science curriculum content, instruction, and assessment:

The science program is designed to engage students in developing the knowledge, understanding, and skills of scientists. Students study life, physical, and Earth sciences. Instruction is organized through varied methods to include problem-based learning, project-based learning, Wasserman's Play-Debrief-Replay, grouping investigations, and lab investigations to support scientific inquiry in all units of study.

Among the discipline-based and grade level concepts, sustainability is woven into science from second through eighth grade. This concept is a tool for integration as students see that every decision has an environmental, economic, and social impact. Students use their science studies, the school building, and the outdoor environment to develop understanding of how science and sustainability are embedded in our lives in myriad ways. The school facility includes features that support all forms of scientific investigation: garden, greenhouse, wetlands, runnel, weather station, and green roof.

The Capstone project, completed in grade eight, is a collaborative, year-long investigation and project that integrates Earth Science and Civics. The science concept at the heart of the Capstone design is sustainability. Students participate in problem-finding and develop a solution throughout the year. Capstone projects address a range of needs and lead to strong community impact. Previous work has included oyster restoration collection as well as a preserved habitat site at Old Donation School. Students are currently working to repurpose a school bus into a sustainability classroom on wheels. They are working with an architectural firm and the division's transportation maintenance team to convert the engine, so it runs on cooking oil instead of diesel fuel. The path to Capstone is developed in science classes from second grade through research, investigation, and mini-capstone experiences each year.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

The social studies program is designed to engage students in thinking through the lenses of scholars in the social sciences. An emphasis in all grades is the integration of social, political, economic, historical, and geographic concepts that frame all social studies areas. Teachers use essential questions and enduring understandings to engage students in making sense of abstract and complex ideas. For example, teachers use the question, "Why there?" to open dialogue with students about the impact of location and geographic features on historical, economic, political, and social events. Students use the facts and topics in the standards to assemble an argument with evidence, prove or disprove generalizations, and interpret unanswered questions in the discipline.

Historical thinking skills are the focus for the study of history in all grades. Students critically examine primary and secondary sources, using inquiry and the historical thinking skills of sourcing, contextualizing, Close Reading, and corroborating. These skills and learning opportunities lead students toward the ability to discern and make informed decisions.

Advanced graphic organizers, problem-based and project-based learning, simulations, independent study, group investigation, Paul's Reasoning and Argument Driven Inquiry Models, discussion models, Creative Problem Solving, and tiered assignments as well as interest-based differentiated tasks are among the student-centered methods teachers use to help students engage in social studies as active thinkers. Kaplan's model in origins, multiple perspectives, impacts, parallels, patterns, and consequences are used to teach students how to think about knowledge gained from resources. Research begins in second grade and continues to evolve through ascending intellectual demand across all grade levels. The work is a collaborative effort among social studies teachers, library media, and technology specialists. The seven-step independent Investigation Method (IIM) is used in the primary grades and evolves into group and independent research where students support all contentions with evidence.

1f. For secondary schools:

The middle school program at Old Donation supports a range of college and career readiness skills with an emphasis on career awareness, leadership development, and civic engagement. Across the curricular areas, teachers use the Curriculum of Practice in The Parallel Curriculum Model. This design tool focuses teaching and learning on the tools of the practitioner, design and evaluation of products, and evaluation of work dispositions according to the discipline in which the students are working. As students are thinking and working as practitioners, scholars, and producers in each discipline, they are invited to see the discipline in authentic ways. The result is work that is meaningful, purposeful, and engaging.

Leadership development is a priority at Old Donation. Collaborative group structures give students opportunities to work as leaders and as group members in varied situations. Student government, student advisory groups, curriculum review participation, and clubs and organizations give students opportunities to fully engage in leading, giving input, and helping shape the teaching, learning, and management of the school. Leadership Workshop is held annually to engage students in developing problem solving, decision-making, and collaboration skills. Alumni work to plan and run the day-long events (one for elementary grades four and five and one for middle grades six through eight).

Civic engagement builds from the Curriculum of Practice and leadership development as students are routinely engaged in community problem solving inside and outside of the classroom. Units of study at all grade levels encourage students to help solve community-based problems. The primary models for this work are problem-based and project-based learning. Old Donation is dedicated to helping students see that they have the potential to make a lasting and positive contribution to their school, their community, their nation, and the world, and the curriculum, instruction, and leadership opportunities help them see that potential and their own power.

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Old Donation is dedicated to the development of the artist in equal measure to that of the scholar. At the elementary level, students study visual arts and general music weekly with opportunities to learn strings beginning in third grade and choir chimes and chorus in fourth and fifth grades. Middle school students have the option of visual arts, theatre, chorus, band, or orchestra. In middle school assessments, students consistently earn Virginia Music Educators Association's Blue Ribbon Awards for their musicianship. The Fine Arts program cultivates the whole child through the development of imagination, expression, and creative risk-taking. The teachers consistently engage students in new methods, a study of diverse professionals, and opportunities to expand their talents and interests.

The content areas of health and nutrition are integrated into physical education throughout all grades at Old Donation. Teachers keep students moving, teaching them lifelong skills that encourage a healthy lifestyle. The health and PE program is also integrated with school counseling at the middle school, sixth grade transition point as students engage in team-building exercises in hiking and problem solving with work in anti-bullying, organization, and time management. The team also works on methods for helping reduce anxiety and stress. The biking program teaches students how to safely ride a bike, and the Top Chef competition helps them study nutrition by designing and cooking a meal for the entire school. The winning recipes are added to the school menu. In eighth grade, students participate in a beach day where they learn surfing, water safety and rescue, and sun safety from professionals in the community. They play games to stay active at the beach including sand soccer, bocce ball, and agility exercises.

All students at Old Donation study a World Language in grades six through eight. Levels one through three are offered for both French and Spanish, and levels one, two and a combined three/four are offered for Latin. Everyone is in the target language in all levels of French and Spanish 95% or more of the time in their classes. All World Language classes are held daily, and students engage in listening, speaking, reading, and writing. Teachers use interest-based options to challenge and engage students. Students who take the National French, Latin, or Spanish Exams at Old Donation consistently earn advanced performance levels

and receive national recognition.

Coding, keyboarding, and digital applications are offered across the district, but technology courses for students at Old Donation are differentiated to increase the depth, complexity, and level of creative production. Teachers use gifted models and strategies such as Sternberg's Triarchic Theory, Renzulli's Enrichment Triad (Types I, II, and III), as well as problem-based and project-based learning to extend and enrich the coursework. Special Projects is a course offered only at Old Donation and is the product of a Capstone Project from 2014. Students modified a division course to increase creative production and student-centered options for students at Old Donation. They worked on the course and even wrote grants to fund 3D printers for the class. Today, the course is just as they imagined it with flying drones, coding of student-developed products, and numerous 3D printing products.

3. Academic Supports

3a. Students performing below grade level:

Old Donation is designed to meet the unique learning needs of students who are identified for gifted services. Students who are gifted have intellectual, academic, social, and emotional needs that are different from their peers. The curriculum, instruction, assessment, learning environment, and support structures at Old Donation are designed to ensure that all students are challenged, engaged, and supported. As a result of the proactive design of curriculum and instruction and the integrated support structures in place, students perform above the grade level standard, and significant gaps between the student groups within the general population do not exist.

A range of support structures are in place at Old Donation as safeguards when the proactive approaches to academic success and social and emotional assistance need extension. Academic Support is offered to all middle school students who need more time in their day for working or for individualized assistance from teachers, peers, or specialists. While this structure is offered division-wide, students at Old Donation have the option of using the time as needed and returning to their electives based on their ability to maintain strong performance. The flexibility honors each child's personal needs while ensuring they have both support and access to courses of interest. The proactive planning for student engagement and challenge with support structures ensures that most students at Old Donation achieve above the grade level standard and that any child who underachieves is supported.

3b. Students performing above grade level:

When students are demonstrating their knowledge, understanding, and skills, teachers engage them in products that are associated with real world problems, and they use real audiences, when possible, to provide feedback. Students are engaged in product evaluation based on the criteria for success defined by each discipline. Like curriculum design, the nature of products in which research suggests gifted learners develop must be authentic, to the degree possible, with criteria for success defined by the work of practitioners, producers, and scholars of the discipline. Teachers at Old Donation understand this expectation and work with one another, community experts, and scholars in higher education to design products and tools for evaluation.

The philosophy of instruction is differentiation where assessment data are used to make modifications to content, process, product, and learning environment. Varied instructional methods are carefully selected to match learner to task in appropriate ways. Students are challenged to the level of cognitive dissonance as all teachers are well-versed in Vygotsky's work on the Zone of Proximal Development. This ensures strong alignment between learning outcomes and gradual release of content and skills. Teachers move students through acquisition of knowledge, meaning making, and transfer in a seamless manner.

The learning environment is designed to support the curriculum and instruction that our students need. It is student-centered, open, accepting, complex, and fosters independence and self-direction. Students are engaged in the content and skills through selection of resources and instructional methods that promote their

engagement. Teachers are managers, facilitators, coaches, mentors, and critical friends in the teaching and learning processes.

3c. Special education:

Special education students are supported by the integration of support services into their academic classes. The result is that students who benefit from special education services do not demonstrate gaps in performance when compared to their non-neurodiverse classmates. Teachers in regular and special education collaborate daily to build upon student strengths, scaffold in areas where support is needed, collect data on strategy implementation and student performance, reflect on the academic, social, and emotional well-being of each child with a special education need. Teacher planning, coordination with the special education staff, parents, and administrators who oversee special education services at Old Donation.

Parent engagement with teachers and administrators is a key to the high academic performance of neurodiverse learners. Everyone at Old Donation School understands that our work with parents is a key to the success of our students as we work together on all academic, social, and emotional matters that necessitate proactive measures and supports. Parents of these twice-exceptional learners (i.e., gifted, and special education) are encouraged to meet monthly to discuss topics of interest, explore resources, read common books, and discuss findings, and share experiences and strategies for success. Collaboration is the key to the lack of gaps in performance among our students who receive special education services.

3d. English Language Learners, if a special program or intervention is offered:

Students at Old Donation who receive services for English language development do so with support from an English Language specialist through consultation with students, parents, and teachers. There are no gaps in performance between students who receive these services and their native English-speaking classmates.

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

School counseling at Old Donation focuses on the social and emotional needs of gifted learners and extends and enriches the division's program to ensure that the unique needs of the school's population are met. At all instructional levels, small group and individual counseling is based on input from students, parents, and teachers. Time management, organizational skills, managing stress and anxiety, military-connected concerns associated with deployment and moving, and study skills are common among many schools, but school counselors at Old Donation differentiate these sessions to focus on the needs of students and add specialized topics for student, teacher, and parent education. These include perfectionism, decision-making, goal setting, relationships, communication, self-advocacy, imposter syndrome, twice-exceptional learning, learning styles, and academic and career planning for gifted learners. The specialization in the school counseling program ensures that student needs in social and emotional areas are met in a proactive manner.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

To engage students, each year a school-wide theme is introduced which serves as a focus for learning and service. For example, the theme for the 2021-2022 school year is based on a quote from Amanda Gorman, “For there is always light, if only we are brave enough to see it, if only we are brave enough to be it.” It encourages students to reach beyond their comfort zones and become risk takers with their learning. Each year, the theme is woven throughout the curriculum to keep students focused and engaged on a common goal. What also makes Old Donation prominent is our Honor Code which provides a foundation for high expectations of integrity for student behavior and academics. Acting honorably and maintaining high standards throughout the school along with providing support services through counseling, small groups, and guidance lessons contributes to the overall social and emotional well-being of the students at Old Donation School.

Students are involved in every function of the school process. Each year, students in grades 5-8 are trained in the sustainability features of Old Donation School and serve as Old Donation Student Ambassadors. They provide detailed tours throughout the school year and in the summer for guests and new students to learn about our school through the lens of sustainability. This student-forward approach to communication is a hallmark of the Old Donation school climate.

As a part of our social-emotional learning initiative, Old Donation holds a “Mix It Up Day” in December of each year which provides students with an opportunity to move out of their comfort zones and connect with new individuals over lunch. Students plan and participate in events that foster respect and understanding among students, that encourage school spirit and unity, that raise awareness about social boundaries, and that help students meet different people. Every year since beginning “Mix It Up,” Learning for Justice has named Old Donation a “Mix It Up Model School” for exemplary efforts in engaging students to foster respect and understanding among students and throughout the campus during the school year.

Finally, paramount to the success of Old Donation are the administrative walk-throughs and teacher-peer observations which allow everyone to witness best practices and areas of improvement. The collaborative work environment promotes cohesion, consistency, and cooperation among all. Students observe consistency within all classrooms because the school developed a common language ensuring rigor and relevance within content areas. Classrooms and hallways display common models of best practices as well as learning outcomes. Cooperative learning keeps all students engaged, and the students then become responsible for their learning.

2. Engaging Families and Community:

Establishing relationships with parents and the community at large is an integral component of our distinguished school and exemplary student achievement. The partnerships formed with area businesses and industry leaders has forged the path for increased rigor and relevance in curriculum development at Old Donation through authentic learning experiences.

Partnerships within our community include: the Oyster Reef Keepers of Virginia, Inc. in which students help build and maintain oyster reefs in the Chesapeake Bay; the VBCPS Office of Facilities, Planning and Construction as well as RRMM Architects who work with students to utilize the school facility (its design and construction) as a teaching tool in each curricular area; Old Dominion University staff who show students how to work with ArcGIS Online to develop projects using geographic information systems; the Richmond Ballet and the Virginia Symphony who use our facility for performances and work with students to further develop their skills in performing arts; the Dance Theatre of Harlem hosts master classes for our dance students while artists from the Virginia Museum of Contemporary Art work with student artists on skills and showcases their work; and, members of the Norfolk Botanical Gardens assist students in the development, maintenance, and usage of the gardens and grounds at Old Donation. As a final example of the powerful partnerships at Old Donation, seizing the opportunity since 2014 to combine artistic passion with

community involvement, the Clark Nexsen Architectural Firm team of architects engages with dancers and faculty to develop architectural forms/structures to be used by the dancers in choreography, showcasing a true model of collaboration. The partnerships established at Old Donation have been recognized as models throughout the city of Virginia Beach.

The families of Old Donation are actively engaged in the school community. Communication is a key element to ensure that parents are informed. Several informational events are scheduled throughout the year to provide information to families about the school. For example, the Rising Tides program is an orientation in August which introduces our rising 6th graders and their parents to middle school, helps ease their transition, and provides an opportunity for future community members to begin to learn about all that is offered at Old Donation. In addition, staff members are often complimented on the degree to which administrators and teachers communicate with parents, whether through “The Inspired Principal” newsletter or various other methods of individual contacts. It is customary for teachers to provide frequent phone calls and emails to parents about upcoming assignments and assessments. Study guides, work samples, and other material are posted as well, giving parents an open window into what students are doing in the classroom. Classroom and school wide events are broadcast through automated messaging both by phone, email, and Twitter.

3. Creating Professional Culture:

All members of the Old Donation faculty are valued as educators in their fields of expertise; therefore, the professional development (PD) program is built on a three tiered system, including district, building, and individual professional learning opportunities. Old Donation provides all our teachers diverse professional experiences whereby their growth will have a positive impact on student achievement. Student learning results are dependent on the continual learning of teachers; therefore, by focusing on teachers’ professional growth, students’ academic and social/emotional success is ultimately impacted.

First, for teachers to teach at Old Donation, they must hold or agree to obtain their gifted endorsement from an accredited college or university. To aid in this pursuit, a partnership with William & Mary has been established to provide the four graduate-level courses at no cost to our teachers. Aside from the gifted endorsement, teachers at Old Donation have many and varied options for professional learning. Each year, the principal and School Improvement Specialist (SIS) create a robust calendar of professional development opportunities based upon teacher feedback above and beyond what is offered by the division. The calendar consists of courses offered by Instructional Technology Specialists, curriculum specialists, reading, math and library media specialists, outside consultants, and members of the administrative team. Teachers are also strongly encouraged to find opportunities for growth through professional conferences, learning institutes, and online learning platforms. Each year, funds are allocated for this purpose.

At the beginning of each school year, all departments/grade-levels participate in curriculum mapping sessions. Curriculum mapping is a procedure for collecting a database of the operational curriculum in the school. The maps become the starting points for team communication and interdisciplinary units of instruction as well as the foundation for professional development needs.

Finally, recognized as leaders in the division, teachers at Old Donation provide an all-day “PowerUp Conference” for other educators, administrators, and parents in the Hampton Roads area to learn and grow through a variety of sessions on topics relevant to current best practices facilitated by the faculty. As a community of educators who are passionate about teaching and learning, “Power Up” is in response to numerous requests from educators to share, to collaborate, and to grow together in their work. It is the hope that everyone who attends will find ideas they can use with their students and leaves having expanded their professional learning network to include members of the Old Donation faculty.

4. School Leadership:

Old Donation School’s leadership philosophy and school structure demonstrates that collaboration and shared leadership are the cornerstone of success as a school community. The Administrative Team at Old Donation consists of a Principal, two Assistant Principals, a School Improvement Specialist (SIS), a Student

Activities Coordinator (SAC), and the School Counseling Department Chair. Administrators have successfully built systems of distributed leadership across disciplines to empower the faculty in leading professional learning communities and decision making focused on improving student learning. The role of administrators at Old Donation focuses on students at the center of all decisions.

The principal is the instructional leader who oversees curriculum and instruction for the academic, visual arts, and dance programs. The Assistant Principals oversee discipline, special education, student support, security, scheduling, transportation, and safety. The SIS oversees all standardized testing, teacher induction and mentoring, curriculum mapping, support for the Plan for Continuous Improvement, data analysis, professional development, licensure, and community service. The SAC is responsible for the coordination of all activities, clubs, intramurals, and events that take place at Old Donation. Finally, the School Counseling Department Chair provides leadership for the implementation of a comprehensive school based counseling program designed to support instruction and student achievement.

The leadership team expands to include both the Elementary Instructional Leadership Team and the Middle School Instructional Leadership Team which are comprised of grade-level and/or department chairs as well as the administrative team, school counselors, Instructional Technology Specialists, and Library Media Specialists. These teams along with the Principal's Advisory Committee and School Planning Council collaboratively make decisions based upon input from students, parents, and staff. All stakeholders involved in educating the children at Old Donation, including the students themselves, share in the decisions-making process. The principal meets monthly with each individual grade-level or department chair to discuss items that directly relate to supporting student learning and providing the best learning environment for our students and faculty. In addition, the principal, assistant principals, and SIS take part in department meetings to ensure they understand the needs of the faculty. The principal at Old Donation places student needs as the priority; therefore, the Principal-Student Advisory Council was formed to seek input from the students across all grade-levels on the functioning of the school, needs and wishes of the student body, and requested support from students. The administrative team at Old Donation understands that by working together better decisions can be made for educating students.

5. Culturally Responsive Teaching and Learning:

Being a culturally responsive school is paramount to the mission of Old Donation as an approach to living life in a way that practices the validation and affirmation of different cultures, which is something celebrated school-wide through rich, thought-provoking curricular experiences. Elementary students research and learn about ancient civilizations who contributed to our culture and people who have made a positive impact on American Society. They examine risk-taking, bravery, grit, and the persistence of key figures in history, learning to develop empathy for their struggles while building a collection of resources for the celebration and promotion of individual differences.

As students transition to the middle school program, teachers have a deep understanding that a student's learning differences and culture are all an asset which brings a richness to each classroom. It is essential that students "see" themselves in the literature that is presented through library-media resources as well as the curricular materials presented. We emphasize the importance of acceptance and respect in the classrooms and treat "difference" as an asset, knowing globally we as a human race are made up of different backgrounds. Middle school students study eminent figures of various backgrounds; they select a heritage of choice and explore traditional literature so that they may make connections to their past to develop an appreciation for the beliefs and values of the cultures represented in our school. As a capstone to their literary studies at Old Donation, eighth graders engage in a community service project establishing a Little Free Library of diverse literature in the city. In health and physical education, students create dances based upon the cultures represented in the student body. The art program explores themes from around the world through various mediums while the music played and sung as well as dances choreographed by the bands, chorus, orchestra, and dance programs represent all cultures throughout history.

As Virginia Beach is home to the second largest naval base in the country, we have a significant population of military associated and NATO families in our school. Students are keenly aware of the events taking place in the country and world, and as such, school counselors as well as the faculty and staff offer support

in myriad ways. From support groups to workshops, students have resources available to them to address concerns, fears, and other needs.

With our population, the heart and soul of Old Donation is the commitment to a school culture that focuses on authentic relationships and student experiences that values both individuality and inclusivity.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Underachievement among gifted children is a well-documented phenomena in the field of gifted education. Rarely do schools have structures or processes in place to help children turn their achievement around to maximize their full potential. In this area, Old Donation is the exception. When a child begins to show signs of not developing their potential, teachers, counselors, and administrators take immediate and focused action.

The most impactful method for ensuring student academic success at Old Donation is the monitoring of student achievement and aligning resources to intervene. Teachers track their work with students who are not making progress toward high achievement in the advanced program. In a collaborative document shared with school counselors and administrators, teachers communicate the interventions they are using with students and the degree of effectiveness. Communications with parents and insight gleaned from those interactions are documented for the purpose of close monitoring of patterns of progress or even the most subtle decline.

School counselors use what is shared by teachers to target support for students and they record their interactions in small group and individual support, parent communications, and input from students and parents in the shared document. What emerges is a comprehensive picture of the challenges, interventions, and progress made by the team that supports each child who is underachieving.

School counselors monitor the Interventions Chart and work with classroom teachers throughout each academic year quarter which is approximately nine weeks. At the progress report mark, any student who is struggling academically earning a grade of C or below is added to the quarterly section of the chart. In every case, the counselors and teachers work collaboratively with the child and parents/guardians to provide support in academic, social, and emotional areas where concerns are contributing to the child's underachievement.

Teachers may opt to move a child into Academic Support or schedule one-on-one tutoring with the teacher, a school-based tutor, or a mentor. School counselors work with parents/guardians to provide support when a family situation is a contributing factor to the child's underachievement.

At the end of each marking period, the school counselors, principal, assistant principals, and school improvement specialist meet to review every child on the Interventions Chart. Moving student by student through the document, the team discusses the child's achievement status, actions by the teachers and counselors, and the potential need for further interventions. At times, decisions are made by the team to move toward special education or 504 Plan screening, modified family support, school psychologist or social worker referral, or deployment of division resources.

In those cases where achievement has been improved, the team reviews the strategies that were used and reflect on the reason for the changes. The process helps identify patterns of success and needs across grades, courses, and subgroups of the general population.

Ensuring student success by providing all needed supports is a hallmark of the mission at Old Donation School where we strive to meet the needs of all learners through the rigorous, authentic academic and arts programs.