

Arlington (793) Public District - FY 2016 - Donelson Elementary (793-0195) Public School - School Plan - Rev 0

Plan Items ()

G 1) District-Level: Reading/Language Arts - School-Level: Reading/Language Arts

Description:

District-Level: For 2015-16, Arlington Community Schools will maintain it's percentile ranks in grades 3-5 and grades 6-8 Reading Language Arts, in terms of the number of students scoring proficient/advanced relative to other districts in the state.

School-Level: For 2015-2016, Donelson Elementary will improve its percentile rank in grades 3-5 Reading and Language Arts for Economically disadvantaged, in terms of the number of students scoring proficient/advanced relative to the other schools in the state.

Performance Measure:

District-Level: The district's percentile rank in 3-5 Reading Language Arts and the rank in 6-8 Reading Language Arts, all students category, will remain the same, or improve, in comparison to 2014-15.

School-Level: Donelson's percentile rank in 3-5 Reading Language Arts Economically Disadvantaged, will improve, in comparison to 2014-2015.

S 1.1) District-Level: High quality professional development of instructional staff - School-Level: High quality professional development of instructional staff

Description:

District-Level: Based on teacher evaluations, state assessment results, and teacher feedback, additional and more targeted specific professional development is needed in the areas of reading instruction, reading intervention, and research based reading strategies.

AS 1.1.1) Southwest CORE Training

Description:

The district will provide support by improving teachers instructional and intervention strategies to support student learning. The Southwest CORE Office is offering TNReady training to a select group of 3rd-5th grade teachers and also middle/high teachers this school year. The training is offered at Donelson Elementary School during the Fall/Spring Semesters during 2015-16. This training is needed to support our teachers in the areas of reading and math instruction and intervention to help support better Core Instruction geared towards the TNReady Exam. The TNReady instruction and intervention training should help the district maintain and increase the level of proficient and advanced students in reading/language arts - and also provided needed intervention strategies to help close the SWD vs. non-SWD GAP.

Benchmark Indicator:

Student improvement on benchmark assessments such as AIMS Web and iReady.

Person Responsible:

Cherry Davidson

Estimated Completion Date:

5/27/2016

AS 1.1.2) Maintain Interventionists (one and half teachers) to focus on RTI2 Tier II and III students

Description:

The district maintained interventionists for the 2015-2016 school year. These teachers are responsible for working with all aspects of RTI2 in the district to monitor the Tier II and Tier III intervention of students. If ED students fall into the Tier II and Tier III areas, the interventionists work to make sure Tier II and Tier III students are monitored and the fidelity process is followed for these students. The interventionists are working during the 2015-16 school year to develop reading and math interventions that are appropriate and aligned with the skill deficit areas of the students. By having this person on the district team, the district is hoping the greater support in Tier II and Tier III will move students back to the area of Tier I (Core Instruction).

Benchmark Indicator:

Improvement in Tier II and Tier III students.

Person Responsible:

Cherry Davidson

Estimated Completion Date:

5/27/2016

AS 1.1.3) Reading Instruction and Intervention Training

Description:

In an effort to succeed on the TNReady Exam, Donelson Elementary strives to increase the rigor in the classrooms, while also meeting each child's individual needs. Donelson will send a team of K-1 teachers to a professional development seminar titled, Fitting It All In: Balancing Academic Rigor and Children's Needs. Teachers will learn new methods for building foundational skills and meeting new expectations in reading, writing, and math. This professional development seminar will provide K-1 teachers the opportunity to seek new ideas/concepts for better preparing the students in these areas for the TNReady Exam.

Benchmark Indicator:

Improvement for Students in all Tiers

Person Responsible:

Cherry Davidson

Estimated Completion Date:

5/27/2016

S 1.2) District-Level: Prof Develop- Improve Student Performance - **School-Level: Prof Develop- Improve Student Performance**

Description:

District-Level: Provide ongoing, high quality professional development for administrators, teachers and other instructional staff to focus on changing instructional practices that result in improved student performance.

AS 1.2.1) Southwest Core Instructional Training and Data Analysis - Supporting RTI/Curriculum/%P/A

Description:

School teams will participate in training with the Southwest CORE academic consultants in the areas of curriculum and instruction, professional learning communities, TNReady preparations, and data analysis. This training is taking place during the Fall semester at Donelson Elementary School. Each

elementary school and middle school in the district sends an assistant principal and three teachers. Training is provided in the areas of curriculum and instruction, understanding data, and providing important information for teachers to use in preparing the students for the TNReady Exam. Administrators and teachers will take this information back to the local school and redeliver to other faculty members during the fall and spring semester.

Benchmark Indicator:

Improvement seen when Progress monitoring/ Amplify/Report Card/MICA/ and testing data

Person Responsible:

Cherry Davidson

Estimated Completion Date:

11/23/2015

AS 1.2.2) Technology For Reading Instruction and Intervention

Description:

Technology will be purchased to support reading instruction and reading intervention to motivate all learners: Reading Eggs, Reading Eggspress, Study Island, Accelerated Reader, Flocabulary, and True Flix. This technology will be used during the 2015-16 school year to help support the areas of teaching and learning in relationship to reading instruction and intervention for ED and TA students. This technology will be useful to students falling into the Tier II and Tier III category as they will have access to his/her own computer to complete reading intervention/instruction activities on the computer. By having additional technology available for students who are struggling in reading instruction and intervention, this will provide additional time and support to increase academic achievement in each of the designated strands of RTI and overall reading support.

Benchmark Indicator:

Improvement in instruction and intervention for all students

Person Responsible:

Cherry Davidson

Estimated Completion Date:

5/27/2016

AS 1.2.3) Reading Instruction and Intervention Training

Description:

A new writing curriculum for the 2015-2016 school year is in place, and a professional development training was completed to go over the curriculum at the beginning of the school year for grades K-5. Step-Up to Writing is the writing curriculum that Donelson teachers and staff are using this year to teach writing in an effort to improve student performance on the writing portion of TNReady. In addition, teachers from each grade level turn in one writing sample a month from their class to the writing committee. The writing committee consists of a team of teachers (one from each grade level), and the committee reviews the writing samples to choose one from each grade level to be displayed in the school and on the school Facebook social media page. The writing samples are scored using a writing rubric and must meet the rigorous expectations of the rubric in order to be chosen by the committee.

Benchmark Indicator:

Improve Writing Among ED students on all Tiers

Person Responsible:

Cherry Davidson

Estimated Completion Date:

5/27/2016

§ 1.3) District-Level: Target Additional Resources - School-Level: Targeted Additional Resources

Description:

District-Level: Target additional resources and attention on interventions to impact all students in low performing / high poverty schools (i.e. classroom coaches, special consultants, etc.) and network with successful schools about how to improve performance.

AS 1.3.1) Hire Interventionist to focus on RTI2 Tier II and III students

Description:

The district has hired 1 and a half interventionists during the 2015-16 school year. These intervention teachers are responsible for working with all aspects of RTI2 in the district to monitor the Tier II and Tier III intervention of students. If ED students fall into the Tier II and Tier III areas, the interventionists work to make sure Tier II and Tier III students are monitored and the fidelity process is followed for these students. The interventionists are working during the 2015-16 school year to develop reading and math interventions that are appropriate and aligned with the skill deficit areas of the students. By having these two interventionists on the district team, the district is hoping the greater support in Tier II and Tier III will move students back to the area of Tier I (Core Instruction).

Benchmark Indicator:

Improvement in Tier II and Tier III students.

Person Responsible:

Cherry Davidson

Estimated Completion Date:

5/27/2016

AS 1.3.2) Instructional Resources Provided to Donelson Elementary and Arlington High School (Both targeted assistance schools)

Description:

The district will purchase instructional materials which support instruction and intervention in the areas of phonics, comprehension, and fluency (reading) and math. This material is being used at both the elementary school and high school - both targeted assistance schools during the current school year. The intervention teachers will use these purchased materials to support students and their academic improvement.

Benchmark Indicator:

Instructional Resources to Improve Performance in Targeted Students, AIMS Web, Amplify, MICA, test data

Person Responsible:

Cherry Davidson

Estimated Completion Date:

5/15/2016

Component	Item Name
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Targeted

Assistance Plan for Identified Students Plan

AS 1.3.3) Purchase instructional materials for parents to use with their child(red) at home

Description:

The school will purchase math and reading materials that will be located in the library for check out by parents. Data from ED and TA students was evaluated to determine the resources that will be purchased and added to the parent center in the library for easy check out.

Benchmark Indicator:

AIMS Web, Amplify, MICA

Person Responsible:

Cherry Davidson

Estimated Completion Date:

2/29/2016

S 1.4) District-Level: Technology that Impacts Teaching & Learning - **School-Level: Technology that Impacts Teaching & Learning**

Description:

District-Level: Use technology to impact the quality, content, and structure of teaching and learning.

AS 1.4.1) Technology For Reading Instruction and Intervention

Description:

Technology was purchased to support reading instruction and reading intervention. This technology program, Spire, will be used during the 2015-16 school year at Donelson Elementary School to help support the areas of teaching and learning in relationship to reading instruction and intervention. The technology is used by the reading intervention teachers only who are paid with Title I funds. This technology is useful to students falling into the Tier II and Tier III category as they will have access to their own computer to complete reading intervention/instruction activities on the computer. By having additional technology available for students who are struggling in reading instruction and intervention, this will provide this additional time and support to increase academic achievement in each of the designated strands of RTI and overall reading support.

Benchmark Indicator:

Improvement of Tier II and Tier III students.

Person Responsible:

Cherry Davidson

Estimated Completion Date:

5/15/2016

S 1.5) District-Level: Intervention Teachers - **School-Level: Intervention Teachers**

Description:

District-Level: Continue the employment of 3.5 hired intervention teachers to help support reading instruction and intervention. (2 @ high school, 1.5 at elementary school)

AS 1.5.1) Hire Interventionist to focus on RTI2 Tier II and III students

Description:

The district has hired one and a half interventionists during the 2015-16 school year. These intervention teachers are responsible for working with all aspects of RTI2 in the district to monitor the Tier II and Tier III intervention of students. If ED students fall into the Tier II and Tier III areas, the interventionists are working to make sure Tier II and Tier III students are monitored and the fidelity process is followed for these students. The interventionists are working during the 2015-16 school year to develop reading and math interventions that are appropriate and aligned with the skill deficit areas of the students. By having these interventionist teachers on the district team, the district is hoping the greater support in Tier II and Tier III will move students back to the area of Tier I (Core Instruction).

Benchmark Indicator:

Improvement in Tier II and Tier III students.

Person Responsible:

Cherry Davidson

Estimated Completion Date:

5/15/2016

S 1.6) District-Level: Southwest School Team Training (SwST2) - **School-Level: MICA, MIST, and TN Ready**

Description:

District-Level: Provide ongoing, high quality professional development at the school site for administrators, teachers and other instructional staff to focus on changing instructional practices that result in improved student performance to impact GAP closure

School-Level: Southwest CORE trainings are focusing on providing teacher leaders with tools and strategies to utilize both MIST and MICA in preparation of the TN Ready testing in the Spring. Information presented is immediately disseminated to the teachers after a learning session. This Southwest CORE team will meet three times during the 2015-2016 school year.

AS 1.6.1) Southwest Core Instructional Training for MICA, MIST, and TNReady

Description:

The district will provide support by improving teachers instructional and intervention strategies to support student learning. The Southwest CORE Office is offering MST, MICA, and TNReady assistance and training to a select group of 3rd-5th grade teachers and also middle/high teachers this school year. The training is offered at Donelson Elementary School during the Fall Semester during 2015-16. This training is needed to support our teachers in the areas of reading and math instruction and intervention to help support better Core Instruction geared towards the TNReady Exam. The TNReady instruction and intervention training should help the district maintain and increase the level of proficient and advanced students in reading/language arts - and also provided needed intervention strategies to help close the SWD vs. non-SWD GAP.

Benchmark Indicator:

Improve student performance in all tiers

Person Responsible:

Cherry Davidson

Estimated Completion Date:

11/23/2015

G 4) District-Level: GAP Closure for Grades 3-8 Students with Disabilities - **School-Level: 3-5 Reading/Language Arts and Math for Students with Disabilities**

Description:

District-Level: Maintain, or improve, the percentile ranks for grades 3-5 and 6-8 Reading Language Arts and grades 6-8 Math for the students with disabilities subgroup.

School-Level: Donelson Elementary will maintain or improve the percentile ranks for grades 3-5 Reading and Language Arts and grades 3-5 Math for students with Disabilities.

Performance Measure:

District-Level: The district will maintain, or improve, its percentile ranks in grades 3-5 and 6-8 Reading Language Arts and grades 6-8 Math for the students with disabilities categories.

School-Level: Donelson Elementary will maintain, or improve, its percentile ranks in grades 3-5 Reading Language Arts and Math for students with disabilities categories as compared to 2014-2015.

S 4.1) District-Level: High quality professional development of instructional staff - **School-Level: High quality professional development of instructional staff**

Description:

District-Level: Based on teacher evaluations, state assessment results, and teacher feedback, additional and more targeted specific professional development is needed in the areas of reading instruction, reading intervention, and research based reading strategies.

AS 4.1.1) Closing the GAP with SWD Through Individualized Meetings

Description:

The district will provide support by improving teachers' instructional strategies, co teach, differentiate instruction, and implement reasonable individualized accommodations to support student learning - The SPED Supervisor will start meeting with the SPED teachers once a month. Times will be flexible and will offer two times for them to choose from. 7:45, 2:30/3:30. The SPED supervisor will rotate the afternoon times each month and the locations. This will help support closing the achievement GAP with SWD in providing teachers with more training on Instructionally Appropriate IEPs. The district's Accountability Supervisor will assist with the data digs.

Benchmark Indicator:

Reducing the gap with SWD students vs. non SWD students.

Person Responsible:

Cherry Davidson

Estimated Completion Date:

5/15/2016

AS 4.1.2) Attend high quality professional development: Making Math Meaningful: Strategies to Transform Students from Memorizers to Thinkers

Description:

Lead Teachers will attend a mathematical workshop to learn ways to help students stop memorizing and start integrating critical thinking skills into their daily math practice. Teachers will explore ways to challenge your students to build perseverance, precise communication skills through easy-to-implement math tasks. Information will be redelivered to teachers and staff within the school.

Benchmark Indicator:

Improve instruction and performance in the classroom

Person Responsible:

Cherry Davidson

Estimated Completion Date:

1/15/2016

AS 4.1.3) Professional Training, Fitting It All In: Balancing Academic Rigor and Children's Needs

Description:

In an effort to succeed on the TNReady Exam, Donelson Elementary strives to increase the rigor in the classrooms, while also meeting each child's individual needs. Donelson will send a team of K-1 teachers to a professional development seminar titled, Fitting It All In: Balancing Academic Rigor and Children's Needs. Teachers will learn new methods for building foundational skills and meeting new expectations in reading, writing, and math. This professional development seminar will provide K-1 and SPED teachers the opportunity to seek new ideas/concepts for better preparing the students in these areas for the TNReady Exam.

Benchmark Indicator:

Reducing the GAP of SWD and non SWD

Person Responsible:

Cherry Davidson

Estimated Completion Date:

1/12/2016

S 4.2) District-Level: Prof Develop- Improve Student Performance - **School-Level: Prof Develop- Improve Student Performance**

Description:

District-Level: Provide ongoing, high quality professional development for administrators, teachers and other instructional staff to focus on changing instructional practices that result in improved student performance.

AS 4.2.1) Southwest Core Instructional Training and Data Analysis - Supporting RTI/Curriculum/%P/A

Description:

School teams will participate in training with the Southwest CORE academic consultants in the areas of curriculum and instruction, professional learning communities, RTI2, and data analysis. This training is taking place during the Fall semester at Donelson Elementary School. Each elementary school and middle school in the district sends an assistant principal and three teachers. Training is provided in the areas of curriculum and instruction, understanding data, RTI2, and developing teachers as effective leaders. This training is helpful to teachers as it provides reading information about RTI and the importance of differentiating between tiered instruction. Also, this training provides previous data and TNReady preparations and information for teachers and administrators in an effort to help close this GAP for students with disabilities. Administrators and teachers will take this information back to the local school and redeliver to other faculty members during the fall and spring semester.

Benchmark Indicator:

Improvement of all students

Person Responsible:

Cherry Davidson

Estimated Completion Date:

5/15/2016

AS 4.2.2) Improving GAP Reduction Through SPED - SPED Instructional and Behavior Coach

Description:

The SPED Instructional and Behavior Coach will work to support regular classroom teachers with SPED students in monitoring data during the 2015-16 school year. This person will be beneficial in making sure that all SWD students are identified correctly, accommodations correctly assigned, and also work in offering interventions to help support these students to close the SWD vs. non-SWD GAP. As the district is working to close the GAP between the SWD and non-SWD students, this SPED Instructional and Behavior coach will provide and support all areas of SPED during the 2015-16 school year under the guidance of the SPED supervisor.

Benchmark Indicator:

Improved student achievement

Person Responsible:

Cherry Davidson

Estimated Completion Date:

5/18/2016

S 4.3) District-Level: Southwest School Team Training (SwST2) - **School-Level: Southwest School Team Training (SwST2)**

Description:

District-Level: Provide ongoing, high quality professional development at the school site for administrators, teachers and other instructional staff to focus on changing instructional practices that result in improved student performance to impact GAP closure

AS 4.3.1) Southwest Core Instructional Training and Data Analysis - Supporting RTI/Curriculum/%P/A

Description:

School teams will participate in training with the Southwest CORE academic consultants in the areas of curriculum and instruction, professional learning communities, RTI2, and data analysis. This training is taking place during the Fall semester at Donelson Elementary School. Each elementary school and middle school in the district sends an assistant principal and three teachers. Training is provided in the areas of curriculum and instruction, understanding data, RTI2, and developing teachers as effective leaders. This training is helpful to teachers as it provides reading information about RTI and the importance of differentiating between tiered instruction. Also, this training provides previous data and TNReady preparations and information for teachers and administrators in an effort to help close this GAP for students with disabilities. Administrators and teachers will take this information back to the local school and redeliver to other faculty members during the fall and spring semester.

Benchmark Indicator:

Improvement in all students

Person Responsible:

Cherry Davidson

Estimated Completion Date:

5/15/2016

S 4.4) District-Level: Instructional & Educational Materials - **School-Level: Instructional & Educational Materials**

Description:

District-Level: Purchase supplemental instructional and educational materials that support the scientifically research based curriculum of the district.

AS 4.4.1) Supplementary Reading and Math Materials for SWD

Description:

The district will purchase supplementary reading and math materials for visually impaired students, students with learning disabilities, and for materials to design instructional packets for SWD grades 3-8 - example Reading Mastery, Touch Math, Edmark Kits - these materials will be used during the current school year by the SPED teachers in the district. These materials will offer additional support to teachers and students in helping the district to close the SWD vs. Non-SWD GAP.

Benchmark Indicator:

Reducing the GAP between SWD and Non SWD

Person Responsible:

Cherry Davidson

Estimated Completion Date:

5/15/2016

AS 4.4.2) Supplementary Reading and Math Materials for SWD

Description:

Donelson SPED teachers use My Sidewalks, Common Core Workbooks, and Number World to assist in reducing the gap between students with disabilities and non students with disabilities. In addition, these technology programs and workbooks will better prepare SWD for the benchmark testing and the new TNReady Exam for the 2015-2016.

Benchmark Indicator:

Reduction in GAP between SWD and Non SWD Students

Person Responsible:

Cherry Davidson

Estimated Completion Date:

5/22/2016

AS 4.4.3) Reading Instruction in Classrooms

Description:

SPED teachers go into the regular education classrooms once a week to serve their students and to work with the classroom teacher. SPED teachers have the opportunity to see how the regular classroom teachers introduce skills and can take their observations back to the SPED classroom to follow up with their students in a small group setting. The teachers and SPED teachers are able to work together in an effort to help reduce the GAP in this collaborative manner.

Benchmark Indicator:

Improvement in Student Performance for SWD

Person Responsible:

Cherry Davidson

Estimated Completion Date:

5/22/2016

AS 4.4.4) Supplementary Reading and Math Materials for SWD

Description:

Donelson Elementary holds an annual Math and Literacy Night for students and their families to learn about new math activities and reading activities that can be done at home for extra practice. The Math/Literacy Night has activities for each grade level including technology related activities that are held in the computer lab. The families are able to learn new strategies that will assist with their children in the areas of math and reading.

Benchmark Indicator:

Improvement for all students

Person Responsible:

Cherry Davidson

Estimated Completion Date:

5/22/2016

S 4.5) District-Level: Professional Learning Communities - **School-Level: Professional Learning Communities**

Description:

District-Level: Professional learning communities are established in all schools and in these meetings GAP closures will be addressed while reviewing data in these meetings.

AS 4.5.1) Closing the GAP with SWD Through Individualized Meetings

Description:

The district will provide support by improving teachers' instructional strategies, co teaching, differentiating instruction, and implementing reasonable individualized accommodations to support student learning - The SPED Supervisor will start meeting with the SPED teachers once a month. Times will be flexible and will offer two times for them to choose from. 7:45, 2:30/3:30. The SPED supervisor will rotate the afternoon times each month and the locations. This will help support closing the achievement GAP with SWD in providing teachers with more training on Instructionally Appropriate IEPs. Also, the district will reach out to the CORE office to also provide extra assistance in helping to work with the SWD group within the district. This will all happen during the 2015-16 school year.

Benchmark Indicator:

Reducing the GAP of SWD and Non SWD

Person Responsible:

Cherry Davidson

Estimated Completion Date:

5/15/2016

AS 4.5.2) Closing the GAP with SWD Through Individualized Meetings

Description:

Professional Learning Communities (PLC) are held every week at Donelson. The administration meets with SPED teachers to analyze data, discuss students, and share best practices among the teachers. During these weekly PLC meetings, teachers also share teacher created assessments and activities to tailor to the specific needs of students with disabilities. This is done in an effort to assist in reducing the GAP between SWD and non SWD.

Benchmark Indicator:

Reduction in the GAP of SWD and non SWD

Person Responsible:

Cherry Davidson

Estimated Completion Date:

5/22/2016