

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

*** Summarize your accomplishments and what is working for students. To what do you attribute these accomplishments?**

- Donelson Elementary is founded on high expectations for all, keeping the child as the focus of instruction and learning. Teachers and Administration base all decisions on the idea that students come first. The instructional day is carefully protected with a Master Schedule to ensure maximum time on teaching and learning for all.
- Teachers and Administration meet regularly in PLCs to discuss students, disaggregate data, and share Best Practices. During these meetings, staff members work together to determine how to meet children “where they are” and to take them “to the next level”. This is a joint effort from all staff members, creating a collegial environment at Donelson Elementary. Teachers learn from the experts in subject areas to strengthen knowledge level and improve personal practice, increasing student achievement.
- Donelson Elementary earned Reward Status for Achievement during the 2013-2014 and 2014-2015 school years utilizing the Master Schedule, high expectations, and tremendous leadership from our principal.
- Donelson Elementary has had straight A's for five consecutive years from 2009/10-2013/14 school years.

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Accountability Achievement Targets - Data Tables

Subject & Grade Level	2014 Percent Proficient & Advanced	2015 AMO Target	2015 Percent Proficient & Advanced	2014 to 2015 Change	Met/Miss After Safe Harbor
3rd through 8th RLA		78.6	73.8	-3.4	Miss
3rd through 8th Math		84.1	87.9	4.9	Met
3rd RLA		76.6	78.3	3.3	Met
3rd Math		92.1	92.2	0.6	Met
7th RLA					
7th Math					
9th through 12th Algebra I					
9th through 12th English II					
9th through 12th Graduation Rate					
9th through 12th English III					
9th through 12th Algebra II					

*** Accountability Achievement Targets – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible.**

- Donelson Elementary earned Reward School Status for the 2014-2015 school year, meeting most AMOs for Achievement.
- A large percentage of students scored Proficient/Advanced in math at each grade level: 3rd 92%; 4th 72%, and 5th 94%. Teachers are continuing to focus on basic math vocabulary in each grade level, in addition to infusing performance tasks and new State Standards, allowing students to apply their knowledge. Above all, these instructional strategies mimic the rigor of TN Ready.
- While the math scores are high, math 3-8 remains an area of needed improvement. Donelson Elementary earned an 87.9 with an AMO of 84.1 for 2014-2015, meeting all AMO for grades 3-8. School staff members have noted a deficit in basic math fact knowledge in addition, subtraction, multiplication, and division.
This lack of fact knowledge affects student’s speed and accuracy during class and on assignments, and

impedes student ability to learn more difficult concepts. Donelson is working to improve this area through technology programs that are geared towards enhancing math fluency skills for addition, subtraction, multiplication, and division basic facts.

Donelson Elementary reached AMO Achievement targets for RLA in 3rd but not 3rd-8th. Our school focused on increasing Reading Achievement during the 2014-2015 school year due to deficits seen in the previous year. Teachers increased use of informational texts and mastery of skills to increase a foundation of achievement for all students.

Accountability Gap Targets - Data Tables

Gap Type	Subject & Grade Level	2014 Gap	2015 AMO Target	2015 Gap	Met/Miss After Safe Harbor
Black/Hispanic/NativeAmerican vs. All Students	3-8 Math		11.2	2.7	Met
Black/Hispanic/NativeAmerican vs. All Students	3-8 Reading		14	13.3	Met
Economically Disadvantaged vs. Non-ED	3-8 Math		16	-0.1	Met
Economically Disadvantaged vs. Non-ED	3-8 Reading		23.1	24.2	Miss
Limited English Proficient vs. Non-LEP	3-8 Math			-6.5	
Limited English Proficient vs. Non-LEP	3-8 Reading			46.6	
Students with Disabilities vs. Non-SWD	3-8 Math		35.5	25.8	Met
Students with Disabilities vs. Non-SWD	3-8 Reading		37.9	52.2	Miss
Black/Hispanic/NativeAmerican vs. All Students	Algebra I/Algebra II				
Black/Hispanic/NativeAmerican vs. All Students	English II/English III				
Economically Disadvantaged vs. Non-ED	Algebra I/Algebra II				
Economically Disadvantaged vs. Non-ED	English II/English III				
Limited English Proficient vs. Non-LEP	Algebra I/Algebra II				
Limited English Proficient vs. Non-LEP	English II/English III				
Students with Disabilities vs. Non-SWD	Algebra I/Algebra II				

*** Accountability Gap Targets – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible.**

- Gap Targets were met in Math but not RLA for Students with Disabilities. DES teachers worked closely together to meet these students at their point of need and address deficiency areas with tutoring and special education services. This was also a focus area on our improvement plan for the 2014-2015 school year.
- Donelson Elementary has traditionally made gains in all areas. Due to our school making straight A's 6 years in a row, our school has not had a tremendous focus on closing the gaps. The trend that we have seen in past years is that we improve on areas addressed in our school goals and then see a drop in other areas. Our school needs to work on balancing our efforts for improvement to address all areas of needed improvement in addition to meeting the needs of all of our students.
- Decreases were seen in other subgroups, most significantly being Economically Disadvantaged and the Students With Disabilities Subgroups. Our Gap Target goals were reached in Reading/Language Arts and Math for Subgroups: Black, Hispanic, Native-American students versus All Students.
- Growth was seen in all grade levels in Mathematics for Students with Disabilities in 3-8.
- The area with the largest gap met is Math 3rd-8th Economically Disadvantaged.
- There are many challenges we face with our subgroup areas of Black/Hispanic/Native American, Economically Disadvantaged, English Language Learners, and Students with Disabilities including lack of afterschool transportation to participate in after school and night time events, single parent families or dual working parents in which students are expected to complete homework alone/at a daycare center, and a portion of students with a language barrier making it difficult to understand and acquire new skills at the grade level pacing.

Donelson Elementary plans to utilize rubrics to identify students with greatest needs to address with Title Targeted Assistance Tutoring and RTI2 Tutoring assistance. All students will receive intervention during a scheduled block of time daily in which targeted skills will be addressed.

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Elementary/Middle School Subjects

3-8 Reading/Language Arts - Data Tables

3-8 Reading/Language Arts – % Proficient / Advanced	Report as	2012-13	2013-14	Improvement	2014-15	Improvement
All Students	(%)				73.8	
Economically Disadvantaged	(%)				54.7	
Students with Disabilities	(%)				27	
English Learners	(%)				48	
Asian	(%)				*	
Black or African American	(%)				64.5	
Hispanic or Latino	(%)				57.2	
Native American / Alaskan Native	(%)				*	
Native Hawaiian / Pacific Islander	(%)				*	
White	(%)				76.9	
Black/African American, Hispanic, Native American	(%)				60.5	
Migrant	(%)					
Female	(%)					
Male	(%)					

*** 3-8 Reading/Language Arts – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible. You may insert other data points as needed.**

- Our Reading and Language Arts 2015 AMO Target was not met.
- Third Grade Reading and Language Arts 2015 scores increased from 72% up to 76.7%.
- Fourth Grade Reading and Language Arts 2015 scores decreased from 76.7% to 72%.
- Fifth grade Reading and Language Arts scores dropped from 84.1% PA to 80.7% PA in 2014.
- Growth was seen in all grade levels in this subject for Black, Hispanic, and Native Americans in 3-8. This is the only subgroup that Donelson Elementary met Gap Target goals: 2014-2015 Gap Target of 13.3 for Reading and Language Arts was met.
- Decreases were seen in other subgroups, most significant being Economically Disadvantaged and the

Students with Disabilities. Black, Hispanic, and Native Americans Gap Target goals were reached in this subject area.

- Donelson Elementary has traditionally done very well with their achievement scores. There is some complacency with past performance. Changes will need to be made if our school plans to continue our status as a Reward School with high achievement scores.
- More focus needs to be placed in closing the growing achievement gaps for subgroups Students with Disabilities and Economically Disadvantaged.
- Teachers and staff members report time and lack of high rigor instructional materials as major factors to meeting the needs of all students.

3-8 Mathematics - Data Tables

3-8 Mathematics – % Proficient / Advanced	Report as	2012-13	2013-14	Improvement	2014-15	Improvement
All Students	(%)				87.9	
Economically Disadvantaged	(%)				88	
Students with Disabilities	(%)				64.8	
English Learners	(%)				92	
Asian	(%)				*	
Black or African American	(%)				82.2	
Hispanic or Latino	(%)				88.6	
Native American / Alaskan Native	(%)				*	
Native Hawaiian / Pacific Islander	(%)				*	
White	(%)				88.3	
Black/African American, Hispanic, Native American	(%)				85.2	
Migrant	(%)					
Female	(%)					
Male	(%)					

* 3-8 Mathematics – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible. You may insert other data points as needed.

- Our Math 3-8 AMO was met with Safe Harbor application.
- Third grade saw an increase in the number of students scoring Proficient and Advanced on mathematics. Scores rose from 91.6% in 2014 to 92.2% PA in 2015.
- Math scores dropped in fourth grade in 2015: 77% PA down from 79.3% PA.

- Fifth grade saw an increase to the number of students scoring Proficient and Advanced on mathematics. Scores rose from 83.1% PA in 2014 to 94% PA in 2015.
- Growth was seen in all grade levels in this subject for Students with Disabilities, Black, Hispanics, Native Americans, and Economically Disadvantaged in grades 3-8.
- Goals for the 2014-2015 school year focused mostly on increasing subgroup growth. Our school tends to see growth as our area of focus and a decline other areas. It is important to work on a balanced approach while addressing all needs of the school and reaching towards continuous improvement.
- Teachers and staff members report time as a major factor to meeting the needs of all students.

3-8 Science - Data Tables

3-8 Science – % Proficient / Advanced	Report as	2012-13	2013-14	Improvement	2014-15	Improvement
All Students	(%)				89	
Economically Disadvantaged	(%)				86.7	
Students with Disabilities	(%)				70.3	
English Learners	(%)				84	
Asian	(%)				*	
Black or African American	(%)				80	
Hispanic or Latino	(%)				91.4	
Native American / Alaskan Native	(%)				*	
Native Hawaiian / Pacific Islander	(%)				*	
White	(%)				89.8	
Black/African American, Hispanic, Native American	(%)				85.2	
Migrant	(%)					
Female	(%)					
Male	(%)					

3-8 Science – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible. You may insert other data points as needed.

- Donelson Elementary continues to work hard in the area of Science. Although two grades saw a decrease in the number of students scoring Proficient and Advanced, an increase in this number was seen in 4th grade from 2014-2015. The percentages are as follows: 2014 Third Grade Science (All Students)- 95.4 % to 86.7 %; Fourth Grade Science (All Students)- 91.3% to 92.2%; Fifth Grade Science (All Students)- 89.1% to 89%.

- Teachers work to integrate science concepts across the curriculum. Class lessons focus on locating text evidence and enhancing student understanding of more difficult lessons/content.

3-8 Social Studies - Data Tables

3-8 Social Studies – % Proficient / Advanced	Report as	2012-13	2013-14	Improvement	2014-15	Improvement
All Students	(%)					
Economically Disadvantaged	(%)					
Students with Disabilities	(%)					
English Learners	(%)					
Asian	(%)					
Black or African American	(%)					
Hispanic or Latino	(%)					
Native American / Alaskan Native	(%)					
Native Hawaiian / Pacific Islander	(%)					
White	(%)					
Black/African American, Hispanic, Native American	(%)					
Migrant	(%)					
Female	(%)					
Male	(%)					

3-8 Social Studies – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible. You may insert other data points as needed.

While in the past, Donelson Elementary School has excelled in the area of Social Studies, it was an untested subject for the 2014-2015 school year. The state provided a pilot test for Social Studies. However, this pilot test provided feedback only and no scores were given.

Other K-8 Data – (K-2 Assessments, benchmark data, etc.) – Analyze any additional data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible. You may insert other data points as needed.

- First and Second Grade students completed the Stanford 10 at the end of last year. Donelson Elementary continues to score well on this assessment for these grade levels.
- Percentages of students at or above the 50th National PR for the Stanford 10 are as follows: First Grade: Total Reading is 85% while Total Math is 94%. 78% of students in second grade Total Reading are at or above the National PR while there are 92% in Total Math.
- Areas of weakness noted on the Stanford 10 include Word Reading, Reading Comprehension, and

Mathematical Procedures.

- Teachers have used small skill groups to address students' needs in both math and reading. Our school continues to work to improve comprehension scores, as we see that this affects all subject areas.

High School Subjects

English I - Data Tables

English I – % Proficient / Advanced	Report as	2012-13	2013-14	2014-15
All Students	(%)			
Economically Disadvantaged	(%)			
Students with Disabilities	(%)			
English Learners	(%)			
Asian	(%)			
Black or African American	(%)			
Hispanic or Latino	(%)			
Native American / Alaskan Native	(%)			
Native Hawaiian / Pacific Islander	(%)			
White	(%)			
Black/African American, Hispanic, Native American	(%)			
Migrant	(%)			
Female	(%)			
Male	(%)			

* English I – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible. You may insert other data points as needed.

Does not apply.

English II - Data Tables

English II – % Proficient / Advanced	Report as	2012-13	2013-14	Improvement	2014-15	Improvement
All Students	(%)					
Economically Disadvantaged	(%)					
Students with Disabilities	(%)					
English Learners	(%)					
Asian	(%)					

Black or African American	(%)					
Hispanic or Latino	(%)					
Native American / Alaskan Native	(%)					
Native Hawaiian / Pacific Islander	(%)					
White	(%)					
Black/African American, Hispanic, Native American	(%)					
Migrant	(%)					
Female	(%)					
Male	(%)					

* English II – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible. You may insert other data points as needed.

Does not apply.

English III - Data Tables

English III – % Proficient / Advanced	Report as	2012-13	2013-14	Improvement	2014-15	Improvement
All Students	(%)					
Economically Disadvantaged	(%)					
Students with Disabilities	(%)					
English Learners	(%)					
Asian	(%)					
Black or African American	(%)					
Hispanic or Latino	(%)					
Native American / Alaskan Native	(%)					
Native Hawaiian / Pacific Islander	(%)					
White	(%)					
Black/African American, Hispanic, Native American	(%)					
Migrant	(%)					
Female	(%)					
Male	(%)					

* English III – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible. You may insert other data points as needed.

Does not apply.

Algebra I - Data Tables

Algebra I – % Proficient / Advanced	Report as	2012-13	2013-14	Improvement	2014-15	Improvement
All Students	(%)					
Economically Disadvantaged	(%)					
Students with Disabilities	(%)					
English Learners	(%)					
Asian	(%)					
Black or African American	(%)					
Hispanic or Latino	(%)					
Native American / Alaskan Native	(%)					
Native Hawaiian / Pacific Islander	(%)					
White	(%)					
Black/African American, Hispanic, Native American	(%)					
Migrant	(%)					
Female	(%)					
Male	(%)					

* Algebra I – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible. You may insert other data points as needed.

Does not apply.

Algebra II - Data Tables

Algebra II – % Proficient / Advanced	Report as	2012-13	2013-14	Improvement	2014-15	Improvement
All Students	(%)					
Economically Disadvantaged	(%)					
Students with Disabilities	(%)					
English Learners	(%)					
Asian	(%)					
Black or African American	(%)					

Hispanic or Latino	(%)					
Native American / Alaskan Native	(%)					
Native Hawaiian / Pacific Islander	(%)					
White	(%)					
Black/African American, Hispanic, Native American	(%)					
Migrant	(%)					
Female	(%)					
Male	(%)					

*** Algebra II – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible. You may insert other data points as needed.**

Does not apply.

Biology I - Data Tables

Biology I – % Proficient / Advanced	Report as	2012-13	2013-14	2014-15
All Students	(%)			
Economically Disadvantaged	(%)			
Students with Disabilities	(%)			
English Learners	(%)			
Asian	(%)			
Black or African American	(%)			
Hispanic or Latino	(%)			
Native American / Alaskan Native	(%)			
Native Hawaiian / Pacific Islander	(%)			
White	(%)			
Black/African American, Hispanic, Native American	(%)			
Migrant	(%)			
Female	(%)			
Male	(%)			

Biology I – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible. You may insert other data points as needed.

Does not apply.

US History - Data Tables

US History – % Proficient / Advanced	Report as	2012-13	2013-14	2014-15
All Students	(%)			
Economically Disadvantaged	(%)			
Students with Disabilities	(%)			
English Learners	(%)			
Asian	(%)			
Black or African American	(%)			
Hispanic or Latino	(%)			
Native American / Alaskan Native	(%)			
Native Hawaiian / Pacific Islander	(%)			
White	(%)			
Black/African American, Hispanic, Native American	(%)			
Migrant	(%)			
Female	(%)			
Male	(%)			

US History – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible. You may insert other data points as needed.

Does not apply.

Other HS Data – Analyze any additional data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible. You may insert other data points as needed.

Does not apply.

Progress/Growth Data

*** TVAAS – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. This analysis may include a reflection of TVAAS scores across different subjects and grades, and/or for particular groups of students using diagnostic reports.**

- Donelson Elementary TVAAS data is currently showing a downward trend over the last years in the area of Reading and Language Arts 3-8. The most significant TVAAS change in 2015 is in the area of Reading and Language Arts 3rd-8th with a TVAAS score of approximately **5.47** in 2014 and **.43** in 2015.
- Donelson Elementary continues to score above the state with regard to TVAAS in Science.
- Our declining scores may be due to a shift to from Tennessee Performance Indicators to Common Core Standards. While teachers, students, and parents have been encouraged by the change with more rigorous lessons and student work samples, students continued to be tested on the TCAP test, which addresses the SPIs. There is a

struggle with creating a balanced teaching curriculum to address both sets of standards to fully prepare students for TCAP and beyond.

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ACT - Data Tables

ACT Scores	Report as	2012-13	2013-14	2014-15
Composite	(Score)			
English	(Score)			
Math	(Score)			
Reading	(Score)			
Science	(Score)			

* Explore/Plan/ACT – Analyze your data and provide a summary of progress and challenges, identifying underlying reasons for each.

Does not apply.

Graduation Rate - Data Tables

Graduation Rate	Report as	2012-13	2013-14	Improvement	2014-15	Improvement
All Students	(%)					
Economically Disadvantaged	(%)					
Students with Disabilities	(%)					
English Learners	(%)					
Asian	(%)					
Black or African American	(%)					
Hispanic or Latino	(%)					
Native American / Alaskan Native	(%)					
Native Hawaiian / Pacific Islander	(%)					
White	(%)					
Black/African American, Hispanic, Native American	(%)					
Migrant	(%)					
Female	(%)					
Male	(%)					

* Graduation Rate – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

Does not apply.

Other College/Career Readiness Data – (AP, dual enrollment, dual credit, etc.). Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

Does not apply.

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Student Enrollment - Data Tables

Student Enrollment	2012-13		2013-14		2014-15	
	#	%	#	%	#	%
Represents student enrollment on October 1						
ALL Students					716	
Economically Disadvantaged					154	21.5
Students with Disabilities					120	16.8
English Learners					55	7.7
Asian					12	1.7
Black or African American					89	12.4
Hispanic or Latino					73	10.2
Native American / Alaskan Native					3	0.4
Native Hawaiian / Pacific Islander					1	0.1
White					538	75.1

Student Attendance - Data Tables

Student Attendance	Report as	2012-13	2013-14	2014-15
ALL Students (K-8)	(%)			96.2
Economically Disadvantaged (K-8)	(%)			96
Students with Disabilities (K-8)	(%)			96.3
English Learners (K-8)	(%)			96.6
Asian (K-8)	(%)			96.8
Black or African American (K-8)	(%)			97.2
Hispanic or Latino (K-8)	(%)			94.6
Native American / Alaskan Native (K-8)	(%)			96.2
Native Hawaiian / Pacific Islander (K-8)	(%)			97
White (K-8)	(%)			95.9
ALL Students (HS)	(%)			
Economically Disadvantaged (HS)	(%)			
Students with Disabilities (HS)	(%)			
English Learners (HS)	(%)			
Asian (HS)	(%)			

Black or African American (HS)	(%)			
Hispanic or Latino (HS)	(%)			
Native American / Alaskan Native (HS)	(%)			
Native Hawaiian / Pacific Islander (HS)	(%)			
White (HS)	(%)			

Student Discipline - SUSPENSIONS - Data Tables

Student Discipline - SUSPENSIONS	2012-13		2013-14		2014-15	
Percentages are calculated using all students enrolled at any point during the school year as the denominator and will differ from the report card percentages.	#	%	#	%	#	%
ALL Students (students suspended; not incidents)						0.2
Economically Disadvantaged						0.7
Students with Disabilities						0
English Learners						0
Asian						0
Black or African American						0
Hispanic or Latino						0
Native American / Alaskan Native						
Native Hawaiian / Pacific Islander						
White						0.3

Student Discipline - EXPULSIONS - Data Tables

Student Discipline - EXPULSIONS	2012-13		2013-14		2014-15	
Percentages are calculated using all students enrolled at any point during the school year as the denominator and will differ from the report card percentages.	#	%	#	%	#	%
ALL Students (students expelled; not incidents)						0
Economically Disadvantaged						0
Students with Disabilities						0
English Learners						0
Asian						0
Black or African American						0
Hispanic or Latino						0
Native American / Alaskan Native						
Native Hawaiian / Pacific Islander						
White						0

School Climate and Culture – Consider a variety of data sources related to school climate and culture and summarize. Cite specific examples where possible, considering differences in subgroups where relevant. Data evaluated could include safety, discipline, survey responses (parent, teacher, and/or student), attendance, etc.

- Donelson Elementary is founded on high expectations for all. We believe in keeping our students as the focus of instruction and learning. Teachers and Administration base all decisions on the idea that students come first. The instructional day is carefully protected with a Master Schedule to ensure maximum time on teaching and learning for all.
- Teachers and Administration meet regularly in PLCs to discuss students, disaggregate data, and share Best Practices. During these meetings, staff members work together to determine how to meet children “where they are” and to take them “to the next level”. This is a joint effort from all staff members, creating a collegial environment at Donelson Elementary. Teachers learn from the experts in subject areas to strengthen knowledge levels and improve personal practice, increasing student achievement.
- The Administration at Donelson has created an Instructional Leadership Committee. This committee meets with the principal at least every nine weeks to review data to determine instructional needs. The goal of this committee is also to create a spirit of unity by redelivering important information to the rest of the staff so that everyone is working towards the same goal.
- Donelson Elementary was recognized as a Reward School for Achievement during the 2014-2015 school year utilizing the Master Schedule, high expectations, and tremendous leadership from our principal.
- 15 staff members were CPR trained and certified on February 13, 2015.
- Fire and Safety Drills are practiced at least monthly, as required. A log is kept for each practice drill including the date and evacuation time. Classrooms are equipped with Emergency Bags, filled with First Aid equipment, that are carried during each drill.
- Parents and staff are notified by Robo call and district website in the event of inclement weather.
- Teachers are annually trained in suicide prevention, child abuse, harassment, emergencies, blood borne pathogen, Epi Pen, diabetes, seizures, and asthma.
- Donelson has a full-time nurse on staff to assist with medical needs.
- Donelson Elementary is equipped with doors that are scheduled to automatically lock once student arrival is complete for the day. Donelson Elementary also has security cameras installed inside the school, as well as on the exterior of the building.
- Parents/visitors are required to check in at the front office to receive a visitor badge. These visitors are required to provide a driver license to scan through our Raptor system to ensure the safety of students and staff. A badge is required for visitors to move throughout the school.
- Teachers, staff, and administration are required to wear name badges throughout the building for identification. These badges also allow access to the school campus from outside the building at entrances with a keypad entry.
- Staff members and administration are on duty by the first bell at 7:40 am to welcome students into the building, ensuring safety of all students.

- Donelson Elementary has been designated as a Safe School on the State Report Card for the last six years.
- Offenses at the school level are most often labeled as “Violation of School Rules”. Suspensions have been minimal since the school opened and mostly are for bus offenses. A school wide discipline plan is utilized at Donelson Elementary and is clearly outlined in the faculty handbook and parent handbooks for reference by all. Parent meetings are conducted at the beginning of the year, allowing teachers to specifically share classroom rules, guidelines, and expectations.
- Donelson Elementary participates in a no-bullying program called “Squash It.” Students are trained yearly on this program that is a proactive approach against bullying. These trainings provide students with specifics of how to recognize and how to report such incidents. Teachers are provided with clear guidelines for how to handle reports of bullying. Teachers, students, and parents are required to sign the “Squash It” Letter yearly to ensure that we are all on the same page about bullying.
- Our school counselor teaches character education in her classes with all students. This program has a monthly focus on specific character traits.
- The announcements include a thought-provoking situation in which students are challenged to make good choices and to have a great day. This information is read from the program: Project Wisdom.
- The attendance rate for the 2014-2015 school year was 93.2%. The school tracks absenteeism and works closely with families to increase this rate of attendance, as we know the importance of having students in school to learn.
- Donelson Elementary has implemented a new procedure this year to help increase our attendance rate. This program has already made gains in our attendance. In an effort to cut down on the absenteeism, we assign students to Early School to allow them to complete make-up work. Students are assigned Early School using specified criteria.
- Donelson Elementary is now a member of the Arlington Community Schools Municipal School District. Since becoming a smaller municipal district, our school has experienced a positive culture with collegial tone over the past year: August 2014 – November 2015.
- As a smaller system, the school has direct lines of communication with the Superintendent and Central Office Staff Members. School Board members are also easily accessible and have attended many school events to show support.
- Since becoming a part of Arlington Community Schools, there has been an influx of students that do not live within the community. Open Enrollment allows students from neighboring and surrounding counties to enroll their child at Donelson.
- Once the school year began, the teachers and staff members were very eager to be a part of the new school system. However, many teachers and staff members reported being concerned about their employment status with such a small district. In time, Arlington Community Schools held open board meetings to allow employees the opportunity to have any questions answered. These open meetings clarified some of the unknowns for the employees, which provided them with a sense of job security.
- Donelson Elementary has student organizations that are part of the school culture: Student Ambassadors, Flag Patrol and Beta Club.

- Donelson Elementary has a positive working relationship with the Donelson PTA. There is 100% participation from teachers in this organization each year.
- Teachers struggle to balance teaching the Common Core Standards to ensure students are successful on the TNREADY exam, in addition to, preparing students for a career and beyond.
- Donelson Elementary has implemented a "Spotlight on Staff" bulletin to highlight one characteristic that certain staff members exhibit. Each month, a different characteristic and five new staff members are chosen.
- Sunshine Committee provides quarterly opportunities for faculty and staff to bond and create lasting relationships outside of the school setting.
- Cafeteria Incentive Program has been implemented to reward positive behavior from deserving classes. Students receive incentives for collecting the most awards in the cafeteria.
- Donelson Elementary has incorporated a Mentor Program that is designed to provide students with an additional support system at school in an effort to continue to build the whole child.
The mentor's goal is to provide encouragement and motivation throughout the semester to complement the rigorous curriculum.
- Donelson Elementary provides students with an environment that is print rich with student's writings and drawings throughout the course of the day.
- Donelson currently incorporates a Student of the Month program that rewards students for good behavior and perfect attendance. Students are rewarded with letters home to parents, certificates, coupons, and a ribbon to commemorate the day.
- Bus Buddy Awards are used to reward students for positive behavior on the school bus. Bus drivers are given the opportunity to reward students for good behavior and provide their bus riders with treats.

School Plan - Additional Areas

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STAFF Characteristics - Data Tables - (Please enter data in the fields provided.)

STAFF Characteristics	2012-13		2013-14		2014-15	
	#	%	#	%	#	%
Principal – Years in position					13	
Teaching Staff (Certified) – Number of Teachers					50	
1 to 3 years					8	
4 to 10 years					20	
11 to 20 years					16	
21 + years					6	
Teacher attendance rate						
Level 1 Teachers					1	
Level 2 Teachers					2	
Level 3 Teachers					2	
Level 4 Teachers					7	
Level 5 Teachers					10	

School Data - Data Tables - (Please enter data in the fields provided.)

School	Report as	2012-13	2013-14	2014-15
Length of school year – Instructional days	(#)			180
Length of school day – Instructional minutes	(#)			420

Consider your progress in the following areas:

- RTI2

- Professional Development

- Teacher Recruitment, Retention, and Evaluation

- Technology Access and Use

Reflect on what has gone well and where there is room for improvement.

During the 2015-2016 school year, Donelson Elementary utilized the following programs to identify and/or track student deficits/interventions: AIMS Web, Amplify, IReady, and Common Formative Assessments (CFAs). Interventions focused on addressing grade level skills based on grouping students according to their ability levels. These intervention groups met weekly for reading and mathematics. Student groups were fluid and changed, according to student needs

and skill level.

- A school-wide master schedule has been created allowing intervention time for all students.
- RTI2 is a 2nd year initiative for Donelson Elementary this year.
- Donelson Elementary is a Targeted Assistance School for the 2015-2016 school year. One and a half intervention teachers have been hired to assist in addressing the needs of our targeted assistance students.
- Universal screeners will be utilized throughout the year to identify specific student needs in areas of basic reading skills, reading comprehension, reading fluency, mathematics calculation, mathematics problem solving, or written expression. This includes AIMS Web for both Reading and Math K-5. Student needs will be addressed during the daily intervention block for all.
- Students will continue to receive pull out services for speech, OT, and PT as determined by student IEPs.
- The RTI Committee will meet every 4 ½ weeks to chart student progress in addition to discussing any changes that may need to take place.
- Evaluation data from the 2014-2015 school year indicate that the areas of challenge for most teachers are questioning, problem solving, and thinking. Professional Development for the current year will focus on building up these areas for all teachers and staff members.
- Plans are being made to continue Best Practice sharing, justifying our own teachers as are our best resources.
- Opportunities will be given for teachers to visit teachers at other schools to learn additional Best Practice ideas that can be shared with the staff.
- Teacher in-service days are coordinated in a manner in which the teachers from schools within the district can plan/collaborate together within each grade level.
- Professional development days are built into the school calendar. Administration strives to provide sessions that are on target and based on school needs and requests.
- The principal hires quality educators through a rigorous interview process. Only the best teachers with high standards are chosen to be a part of Donelson Elementary.
- Mrs. Davidson sets a collegial tone at our school and one of mutual respect. There is little turnover due to this encouraging environment.
- State and local procedures are utilized to evaluate teachers via the TEAM evaluation model. The evaluation process is completed with fidelity.
- Donelson is a newer school, beginning our seventh year in Arlington.
- The school has two computer labs with approximately 25 desktops, including a Promethean board in one of the labs. There are 29 additional Promethean boards located throughout the school for teacher and student use.
- Apple carts are located on each hallway for grade level use with a total of 9.
- While laptops are portable and easy to use, the lifespan of a laptop is not as long as a desktop computer.

- There are desktops in some classrooms for student use.
- Our current challenge is providing technology for the increasing enrollment, in addition to state of the art technology, as improvements in this area are costly.

Consider your progress in the following areas:

- Parent and Community Involvement

- Communicating Assessment Results with the Community

- Other stakeholder Engagement Efforts

Reflect on what has gone well and where there is room for improvement.

- We have over 100% membership in our PTA this year.
 - Parents are invited to sign up to assist with Watch Dogs, PTA fundraisers, and special school events (i.e. Author Visits, Hero Day, Career Day, Virtue Quest) in addition to helping in the classrooms.
 - The school continues to provide opportunities for parents to participate in school activities and programs, as we have a high percentage of two parent working families, single parents, and/or low socioeconomic status.
 - Faith Baptist has partnered with Donelson this year to reach out to our school community.
 - Faculty and staff plan and participate in a service project each month in an effort to be involved in the community.
 - A language barrier also exists for a portion of our population at Donelson Elementary, posing a challenge to communicate progress, concerns, and school events.
 - School staff reports a continued need for providing parents with specific tools for how to best help their child at home both socially and academically.
 - Teachers and staff meet regularly to analyze data from current assessments during scheduled PLCs, grade level meetings, and faculty meetings. Results of assessments are communicated to Stakeholders through notes home, PTA meetings, Facebook, teacher and administrative emails, and the School Website.
 - Teachers utilize weekly folders, interims, progress notes, Conferences, and IEP Meetings to communicate directly with parents.
- Our ESL teachers offer Adult English classes to any parents for free through the district. High school students from various clubs volunteer to assist our students with their homework or computer programs.

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*** List, in priority order, your top 3-5 areas of need as identified through the needs assessment. These should be the areas that you can most reasonably address in the coming year. Prioritizing needs will identify the most critical areas where your work will begin with the creation of goals and strategies.**

- TVAAS data shows a downward trend in student growth for some grade levels. We will evaluate teacher expectations and address level of rigor as evaluations are completed this year.
- Donelson Elementary notes a decrease in Reading scores over the last six years.
- The school faculty/staff recognize the need to increase writing across all grade levels and subjects.
- While math continues to be an area of strength, our school would like to improve the number of students scoring in the proficient and advanced categories.