

[G 1] Academic Achievement & Growth: Numeracy - For 2022-23, Donelson Elementary will increase academic achievement in Mathematics to meet or exceed our AMO in the grade bands of 3-5 math.

As noted in the insights captured within our prioritized need in mathematics, there is a need to create consistency across the district in math performance for all students and subgroups; especially our ED and ELL subgroups. For grades K-2, the district will maintain a focus on early grades numeracy that builds students' skills and knowledge. On the 2021-2022 TCAP, the district average for math proficiency ranged from 69.5% in 2nd grade to 75.1% in 5th grade. The ACS district ranked 2nd in the state in 5th grade math achievement, and 3rd and 4th grade math were both ranked 5th in the state. Through the continued use of research based best practices that support conceptual understanding, the district expects to see improved success at both elementary schools.

Subgroup data for Donelson Elementary on the 2021-2022 TCAP shows that proficiency rates increased in 3rd, 4th, and 5th grade for the English Learner Transitional subgroup. The Black subgroup achievement levels increased in both 3rd and 4th grade. The highest-climbing subgroup between 2020-2021 and 2021-2022 was the 4th grade Economically Disadvantaged subgroup, which jumped an impressive 50 points in proficiency from 33.3% to 83.3%. Overall, the English Learners were the subgroup with the highest decrease in proficiency, falling 52.4 percentage points across all three grade levels. DES has seen improvements in achievement by providing professional development in differentiated instruction and co-teaching. As described in our prior strategies, our efforts to expand and increase content knowledge in mathematics across grade bands will have a positive impact on teacher growth and student achievement. Due to the global pandemic and the resulting limitations on learning time at school experienced by our educational system over the last year and a half, many students are facing learning loss. Thus, there is an even greater need for growth in math performance across all students and subgroups. has been made by providing professional development in differentiated instruction and co-teaching. As described in our prior strategies, our efforts to expand and increase content knowledge in mathematics across grade bands will have a positive impact on teacher growth and student achievement. Due to the global pandemic and the resulting limitations on learning experienced by our educational system over the last year and a half, many students are facing learning loss. Thus, there is an even greater need for growth in math performance across all students and subgroups.

Comparisons from 2020-2021 to 2021-2022 math TCAP performance were not as encouraging. The proficiency rate (the percentage of students who scored at a level 3 or 4, or met/exceeded expectations) for 2nd grade math for the 2020-2021 school year was 76%. On the 2021-2022 TCAP, 63.5% of DES second graders were proficient. This is a decrease of 12.5%. In addition, the 3rd grade math proficiency rate declined between the 2020-2021 and 2021-2022 math TCAP, falling from 83% proficient to 72.3% proficient. The 4th grade proficiency rate also fell slightly from 72% in 2020-2021 to 70.6% in 2021-2022. Fifth grade also experienced a decrease in proficiency rate, with 85% of students proficient in 2020-2021, but only 76.2% proficient in 2021-2022. To increase achievement in grades K-2, DES will maintain a focus on early grades numeracy that builds on all students' skills and knowledge. Across all grade levels, research-based best practices that support conceptual understanding will be utilized to ensure progress.

Our root cause analysis uncovered several possible causes for diminishing math achievement across grades 3-5. First, COVID disruptions including student, teacher, and family illness and death, absenteeism, inconsistent online learning, previous learning loss, instructional time spent complying with COVID protocols, and hindered social-emotional development continued to impact student learning. While the pandemic-caused learning loss during the 2020-2021 school year was significant, the 2021-2022 was even more profound. The chronic absenteeism rate at DES almost doubled from 3.1% in 2020-2021 to 5.8% in 2021-2022, and excessive COVID staff illnesses caused DES to delay our August opening by one week, resulting in a loss of 5 instructional days. A second possible root cause could be a decrease in student educational accountability. Many families were eager to return to extra-curricular activities as the pandemic began to subside, and education, studying, and homework completion may have become less important in family life as other activities for children became possible again. Students were not held as accountable for homework completion, studying, or behavior, and this may have impacted student achievement. In addition, the policy of only being retained once seems to negatively impact student effort and achievement as children reach the upper elementary grades.

Progress has been made in providing professional development in differentiated instruction and with ongoing co-teaching trainings. Each day, Tier 1 math students participate in a math block for a minimum of 60 minutes, as well as in math intervention. All students in Tiers 1 and 2 receive enrichment, reteaching, and remediation with their teacher

and/or support personnel daily for 30 minutes, while Tier 3 students of all subgroups participate in intensive math intervention in a math interventionist's classroom. All students also participate in iReady, which is differentiated for each child's specific needs. Teachers actively complete a data analysis on each child, separately by subgroups, that examines student performance in math based on AimsWeb, iReady, TCAP, CASE benchmarks, report card grades, etc. All students performing at Tier 2 or Tier 3 as based on AIMSWeb scores will be targeted for math improvement through teacher and school-wide interventions. Tutoring will be offered outside of regular school hours for struggling students, while math enrichment through Perennial Math will boost higher order thinking skills in advanced students. As described in our prior strategies, our efforts to expand and increase content knowledge in mathematics across grade levels will have a positive impact on teacher growth and student achievement.

Performance Measure

Increase the percentage of students scoring proficient in Mathematics to meet or exceed our annual measurable objective (AMO) in 2022-23.

- * Increase the percentage of students who are on track or mastered from 72% to 73.8% on TCAP for grade 2 Math in 2022-23.
- * Increase the percentage of students who are on track or mastered from 78.3% to 79.7% on TCAP for grades 3-5 Math in 2022-23.
- * In Kindergarten, increase the percentage of students scoring in the tier 1 range for Early Numeracy (Winter) from 85.6% to 86.5%, as measured by AIMSweb PLUS in the 2022-23 school year.
- * In First Grade, increase the percentage of students scoring in the tier 1 range for Early Numeracy (Winter) from 89.5% to 90.2%, as measured by AIMSweb PLUS in the 2022-23 school year.

Track data from CASE/AIMSweb benchmark assessments throughout the year to ensure progress towards the AMO goals.

Review qualitative data from professional development reflections related to increasing academic achievement in mathematics. Teacher responses will indicate a deeper understanding of the shifts in math standards and teaching practices.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Improve Teacher Content Knowledge Support all teachers through job-embedded professional development activities in the areas of math instruction, including evidenced-based strategies and differentiation to improve instruction.</p> <p>Benchmark Indicator The Academics Team will be responsible for the following benchmark indicators related to the district mathematics goal.</p> <p>* The Accountability Support Coordinator will review quarterly all indicators on the TEAM Rubric as well as Refinement and Reinforcement areas using TN Compass Data. Trends and patterns will</p>	<p>[A 1.1.1] Professional Development Activities Administrators and teachers will utilize annual professional development funds that have been allotted to schools to attend high quality PD that targets improved student performance in mathematics. Teachers and assistant principals are required to attend a minimum of 28 hours of professional development each calendar year. Principals and assistant principals are required to attend 14 hours of TASL accredited professional development. (Possible conferences/workshops to attend: NCTM State/Regional/National Conferences, SDE Math Workshops, Illustrative Math Trainings & Carnegie Learning, etc.) Based on TEAM Analysis and Classroom Walkthroughs,</p>	<p>Mrs. Miranda Manley, Principal</p>	<p>09/01/2022</p>	<p>General Funds</p>	

<p>be analyzed to provide strategies and feedback to administrators for improving instructional practices.</p> <ul style="list-style-type: none"> * The district will provide a Summer Summit for teachers to gain evidence based instructional strategies for all content areas. * Pacing guides revisions are conducted quarterly by curriculum authors. Within the Embarc Platform, Instructional Supervisors will review and approve changes to ensure alignment to standards. * CASE Benchmark Data will be reviewed by Instructional Supervisors to look for patterns and trends related to math after each quarterly administration. * AIMSweb Universal Screener Data will be reviewed by the Accountability Support Coordinator 3 times a year to look for patterns and trends related to math each screening window. 	<p>the following professional development topics will be recommended to math teachers to increase knowledge in best practices: Standards-focused planning Student discourse Math Remediation</p> <p>Teachers will receive training on new programs such as Frax/Reflex math and Gimkit ipad application. The TDOE math instructional documents will be emphasized as an essential tool in lesson planning.</p> <p>Teachers will collaborate with grade level teams within the school and across the district to identify Priority Standards. Approximately one standard per quarter will be dissected and arranged into a series of learning targets. Research-based activities will be utilized to address the targets, and backwards planning will ensure the standard is thoroughly and adequately assessed.</p>				
	<p>[A 1.1.2] Partner with Pivot Learning for Professional Development to Strengthen Math Knowledge</p> <p>School teams (including Special Education teachers) will participate in math trainings offered by Pivot Learning due to the state math implementation grant with the district. The Professional Development will improve knowledge of effective math practices and engagement in PLCs regarding math growth. District and school personnel will also collaborate with Pivot Learning to develop customized, on-site sessions to address our district's needs. Pivot Learning will be instrumental in assisting the district/school with adoption of High-Quality instructional math materials.</p>	<p>Dr. Kelly Lofton, Assistant Principal</p>	<p>04/07/2023</p>	<p>General Funds</p>	
	<p>[A 1.1.3] PD Opportunities provided at monthly faculty meetings</p> <p>DES teachers will lead professional development opportunities during faculty meetings. Priority will be placed on providing PD in areas of need for our teachers as seen in walk-throughs and evaluations.</p>	<p>Mrs. Miranda Manley, Principal</p>	<p>04/13/2023</p>	<p>General Funds</p>	

	TN Compass will be reviewed for trends to ensure that we are differentiating PD to meet the needs of DES.				
<p>[S 1.2] Engage Administrators in Professional Development to Enhance Mathematic Pedagogy and Teacher Feedback</p> <p>Administrators will work collaboratively to reflect on leadership practices and mathematics knowledge. By providing teachers high quality feedback after evaluations and walk-throughs, administrators will be able to improve educator instructional practices which in turn will increase student achievement.</p> <p>Benchmark Indicator</p> <p>TEAM evaluation data will be reviewed quarterly within TN Compass and areas of reinforcement and refinement will be noted. The Accountability Support Coordinator will look for patterns and trends in the data and provide collaborative opportunities with instructional supervisors and administrators to determine individualized targeted support with strategies reflective of the academic shifts.</p>	<p>[A 1.2.1] Engage administrators in professional learning focused on improving the evaluation process</p> <p>Calibrate TEAM evaluations will be conducted quarterly by Accountability Support Coordinator and shared with administrators and Instructional Supervisors. Quarterly, the Accountability Support Coordinator will analyze the refinement and reinforcement feedback given by administrators from multiple observations. Based on the findings, specific feedback will be given to administrators to support best practices in mathematics.</p>	Mrs. Miranda Manley, Principal; Dr. Krista Heller, Assistant Principal; Dr. Kelly Lofton, Assistant Principal	08/05/2022	General Funds	
	<p>[A 1.2.2] Enhance Professional Learning Communities</p> <p>DES administration and staff will revisit structures and protocols of PLCs throughout the school environment. DES administration will work with the PLC Coach in professional development with teachers, including special education teachers, to ensure PLCs are using evidence to inform and improve professional practice and to build capacity, while positively impacting student learning in Mathematics, including students with disabilities. The PLC Coach will offer additional one-on-one or teacher group coaching after school as needed.</p>	Mrs. Miranda Manley, Principal	12/16/2022	General Funds	
	<p>[A 1.2.3] Book Study with the Leadership Team</p> <p>Administration will lead DES teacher leaders in a book study through What Great Teachers Do Differently by Todd Whitaker. This process will enhance teacher knowledge of best practices in</p>	Mrs. Miranda Manley, Principal; Dr. Krista Heller, Assistant	01/05/2023	General Funds	

	education. Teacher leaders will be encouraged to pass on their learning to others through mentoring and grade level meetings.	Principal; Dr. Kelly Lofton, Assistant Principal			
<p>[S 1.3] Implement High Quality PLCs with Data Disaggregation</p> <p>This year, Donelson will continue to implement PLCs but these meetings will include a stronger emphasis on data disaggregation. Teachers, including special education teachers, will create data dashboards that include data from iReady, CASE, TCAP, AimsWeb, classroom performance, etc. and will use these data dashboards to purposely disaggregate data trends and patterns. Donelson will also hold data digs in PLC format to discuss data trends after each CASE benchmark. The purpose of these meetings is to discuss if our AMOs are being met and next steps needed. Last, teachers will conduct peer to peer observations in order to reflect on strong practices being completed in other classrooms and to give feedback to peers on ideas that could be beneficial to them. With a stronger focus on data disaggregation in PLCs, DES ultimately hopes to improve mathematics scores across the school.</p> <p>Benchmark Indicator</p> <p>Growth in Mathematics, based on data focused PLCs, will be measured by the following: iReady growth in all grades, K-5 CASE benchmark assessments in grades 2-5, AIMSWeb assessments in K-5, Growth and/or Achievement on TN Ready Math Assessment in Grades 2-5.</p>	<p>[A 1.3.1] Create Data Dashboards in PLCs</p> <p>Data dashboards will be created in PLC meetings with data being disaggregated and trends and patterns discussed by all teachers, including special education teachers. Data will include iReady, CASE, AimsWeb, previous TCAP scores, classroom performance, and will group students by subgroups. Teachers will detail steps taken to improve student performance in Mathematics.</p>	Dr. Kelly Lofton, Assistant Principal	04/04/2023	General Funds	
	<p>[A 1.3.2] Data digs after each benchmark</p> <p>DES will hold data digs with each grade level, including special education teachers, that participates in the CASE assessment. Grade levels will discuss data as it relates to meeting the AMO. Teachers will create action steps on how to meet the needs of each student based on the child's performance on CASE. Teachers will note students</p>	Mrs. Miranda Manley, Principal	03/10/2023	General Funds	

	who are in subgroups and will make plans to assist them in increasing mathematics scores.				
	<p>[A 1.3.3] Peer to Peer Observations After reviewing data from TNCompass, DES administration will assign teachers, including special education teachers, to go observe a peer based on refinement needs. Teachers will note strategies being implemented and will give "glows" for the teacher they are observing. Teachers will then provide a reflection based on what they learned and what they could implement in their own classroom. Peer to peer observations will be conducted at least twice during the school year. Peer observations will also take place within the same grade level based on data on the TCAP standards analysis, as lower performing teachers will observe higher performing teachers during instruction on specific standards.</p>	Dr. Krista Heller, Assistant Principal	04/07/2023	General Funds	
	<p>[A 1.3.4] Create Targeted Academic Goals for Students and Staff Teachers will create and track one data-based personal academic goal and one data-based grade level academic goal this year focused on growth and achievement for all. Students will track a specific academic area related to their needs in addition to engaging in conversations to improve his/her growth mindset.</p>	Dr. Krista Heller, Assistant Principal	09/14/2022	General Funds	
<p>[S 1.4] Improve the use of differentiation strategies and whole-child supports to increase the achievement of all learners Due to the educational challenges resulting from the pandemic, learning and achievement gaps are increasingly wide. A variety of supports beyond the realm of typical classroom differentiation must be utilized in order to ensure student success. Struggling students must be identified early so they may receive various forms of support, and advanced students need to be challenged to increase their achievement levels. Collaboration and support from administration and other specialists will be necessary to consider the whole</p>	<p>[A 1.4.1] Create a system for tracking at-risk students, such as new students, previously virtual learners, and students in typically underperforming subgroups Administration will lead teachers in compiling a list of students showing early signs of difficulty in mastering grade level content. Grade level teams will collaborate with administration and other specialists as necessary to offer a variety of supports to these students based on individual need. Data notebooks will be utilized in PLC with a focus on increasing achievement among students in subgroups. Collaborative teams will discuss and create plans differentiated for each at-risk</p>	Dr. Krista Heller, Assistant Principal	04/07/2023	General Funds	

<p>child and provide personalized assistance to help students overcome the various challenges that may be affecting their educational progress.</p> <p>Benchmark Indicator Success will be measured by gap closures among subgroups as reported on math TCAP 2022-2023, growth between tutoring pre- and post-tests, performance in Perennial Math competitions, and records from counselors and/or other specialists.</p>	<p>subgroup student with the goal of improving the student's academic performance level to "met" or "exceeded" expectations. Subgroup student performance will be tracked on color-coded posters throughout the year.</p>				
	<p>[A 1.4.2] Offer tutoring for struggling students in third grade Teachers will provide after school tutoring to third grade students identified as scoring below proficient on the 2021 TCAP test in math. Teachers will earn a stipend for providing this service.</p>	<p>Dr. Kelly Lofton, Assistant Principal</p>	<p>05/05/2023</p>	<p>General Funds</p>	
	<p>[A 1.4.3] Offer Perennial Math for high achieving students Students scoring level 4 on math TCAP will be invited to try out for the Perennial Math team. Participation increases problem solving and higher order thinking skills, leading to higher achievement.</p>	<p>Mrs. Miranda Manley, Principal</p>	<p>05/26/2023</p>	<p>General Funds</p>	
	<p>[A 1.4.4] Increased classroom visits by administration Administrators will increase the frequency of visits to classrooms to support teachers and observe the progress of at-risk students. Administrators will work with classroom teachers to provide feedback about what they are doing well and offer suggestions and support for helping struggling students succeed in their areas of need.</p>	<p>Mrs. Miranda Manley, Principal</p>	<p>12/09/2022</p>	<p>General Funds</p>	
	<p>[A 1.4.5] Emphasize acquisition of basic math facts and conceptual understanding Student in grades 2-5 will utilize the newly purchased Reflex and Frax programs to ensure proficiency in all basic facts and to build understanding of fraction concepts.</p>	<p>Mrs. Miranda Manley, Principal</p>	<p>12/01/2022</p>	<p>General Funds</p>	

[G 2] Academic Achievement & Growth: Literacy - For 2022-23, Donelson Elementary will increase academic achievement in English Language Arts to meet or exceed our AMO in the grade bands of 3-5 ELA.

As noted in the insights captured within our prioritized need in literacy, there is a continued need to create consistency across the district in ELA performance for all students

and subgroups. There has been a focused effort over the past couple of years in building a stronger understanding of the shifts in the ELA standards. For grades K-2, the district has continued to maintain a focus on early grades literacy that builds students' skills and knowledge. K-1 teachers are now utilizing supplemental multi-sensory phonics and phonemic awareness programs along with the core ELA program. 2nd grade began using the supplemental phonics program in the 2021-22 school year. For grades 3 and 5 ELA, the AMO was met. (3rd: AMO 67.9/ Proficiency 67.2) (5th grade 61.3/ proficiency 63.5) 2nd and 4th grade did not meet their AMO for 2021-2022 school year. (2nd AMO 52.2/ proficiency 48.9) (4th AMO 65.4/ proficiency 65.2) All subgroups in grades 3-5 outperformed the previous year with the greatest improvement in proficiency in the Black or African American subgroup by 8.3 points and the ELT subgroup by 6 points. TCAP data from 21-22 is being used to set current goals. For grades K-2, Donelson will maintain a focus on early grades literacy that builds students' skills and knowledge. Donelson Elementary expects to see improvement through the continued use of text sets/unit starters and research based best practices that support foundational literacy. In 2021-2022, Donelson Elementary K-2 implemented a new literacy curriculum to help support this goal, in 2022-2023 DES will continue to utilize. In 2022-2023, Donelson Elementary 3-5 is on year 3 of a new literacy curriculum to help support this goal. According to 2021-2022 CASE data, Grade 3 was projected to have a proficiency rating of 68.7% (CASE 3), and they reached the proficiency rate of 68.2. According to 2021-2022 CASE data, Grade 4 was projected to have a proficiency rating of 65.4% (CASE 3), and they reached the proficiency rate of 65.2. According to 2021-2022 CASE data, Grade 5 was projected to have a proficiency rating of 55% (CASE 3), and they reached the proficiency rate of 63.5.

When looking at the comparison data from 2020-2021 and 2021-2022, there are some notable comparisons: In Grade 3, the Black or African American subgroup grew in their proficiency by 33.5 points and the SWD subgroup grew in their proficiency by 9.8 points. These have always been two areas of focus for gap measures and AMOs. However, there were a few subgroups who decreased in achievement: Economically Disadvantaged (-21.4), Learners with Transitions (-13.3), and Hispanic (-20.5). This data illustrates the need to focus on best strategies needed to reach achievement with these subgroups. Furthermore, there were some groups who didn't increase or decrease in achievement in these two years: English Learner Transitional (0) and English Learners (0).

In Grade 4, the Economically Disadvantaged grew in their achievement by 22.3 points. All other subgroups decreased in achievement: Black or African American (-1.2); English Learner Transitional (-28.6); Learners with Transitions (-14.5); Hispanic (-34.5); SWD (-9.4). Upon analyzing the data, many of the students who fall into these categories are pulled out during intervention times for their specific needs and therefore miss intervention on the grade level standards.

In Grade 5, Economically Disadvantaged grew in proficiency by 9.6 points; English Learner Transitional grew by 12.5 points; and Hispanic grew by 16.2 points. However, there were some subgroups that decreased in proficiency: Black or African American (-12.7); Learners with Transition (-12.5); and SWD (-20.3). Upon analyzing the data, many of the students who fall into these categories are pulled out during intervention times for their specific needs and therefore miss intervention on the grade level standards.

These are the groups that showed growth in proficiency from 2020-2021 to 2021-2022: Black or African American (8.3) and English Learner transitional (6). The groups with the largest decrease in proficiency were Learners with Transitions (-11.2) and Hispanic (-8.8).

Our root cause analysis uncovered possible causes for the stagnant or lower literacy achievement across grades 3-5. Due to national pandemic noted challenges include learning loss due to school closures and remote learning. During the online learning in 2020-2021, we often faced technology issues which created inconsistent learning environments. Students also had distractions within the home and little accountability. These factors made the transition back into the school in 2021-2022 challenging. Another cause for lower literacy achievement is lack of student accountability. There have been lowered expectations for grading, less responsibility, little to no perseverance, lack of motivation, and lack of consequences for TNReady scores. These factors have affected the way that our students come prepared to learn daily in addition to the level of intrinsic motivation in our students. Progress has been made in providing professional development in differentiated instruction, incorporating academic vocabulary and academic talk into all subject areas, and increasing effectiveness of response to intervention. Arlington Community facility Summer Launch Camp for grades 1-12. This camp focused on addressing learning loss in at risk students. Each day, Tier 1 students, including ED and ELL students in this tier, participate in a 90-minute reading block, as well assign reading intervention. Students in Tier 2 for reading, participate in reading intervention in the classroom, and the classroom teacher provides specific Tier 2 intervention according to the students' deficit areas. Tier 3 students will receive specific interventions for their deficit areas in an interventionist's class. Our interventionists are trained in multi-sensory methods to help all students succeed. All students also participate in iReady, which is differentiated for each child's specific needs. An incentive program, based

on the amount of time spent on the program on the number of lessons passed, was implemented to encourage students to spend time on iReady and to always do their best as they work on the given lessons. Teachers will actively complete a data analysis on each child, separated by subgroups, that will examine student performance in ELA based on AimsWeb, IReady, CFAs, TCAP, and report card grades, etc. Arlington Community Schools has recently adopted HMH in our textbook adoption for ELA. This new curriculum will help teachers continue to provide an academically rigorous education for all learners. All ELA teachers have participated in professional development to learn how to best implement this new curriculum. Teacher teams have also assembled to update the pacing guides for the new curriculum. As described in our prior strategies, our efforts to expand and increase content knowledge in literacy will likely have a positive impact on teacher growth and student achievement. A result of the pandemic, students have developed more social-emotional needs. Our school has seen an increase in anxiety and depression, lack of empathy, increased bullying, absenteeism, and a lack of resiliency. Our school counselors have developed whole group and small group lessons and activities to help address these needs. The school counselors have also given teachers resources needed to address these needs in the classroom as well as sending home a needs assessment with all students so that they can better address the SEL of our students.

Performance Measure

Increase the percentage of students scoring proficient in English Language Arts to meet or exceed our annual measurable objective (AMO) in 2022-23.

* Increase the percentage of students who are on track or mastered from 53% to 55.9% on TCAP for grade 2 ELA in 2023.

* Increase the percentage of students who are on track or mastered from 66.7% to 68.8% on TCAP for grades 3-5 ELA in 2023.

In Kindergarten, increase the percentage of students scoring in the tier 1 range for Early Literacy (Winter) from 84.2% to 85.2%, as measured by AIMSweb PLUS in the 2022-23 school year.

In First Grade, increase the percentage of students scoring in the tier 1 range for Early Literacy (Winter) from 80.9% to 82.1%, as measured by AIMSweb PLUS in the 2022-23 school year.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Improve Teacher Content Knowledge & Use of Data to Drive Instruction Support all teachers through professional development activities focused on high-quality literacy instruction, including research-based/evidence-based strategies and differentiation to improve instruction.</p> <p>Continue to support implementation of high-quality instructional materials in grades K-5 to ensure that all students have access to the resources and practices needed to reach proficiency.</p> <p>Provide ongoing support in PLCs and professional</p>	<p>[A 2.1.1] Provide ongoing professional learning for teachers and administrators related to instructional materials **[A 2.1.1] Provide ongoing professional learning for teachers and administrators related to instructional materials**</p> <p>This process will include: Participating in Tennessee's Literary Success Initiative, which will include developing a Foundational Literacy Skills Plan and supporting our K-5 teachers in attending a foundational literacy course. Participating in the K-12 District Literacy Committee at least twice a year to provide input/feedback regarding</p>	<p>Mrs. Kelly Lofton, Assistant Principal</p>	<p>03/03/2023</p>	<p>General Funds</p>	

<p>development opportunities for all faculty and staff to support the effective use of data to target instruction to meet the needs of all students.</p> <p>Benchmark Indicator The Academics Team and Accountability Coordinator will be responsible for the following benchmark indicators related to the district literacy goal.</p> <ul style="list-style-type: none"> * The Accountability Support Coordinator will review quarterly all indicators on the TEAM Rubric as well as Refinement and Reinforcement areas using TN Compass Data. Trends and patterns will be analyzed to provide strategies and feedback to administrators for improving instructional practices. * Qualitative data from teachers' professional development surveys/reflections, related to increasing academic achievement in English Language Arts, will be reviewed by Instructional Supervisors in an effort to better gauge the level of understanding of the instructional shifts in ELA standards and teaching practices and determine the future support needs. * Pacing guide revisions are conducted quarterly by curriculum authors. Within the Embarc Platform, Instructional Supervisors will review, provide feedback to curriculum authors, and support needed changes to ensure alignment to standards. * CASE Benchmark Data will be reviewed by Instructional Supervisors to look for patterns and trends related to ELA after each quarterly administration. Information will be shared with administrators, PLC Coaches, and teachers during PLC meetings following each benchmark. * AIMSweb Universal Screener Data will be reviewed by the Accountability Support Coordinator 3 times a year to look for patterns and trends related to literacy after each screening window. This information will be shared with administrators, PLC Coaches, and teachers during PLC meetings and RTI meetings following each screening. 	<p>professional development and address needs/concerns in order to provide ongoing support for teachers and administration during continued implementation of the ELA instructional materials for 2021-2022 (second year of adoption). Planning professional development opportunities throughout the year, which address specific needs, strengthen teacher content knowledge and support successful implementation of curriculum focusing on the following professional development topics (based on TEAM Analysis and classroom walkthroughs): standards-focused planning, student discourse, scaffolding of high quality questions to build necessary knowledge and skills for instructional tasks, best practices for remediation, and explicit, systematic instruction for foundational skills. This includes work with Letterland phonics-based instruction and Heggerty Phonemic Awareness for K-2 teachers. Partnering with the District Office to support teachers in providing high-quality instruction to all students, including appropriate interventions. Making connections between high quality instructional materials and the TEAM Evaluation rubric.</p>				
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	<p>[A 2.1.2] Professional Development Collaboration with EL Teachers, Administration, and Regular Education Teachers, Administration, and Regular Education Teachers</p> <p>ESL teachers will participate in training throughout the year to enhance their knowledge and practice. ESL team members provided an ESL session during the Summer Summit this summer. All ESL teachers will attend quarterly sessions with the district to discuss changes or needs with one another for this population of students. All ESL teachers are scheduled to attend a three-day WIDA conference at the end of September. Teacher will complete WIDA online training and quizzes in order to qualify for test administration. Participants will return to base schools to share knowledge learned through PD/PLC sessions.</p>	Mrs. Miranda Manley, Principal	04/14/2023	General Funds	
<p>[S 2.2] Improve the Quality of Educator Knowledge on Feedback</p> <p>By providing educators with higher quality feedback, teacher and administrator practices will improve instructional quality in support of higher student achievement.</p> <p>Benchmark Indicator</p> <p>TEAM evaluation data will be reviewed quarterly within TN Compass and areas of reinforcement and refinement will be noted. The Accountability Support Coordinator will look for patterns and trends in the data and provide collaborative opportunities with instructional supervisors and administrators to determine individualized targeted support with strategies reflective of the academic shifts.</p>	<p>[A 2.2.1] Engage educators in professional learning on high-quality literacy practices</p> <p>Training may include in-depth training/engagement with high-quality literacy curriculum, training with foundational literacy; specific focus on how district and school administrators can best support teachers. Professional learning for administrators on ELA instructional shifts delivered by Central Office Staff and Trained Educators in the district.</p>	Mrs. Miranda Manley	09/29/2023	General Funds	
	<p>[A 2.2.2] Engage administrators in professional learning focused on high-quality evaluations</p> <p>Calibration of TEAM evaluations will be conducted quarterly by Accountability Support Coordinator and shared with administrators and Instructional Supervisors. Quarterly, the Accountability Support</p>	Mrs. Miranda Manley, Principal; Dr. Krista Heller, Assistant Principal; Dr.	05/19/2023	General Funds	

	Coordinator will analyze the refinement and reinforcement feedback given by administrators from multiple observations. Based on the findings, specific feedback will be given to administrators to support best practices in literacy especially in our initial professional development focus areas, which include the following: standards-focused planning, student discourse, scaffolding of high-quality questions to build necessary knowledge and skills for instructional tasks, best practices for remediation, and explicit, systematic instruction for foundational skills.	Kelly Lofton, Assistant Principal			
	[A 2.2.3] Enhance Professional Learning Communities DES will revisit structures and protocols for PLCs across schools. DES will engage administrators and PLC coaches in professional development working collaboratively with teachers to ensure PLCs are using evidence to inform and improve professional practice and to build capacity, while positively impacting student learning in ELA, including students with disabilities.	Mrs. Miranda Manley, Principal	12/12/2022		
[S 2.3] Implement High Quality PLCs with Data Disaggregation This year, Donelson will continue to implement PLCs but these meetings will include a stronger emphasis on data disaggregation. Teachers will create data dashboards that include data from iReady, CASE, AimsWeb, classroom performance, etc. and will use these data dashboards to purposely disaggregate data trends and patterns. Donelson will also hold round table discussions in PLC format to discuss data trends after each CASE benchmark. The purpose of these meetings is to discuss if our AMOs are being met and next steps needed. Last, teachers will conduct peer to peer observations in order to reflect on strong practices being completed in other classrooms and to give feedback to peers on ideas that could be beneficial to them. With a stronger focus on data disaggregation in PLCs, DES ultimately hopes to	[A 2.3.1] Create Data Dashboards in PLCs Data dashboards will be created in PLC meetings with data being disaggregated and trends and patterns discussed by all teachers. Data will include iReady, CASE, AimsWeb, previous TCAP scores, classroom performance, and will group students by subgroups. Grade level teachers will detail steps taken to improve student performance in ELA.	Dr. Kelly Lofton, Assistant Principal	04/14/2023		

<p>improve literacy scores across the school. Benchmark Indicator Growth in ELA, as based on data focused PLCs, will be measured by the following: iReady growth in grades K-5, CASE benchmark assessment in grades 2-5, AimsWeb assessments in grades K-5, Growth and/ or Achievement on TNReady ELA assessment in grades 2-5.</p> <p>Benchmark Indicator Growth in ELA, as based on data focused PLCs, will be measured by the following: iReady growth in grades K-5, CASE benchmark assessment in grades 2-5, AimsWeb assessments in grades K-5, Growth and/ or Achievement on TNReady ELA assessment in grades 2-5</p>					
	<p>[A 2.3.2] Data Digs after each benchmark DES will hold data digs with each grade level, including special education teachers, that participates in the CASE assessment. Grade levels will discuss data as it relates to meeting the AMO. Teachers will create action steps on how to meet the needs of each student based on the child's performance on CASE. Teachers will note students who are in subgroups and will make plans to assist them in increasing ELA scores.</p>	Mrs. Miranda Manley, Principal	03/24/2023		
	<p>[A 2.3.3] Peer to Peer Observations After reviewing data from TCAP, DES administration will assign peers for teachers to go observe based on refinement needs. Regular Education and Special Education Teachers will note strategies being implemented and will give "glows" for the teacher they are observing. Teachers will then provide a reflection based on what they learned and what they could implement in their own classroom. Peer to peer observations will be conducted at least twice during the school year.</p>	Dr. Krista Heller, Assistant Principal	04/01/2023		
<p>[S 2.4] Improve the use of differentiation strategies and whole-child supports to increase the achievement of all learners</p>	<p>[A 2.4.1] Create a system for tracking at-risk students Administration will lead teachers in compiling a list</p>	Dr. Krista Heller,	04/11/2023		

<p>Due to the educational challenges resulting from the pandemic, learning and achievement gaps have increased. A variety of supports beyond the realm of typical classroom differentiation must be utilized in order to ensure student success. Struggling students must be identified early so they may receive various forms of support, and advanced students need to be challenged to increase their achievement levels. Collaboration and support from administration and other specialists will be necessary to consider the whole child and provide personalized assistance to help students overcome the various challenges that may be affecting their educational progress.</p> <p>Benchmark Indicator Success will be measured by gap closures among subgroups as reported on reading TCAP 2021-2022, growth between tutoring pre- and post-tests, and records from counselors and/or other specialists.</p>	<p>of students showing early signs of difficulty in mastering grade level content. Grade level teams will collaborate with administration and other specialists as necessary to offer a variety of supports to these students based on individual need.</p>	<p>Assistant Principal</p>			
	<p>[A 2.4.2] Offer tutoring for struggling students in third grade Teachers will provide before and/or after school tutoring to students identified as below proficient in reading on the 2021 Spring TCAP Testing. Teachers will earn a stipend for providing this service.</p>	<p>Dr. Kelly Lofton, Assistant Principal</p>	<p>02/24/2023</p>		
	<p>[A 2.4.3] Increased classroom visits by administration Administrators will increase the frequency of visits to classrooms to support teachers and observe the progress of at-risk students. Administrators will work with classroom teachers to provide feedback about what they are doing well and offer suggestions and support for helping struggling students succeed in their areas of need.</p>	<p>Mrs. Miranda Manley, Principal</p>	<p>12/14/2022</p>		
<p>[G 3] For 2022-23, Donelson Elementary will increase academic achievement for Students with Disabilities in both ELA and Math to meet or exceed AMO in the grade bands of 3-5. Improving academic achievement among students with disabilities is a continued area of focus for our district as evident in our captured insights from our continuous data collection. We are focused on providing ample opportunities and supports to our SWD in order to help our students show academic growth and achievement in both ELA and</p>					

math. Special Education teachers in grades K-5 continue to work collaboratively with general education teachers to share effective strategies to meet the needs of SWD students within Tier 1 instruction. We have experienced successes with an increased emphasis in multi-sensory strategies and research-based practices for all teachers, shared by interventionists and SPED teachers for general education support.

Due to the mandated closure during the 2019-20 school year, DES continues to evaluate our students on a continuous basis in order to determine whether or not our students exhibit any regression or recoupment in order to provide appropriate and individualized supports. TDOE canceled the 2019-2020 TCAP assessment, therefore there is no state standardized data to analyze for that year.

The district SPED department strives for proficiency among SWD by addressing gaps and deficiencies in previous grade level standards, tracking progress through AIMSweb data, adjusting IEP goals and accommodations, monitoring CASE benchmark testing results, participating in data meetings, helping to identify students in need of after school tutoring and meeting with grade levels to discuss additional supports available for students. All teachers are maintaining a data dashboard to track student progress and intervention needs, with an intentional focus on their sub groups including SWD. During the 2021-2022 school year, our SPED teachers began to use the IXL program as additional measure of support for our students. The IXL program empowers our educators to provide individualized instruction across a broad range of ability levels. We also implemented a specific after school tutoring program, Making Strides, for our SWD to give them additional support beyond the general education and special education setting for both areas of ELA and Math. The district did not meet the annual measurable (AMO) in success rate for grades 3-5 ELA and Math for the 2021-2022 school year.

Our root cause analysis revealed several challenges including trying to close the skill gaps that we have from our pandemic closures and online learning, the need for professional development on grade level standards for SPED teachers, intentional PD in remediation strategies for SWD in the tier 1 setting and continued need for differentiated instruction for SWD. In an effort to promote progress in achievement within the SWD subgroup, the district continues to use the Focus Math Curriculum for elementary grades. Across grade bands, differentiation trainings for instruction and Orton Gillingham trainings have been provided for SPED teachers in grades K-12. SPED teachers have expanded their knowledge base related to specific, multi-sensory strategies to utilize with this population of students in grades K-12. Based on walk-throughs in classes, some progress has been noted in collaborative planning and content delivery. Our teachers continue to drive down the skills to determine the missing links in our subject areas in order to provide individualized and specific instruction to best support all students. Overall, we saw a decline in our ELA and Math scores for grades 2-5 from the 2021 TCAP to the 2022 TCAP. We are working to determine the missing skills for our SWD in order to fill those gaps and see academic growth in these students.

Performance Measure

Increase the percentage of students with disabilities scoring proficient in both ELA and mathematics to meet or exceed our annual measurable objective (AMO) in 2022-2023 in the grade bands of 3-5.

Increase the success rate of SWD from 44.7 to 48.2 on TCAP for grades 3-5 in 2023.

Increase the percentage of SWD scoring on-track/mastery on TNReady in grades 3-5 ELA from 27.3 to 31.8 in 2023

Increase the percentage of SWD scoring on-track/mastery on TNReady in grades 3-5 Math from 40.9 to 44.6 in 2023

Increase the percentage of SWD scoring on-track/mastery on TNReady in grade 2 ELA from 29.3 to 33.7 in 2023

Increase the percentage of SWD scoring on-track/mastery on TNReady in grade 2 Math from 52.4 to 55.4 in 2023

In Kindergarten, increase the percentage of SWD scoring in the tier 1 range for Early Literacy (Winter) from 85.4% to 86.3%, as measured by AIMSweb PLUS in the 2022-2023 school year.

In Kindergarten, increase the percentage of SWD scoring in the tier 1 range for Early Numeracy (Winter) from 78% to 79.4%, as measured by AIMSweb PLUS in the 2022-2023 school year.

In First Grade, increase the percentage of SWD scoring in the tier 1 range for Early Literacy (Winter) from 65.7% to 67.8%, as measured by AIMSweb PLUS in the 2022-2023 school year.

In First Grade, increase the percentage of SWD scoring in the tier 1 range for Early Numeracy (Winter) from 66.7% to 68.8%, as measured by AIMSweb PLUS in the 2022-2023 school year.

SWD goals are reviewed within each Individualized Education Plan every 4.5 weeks by SPED case managers to track student progress, including students in the early grades.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Provide professional development opportunities for all teachers Teachers will engage in ongoing professional development with a focus on remediation to address gaps in skills.</p> <p>Benchmark Indicator Walk through tools for teachers; Academics team will conduct walk throughs each semester utilizing a walk-through tool to observe implementation of remediation strategies. Feedback will be shared with teachers and administrators and will also help determine future support needs. Teachers will continue to attend professional development opportunities to learn about remediation strategies.</p> <p>Exit surveys from PD sessions; provide a survey following each PD session to evaluate the content presented. Surveys will be analyzed by instructional supervisors quarterly to determine the future support needs.</p> <p>Data dashboards and data meetings; Data will be disaggregated by instructional supervisors/consulting teachers and teachers quarterly during SPED PLC meetings to look for</p>	<p>[A 3.1.1] Engage all teachers in on-going professional development related to Remediation and Differentiation Strategies (Special Education and General Education) Ongoing collaborative, professional development focused on remediation and differentiation strategies will be provided for both special education and general education teachers to increase teachers' pedagogical approaches to ensure learning occurs. Opportunities are provided throughout the year during in-service, district-wide PD days, school faculty meetings and PLCs. Information is also disseminated through newsletters and handouts. PD will center around the following: Effective strategies that impact educator practice and student performance Improvement of Tier 1 instruction/intervention for all students. SPED teachers provided a professional development opportunity for all teachers. The purpose of the PD was to provide additional supports and differentiation tips for SWD students in the general education setting.</p>	<p>Dr. Krista Heller, Assistant Principal</p>	<p>04/03/2023</p>	<p>General Funds</p>	

patterns and trends related to ELA and Math for SWD.					
	<p>[A 3.1.2] Engage teachers in on-going data disaggregation and analysis</p> <p>Teachers will maintain data dashboards to include results from state assessments, AIMSweb screenings, CASE Benchmarks, IEP accommodations, subgroup information, classroom grades, etc. This data will be used for determining present levels of performance to drive each students' instructional appropriate IEPs. SPED teachers and Academics/Accountability team members will meet quarterly to review and reflect on data to drive future instruction.</p>	Dr. Kelly Lofton, Assistant Principal	03/07/2023	General Funds	
	<p>[A 3.1.3] Offer tutoring for students with special needs</p> <p>Teachers will provide before and/or after school tutoring to Special education students identified as needing additional assistance in math or reading. Teachers will have access to IXL math and reading program and will serve a small group of students. Teachers will earn a stipend for providing this service.</p>	Mrs. Miranda Manley, Principal	03/03/2023	General Funds	
	<p>[A 3.1.4] SPED PLCs and Professional Development</p> <p>SPED teachers will participate in monthly SPED PLCs at the school level. The district will offer monthly meetings throughout the year for department chairs and behavior interventionists. These meetings will be a time to share out and collaborate regarding what is taking place in the areas of SPED including students and supports. This will provide the behavior team opportunity to discuss data collection, restraint and isolation updates, FBA/BIP criteria updates and continue training for quarterly sessions with paraprofessionals to address any concerns they may have.</p>	Dr. Krista Heller, Assistant Principal	03/31/2023	General Funds	
<p>[S 3.2] Engage Administrators in Professional Development</p> <p>Administrators will work collaboratively to reflect on</p>	<p>[A 3.2.1] Engage administrators in professional learning</p> <p>Calibrate TEAM evaluations will be conducted</p>	Mrs. Miranda Manley, Principal; Dr.	05/19/2023	General Funds	

<p>leadership practices and administrator feedback. By providing teachers with high quality feedback after evaluations and walk-throughs, administrators will be able to improve educator instructional practices which in turn will increase student achievement.</p> <p>Benchmark Indicator TEAM evaluation data will be reviewed quarterly within TN Compass and areas of reinforcement and refinement will be noted. The Accountability Support Coordinator will look for patterns and trends in the data and provide collaborative opportunities with instructional supervisors and administrators to determine individualized targeted support with strategies reflective of the academic shifts.</p>	<p>quarterly by Accountability Support Coordinator and shared with administrators and Instructional Supervisors. Quarterly, the Accountability Support Coordinator will analyze the refinement and reinforcement feedback given by administrators from multiple observations. Based on the findings, specific feedback will be given to administrators to support best practices in mathematics.</p>	<p>Krista Heller, Assistant Principal; Dr. Kelly Lofton, Assistant Principal</p>			
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