Hawkins Mill Elementary School

**School Turnaround Plan**

**June 15, 2023**

**June 17, 2024**

Executive Summary

**School Profile**

Hawkins Mill Elementary School (HMES), *The Mill*, is a public elementary school located in Memphis, Tennessee and is part of the Shelby County School District. The school enrollment is 338 students in grades 1 through 5. The staff ratio is approximately 16.1 students for every teacher. HMES is designated as Priority Title I and IZone school. The school is in the heart of the Frayser community of Memphis and has a strong tradition of community engagement. HMES is rooted in historic traditions and seeks to provide an excellent education – one that promotes equity and fosters caring and collaborative relationships. The school serves as the “beacon of light” for the Frayser community and wants to break down equity barriers, collaborate with stakeholders, and equip their students to compete globally and be college and career ready.

* The Updated Plan (2023-2024) lists completed activities by Goal/Strategy highlighted in green
* Next Steps for the 2023-2024 School year highlighted in yellow.

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| **Process Legend** | |
|  | **Completed Actions** |
|  | **Next Steps** |

## Vision

The vision and mission process included consensus-building among the turnaround committee members, district, and school leaders.

The vision of HMES is to be forward-thinking and create pathways for scholars to be equipped with the skills and competencies for next-level learning. These pathways will prepare scholars to be college and career–ready by providing tools to be successful leaders and productive citizens.

## Mission and Beliefs

Hawkins Mill Elementary School's staff, parents, and community are dedicated to the intellectual, personal, social, and physical growth of students. Through diversified experiences, our scholars discover their potential, achieve readiness for college and careers, and are soaring to excellence.

The core belief of HMES is to produce forward-thinking scholars who are helpful, achievers, worthy, and knowledgeable.

## Strategies and Initiatives

To achieve rapid improvement of academic achievement for all HMES students, the school turnaround efforts will target four priority areas. These priority areas are aligned with the recommendations of Cognia’s Diagnostic Review and input data from teachers, staff, stakeholders, and turnaround committee members. All of which are intentional efforts to improve and sustain ongoing and future turnaround efforts. The Turnaround Committee found that “the school has a supportive environment where staff care about students and are committed to increasing academics and feel empowered to take risks and encouraged to be innovative and creative.” This supportive environment and mindset will be an important piece in moving academic achievement forward.

**The plan will focus on the following action steps to implement turnaround critical initiatives centered around the prioritized themes listed below:**

1. Leadership Capacity
2. Teaching and Learning
3. Stakeholder and Community Engagement
4. Resources

**THREE YEAR OUTCOME:**

**Priority 1: Leadership Capacity** - By June 2025, the school will build upon the sustainable processes, protocols, and accountability structures for building leadership capacity, instructional capacity, collective efficacy, and ensuring 100% consistency across all learning environments.

* + Strategy 1.1 - Create a distributive leadership model to share roles and responsibilities.
  + Strategy 1.2 - Allocate resources for additional leadership support in the building that have specialized duties and responsibilities.
  + Strategy 1.3 – Develop and communicate protocols, processes, and accountability structures for building instructional capacity and ensuring consistency across all learning environments.

**Priority 2: Teaching and Learning** - By June 2025, the school will improve the number of students performing on track plus mastery on TCAP by 5% or higher in ELA and Math in grades 3-5 to exit priority status. ELA from 15.6% to 20.6% and Math from 12.8% to 17.8%**.**

* Strategy 2.1 - Execute high-quality instruction with appropriate professional learning, support and feedback for teachers and grow teacher capacity to recognize and respond to student emotional needs for increased engagement.
  + Strategy 2.2 - Implement school-wide comprehensive literacy practices.
  + Strategy 2.3 - Implement school-wide mathematical practices.
  + Strategy 2.4 - Use data to measure instructional effectiveness and guide the next steps.
  + Strategy 2.5 - Grow teacher capacity to recognize and respond to student emotional needs for increased engagement.

**Priority 3: Stakeholder and Community Engagement** -By June 2025 the school will decrease chronic absenteeism AMO by 5% from 26. 03. % to 24.9 % by sustaining evidence-based best practices and outreach efforts to promote positive attendance ratings and student behaviors.

* + Strategy 3.1 - Provide effective, ongoing, consistent communication with all stakeholders.
  + Strategy 3.2 - Encourage parental engagement in the learning process.
  + Strategy 3.3 - Utilize and recruit additional community resources to support academic and non- academic students' needs.
  + Strategy 3.4- Implement the PBIS strategies and resources with fidelity to engage students in a positive learning environment to decrease chronic absenteeism rates.

**Priority 4: Resources** - By June 2025, the school will adjust and enhance the technology tools and resources by implementing sustainable processes and performance ratings to measure the effectiveness of students and teacher digital learning environment 100% of the classrooms.

* + Strategy 4.1 - Provide a functional technology infrastructure, reliable Internet connectivity and the equitable distribution of digital devices.
  + Strategy 4.2 - Identify and reallocate roles or duties of staff to meet organizational needs.
  + Strategy 4.3 - Ensure equitable distribution and use of material resources to support teaching and learning.

## The Process

The first interaction with the Hawkins Mill Elementary School (HMES) Turnaround Committee was to conduct a listening session. Focus for this meeting was to seek to understand the strengths, areas for improvement, and opportunities. Also, during this meeting, the comprehensive needs assessment process was explained. The meeting ended with agreement on a timeline for gathering stakeholder input for the needs assessment, engaging in the research-based Strategic Thinking and Continuous Improvement Planning process and developing the school turnaround plan.

Following the listening session, a comprehensive needs assessment was conducted to analyze multiple sources of data, identify strengths, and determine the root cause analyses for improvement areas. The needs assessment was grounded in Cognia’s researched-based Performance Standards.

Based on data from thousands of school engagement reviews, Cognia has identified four key characteristics that are evident in quality schools. They are:

* + Culture of Learning: the institution’s focus on the challenges, joys, and opportunities for learning, and the coherence with its mission and vision.
  + Leadership for Learning: the responsibility of an institution’s leaders to influence and impact all aspects of the institution in positive ways.
  + Engagement of Learning: the inclusion of all learners in the learning process, and their development of confidence and love of learning.
  + Growth in Learning: the growth of learners in the programs and curricula provided by the institution and their readiness to successfully transition to next levels of learning.

The Cognia standards and key characteristics provide the foundation for continuous improvement and guide schools to ensure high-quality teaching and learning and overall organizational effectiveness.

The comprehensive needs assessment included conducting staff, student and parent surveys and interviews, conducting classroom observations using the Effective Learning Environments Observation Tool, examining school documents and artifacts, and analyzing available student achievement data. The triangulation of data was used to determine which of the research-based Cognia Standards should serve as the focus for Improvement Priorities.

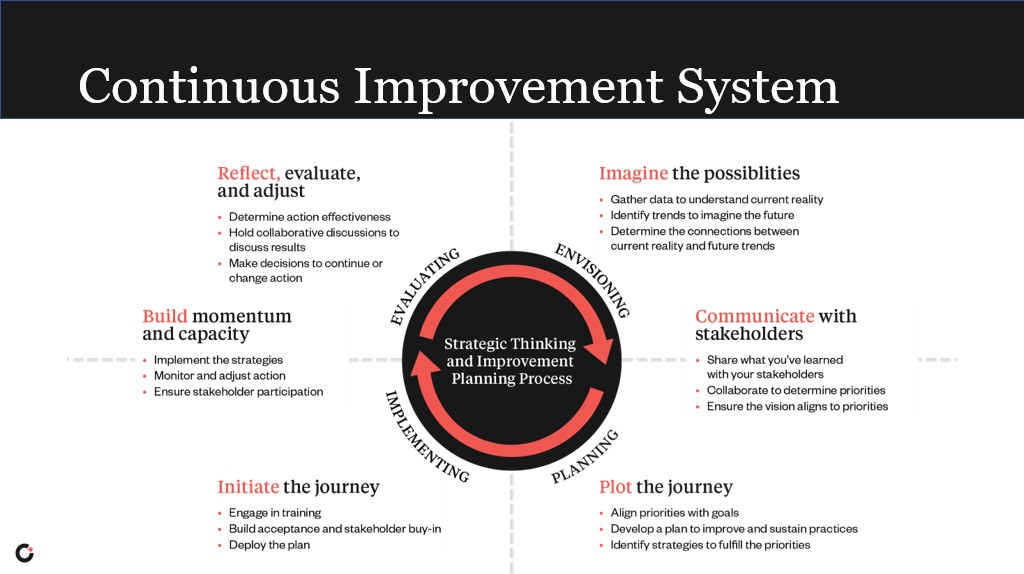
The results of the comprehensive needs assessment in conjunction with the Tennessee DOE required accountability performance targets were used to determine HMES’ current reality. Key stakeholders, including the school turnaround committee and district personnel, then engaged in Cognia’s Strategic Thinking and Continuous Improvement Process. Through this research-based process, stakeholders synthesized their current reality with future explorations to determine the priorities for this plan. Once the priorities were established, goals, objectives, and strategies were developed through the Planning Phase and activities were created through the Implementation Phase. Throughout the Implementation Phase, a “boots on the ground” approach will be employed partnering a Turnaround Specialist with expertise matched to the needs of the school. The school will enter into the Evaluation Phase once progress monitoring begins.

**2023 Cognia Team Implementation Activities:**

A Cognia Diagnostic Team conducted a Peer Review at the school in February, 2023 and team members came from across the nation to review the school’s leadership, teaching and learning process, use of student performance data to improve instruction, student engagement and use of technology to learn, communication with the school’s constituencies (parents, community, school board member), and outreach to increase school business partnerships. The Team’s recommendations are as follows:

* Develop, implement, and monitor practices, processes, and procedures that promote a sense of urgency related to achieving the school’s vision and mission. The primary focus should be on developing a culture of learning that addresses the academic and non-academic needs of students relative to the level of rigor included in the Tennessee Academic Standards and assessments.
* Implement and monitor the district adopted curriculum. Include data-driven instructional processes for teaching and learning to meet the individual needs of students. Intentionally focus on ensuring curricula are aligned to the Tennessee Academic Standards, are relevant to learners’ needs, and monitored for effectiveness.

The Team’s recommendations have been embedded in the school’s Strategic Plan for future action with measurement rubrics.



## Findings

The findings revealed that Hawkins Mill Elementary School (HMES) and the community were very collaborative. It was the belief of the listening session participants that, “The school invites the community in for events often and the principal and staff seek support whenever they see a need for students or families.” It was also reported, “Parents and community organizations are open and willing to provide supports to the school (e.g., tutoring, supplies).” It was noted by the listening session facilitators that the school is fortunate to have a community school board member who is actively and passionately advocating for this school and its staff and students. Survey data also show the parents and staff believe, “Our school's purpose statement is clearly focused on student success” (C1) with 95% of parents and 100% of staff agreed/strongly agreed. While collaboration with the community is a strength, there are opportunities for improvement. The listening committee participants want to “Build structures and strategies to increase communication with parents and mechanisms to share positive stories to impact perceptions in the community.” They would also like to, “Investigate ways to engage parents in day-to-day activities and growth opportunities for learning how to support their child’s learning.”

Data collection and root cause analysis were facilitated by Cognia’s Diagnostic Review Team. The process included data collections from classroom observations and input from staff, teachers, students, and stakeholders. The findings informed us that Hawkins Mill Elementary School (HMES), in partnership with families and the community, provides a supportive and safe learning environment in which every student feels safe, respected, and valued. The school nurtures the development of self-esteem and the unique emotional, social, ethical, and academic growth of each student. To increase student achievement, the needs assessment findings identify the need to build leadership capacity and provide equitable resources to enhance teaching and learning. The priority goals of HMES in the 2020-2021 school year were to improve overall student academic achievement and to close achievement gaps, absenteeism, and literacy proficiency between the general student population and subgroups in the school. All improvement strategies are geared to achieve that end.

* + Developing teaming structures that foster ownership of student results across disciplines
  + Promoting distributive leadership among staff
  + Facilitating data analysis
  + Focusing on data to improve instructional practices geared towards closing achievement gaps.

Focusing on the K-5 school turnaround strategies, the overarching goal will include the success of the improvement plan. By aligning the Turnaround plan to the specific needs of HMES, we will concentrate energies and dedicate the necessary time to achieve the goals. Specifically, these include having cluster teams utilize structured common planning blocks to analyze data as a routine element of practice.

Additionally, the Professional Learning Communities Teams (PLCs) will focus specifically on inquiry, research, and development of school-wide improvement strategies.

## New Approach to Education

Hawkins Mill Elementary School (HMES) has written several plans that have sound approaches to improvement. However, the infrastructure of organizational practices renders their plans difficult to comprehend and achieve with the amount of monitoring and support needed for implementation. The approach used to create this Turnaround plan ensured representatives from key stakeholder groups were engaged in identifying solutions for improvement. They own this plan and have committed to its implementation. The plan focuses on key characteristics for learning, including culture, leadership, engagement, and growth. Emphasis is given to building leadership capacity, strengthening and adjusting instruction based on evidence of learning, addressing inequities in staffing and resources, and authentically engaging stakeholders, especially the students. This focused attention on foundational elements will establish embedded processes, practices, and procedures that enable efficient, effective, and sustainable support for improved teaching and learning.

## Turnaround Sustainability Efforts

To sustain the growth and improvement that will be achieved through the implementation of this plan, it is essential to address the inequity in staffing and resources and provide instructional support. In partnership, Cognia and Shelby County Schools will invest human, financial, and other resources in strategies that support students’ learning, reallocating resources where appropriate from the district office to schools, in support of students. As aligned in the turnaround efforts, we will collectively, and effectively support turnaround schools at all grade levels as well as implement a “boots-on-the-ground” approach to aid and guide school‐level decisions that are tailored to their students and the academic criteria. This continuous attention is to establish and maintain foundational elements that will sustain effective systems of support, processes, practices, and procedures that enable efficient and effective provisions for high– quality teaching and learning, to include a sound turnaround tiered support system for targeted areas of need.

The 2022-2025 ‘Side by Side’ model using Cognia Turnaround Specialists ‘expertise matched to school needs is working in moving the school off the State’s Priority List for the first time in eleven years as sufficient progress has been made to meet State Performance Targets.

Goals and Benchmarks Year 1

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| **Priority #1: Leadership Capacity**  **By June 2023, the school will develop and implement processes, protocols, and accountability structures including developing common commitments for leadership professional practice and**  **progress monitoring for 100% staff and leaders.** | |
| **Strategy:** | **Benchmark:** |
| Strategy 1.1  Create a distributive leadership model to share roles and responsibilities. | High expectations learning environment observations for eleot will increase by .4 from 2.5 to 2.9. |
| Strategy 1.2  Allocate resources for additional leadership support in the building that have specialized duties and responsibilities. | 100% of staff survey responses will agree/strongly agree school leaders are meeting all expectations for high academic standards and holding themselves accountable for student learning. |
| Strategy 1.3  Develop and communicate protocols, processes, and accountability structures for building instructional capacity and ensuring consistency across all learning environments. | Teacher Observation Tool data will show staff implement instructional protocols and processes consistently as demonstrated via the Essentials Dimension with 50% of evident/ very evident ratings by mid-year and 80% evident/very evident ratings by end of year. |
| **Priority #2: Teaching and Learning**  **By June 2023, the school will improve the number of students performing on track plus mastery on TCAP in ELA and Math in grades 3-5 by 5 percent. ELA from 5.6% to 10.6% and Math from 2.8% to 7.8%** | | |
| **Strategy:** | **Benchmark:** | |
| Strategy 2.1  Execute high-quality instruction with appropriate professional learning, support, and feedback for teachers. | Classroom environment ratings will increase to 50% of evident/very evident in the following areas:   * Differentiation (eleot A1) * Opportunities for collaboration (eleot A4) * High expectations (eleot B) * Progress monitoring & feedback (eleot E) | |
| Strategy 2.2  Implement school-wide comprehensive literacy practices. | The percentage of student performing at Below levels in ELA on MasteryConnect will decrease by 5% each testing round – BOY, MOY, EOY. | |
| Strategy 2.3  Implement school-wide mathematical practices. | The percentage of student performing at Below levels in math on MasteryConnect will decrease by 5% each testing round – BOY, MOY, EOY. | |
| Strategy 2.4  Use data to measure instructional effectiveness and inform next steps. | Classroom environment ratings will increase:   * Equitable Learning Environment (eleot) from 2.7 to 3.0. * Progress Monitoring & Feedback Learning Environment (eleot) from 2.7 to 3.0.   School based common formative assessment data will demonstrate 5% increase of students at mastery for ELA and math. | |

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| Strategy 2.5  Grow teacher capacity to recognize and respond to student emotional needs for increased engagement. | 95% of students in grades 3-5 will report being emotionally engaged on Student Engagement Surveys. |

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| **Priority #3: Stakeholder & Community Engagement**  **By June 2023, the school will decrease chronic absenteeism AMO by 5 percent from 29.2.% to 27.7.% by adopting evidence-based interventions, and community outreach protocols to promote positive attendance ratings and student behaviors.** | |
| **Strategy:** | **Benchmark:** |
| Strategy 3.1  Provide impactful, ongoing, consistent communication with all stakeholders. | * 80% of all stakeholders will agree/ strongly agree on surveys that communication is positively impacting their level of engagement in the learning process. |
| Strategy 3.2  Encourage parental engagement in the learning process. | * 80% of all stakeholders will agree/ strongly agree on surveys that communication is positively impacting their level of engagement in the learning process. * 90% parent/student participation in student-led conferences. |
| Strategy 3.3  Engage available community resources to comprehensively support student needs. | * The number of student, parent, and teacher survey respondents who strongly disagree/disagree with survey statements will decrease to 0. * The number of student, parent, and teacher survey respondents who report problems with resource support or access in open ended responses will decrease to 0. |
| Strategy 3.4  Implement the PBIS strategies and resources with fidelity to engage students in a positive learning environment to decrease chronic absenteeism rates. | * 90% of students will receive an incentive based on the PBIS system. |

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| **Priority #4: Resources**  **By June 2023, the school will gain reliable and consistent internet connectivity to ensure that 100% of students will have access to individual devices.** | |
| **Strategy:** | **Benchmark:** |
| Strategy 4.1  Provide a functional technology infrastructure, reliable Internet connectivity and the equitable distribution of digital devices | * Digital learning environment ratings (eleot) will increase from a 1.2 to 2.0 * 100% of students will have an individually assigned technology device as part of their learning materials.   Comprehensive technology plan that addresses:   * Reliable Internet connectivity * Device acquisition plan * Device maintenance plan * Expectations for use |
| Strategy 4.2  Identify and reallocate roles or duties of staff to meet organizational needs | * The number of staff survey respondents who strongly disagree/disagree will decrease to 0. * The number of staff survey respondents who report problems with resource support or access in open ended responses will decrease to 0. |

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| Strategy 4.3  Ensure equitable distribution and use of material resources to support teaching and learning. | * The number of staff, parent, and student survey respondents who strongly disagree/disagree with survey statements will decrease to 0. * The number of staff, parent, and student survey respondents who report problems with resource support or access in open ended responses will decrease to 0. |

Strategy Map



# Turnaround Plan - Hawkins Mill Elementary School

**2024-2025 Goal: To exit priority status by making significant growth.**

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| Vision  Create a pathway for scholars to be equipped with the skills and competencies for the next level in learning. |  | Mission  Through diversified experiences, our scholars discover their potential and soar to excellence. |  | Beliefs  We are forward-thinking scholars who are helpful, achievers, worthy, and knowledgeable. We must break down equity barriers and collaborate with stakeholders. We are dedicated to the intellectual, personal, social, and physical growth of scholars. |

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| Leadership Capacity | Teaching and Learning | School/Community Engagement | Resources |
| Year 1: By June 2023, the school will develop and implement processes, protocols, and accountability structures, including developing common commitments for leadership professional practices and progress monitoring for 100% of staff and leaders.  Goal | Goal  Year 1: By June 2023, the school will improve the number of students performing on track plus mastery on TCAP in ELA and Math in grades 3-5 by 5 percent. ELA from 5.6% to 10.6% and Math from 2.8% to 7.8%. | Year 1: By June 2023, the school will decrease chronic absenteeism AMO by 5 percent from  29.2.% to 27.7 % by adopting evidence-based interventions and community outreach protocols to promote positive attendance ratings and student behaviors.  Goal | Year 1: By June 2023, the school will gain reliable and consistent internet connectivity to ensure that 100% of students will have access to individual devices.  Goal |
| Year 2: By June 2024 the school will evaluate and adjust processes, protocols, and accountability structures for building leadership capacity, instructional capacity, collective efficacy, and ensuring consistency across 100% of student learning environments. | Year 2: By June 2024 the school will improve the number of students performing on track plus mastery on the TCAP by 5% in ELA and Math in grades 3-5. ELA from 10.6% to 15.6% and Math  from 7.8% to 12.8%. | Year 2: By June 2024 the school will decrease chronic absenteeism AMO by 5 percent % from 27.7% to 26.3 % by implementing evidence-based best practices and outreach efforts to promote positive attendance ratings and student behaviors. | Year 2: By June 2024, the school will develop a technology plan to include digital learning, reliability, and technology usage in 100 % of the classrooms. |

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| Goal |  | Goal |  | Goal |  | Goal |
| Year 3: By June 2025 the school will build upon the sustainable processes, protocols, and accountability structures for building leadership capacity, instructional capacity, collective efficacy, and ensuring 100% consistency across all learning environments. |  | Year 3: By June 2025, the school will improve the number of students performing on track plus mastery on TCAP by 5% or higher in ELA and Math in grades 3-5 to exit priority status. ELA from 15.6% to 20.6% and Math from 12.8% to 17.8%**.** |  | Year 3: By June 2025 the school will decrease chronic absenteeism AMO by 5% from 26. 3.. % to  24.9 % by sustaining evidence-based best practices and outreach efforts to promote positive attendance ratings and student behaviors. |  | Year 3: By June 2025, the school will adjust and enhance the technology tools and resources by implementing sustainable processes and performance ratings to measure the effectiveness of students and teacher digital learning environment 100% of the classrooms. |

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| Strategies |  | Strategies |  | Strategies |  | Strategies |
| * Strategy 1.1 Create a distributive leadership model to share roles and responsibilities. * Strategy 1.2 Allocate resources for additional leadership support in the building that has specialized duties and responsibilities. * Strategy 1.3 Develop and communication protocols and practices for all staff understanding and implementation. |  | * Strategy 2.1 Execute high-quality instruction in targeted areas with appropriate support for teachers * Strategy 2.2 Implement school-wide comprehensive literacy practices. * Strategy 2.3 Implement school-wide mathematical practices. * Strategy 2.4 Use data to measure instructional effectiveness and guide next steps. * Strategy 2.5 Grow teacher capacity to recognize and respond to student emotional needs for increased engagement. |  | * Strategy 3.1 Provide effective, ongoing, consistent communication with all stakeholders. * Strategy 3.2 Encourage parental engagement in the learning process. * Strategy 3.3 Engage available community resources to comprehensively support students' needs. * Strategy 3.4 Implement the PBIS strategies and resources with fidelity to engage students in a positive learning environment to decrease chronic absenteeism rates. |  | * Strategy 4.1 Provide a functional technology infrastructure, reliable Internet connectivity, and the equitable distribution of digital devices. * Strategy 4.2 Identify and reallocate roles or duties of staff to meet organizational needs. * Strategy 4.3 Ensure equitable distribution and use of material resources to support teaching and learning. |

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| Evidence |  | Evidence |  | Evidence |  | Evidence |
| * Leadership team organizational chart * Process and protocols for building and sustaining instructional capacity * Observation schedule * Classroom learning environment ratings * Teacher observation ratings * Student Performance results * Student survey results * Teacher-Staff Survey results |  | * Classroom learning environment ratings * Teacher observation ratings * Student survey results * Teacher-Staff Survey results * Student Performance results * Attendance rate |  | * Communication schedule * Student-led conference schedule and expectations * Student survey results * Teacher-Staff survey results * Parent-Community survey results * Attendance Rate |  | * Classroom learning environment ratings * Teacher observation ratings * Student survey results * Teacher-Staff Survey Results * Student Performance Results |

2023-25 Implementation Plan

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| **Priority #1: Leadership Capacity**  **Year 1 Goal: By June 2023 the school will develop and implement processes, protocols, and accountability structures including developing common commitments for leadership professional practice and progress monitoring for 100% of staff and leaders.**  **Year 2: By June 2024 the school will evaluate and adjust processes, protocols, and accountability structures for building leadership capacity, instructional capacity, collective efficacy, and ensuring consistency across 100% of student learning environments.**  **Year 3 Goal: By June 2025 the school will build upon the sustainable processes, protocols, and accountability structures for building leadership capacity, instructional capacity, collective efficacy, and ensuring 100% consistency across all learning environments**. | | | | |
| **Strategy 1.1**  **Create a distributive leadership model to share roles and responsibilities.** | | | | |
| **Benchmark:**  **High expectations learning environment observations for eleot will increase by .4 from 2.5 to 2.9.** | | | | |
| **Number** | **Activity** | **Person** | **Timeline** | **Evidence** |
| **1** | Identify leadership team members and develop roles and responsibilities including:   * Select/Invite team members to be part of the leadership team. * Establish expectations and needed professional learning for identified team members * Develop and communicate School Leadership Org Chart to all stakeholders * The Leadership Team will be included in the instructional strategy implementation and professional growth of all teachers. | Leadership team, Cognia Turnaround Specialists, Instructional Leadership Team | 05/01/2022-  05/30/2022-6/30/2024 – 6/30/25 | * Time Stamped ILT Retreat Agenda, Sign in Sheets * School Norms & PLC Expectations, Instructional Framework * Growth Mindset Inservice Activities * Vertical Team Meetings w/content leads * ILT Meeting discussing school data * Teacher Development Team PD on PLC protocols * Literacy Laureate one to one support with new and novice K-2 teachers * Teacher mentors check in with new and novice teachers * Teacher led PD (A1: Building Capacity) * Continuation of 60-day plan activities in red (ongoing) * Leadership Team/ILT Training   Evidence:  Leadership Team members provide input into the instructional focus areas and implementation timeline; Each Leadership Team member will become an expert in the instructional focus areas to be implemented; Leadership Team members will conduct professional development on the instructional focus areas; Leadership Team members will be assigned to assist teachers who need one-on-one coaching on the instructional focus areas. |
| **2** | Plan and implement a leadership team professional learning retreat that focusing on but not limited to the following:   * Growth mindset * Processes and protocols identified and developed * Instructional Process confirmed * Balanced Assessment System * Walkthrough expectations * Walkthrough calibration | Leadership team, Cognia Turnaround Specialist, Instructional Leadership Team | 06/01/2022-  06/30/2022-6/30/2024 – 6/30/2025 | * Time Stamped ILT Retreat Agenda, Sign in Sheets * Exit Interviews for staff (June 2022) for unmet supports * Evidence: Anecdotal notes from teacher interviews; Meeting with ILD communicating upcoming leadership moves. Exit Interviews for staff (June 2022) for unmet supports * Provide differentiated professional learning for teachers to ensure they have the knowledge and skills necessary to improve student learning. * Allocated money to fund an instructional facilitator and educational assistant * Allocated money for teacher professional development (Saturday Sessions) * Tuesday-Wednesday tutoring sessions for 50 students started in September, a group of 5 staff members have been provided funded for the 2hrs of tutorials weekly * Targeting teachers showing effective practices to lead PD sessions and classroom visits of new and novice teachers * Communicate professional development schedule and implementation expectations from created template * Communicate SEL changes for effectiveness * Communicate the 2023-24 professional development plan * Communicate new programs, resource support, school-wide and teacher expectations- ex. AR |

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| **Strategy 1.2**  **Allocate resources for additional leadership support in the building that have specialized duties and responsibilities.** | | | | | |
| **Benchmark:**  **100% of staff survey responses agree/strongly agree school leaders are meeting all expectations for high academic standards and holding themselves accountable for student learning.** | | | | | |
| **Number** | **Activity** | | **Person** | **Timeline** | **Evidence** |
| **1** | Review leadership roles and identify unmet needs/supports | | Leadership team, Cognia Turnaround Specialists, district resource staff | 07/01/2022-6/30/2024  07/15/2022-6/30/2024 -6/30/2025 | * Classroom observation expectation discussed with staff * Daily walkthrough observations data discussed with teachers 1.8 and 1.9 * PLC and PD Schedule aligned to district’s monthly academic focous * RTI2 intervention for small group instruction * Instructional Practice 2 (use of word wall expectation) * Data Team Meetings * Insight Survey will provide an in depth look of teacher’s needs as evident through indicators of climate and culture, teaching and learning, professional development (results forth coming) * Reminder of weekly PLC expectations provided and documented when not adhered to * Implementation of PD effectively used in classrooms * Create an implementation plan template for professional development with expectations * Principal and Leadership Team/Cognia partnership will review Plan based on staff allocation and identify needs for 2023-2024 School Year Implementation.   Evidence: Embed instructional focus professional development practices into daily instructional work.  Create a yearlong professional development plan for all instructional focus areas and communicate it to the faculty; Create/Use fidelity checks for all instructional focus areas; Develop a professional development implementation tracker for all instructional focus areas; implement the tracker and follow up on the results. |
| **2** | | Communicate unmet leadership needs and supports with district | Leadership Team, Cognia Turnaround Specialists | 07/15/2022-  07/30/2022-6/30/2024 – 6/30/2025 | * Principal and Leadership Team/Cognia partnership will review Plan based on staff allocation and identify needs for 2024-2025 School Year Implementation. |

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| **Strategy 1.3**  **Develop and communicate protocols, processes, and accountability structures for building instructional capacity and ensuring consistency across all learning environments.** | | | | |
| **Benchmark:**  **Teacher Observation Tool data will show staff implement instructional protocols and processes consistently as demonstrated via the Essentials Dimension with 50% of evident/ very evident ratings by mid-year and 80% evident/very evident ratings by end of year.** | | | | |
| **Number** | **Activity** | **Person** | **Timeline** | **Evidence** |
| **1** | Identify protocols and processes needed and timeline for development that may include:   * Instructional process * Quality work protocols * Walkthrough Expectations * Evidence strategies   Imbed the instructional focus areas into EDI so teachers know when to use them effectively. | Leadership team, Cognia Turnaround Specialists, Instructional Leadership Team | 07/01/2022-6/30/2024 – 6/30/2025 | * Classroom observation expectation discussed with staff * Daily walkthrough observations data discussed with teachers 1.8 and 1.9 * PLC and PD Schedule aligned to district’s monthly academic foci * Weekly Memo * RTI2 intervention for small group instruction * Instructional Practice 2 (use of word wall expectation) * Data Team Meetings * Insight Survey will provide an in depth look of teacher’s needs as evident through indicators of climate and culture, teaching and learning, professional development (results forth coming) * Reminder of weekly PLC expectations provided and documented when not adhered to * Implementation of PD effectively used in classrooms * Create an implementation plan template for professional development with expectations   Evidence:  Develop a professional development plan with identified areas of instructional focus; Develop/Use fidelity checks on the identified areas of instructional focus. |
| **2** | Communicate timeline with staff for input and collaboration with the development | Leadership team  Cognia Turnaround Specialists | 08/15/2022-6/30/2024 – 6/30/2025 | * Classroom observation expectation discussed with staff * Daily walkthrough observations data discussed with teachers 1.8 and 1.9 * PLC and PD Schedule aligned to district’s monthly academic foci * Weekly Memo * Create an implementation plan template for professional development with expectations |

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| **3** | Develop protocols per timeline with staff input and feedback | Leadership team, Cognia Turnaround Specialists, Instructional Leadership Team | 08/01/2022-  06/01/2023-6/30/2024 – 6/30/2025 | * Classroom observation expectation discussed with staff * Daily walkthrough observations data discussed with teachers 1.8 and 1.9 * PLC and PD Schedule aligned to district’s monthly academic foci * Weekly Memo * Create an implementation plan template for professional development with expectations. * Professional development for the ILT Team to further their abilities to lead in their positions. |
| **4** | Communicate, implement, and monitor protocols | Leadership Team, Cognia Turnaround Specialists, Instructional Leadership Team | 08/15/2022-  06/01/2023-6/30/2024 – 6/30/2025 | * Classroom observation expectation discussed with staff * Daily walkthrough observations data discussed with teachers 1.8 and 1.9 * PLC and PD Schedule aligned to district’s monthly academic foci * Weekly MemoCreate an implementation plan template for professional development with expectations. * ILT inclusion in Planning to ensure growth and collaboration. * Professional development for the ILT Team to further their abilities to lead in their positions. |

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| **Priority #2: Teaching and Learning**  **Year 1 Goal: By June 2023, improve the number of students performing on track plus mastery on TCAP in ELA and Math in grades 3-5 by 5 percent. ELA from 5.6% to 10.6% and Math from 2.8% to 7.8%.**  **Year 2 Goal: By June 2024 the school will improve the number of students performing on track plus mastery on the TCAP by 5% in ELA and Math in grades 3-5. ELA from 10.6% to 15.6% and Math**  **from 7.8% to 12.8%.**  **Year 3 Goal: By June, 2025, the school will meet its state identified AMO targets in all subject areas.** | | | | |
| **Strategy 2.1**  **Execute high-quality instruction with appropriate professional learning, support and feedback for teachers and grow teacher capacity to recognize and respond to student emotional needs for increased engagement.** | | | | |
| **Benchmarks:**  **Classroom environment ratings in the eleot will increase to 50% *Evident* or *Very Evident* in the following areas:**   * **Differentiation (eleot A1)** * **Opportunities for collaboration (eleot A4)** * **High expectations (eleot B)** * **Progress monitoring & feedback (eleot E)**   **95% of students in grades 3-5 will report being engaged on Student Engagement Surveys.** | | | | |
| **Number** | **Activity** | **Person** | **Timeline** | **Evidence** |
| **1** | Plan and implement a teacher institute to address targeted and intentional professional learning to support priority areas of focus.  Beginning of the year and subsequent teacher professional development days will be focused on the four instructional focus areas and hot to embed the instructional practices into daily instruction. | Leadership team, Cognia Turnaround Specialists | 06/01/2022-08/02/2022-6/30/2024 – 6/30/2025 | * Classroom walkthrough feedback and model of 1.8 and 1.9 * Number of School Discipline Forms * 20-day attendance reporting period * I-Ready student data * DOK and questioning professional development * Instructional Practice 2 PLCs * One on one parent/student progress meetings * Blended Learning PD * PLC Protocol PD * Direct Teacher Model and Gradual Release PD (walkthroughs have shown that teachers are explicitly modeling think alouds during the I Do, and becoming a facilitator of the lesson during the We Do, They Do phases) * Differentiated PD for teachers not delivering academic vocabulary according to the classroom walkthrough tool rubric. * Deliberate practice focus for all teachers on an assigned planning day * Classroom walkthrough feedback and model of 1.8 and 1.9 * DOK and questioning professional development. * One on one parent/student progress meetings * Blended Learning PD * PLC Protocol PD. * Review, implement, and train as needed on EDI expectations. * Review, implement, and train as needed on ELA curriculum. * Review, implement, and train as needed on math curriculum. * Communicate, implement, and train as needed on ELA small group model. * Communicate the data tracking system for each assessment with actional steps for students and teachers. * Begin 2023-24 professional development plan   Evidence:  Implement timeline of professional development; Develop/Use fidelity check protocols for the identified instructional focus areas; Follow up professional development of one-on-one coaching sessions for identified areas of need on the instructional focus areas. |
| **2** | Support and monitor implementation of mindset change for teachers with the following activities   * Book study on mindset * eleot observations * eleot data analysis and review for planning and action steps by school, grade level and teacher | Leadership Team, Cognia Turnaround Specialists, Instructional Leadership Team | 08/01/2022-06/01/2023-6/30/2024 – 6/30/2025 | * Book Study with Staff will be conducted in 2023-2024 School Year; Staff training on eleot 2.0 will be conducted in 2023-2024. |
| **3** | Provide data-driven professional Learning with appropriate and supportive feedback | Leadership team, Cognia Turnaround Specialists, Instructional Leadership Team | 09/01/2022 – 6/1/2023-6/30/2024 – 6/30/2025 | * DOK and questioning professional development * Instructional Practice * Effective implementation of PD provided. * Create, communicate a PD implementation expectation template. |

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| **Strategy 2.2**  **Implement school-wide comprehensive literacy practices.** |
| **Benchmark: The percentage of student performing at Below levels in ELA on Mastery Connect will decrease by 5% each testing round – BOY, MOY, EOY.** |

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| **Number** | **Activity** | **Person** | **Timeline** | **Evidence** |
| **1** | Identify research-based literacy practices to enhance ELA curriculum.   * Examine curriculum for gaps in literacy practices. * Identify practices to implement. * Model practices with teachers * Monitor implementation (Teacher Observation Tool)   Implement a two-week foundational literacy camp for rising first through 3rd graders in the Summer of 2024  Identify areas of literacy needs and create a literacy professional development plan to address the needs.  Implement AR reading program with incentives. | Leadership team, Cognia Turnaround Specialists, Summer Program Lead, Instructional Leadership Team | 08/01/2022-6/30/2024  09/01/2022 - 06/01/2023-6/30/2024 – 6/30/2025 | * Foundational Skill Framework * Use of District PLC Guiding Questions Tool when assisting with planning * Referencing the PBO in connection to the daily task * Foundational Skills Walkthrough Form (In progress) * Librarian pulls small group of 3rd grade students for foundational skills small group instruction during RTI block daily * Arise2Read volunteer group pulls identified 2nd grade students reading below grade level for 1hr, 2 days per week. * Literacy laureate has provided phonics professional development * 5th Grade enrichment project-based learning for identified tier 1 students scoring over the 50 percentile on IReady * K-2 students receive daily sounds quiz (similar to the multiplication quiz) and areincentivized for making Select a team to review the existing small group learning model and develop a professional development plan to implement it with fidelity * Select a team to review the current concerns with the integration of Wonders, I-Ready, and state standards. * Create an aligned ELA and math summer learning academy to meet the identified learning needs of the students. * Develop an effectiveness criterion for summer learning academy   Evidence:  Conduct the Literacy Camp; Determine the effectiveness of the camp using a Pre and Post test; Create a plan for improvement based on Post-test results; Conduct professional development on identified literacy strategies; Create/Use fidelity checks on identified literacy strategies.  Conduct professional development of one-on-one coaching as needed; Implement AR reading program. |

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| **Strategy 2.3**  **Implement school-wide mathematical practices.** | | | | |
| **Benchmark:**  **The percentage of student performing at Below levels in math on Mastery Connect will decrease by 5% each testing round – BOY, MOY, EOY.** | | | | |
| **Number** | **Activity** | **Person** | **Timeline** | **Evidence** |
| **1** | Identify research-based mathematical practices to enhance math curriculum.   * Examine curriculum for gaps in mathematical practices. * Identify mathematical practices to implement. * Model practices for teachers * Implement practices * Monitor use of practices with eleot tool   Create a plan to address math standards that need to be improved upon. | Leadership team, Cognia Turnaround Specialists, Summer Program Lead, Instructional Leadership Team | 08/01/2022-6/30/2024  09/01/2022 - 06/01/2023-6/30/2024 – 6/30/1015 | Included in 2.2 budget   * Reviewed Coherence Map with all math teachers * Use of District PLC Guiding Questions Tool when assisting with planning * Incorporating use of manipulatives during planning to be implemented * Referencing the PBO in connection to the daily task * Making the connection between the multiple resources (Eureka and IReady) to teach the standard using strategies from both resources * Using the lowest performing standards from the Spring TNReady as our current Do Now questions. * Focusing on 2-3 words per lesson with instructional practice 2 and referencing academic vocabulary throughout the lesson * Daily multiplication quiz to build foundational math facts for grades 2-5 * Daily multiplication quiz has provided a boost in NBT math standards according to mastery connect data, where a range of 5% to 26% was shown in grades 3-5 * Parents have been provided video of taped math lessons on ClassDojo in grade2 and 4 * Select a team to review the current concerns with the integration of Eureka, I-Ready, and state standards Create an aligned ELA and math summer learning academy to meet the identified learning needs of the students. * Develop an effectiveness criterion for summer learning academy * Evidence: * Math Standards identified; Professional development on the identified standards; Conduct professional development as needed or one-on-one coaching sessions. |

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| **Strategy 2.4**  **Use data to measure instructional effectiveness and inform next steps.** | | | | |
| **Benchmark:**  **Classroom environment ratings will increase:**   * Equitable Learning Environment (eleot) from 2.7 to 3.0. * Progress Monitoring & Feedback Learning Environment (eleot) from 2.7 to 3.0.   **School based common formative assessment data will demonstrate 5% increase of students at on track for ELA and math based on the district’s scoring rubric.** | | | | |
| **Number** | **Activity** | **Person** | **Timeline** | **Evidence** |
| **1** | Leadership team participates in eleot training and calibration and provides professional learning for staff   * Leadership team completes eleot certification * Turnaround Specialist facilitates calibration activity with leadership team * Teachers provided professional learning for understanding of eleot learning environments   Use daily formative and benchmark student data from the data tracking system and data from the instructional focus fidelity checks to create professional development and leadership team coaching sessions. | Leadership team, Cognia Turnaround Specialists | 08/01/2022-6/30/2024  09/01/2022 - 06/01/2023-6/30/2024 – 6//30/2025 | * Collected I-Ready Universal Screener to begin tracking students * DDI Cycle has yet to start * Mid Modules Assessment Data for math is in the process of being collected for all grades * Classroom walkthrough tool used to provide actionable feedback * Provided quality student work expectations and rubric * Mastery Connect and IReady Data used for small group and RTI progress monitoring * Walkthrough tool has teachers at 56% meeting expectations at 1.8 and 78% meeting expectations for 1.9 (use of the PBO) * Teachers completed a deep dive into mastery connect data to indicate the top 3 and bottom 3 standards from the assessment. A plan of action was created to address these standards through (Do Nows, homework, IReady lessons). A correlation of how students performed on these standards on Mastery Connect vs TNReady last year showed similar results. * Informal walkthrough data revealed 6/13 teachers not front loading the most impactful vocabulary throughout their lesson. Additional feedback from teachers showed the need for another pd session on 30-30-30 usage with vocabulary words from the lesson. * Create a data tracker for each assessment with actionable next steps for students and teachers * Specifically provide eleot 2.0 training for all staff or blended learning alignment of eleot, district expectations, and TEAM evaluation. * More effective implementation of PD provided. * Create, communicate and mentor as a PD implementation expectation template.   Evidence:  Student data and teacher fidelity checks used routinely to identify and develop professional development and coaching sessions. |
| **2** | Leadership team regularly observes classrooms using eleot and teacher observation tool   * Leadership team creates observation schedule - rotating between use of eleot and teacher observation tool * Leadership team analyses, reviews, and shares observation results with teachers * Leadership team reviews observation data inform next steps in professional learning for staff and create action plan for learning. | Leadership team, Instructional Leadership Team, Cognia Turnaround Specialists | 08/01/2022-6/30/2024  08/01/2022 - 06/01/2023-6/30/2024 – 6/30/2025 | * Review, implement, and train as needed on EDI expectations * Review, implement, and train as needed on ELA curriculum * Review, implement, and train as needed on math curriculum * Communicate, implement, and train as needed on ELA small group model * Communicate the data tracking system for each assessment with actional steps for students and teachers. * Begin 2023-24 professional development plan * Provide eleot 2.0 training for all staff: Blended Tech PD on eleot, district expectations and TEAM |
| **3** | Establish balanced assessment system   * Review and create a protocol on how to utilize school wide common formative assessments and data from interim assessments   Assessments to review:   * I-Ready Assessments * Mastery Connect Assessments * School-Based Common Formative Assessments * Fastbridge/Illuminate Assessments | Leadership team, Cognia Turnaround Specialists, Instructional Leadership Team. | 08/01/2022-6/30/2024 – 6/30/2025 | |  | | --- | | * Review, implement, and train as needed on EDI expectations. * Review, implement, and train as needed on ELA curriculum. * Review, implement, and train as needed on math curriculum. * Communicate, implement, and train as needed on ELA small group model * Communicate the data tracking system for each assessment with actional steps for students and teachers * Begin 2023-24 professional development plan | |  | |  | |

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| **4** | Determine high-quality work guidelines and expectations   * Identify, share, and create examples of expectations for high- quality student work, project-based learning | | Leadership team, Instructional Leadership team, Cognia Turnaround Specialists. | 09/01/2022 - 06/01/2023-6/30/2024 – 6/30/2025 | |  | | --- | | * Review, implement, and train as needed on EDI expectations * Review, implement, and train as needed on ELA curriculum * Review, implement, and train as needed on math curriculum * Communicate, implement, and train as needed on ELA small group model * Communicate the data tracking system for each assessment with actional steps for students and teachers * Begin 2023-24 professional development plan | |  | |  | | |
| **5** | Host a Diagnostic Review  \*See Tier 2 Requirements for ESSA Documentation Attached | | Cognia Diagnostic Review Team | February 2023-6/30/2024 – 6/30/2025 | * Cognia Diagnostic Review completed with Improvement Priorities. | |
| **6** | | Review/develop instructional process   * Review/develop process with input from staff * Professional learning for staff on instructional process (teacher institute) * Implement and monitor process (eleot observations) | Leadership team, Instructional Leadership Team, Cognia Turnaround Specialists | | 09/01/2022 – 6/1/2023-6/30/2024 – 6/30/2025 | |  | | --- | | * Review, implement, and train as needed on EDI expectations. * Review, implement, and train as needed on ELA curriculum. * Review, implement, and train as needed on math curriculum. * Communicate, implement, and train as needed on ELA small group model. * Communicate the data tracking system for each assessment with actional steps for students and teachers. * Begin 2023-24 professional development plan. * Create, communicate and mentor as a PD implementation expectation template. | |  | |
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| **Strategy 2.5**  **Grow teacher capacity to recognize and respond to student emotional needs for increased engagement.** | | | | |
| **Benchmark:**  **95% of students in grades 3-5 will report being engaged on Student Engagement Surveys.** | | | | |
| **Number** | **Activity** | **Person** | **Timeline** | **Evidence** |
| **1** | Review and identify appropriate curriculum resources, including but not limited to:   * Social/emotional well-being * Trauma informed instruction | Leadership team, Instructional Leadership Team, Cognia Turnaround Specialists | 08/01/2022-6/30/2024 – 6/30/2025 | * Provided ReThink SEL Curriculum to staff to begin September training and expectations on delivery to students. * Professional development provided to teachers from counselor during in-service on social emotional expectations * SEL September focus (respect, relationships, cooperation, friendship) 93% of teachers were in compliance with all focus areas. * Redelivery of Rethink Curriculum expectations as we fell short of our district check-in goal. This allowed staff to get a clear understanding of how to deliver the lessons aligned to the curriculum. Implementation data has improved since this session. Teachers must use these same strategies during the instructional day * Measure the effectiveness of SEL and identify ways it could improve student achievement * More effective implementation of SEL PD provided. |
| **2** | Provide professional learning for staff (Teacher Institute) in regard to identified gaps in curriculum and best practices for trauma informed instruction.  Conduct professional development sessions of SEL Practices that meet the current needs of the students and teachers. | Leadership team, Instructional Leadership Team, Cognia Turnaround Specialists | 08/01/2022-6/30/2024 – 6/30/2025 | * Professional development provided to teachers from counselor during in-service on social emotional expectations * More effective implementation of SEL PD provided.   Evidence:  Identify the SEL needs of the current student body; Conduct professional development on the identified needs of the current student body. |

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| **Priority #3: Stakeholder & Community Engagement**  **Year 1 Goal: By June 2023 the school will decrease chronic absenteeism AMO by from 29.2 % to 27.7% by adopting evidence-based interventions, and community outreach protocols to promote positive attendance ratings and student behaviors.**  **Year 2: By June 2024 the school will decrease chronic absenteeism AMO by 5 percent % from 27.7% to 26.3 % by implementing evidence-based best practices and outreach efforts to promote positive attendance ratings and student behaviors.**  **Year 3 Goal: By June 2025, the school will align community resources to purposefully assist the students in meeting identified state AMOs.** | | | | |
| **Strategy 3.1**  **Provide impactful, ongoing, consistent communication with all stakeholders.** | | | | |
| **Benchmark:**  **80% of all stakeholders will agree/strongly agree on surveys that communication is positively impacting their level of engagement in the learning process.** | | | | |
| **Number** | **Activity** | **Person** | **Timeline** | **Evidence** |
| **1** | Determine communication protocols for involving and sharing information with stakeholders.  Refine all stakeholder night to improve attendance and effectiveness – focus on student data and parent and community stakeholder engagement. | Leadership team, Cognia Turnaround Specialists | 07/01/2022 - 06/0120/23-6/30/2024 – 6/30/2025 | * Meet The Teacher Night * Adopters Inservice Meeting w/Staff * Weekly Newsletter to Parents with Calendar of Upcoming Events * Weekly Social Media Updates * Phone call check in with adopters weekly * Updated marquee weekly * D.A.R.E. program every Wednesday with 5th grade * Shelby County Corrections Department help sponsor our Donuts for Dads event with 65 dads in attendance where the topic was foundational literacy. * Risen Savior Church provided 85 honor roll students with a hot breakfast and certificates. * 2nd grade students receiving support from Arise2Read took the initial placementtest that will be used to track progress of student reading levels throughApril * Create a Communicate stakeholders’ group and modes of communication.   Evidence:  Conduct subject areas meeting nights to include community sponsors who are content are specialists; Refine I-Ready meeting nights with student data and parental resources per content areas; Identify community resources to align with identified areas of need. |
| **2** | Determine gaps in communication with stakeholders through town halls and surveys. | Leadership team, Cognia Turnaround Specialists | 07/01/2022 - 08/01/2022-6/30/2024 – 6/30/2025 | * I-Ready reading and math parental meetings with parental takeaways * Additional community resources for identified school programs ex- AR incentive program. * Community sponsored subject area nights * Create an interactive learning atmosphere throughout the school. * I-Ready math and reading progress sessions with parental takeaways scheduled. |
| **3** | Establish set dates and types of communication to provide to stakeholders. | Leadership team, Cognia Turnaround Specialists | 08/01/2022-6/30/2024 – 6/30/2025 | * I-Ready reading and math parental meetings with parental takeaways * Additional community resources for identified school programs ex- AR incentive program. * Community sponsored subject area nights * Create an interactive learning atmosphere throughout the school. * I-Ready math and reading progress sessions with parental takeaways scheduled. |
| **4** | Create, share, and implement communication schedule for stakeholders. | Leadership team, Cognia Turnaround Specialists | 08/15/2022 - 06/01/2023-6/30/2024 – 6/30/2025 | * I-Ready reading and math parental meetings with parental takeaways * Additional community resources for identified school programs ex- AR incentive program. * Community sponsored subject area nights * Create an interactive learning atmosphere throughout the school. * I-Ready math and reading progress sessions with parental takeaways scheduled. |

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| **Strategy 3.2:**  **Encourage parental engagement in the learning process.** | | | | | |
| **Benchmark:**   * 80% of all stakeholders will agree/strongly agree on surveys that communication is positively impacting their level of engagement in the learning process. * 90% parent/student participation in student-led conferences | | | | | |
| **Number** | **Activity** | **Person** | | **Timeline** | **Evidence** |
| **1** | Schedule a minimum of 4 student-led conferences for parental participation.   * Determine dates for student-led conferences. * Determine expectations for student- led conferences. * Share expectations for student-led conferences. | Leadership team, Cognia Turnaround Specialists | | 08/01/2022-6/30/2024 – 6/30/2025 | * 1st Parent Teacher Conference scheduled for September 8th * Parent/Student Handbook was created and provided to all parents * Adopters have provided job opportunities to parents during Meet the Hawks Night * Parent Teacher Organization has been created with the installation of officers. * One on One student progress meeting with parents. * Tutoring parent meeting discussing tutoring expectations. * Shelby County Corrections Department helped sponsor our Donuts for Dads event with 65 dads in attendance where the topic was foundational literacy. * Parents are able to view * One parent per class was able to participate in Read for the Record. * Schedule IReady Path meetings with parents throughout the year. |
| **2** | Provide support to teachers on working with students to understand and take ownership of their data prior to first date. | | Leadership team, Cognia Turnaround Specialists | 10/01/2022-6/30/2024 – 6/30/2025 | * Schedule IReady Path meetings with parents throughout the year. |
| **3** | Provide a parent resource center for job searches, skill building, and basic skills for assisting student growth | | Leadership team | 10/01/2022-6/30/2024 – 6/30/2025 | * Identify additional community resources for identified school programs ex- AR incentive program * Select a team to create standards for an interactive learning environment throughout the school. |

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| **Strategy 3.3**  **Utilize and recruit additional community resources to support academic and non-academic students' needs.** | | | | |
| **Benchmark:**   * The number of student, parent, and teacher survey respondents who strongly disagree/disagree with survey statements will decrease to 0. * The number of student, parent, and teacher survey respondents who report problems with resource support or access in open ended responses will decrease to 0. | | | | |
| **Number** | **Activity** | **Person** | **Timeline** | **Evidence** |
| **1** | Recruit mentors and tutors and develop schedule of supports.   * Determine community support organizations to provide mentors and tutors for students. * Partner with community organization to provide mentoring and tutoring for students. * Develop and implement mentoring and tutoring schedules. | Leadership team | 08/01/2022 - 06/01/2023-6/30/2024 – 6/30/2025 | * Sent the interest letter to qualified students to begin tutoring on September 6th * Met with two new community partners (For the Kingdom and Shelby County Corrections Department) on community outreach for sponsorship of student clubs in grades 3-5 * The school has registered Memphis Hustle NBA Developmental League has reading club that begins in October. Students will be provided a book aligned to the unit/standard that is being taught in grade 3 science. * Shelby County Corrections Department has assigned 1 officer per student club as a co-sponsor starting in October. * Shelby County Corrections Department will host a Harvest Festival that will also be used to recruit additional students to Hawkins Mill. * Memphis Grizzlies reading challenge provides free tickets to a Grizzlies game to students who read a certain number of books depending on their reading level. * Shelby County Corrections Department help sponsor our Donuts for Dads event with 65 dads in attendance where the topic was foundational literacy. * Risen Savior Church provided 85 honor roll students with a hot breakfast and certificates. * 2nd grade students receiving support from Arise2Read took the initial placement test that will be used to track progress of student reading levels through April * Identify additional community resources for identified school programs ex- AR incentive program * Need to create ways for parents to be more actively include in the child’s academic program. * Use the IReady Path and create opportunities for parental engagement. * Community sponsored subject area nights. * Data Interventionist requested in budget. |
| **2** | Determine gaps in student non-academic needs. Explore and develop partnerships to meet student needs, including but not limited to   * Trauma-informed supports * Family needs * Social and emotional needs * Transportation * Accessibility to programs/resources * Sports and clubs | Leadership team, Cognia Turnaround Specialists | 08/01/2022 - 06/01/2023-6/30/2024 – 6/30/2025 | * Identify additional community resources for identified school programs ex- AR incentive program. * Continue to identify needs of students and business contacts to support the need. * SEL progress evaluation * Interventionist identified in the budget. * Additional days requested for music and art. |

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| **Priority #4: Resources**  **Year 1 Goal: By June 2023, the school will gain reliable and consistent internet connectivity to ensure that 100% of students will have access to individual devices.**  **Year 2: By June 2024, the school will develop a technology plan to include digital learning, reliability, and technology usage in 100 % of the classrooms.**  **Year 3 Goal: By June 2025, the school will develop a technology plan that meets the needs of the community of students it serves.** | | | | |
| **Strategy 4.1:**  **Provide a functional technology infrastructure, reliable Internet connectivity, and the equitable distribution of digital devices.** | | | | |
| **Benchmarks:**   * Digital learning environment ratings will increase from a 1.2 to 2.0 * 100% of students will have an individually assigned technology device as part of their learning materials.   **Comprehensive technology plan that addresses:**   * Reliable Internet connectivity * Device acquisition plan * Device maintenance plan * Expectations for use | | | | |
| **Number** | **Activity** | **Person** | **Timeline** | **Evidence** |
| **1** | Analyze connectivity issues in the building.  All students will be issued devices in August 2024 to begin incorporating literacy and math reinforcement programs while in small groups. | District Staff, Leadership team. | 06/01/2022-6/30/2024 – 6/30/2025 | * Technology updates are in progress * 106 out 123 students who turned in devices on last year will have their devices distributed by October 31st. * 240 student laptops have been ordered with the additional allocated funds from the state. * 30 Student desktops and 2 laptop carts were purchased through title 1 funds as we await delivery (no timeframe provided) * Interventionist requested in budget.   Evidence:  Weekly IReady time on task reports and 80% pass rate of lessons in math and reading; Lesson plans reflecting IXL and IReady as the main reinforcement program used in small groups. |
| **2** | Determine technology needs. | District Staff, Instructional Leadership Team, Cognia Turnaround Specialists. | 06/01/2022-6/30/2024 – 6/30/2025 | * Technology updates are in progress * 106 out 123 students who turned in devices on last year will have their devices distributed by October 31st. * 240 student laptops have been ordered with the additional allocated funds from the state. * 30 Student desktops and 2 laptop carts were purchased through title 1 funds as we await delivery (no timeframe provided) * Create a crosswalk between the eleot, district blended learning expectations and TEAM |
| **3** | Update infrastructure throughout school. | District Staff. | 07/01/2022-6/30/2024- 6/30/2025 | * Technology updates are in progress * 106 out 123 students who turned in devices on last year will have their devices distributed by October 31st. * 240 student laptops have been ordered with the additional allocated funds from the state. * 30 Student desktops and 2 laptop carts were purchased through title 1 funds as we await delivery (no timeframe provided) * Create a crosswalk between the eleot, district blended learning expectations and TEAM |
| **4** | Update and provide appropriate technology to all staff and students. | District Staff. | 08/01/2022-6/30/2024 – 6/30/2025 | * Technology updates are in progress * 106 out 123 students who turned in devices on last year will have their devices distributed by October 31st. * 240 student laptops have been ordered with the additional allocated funds from the state. * 30 Student desktops and 2 laptop carts were purchased through title 1 funds as we await delivery (no timeframe provided) * Create a crosswalk between the eleot, district blended learning expectations and TEAM |
| **5** | Review technology plan. | Leadership team, Cognia Turnaround Specialists, District | 08/01/2022-6/30/2024 – 6/30/2025 | * Technology updates are in progress * 106 out 123 students who turned in devices on last year will have their devices distributed by October 31st. * 240 student laptops have been ordered with the additional allocated funds from the state. * 30 Student desktops and 2 laptop carts were purchased through title 1 funds as we await delivery (no timeframe provided) * Create a crosswalk between the eleot, district blended learning expectations and TEAM |
| **6** | Update/Create technology plan. | Leadership team, Cognia Turnaround Specialists, District Staff. | 08/15/2022-6/30/2024 – 6/30/2025 | * Technology updates are in progress * 106 out 123 students who turned in devices on last year will have their devices distributed by October 31st. * 240 student laptops have been ordered with the additional allocated funds from the state. * 30 Student desktops and 2 laptop carts were purchased through title 1 funds as we await delivery (no timeframe provided) * Create a crosswalk between the eleot, district blended learning expectations and TEAM |

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| **Strategy 4.2**  **Identify and reallocate roles or duties of staff to meet organizational needs.** | | | | |
| **Benchmarks:**   * The number of staff survey respondents who strongly disagree/disagree will decrease to 0. * The number of staff survey respondents who report problems with resource support or access in open ended responses will decrease to 0. | | | | |
| **Number** | **Activity** | **Person** | **Timeline** | **Evidence** |
| **1** | Prioritize the use of funding, staffing, and material resources to overcome barriers to learning. | District Staff, Leadership Team. | 05/01/2022-6/30/2024 – 6/30/2025 | * Roles of the admin team have been provided. * Funding for additional staffing has not happened yet. * Consistently following admin schedule of meetings, walkthroughs, and feedback conversations * Use funding to add an instructional facilitator to assist with coaching teachers and RTI support. * Training teacher assistants on their role during blended learning and monitoring student progress on digital platforms for grades K-2. * Interventionist requested in budget. * Request an increase the number of days art and music teachers are in school each week |
| **2** | Conduct staffing audit to determine gaps and needs. | Leadership team, District staff. | 05/01/2022-6/30/2024 – 6/30/2025 | * Interventionist requested in budget. * Request an increase the number of days art and music teachers are in school each week. |
| **3** | Present needs to district. |  | 05/08/2022-6/30/2024 – 6/30/2025 | * Interventionist requested in budget. * Request an increase the number of days art and music teachers are in school each week |
| **4** | Determine funding for and hire needed staffing. | District Staff, Principal | 06/15/2022-6/30/2024 – 6/30/2025 | * Roles of the admin team have been provided. * Funding for additional staffing has not happened yet. * Consistently following admin schedule of meetings, walkthroughs, and feedback conversations * Use funding to add an instructional facilitator to assist with coaching teachers and RTI support. * Training teacher assistants in their role during blended learning and monitoring student progress on digital platforms for grades K-2. * Interventionist requested in budget. * Request an increase the number of days art and music teachers are in school each week. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strategy 4.3**  **Ensure equitable distribution and use of material resources to support teaching and learning** | | | | |
| **Benchmarks:**   * The number of staff, parent, and student survey respondents who strongly disagree/disagree with survey statements will decrease to 0. * The number of staff, parent, and student survey respondents who report problems with resource support or access in open ended responses will decrease to 0. | | | | |
| **Number** | **Activity** | **Person** | **Timeline** | **Evidence** |
| **1** | Prioritize the use of funding, staffing, and material resources to overcome barriers to learning. | District Staff, Leadership Team, Instructional Leadership Team. | 07/01/2022-6/30/2024 – 6/30/2025 | * Resource inventory has been conducted as we wait on funding to see the additional resources to purchase. * District approved supplemental resources have been provided for purchase (Measure Up for Success, Tennessee Performance Coach, laptop carts) * Blended Learning Wednesday (offline, online, teacher led small group) implemented every Wednesday during the last 30 minutes of Math and ELA to ensure students get an opportunity to use devices during the instructional block   Request Accelerated Reader Program  Additional days for art and music teacher requested in budget.  Interventionist requested in budget. |
| **2** | Conduct material inventory and audit to determine gaps in material resources. | Leadership team, Instructional Leadership Team. | 07/01/2022-6/30/2024 – 6/30/2025 | * Resource inventory has been conducted as we wait on funding to see the additional resources to purchase. * District approved supplemental resources have been provided for purchase (Measure Up for Success, Tennessee Performance Coach, laptop carts) * Blended Learning Wednesday (offline, online, teacher led small group) implemented every Wednesday during the last 30 minutes of Math and ELA to ensure students get an opportunity to use devices during the instructional block   Request Accelerated Reader Program  Additional days for art and music teacher requested in budget.  Interventionist requested in budget. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **3** | Present needs to district. | Principal | 07/08/2022-6/30/2024 – 6/30/2025 | * Resource inventory has been conducted as we wait on funding to see the additional resources to purchase. * District approved supplemental resources have been provided for purchase (Measure Up for Success, Tennessee Performance Coach, laptop carts) * Blended Learning Wednesday (offline, online, teacher led small group) implemented every Wednesday during the last 30 minutes of Math and ELA to ensure students get an opportunity to use devices during the instructional block   Request Accelerated Reader Program  Additional days for art and music teacher requested in budget.  Interventionist requested in budget. |
| **4** | Determine funding and purchase needed resources. | District Staff | 07/15/2022-6/30/2024 – 6/30/2025 | * Resource inventory has been conducted as we wait on funding to see the additional resources to purchase. * District approved supplemental resources have been provided for purchase (Measure Up for Success, Tennessee Performance Coach, laptop carts) * Blended Learning Wednesday (offline, online, teacher led small group) implemented every Wednesday during the last 30 minutes of Math and ELA to ensure students get an opportunity to use devices during the instructional block   Request Accelerated Reader Program  Additional days for art and music teacher requested in budget.  Interventionist requested in budget. |

Professional Learning Plan – 2022-2024

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Professional Learning Plan** | | | | |
| **Priority** | **Activity** | **Person** | **Timeline** | **Budget** |
| **1** | Plan and implement a leadership team professional learning retreat focusing on but not limited to the following:   * Growth mindset * Processes and protocols identified and developed * Instructional Process confirmed * Balanced Assessment System * Walkthrough expectations * Walkthrough calibration | Leadership team, principal, Turnaround Specialist | 06/01/2022-6/30/2024 | $5,000  St. Columba, Johnson Hall |
| **2** | Teacher Institute (3 days) Topics to include, but not limited to:   * Growth mindset * Trauma informed instruction * Social-emotional needs * Instructional process * Instructional practices, including integration of technology resources * Effective learning environments * Balanced assessment system * Data analysis * Progress monitoring and feedback | Leadership team, principal, Turnaround Specialist, Cognia Improvement Specialists | 07/01/2022-08/01/2024 | $10,000 |
| **3** | Book study on agreed upon topic | Leadership team, principal, Turnaround Specialist, | 09/01/2022 - 11/01/2024 | $1000 |
| **4** | eleot Certification and Calibration | Leadership team, principal, Turnaround Specialist, | 08/01/2022 - 09/01/2024 | $0 |
| **5** | Instructional strategies modeling, including integration of technology resources | Leadership team, principal, | 10/01/2022-2024 | $0 |
| **6** | Data analysis professional learning and protocols | Leadership team, principal, Turnaround Specialist | 09/01/2022 - 2024 | $0 |
| **7** | Professional learning for teachers on working with students to understand and take ownership of data | Leadership team, principal, Turnaround Specialist | 10/01/2022-2024 | $0 |

Cognia Diagnostic   
Review Report

Results for:

Hawkins Mill Elementary School

May , 2024

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# Introduction

The CogniaTM Diagnostic Review is conducted by a team of highly qualified evaluators who examine the institution’s adherence and commitment to the research aligned to Cognia Performance Standards. The Diagnostic Review process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address areas that may be hindering efforts to reach those desired performance levels. The Diagnostic Review is a rigorous process that includes an in-depth examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning, and operations.

Standards help delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, institution effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. Cognia Performance Standards were developed by a committee composed of educators from the fields of practice, research, and policy. These leaders applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that define institutional quality and guide continuous improvement.

When this institution was evaluated, the Diagnostic Review Team used an identified subset of the Cognia Performance

Standards and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality. Using the evidence they gathered, the Diagnostic Review Team arrived at a set of findings contained in this report.

As a part of the Diagnostic Review, stakeholders were interviewed by members of the Diagnostic Review Team about their perspectives on topics relevant to the institution’s learning environment and organizational effectiveness. The feedback gained through the stakeholder interviews was considered with other evidence and data to support the findings of the Diagnostic Review. The following table lists the numbers of interviewed representatives of various stakeholder groups.

|  |  |
| --- | --- |
| Stakeholder Groups | Number |
| District-Level Administrators | 1 |
| Building-Level Administrators | 1 |
| Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator) | 2 |
| Certified Staff | 18 |
| Noncertified Staff | 6 |
| Students | 33 |
| Parents | 5 |
| Total | 66 |

## 

## Performance standards evaluation

Diagnostic Reviews are based primarily on the evaluation of evidence that reflects an institution’s ability to meet the expectations as defined by the essential Diagnostic Review Standards, which are a subset of the Cognia Performance Standards. These standards define the elements of quality that research indicates are present in an institution that is continuously improving. The standards provide the guideposts to becoming a better institution. The Diagnostic Review Team applies a four-level rubric to determine the degree to which the institution demonstrates effective practices that reflect the expectations of each standard. The rubric scale is designed to indicate the current performance of the institution. The Diagnostic Review Team’s findings and the rubric for each standard are located in this report’s appendix.

## 

## Insights from the review

The Diagnostic Review Team engaged in professional discussions and deliberations about the processes, programs, and practices within the institution to arrive at the findings of the team. Guided by evidence, the team arrived at findings that will inform your institution’s continuous improvement efforts. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness.

**Strengths and Continuous Improvement:**

The Diagnostic Review Team spent time on-site reviewing evidence, conducting classroom observations, analyzing survey results, and interviewing various stakeholders. School leadership was helpful and available to provide requested evidence and answer questions as they arose. It was very evident to the team that the principal had established himself as the leader prioritizing both the academic and non-academic needs of the school. In addition to the principal’s strong commitment to students, staff, and community, faculty and staff members at Hawkins Mill Elementary School are committed to providing a nurturing environment for students. It should also be noted that parents fully support the leadership, faculty, and staff at the school. Parent interviews revealed that, as a whole, they view the school as a stable, safe, and inviting component of the community.

Historically, there has been strong pride between the surrounding community and the school. Based on research and a deep review of the documentation provided by the school, the team found a strong generational pride affiliated with the school. Parents, students, and staff shared that the school continues to be the center of strength in the community and provides a safe haven for their students to learn despite the unrest and bouts of violence that surrounds the community. It was evident to team members that students understood and were compliant in behavioral expectations. Students were respectful to teachers, peers, and visitors in their communication and behaviors. Students readily opened doors for team members and each other, spoke respectfully to peers and adults, and were compliant in learning environments.

While students were well-behaved and compliant, the team found limited evidence that showed active engagement in relation to teaching and learning opportunities. The team noted missed opportunities to provide collaborative learning and promote the use of higher-order thinking. Observations revealed that most instruction involves the whole group, low-level questioning, and limited accountability for equitable learning. For instance, it was evident/very evident in 17 percent of classrooms that “Learners engage in differentiated learning opportunities and/or activities that meet their needs” (A1). Additionally, it was evident/very evident in 50 percent of classrooms that learners were provided opportunities that “require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)” (B4). Finally, it was evident/very evident in 16 percent of classrooms that “Learners collaborate with their peers to accomplish/complete projects, activities, tasks, and/or assignments” (D4).

Team members also observed a need for urgency related to time on task and a commitment to the protection of instructional time. Students spend large chunks of time on group restroom breaks and sharpening pencils prior to beginning instructional lessons. The team found that leadership, faculty, and staff could leverage the established compliant behavior of students to establish, implement, and commit to procedures focused on maximizing instructional time. The team suggests that the school ensure instructional expectations rely on standards-based instructional practices (e.g., challenge students, provide opportunities for students to engage with peers, complete differentiated activities, align with student needs).

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# Effective Learning Environments Observation Tool (eleot) results

Cognia’s Effective Learning Environments Observation Tool® (eleot®) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the Cognia Performance Standards. The tool provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and demonstrate knowledge, attitudes, and dispositions that are conducive to effective learning. Classroom observations are conducted for a minimum of 20 minutes.

Every member of the Diagnostic Review Team was eleot certified and passed a certification exam that established inter-rater reliability. Team members conducted 12 observations during the Diagnostic Review process, including all core content learning environments. The following charts provide aggregate data across multiple observations for each of the seven learning environments.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| A. Equitable Learning Environment | | | | | | |
| Indicators | Average | Description | Not Observed | Somewhat Evident | Evident | Very Evident |
| A1 | 1.4 | Learners engage in differentiated learning opportunities and/or activities that meet their needs. | 75% | 8% | 17% | 0% |
| A2 | 3.2 | Learners have equal access to classroom discussions, activities, resources, technology, and support. | 0% | 17% | 50% | 33% |
| A3 | 3.3 | Learners are treated in a fair, clear, and consistent manner. | 0% | 25% | 25% | 50% |
| A4 | 2.0 | Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions. | 33% | 33% | 33% | 0% |
| Overall rating on a  4-point scale: | | 2.5 |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| B. High Expectations Learning Environment | | | | | | |
| Indicators | Average | Description | Not Observed | Somewhat Evident | Evident | Very Evident |
| B1 | 2.2 | Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher. | 17% | 50% | 33% | 0% |
| B2 | 2.8 | Learners engage in activities and learning that are challenging but attainable. | 0% | 17% | 83% | 0% |
| B3 | 1.4 | Learners demonstrate and/or are able to describe high quality work. | 67% | 25% | 8% | 0% |
| B4 | 2.4 | Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing). | 8% | 42% | 50% | 0% |
| B5 | 2.5 | Learners take responsibility for and are self-directed in their learning. | 8% | 42% | 42% | 8% |
| Overall rating on a  4-point scale: | | 2.3 |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| C. Supportive Learning Environment | | | | | | |
| Indicators | Average | Description | Not Observed | Somewhat Evident | Evident | Very Evident |
| C1 | 3.2 | Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful. | 0% | 25% | 33% | 42% |
| C2 | 2.8 | Learners take risks in learning (without fear of negative feedback). | 0% | 33% | 58% | 8% |
| C3 | 2.8 | Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks. | 0% | 42% | 42% | 17% |
| C4 | 3.3 | Learners demonstrate a congenial and supportive relationship with their teacher. | 0% | 8% | 50% | 42% |
| Overall rating on a  4-point scale: | | 3.0 |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| D. Active Learning Environment | | | | | | |
| Indicators | Average | Description | Not Observed | Somewhat Evident | Evident | Very Evident |
| D1 | 2.6 | Learners’ discussions/dialogues/exchanges with each other and teacher predominate. | 8% | 42% | 33% | 17% |
| D2 | 1.9 | Learners make connections from content to real-life experiences. | 25% | 58% | 17% | 0% |
| D3 | 3.0 | Learners are actively engaged in the learning activities. | 0% | 25% | 50% | 25% |
| D4 | 1.8 | Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments. | 50% | 33% | 8% | 8% |
| Overall rating on a  4-point scale: | | 2.3 |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| E. Progress Monitoring and Feedback Learning Environment | | | | | | |
| Indicators | Average | Description | Not Observed | Somewhat Evident | Evident | Very Evident |
| E1 | 2.3 | Learners monitor their own progress or have mechanisms whereby their learning progress is monitored. | 8% | 50% | 42% | 0% |
| E2 | 2.8 | Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work. | 8% | 33% | 25% | 33% |
| E3 | 2.6 | Learners demonstrate and/or verbalize understanding of the lesson/content. | 0% | 42% | 58% | 0% |
| E4 | 1.8 | Learners understand and/or are able to explain how their work is assessed. | 42% | 42% | 17% | 0% |
| Overall rating on a  4-point scale: | | 2.4 |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| F. Well-Managed Learning Environment | | | | | | |
| Indicators | Average | Description | Not Observed | Somewhat Evident | Evident | Very Evident |
| F1 | 3.8 | Learners speak and interact respectfully with teacher(s) and each other. | 0% | 0% | 17% | 83% |
| F2 | 3.8 | Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others. | 0% | 0% | 25% | 75% |
| F3 | 2.9 | Learners transition smoothly and efficiently from one activity to another. | 17% | 17% | 25% | 42% |
| F4 | 2.8 | Learners use class time purposefully with minimal wasted time or disruptions. | 0% | 33% | 50% | 17% |
| Overall rating on a  4-point scale: | | 3.3 |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| G. Digital Learning Environment | | | | | | |
| Indicators | Average | Description | Not Observed | Somewhat Evident | Evident | Very Evident |
| G1 | 2.0 | Learners use digital tools/technology to gather, evaluate, and/or use information for learning. | 58% | 8% | 8% | 25% |
| G2 | 1.0 | Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning. | 100% | 0% | 0% | 0% |
| G3 | 1.3 | Learners use digital tools/technology to communicate and work collaboratively for learning. | 83% | 8% | 8% | 0% |
| Overall rating on a  4-point scale: | | 1.4 |  |  |  |  |

## Eleot Narrative

The Diagnostic Review Team conducted 12 classroom observations in core content classrooms. The Well-Managed Learning Environment had the highest overall rating of 3.3 on a four-point scale. The Diagnostic Review Team noted the respectful interactions among students. For example, it was evident/very evident in 100 percent of classrooms that "Learners speak and interact respectfully with teacher(s) and each other" (F1). Also, it was evident/very evident in 100 percent of classrooms that "Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others” (F2). Students were well-behaved in all classrooms observed and in common areas throughout the school.

While evidence supported that students are respectful and compliant, the team found that students engage primarily in low-level work with little differentiation. For example, it was evident/very evident in 17 percent of classrooms that "Learners engage in differentiated learning opportunities and/or activities that meet their needs" (A1). In 33 percent of classrooms, it was evident/very evident that students "strive to meet or are able to articulate the high expectations established by themselves and/or the teacher" (B1). While it was evident/very evident in 83 percent of classrooms that students "engage in activities and learning that are challenging but attainable" (B2), it was evident/very evident in 50 percent of classrooms that "Learners engage in rigorous coursework, discussions and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)" (B4). In addition, it was evident/very evident in eight percent of classrooms that "Learners demonstrate and/or are able to describe high quality work" (B3) and in 50 percent of classrooms that students "take responsibility for and are self-directed in their learning" (B5). In essence, while students are exposed to activities that may be considered challenging due to missing or gaps in learning as a result of the pandemic and chronic absenteeism, instruction generally provides limited opportunities that foster student collaboration with peers and delivers the level of rigor needed to promote success on high-stakes assessments.

The team was also concerned with the Progress Monitoring and Feedback Learning Environment. Instances of students who "monitor their own progress or have mechanisms whereby their learning is monitored" (E1) were evident/very evident in 42 percent of classrooms. Also troubling was the lack of opportunities students had to "receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work" (E2), which was evident/very evident in 58 percent of classrooms. It was evident/very evident that students "demonstrate and/or verbalize understanding of the lesson/content" (E3) in 58 percent of classrooms and "are able to explain how their work is assessed" (E4) in 17 percent of classrooms.

The low scores in the Digital Learning Environment also emerged as an area of opportunity. For example, it was evident/very evident in zero percent of classrooms that learners used digital tools/technology to "conduct research, solve problems, and/or create original works for learning" (G2) and evident/very evident in eight percent of classrooms that students "communicate and work collaboratively for learning" (G3). Also, it was evident/very evident in 33 percent of classrooms that students used "digital tools/technology to gather, evaluate, and/or use information for learning" (G1). While the school has a one-to-one initiative, the limited connectivity to the internet is a barrier to student use of electronic devices for learning during the school day. In addition, students expressed the desire to have more access to electronic devices to assist them in their learning. One student’s comments echoed the comments of others, “I would like to be able to use my cell phone more so I can research information that might help me answer questions.”

In summation, behavioral expectations that are clearly demonstrated among students could serve as the foundation for increasing engagement and promoting learning for students. The team suggests that the school leverage those structures to increase students' learning expectations and provide classroom instruction aligned with the level of rigor included in the state standards and state assessment performance levels. Improvement priorities

Improvement priorities are developed to enhance the capacity of the institution to reach a higher level of performance and reflect the areas identified by the Diagnostic Review Team to have the greatest impact on improving student performance and organizational effectiveness.

## 

## Improvement priority 1

Develop, implement, and monitor practices, processes, and procedures that promote a sense of urgency related to achieving the school’s vision and mission. The primary focus should be on developing a culture of learning that addresses the academic and non-academic needs of students relative to the level of rigor included in the Tennessee Academic Standards and assessments.

**Standard 2: Learners’ well-being is at the heart of the institution’s guiding principles such as mission, purpose, and beliefs.**

The School Turnaround Pilot Program Act (Public Chapter 578, now codified at T.C.A. § 49-6-3601, et. seq.) required the Tennessee Department of Education to create and develop a four-year school turnaround pilot program beginning in the 2021-2022 school year for five schools in need of intervention. Hawkins Mill was identified as one of the five schools to participate in the program. In the spring of 2022, the School Turnaround Committee developed a Turnaround Plan aligning goals and strategies mandated by the multiple support systems implemented through the district and state due to the designation of Priority/Comprehensive Support and Improvement (CSI) status. The school is part of the district’s Innovation Zone (IZone), which was developed in 2012 to support the identified priority schools across the district. As part of the IZone, school leaders and staff members participate in a summer institute for professional learning provided by IZone staff, and school leaders also participate in the University of Virginia's Partnership for Leaders in Education with ongoing support throughout the year.

A review of the Hawkins Mill Elementary School Turnaround Plan revealed targeted strategies for allocating resources for additional leadership support (Strategy 1.2) and developing “protocols, processes, and accountability structures for building instructional capacity and ensuring consistency across all learning environments” (Strategy 1.3). Stakeholder interviews revealed that support provided by the I-Zone coach/leader and professional development focused on coaching provided through Cognia was helpful and appreciated. Team members also shared that leadership has met the expectation of capturing data to support the implementation of shared strategies and activities; however, observation and interview data did not indicate that the expectations are becoming embedded components in daily instructional practices. For example, the Second Semester Bi-Weekly Data document for Hawkins Mill Elementary school revealed that the percentage of students meeting and exceeding the established growth goals in each grade level increased in the areas of English language arts and math on the Mastery Connects progress monitoring assessment from the fall of 2022 to the winter of 2023.

While students in all grade levels are experiencing growth in student performance on local assessments, the percentage of students meeting and/or exceeding grade level expectations are below 50 percent for each grade level. Informal observations related to common areas (e.g., restrooms, hallways, lunchroom) revealed a lack of urgency to return to the instructional setting. The development, implementation, and monitoring of procedures designed to protect and maximize instructional and learning times would provide the needed sense of urgency for teaching and learning. Additionally, classroom observational data revealed that, while students are engaged in the learning process, activities are below the level of rigor needed for students to meet the performance expectations included in the Tennessee Academic Standards and high-stakes testing. For instance, it was evident/very evident in 83 percent of classrooms that “Learners engage in activities and learning that are challenging but attainable” (B2); however, in contrast, it was evident/very evident in 50 percent of classrooms that “Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)” (B4). It was also evident/very evident in 17 percent of classrooms that “Learners engage in differentiated learning opportunities and/or activities that meet their needs” (A1) and evident/very evident in 16 percent of classrooms that “Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments” (D4).

Stakeholder survey results revealed that all stakeholder groups perceive that the learner is at the heart of the institution’s guiding principles. For instance, 85 percent of students agreed/absolutely agreed with the statement, “In the past 30 days, I had lessons that will help me do well in the future” (11). Families’ response to the statement, “The adults show that they care about children’s well-being” (7) revealed that 90 percent agreed/absolutely agreed with the statement while 100 percent of educators agreed/absolutely agreed that “At my institution, we keep our learners’ well-being as a priority in everything we do” (11). While team members observed the strong, loving, and supportive environment for students by all adults, observational data did not reveal a strong commitment to teaching and learning focused on providing students with rigorous, standards-based instructional opportunities.

### Potential leader actions:

* Implement and monitor processes and procedures that provide a sense of urgency related to teaching and learning:
  + Time on task for whole group and small group daily instructional expectations.
  + Procedural expectations for non-learning tasks (e.g., restroom, pencil sharpening).
* Continued professional learning opportunities for teachers related to the following:
  + Unpacking grade-level content standards focused on developing a skills progression that leads to standards mastery for every standard in each content.
  + Planning and delivering standards-based lessons.
  + Instructional framework that provides for the whole group and for small groups (e.g., differentiated instructional opportunities) in every classroom every day.
* Additional personnel to support the instructional expectations for students:
  + Reading/math/instructional coach to provide real-time coaching and support for the adopted gradual release framework.
  + Intervention personnel to address the students’ remedial needs (e.g., Tier III academic and non-academic).

## 

## Improvement priority 2

Implement and monitor the district adopted curriculum. Include data-driven instructional processes for teaching and learning to meet the individual needs of students. Intentionally focus on ensuring curricula are aligned to the Tennessee Academic Standards, are relevant to learners’ needs, and monitored for effectiveness.

**Standard 12: Professional staff members implement curriculum and instruction that are aligned for relevancy, inclusion, and effectiveness.**

While the leadership, staff, and students are to be commended for being named a Tennessee Rewards School for 2021-2022 in relation to growth across all indicators, student academic performance indicates that students at Hawkins Mill Elementary School performed below the state average in English language arts and mathematics on the Tennessee Comprehensive Assessment Program (TCAP) for grades three through five on the spring 2021 and spring 2022 administrations of the assessments. As indicated above, the percent of students meeting and/or exceeding grade level expectations are below 50 percent for each grade level on the most recent administration of the Mastery Connects assessments for English language arts and mathematics.

Staff interviews revealed that the ongoing professional development provided through the I-Zone coach and Cognia (classroom and leadership coaching) has been beneficial in producing improvement in professional practice. Based on classroom observations, the team noted that there are pockets of successful implementation of strategies that foster student engagement as shown by it being evident/very evident in 75 percent of classrooms that “Learners are actively engaged in the learning activities” (D3). Additionally, it should be noted it was evident/very evident in 83 percent of classrooms that students "engage in activities and learning that are challenging but attainable" (B2). However, in relation to high expectations, it was evident/very evident in 50 percent of classrooms that "Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)" (B4) and evident/very evident in eight percent of classrooms that “Learners demonstrate and/or are able to describe high quality work” (B3).   
  
In essence, while students are exposed to activities that may be considered challenging, they are limited in opportunities that foster collaboration with peers and provide the level of rigor needed to promote success on high stakes assessment.

Teachers are currently required to implement a dual program curriculum, Wonders and i-Ready, for English language arts as revealed through stakeholder interviews. When questioned as to how the programs were implemented, team members received varying answers. Some teachers alternate between the two programs and others use the resources for the Wonders program and the framework from the i-Ready program. Regardless of how the dual system is implemented, instances of students who “receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work” (E2) were evident/very evident in 58 percent of classrooms. An additional concern for team members was that in 17 percent of classrooms it was evident/very evident that “Learners understand and/or able to explain how their work is assessed” (E4).

Survey results revealed that stakeholders are overall pleased with the quality of instruction and support provided to students as evidenced by 89 percent of students who agreed/absolutely agreed with the statement, “The adults help us believe we can do things” (5). Additionally, family surveys revealed that 82 percent agreed/absolutely agreed with the statement “In the past 30 days, my child had instruction that was changed to meet their needs” (15), which was supported through parent interviews. When asked how they knew if their child’s learning needs were being met, most parents stated that they received updates through DOJO, email, parent-teacher conferences, and notes home. However, when asked to share specific incidences in which activities were delivered to meet the instructional needs, parents with special needs students were the only ones to respond.

Educator survey results revealed that 95 percent of educators agreed/absolutely agreed with the statement, “At my institution, we deliver instruction that considers learners’ needs, interests, and potential” (8). In direct contrast, it was evident/very evident in 58 percent of classrooms that “Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work” (E2). It should also be noted that the majority of classroom observations were centered around whole group instructional activities with no opportunities for small group instruction.

### 

### Potential leader actions:

* Facilitate professional development for deconstructing content standards for all teachers in all grade levels for all content areas.
* Provide clarity related to program/curriculum implementation for English language arts and math.
* Provide professional development and classroom coaching about the following:
  + Standards-based instructional planning and time management.
  + Formative assessment and use of assessments for learning.
  + Providing appropriate and timely Tier I, II, and III instruction.

## 

## Your next steps

The results of the Diagnostic Review provide the next step for guiding the improvement journey of the institution with their efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Diagnostic Review Report will assist the institution in reflecting on current improvement efforts and adapting and adjusting their plans to continuously strive for improvement.

Upon receiving the Diagnostic Review Report, the institution is encouraged to implement the following steps:

* Review and share the findings with stakeholders.
* Develop plans to address the Improvement Priorities identified by the Diagnostic Review Team.
* Use the findings and data from the report to guide and strengthen the institution’s continuous improvement efforts.
* Celebrate the successes noted in the report.

# Team roster

The Engagement Review Team is a group of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Diagnostic Review Team members complete Cognia training and eleot certification to ensure knowledge and understanding of the Cognia tools and processes. The following professionals served on the Diagnostic Review Team.

|  |  |
| --- | --- |
| Team member name | Brief biography |
| Dr. Orletta Rush | Dr. Orletta J. Rush is currently the Deputy Superintendent of Teaching and Learning with Jefferson County School District in Alabama. Prior to that, she served as the executive director of special initiatives and as a principal. In addition, she has over 24 years of experience working at all levels of public education. She has been a teacher, reading interventionist, assistant principal, principal, and central office administrator. |
| Dr. Tonja Dandy | Dr. Tonja Dandy serves as the principal of the Tennessee School for the Blind (TSB), which is the only state special school for the blind in Tennessee. She also served as a Science, Technology, Engineering, and Technology (STEM) director, assistant principal, high school science teacher, science department chairperson, academy lead teacher in Metropolitan Nashville Public Schools, licensed dispensing optician, and microbiologist. |
| Ms. Denise McMillan | Denise McMillan serves as an Engagement Specialist for Cognia. Denise enjoyed more than 32 years as a professional educator, serving as an elementary and exceptional education teacher, exceptional education coordinator, assistant principal, and supervisor of early childhood and extended school programs. |

# Appendix

## 

## Cognia Performance Standards ratings

### Key characteristic 1: Culture Of Learning

A good institution nurtures and sustains a healthy culture for learning. In a healthy culture, learners, parents, and educators feel connected to the purpose and work of the institution as well as behave in alignment with the stated values and norms. The institution also demonstrates evidence that reflects the mission, beliefs, and expectations of the institution (e.g., student work; physical appearance of the institution; participation in institution activities; parents’ attendance at institution functions).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard number and statement** | **Level 1:**  **Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.** | **Level 2:**  **Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.** | **Level 3:**  **Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.** | **Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.** | **Team rating** |
| 1. Leaders cultivate and sustain a culture that demonstrates respect, fairness, equity, and inclusion, and is free from bias. | Leaders rarely model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members seldom implement ongoing practices, processes, and decision-making that embody the values of respect, fairness, equity, and inclusion and are free from bias. | Leaders occasionally model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision-making that embody the values of respect, fairness, equity, and inclusion and are free from bias. | Leaders regularly model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members routinely implement ongoing practices, processes, and decision-making that embody the values of respect, fairness, equity, and inclusion and are free from bias. | Leaders consistently model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members consistently implement ongoing practices, processes, and decision-making that embody the values of respect, fairness, equity, and inclusion and are free from bias. | **2** |
| 2. Learners’ well-being is at the heart of the institution’s guiding principles such as mission, purpose, and beliefs. | Staff members seldom demonstrate commitment to learners’ academic and non-academic needs and interests. The institution’s practices**,** processes, and decisions may not be based on its stated values. | Staff members occasionally demonstrate commitment to learners’ academic and non-academic needs and interests. The institution’s practices, processes, and decisions are consistent with and based on its stated values. | Staff members routinely demonstrate commitment to learners’ academic and non-academic needs and interests. The institution’s practices, processes, and decisions are documented, and are consistent with and based on its stated values. | Staff members continually demonstrate commitment to learners’ academic and non-academic needs and interests. The institution’s practices, processes, and decisions are documented and regularly reviewed for consistency with its stated values. | 2 |
| 3. Leaders actively engage stakeholders to support the institution’s priorities and guiding principles that promote learners’ academic growth and well-being. | Leaders establish conditions that rarely result in support and participation among stakeholders. Leaders seldom collaborate with stakeholders. Institutions choose areas of focus that are rarely based on data about learners. | Leaders establish conditions that occasionally result in support and participation among stakeholders. Leaders sometimes collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus that are sometimes based on data on learners’ needs and consistent with guiding principles. | Leaders establish and sustain conditions that regularly result in support and active participation among stakeholders. Leaders routinely collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus based on analyzed data on learners’ needs and consistent with guiding principles. | Leaders establish and sustain conditions that consistently result in support and active participation among stakeholders. Leaders consistently collaborate with stakeholders to advance identified priorities. Institutions implement a formal process to choose areas of focus based on analyzed data on learners’ needs and consistent with guiding principles. | **2** |
| 5. Professional staff members embrace effective collegiality and collaboration in support of learners. | The institution’s operating practices rarely cultivate and set expectations for collegiality and collaboration. Professional staff members may or may not interact with respect and cooperation, learn from one another, or consider one another’s ideas. Professional staff members rarely work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners. | The institution’s operating practices somewhat cultivate and set expectations for collegiality and collaboration. Professional staff members generally interact with respect and cooperation, periodically learn from one another, and somewhat consider one another’s ideas. Professional staff members sometimes work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners. | The institution’s documented operating practices cultivate and set expectations for collegiality and collaboration. Professional staff members regularly interact with respect and cooperation, often learn from one another, and routinely consider one another’s ideas. Professional staff members often work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners. | The institution’s documented operating practices cultivate and set expectations for collegiality and collaboration and are monitored for fidelity of implementation. Professional staff members consistently interact with respect and cooperation, learn from one another, and consider one another’s ideas. Professional staff members intentionally and consistently work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners. | 2 |
| 6. Professional staff members receive the support they need to strengthen their professional practice. | Professional staff members receive few or no resources and assistance based on data and information unique to the individual. Professional staff members rarely receive mentoring and coaching from leaders and peers. | Professional staff members receive some resources and assistance based on data and information unique to the individual. Professional staff members periodically receive mentoring and coaching from leaders and peers. | Professional staff members receive adequate resources and assistance based on data and information unique to the individual. Professional staff members receive personalized mentoring and coaching from leaders and peers. | Professional staff members consistently receive adequate resources and assistance based on data and information unique to the individual. A formal structure ensures that professional staff members receive personalized mentoring and coaching from leaders and peers. | 2 |

### Key characteristic 2: Leadership For Learning

The ability of a leader to provide leadership for learning is a key attribute of a good institution. Leaders who engage in their own learning while tangibly supporting the learning process for learners and teachers have a significant positive impact on the success of others. Leaders must also communicate the learning expectations for all learners and teachers, continuously, with consistency and purpose. The expectations are embedded in the culture of the institution, reflected by learners’, teachers’, and leaders’ behaviors and attitudes toward learning.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard number and statement** | **Level 1:**  **Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.** | **Level 2:**  **Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.** | **Level 3:**  **Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.** | **Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.** | **Team rating** |
| 7. Leaders guide professional staff members in the continuous improvement process focused on learners’ experiences and needs. | Leaders seldom engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is rarely based on data about learners’ academic and non-academic needs and the institution’s organizational effectiveness. Leaders and professional staff members rarely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders. | Leaders occasionally engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is sometimes based on data about learners’ academic and non-academic needs and the institution’s organizational effectiveness. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that improve learning and engage stakeholders. | Leaders regularly engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed data about learners’ academic and non-academic needs and the institution’s organizational effectiveness. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders. | Leaders consistently engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed Trend and current data about learners’ academic and non-academic needs and the institution’s organizational effectiveness. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that improve learning and engage stakeholders. | 2 |
| 9. Leaders cultivate effective individual and collective leadership among stakeholders. | Leaders seldom recognize and encourage leadership potential among stakeholders. Leaders rarely create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders rarely volunteer to take on individual or shared responsibilities that support the institution’s priorities. | Leaders occasionally recognize and encourage leadership potential among stakeholders. Leaders sometimes create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders sometimes volunteer to take on individual or shared responsibilities that support the institution’s priorities. | Leaders frequently recognize and encourage leadership potential among stakeholders. Leaders create conditions that regularly offer formal and informal leadership opportunities, and support individuals and groups to improve their leadership skills. Stakeholders demonstrate a willingness to take on individual or shared responsibilities that support the institution’s priorities. | Leaders consistently recognize and actively encourage leadership potential among stakeholders. Leaders create conditions that ensure formal and informal leadership opportunities and provide customized support for individuals and groups to improve their leadership skills. Stakeholders show initiative and eagerness to take on individual or shared responsibilities that support the institution’s priorities. | 3 |
| 11. Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments. | Leaders seldom demonstrate awareness of potential influences on institution stability. The institution’s structure and processes are not well documented or communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution’s structure and processes may not include emergency and contingency plans to respond to change. | Leaders sometimes demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution’s structure and processes are occasionally documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution’s structure and processes include emergency and contingency plans to respond to change. | Leaders regularly demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution’s structure and processes are documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution’s structure and processes include emergency and contingency plans that support responses to both incremental and sudden change. | Leaders consistently demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution’s structure and processes are documented, monitored, and thoroughly communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution’s structure and processes include emergency and contingency plans that support agile and effective responses to both incremental and sudden change. | 2 |
| 12. Professional staff members implement curriculum and instruction that are aligned for relevancy, inclusion, and effectiveness. | Professional staff members implement locally adopted curriculum and instruction. Curriculum and instructional practices are rarely or not assessed to assure alignment, relevancy, inclusiveness and effectiveness for all learners. | Professional staff members implement curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are sometimes assessed to assure alignment, relevancy, inclusiveness and effectiveness for all learners. | Professional staff members implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed to assure alignment, relevancy, inclusiveness and effectiveness for all learners. | Professional staff members systematically implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed through a formal, systematic process to assure alignment, relevancy, inclusiveness and effectiveness for all learners. | 1 |

### Key characteristic 3: Engagement Of Learning

A good institution ensures that learners are engaged in the learning environment. Learners who are engaged in the learning environment participate with confidence and display agency over their own learning. A good institution adopts policies and engages in practices that support all learners being included in the learning process.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard number and statement** | **Level 1:**  **Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.** | **Level 2:**  **Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.** | **Level 3:**  **Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.** | **Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.** | **Team rating** |
| 17. Learners have equitable opportunities to realize their learning potential. | Professional staff members give little or no consideration to individual learner needs and well-being when developing and providing academic and non-academic experiences. Academic and non-academic opportunities are limited and standardized according to grade levels or a predetermined sequencing of courses. Learners frequently encounter a variety of barriers when accessing academic and non-academic offerings that would be well-suited to their individual needs and well-being. Learners are rarely challenged to strive towards individual achievement and self-efficacy. | Professional staff members give consideration to varying learner needs and well-being when developing and providing academic and non-academic experiences. Learners have access to some variety in academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners may encounter barriers when accessing some academic and non-academic experiences most suited to their individual needs and well-being. Learners are sometimes challenged and supported to strive towards individual achievement and self-efficacy. | Professional staff members know their learners well-enough to develop and provide a variety of academic and non-academic experiences. Learners have access and choice in most academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners rarely encounter barriers when accessing academic and non-academic experiences most suited to their individual needs and well-being. Learners are challenged and supported to strive towards individual achievement and self-efficacy. | Professional staff members develop relationships with and understand the needs and well-being of individual learners. Academic and non-academic experiences are tailored to the needs and well-being of individual learners. Learners are challenged and supported to strive towards maximal levels of achievement and self-efficacy without barriers or hindrances by schedules or access to academic and non-academic offerings. | 2 |
| 18. Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking. | Learners engage in environments that focus primarily on academic learning objectives only. Little or no emphasis is placed on non-academic skills important for next steps in learning and for future success. Learning experiences rarely build skills in creativity, curiosity, risk-taking, collaboration or design-thinking. | Conditions within some aspects of the institution promote learners’ lifelong skills. Learners engage in some experiences that develop non-academic skills important for their next steps in learning and for future success. Some learning experiences build skills in creativity, curiosity, risk-taking, collaboration and design-thinking. | Conditions within most aspects of the institution promote learners’ lifelong skills. Learners engage in experiences that develop the non-academic skills important for their next steps in learning and for future success. Collectively, the learning experiences build skills in creativity, curiosity, risk-taking, collaboration and design-thinking. | Conditions across all aspects of the institution promote learners’ lifelong skills. Learners engage in ongoing experiences that develop the non-academic skills important for their next steps in learning and for future success. A formal structure ensures that learning experiences collectively build skills in creativity, curiosity, risk-taking, collaboration and design-thinking. | 1 |
| 21. Instruction is characterized by high expectations and learner-centered practices. | Instructional activities are primarily designed around curriculum objectives with little or no focus on learner needs and interests. Professional staff members rarely deliver instruction designed for learners to reach their individual potential. | Learners engage in instructional activities, experiences, and interactions based on needs and interests typical of most students. Professional staff members infrequently deliver instruction designed for learners to reach their potential. | Most learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members routinely deliver instruction designed for learners to reach their potential. | Learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members consistently deliver instruction designed for learners to reach their potential. | 1 |
| 22. Instruction is monitored and adjusted to advance and deepen individual learners’ knowledge and understanding of the curriculum. | Professional staff members rarely monitor and adjust instruction. Professional staff members rarely analyze data to deepen each learner’s understanding of content. | Professional staff members sometimes monitor and adjust instruction based on each learner’s achievement of desired learning targets. Professional staff members sometimes analyze data to deepen each learner’s understanding of content. | Professional staff members regularly monitor and adjust instruction based on each learner’s response to instruction and achievement of desired learning targets. Professional staff members routinely analyze trend and current data to deepen each learner’s understanding of content. | Professional staff members consistently monitor and adjust instruction based on each learner’s response to instruction and achievement of desired learning targets. Professional staff members use a formal, systematic process for analyzing trend and current data to deepen each learner’s understanding of content at increasing levels of complexity. | 1 |

### Key characteristic 4: Growth In Learning

A good institution positively impacts learners throughout their journey of learning. A positive impact on the learner is reflected in readiness to engage in and preparedness for the next transition in their learning. Growth in learning is also reflected in learners’ ability to meet expectations in knowledge and skill acquisition.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard number and statement** | **Level 1:**  **Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.** | **Level 2:**  **Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.** | **Level 3:**  **Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.** | **Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.** | **Team rating** |
| 24. Leaders use data and input from a variety of sources to make decisions for learners’ and staff members’ growth and well-being. | Leaders rarely demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that rarely take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities. | Leaders sometimes demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that occasionally take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities. | Leaders regularly demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make decisions by routinely taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities. | Leaders consistently demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make intentional decisions by consistently taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities. | 2 |
| 25. Leaders promote action research by professional staff members to improve their practice and advance learning. | Leaders rarely create a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution or learning environments. Professional staff members seldom engage in action research to make informed instructional changes. Leaders provide and engage in few or no learning opportunities for professional staff members about action research. | Leaders occasionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, sometimes engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in some learning opportunities for professional staff members to implement action research. | Leaders regularly create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, routinely engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities for professional staff members to implement action research. | Leaders intentionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, consistently engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities customized for professional staff members about action research. | 1 |
| 26. Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning. | Leaders rarely implement a process to determine the effectiveness of the institution’s curriculum and instruction, including staffing and resources. Leaders seldom use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices. | Leaders occasionally implement a process to determine the effectiveness of the institution’s curriculum and instruction, including staffing and resources. Leaders sometimes use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices. | Leaders routinely implement a documented process to determine the effectiveness of the institution’s curriculum and instruction, including staffing and resources. Leaders use analyzed current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices. | Leaders consistently implement a documented process to determine the effectiveness of the institution’s curriculum and instruction, including staffing and resources. Leaders use a formal, systematic process for analyzing current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices. | 1 |
| 27. Learners’ diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions. | The Institution rarely addresses the range of developmental, physical, emotional, and intellectual needs to support learners’ ability to learn. Strategies and interventions for these needs are seldom planned and implemented based on information, data, or instructional best practices. | The Institution sometimes addresses the range of developmental, physical, emotional, and intellectual needs to support learners’ ability to learn. Strategies and interventions for these needs are occasionally planned and implemented based on information, data, and instructional best practices to ensure learners’ success. | The Institution routinely addresses the range of developmental, physical, emotional, and intellectual needs to support learners’ ability to learn. Strategies and interventions for these needs are regularly planned and implemented based on analyzed information, data, and instructional best practices to ensure learners’ success. | The Institution consistently addresses the range of developmental, physical, emotional, and intellectual needs to support learners’ ability to learn. Strategies and interventions for these needs are formally and systematically planned and implemented based on analyzed information, data, and instructional best practices to ensure learners’ success. | 2 |
| 28. With support, learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers. | Professional staff members rarely engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners do not choose activities or monitor their own progress toward goals. | Professional staff members sometimes engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners occasionally choose activities and monitor their own progress, demonstrating active ownership of their stated goals. | Professional staff members regularly engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners routinely choose activities and monitor their own progress, demonstrating active ownership of their stated goals. | Professional staff members consistently engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners consistently choose activities and monitor their own progress, demonstrating active ownership of their stated goals. | 2 |
| 29. Understanding learners’ needs and interests drives the design, delivery, application, and evaluation of professional learning. | Professional learning is rarely learner-centered and may or may not focus on improving pedagogical skills and knowledge to better address learners’ needs and interests. A documented process to select, deliver, implement, and evaluate professional learning does not exist. | Professional learning is occasionally learner-centered, designed around the principles that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners’ needs and interests. A documented process to select, deliver, implement, and evaluate professional learning exists but is not fully implemented. | Professional learning is learner-centered, designed around the principles that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners’ needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented. | Professional learning is learner-centered, customized around the needs of individual or groups of professional staff members, and focuses on improving pedagogical skills and knowledge to better address learners’ needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented and monitored for fidelity. | 1 |
| 30. Learners’ progress is measured through a balanced system that includes assessment both for learning and of learning. | Professional staff members seldom use assessment data to determine learners’ progress toward and achievement of intended learning objectives. Assessment data are rarely or inconsistently used for ongoing planning, decision making, and modification of curriculum and instruction. | Professional staff members occasionally use assessment data gathered through formal and informal methods to determine learners’ progress toward and achievement of intended learning objectives. Assessment data are sometimes used for ongoing planning, decision making, and modification of curriculum and instruction. | Professional staff members and learners regularly use assessment data gathered through formal and informal methods to determine learners’ progress toward and achievement of intended learning objectives. Assessment data are routinely used for ongoing planning, decision making, and modification of curriculum and instruction. | Professional staff members and learners collaborate to determine learners’ progress toward and achievement of intended learning objectives based on assessment data gathered through formal and informal methods. Assessment data are systematically used for ongoing planning, decision making, and modification of curriculum and instruction. | 2 |

## Student performance data

**School Name: Hawkins Mill Elementary School**

**Tennessee Comprehensive Assessment Program (TCAP): EOC School Summary Report**

**Percentage of students at each Performance Level**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | **Spring 2022** | | **Spring 2021** | |
| **Grade** | **ELA** | **School** | **State** | **School** | **State** |
| 3 | Met and Exceeding | 18.6% | 35.7% | \*\* | 32.1% |
|  |  | School | State | School | State |
| 4 | Met and Exceeding | 5.6% | 39.3% | 8.5% | 35.2% |
|  |  | School | State | School | State |
| 5 | Met and Exceeding | 11.1% | 36.7% | \*\* | 29% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | **Spring 2022** | | **Spring 2021** | |
| **Grade** | **Math** | **School** | **State** | **School** | **State** |
| 3 | Met and Exceeding | 7% | 36.3% | \* | 31.4% |
|  |  | School | State | School | State |
| 4 | Met and Exceeding | \*\* | 38.1% | \*\* | 33.9% |
|  |  | School | State | School | State |
| 5 | Met and Exceeding | 20.6% | 37.2% | \*\* | 31.4% |

**Rewards School 2021-2022**

Schools that earn an overall rating of 3.1 or higher and are not identified as Priority, Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) schools are recognized as Reward schools. Hawkins Mill Elementary school received this designation by demonstrating high levels of performance and/or growth across all indicators.

**School-Wide Attendance Rates**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2022** | **2021** | **2020** | **2019** |
| Hawkins Mill ES | 88.7% | 92.0% | 96.8% | 95.8% |
| SCS K-5 comparison | 91.9% | 93.5% | 94.3% | 94.3% |

**Chronically Out of School Rate**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2022** | **2021** | **2020** | **2019** |
| Hawkins Mill ES | 40.2% | 29.2% | 4.9% | 6.0% |
| SCS K-5 comparison | 27.9% | 19.1% | 16.1% | 13.8% |

## Schedule

Sunday, February 5, 2022

|  |  |  |  |
| --- | --- | --- | --- |
| Time | Event | Where | Who |
| 4:00 p.m. – 6:30 p.m. | Team Work Session #1 | Hotel Conference Room | Diagnostic Review Team Members |

Monday, February 6, 2022

|  |  |  |  |
| --- | --- | --- | --- |
| Time | Event | Where | Who |
| 7:15 a.m. | Team arrives at institution | School Office | Diagnostic Review Team Members |
| 7:40 a.m.- 4:00 p.m. | Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review | School | Diagnostic Review Team Members |
| 4:00 p.m. – 5:00 p.m. | Team returns to hotel |  |  |
| 5:00 p.m. – 8:00 p.m. | Team Work Session #2 | Hotel Conference Room | Diagnostic Review Team Members |

Tuesday, February 7, 2022

|  |  |  |  |
| --- | --- | --- | --- |
| Time | Event | Where | Who |
| 7:15 a.m. | Team arrives at institution(s) | School | Diagnostic Review Team Members |
| 7:45 a.m. – 4:00 p.m. | Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review | School | Diagnostic Review Team Members |
| 4:00 p.m. – 5:00 p.m. | Team returns to hotel |  |  |
| 5:00 p.m. – 8:00 p.m. | Team Work Session #3 | Hotel Conference Room | Diagnostic Review Team Members |

Wednesday, February 8, 2022

|  |  |  |  |
| --- | --- | --- | --- |
| Time | Event | Where | Who |
| 8:00 a.m. – 11:30 a.m. | Final Team Work Session | School | Diagnostic Review Team Members |