Hawkins Mill Elementary Annual Plan (2025 - 2026)

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[G 1] Reading/Language Arts
By Spring 2026, through the implementation of a standards align core curriculum in each ELA classroom, students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in reading, writing, and Language Arts TN standards to align with instructional shifts. Students struggling to meet academic proficiency will receive targeted intervention and supports throughout the school year based on their identified area(s) of need. Early Literacy will continue to build a comprehensive level of foundational skills by using the science of reading.

Performance Measure
Hawkins Mill ES will increase the on-track and mastery ELA proficiency rate for grades 3-5 from 27.4% in SY24 to 35% in SY26.

Performance will be measured using the following tools:

District Formative Assessments

TNReady Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready. **Benchmark Indicator** **Benchmark Indicator** **Implementations** * Weekly Lesson Plan Checklist * Daily Informal Walkthroughs using the District ELA Walkthrough Tool * Weekly collaborative planning agendas and sign ins * Quarterly student grading reports (report cards)	**[A 1.1.1] Implement School-wide Comprehensive Literacy Practices** Utilize research-based literacy instructional practices like: * balanced literacy * vocabulary development * writing across the curriculum * learning stations * use of technology * collaborative lesson planning * deliberate practice * uninterrupted reading block	Antonio Harvey, Principal; Tanya Butler, PLC Coach	05/22/2026		

Effectiveness * Daily classroom observations will reflect best practices and effective strategies that align to the content standards at least 95% of the instructional observed time. * CFAs, administered Fall, Winter and Spring, will show growth in students shifting from below to approaching, approaching to on track and/or on track to mastery by at least 2% per assessment window.					
	[A 1.1.2] Employ Data-Driven Instruction PLC teams will utilize weekly data to guide reteaching, differentiated instruction, and interventions for reading/language arts addressing specific individual student deficiencies. Teachers will share strategies to increase student achievement. Classroom and SPED teachers will attend PLC meetings to collaborate on data.	Tanya Butler, PLC Coach	05/08/2026		
	[A 1.1.3] Provide Instructional Support School leaders will conduct formal and informal classroom observations to provide teachers with regular feedback to ensure instruction is aligned to the TN State Standards and evidence-based strategies are being utilized to address students' needs.	Antonio Harvey, Principal; Tanya Butler, PLC Coach	04/03/2026		
	[A 1.1.4] Provide Instructional Resources Supplemental instructional resources will be provided for students and teachers to engage students in the lesson and increase student achievement. These resources include, but are not limited to, materials and supplies such as; paper, notebooks, binders, pencils, notepads, books, calculators, laptops, carts, charging carts, desktop computers, interactive panels, software, practice books, etc.	Antonio Harvey, Principal; Tanya Butler, PLC Coach	03/31/2026		
[S 1.2] Professional Development Provide professional development for teachers,	**[A 1.2.1] Implementation of Effective Instructional Practices**	Antonio Harvey,	03/13/2026		

administrators, and instructional leaders on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts. **Benchmark Indicator** **Implementations** * Monthly Instructional Leadership Team (ILT) agendas and sign ins * Monthly Transcripts from the Memphis Shelby County School PLZ (Professional Learning Portal) * Monthly professional development agenda and attendance **Effectiveness** * Daily classroom observations will reflect best practices and effective strategies that align to the content standards at least 95% of the instructional observed time. * CFAs, administered Fall, Winter and Spring, will show growth in students shifting from below to approaching, approaching to on track and/or on track to mastery by at least 2% per assessment window.	Teachers will engage in professional development focusing on effective implementation of instructional practices. Implementation of what is learned during training will be expected to be used by all who receive the training. Implementation of what was learned will be observed for implementation and provided feedback and follow-up on implementation of the feedback.	Principal; Tanya Butler, PLC Coach			
	[A 1.2.2] Utilize Vertical Team Meetings Some faculty meetings, some PLC meetings, and District Learning Days (DLD) will include vertical teaming sessions. ILT members facilitate the sessions with support from district personnel. Data Dig Days are also structured as vertical teams. This allows for collaboration on instructional strategies, student recommendations and/or planning for small groups. Vertical teaming sessions are imperative to planning for instruction according to content area. Vertical teaming allows the teachers of specific content area to meet,	Antonio Harvey, Principal; Tanya Butler, PLC Coach	05/08/2026		

	review instructional strategies that promote differentiation and scaffolding, create, and exchange instructional resources, and engage in advance planning of instruction.				
	[A 1.2.3] Incorporate Data Days There is a tremendous amount of data for Hawkins Mill Elementary faculty and staff to review and analyze throughout the school year. With the end of each assessment testing window, a data professional development occurs to review the results, analyze the data, and develop a plan of action (next steps) as a means of meeting the school's Annual Measurable Objective (AMO) and increasing growth according to Tennessee Value Added Assessment System (TVAAS). During in-service week at the beginning of the school year, the summative data (if available) from TCAP TN Ready is reviewed and compared with data results from the previous year to document the various challenges and strengths. This allows faculty and staff to contemplate and evaluate the possible academic performance of students for the upcoming year. The data from the iReady, the district's universal screener, is disaggregated in the fall, winter, and spring of the school year, which accounts for three additional PD sessions. The results from this assessment have an immediate impact on faculty and staff collaboration and planning for instruction because at-risk students are identified. Other Data Days are scheduled to be held during faculty meetings, some PLCs, during DLD, and in district and school structured professional development.	Antonio Harvey, Principal; Tanya Butler, PLC Coach	05/15/2026		
	[A 1.2.4] Participate in External Professional Development ELA admin leads and ELA teachers may engage in local regional, and/or national professional development. Teachers may self-select professional learning opportunities based on identified gaps in instruction to help increase their	Antonio Harvey, Principal; Tanya Butler, PLC Coach	03/31/2026		

	capacity in delivery of content, growing students, and helping them achieve grade level content.				
[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. **Benchmark Indicator** **Implementations** * Weekly Progress Monitoring Data * Weekly RTI Fidelity Check Tool * Monthly RTI Data Team Meeting Agenda & Attendance **Effectiveness** * Monthly progress monitoring data will reflect students increasing by at least 2-3 data points. * Monthly data team meetings will reflect at least 1% of students being able to exit RTI2 supports and interventions. * District benchmark assessment data (Fall, Winter, Spring) will reflect at least 2% of students moving from Tier III to Tier II or Tier II to Tier I.	**[A 1.3.1] Implement Response to Instruction and Intervention** Implement a school-wide (K-5) 45-minute intervention period where students identified as Tier 2 and Tier 3 receive targeted instruction in their specific areas of skill deficit, appropriate to their instructional level. Continuous monitoring will take place, with students being benchmarked according to their identified tier. Interventions will be modified in response to student progress.	Antonio Harvey, Principal; Tanya Butler, PLC Coach	05/15/2026		
	[A 1.3.2] Differentiate Instruction All K-5 teachers will provide 2 or more days per week with students in small groups by differentiating the instruction to meet the student personalized learning needs. As the teacher work with a small group at the teacher table, the other students will work in station rotations such as comprehension, writing, vocabulary, grammar and/or foundational skills. This small group instruction is based off the standard utilized during whole group instruction. If a child needs more	Antonio Harvey, Principal; Tanya Butler, PLC Coach	05/08/2026		

	support, he or she will be asked to go to the teacher table for extra support.				
	[A 1.3.3] Provide Extended Learning Opportunities Extended learning will occur before or after school to tutor students who are experiencing difficulties in reading/language arts. Smaller groups and intensive instruction will help to increase student achievement.	Antonio Harvey, Principal; Tanya Butler, PLC Coach	04/03/2026		
[S 1.4] Early Literacy Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading to support the development of K-2 students reading skill set. **Benchmark Indicator** **Implementation** * Daily Informal Walkthroughs using the District Foundational Skills Walkthrough Tool * Weekly Collaborative Planning agendas and sign ins * Monthly professional development agendas and attendance * ELA Weekly Lesson Plan **Effectiveness** * Weekly lesson plan checks will show that 100% of teachers planning for components of foundational literacy skills instruction * Daily classroom observations will reflect student engagement in the content at least 85% of the instructional observed time * CFAs given Fall, Winter and Spring will show growth in students shifting from below to approaching, approaching to on track and/or on track to mastery by at least 2% per assessment	**[A 1.4.1] Professional Development** The PLC Coach and ILT members will deliver ongoing professional development for teachers to strengthen foundational and meaning based skills and analyze the data sets. Out-of-town professional development opportunities will also be considered for the admin team and K-2 reading/language arts teachers.	Antonio Harvey, Principal; Tanya Butler, PLC Coach	03/13/2026		

window * iReady Reading Diagnostics (Fall, Winter, Spring) will show an increase of 5% of students scoring on or above grade level in foundational skills					
	[A 1.4.2] Employ Deliberate Practice K-2 teachers will engage in deliberate practice for foundational skills during collaborative planning and PLC meetings to improve their instructional practices and to increase student achievement.	Antonio Harvey, Principal; Tanya Butler, PLC Coach	03/13/2026		

[G 2] Mathematics
By Spring 2026, through the implementation of a standards align core curriculum in each mathematics classroom students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in mathematic standards to align with instructional shifts. Students struggling to gain procedural and conceptual understanding to meet academic proficiency will receive targeted intervention throughout the school year.

Performance Measure
Hawkins Mill ES will increase the on-track and mastery Math proficiency rate for grades 3-5 from 24.0% in SY24 to 32% in SY26.

Performance measures will be monitored by the following:

District Formative Assessments

TNReady Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready. **Benchmark Indicator** **Implementation** * Weekly Lesson Plan Checklist * Daily Informal Walkthroughs using the District	**[A 2.1.1] Implement School-wide Mathematical Practices** Utilize the following mathematical instructional practices increase student achievement. * Address math standards by strengthening students' conceptual understanding and discourse. * Encourage use of manipulatives and visual models during lessons to help students grasp "why" beyond the procedures. * Train teachers in "number talks" or "problem-of-the-day" routines where students explain their reasoning.	Antonio Harvey, Principal; Tanya Butler, PLC Coach	05/15/2026		

Walkthrough Protocol and Debriefing Document * Weekly collaborative planning agendas and sign ins * Quarterly student grade reports (report cards) **Effectiveness** * -Daily classroom observations will reflect best practices and effective strategies that align to the content standards at least 95% of the instructional observed time. * CFAs, administered Fall, Winter and Spring, will show growth in students shifting from below to approaching, approaching to on track and/or on track to mastery by at least 2% per assessment window.					
	[A 2.1.2] Employ Data Driven Instruction PLC teams will utilize weekly data to guide reteaching, differentiated instruction, and interventions for reading/language arts addressing specific individual student deficiencies. Teachers will share strategies to increase student achievement. Classroom and SPED teachers will attend PLC meetings to collaborate on data.	Tanya Butler, PLC Coach	05/08/2026		
	[A 2.1.3] Provide Instructional Support School leaders will conduct formal and informal classroom observations to provide teachers with regular feedback to ensure instruction is aligned to the TN State Standards and evidence-based strategies are being utilized to address students' needs.	Antonio Harvey, Principal; Tanya Butler, PLC Coach	04/03/2026		
	[A 2.1.4] Provide Instructional Resources Supplemental instructional resources will be provided for students and teachers to engage students in the lesson and increase student achievement. These resources include, but are not limited to, materials and supplies such as; paper, notebooks, binders, pencils, notepads, books, calculators, laptops, carts, charging carts, desktop	Antonio Harvey, Principal; Tanya Butler, PLC Coach	03/31/2026		

	computers, interactive panels, software, practice books, etc.				
[S 2.2] Professional Development Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance. **Benchmark Indicator** **Implementations** * Monthly Instructional Leadership Team (ILT) agendas and sign ins * Monthly Transcripts from the Memphis Shelby County School PLZ (Professional Learning Portal) * Monthly professional development agenda and attendance **Effectiveness** * Daily classroom observations will reflect best practices and effective strategies that align to the content standards at least 95% of the instructional observed time. * CFAs, administered Fall, Winter and Spring, will show growth in students shifting from below to approaching, approaching to on track and/or on track to mastery by at least 2% per assessment window.	**[A 2.2.1] Implementation of Effective Instructional Practices** Teachers will engage in professional development focusing on effective implementation of instructional practices. Implementation of what is learned during training will be expected to be used by all who receive the training. Implementation of what was learned will be observed for implementation and provided feedback and follow-up on implementation of the feedback.	Antonio Harvey, Principal; Tanya Butler, PLC Coach	03/13/2026		
	[A 2.2.2] Utilize Vertical Team Meetings Some faculty meetings, some PLC meetings, and District Learning Days (DLD) will include vertical teaming sessions. ILT members facilitate the sessions with support from district personnel. Data Dig Days are also structured as vertical teams. This allows for collaboration on instructional strategies, student recommendations and/or	Antonio Harvey, Principal; Tanya Butler, PLC Coach	03/13/2026		

	planning for small groups. Vertical teaming sessions are imperative to planning for instruction according to content area. Vertical teaming allows the teachers of specific content area to meet, review instructional strategies that promote differentiation and scaffolding, create, and exchange instructional resources, and engage in advance planning of instruction.				
	[A 2.2.3] Participate in External Professional Development Mathematics admin leads and mathematics teachers may engage in local regional, and/or national professional development. Teachers may self-select professional learning opportunities based on identified gaps in instruction to help increase their capacity in delivery of content, growing students, and helping them achieve grade level content.	Antonio Harvey, Principal; Tanya Butler, PLC Coach	03/31/2026		
[S 2.3] Targeted Interventions and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. ** ** ** ** **Benchmark Indicator** **Implementations** * Weekly Progress Monitoring Data * Weekly RTI Fidelity Check Tool * Monthly RTI Data Team Meeting Agenda & Attendance **Effectiveness**	**[A 2.3.1] Implement Response to Instruction and Intervention** Implement a school-wide (K-5) 45-minute intervention period where students identified as Tier 2 and Tier 3 receive targeted instruction in their specific areas of skill deficit, appropriate to their instructional level. Continuous monitoring will take place, with students being benchmarked according to their identified tier. Interventions will be modified in response to student progress.	Antonio Harvey, Principal; Tanya Butler, PLC Coach	05/15/2026		

* Monthly progress monitoring data will reflect students increasing by at least 2-3 data points. * Monthly data team meetings will reflect at least 1% of students being able to exit RTI2 supports and interventions. * District benchmark assessment data (Fall, Winter, Spring) will reflect at least 2% of students moving from Tier III to Tier II or Tier II to Tier I.					
	[A 2.3.2] Differentiate Instruction Teachers in all grades will utilize resources to differentiate instruction during math stations (small groups) to meet the needs of all their students to increase mathematics proficiency.	Antonio Harvey, Principal; Tanya Butler, PLC Coach	05/08/2026		
	[A 2.3.3] Provide Extended Learning Opportunities Extended learning will occur before or after school to tutor students who are experiencing difficulties in mathematics. Smaller groups and intensive instruction will help to increase student achievement.	Antonio Harvey, Principal; Tanya Butler, PLC Coach	04/03/2026		

[G 3] Safe & Healthy Students
By Spring 2026, we will foster a safe and healthy student-focused learning environment and improve students' attendance and behavior through the implementation of attendance and behavioral interventions and supports, continued professional development grounded in instructional best practices, and stakeholder engagement activities and resources.

Performance Measure
Hawkins Mill ES will reduce its chronic absence rate from 11.4% in SY24 to 6% in SY26.

Student attendance will be monitored by the following:

PowerSchool Data

PowerBI Data

SART Meeting Documentation

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions, initiatives, and support programs that address chronic absenteeism and behavioral needs for all students. **Benchmark Indicator** Implementation * 20-day attendance reports * 20-day behavior reports * monthly SART meeting documentation Effectiveness * 20-day attendance reports will reflect a 1% decrease in the number of students absent from school * 20-day behavior reports will reflect 1 less student with a disciplinary infraction * Monthly SART meetings will reflect 1 less parent meeting per month	**[A 3.1.1] Implement RTI2-B** The RTI2-B data team will meet every 20- day period to review student behavioral intervention plans and progress monitoring data for scholars that have been identified to have a need for this form of intervention. The RTI2-B team determines what actions are needed and specific areas for improvement. Faculty members will review the RTI2-B Plan and Action Plan during a faculty meeting presentation. The school-wide weekly behavior flow-chart includes a tally mark system, conduct grade, and consequences. During the first two week of school, the behavioral matrix gives scholars a uniform outline of school wide common area expectations, procedures, and routines. The common areas include the routines and procedures for the hallway, restrooms, cafeteria, and assemblies. Scholars will display and model the behavioral expectations as outlined in the 2025-26 RTI2-B school plan. The school counselor will facilitate monthly classes for students in grades K-5 to promote positive student behavior and teach mini lessons on "No Bullying", goal setting, and student efficacy.	Dr. Vietta O'Bryant, School Counselor	04/30/2026		
	[A 3.1.2] Provide Parental Notification and Support The school's RTI2-B team will engage in weekly communication to parents of students who are chronically absent. They will discuss the significance of regular attendance and, if needed, devise strategies to help parents address their child's attendance challenges. Additionally, SART meetings will be organized for the parents of students who are chronically absent to assess their needs and the supports required.	Dr. Vietta O'Bryant, School Counselor	04/30/2026		
	[A 3.1.3] Provide Students with Attendance and Behavior Incentives	Antonio Harvey,	05/15/2026		

	School-wide behavior incentives will be provided for students who qualify in the categories of 'most improved' Soaring Eagles Award, behavior trophies, non-uniform days, H.A.W.K.S store, and 20-day parties for excellent conduct.	Principal; Dr. Vietta O'Bryant, School Counselor; Tanya Buter, PLC Coach			
[S 3.2] Professional Development Provide ongoing, high quality professional development for school leaders and other staff that focuses on classroom/behavior management and social emotional learning to improve student behavior and attendance. **Benchmark Indicator** Implementation * Semesterly RTI2-B training agenda and sign-in sheets * 20-day PowerSchool Attendance Reports * Quarterly fidelity checks of attendance data entry (school-created document) Effectiveness * Semesterly RTI2-B data will reflect a 2% decrease in student infractions * 20-day attendance reports will reflect a 1% decrease in the number of students absent from school * Quarterly fidelity checks will reflect 98% of student attendance data entered error free	**[A 3.2.1] Provide RTI2-B Training** Teachers will obtain technical support and training to implement Class Dojo and Bryte Bites as a school-wide behavioral tracker that reinforces the RTI2-B behavioral matrix.	Antonio Harvey, Principal; Dr. Vietta O'Bryant, School Counselor	01/30/2026		
	[A 3.2.2] Provide Chronic Absenteeism Training The school counselor, PLC Coach, and GOS will train and/or provide a refresher to school staff on uniform practices to monitor student attendance and intervene immediately once students reach less then a 92% attendance rate. Additionally, school staff will receive specific information on how	Dr. Vietta O'Bryant, School Counselor; Tanya Butler, PLC Coach, GOS	02/06/2026		

	to identify, consistently monitor, and track at-risk students for chronic absenteeism.				
	[A 3.2.3] Provide Parent Training Hawkins Mill ES will facilitate training sessions for parents in all grades to help understand how elementary schools build a foundation for future success and encourage parent to do everything they can to ensure their child does not miss school. Parents will be made knowledgeable of grade-level curricula pacing to help them understand what their child missed during an absence. Attendance expectations will be shared with parents, as well as the process that follows once a child reaches the chronic absence threshold.	Antonio Harvey, Principal; Dr. Vietta O'Bryant, School Counselor; Tanya Buter, PLC Coach	01/30/2026		
[S 3.3] Parent, Family, and Community Engagement Hawkins Mill ES will promote effective parent, family, and community engagement activities that support safe schools which will improve student attendance and behavior. **Benchmark Indicator** Implementation * Quarterly parent meeting agenda and sign-in sheets * Semesterly parent-teacher conference sign-in sheets/minutes * 20-day attendance reports Effectiveness * Quarterly parent meeting participation will increase by 10% * Semesterly parent-teacher conferences will result in a 5% decrease in student infractions and a 5% decrease in student absences * 20-day attendance reports will reflect a 1%	**[A 3.3.1] Provide Parental Engagement Opportunities** Building capacity for student achievement and success includes opportunities for parents to volunteer, serve, and participate in the following ways: Serve as parent representatives on the SIP and RTI2-B teams. Attend regularly scheduled SIP and RTI2-B meetings and provide feedback for continuous school improvement. Volunteer in the school and in classrooms and participate in school events and activities and provide suggestions and feedback for improvement. Participate in parent-teacher conferences and IEP meetings. Attend Title I Annual Parent Meetings and monthly Title I Parent Meetings including school-wide Curriculum and Assessment Night, Literacy Night, and Math, Science and TN Ready Night events to build the capacity to support student achievement and success. Parents are given an opportunity to provide written feedback and offer suggestions for improvement via surveys that follow the scheduled events. Parents may also provide written feedback and/or suggestions for improvement of the school-wide plan by responding to surveys, questionnaires, and evaluations regarding the Title I Family Engagement Plan, Home-School Compact, SIP, Title I Parent Involvement Budget	Antonio Harvey, Principal; Dr. Vietta O'Bryant, School Counselor; Tanya Buter, PLC Coach	05/22/2026		

decrease in the number of students absent from school	allocation, Title I Parent Meetings, and School Climate and Culture. Participate in the review and revision of the Title I Family Engagement Plan, and Home-School Compact.				
	[A 3.3.2] Engage Parental Support The attendance team will be responsible for connecting with parents to discuss issues that emerge regarding students' attendance. Parents will be notified of student absences to assess whether support is required for the family. Monthly SART meetings will be scheduled with parents of students who are chronically absent, or who are nearing the chronic absence determination. Together, the school and parents will be able to rectify the chronic absence status of students.	Antonio Harvey, Principal; Dr. Vietta O'Bryant, School Counselor; GOS	05/22/2026		