

U.S. Department of Education
2019 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [X] Magnet [X] Choice

Name of Principal Ms. Christie Conyers Lewis

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Lockeland Design Center Elementary

(As it should appear in the official records)

School Mailing Address 105 South 17Th Street

(If address is P.O. Box, also include street address.)

Nashville City TN State 37206-1914 Zip Code+4 (9 digits total)

County Davidson County

Telephone (615) 258-1330

Fax (615) 258-1336

Web site/URL <https://schools.mnps.org/lockeland-elementary-design-center>

E-mail Christie.Lewis@mnps.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Adrienne Battle

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail Adrienne.Battle@mnps.org

District Name Davidson County School District Tel. (615) 258-4636

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Dr. Sharon Gentry

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

DISTRICT

- Number of schools in the district (per district designation):
 - 77 Elementary schools (includes K-8)
 - 36 Middle/Junior high schools
 - 18 High schools
 - 0 K-12 schools

131 TOTAL

SCHOOL (To be completed by all schools)

- Category that best describes the area where the school is located:
 - Urban or large central city
 - Suburban
 - Rural or small city/town
- Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	29	26	55
1	32	28	60
2	32	26	58
3	27	30	57
4	30	28	58
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	150	138	288

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 7 % Black or African American
 - 3 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 87 % White
 - 0 % Two or more races
- 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: <1%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	2
(4) Total number of students in the school as of October 1, 2017	301
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

6. English Language Learners (ELL) in the school: 0%
0 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Spanish, Mandarin, Castillian

7. Students eligible for free/reduced-priced meals: 4%
Total number students who qualify: 12

8. Students receiving special education services: 8 %
24 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>6</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>4</u> Other Health Impaired |
| <u>1</u> Developmental Delay | <u>4</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>10</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 9
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	15
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	97%	97%	97%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

We are Lockeland: giving choice, empowering individuals, promoting thinkers and problem solvers, creating community, inspiring a passion for learning.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

As a public school in Metro Nashville Public Schools, the school district handles the admissions process for all choice schools, including Lockeland Design Center Elementary. Students must apply to attend Lockeland Design Center Elementary through the district-wide lottery. All children who live in Davidson County may apply to attend Lockeland through the lottery process.

PART III – SUMMARY

Lockeland School, as it was known at the time, opened its iconic red doors to students for the first time in 1939. The building was the brainchild of famed Tennessean architect C.K. Colley, who set out to build what he deemed “the prettiest school in the city.” His chosen location was the site of the old Lockeland Mansion, a desirable plot as it stood just above a natural spring from which flowed the famous Lockeland Springs mineral water, winner of the highest award at the Louisiana Purchase Exposition in St. Louis for its “salubrious quality and ability to ward off disease.”

The school grounds were expanded in the 1940s and again in the early 1960s. By 2002, the school had undergone a significant renovation and reopened as Lockeland Design Center, a K-4 elementary school with a focus on literacy and language. Though much has changed over 80 years, those same red doors still adorn the Tudor Revival-style brick facade, welcoming new generations of students to one of the most unique and high performing schools in the state.

Lockeland Design Center’s foundational literacy and language approach ensures that reading and writing are a focus of every single class, whether it’s kindergarten, P.E. or 4th grade math. Literature and language are mediums used at Lockeland to increase student achievement in all subject areas. Beginning in 3rd grade, students experience classroom departmentalization, but with a unique Lockeland twist. A dedicated math teacher addresses all math standards, using the TN State Standards as a guide for instruction. English/Language Arts standards, however, are split between two classes. Social studies instruction is infused with reading standards, while students tackle science classes with a strong writing focus. These and other approaches to student learning have helped Lockeland be named a Tennessee Reward School every year since 2011, the award’s inaugural year. Reward School status requires the school rank in the top five percent of schools in the state for academic performance as well as student growth.

Students at Lockeland Design Center receive daily instruction in Spanish beginning in kindergarten. In addition to core curriculum, all students experience a Related Arts rotation, which includes music, art, physical education, computer skills, library instruction, and even regular guidance time with our school counselor, all geared toward providing the whole child every tool he/she needs to grow into a successful global citizen. Even Lockeland Spring itself, nestled beneath a domed mini-forest thick with trees, mist and history, is a uniquely valuable part of the campus. No longer a bubbling source of mineral water, its worn paths are traced daily by meditative neighbors and inquisitive young minds. A recently constructed outdoor classroom setting is now the scene of regular science scavenger hunts, social studies history lessons or P.E. nature jogs.

Lockeland Design Center is a public magnet school. Its teachers are passionate, dedicated and creative; its students eager and determined; its community supportive and involved. From sold-out school talent shows to outlandishly entertaining read-a-thon incentives, Lockeland’s staff and families work tirelessly together to ensure the best possible opportunities and results for each individual student. Lockeland is a neighborhood school that serves beyond its neighborhood, yet makes everyone feel like family. Its combination of top quality instruction, unrivaled creativity and community support have helped transform this pretty little school in the city into one of the best schools in the country.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

Lockeland Design Center is a language and literature design school, which means all its content lessons are grounded in high-quality literature that is culturally relevant, engaging and meaningful. Our teachers strive to create outstanding lessons that connect to real life experiences, emphasize the importance of 21st Century Skills, and strengthen the whole learner. Teachers begin with a backwards-design model, clearly establishing the learning goal prior to the lesson sequence and collaboratively planning lessons based on the Tennessee (TN) State Standards. The teachers create a sequence of daily lessons and tasks that build to a unit's culminating task. Lessons are based around current student data that guides the teacher's level of support and the strategies taught. Checks for understanding are varied and given throughout the lesson. Formative assessments are used to drive instruction and adjust lesson plans as needed. Teachers utilize data notebooks to set content-specific goals to encourage students to reflect and track their mastery of standards throughout the year. The focus on rigorous instruction allows teachers to challenge students while providing them with an education that prepares them to be lifelong learners.

The English Language Arts (ELA) curriculum includes best practices grounded in current research data. This data shows literacy instruction is most effective when students spend the majority of their time reading and writing based on complex, high-quality texts. Our ELA curriculum also includes explicit instruction and student-centered discussion. Research also shows that when students make choices about their learning through book selection, writing topics or goal-setting, they become active agents of their own learning, which creates an engaged learner and a foundation for lifelong curiosity. Our core literacy instruction is standards-based and employs the gradual release model using literacy based instructional strategies. As students in kindergarten through 2nd grade focus on the standards shift of learning to read, a literacy classroom might include strategies such as guided reading, interactive read aloud, shared writing and students working collaboratively in literacy stations. Literacy instruction is also grounded in foundational skills, with teachers explicitly teaching phonological awareness and phonics to provide a strong base to beginning readers. As the shift in 3rd and 4th grades becomes reading to learn, it is normal to see students in classrooms annotating a text with partners, engaging in a Socratic seminar about a text in order to strengthen their language and communication skills, writing a story from an alternative point of view or researching a topic on a laptop. In all grades, students in literacy classrooms engage in authentic culminating unit tasks that push students to think deeply and reflect upon a text they have read multiple times and demonstrate their understanding through writing. Student tasks are authentic, purposeful and connect to the real world as much as possible in order to develop critical thinking and problem-solving skills needed for success outside the classroom. The teacher provides fluid, flexible small group instruction to students based on their area of need, and instructional decisions are based on data from text-level assessments, district-wide fluency and comprehension assessments and teacher-created formative and summative classroom assessments. Knowing that students learn in many ways, teachers strive to use a balanced approach in literacy classrooms that allows students to be successful and develop a love of literature that will last throughout their lives.

1b. Mathematics:

At Lockeland, our staff takes a student-centered approach to developing mathematical concepts. Using the Tennessee State Standards, teachers design lessons that teach students how to make a conjecture, discuss and test these conjectures, and develop their own strategies for solving a problem. At the beginning of a new concept or unit, students are presented with a real-world situation which includes a problem and requires a solution. These tasks are meaningful to students because of the connections they make within our students' community and lives. Students are then allowed time to grapple with the scenario independently. This independent time allows students to take risks and gives ownership of constructing their own understanding. If students feel they have developed a working strategy within the independent think time, they are encouraged to solve it using a different strategy. This allows the brain to make connections between similar concepts.

Students are also required to write about their mathematical thinking. By making connections between language and mathematical ideas, students form a deeper understanding of the concepts they are learning. After students have had time to work with the problem, they are given time to discuss their ideas with a partner. This discussion not only results in a sharing of ideas, but also elicits misconceptions within strategies. Through these discussions, students develop skills in agreeing, disagreeing, questioning, and collaborating. This discussion time also allows for students to realize and make their own corrections.

Finally, the whole group is called together to share ideas, misconceptions, connections, and strategies with one another. During our math instruction, students are charged with the task of constructing their own knowledge, while receiving guidance from their instructor. At Lockeland, teachers do not simply impart knowledge that is then replicated, students discover ideas and structure that already exist.

1c. Science:

As the Tennessee Science Standards have developed over time to make students more scientifically aware, the science curriculum at Lockeland has worked to incorporate key content with the science and engineering practices that are essential for student understanding of the scientific world. Teachers integrate core content with the science and engineering practices and skills students need to master, while also looking for common themes throughout the world in which they live. This unique approach to science instruction creates an environment rich with opportunities for all students to interact with and develop an understanding of how the world works around them. Through teacher created units, science curriculum is grounded in project-based learning and design-thinking to help students become creative problem solvers, excellent collaborators, and knowledgeable scientists engaged in real-world solutions. Since Lockeland has a language and literature instructional focus, science lessons are integrated with high-quality, non-fiction texts in order to help students build background knowledge and expose them to important, domain-specific academic vocabulary. By incorporating literature with the science and engineering practices, students can make connections between practices and apply their learning in a real-world context. Teachers provide hands-on experiences that allow students to ask questions and define problems, interpret and analyze data, construct explanations, or design solutions to a scientific problem. For example, observers may see first graders interviewing their peers in order to design a specific solution to a scientific problem within their school community. In 3rd and 4th grade, observers will see students utilizing Lockeland's outdoor classroom within the Lockeland Springs neighborhood by analyzing and interpreting the local water data to draw conclusions about the water cycle or see them obtaining evidence and planning investigations to analyze the erosion and deposition of the local neighborhood water source. During each unit, teachers build on observations by facilitating class discussions and activities that prompt students to think deeply, ask questions, and share ideas with their peers in order to develop a keen understanding of the scientific world.

1d. Social studies/history/civic learning and engagement

The social studies curriculum at Lockeland spans from students' learning about their own community, government, their home state of Tennessee, and the history that has shaped their nation today. Instruction is based upon historical and cultural relationships that build understanding of the world in which students live. The Tennessee Social Studies Standards are grounded in the use of primary sources coupled with non-fiction texts that present multiple perspectives of historical people and events. Multiple literacy strategies are utilized to achieve this learning and challenge students through an integrated approach to instruction. Teachers strive to create lessons and educational experiences that enrich the content taught in the classroom. Second grade students who study state government visit the Nashville State Capitol to see the three branches of government in action. As students in 3rd and 4th grade learn about their community and different cultures, they participate in cultural celebrations such as Hispanic Heritage Month and Black History Month programs and visit local historical sites in Nashville from the Civil War. Teachers look for opportunities to make learning relevant and personal by creating lessons that link the Tennessee State Standards to real-world application. Students work collaboratively to problem-solve and generate solutions such as writing letters to the mayor, designing a classroom constitution, or creating a product and selling it at a school-wide trade fair. Students engage in these relevant and powerful activities and learn about their world by gathering information in a variety of ways. This includes analyzing primary sources, taking notes through online

research opportunities or watching and discussing relevant video clips. Teacher created formative and summative assessments are used to measure student learning, and in many classrooms, observers will find student-created timelines, posters or persuasive writing that provides visible examples of student learning.

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

2. Other Curriculum Areas:

The Visual Arts program is truly the face of our school. In addition to art taught through the lens of history, culture, literature, and science, our school is adorned with original works of student art. After a study of artist Jackson Pollock and his influence on the abstract impressionist movement, students programmed water-proof and paint-proof gyrospheres to create original action paintings in the style of Pollack. Murals and exhibits line the hallways and are always accompanied by student created explanations of what inspired the work. Students focus on a range of art techniques and media including clay, textiles and weaving, sewing, sculpture, painting, drawing, collage, and photography. Each year, the arrival of spring is celebrated with the Lockeland art show, an event that showcases the art of every student at Lockeland and brings together students, families, staff, and the community to celebrate creativity and the arts.

Living in Nashville, music plays an important role in our school. We recently celebrated the selection of one of our music teachers as District Teacher of the Year. Teachers from our program have also been selected as Country Music Association Foundation: Music Teachers of Excellence several years in a row. These accolades are a direct result of our standards based music instruction that begins in kindergarten with written reflections of a swath of musical styles. As students grow, so does the depth of their musical instruction. Each winter, second and third grade students perform a version of the Nutcracker that they have crafted to fit our school's annual theme. The fourth grade science curriculum is bolstered by faculty members who have created an imaginative and relevant soundtrack of science concepts set to modern and classic hits. These songs are then performed at the end of the year celebration.

Spanish class at Lockeland is more than the students learning to understand and speak the language. Lockeland celebrates Hispanic Heritage month by learning the cultures of various Hispanic countries through listening to music, dancing, creating piñatas, sampling traditional foods and studying the influence of Hispanic leaders. The culminating event is our Hispanic Heritage Parade, where students and teachers dress according to the traditional customs and colors of the nation in which they have been immersed in the preceding weeks. Cinco de Mayo is celebrated with food, music, decorations, and dance. Our students, through the teachings and exposure of our native Spanish speaking teacher, leave Lockeland with an appreciation and rich understanding of the Hispanic culture and the language of its people.

At Lockeland, the team believes that coordinated school health (CSH) is the responsibility of the entire learning community. Our CSH leadership is led by our physical education teacher, our school counselor, and our school nurse. Daily, standards driven PE lessons encompass all areas of living a healthy lifestyle. From rock climbing and basketball to guided mindfulness and nutrition, our comprehensive health program instills within our students, a passion for healthy living. Our school also hosts regular events that strengthen community ties through a shared appreciation of health. Walk and Bike to School Day, school-wide fun run, and running club each promote a relationship with the community and good health habits. Our community garden provides fresh, seasonal herbs and vegetables to our cafeteria while allowing students the opportunity to develop a foundational knowledge of locally sourced agriculture.

Responsibility and digital citizenship are the cornerstones of our technology program at Lockeland. Each grade level utilizes the school's technology lab for typing lessons, research, creating presentations, and learning the importance of using technology responsibly. Our program shines with how it is utilized within

the classrooms. Fourth grade students may eagerly be working through math tasks using an interactive white board or another class might be using tablets to collect answers and data through the Plickers application, which provides feedback to teachers for immediate assessment. While one class may be taking a virtual tour of Ellis Island, another could be learning video game coding. At Lockeland, technology is so much more than computer carts and document cameras; it is a lightning rod for creativity and collaboration. Lockeland teachers implement technology because of the endless possibilities that exist to connect the school's extraordinary community with the rest of the world.

If the Arts program is the face of Lockeland, the library is the heart. Each morning, the circulation desk is lined up around the Roald Dahl section and past the biographies as anxious readers wait to dive into the newest adventure or most classic of fairy tales. Through a program called Limitless Libraries, Lockeland has access to every book in every public library in the city. Our library media specialist collaborates weekly with every teacher to create literature centered lessons that align with the American Association of School Librarians (AASL) standards. Naturally, these lessons build upon and enrich the learning that is happening in the classroom. Student enthusiasm is further promoted with bi-annual read-a-thons, a Scholastic book fair, a battle of the books competition, and the school's Project LIT community book club. Each event helps bring the community and Lockeland together around a shared love of reading. Faculty and staff can also be seen outside of school hours attending student plays, recitals, concerts, sporting events, and dance performances. The Lockeland Springs neighborhood in which the school is located is genuinely a remarkable place to teach and learn.

3. Special Populations:

Lockeland is guided by a Multi-Tiered System of Support (MTSS), which is a continuum of evidence based practices to support a timely response to academic and behavioral needs, using data-based decision making. Three times a year, students are given a Universal Screener to determine individual learning needs. In kindergarten and first grades, FAST (Formative Assessment System for Teachers) curriculum-based measures are used, while grades 2 – 4 use Northwest Evaluation Association-Measures of Academic Progress (NWEA-MAP) assessments. Students scoring below the 25th national percentile are considered for academic interventions. Additional data reviewed includes text level assessments, district benchmarks, grades, classroom assessments, writing samples, attendance records, and social emotional concerns. The Lockeland data team, consisting of our principal, general education teachers, school counselor, literacy teacher development specialist (LTDS), interventionist, advanced academics resource teacher (AART), and exceptional education (EE) teachers, meet every five weeks to discuss the progress of individual students, determine which students may need intervention and what type of intervention is needed.

Tier II students receive intervention in the general education classroom. Teachers use research-based interventions such as Read Naturally, Guided Reading Plus, Peer Assisted Learning Strategies, Go Math, and Khan Academy to work with targeted students in reading and math. Students are progress monitored every other week.

Students placed in Tier III work with our interventionist using systematic, explicit phonics instruction (S.P.I.R.E.). Students are monitored on a weekly basis. With a heavy focus on intense intervention in grades K-1, there is less of a need for intervention. Our intervention model aims to set students on a successful trajectory in the early grades, and by the time they become fourth graders, only a small number still need intervention beyond core classroom instruction.

Students who meet EE criteria have an individualized education plan (IEP) that drives instruction. Lockeland strives to provide each child instruction in the least-restrictive environment, whether that be inclusion, small group, one-on-one, or paraprofessional support. Students work on skills-based instruction using a variety of interventions including Wilson Reading, PCI Reading, and TouchMath. Progress is monitored weekly to determine efficacy of the intervention. General education teachers, EE teachers, and other stakeholders collaborate in order to ensure students receive the instruction and accommodations outlined in the IEP. Students with disabilities, which make up 8 percent of Lockeland's student population, are motivated with weekly data chats and discussions about present levels of performance, goals and strategies to reach their goals. Lockeland teachers have high expectations for all students.

Students identified as academically gifted participate in our Encore program weekly. Participants meet with our AART teacher for 2-3 hours per week. During this enrichment, students engage with rigorous content that elevates the standards-based instruction they already receive. With a focus on STEAM, creative problem solving, and literature, gifted students have access to a curriculum tailored to their unique abilities and learning styles. Presently, over 20 percent of our student population receives Encore services.

Lockeland's advanced academics program also supports learners who demonstrate above average achievement, but have not been officially identified as intellectually gifted. These students receive weekly enrichment in either math or reading. Groups are fluid and based on relevant data. Learning objectives and goals for each student are also determined by current data. The AART teacher collaborates daily with classroom teachers to ensure the needs of all students are met.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

At Lockeland, there is a firm belief that our growth and achievement are directly tied to a positive school community - the talented dedicated teachers; the helpful, productive staff; the supportive, caring parents; and most importantly, the incredible students themselves. All work together to keep students motivated and to keep their academic, social, physical and emotional needs at the forefront of instruction. Teachers and staff infuse character education and social emotional concepts into all content areas in academic learning. This gives students a voice for problem solving and development of their own future goals. Lockeland has high expectations for students, both academically and behaviorally. The school models the principles of democracy, civility, and equity by working with all stakeholders to seek innovative ways to motivate and build self-driven student leaders.

A top priority for our school is developing a strong social and emotional support foundation for students and families. Students receive weekly school counseling lessons on topics such as coping skills, conflict resolution, and goal setting. Lockeland provides students with a culture of positive and trusting relationships through daily culturally responsive teaching practices, Morning Meetings, Restorative Practices, and Tier I Positive Behavior Intervention Supports Plan.

The school's social emotional practices resulted in Lockeland being recognized by the Tennessee Department of Education and the Tennessee Behavior Supports Project (TBSP) as a School of Recognition for Response to Instruction and Intervention for Behavior (RTI2-B) for the 2018-2019 school year.

The Lockeland Team uses community voice to continuously nurture and build our school climate. The teachers and staff receive regular feedback from parents, students, and stakeholders through school-developed and district-developed needs assessments. The district-level survey, given in the fall and spring, offers stakeholders a way to give voice in the school community. Lockeland's greatest strengths from the student survey are student-teacher relationships, which looked at student-teacher relationships in the areas of respect and caring. The greatest areas of strength from the parent survey are family relationships and school climate. The faculty uses the survey data from students and parents to develop plans to ensure Lockeland is meeting the needs of all stakeholders.

The school vision is a wonderful summary of Lockeland's school culture and climate, "We are Lockeland: giving choice, empowering individuals, promoting thinkers and problem solvers, creating community, inspiring a passion for learning." These practices foster a safe, nurturing environment that solidifies the foundation of producing a positive school culture and climate that supports the development of the whole child.

2. Engaging Families and Community:

Lockeland Design Center is the essence of a neighborhood school as it is deeply rooted within the community. Having such an intrinsic community presence makes Lockeland highly sought after by not only the community, but within the district as well. The majority of the students that enter into the building in kindergarten finish their elementary school career at Lockeland. In such a large school district, it is remarkable to have so many families devoted to sending their children to only Lockeland for the duration of elementary school.

The Lockeland PTO is invaluable to the success of the school; from raising funds to engaging families and the community. PTO sponsors Family Movie Night, a social for parents and teachers and Lockeland Live Variety Show, which features student and teacher talents. Parents have countless volunteer opportunities, such as leading student book clubs, working at the book fair, preparing class materials, and assisting in numerous events throughout the year. Each classroom is also fitted with a "Room Parent" who commits to providing support to the teacher. Additionally, we have 25 strong community partners to help fund the school by giving their time and monetary donations.

Furthermore, the Lockeland staff organizes and hosts many events throughout the school year to involve families. These events include Storyteller Night, Related Arts Night and Family Math and Reading Night. Family Math and Reading Night gives an opportunity for parents to learn hands-on strategies and games that make reading and math fun and more meaningful.

One of the most anticipated events of the school year is the biannual spring Read-a-thon. The Read-a-thon has proven year after year to be significant for student growth. Through challenging individual and school-wide goals, students, staff and the community work together to log as many reading minutes as possible over a 2-week period. This year, the Lockeland school community read over 7,865 hours together, and it shows! Benchmark data confirms this with a substantial increase in growth in data points through Formative Assessment System for Teachers (FAST).

The Lockeland family is also committed to giving back to its community. Lockeland is involved in food drives, book donations and a school uniform recycling program.

It is evident that Lockeland places a high emphasis on family and community involvement. This past year 91 percent of parents surveyed expressed feeling welcomed at Lockeland, as well as being viewed as a partner with the school. Ninety-five percent of parents would recommend Lockeland to other families, while 100 percent feel well-informed about what is happening at the school.

3. Professional Development:

Lockeland strives to provide teachers with rich opportunities for professional learning, reflection, and growth. Learning is facilitated in several ways. Grade-level teams meet weekly with the principal, literacy teacher development specialist, and advanced academic resource teacher in professional learning communities (PLCs), where teachers can refine and improve teaching practices. PLCs focus on the learning process as teachers work collaboratively to plan engaging, culturally-relevant units which utilize high-quality literature, employ best practices, and offer real-world application. Furthermore, teams reflect on unit implementation and analyze assessments to inform instructional decisions. Our staff also completes a book study each year. Books such as *Visible Learning for Teachers* by John Hattie are carefully chosen and offer practical, applicable strategies that accelerate achievement and are validated through research. Additionally, four professional development days are built into the calendar each year. Using teacher feedback, PD days are crafted to meet current needs. Specialists and classroom teachers facilitate sessions, some of which include implementing high-yield learning strategies and watching a lesson and discussing how the teacher used engagement strategies and increased student interactions to deepen conceptual understanding.

A more personalized approach to learning is offered as specialists work with individuals to accomplish targeted goals chosen by the teacher. These coaching sessions are non-evaluative and vary based on a teacher's knowledge and experiences. While a newer teacher may focus on improving classroom management, a more experienced teacher might need to work on how to deepen the quality and content of student interactions. Specialists may observe or model lessons, work with a team to plan lessons, or coach a teacher on how to deal with a challenging issue.

The state evaluation system is also designed to be yet another powerful opportunity for learning. As teachers utilize administrative feedback from formal observations, they work on areas of refinement and embed reflective practices into their daily work. Additionally, the district provides learning sessions throughout the year on standards, curriculum, and research-based best practices, including sessions in social-emotional learning and classroom management. As teachers have grown in their knowledge of pedagogy, we have seen a steady increase in student engagement. Students are the ones doing the work as they read, write, think, talk, question, create, and problem-solve. This has directly resulted in an increase in student agency, and, as students have taken more ownership of their own learning, ultimately an increase in achievement. Because Lockeland believes that every child deserves to be educated by a highly-qualified teacher, the school will always endeavor to improve its practices.

4. School Leadership:

Lockeland supports and embraces a shared leadership philosophy. This philosophy is evident as the principal identifies teacher strengths and encourages teachers to take on roles that play to those strengths. The principal empowers teachers to help each child achieve. The administration frequently meets with parents, teachers and students to explore how they can play a supportive role in continuous achievement. This collaborative and shared leadership philosophy at Lockeland continues to facilitate a community of leaders that are all engaged in helping to ensure student made success. What is best for our students is always at the forefront of every decision we make.

The principal, faculty, staff, and parents work together in a Professional Learning Community (PLC) to support students in achieving excellence and empowering them to reach their highest potential. The staff has a clear focus on the following four critical questions that frame our PLC work. During our meetings, we focus on what we want our students to learn, how we will determine learning has occurred, creating an action plan for students who have not learned what was expected and focusing on a plan for students who need challenge and depth of knowledge to extend learning.

Lockeland has a strong mentor program that supports and grows its newest teaching staff. Our Literacy Teacher Development Specialist serves as a facilitator and sends topics to discuss with the mentees. This program works to ensure Lockeland's new teachers are supported and have resources they need to be successful.

Parent leadership is also essential at Lockeland. The PTO conducts monthly meetings to discuss important matters and decisions regarding all stakeholders at Lockeland. The PTO serves a very important role in guiding parents to volunteer in the classroom and lead various activities that assist in growth and achievement among students. The PTO has also collaborated with teachers and students to lead service-learning projects to help students reach out to others in need.

A yearly goal is to instill the important attributes of leadership among Lockeland's students. We encourage students to take on leadership positions such as becoming a member of the student Newspaper Club, Recycling Club, WLDC newscast or safety patrol. These positions teach students responsibility and teamwork.

Ultimately, Lockeland's mission is to create a nurturing learning environment where students are empowered to reach their full potential academically, socially and emotionally while making a positive contribution to the community. As shared leaders, learning and growth are valued by embracing this mission and weaving it into the fabric of the school.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Lockeland Design Center is a language and literature design school. This unique approach to instruction has been instrumental to school success and student achievement growth. As a design school, the use of rich language and high-quality, diverse literature is a focus intertwined throughout the school's instructional practices across all content areas. Lockeland wants to prepare its students to be successful in the future, and by designing its curriculum around language and literature, the school can expose students to various perspectives, diverse cultures, and the power of communication to achieve a common goal.

In the classroom, Lockeland's teachers allow students to communicate with their peers and improve their language skills as they explore literature. Teachers put a strong emphasis on choosing quality texts, with the intention of not only teaching content and academic vocabulary through literature, but also cultural awareness, social-emotional learning, and critical thinking skills. After students strengthen their language skills by engaging in high-quality texts in kindergarten through 2nd grade, students transition during 3rd and 4th grade with a renewed attention to language and literature. Students participate in departmentalized classes, where they receive 150 minutes of reading and writing instruction daily. Due to this focused instruction, students are engaged in reading and writing about literature that explores multiple points of view, while initiating student-centered discussion to develop and strengthen their learning.

As a school, Lockeland has experienced improved annual data in both reading and math scores that solidifies the effort to design curriculum around language and literature. What sets Lockeland's design school approach apart from similar programs is how a portion of the language instruction comes from 100% of the students participating in Spanish instruction each school day. The Spanish teacher uses an immersive, hands-on based approach to fully engage the students and develop their critical thinking and problem-solving skills and promote an appreciation of different cultures. Knowing that family engagement is crucial to the success of our students and school, Lockeland encourages parents to participate regularly in activities that target best literacy and language practices at home. Parents might visit with the Spanish teacher to learn Spanish vocabulary words that students can practice at home, or meet with the Literacy Teacher Development Specialist to improve at home read-aloud strategies to keep students engaged and understand the story. This attention and creativity we applied to the curriculum through language and literature is what has caused Lockeland's students to thrive and the school to be successful.