

G.R. Stuart Elementary Annual Plan (2020 - 2021)

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**[G 1] Literacy**

Cleveland City Schools will maintain a positive Level 3 or higher district score in TVAAS Literacy and meet its district Literacy AMOs by grade band and subgroup.

**Performance Measure**

\* TVAAS Data\* TNReady Test DataStuart Goal:Due to concerns that COVID-19 may prevent state testing, Stuart Elementary has chosen to use in house data as benchmark measures. By May 2020, 22% of all Stuart students, K-5, will score within Tier 1 Reading on the End-of-Year iReady benchmark. (As of August 2020, 9% of the students in K-5 scored as Tier 1 using the End-of-Year iReady benchmark standards.)

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Grade K-2 Tier 1 Reading</b> Cleveland City Schools will focus on improving Tier 1 reading instruction.</p> <p><b>Benchmark Indicator</b> * Easy CBM Data* Running Records* Monthly RTI data*2nd Grade State Assessment DataStuart Goal: 22% of all Stuart students, K-5, will score within Tier 1 Reading on the End-of-Year iReady benchmark in May 2020. (As of August 2020, 9% of the students in K-5 scored as Tier 1 using the End-of-Year iReady benchmark standards.)</p>	<p><b>[A 1.1.1] CKLA Implementation</b> During the 2020/21 school year, teachers in K-5 will be implementing CKLA, Content Knowledge Language Arts, curriculum. The Instructional Facilitator will guide the ELA teachers by meeting with them monthly as a grade band to review practices, student work and to share implementation ideas. The other 3 weeks of the month, the teachers will meet as a grade level or content area to compare formative assessment data and practices. The Instructional Facilitator will also check in on them one other time per month.Positive impact of the curriculum and the teacher practices will be measured with iReady diagnostic data.</p>	Kim Bradford, Instructional Facilitator	05/14/2021	Curriculum is purchased with district funds	
	<p><b>[A 1.1.2] Small Group Instruction</b> Teachers in K-2 will use 30 minutes a day, four days a week, to meet in small groups. These groups will focus on challenging areas in the ELA curriculum, CKLA. Teachers will use formative assessment and iReady data to establish groupings. This time is in addition on to the 120 minutes of mandated ELA time in the master schedule.</p>	Richelle Shelton	05/21/2021	No funds needed	

<p><b>[S 1.2] Grade K-12 Writing</b> Cleveland City Schools will implement curriculum and models to improve writing instruction in Grades K-12.</p> <p><b>Benchmark Indicator</b> *TNReady Data*Student Portfolios*Writing Task Force MinutesStuart Goal: Writing is a strong support and indicator of a child's reading ability. By May 2020, 22% of all Stuart students, K-5, will score within Tier 1 Reading on the End-of-Year iReady benchmark. (As of August 2020, 9% of the students in K-5 scored as Tier 1 using the End-of-Year iReady benchmark standards.)</p>	<p><b>[A 1.2.1] Lucy Calkins Instruction</b> Classroom teachers will continue to implement Lucy Catkins writing lessons with students. They will teach a minimum of one unit to all students throughout the school year. Some teachers, have chosen to also teach additional units to Tier 1 students during the designated RTI time, each day.</p>	Julie Turner	05/21/2021	Materials are grant funded from BCPEF	
<p><b>[S 1.3] Manage Implementation of District Resources</b> Cleveland City Schools will implement district provided literacy resources with quality, fidelity, intensity, and consistency.</p> <p><b>Benchmark Indicator</b> *Meeting Minutes*Classroom Observations*Walkthroughs*Specific Student Learning Plans for ELL StudentsStuart Goal:Due to concerns that COVID-19 may prevent state testing, Stuart Elementary has chosen to use in-house data as benchmark measures. By May 2020, 22% of all Stuart students, K-5, will score within Tier 1 Reading on the End-of-Year iReady benchmark. (As of August 2020, 9% of the students in K-5 scored as Tier 1 using the End-of-Year iReady benchmark standards.)</p>	<p><b>[A 1.3.1] CKLA Walk-throughs</b> The instructional facilitator will complete non-evaluative walk-throughs during CKLA, Content Knowledge Language Arts, instruction. The data collected will be used in her monthly check-ins with the classroom teachers, as well as insuring fidelity of the program. The instructional facilitator will also ensure fidelity by reviewing resources and materials used in these lessons. Teachers will also be given additional funds to purchase materials needed for unit introductions, to build vocabulary and strengthen the knowledge portion of the lessons.</p>	Kim Bradford	05/21/2021	Curriculum-district funded  Title 1 Personnel [\$76938.69]  Title 1: instructional Materials and Supplies [\$1000.00]	
<p><b>[S 1.4] Evidence Based Professional Development</b> Cleveland City Schools will provide evidence based, high quality, ongoing professional development in literacy.</p> <p><b>Benchmark Indicator</b> *Professional Development Sign-In Sheets*Professional Development</p>	<p><b>[A 1.4.1] Student Learning Teams (SLTs)</b> During the 2020/21 school year, teachers in K-5 will be implementing CKLA, Content Knowledge Language Arts, curriculum. The Instructional Facilitator will guide the ELA teachers by meeting with them monthly as a grade band in Student Leadership Teams, SLTs, to review practices, student work and to share implementation ideas. The other 3 weeks of the month, the teachers will</p>	Kim Bradford	04/16/2021	Curriculum is purchased with district funds	

<p>Agendas*Professional Development Survey ResultsStuart Goal:Due to concerns that COVID-19 may prevent state testing, Stuart Elementary has chosen to use in house data as benchmark measures. By May 2020, 22% of all Stuart students, K-5, will score within Tier 1 Reading on the End-of-Year iReady benchmark. (As of August 2020, 9% of the students in K-5 scored as Tier 1 using the End-of-Year iReady benchmark standards.) The Professional Development sessions provided to this year by the district are specific to CKLA implementation. Our in-house personalized PD is provided by the Instructional Facilitator and is directed at the same CKLA focus.</p>	<p>meet independently in SLTs, as a grade level or content area, to compare formative assessment data and practices. The Instructional Facilitator will also check in on them one other time per month.Positive impact of the curriculum and the teacher practices will be measured with iReady diagnostic data.</p>				
<p><b>[S 1.5] ELA SPED Support</b> Cleveland City Schools will increase participation rate for sped subgroup taking regular assessments RLA 3-8.</p> <p><b>Benchmark Indicator</b> *Annual Performance Report participation rate percentages</p>	<p><b>[A 1.5.1] Benchmark Assessments for SWD</b> Stuart Elementary school will utilize regular assessments for students with disabilities, including EasyCBM and iReady Math. The goal is to increase the percentage of students with disabilities who take the regular TNReady assessment and score OTM by the end of the 2020-2021 school year.</p>	Julie Turner	05/21/2021	Assessments are provided by the district as part of the Curriculum/Assessment	
	<p><b>[A 1.5.2] RTI Reading Intervention for SWD</b> Students with disabilities at Stuart Elementary school will be given the opportunity to participate in RTI reading intervention small groups to help them access the regular ELA curriculum in the classroom setting.</p>	Julie Turner	05/21/2021	<p>RTI materials are provided by the district as part of the Curriculum/Assessment</p> <p>Title 1- Personnel [\$15071.00]</p> <p>District General Funds- Personnel [\$15071.00]</p>	
<p><b>[S 1.6] Content Specific Teacher Leaders</b> Cleveland City Schools will select one teacher at each grade level K-12 to focus on a deeper</p>	<p><b>[A 1.6.1] Stuart Teacher Leaders</b> Regrettably, Stuart does not have any Teacher Leaders at this time.However, our certified staff will</p>	Richelle Shelton	05/14/2021	Teacher Leaders are a	

<p>understanding of ELA content standards. These individuals will then provide specific grade level support throughout the district as teachers improve their classroom instruction.</p> <p><b>Benchmark Indicator</b> Classroom ObservationsDistrict BenchmarksTVAASStuart Goal:Due to concerns that COVID-19 may prevent state testing, Stuart Elementary has chosen to use in house data as benchmark measures. By May 2020, 22% of all Stuart students, K-5, will score within Tier 1 Reading on the End-of-Year iReady benchmark. (As of August 2020, 9% of the students in K-5 scored as Tier 1 using the End-of-Year iReady benchmark standards.) The Professional Development sessions provided this year by the Teacher Leaders are specific to CKLA implementation. Our in-house personalized PD is provided by the Instructional Facilitator and is directed at the same CKLA focus.</p>	<p>participate in monthly after-school session with the other Teacher Leaders around the district. The focus of these sessions is CKLA implementation. Stuart has 11 teachers who teach CKLA. Other teachers are involved in sessions led by district-staff (ESL, SpEd, STEM, Counselors, Admin).</p>			<p>District-funded program</p>	
<p><b>[S 1.7] Closing Gaps from COVID-19 School Closure</b> Summer programs will utilize CARES Act funds to build knowledge and skills lost due the closure of school in the Spring of 2020.</p> <p><b>Benchmark Indicator</b> 80% of students in the summer program will attend daily.</p>	<p><b>[A 1.7.1] Summer 2021 Enrichment Camp</b> During the month of June 2021, six teachers from Stuart Elementary will conduct a summer camp for 30-36 students. The goal of the camp is to help students who are struggling due to the closure of school in the spring of 2020. Students will qualify based upon their RTI screenings, benchmark tests, teacher recommendation and iReady placement in January 2021.</p>	<p>Richelle Shelton</p>	<p>06/30/2021</p>	<p>Cares Act Funds [\$26906.87]</p>	
<p><b>[G 2] Mathematics</b> Cleveland City Schools will maintain a positive Level 3 or higher district score in TVAAS and meet its district Mathematics AMOs by grade band and subgroup.</p> <p><b>Performance Measure</b> *TVAAS Data*TNReady Test DataStuart Goal:Due to concerns that COVID-19 may prevent state testing, Stuart Elementary has chosen to use in-house data as benchmark measures. By May 2020, 12% of all Stuart students, K-5, will score within Tier 1 Math on the End-of-Year iReady benchmark. (As of August 2020, 5% of the students in K-5 scored as Tier 1 using the End-of-Year iReady benchmark standards.)</p>					
<p><b>Strategy</b></p>	<p><b>Action Step</b></p>	<p><b>Person Responsible</b></p>	<p><b>Estimated Completion Date</b></p>	<p><b>Funding Source</b></p>	<p><b>Notes</b></p>

<p><b>[S 2.1] Manage Implementation of District Resources</b> Cleveland City Schools will implement district provided mathematics resources with quality, fidelity, intensity, and consistency.</p> <p><b>Benchmark Indicator</b> *Math Pacing Guides 9-12*Tier 1 Math Procedure*Curriculum Team Meeting MinutesStuart Goal:Due to concerns that COVID-19 may prevent state testing, Stuart Elementary has chosen to use in-house data as benchmark measures. By May 2020, 12% of all Stuart students, K-5, will score within Tier 1 Math on the End-of-Year iReady benchmark. (As of August 2020, 5% of the students in K-5 scored as Tier 1 using the End-of-Year iReady benchmark standards.)</p>	<p><b>[A 2.1.1] Curriculum Associates Math Walk-throughs</b> The instructional facilitator will complete non-evaluative walk-throughs during math instruction. The data collected will be used in her monthly check-ins with the classroom teachers, as well as insuring fidelity of the curriculum.</p>	Kim Bradford	05/21/2021	Curriculum-district funded  Title 1 Personnel (see Literacy Action step 1.3.1)	
<p><b>[S 2.2] Evidence Based Professional Development</b> Cleveland City Schools will provide evidence based, high quality, ongoing professional development in mathematics.</p> <p><b>Benchmark Indicator</b> * Professional Development Sign-In Sheets*Professional Development Agendas*Professional Development Survey Results*Model Classroom Observations*SLT Meeting Minutes*Walkthrough DataStuart Goal:Due to concerns that COVID-19 may prevent state testing, Stuart Elementary has chosen to use in-house data as benchmark measures. By May 2020, 12% of all Stuart students, K-5, will score within Tier 1 Math on the End-of-Year iReady benchmark. (As of August 2020, 5% of the students in K-5 scored as Tier 1 using the End-of-Year iReady benchmark standards.) The Instructional Facilitator will maintain walk-through records as she observes Curriculum Associates lessons.</p>	<p><b>[A 2.2.1] Student Learning Teams (SLTs)</b> Teachers in 4-5 will be implementing Curriculum Associates curriculum for math instruction. The Instructional Facilitator will guide the math teachers by meeting with them monthly as a grade band in Student Leadership Teams, SLTs, to review practices, student work and to share implementation ideas. The other 3 weeks of the month, the teachers will meet independently in SLTs, as a grade level or content area, to compare formative assessment data and practices. The Instructional Facilitator will also check in on them one other time per month.Positive impact of the curriculum and the teacher practices will be measured with iReady diagnostic data.</p>	Kim Bradford	04/16/2021	Curriculum purchased with district funds	

<p><b>[S 2.3] SPED Support</b> CCS will increase participation and growth rates for SPED students taking regular assessments in Math across all grade levels K-12.</p> <p><b>Benchmark Indicator</b> *Annual Performance Report Participation Percentage Rates*TVAAS Data*TNReady Data</p>	<p><b>[A 2.3.1] RTI Math Intervention for SWD</b> Students with disabilities at Stuart Elementary school will be given the opportunity to participate in RTI math intervention small groups to help them access the regular math curriculum in the classroom setting.</p>	Julie Turner	05/21/2021	RTI materials are provided by the district as part of the Curriculum/Assessment	
	<p><b>[A 2.3.2] Benchmark Assessments for SWD</b> Stuart Elementary school will utilize regular assessments for students with disabilities, including EasyCBM and iReady Math. The goal is to increase the percentage of students with disabilities who take the regular TNReady assessment and score OTM by the end of the 2020-2021 school year.</p>	Julie Turner	05/21/2021	Assessments are provided by the district as part of the Curriculum/Assessment	
<p><b>[S 2.4] Content Specific Teacher Leaders</b> Cleveland City Schools will select one teacher at each grade level K-12 to focus on a deeper understanding of math content standards. These individuals will then provide specific grade level support throughout the district as teachers improve their classroom instruction.</p> <p><b>Benchmark Indicator</b> Classroom Observations District-wide benchmark TVAAS</p>	<p><b>[A 2.4.1] Stuart Teacher Leaders</b> Regretfully, Stuart does not have any Teacher Leaders at this time. However, our teachers will attend after-school PD sessions provided by the teacher leaders in our district.</p>	Richelle Shelton	05/14/2021	Teacher Leader Program is District Funded	
<p><b>[S 2.5] Closing Gaps from COVID-19 School Closure</b> Summer programs will utilize CARES Act funds to build knowledge and skills lost due the closure of school in the Spring of 2020.</p> <p><b>Benchmark Indicator</b> 80% of students in the summer program will attend daily.</p>	<p><b>[A 2.5.1] Summer 2021 Enrichment Camp</b> During the month of June 2021, six teachers from Stuart Elementary will conduct a summer camp for 30-36 students. The goal of the camp is to help students who are struggling due to the closure of school in the spring of 2020. Students will qualify based upon their RTI screenings, benchmark tests, teacher recommendation and iReady placement in January 2021.</p>	Richelle Shelton	06/30/2021	CARES Act Funds (listed in action step 1.7.1)	
<p><b>[G 3] Science, Technology, Engineering, and Math</b> Cleveland City Schools will attain a positive Level 3 or higher district score in TVAAS Composite and meet its district Science AMOs by grade band and subgroup.</p>					

<b>Performance Measure</b> *TVAAS Data*TNReady Test Data					
<b>Strategy</b>	<b>Action Step</b>	<b>Person Responsible</b>	<b>Estimated Completion Date</b>	<b>Funding Source</b>	<b>Notes</b>
<p><b>[S 3.1] 1 to 1 Student Technology Opportunities</b> Cleveland City Schools will continue to expand 1 to 1 student technology opportunities and classroom integration. (BLADE Project)</p> <p><b>Benchmark Indicator</b> *BLADE Deployment Numbers*Classroom Observations</p>	<p><b>[A 3.1.1] 1 to 1 Implementation</b> Cleveland City Schools has purchased devices for students in grades 3-5. These devices are anticipated to arrive in October 2020. It is the intention to allow the students to use these devices in the classrooms. (They will only be taken home in the event of COVID-19 At-Home Learning.) Teachers will also begin using Google Classroom to move toward implementation of integrated lessons.</p>	Richelle Shelton	05/21/2021	District Cares Act Funds	
<p><b>[S 3.2] Evidence Based Professional Development</b> Cleveland City Schools will provide evidence based, high quality, ongoing professional development in science and technology integration.</p> <p><b>Benchmark Indicator</b> *Professional Development Sign-In Sheets and Agendas*Classroom Observations*Professional Development Feedback Form Data</p>	<p><b>[A 3.2.1] STEAM Professional Development</b> During the 2020/21 school year, Stuart's librarian, computer tech, music and art teachers will complete STEM modules and participate in professional development. These training sessions will be a component in achieving STEM certification in the elementary schools of Cleveland City Schools in the future.</p>	Richelle Shelton	05/21/2021	District funded PD	
<p><b>[S 3.3] Exploratory Learning</b> In efforts to increase student engagement and support the classroom content, Stuart will utilize school personnel and various aspects of the school environment to engage students in exploratory learning.</p> <p><b>Benchmark Indicator</b> TVAAS composite scores for 2020-2021 will be a level 3, school-wide.</p>	<p><b>[A 3.3.1] Stuart Garden Lessons</b> Once a month, students will go to the garden for an experiential lessons (in the event of inclement weather, they will meet in the classroom). We have an assistant who is a Master Gardener. She collaborates with the classroom teachers to provide lessons that expand upon their current objectives. The teachers and the gardening assistant work jointly to execute lessons that bring ELA, math and science to life through various aspects of the garden.</p>	Sheila Webb & Richelle Shelton	05/21/2021	No additional funds required. Garden materials are provided via PTO.	
<p><b>[G 4] Safe and Healthy Students</b> Cleveland City Schools will work to provide students equal access to a safe learning environment that promotes academic achievement, limits lost instructional time and ensures that all students have the opportunity to learn. George R. Stuart Elementary will work to provide students equal access to a safe learning environment that promotes</p>					

academic achievement, limits lost instructional time and ensures that all students have the opportunity to learn.

**Performance Measure**

\*Chronic Absenteeism Data\*Title I Parent Surveys\*District Discipline Data

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 4.1] Promote awareness of chronic absenteeism.</b> Cleveland City Schools will use district resources to promote awareness of chronic absenteeism and share the implications of chronic absenteeism.George R. Stuart Elementary will use district resources to promote awareness of chronic absenteeism and share the implications of chronic absenteeism.</p> <p><b>Benchmark Indicator</b> *Quarterly Attendance Data Review*19-20 Chronic Absenteeism Data</p>	<p><b>[A 4.1.1] Tiered Intervention System</b> George R. Stuart Elementary will implement a three-tiered intervention system to address chronic absenteeism (this includes a referral to campus court if a student reaches Tier 3).</p>	Alicia Kahrs	05/21/2021	District funded initiative	
	<p><b>[A 4.1.2] Educate Families</b> All families will receive a letter during the first week of school explaining the current TN compulsory attendance laws, the CCS attendance policies, and the tiered intervention system.</p>	Alicia Kahrs	08/14/2020	District funded initiative	
	<p><b>[A 4.1.3] Positive Attendance Incentives</b> George R. Stuart Elementary will recognize students who have no unexcused absences, tardies, or checkouts on a weekly basis during the classroom morning meetings. On a monthly basis, each homeroom will be recognized for their percentage of students with no unexcused absences, tardies, or checkouts. On a quarterly basis, all students who have no unexcused absences, tardies, or checkouts will receive recognition.</p>	Alicia Kahrs	05/21/2021	Incentives funded via donations from the PTO or Community Partners	
	<p><b>[A 4.1.4] Monthly Chronic Absenteeism Letters</b> George R. Stuart Elementary will send a monthly letter to all students who are considered chronically</p>	Alicia Kahrs	05/21/2021	District funded initiative	



	absent. The letter will contain information and possible supports for families regarding chronic absenteeism.				
<p><b>[S 4.2] Evidence Based Professional Development</b> Cleveland City Schools will provide ongoing, high quality, evidence based professional development in the area of safe and healthy students. George R. Stuart Elementary will provide ongoing, high quality, evidence based professional development in the area of safe and healthy students.</p> <p><b>Benchmark Indicator</b> *Professional Development Sign-In Sheets*Professional Development Agendas*Professional Development Feedback Surveys</p>	<p><b>[A 4.2.1] Capturing Kids' Hearts</b> All certified staff members will receive a 2-day training in the Capturing Kids' Hearts program. This will be part of a district-wide initiative to address safe and healthy students.</p>	Richelle Shelton	07/31/2020	District funded initiative	
	<p><b>[A 4.2.2] Morning Meetings</b> All homeroom teachers, related arts teachers, and the school counselor will receive the book, The Morning Meetings Book. This text will be used to inform the morning meetings initiative that will take place at George R. Stuart Elementary this school year. The use of daily morning meetings will add to the positive culture and climate of the school.</p>	Richelle Shelton	05/21/2021	Books and materials for this program were purchased last year	
<p><b>[S 4.3] Pre-K SPED Support</b> Cleveland City Schools will strengthen pre-school programming in order to support students and to aid them in being successful as they enter Kindergarten. We have also set a goal of enrolling 5 typical peers into our special education early childhood classes to ensure that all children including our most severely impaired have access to typical peers. These five children will allow our program at the beginning of the year to have a 50:50 ratio or better of typical peers to special education students. However, as the class size increases over the school year this ratio probably will not remain, as our number of special education students will increase. However, we recognize that if a child's LRE is in a typical preschool class we</p>	<p><b>[A 4.3.1] Discovery Pre-K Program</b> Stuart Elementary school will enroll at least 5 typical peers into our special education early childhood classes to ensure that all children including our most severely impaired have access to typical peers. These five children will allow our program at the beginning of the year to have a 50:50 ratio or better of typical peers to special education students. However, as the class size increases over the school year this ratio probably will not remain, as our number of special education students will increase. However, we recognize that if a child's LRE is in a typical preschool class, then we will work to provide one through our partnership with Head Start.</p>	Richelle Shelton	05/21/2021	District and grant funded	

<p>need to ensure that one is provided. We are typically able to do with our partnership with Head Start and VPK.</p> <p><b>Benchmark Indicator</b> *Annual Performance Report*Kindergarten Screening Data</p>					
<p><b>[S 4.4] School Culture and Climate</b> Throughout the 2020/2021 school year, Stuart will involve all students, families and staff in activities to build a stronger school culture, allowing all access to academic learning, a safe environment, emotional security and overall healthy living.</p> <p><b>Benchmark Indicator</b> *Chronic Absenteeism Rate*Office Referrals*Title I Parent Survey Results</p>	<p><b>[A 4.4.1] Positive Behavior Interventions &amp; Supports Program (PBIS)</b> All students at Stuart Elementary school will participate in a PBIS program. Students are placed in packs, which are cross-grade groupings to build a sense of community. All students will participate in a monthly Friday celebration on the last Friday of the month. Students are also able to set academic and behavior goals. The teachers assist students in setting SMART goals that will impact each child. Once the goals are achieved, each goal will convert to a “Bulldog Buck.” Students may spend these bucks in a school store containing prizes, school supplies, backpacks and toys. They may spend their bucks each month or save them.</p>	Alicia Kahrs	05/21/2021	Title I Funds [\$1200.00]	
	<p><b>[A 4.4.2] Trauma-Informed Practices</b> All faculty and staff at Stuart Elementary school will receive professional development in Capturing Kids' Hearts, ACEs and Restorative Practices, and Responsibility-Centered Discipline strategies. This will be the third school year that Stuart has used these practices for student behavior intervention. These types of practices not only address challenging student behavior, but they work together to building an overall positive school climate and culture.</p>	Alicia Kahrs	05/21/2021	No funding needed.	
	<p><b>[A 4.4.3] RTI-B Screener</b> All students at Stuart Elementary will be screened using the Student Risk Screening Scale - Externalizing and Internalizing (SSRS-IE) screener. The results of the research-based universal screener will help us identify those students that are in the Tier 1 category (school-wide and universal behavior supports are sufficient), the Tier</p>	Alicia Kahrs	05/03/2021	No funding needed.	

	<p>2 category (supplemental or targeting intervention is needed), or the Tier 3 category (intensive and individualized behavior support is needed). All students will be screened in October, January, and April.</p>				
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