

U.S. Department of Education
2021 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Dr. Mary Elizabeth Vest
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Clovercroft Elementary School
(As it should appear in the official records)

School Mailing Address 9336 Clovercroft Road
(If address is P.O. Box, also include street address.)

City Franklin State TN Zip Code+4 (9 digits total) 37067-8128

County Williamson

Telephone (615) 472-5170 Fax (615) 472-5181

Web site/URL https://www.wcs.edu/CCES E-mail elizabeth.vest@wcs.edu

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* Mr. Jason Golden E-mail jasong@wcs.edu
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Williamson County School District Tel. (615) 472-4000

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 Mrs. Nancy Garrett
(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, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The electronic signature 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 2021 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 must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
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 current school year (2020-2021) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools.)

- Number of schools in the district (per district designation):
 - 28 Elementary schools (includes K-8)
 - 11 Middle/Junior high schools
 - 10 High schools
 - 0 K-12 schools

49 TOTAL

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

- Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

- Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	55	48	103
1	55	65	120
2	46	66	112
3	68	58	126
4	65	56	121
5	70	64	134
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	359	357	716

*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
 - 10 % Asian
 - 3 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 80 % White
 - 4 % 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 2019 - 2020 school year: 2%

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, 2019 until the end of the 2019-2020 school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	11
(3) Total of all transferred students [sum of rows (1) and (2)]	15
(4) Total number of students in the school as of October 1, 2019	758
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

6. Specify each non-English language represented in the school (separate languages by commas):

Mandarin, Persian, Tamil, Telegu, Hindi, Korean, Japanese, Spanish, Arabic, Russian, Turkish, Portuguese, French.

English Language Learners (ELL) in the school: 2 %
14 Total number ELL

7. Students eligible for free/reduced-priced meals: 2 %

Total number students who qualify: 14

8. Students receiving special education services: 8 %

59 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. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>9</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>17</u> Other Health Impaired |
| <u>5</u> Developmental Delay | <u>8</u> Specific Learning Disability |
| <u>3</u> Emotional Disturbance | <u>29</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>3</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 5

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	36
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	23
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	28
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	98%	97%	97%	97%	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 2020.

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. 2015

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

Clovercroft's mission is to educate students to achieve academic excellence, empower them to reach their highest potential, and inspire them to contribute positively to our community.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

Prior to the start of school in August, we had about 125 students opt to receive their instruction entirely online for the fall semester. These students had the option to return to campus in January or to continue with online learning through the spring semester. We had about 30 students return to campus in January in grades K through 5. The rest of our students chose to begin the school year in a traditional or “on campus” manner. For the first two weeks of school, our traditional students in grades 3-5 attended school remotely for the first two weeks of school. After two weeks, our 3-5 traditional students then transitioned back into the school building. Students in grades K-2 began the school year in the school building, but classes were split into two classrooms for the first two weeks in order to ensure social distancing. Those students then transitioned back into their homeroom classes after two weeks. Since then, our school has been primarily serving our traditional students in-person, using appropriate safety measures. There was one week in January where we had to move one of our traditional grade levels to remote instruction to accommodate the challenges related to staffing as a result of COVID-19. Following that week, our traditional students have remained in person and on campus the remainder of the spring semester.

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

PART III - SUMMARY

Clovercroft Elementary opened in the fall of 2011 to alleviate overcrowding at two other schools in our rapidly growing portion of Franklin, Tennessee. We opened our doors to families from both Kenrose and Trinity Elementary in August of that year. Williamson County, a suburb of Nashville, consistently experiences high rates of growth due to our high performing public schools and economic opportunity. Since 2010, the county's population has grown by 30%. Williamson County is the wealthiest and best educated county in the state, with 60% of adult residents earning a bachelor's degree or higher degree. Students in our attendance zone live in town homes or single-family homes. We currently have students who moved to our school zone from 13 different countries including Japan, India, France, Iran, Egypt, Mexico, Guatemala, Honduras, Germany, Russia, Turkey, South Korea, and China. One of Clovercroft's greatest strengths is our active Parent Teacher Organization (PTO). Clovercroft parents, teachers, and administrators work together to ensure that Clovercroft is a place in which all students have what they need to reach their potential. Our PTO has eight committees on which numerous parents serve, volunteering their time and energy to support our school.

Our school consistently strives to serve the "whole child." The hardworking and talented staff seeks to challenge students to reach their full academic, social, emotional, physical, and cultural potential. As soon as Clovercroft's students walk through the doors, they enter a safe, supportive, and comfortable, yet challenging environment. Every morning we recite the Clovercroft Creed which outlines our school's values, "We are Clovercroft! Committing ourselves to living above the line, by taking ownership of our learning and serving our school and community with integrity. That's how Colts learn, grow, and succeed. Go Colts!" These words reflect the high importance we place on developing strong character in our students and helping them become a well-rounded person: one who thinks independently, makes thoughtful decisions, is considerate of others, feels capable and confident, and has a sense of belonging.

At Clovercroft, our focus is to meet the individual needs of our students regardless of their level. We maintain very high expectations for all students. Working collaboratively, we select and implement targeted strategies and programming in order to meet the range of needs our students have. We closely follow the Tennessee standards, as well as our school district's scope and sequence when developing daily lesson plans. To the greatest extent possible, our dedicated teachers use research-based techniques and integrate multiple subjects to best meet the needs of our students. Data meetings are conducted every four and a half weeks by our teachers, instructional coaches, Student Support staff, and administration in order to develop the best ways to support the academic strengths and weaknesses of our students. Through these data meetings, we determine which students qualify for Response to Instruction and Intervention (RTI2). Students qualifying for RTI2 receive support and remediation to meet their needs through Tiers II and III. Additionally, Individual Education Plans (IEP) or a 504 plans may be developed for students who need to receive services based on their identified strengths and deficits. During intervention time our Tier I students receive enrichment or re-teaching as provided by our teachers, coaches, specialists, and assistants. All staff members are involved in making our intervention time each day a success for our students.

In early March 2020, our school district closed due to the spread of COVID-19. While school doors stayed closed for the remainder of the 2019-2020 school year, our faculty and staff found innovative ways to connect with each other and with students during this closure. A team of Clovercroft teachers and coaches were chosen to collaborate with others across the district to create a comprehensive instructional resource packet for students in each grade level to be used systemwide. As soon as Zoom was approved for use with students, teachers began teaching lessons, holding classroom meetings, and providing intervention virtually. Teachers also used Screencastify and Google Classroom to record and share new instructional videos with students each week. We concluded the school year with a socially distanced bus parade in which faculty and staff rode the school's bus routes and greeted students who watched and waved from their driveways. In addition, we celebrated the accomplishments of our students through an end of the year reverse parade on our campus with a special emphasis placed on our fifth graders.

Families chose either traditional (on campus) or online learning for the 2020-2021 school year. Seven Clovercroft teachers instruct their students entirely online, while the rest teach in-person. We welcomed

traditional students back into the school building in August of 2020, with new policies and procedures in place to promote safety and health and to limit the spread of germs. Traditional students have received most of their instruction in-person, but at times they have also received instruction online due to increases in community spread of COVID-19 or the need to quarantine. The district created eight Flex Fridays throughout the school year to allow teachers the additional planning time needed. On these days while teachers planned and collaborated, all students participated in asynchronous instruction through Schoology or Google Classroom. Teachers also provided three Zoom check-ins during the day starting with a Morning Meeting and a check of attendance.

In 2015, Clovercroft received the National Blue Ribbon Award in the Exemplary High Performing Schools category. Receiving this award had many positive effects on our school and community. The national exposure created a desire to attend our school and encouraged families to move into our zone. Our many school-wide celebrations following the recognition increased school pride and inspired Clovercroft students and their families to continue their involvement. Additionally, teachers and staff continue to set high expectations and implement specific strategies to help all students be successful in a safe and supportive environment.

Clovercroft Elementary is an outstanding school due to the hard work and dedication of all of our community members. Teachers, parents, students, and staff work collaboratively to carry out our mission: To educate students to achieve academic excellence, empower them to reach their highest potential and to inspire them to contribute positively to our community.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

Clovercroft Elementary School teachers closely follow Tennessee State Standards and Williamson County’s Scope and Sequence when designing instruction for our students. Our faculty has worked to adapt the curriculum to follow the Understanding by Design framework, and within the last three years, have been implementing Visible Learning strategies based on John Hattie’s research. The objective and focus of each lesson is highlighted for students through the use of Success Criteria and explicit articulation of the goals of the lesson making it more “visible” for students. By following these frameworks, teachers provide instruction that deepens the development of student understanding through the process of planning, teaching, and assessing mastery of the standards effectively.

During our school closure in March of 2020, we offered reading resources to our families through instructional packets, weekly lesson plans recommendations, information about how to access our online resources through ClassLink, and limited Zoom support. ClassLink is a district provided dashboard housing all of the technological instructional resources available to our students. Starting in August of 2020, instruction for our traditional students has looked very similar to previous years even with the challenges of COVID-19. Teachers have continued the same pacing as in years past and have been able to cover all standards. Each teacher created a Google Classroom site for use at school or from home. Having a virtual classroom enables teachers to stay on pace even if school is remote. If a student is quarantined, materials are sent home as needed in addition to the use of Google Classroom. Teachers have offered Zoom support during quarantines in addition to regular check ins with the parents via phone and email. Assessments have been given in person or through Kami in their Google Classrooms. In addition, many of our resources (Wit and Wisdom, Core Knowledge Language Arts, Go Math!) are available online making it accessible for teachers and students regardless of their instructional setting. For our online students, the teachers have primarily used Schoology in addition to Zoom to deliver instruction to their students with all the key instructional components that are needed. Schoology is very similar to Google Classroom, but allows our online teachers to house all student work, assessments, and resources in one place. This platform is more interactive for students allowing them to participate in discussion boards and post their work or videos for their teachers.

Our literacy coach and administrative team facilitate and guide quarterly collaborative planning sessions that lay the foundation for our reading instruction. These collaborative meetings begin in the summer and are held throughout the year. We outline the standards, Essential Questions, Success Criteria, resources, and assessments for each nine weeks to ensure that teachers feel confident in their instruction and the purpose of learning is made “visible” for the students.

Teachers use a wide variety of resources to deliver instruction including the Wit and Wisdom textbook series, leveled readers, CKLA, Reading A-Z, Readworks.org, Comprehension Toolkit, Greek and Latin Roots, Time for Kids, Ready Common Core, and the Phonemic Awareness Curriculum by Heggerty. Teachers also have access to the resource warehouse which has leveled readers, novels, content-area books, and reading games and activities. Another valuable resource in teaching reading is our literacy coaching team. Our county has provided us a fulltime literacy coach since we opened in 2011 and our PTO provides funds for an additional part-time reading assistant. This team provides assistance by finding exceptional research-based teaching materials for classroom teachers to use. They also co-teach lessons or work with individual or small groups of students. The curriculum is also enhanced with a book character parade, vocabulary parade, Family Reading Night, and integrated reading standards in related arts. These events are planned by our literacy coach with the support of the teachers serving on the reading committee.

The five pillars of reading instruction including phonemic awareness, phonics, fluency, vocabulary, and comprehension are incorporated into the daily reading instructional block. Each block (K-5) begins with whole group instruction, and then shifts to small groups at the teacher table. Using both formative and summative assessments, each teacher creates flexible small groups that vary based upon student needs. These assessments include, but are not limited to, the Guided Reading Assessment (GRA), Developmental Reading Assessment (DRA), AimsWeb Plus, and Phonics and Word Reading Survey (PWRS), and they are

used to pinpoint the areas in need of enrichment or remediation. Utilizing the Daily 5 framework while teachers are leading small groups provides students with purposeful practice opportunities that support their learning. Daily 5 activities include tasks such as word work, work on writing, partner reading, content area reading, listening stations, and independent reading.

An additional 30-minute block of time is set aside for our Language Arts standards, so that the standards can be explicitly taught while still embedding them throughout the day in other subject areas. Over the years, we have developed our own Clovercroft writing initiative. This initiative outlines a consistent writing curriculum developed by our literacy coach which is focused primarily on differentiated graphic organizers for each grade level. Our developmental spelling instruction is based on the Developmental Spelling Assessment. This approach is used to address spelling standards and strengthen foundational skills in phonemic awareness and phonics.

Students who are not mastering the standards or responding to Tier I instruction receive an additional 30 minutes of remedial or enrichment instruction during RTI2 for both traditional and online learners. This additional time is also provided for student who are exceeding in their mastery of grade-level standards. Identified students needing reteaching and pre-teaching of concepts who are not already being serviced, are invited to free tutoring before school.

The same quarterly collaborative work occurs in math with the math coach and administrative team. Planning with the “end in mind” ensures that students master the foundational mathematical skills and concepts. Teachers use formative assessments, a computation fluency measure, a math applications measure, AimsWeb Plus math measures, and observations to determine student needs and ensure mastery of foundational mathematical skills.

Math instruction is also built within a carefully designed 90-minute block. Similar to reading instruction, there are key instructional components that are incorporated throughout the week. These components include the use of manipulatives and pictorial models with assessment data as the guide in weekly planning sessions. After the whole group lesson, students receive differentiated small group instruction. In order to build mathematical proficiency and fluency of essential skills, students engage in purposeful practice opportunities when they are not at the teacher table for small group instruction. Purposeful practice opportunities are also differentiated based upon student assessment data. Each math lesson also includes ten minutes of Kim Sutton’s Creative Math Practice to improve fact fluency and speed. Weekly tasks are developed to encourage the application of the various math concepts within the curriculum. Two days a week, teachers facilitate Number Talks to encourage students to share their mental math processes and express alternate ways to solve problems for their peers.

Our traditional and online students utilize various applications such as Freckle, IXL, Khan Academy, and Kahoot in support of their math learning goals. These applications provide individualized math practice opportunities for students. Technology is a small portion of each student’s mathematical learning experience at Clovercroft, but it plays an important role in their development of automaticity and fluency. Providing sufficient practice ensures students are mastering their grade level’s standards while still learning how to problem solve, analyze, and explain their reasoning. The various math applications available to students are all housed in their ClassLink dashboards.

Enrichment is a very important component to our school wide math curriculum. Individualized student challenge folders are created to provide enrichment for students who are exceeding the requirements of the math standards. Every student has a challenge folder, but the frequency of use varies based upon their mastery of standards. Our math coach regularly provides enrichment ideas for teachers to implement with their students. Greg Tang Math activities are frequently used for enrichment across each grade level. Our school also uses funding from PTO for a part time math assistant to offer addition enrichment support. The coach and assistant meet with groups of students for higher-level thinking and problem-solving tasks. In previous years, high achieving students also participated in the Mini Mu Competitions. The math coach organizes opportunities for students and families to engage in fun math activities at Family Math Night and a STEM day with the support of the teachers on our math committee. The district also provides us with a differentiation coach who is a tremendous resource for both students and teacher when providing

enrichment.

If students are not mastering the standards or responding to Tier I instruction, they receive similar supports as outlined in the reading section.

Clovercroft students are provided with explicit instruction in both science and social studies. Both traditional and online teachers use the WCS created Open Education Resources (OER) curriculum to teach the science standards. In our traditional classrooms, the district provides both FOSS and district designed science kits as a supplement. These kits promote hands-on and inquiry-based science learning experiences for our students. Lab experiments are designed to develop both critical thinking and problem-solving skills. Other instructional materials include Science Weekly, Discovery Education, Brain Pop, Kids Discover, and Net trekker. When feasible, there are some natural connections that can be made within both our math and reading instruction providing students with an integrated approach. In addition, our resource warehouse contains a wide array of leveled social studies and science-based materials and books that may be accessed by both teachers and students.

Students usually participate in meaningful real-life experiences, such as Junior Achievement's BizTown and Market Day to emphasize the importance of economics standards. However, due to the COVID-19, students were unable to attend BizTown this year. Our typical local field trips included visits to the State Capitol Building, Tennessee State Museum, Walking Tour of Nashville, and Carter House. Teachers utilize resources such as Tennessee Through Time, Social Studies Weekly, and our WCS OER to provide informational texts, activities, and videos about historical and current events.

1a. For secondary schools (middle and/or high school grades):

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

2. Other Curriculum Areas:

Williamson County School's vision is to become a district recognized nationally for educating students who excel in academics, the arts, and athletics. Clovercroft works each day in support of this vision as we lay the essential groundwork for our students' future endeavors in these areas. Our students participate in Life Skills, Art, Music, Physical Education, Health, Library, and Computer Technology on a weekly basis. Each of our Related Arts teachers works in support of our school's broader goals. They integrate grade level standards as appropriate across a variety of subjects and play a key role in our implementation of RTI2. Students attend art and music classes once a week, Physical Education/Health twice a week, Library and Life Skills every other week, and Computer Technology every two weeks. To ensure the safety of our students and staff this year, our related arts teachers had to make adaptations to both how their instruction was delivered, and, at times, where their classes were taught.

In Physical Education (PE), our students in kindergarten through second grade are taught standards through the B.A.S.I.C.S. program which stands for Balance, Athletic Movements, Sports/Strength, Eye/hand coordination, Catching/Throwing, and Skipping Rope. This program is designed to meet each student at their specific physical level. For our third through fifth graders, PE classes focus on developing a physically active and healthy lifestyle. Their goal is to give them the basic skills so that they might find a lifelong sport or activity that they feel confident in and encouraged to maintain through adulthood. Like our other Related Arts classes, PE integrates all core subjects into their daily curriculum. One example of this integration is found in our annual Math Night when our gym is filled with math activities that also promote physical activity. Over the years, we have had guest speakers from local sports teams such as the Predators and Titans attend schoolwide assemblies and encourage our students to be physically active. Special school wide events and clubs such as our boys' and girls' running teams, annual Colt Bolt, school wide Field Day, the Derby Fun Run, and the district developed Walk Across Williamson further support our community's goals

around staying active and being physically fit. Many of our annual PE events continued throughout the pandemic whenever possible.

Clovercroft's music program focuses on performance with an emphasis on singing, playing instruments, and reading/notating music. Students have the opportunity to read or notate music through arranging, composing, and improvising. During music class, students experience an integrated approach to music instruction with many highlights from our core subjects. Some examples of this integration include students reading lyrics, studying the historical and cultural contexts of musical works, using math as a means for time and tempo, and studying the science of sound. Prior to the pandemic, we were able to offer a before school chorus opportunity for students in 4th and 5th grade, and every grade level performed a musical once a year that tied directly to the core curriculum. The music program at Clovercroft has also provided live music at various school events over the years.

In art class, students are encouraged believe in themselves as artists and feel confident that they all have something they can contribute artistically. Focusing on the elements of art, art standards are taught through units of study that are frequently integrated with music and other core subjects. Designing our yearbook cover is just one example of how our students are provided with authentic opportunities to share their talents. The hallways throughout our building are lined with artwork from every grade level. Other opportunities for showcasing student work include the Williamson County Art Show at the Frist Art Museum, the Williamson County Fine Arts Festival, and the Williamson County Library Foundation Student Art Show.

The Library supports each grade level instructional curriculum with various materials and resources, as well as encourage a lifelong love of reading among all students. The library provides students with the tools necessary to become effective users of information. Students are able to check books out on a daily basis. Library lessons are aligned with school curriculum, state ELA standards, and national library standards. Lessons include research skills, internet use safety and skills, and library navigation skills necessary for students to become independent users of the library.

As a result of the pandemic, all students received a Chromebook. Clovercroft's technology classes allow students to learn about internet safety, Google Suite, and various applications found on their ClassLink dashboards. Students in third through fifth grade learn and enhance typing skills by using the tier-based Typing Agent program, while kindergarten through second grade students use Typing Club for extra typing practice.

Counseling standards that are taught in Life Skills classes include awareness and identification of feelings, tools to help with emotional regulation, growth-mindset, academic and organizational skills, conflict resolution, empathy, and personal confidence. Counselors provide group and individual counseling, leadership opportunities, and large group programs. Students in fourth and fifth grade are given the opportunity to apply for various leadership programs including green team, squeaky clean club, safety patrol and student council. Through the Student Council and Be Nice programs, students act as school ambassadors promoting service at Clovercroft and in the wider community.

Prior to the pandemic, our school offered additional before and after school clubs for our students both through SACC and through the general curriculum. These clubs have varied over the years based upon the staff who were interested in offering these opportunities and student interest.

3. Academic Supports:

Our primary focus at Clovercroft Elementary is to meet the individual academic needs of every student. To the greatest extent possible, we utilize research based strategies, proven best practices, and keep differentiation of instruction at the forefront. We are able to best meet individual student needs through highly structured 90 minute reading and math blocks that include a whole group lesson followed by teacher-led small groups. During the small group portion of each instructional block, students work on differentiated purposeful practice. Teachers focus on achieving mastery of

the foundational skills and using small group instruction to refine and enrich. Using data from standardized state testing, AimsWeb, DRA, teacher made common assessments, pre-tests, and county benchmark tests our teachers determine the strengths and deficits of each learner. Assessment data drives their whole group instruction and is used to form the differentiated small groups in both reading and math. In addition, a variety of other grouping models are utilized; including partners, flexible skill-based groups, and enrichment groups. When individualizing instruction for our students it may be differentiated by content, process, or product based on student needs.

Providing adequate resources that support differentiation of instruction has been a focus for our school over the last ten years. In this time, we have developed warehouse of resources that aid in instruction in both reading and math. Stocked with leveled readers, reading and math games, fluency activities, and math manipulatives, the warehouse is accessible to teachers all throughout the day. Our literacy and math coaches work to restock and refresh the resources we have in the warehouse each year. They will pull items for teachers as needed especially when a teacher has shared a specific area of need within their classroom.

We are charged with serving a range of students at Clovercroft from students with intellectual disabilities to those that qualify as gifted. Our Student Support Services (SSS) team addresses the learning of our students with special needs using research based strategies and resources such as Touch Math, Making Connections, Read Naturally, Really Great Reading, News 2 You, Unique Learning, SPIRE, Reading Milestones, Lexia Core5 Reading, Heggerty Phonemic Awareness, Early Literacy Skills Builder, Writing with Symbols, and Boardmaker. The SSS team uses strategies such as discrete trials, social stories, behavior intervention plans, daily sheets, daily check in/check out supports, and sensory breaks to ensure the educational needs of our students with are being met.

The Response to Instruction and Intervention (RTI2) model is utilized for those students not demonstrating mastery within the instructional core. RTI2 or intervention is structured to include a daily instructional block (30 minutes) where students with identified deficits work with a certified teacher. Every four and a half weeks, our administrators, instructional coaches, the school psychologist, and teachers work together to analyze data to form Tier II and III groups in reading, math, and writing. This same team monitors the rate of improvement for each student and makes adjustments as needed. To ensure the remediation provided is targeted to their deficit area, students often “Walk to Intervention” to work with their designated provider. Students in these intervention groups receive research-based interventions such Do the Math by Marilyn Burns, Bridges online intervention program, Leveled Literacy Intervention (LLI), Making Connections, West Virginia Phonics, Vanderbilt’s PALS program, Reading for Fluency Comprehension Passages, Comprehension Toolkit interventions, or the Wonders reading intervention program. For intervention time to work, it takes every staff member doing their part. Classroom teachers, teaching assistants, and Related Arts teachers conduct a range of intervention groups to reinforce skills or to provide enrichment for our students who are at or above level. Tier III is provided by our literacy and math coaches to those students who need the maximum amount support.

Finally, technology is tool our teachers use to meet the individual needs of our students. Every classroom has a Promethean board, ELMO, and a teacher computer. As our school is aging, we are beginning to replace our Promethean boards with Interactive TVs. There are also iPads available for younger students, and digital cameras can be provided as needed. Each student has their own Chromebook, as part of the district’s 1:1 initiative, and each grade level has Clickers for students to use. Clickers allow students to quickly submit their assessment results so that teachers can use the results formatively and adjust instruction accordingly. The district provides a wide range online

video resources and subscriptions. Poll Everywhere, Today's Meet, Kidblog, Edmodo, and Plickers are used for formative assessment and to increase engagement. Applications such as Dreambox, IXL, Brain Pop, and Freckle are also accessible to students and teachers to enhance instruction.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Clovercroft Elementary maintains a high level of supports for our students, both during COVID-19 and in the years before the pandemic. Every student begins their day in the building being welcomed by the many staff who line the hallways to greet and help them to feel safe and connected. Any students new to Clovercroft are invited to a new student orientation led by the school counselors and related arts teachers where they can gain familiarity with our school and build connections with the Clovercroft community. The school counselors also hold new student lunch groups so that every child can feel connected as soon as they join our school. Before school starts each year, all classroom teachers mail post cards to their students to welcome them to their class.

Each day begins by building our school-wide community through our morning announcements which strives to keep our students informed and involved in upcoming events. Student-led announcements are live cast into each classroom. These announcements provide an opportunity for students to recite our “Clovercroft Community Creed” which is based on the Quantum 8 Keys of Excellence. Students are also nominated each week for our character recognitions. These students are celebrated over the announcements and given a certificate honoring their choices and character. Parents are also notified of their child’s accomplishment with an e-mail describing their child’s positive attributes. The announcements also provide daily information and information on important activities occurring in grade levels. These activities may include the 100th day of school, the book character parade, or service-projects such as our Food Drive. Every other Friday, we gather in a school wide assembly (Colt Corral) to celebrate many of these same recognitions and traditions that we include in our morning announcements. We have not been able to conduct our Colt Corral assemblies due to COVID-19, but we know this tradition will remain strong when we are able to gather in this manner again.

Students also have many opportunities to further develop their academic and social/emotional skills through involvement in student groups such as Student Council, Green Team (our student recycling club), Running Team, Colts Chorale, and others. The principal celebrates students’ birthdays by visiting their classroom to present a birthday card and sing “Happy Birthday”. Many students also participate in our library’s Celebration Book Club when they have a birthday. Displays of students’ artwork are showcased in the hallways of the school, and students also participate in the yearbook cover design competition. Additionally, an annual Be Mindful Night is offered to our students and parents to support the social-emotional needs of our high-achieving community.

Teachers promote social and emotional learning through a variety of best practice strategies that help to build a strong Clovercroft community. Curiosity and connection are cultivated through meaningful classroom activities that encourage our learners to strive toward building relationships, which strengthen resilience and academic success. Classroom Meetings are a regular part of our daily routines, and they are a great opportunity for students to connect and build community within the school day.

Clovercroft professional educators work diligently to promote rigorous academics and social emotional supports; such as growth mindset, mindfulness, and emotional regulation to support the needs of the whole child. We use Positive Behavior Intervention Strategies (PBIS) best practices to promote emotional regulation and foster an environment where students feel connected to their teachers, their classmates, and to the larger school community. Students are recognized for kindness and positive character contributions through our Colt Character Recognitions as well as with the school-wide program of earning “Clovers” for positive behaviors. Once a class receives an increment of 25 clovers, they are awarded a poster and their class celebrates with a special activity. Specific grade levels also have motivational systems such as class cash, conduct sheets, and positive behavior charts. In the cafeteria, students can receive Living and Learning Above the Line stickers that promote good character related to the Quantum 8 Keys of Excellence.

Our school counseling team offers individual, small-group, and large group interventions. This year, our counselors have also added some additional supports to meet the dynamic needs of families this year as a

result of COVID-19. This includes, but is not limited to, a Counseling Google Classroom site that serves our traditional learners as well as our online learning community. Our school counselors developed Google referral forms this year that provide families, teachers, and students with an easy way to request to support from a counselor. They have increased the information that is provided to teachers and families in an updated monthly Counseling Connection Newsletter, allowing the content being covered in Life Skills classes to be reinforced at home and in the classroom. Our counselors have also provided “Coffee with the Counselors” Zoom opportunities for parents this school year. Both of these mediums present our community with information that helps their students’ social, emotional, and academic well-being.

Counseling standards that are taught in Life Skills classes include awareness and identification of feelings, tools to help with emotional regulation, growth-mindset, academic and organizational skills, conflict resolution, empathy, and college and career exploration. Through our Student Council and Be Nice program, students act as school ambassadors promoting service at Clovercroft and in the wider community.

2. Engaging Families and Community:

Families and community go hand in hand at Clovercroft Elementary. Teachers, administrators, families, and community members join together for the benefit of our students. Students flourish because of the incredible support of their families along with the community resources and the partnerships with businesses we have established over the last ten years. This school year, many of these opportunities were reimaged and reworked in order to fit the safety protocols.

School events aim to engage families in the school community. Two key events at the start of school set the tone for the upcoming school year. At our annual Meet and Greet, parents and students are introduced to their teachers and provided with helpful information to start the year off on the right foot. Parent Orientations nights within the first two week of school also provide critical information laying the foundation for the year. For the 2020-21 school year, these were conducted and recorded via Zoom. Teachers also make personal phone calls to each family to establish relationships. Typically, the school hosts a Veteran’s Day Program to honor service members of our Clovercroft community. Additional events include Kindergarten Sneak-a-Peek, new student orientation, Thanksgiving family lunch, Family Math Night, Family Reading Night, Be Mindful Night, parent teacher conferences, International Day, a musical performance for every grade level, and a fifth grade promotion ceremony. This school year, many of these events were adapted to virtual platforms to continue to provide the connection between school and home.

Parent volunteers play an important role in our school community. Volunteers fully manage our workroom making copies for the teachers so that our teaching assistants can work directly with students. In addition, you will find volunteers in the cafeteria, the library, art room, front office, and at the Book Fair. In Kindergarten and first grade, we frequently have volunteers supporting reading centers and coming in to be Mystery Readers. This year parents have continued to staff the workroom and deliver lunches to classrooms while still following COVID-19 health and safety protocols.

Clovercroft’s Parent Teacher Organization (PTO) has been a tremendous support to our school over the last ten years. All parents and staff are automatically members within the PTO. The PTO sets an annual budget and is responsible for planning and implementing the majority of our fundraisers each year. Family events such as Cloverfest (a free back to school celebration), Parents and Pastries, skate nights, a sweetheart dance, and a Boo Hoo Breakfast for kindergarten families are all planned by our PTO. Through the generosity of our parents, our PTO has purchased items such Chromebook carts, library books, a rock-climbing wall, and athletic equipment. Some of our family events were conducted during the 2020-21 school year through the PTO’s Facebook page.

Fostering a sense of community both within our school building and outside with our broader community is important for our students. We want them to feel connected and foster a spirit of service. Grade level service projects are one example of how we support our broader community. Some of these service projects have included a food drive for Graceworks and a food and toy collection for the Williamson County Animal Shelter. Clovercroft is also fortunate to have support from local businesses. Publix and Cheddar’s provide food for events, while other businesses such as Chick-Fil-A, Chipotle, and Papa Murphy’s sponsor monthly

spirit nights. The Franklin Fire Department and the Middle Tennessee Electric Company (presenting the Tree Wise program) provide hands-on learning experiences for students.

Clovercroft could not have the excellent parent and community involvement that it has without excellent communication. The administrative team sends a weekly email update along with a monthly PTO newsletter to every parent. Teacher newsletters are sent home weekly. In addition, we have a system that will generate automated callouts and text messages for announcements and updates. Our school website is updated regularly.

3. Creating Professional Culture:

The culture at Clovercroft Elementary School focuses on the needs of its community. Because teachers and students are highly valued, the school remains aligned to its purpose of helping students “learn, grow, and succeed.”

Teachers frequently reflect on their practices and seek new ways to reach students. Teachers annually complete a Professional Growth Plan and meet with an administrator to create action steps to meet their goals. Clovercroft customizes its ongoing professional development to best meet the needs of the teachers. A majority of their professional development is site-based and led by experts from the faculty. The content is based on school and district goals and input from the staff professional growth plans and surveys. For example, when the new reading curriculum was adopted, Clovercroft’s literacy coach trained her teachers on the new series creating a larger faculty buy-in. Throughout the year, teachers attend district-wide PD and access optional learning opportunities through the district’s platform. Teachers attend national conferences annually and share highlights in professional sessions. This personalized, ongoing learning allows teachers to provide a high-quality curated curriculum and maximum levels of engagement.

The environment at Clovercroft plays a large role in its professional culture. The school is highly collaborative: teams not only meet weekly to plan lessons and units, but they also meet quarterly to analyze the results of the latest common assessments. Through reflection and collaborative discussion, the teachers modify the assessments and lessons, as needed. A team leader effectively leads each grade level and provides support between teachers and administration. Teachers utilize protocols including Quantum Learning, Understanding By Design, and Visible Learning to foster safe and high-quality learning environments. Teachers participate in committees to discuss school-wide successes, areas of needs, as well as plan and operate school community events and initiatives (Family Math and Reading Nights, Be Mindful Night, Coordinated School Health, etc.). Teachers new to Clovercroft are paired with veteran teachers to observe and be a direct support to assist in the transition to CCES through our mentoring program.

To help colleagues prepare for the transition to remote learning, Clovercroft teachers led technology specific interactive sessions. Educators explored applications such as Nearpod, Zoom, Schoology, and Google Classroom to determine how they could incorporate the technology into their lessons. Each grade level also has a designated “Digital Learning Leader” to help teammates facilitate their virtual learning spaces. Because the culture at Clovercroft is highly collaborative, teachers regularly seek out solutions from colleagues and regularly share new-found ideas with each other.

4. School Leadership:

Since opening day in August of 2011, Clovercroft Elementary has maintained a shared leadership philosophy. Within this structure, the principal has served as the lead learner guiding staff, asking questions, and learning alongside teachers and students. Building on the strengths of our teachers and staff our administrative team has worked to maintain a focus on learning rather than a focus on teaching. Although coaching our teachers through the observation and evaluation process each year is important, what is most important is ensuring the success of our students as a result of high-quality instruction. All of our structures are put into place to ensure that our focus is on the students and their grow both academically and social-emotionally.

Our Building Leadership Team (BLT) has members from each grade level and each team so that everyone

has a voice. Members of this team include both of our instructional coaches, a school counselor, a Related Arts teacher, a Student Support Services teacher, and a teacher from each grade level. This team focuses primarily on day to day operations, student and staff morale, and professional learning needs. Collectively they map out our school calendar, develop our site-based budget, plan school events, discuss staff concerns, and ensure that our professional development fits the needs of both teachers and students. They also play a key role in shaping our theme and focus for each school year as a staff, in addition to developing our annual school improvement plan that is required by the state of Tennessee. Their leadership has been critical in guiding us through this last school year with all of the guidelines related to COVID-19.

In addition to BLT, our teachers serve as leaders in support of student achievement during our data meetings and quarterly collaborative planning. Their input and knowledge of their students is essential in monitoring student progress and providing the necessary adjustments to ensure student success. Data meetings are held every four and a half weeks. These meetings focus on ensuring that all interventions (RTI2) are effective in facilitating student growth. Teachers, instructional coaches, and administration collaborate quarterly to map out the pacing of standards that fits student needs. Our pacing guides include the standards taught each week with the accompanying Essential Questions, Success Criteria, resources, and assessments. Each team reviews prior common assessment results and develops and refines the next common assessment. Teachers use data to drive instruction as they progress through the school year. We have maintained all of these collaborative processes throughout this school year and have found our students to be on par with where they typically are academically even with all of the challenges this past school year has presented.

Parents are also involved in leading our school through the PTO and in their support as volunteers. The PTO budget is truly driven by student needs, and all of the money raised by the PTO goes directly to instructional resources or improvements to our school building. Students serve as leaders as well within our school community. Our Student Council works to support the goals of our school along with our Be Nice Ambassadors. They participate in our schoolwide assemblies and daily morning announcements encouraging students to be involved in our school and to always “Live and Learn Above the Line”.

5. Culturally Responsive Teaching and Learning:

Clovercroft Elementary addresses the diverse needs and backgrounds of our students and families in a variety of ways. Teachers are dedicated to learning about their individual students, which guides the instructional materials and methods. As educators, they believe it is their duty to learn the behaviors, backgrounds, and challenges students face, so they are better equipped to address them. All staff strive to create a classroom experience where every student can grow together to understand that individual characteristics make them unique and not ‘different’ in a negative way.

Clovercroft honors students and families from diverse backgrounds through the annual International Day. Students from diverse backgrounds are encouraged to foster a multicultural experience for the student body through dance, music, and other arts. On this day, parents and families provide the student body with a wide assortment of creative presentations that give students an understanding and appreciation of other cultures. This opportunity to see classmates and their families promotes a sense of pride and appreciation throughout the student population.

Literature is a meaningful way to incorporate cultural diversity into instruction. Teachers model equity for students, maintain an inclusive curriculum, incorporate cultural diversity into lessons, foster conversations of different cultures and ideas, and encourage parent input of family and cultural backgrounds. Classroom and school libraries are culturally diverse. There is a wide selection of materials reflecting cultural and racial diversity available to students.

One way Clovercroft addresses current events and/or social movements that may have a direct impact on students, their families, and communities is through Classroom Meetings. Teachers use these meetings to facilitate neutral, fact-based conversations on issues of interest currently found

in the news. Teachers in all grade levels also use hand-picked resources such as Scholastic News and Scholastic StoryWorks that allow students to experience and learn about current events or social movements in an age-appropriate manner. These resources explain events through first-hand accounts of school-age children. This allows our students to develop empathy towards people from diverse backgrounds.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Clovercroft Elementary believes in the power of collaboration. Historically, students here achieve at high levels as a direct result of intentional collaboration, where teachers plan, design, and implement instruction together. From the general education assistants to the certified teachers, every staff member plays a critical role. We use instructional time to the fullest extent, and every staff position is leveraged in direct support of children and their growth. As a school team, they remain focused on the power of collective teacher efficacy as defined by John Hattie through his Visible Learning research. Collective teacher efficacy is the belief that all students can achieve at high levels, and that the teacher has the greatest impact on student achievement.

Teachers need to have confidence in themselves as instructional leaders. This confidence is developed through collaborative work. Teachers start with very powerful conversations about what they want students to know, understand, and be able to do. These conversations are facilitated and supported by our instructional coaches and administrators. The team discusses each standard in detail and carefully sequences them, so they build on each other and scaffold student learning. Then they examine the summative assessments that students are administered at both the state and local level to ensure that they are “beginning with the end in mind.” From there, common assessments are created for each quarter, along with other mid-quarter assessments, tests, and quizzes. The results from these assessments drive what they teach from week to week and can lead to adjustments in pacing during the school year. Each step in this process is critical to building their confidence. Through this process, teachers ensure that students know exactly what they are learning and why using Success Criteria, which makes learning more “visible” for them.

The school team collaborates on how to respond to student progress. Together teachers plan interventions that may be needed for remediation or enrichment. Data driven instructional decisions are critical to student success, and it is important that teachers are supported by the instructional coaches and administrators through this process. Confidence and collective efficacy are fostered through this practice. The support of every staff member is necessary: general education assistants, related arts teachers, SSS staff, and academic coaches provide the needed intervention and/or enrichment.

While COVID-19 safety protocols restricted some in-person collaboration, the faculty and staff continued to meet via Zoom as well as in socially distanced small groups. Finding creative ways to implement best practices for student success has become a new protocol. Knowing the importance of their collaborative practices, teachers actively seek out strategies from each other. Clovercroft develops this collective teacher efficacy as a part of its culture. This positive climate fosters and supports all student achievement. With all of these components in place, Clovercroft Elementary School empowers their teachers and ultimately the students, so that they can “learn, grow, and succeed.”