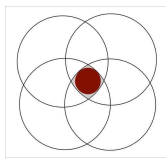


**Executive Summary: 1 - 2 pages, audience is stakeholders:** *What is bold and ambitious about your plan?*

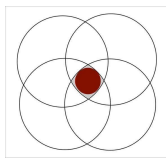
The Clark Avenue Middle School vision is to cultivate a culture of reflection amongst students, teachers, and administrators that focuses on rigorous instructional and social emotional learning (SEL) practices and improved student achievement and engagement. In order to achieve this, administration, teachers and students will all work together. Administration will continue to consistently observe teachers and use data from the CVT (indicators 5, 8, and 10) as well as provide feedback to improve teacher instruction. Teachers will continue to offer opportunities for students to engage in goal setting, provide feedback to students related to their goals and ongoing performance in all content areas while also implementing social emotional learning strategies (SEL). Teachers will continue to improve their practice through focused instruction, incorporating higher order thinking and the implementation of flexible grouping. These strategies have been chosen because they address some challenges that have been identified through data collection. The most recent round of benchmark assessment data revealed that 41% of our students were reading at or above grade level, 27% of students were at or above grade level in math, and 38% of our ELL students met their ACCESS goals. The most recent data from Safe & Supportive Schools Survey indicate that 40% of all students reported their teachers always give them feedback on what they learned. Improving instruction and providing feedback to students will support the growth of learners across content areas. Furthermore, when students set goals related to iReady, RI and ACCESS scores that they revisit, reflect upon, receive feedback on throughout the year, and use this feedback to improve their work, then these scores become more meaningful and connect students' daily performance to these data points.

Although there are similarities from last year's Turnaround Plan to this year, the Instructional Leadership Team has decided to make necessary changes in areas in which we want to see more growth. We made progress through implementing strategies for intervention; however we want to leverage these strategies in all content classes. In addition, we made progress through implementing Social Emotional Learning (SEL) strategies that we would like to incorporate in all content classes. We hope these changes will ensure that teachers will use data to inform instructional groupings and consistently provide targeted and specific feedback to students in order to improve achievement.

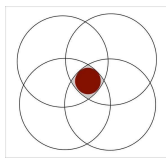
In reflecting on our school's data as well as our SchoolWorks site visit, we recognize that our key strategies are being implemented and we have a consistent culture of reflection within our educator community. However, further adjustments to our strategies and to our practice are needed to further strengthen the development of a culture of reflection among students. Specifically, we are focusing on increasing student participation in the feedback cycle as well as in goal setting as a means of increasing student ownership of data and the development of the self-reflective learner. In addition, we will continue to purposefully seek opportunities to embed mindfulness and SEL practices throughout the school community. This second



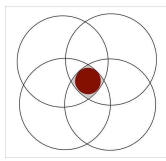
<p>aspect will be critical as students and staff return to school in the midst of the pandemic.</p> <p>In conclusion, if our school’s Turnaround Plan is successful, we will improve our performance across all measures. Our long-term goal for success is student initiative and ownership in academic and emotional domains by routinely setting goals, reflecting on their progress toward these goals through feedback and using the feedback given to improve their work. This will lead to a learning community in which all students are ready for high school and the school no longer requires assistance from the State.</p>			
A	<p><b>Turnaround Practice(s):</b> <i>Which turnaround practice(s) are you addressing?</i></p>		
B	<p><b>Overarching Goal:</b> <i>What are you trying to achieve with work with this turnaround practice(s)?</i></p> <p>We will strengthen a culture of reflection amongst students, teachers, and administrators that focuses on rigorous instruction with supportive social-emotional practices and improved student achievement and engagement.</p>		
C	<p><b>Theory of Action:</b> <i>Data analysis and challenges (including data from last year), rationale for this work</i></p>		
D	<table border="1"> <tr> <td> <p><b>Proposed Solution/Strategy 1:</b> <i>What is the first focus of our work? What is one strategic initiative to address our problem?</i></p> </td> <td> <p>Strategy 1: Teachers will increase the effectiveness of feedback by engaging students in the feedback cycle where students will receive, reflect on and implement feedback that involve academic and social emotional competencies.</p> </td> </tr> </table>	<p><b>Proposed Solution/Strategy 1:</b> <i>What is the first focus of our work? What is one strategic initiative to address our problem?</i></p>	<p>Strategy 1: Teachers will increase the effectiveness of feedback by engaging students in the feedback cycle where students will receive, reflect on and implement feedback that involve academic and social emotional competencies.</p>
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E	<table border="1"> <tr> <td> <p><b>Desired Impact of Solution/ Strategy 1:</b> <i>What are we trying to change? (Lag)</i></p> </td> <td> <p>To improve instruction, achievement, and social emotional well-being through teachers routinely giving feedback to students, adjusting their practice based on students’ work, as well as students using and reflecting on the feedback they received. See Strategy 2 for desired impact on students.</p> </td> </tr> </table>	<p><b>Desired Impact of Solution/ Strategy 1:</b> <i>What are we trying to change? (Lag)</i></p>	<p>To improve instruction, achievement, and social emotional well-being through teachers routinely giving feedback to students, adjusting their practice based on students’ work, as well as students using and reflecting on the feedback they received. See Strategy 2 for desired impact on students.</p>
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*	<table border="1"> <tr> <td> <p><b>Identified Challenges:</b> <i>What caused you to choose this strategy and what data supports the need for it?</i></p> </td> <td> <p>Teachers have begun to routinely look at Student Work and provide students with feedback. However, we have not observed students consistently implementing the feedback and/or reflecting on this feedback. In addition, we want to transfer our feedback practices beyond academic feedback to encompass social-emotional feedback.</p> <p>During the 2019-2020 SchoolWorks visit report, in the Providing Student-Specific</p> </td> </tr> </table>	<p><b>Identified Challenges:</b> <i>What caused you to choose this strategy and what data supports the need for it?</i></p>	<p>Teachers have begun to routinely look at Student Work and provide students with feedback. However, we have not observed students consistently implementing the feedback and/or reflecting on this feedback. In addition, we want to transfer our feedback practices beyond academic feedback to encompass social-emotional feedback.</p> <p>During the 2019-2020 SchoolWorks visit report, in the Providing Student-Specific</p>
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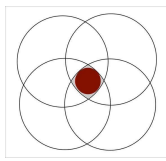
	<p>Supports and Instruction to All Students it was reported that</p> <ul style="list-style-type: none"> <li>● Recognizing that student conferencing is a form of feedback, the classroom observations conducted by the site team did not observe any classrooms providing effective feedback to students (20% Partially Effective, 0% Effective) or effectively using assessment strategies and actively adjusting their instruction (20% Partially Effective, 0% Effective),</li> <li>● In some instances, the lack of effective assessment and feedback appeared to be related to the high number of EL students and other students that did not appear to fully understand the lesson and were unable to stay on task or fully engage in the learning activity, even when multiple teachers were in the classroom.</li> </ul> <p>In the Safe and Supportive Schools Survey, 40% of students reported that teachers give them feedback “always”. For the 2020 - 2021 school year, we will be using the Pandemic Response Student Survey, therefore this may be addressed differently depending on the new survey.</p> <p>According to the SchoolWorks visit report, 27% of teachers observed received a 1 in feedback (indicator 10), 53% received a 2 in Feedback (indicator 10) and 20% received a 3 in Feedback (indicator 10).</p> <p>Due to COVID-19 school closures, we have only collected two rounds of classroom observation data. An average of these scores show that only 40% of teachers scored a 3 or 4 in feedback (indicator 10).</p>
<p>* <b>Assets/Resources:</b> <i>What are the strengths of the school and/or district and supports available to the school to implement this strategy?</i></p>	<ul style="list-style-type: none"> <li>*Dedicated PLC Time</li> <li>*Literacy, Math, and ELL Coach Support</li> <li>*Looking at Student Work protocols</li> <li>*Student Goal Setting sheet</li> <li>*Administrative/Coordinators/Coaches/ILT observations and feedback</li> <li>* PD on feedback</li> <li>*SSoS</li> </ul>
<p>F</p>	<p><b>Measures of Change of Solution/Strategy 1:</b> <i>What outcome indicators do we use to measure success throughout the year? (Lead)</i></p>



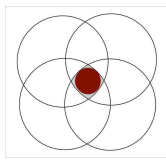
<p>G</p> <p><b>Adults:</b> <i>what &amp; when?</i></p>	<p>Conduct classroom observations using the CVT and increase the number of observations scoring 3 &amp; 4s from 42% to 57%, to reflect an increase of 15%, on indicator 10.</p> <p>Teachers will provide feedback to students in the classrooms and will reflect on this feedback after observations on indicator 10 and during meetings with coaches and leads. By the end of the year district CVT data collection, there will be close alignment (within fifteen points for the percent of 3s and 4s) between the aggregate teacher self-rating and the aggregate district rating on indicator 10.</p> <p>By the end of the year, 75% of teachers in the intervention period will provide feedback on Student Goal Setting sheet minimally 3 times per year</p>
<p>H</p> <p><b>Students:</b> <i>what &amp; when? Include subgroups</i></p>	<p><i>Please think about subgroup measures as well as aggregate (ELs and SWD).</i></p> <p>More than 50% of students will respond “always” to the question about receiving feedback from teachers on the end of year Pandemic student Response Survey. This assessment will be administered to all students in the school.</p> <p>90% of students will reflect on teacher feedback in the Student Goal Setting sheet minimally 3 times per year in their intervention period..</p> <p>Students will show growth on their identified SEL competency from the first Pandemic Student Response Survey to the 3rd.</p> <p>50% of students, who reflected on their Student Goal Setting sheet will be able to identify a piece of feedback provided by their teacher that helped them and identify how they applied the feedback. This data will be collected via a guided set of questions on the Student Goal Setting sheet, minimally 3 times per year.</p>
<p>I</p> <p><b>Measures of Implementation of Solution/Strategy 1:</b> <i>How do we hold ourselves accountable for the work and outputs? what &amp; when (frequency)? What are the data structures</i></p>	<p>The ILT will define high quality feedback and communicate it with faculty</p> <p>Looking at Student Work in PLC and with coaches, administrators, and coordinators</p>



<p><i>that need to be in place?</i></p>	<p>Observation debriefs with administrators.</p> <p>ILT will monitor CVT data at least three times during the year.</p> <p>Students will know the purpose of the SEL Survey. Students will use their results to create a goal with teacher support, be able to discuss their progress towards it when receiving teacher feedback, and identify next steps towards meeting their goal.</p>
<p><b>Proposed Solution/Strategy 2:</b> <i>What is the second focus of our work? What is our second strategic initiative to address our problem?</i></p>	<p>Students will know their current performance levels, be able to set appropriate goals for growth, create action plans/next steps and reflect on their progress in all school settings. (keep this for our TP)</p>
<p><b>Desired Impact of Solution/Strategy 2:</b> <i>What are we trying to change? (Lag)</i></p>	<p>More than 43% of our students will read on or above grade level (currently 40% for our rising 6-8 graders). More than 60% of Foundational ELs will meet their reading growth goal (currently 56%). More than 40% of transitional EL students will meet their RI goal by the end of the year . More than 90% of SWD will meet their reading growth goal for one year. (When we left in March, 86% were on target to meet their one year growth goal)</p> <p>More than 30% of our students will be at or above math grade level (currently 27% for our rising 6-8 graders)</p> <p>More than 50% of our ELL students will meet their target ACCESS goal as set by DESE (currently 37%).</p> <p>More than 75% reflect on their goals at least twice during the school year.</p>
<p><b>Identified Challenges:</b> <i>What caused you to choose this strategy and what data supports the need for it?</i></p>	<p>COVID-19 shutdown (no year end assessments and uncertain model for next school year). Regression in learning from not being in school, current level could be different.</p> <p>Next step in progression: students are moving from goal-setting in intervention to all school settings.</p> <p>Previously, teachers had been doing the lifting in terms of setting goals and reflecting. Students had difficulty in writing SMART goals, especially in creating next steps.</p>



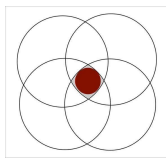
<p><b>Assets/Resources:</b> <i>What supports are available to the school or district to implement this strategy?</i></p>	<ul style="list-style-type: none"> <li>*Students writing goals for their own performance</li> <li>*Reflective staff</li> <li>*Time for grade level PLC</li> <li>*Coaches and Leads</li> <li>*Social Emotional Learning Leadership Team</li> <li>*RI and i-Ready assessment tools</li> <li>*Reading Teacher</li> <li>*Use of remote learning time for goal setting, reflections and possibly assessments (iReady, RI?)</li> <li>*Goal-setting organizer and sentence starters</li> <li>*SSoS</li> </ul>
<p><b>Measures of Change of Solution/Strategy 2:</b> <i>What outcome indicators do we use to measure success throughout the year? (Lead)</i></p>	
<p><b>Adults:</b> <i>what &amp; when?</i></p>	<p>100% of teachers will conference with students in all school settings by giving them their initial performance levels, explain what the growth target is, and support them in writing SMART goals through explicit instruction on what a SMART goal is.</p>
<p><b>Students:</b> <i>what &amp; when? Include subgroups</i></p>	<p><i>Please think about subgroup measures as well as aggregate (ELs and SWD).</i></p> <p>More than 43% of our students will read on or above grade level (currently 40% for our rising 6-8 graders). More than 60% of Foundational ELs will meet their reading growth goal (currently 56%). More than 40% of transitional EL students will meet their RI goal by the end of the year . More than 90% of SWD will meet their reading growth goal for one year. (When we left in March, 86% were on target to meet their one year growth goal).</p> <p>More than 30% of our students will be at or above math grade level (currently 27%)</p> <p>More than 50% of our ELL students will meet their target ACCESS goal as set by DESE (currently 37%).</p> <p>More than 75% of students reflect on their goals at least twice during the school year.</p>
<p><b>Measures of Implementation of Solution/Strategy 2:</b> <i>How do we hold ourselves accountable for</i></p>	<p>RI, iReady, RAZ, and QPAs (2-3 times per year)</p> <p>Goal reflection log/form</p>



<p><i>the work and outputs? what &amp; when?</i></p>	<p>PD on supporting students in goal-setting</p>
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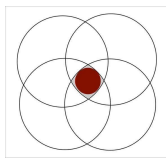
<p><b>Proposed Solution/Strategy 3:</b> <i>What is the second focus of our work? What is our second strategic initiative to address our problem?</i></p>	<p>Strategy 3: Administrators and teachers reflect together on practice based on the SchoolWorks Classroom Visit Tool (5,8,10) and the impact of teacher instructional and SEL practices on student learning in all school settings.</p>
<p><b>Desired Impact of Solution/Strategy 3:</b> <i>What are we trying to change? (Lag)</i></p>	<p>Scores from the average of the rounds performed throughout the year by the administrative team and coordinators using the SchoolWorks Classroom Visit Tool indicators 5 (focused instruction), 8 (higher order thinking), 10 (feedback) will increase 15 percentage points in 3s and 4s.</p> <p>Reflection will be strengthened across all school stakeholders. Teachers reflect on their practice in indicators 5, 8, and 10 during staff meetings, PLCs, and debriefs. ILT will reflect on feedback they receive from teachers around supports given in the areas of 5, 8, 10, and the incorporation of SEL strategies by looking at exit tickets and plus/deltas.</p> <p>Address indicators 5, 8, and 10 in every observation debrief, with a focus on the student learning goal/objective, work that students are doing, and how student learning is being assessed.</p> <p>Continue consistent implementation of lesson components that focus on re-emphasizing student-centered strategies, such as Academically Productive Talk, Conferring, and Flexible Grouping as well as SEL strategies.</p> <p>Observed lesson activities are aligned with the objective, students are engaged in higher order thinking, and feedback is routinely given.</p> <p>Decreased amount of classroom managed referrals and office managed referrals.</p> <p>Teachers will reflect on results from the CPS Pandemic Response Survey to incorporate appropriate SEL strategies into their lessons which will lead to an improvement in</p>





	<p>student scores on the CPS Pandemic Response Survey.</p>
<p><b>Identified Challenges:</b> <i>What caused you to choose this strategy and what data supports the need for it?</i></p>	<p>From the classrooms observed during the mid-year district CVT data collection: 42% scored 3 or 4 on Indicator 10 (Feedback), 34% on Indicator 8 (Higher Order Thinking), and 74% on Indicator 5 (Focused Instruction) using the Classroom Visit Tool.</p> <p>Interrupted learning due to school closure as a result of COVID-19.</p>
<p><b>Assets/Resources:</b> <i>What supports are available to the school or district to implement this strategy?</i></p>	<ul style="list-style-type: none"> <li>*SchoolWorks CVT</li> <li>*Lesson Plan Framework and Strategies Menu</li> <li>*Administrative/Coordinators/Coaches Observations</li> <li>*Post Observation Google form for teacher reflection on 5,8 &amp; 10</li> <li>* CPS Pandemic Response Survey</li> <li>* SWIS/ Classroom and Office Referral Data</li> <li>* PLTs/ Faculty Meetings/ PD</li> <li>*SSoS</li> </ul>
<p><b>Measures of Change of Solution/Strategy 3:</b> <i>What outcome indicators do we use to measure success throughout the year? (Lead)</i></p>	
<p><b>Adults:</b> <i>what &amp; when?</i></p>	<p>Scores on SchoolWorks Classroom Visit Tool indicators 5 &amp; 8. Percentage of 4s on indicators 5,8 &amp;10 will increase by 15 percentage points. (Tracked by SchoolWorks CVT spreadsheet)</p> <p>Teacher reflections (faculty meetings, PLT, debrief) on two of the three focus indicators (CVT indicators 5, 8, and 10). (Tracked by Online Form which is used to record teacher reflections and plans) By the end of the year district CVT data collection, there will be close alignment (within 10 points for the percent of 3s and 4s on indicators 5 and 8 as well as 15 points for the percent of 3s and 4s on indicator 10) between the aggregate teacher self-rating and the aggregate district rating on indicator 10.</p>
<p><b>Students:</b> <i>what &amp; when?</i></p>	<p><i>Please think about subgroup measures as well as aggregate (ELs and SWD).</i></p> <p>5 District Partnership Benchmark Assessments (school scores will be within or above 3</p>





	<p>pts of the network)</p> <p>The gap between the average score on the Benchmark Assessments for students with disabilities or classified as EL and general education students will be reduced by ¼.</p>
<p><b>Measures of Implementation of Solution/Strategy 3:</b> <i>How do we hold ourselves accountable for the work and outputs? what &amp; when?</i></p>	<p>All teachers will be observed by an administrator, coordinator, lead, or coach using the CVT at least 1x per month.</p> <p>ILT will look at feedback obtained from teachers (PLT, Faculty Meeting) and data once a month.</p>

**Required Appendices:**

- 1) District Support/Evidence Based Intervention

For SIP requirements:

- 2) Core Values/Mission - Work on at the Summit, look at updates from handbook
- 3) Professional Development Plan
- 4) Parent Involvement Plan - Work on at the Summit, update 2019 version
- 5) Teacher induction and Mentoring Activities
- 6) District Program Models and Approaches that Ensure Progress for ELs
- 7) District Program Models and Approaches that Ensure Progress for SWD