

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 practices and improved student achievement and engagement. In order to achieve this, we will incorporate flexible grouping into all classrooms, improve the implementation of social emotional learning strategies (SEL), offer opportunities for students to engage in goal setting, provide feedback to students related to their goals and ongoing performance in all content areas, and improve teacher practice through focused instruction and incorporating higher order thinking. 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 47% of our students were reading at or above grade level, 40% of students were at early, mid, or late grade level in math, and 40% of our ELL students met their ACCESS goals. The most recent data from Safe & Supportive Schools Survey indicate that 23% of 7th graders 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, and receive feedback on throughout the year, these scores become more meaningful and connect students' daily performance to these data points.

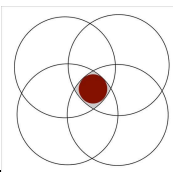
Although there are similarities from last year's Turnaround Plan to this year, the Instructional Leadership Team has decided to make necessary changes in areas in which we want to see more growth. We made progress through implementing strategies for intervention; however we want to leverage these strategies in all content classes. 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.

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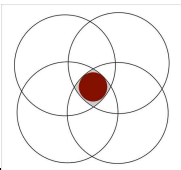
During different feedback sessions, we were given feedback on the entire Turnaround Plan as well as specific strategies. Stakeholders agreed that the minor changes to Strategy 1 (Student reflection on performance levels, growth, and progress) and 3 (Teachers and Administrators reflecting together on performance) were appropriate because of the growth in those areas from 2018-2019. However, through Team and Stakeholder reflections, Strategy 2 was challenging to measure, and therefore needed adjustments. Since we are trying to build and create a culture of reflection in our school, the feedback directed us to think about the implementation of SEL instructional strategies. In terms of the SEL assessment data, the feedback allowed us to make specific changes to the implementation of these SEL strategies, possibly using the CASEL competencies. Based on additional feedback from stakeholders, we are adjusting Strategy 2 to specify a sub-group of students that we will use to measure progress. Related to Strategy 3, we discussed adding Indicator 10 from the SchoolWorks Classroom Visit Tool as part of our Turnaround Plan. This is an important indicator that is already closely tied to our other two focus indicators (5 & 8). We reflected on the importance of tracking how teachers are giving feedback to students in the classroom to improve instruction.

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 for students to take ownership of their learning by routinely setting goals and reflecting on their progress toward these goals through feedback from teachers and peers. 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.

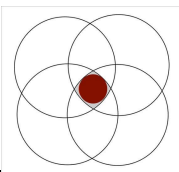
A **Turnaround Practice(s):** *Which turnaround practice(s) are you addressing?* 1, 2, 3, and 4



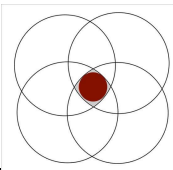
B	<p>Overarching Goal: <i>What are you trying to achieve with work with this turnaround practice(s)?</i></p> <p>We will create a culture of reflection amongst students, teachers, and administrators that focuses on rigorous instructional practices and improved student achievement and engagement.</p> <p>Additional context: Our Turnaround Plan is structured such that each strategy represents a different aspect of reflection.</p> <ul style="list-style-type: none"> ● Strategy 1: Students will know their current performance levels, be able to set appropriate goals for growth, and reflect on their progress. ● Strategy 2: Teachers will increase the effectiveness of student feedback and its impact on instruction. ● Strategy 3: Administrators and teachers reflect together on practice based on the SchoolWorks Classroom Visit Tool. 	
C	<p>Theory of Action: <i>Data analysis and challenges (including data from last year), rationale for this work</i></p> <p>If Clark Avenue School 1) improves the effectiveness of our instruction by focusing on flexible grouping, goal setting, and building teacher capacity in instructional and social-emotional strategies, 2) improves the effectiveness of giving students feedback by increasing its frequency and impact on instruction (students use the feedback, teachers adjust their practice, and teachers reflect upon their adjustments to practice), and 3) improves instruction by targeting focused instruction, higher order thinking, and feedback, then we will have created a culture of reflection amongst students, teachers, and administrators that focuses on rigorous instructional practices and improved student achievement.</p> <p>Representative supporting data from 2017-2018: *Rigorous instructional practices - by the end of the school year, only 49% of teachers were effective or partially effective in focused instruction, and only 30% in higher order thinking. Data collected using the SchoolWorks Classroom Visit Tool. *Student achievement: 41% of Clark Avenue School students read at or above grade level (based on RI scores) and 19% are at or above grade level in math (based on i-Ready scores).</p>	
D	<p>Proposed Solution/Strategy 1: <i>What is the first focus of our work?</i> <i>What is one strategic initiative to address our problem?</i></p>	<p>To improve the effectiveness of our instruction by focusing on flexible grouping, goal setting, and building capacity in instructional and social-emotional strategies. [TP 1, 3, 4]</p>
E	<p>Desired Impact of Solution/ Strategy 1: <i>What are we trying to change? (Lag)</i></p>	<p>RI, i-Ready, and SEL scores will increase; percentage of students meeting their target ACCESS goals will increase.</p>



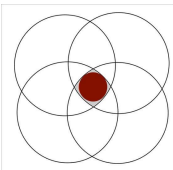
		<p>More than 55% of our students will read on or above grade level (currently 47%).</p> <p>More than 50% of our students will be at or above math grade level (currently 40%)</p> <p>More than 50% of our ELL students will meet their target ACCESS goal as set by DESE (currently 40%).</p> <p>More than 50% of students at CAMS will respond “always” to the question “teachers always give them feedback on what they learned”.</p> <p>Teacher and student ownership of their data through, for example, PLC meetings, administrative debriefs, and conversations with students. See also Strategy 2.</p> <p>Flexible grouping will be observed in all content areas, not just intervention.</p> <p>Teachers will integrate social-emotional learning strategies in their lessons on a regular basis.</p>
<p>*</p>	<p>Identified Challenges: <i>What caused you to choose this strategy and what data supports the need for it?</i></p>	<p>During the 2018-2019 SchoolWorks visit report, in the TP2 Intentional Practices for Improving Instruction it was reported that “outside of Intervention Block, there was no evidence that student assessment data are used to inform classroom instruction.”</p> <p>Using a rating of 1 (not effective) and 5 (highly effective), teachers ranked themselves as either 1, 2 or 3 in the following questions:</p> <ul style="list-style-type: none"> ● 51% staff rank themselves as either a 2 or 3 “incorporating SEL strategies into their classrooms/lessons.” ● 54% rank themselves as either a 2 or 3 for “setting goals with students.” ● 56% staff rank themselves as either 1, 2 or 3 “helping students reflect on goals” with zero percent ranking a 5.
<p>*</p>	<p>Assets/Resources: <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"> *Students writing goals for their own performance *Student data from SEL Survey *Reflective staff *Continued structure of 2 intervention blocks *Time for grade level PLC *Coaches and Leads



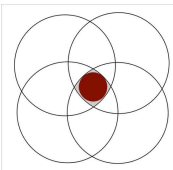
		<ul style="list-style-type: none"> *Social Emotional Learning Leadership Team *RI and i-Ready assessment tools *Reading Teacher *SSoS
F	<p>Measures of Change of Solution/Strategy 1: <i>What outcome indicators do we use to measure success throughout the year? (Lead)</i></p>	
G	<p>Adults: <i>what & when?</i></p>	<p>100% of teachers will use a minimum of two data points twice a year and three data points twice a year to flexibly group students during instruction. This data will be tracked through a monthly teacher self-report and will include data on what data sources are being used (RI, iReady, reading logs, benchmark assessment, exit tickets, etc.)</p> <p>Based on anecdotal data from the 2018-19 school year, approximately 30% of teachers consistently commented on student progress toward goals in the Student Progress Google Doc. For the 2019-20 school year, this practice will be deepened: by the end of the year, 75% of teachers will consistently (more than 3 times per year) engage in conversations with students around their RI/i-Ready goals, their progress towards these goals, and the next steps towards meeting these goals. (Tracked by Student Progress Google Doc)</p>
H	<p>Students: <i>what & when?</i></p>	<p>RI, i-Ready, and SEL scores will increase; percentage of students meeting their target ACCESS goals will increase.</p> <p>More than 55% of our students will read on or above grade level (currently 47%). Monitored by RI lexile scores.</p> <p>More than 50% of our students will be at or above math grade level (currently 40%). Monitored by iReady which indicates math grade level.</p> <p>More than 50% of our ELL students will meet their target ACCESS goal as set by DESE (currently 40%). Monitored by ELD Benchmarks/Performance Assessments.</p> <p>More than 50% of students at CAMS will respond “always” to the question “teachers always give them feedback on what they learned”. Monitored by SEL benchmark which shows proficiency in the CASEL Competencies)</p>



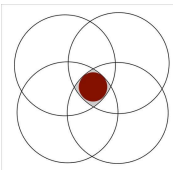
1	<p>Measures of Implementation of Solution/Strategy 1: <i>How do we hold ourselves accountable for the work and outputs? what & when (frequency)? What are the data structures that need to be in place?</i></p>	<p>*RI, i-Ready & ELD Benchmarks/Performance Assessments given 3 to 4 times per year.</p> <p>*SEL assessment will be administered twice per year.</p> <p>*Teachers will regroup students in interventions based on multiple data sources at least four times per year in Data Meetings (September, November, January, March.) Tracked by viewing Master Intervention Spreadsheet, which is used to track student placement and progress in intervention groups.</p> <p>*Professional development in advanced data use will be embedded within PLTs.</p> <p>*Students will know the purpose of their intervention strategy. Students will know what their RI and i-Ready goal is, be able to discuss their progress towards it, and identify next steps towards meeting their goal.</p>
	<p>Proposed Solution/Strategy 2: <i>What is the second focus of our work? What is our second strategic initiative to address our problem?</i></p>	<p>To improve the effectiveness of giving students feedback by increasing its frequency through looking at student work and reflecting on the impact of their instruction (students use the feedback, teachers adjust their practice, and teachers reflect upon their adjustments to practice). [TP 1, 3]</p>
	<p>Desired Impact of Solution/Strategy 2: <i>What are we trying to change? (Lag)</i></p>	<p>To improve instruction and student achievement through teachers routinely giving feedback to students, and adjusting their practice based on students' work, as well as students using the feedback. See Strategy 1 for desired impact on students.</p>
	<p>Identified Challenges: <i>What caused you to choose this strategy and what data supports the need for it?</i></p>	<p>Looking at Student Work currently only happens sporadically, particularly in PLTs and data dives during grade level planning meetings. By changing the focus of this strategy to feedback, teachers will look at student work routinely in order to provide students with meaningful, targeted feedback.</p> <p>During the 2018-2019 SchoolWorks visit report, in the TP2 Intentional Practices for Improving Instruction it was reported that</p> <ul style="list-style-type: none"> • “while administrators and teachers consistently reported that areas 5 & 8 on the CVT were being focused on school-wide, there was no evidence of professional development being targeted to either of those areas” and • “while teachers reported looking at student data in their PLT and grade-level meetings,



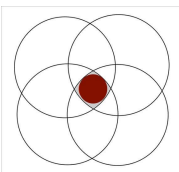
	<p>there was no clear evidence that they were being trained in how to tie the data back to their classroom practices.”</p> <p>In the Safe and Supportive Schools Survey, only 23% of 7th graders believe that teachers give them feedback “always”.</p> <p>In the final data collection of classroom observations using the CVT, 48% of observations scored either a 3 or 4 in feedback (indicator 10). Nine percent of observations scored a 4.</p>
<p>Assets/Resources: <i>What supports are available to the school or district to implement this strategy?</i></p>	<ul style="list-style-type: none"> *Dedicated PLC Time *Literacy, Math, and ELL Coach Support *Looking at Student Work protocols *Student Goal Setting sheet *Administrative/Coordinators/Coaches/ILT observations and feedback * PD on feedback *SSoS
<p>Measures of Change of Solution/Strategy 2: <i>What outcome indicators do we use to measure success throughout the year? (Lead)</i></p>	
<p>Adults: <i>what & when?</i></p>	<p>Conduct classroom observations using the CVT and increase the number of observations scoring a 4 by 21 percentage points (from 9 to 30%) 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 provide feedback on Student Goal Setting sheet minimally 3 times per year</p>
<p>Students: <i>what & when?</i></p>	<p><i>Please think about subgroup measures as well as aggregate (ELs and SWD).</i></p> <p>Student responding “always” to the question about receiving feedback from teachers on the end of year Safe and Supportive School Survey will be more than 50%. This assessment will be</p>



	<p>administered to all students in the school.</p> <p>90% of students reflecting on teacher feedback in the Student Goal Setting sheet minimally 3 times per year.</p> <p>5 District Partnership Benchmark Assessments: school scores will be within or above 3 pts of the network, and our own scores will increase from the previous year</p> <p>Students will show growth on their identified SEL competency from the first SEL Survey to the 3rd.</p>
<p>Measures of Implementation of Solution/Strategy 2: <i>How do we hold ourselves accountable for the work and outputs? what & when?</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>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>Proposed Solution/Strategy 3: <i>What is the second focus of our work? What is our second strategic initiative to address our problem?</i></p>	<p>Targeting focused instruction, higher order thinking, and feedback in order to improve instruction. [TP 1, 2]</p>
<p>Desired Impact of Solution/Strategy 3: <i>What are we trying to change? (Lag)</i></p>	<p>Scores from the average of the three rounds performed in 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 to 83%, 72%, and 68% respectively in 3s and 4s.</p> <p>Teachers reflect on their practice in indicators 5, 8, and 10 during staff meetings, PLCs, and</p>



	<p>debriefs.</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 revised Lesson Plan Framework and Strategies Menu, with a focus on re-emphasizing student-centered strategies, such as Academically Productive Talk, Conferring, and Flexible Grouping.</p> <p>Observed lesson activities are aligned with the objective, students are engaged in higher order thinking, and feedback is routinely given.</p>
<p>Identified Challenges: <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 end of year district CVT data collection: 48% scored 3 or 4 on Indicator 10 (Feedback), 52% on Indicator 8 (Higher Order Thinking), and 63% on Indicator 5 (Focused Instruction) using the Classroom Visit Tool.</p>
<p>Assets/Resources: <i>What supports are available to the school or district to implement this strategy?</i></p>	<ul style="list-style-type: none"> *SchoolWorks CVT *Lesson Plan Framework and Strategies Menu *Administrative/Coordinators/Coaches/ILT observations and feedback *Observation Debrief Tool *SSoS
<p>Measures of Change of Solution/Strategy 3: <i>What outcome indicators do we use to measure success throughout the year? (Lead)</i></p>	
<p>Adults: <i>what & when?</i></p>	<p>Scores on SchoolWorks Classroom Visit Tool indicators 5 & 8. Percentage of 4s on indicators 5 and 8 will increase to 30%. (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>Students: <i>what & when?</i></p>	<p>5 District Partnership Benchmark Assessments (school scores will be within or above 3 pts of</p>



	<p>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 $\frac{1}{4}$.</p>
<p>Measures of Implementation of Solution/Strategy 3: <i>How do we hold ourselves accountable for the work and outputs? what & 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>

***Nota bene:** Although not specifically mentioned in the Turnaround Plan, we will be continuing our work on our Social Emotional Learning Action Plan through both the Social Emotional Learning Leadership Team and the Cultural Learning Community. Foci include advisory, MindUp, restorative justice practices, cultural responsiveness, and culturally responsive teaching.*

Required Appendices:

- 1) District Support/Evidence Based Intervention - Provided by Priti and Sarah

For SIP requirements:

- 2) Core Values/Mission - Work on at the Summit, look at updates from handbook, consider the VOG,
- 3) Professional Development Plan - Work on at the Summit
- 4) Parent Involvement Plan - Work on at the Summit, update 2016 version
- 5) Teacher induction and Mentoring Activities - Provided by Linda and Sarah
- 6) District Program Models and Approaches that Ensure Progress for ELs - Provided by Sean and Sarah
- 7) District Program Models and Approaches that Ensure Progress for SWD - Provided by Cindy and Sarah