Dear Clark St. Community School Families, Colleagues and Friends,

As you may know, these last few years we have engaged in critical work to turn our school around from chronic underperformance and transform it into one of the best elementary schools in Worcester. Our quest has always been and continues to be that of providing a high-quality education and increased opportunities for success for all of our students.

We serve a diverse community of approximately 263 students in PreK-6 of various backgrounds and ethnicities (African American 24%, Asian 6%, Hispanic 54%, Native American 1%, White 15%), speaking 19 different languages, including 16 students that are part of a Students with Limited or Interrupted Formal Education (SLIFE) program serving students across the city. As such, we have a responsibility to meet the needs of all students and ensure they all have access to excellent opportunities to learn and grow. Three years ago we embarked on a journey to improve all aspects of our work as a school, including a complete overhaul of our school culture to focus on continuous improvement that drives high levels of support and achievement for all students. Since then we have worked closely with families and community partners to provide a nurturing, caring and academically rigorous school environment where each student feels respected, valued, safe, and part of a larger community. This work included incorporating our core values of Respect, Responsibility, Perseverance, Curiosity and Community to use as pillars for our daily teaching and learning.

This year we have engaged in a deep analysis of our work in supporting student learning and development. As a result of this analysis, we were able to identify four key improvement areas to focus our improvement work for 2020-2021 and develop our Turnaround Plan. These improvement areas are as follows: develop and monitor school wide Specific, Measurable, Achievable, Realistic, Timely (SMART) goals, improve instruction across all classrooms to afford high-quality instruction to all students, improve upon interventions and provide additional academic and non-academic supports to students as needed, and lastly, build a stronger foundation for classroom management and social emotional learning across our school community. Focusing on these four areas will allow us to improve overall student academic performance, and close achievement gaps among general education students and the subgroups of our school. The following is a summary of the improvement strategies that are part of our Turnaround Plan and that are geared toward achieving our goals. They are organized by and referred to as Turnaround Practices.

**Turnaround Practice 1**

Our first area of improvement will enable us to set school wide SMART goals. There will be two overarching goals: one academic and one socio-emotional. The Instructional Leadership Team (ILT) will create these goals during the summer retreat and develop a plan to present these goals to the Clark Street faculty during August professional development days. Upon establishment of these SMART goals, ILT will monitor and track these goals quarterly. These goals will be tracked through the use of data cycles with teachers analyzing data and progress in their Professional Learning Community (PLC) meetings. Lastly, by the start of the 2020-2021 school year the ILT will engage in strategic scheduling.
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The development of staff schedules will allow for collaboration among teachers, support staff, and any other staff that engages in the teaching of CSCS scholars. This collaboration will allow monitoring and adjustment of the school wide SMART goals.

Turnaround Practice 2

Our second area of improvement focuses on improving schoolwide instruction in all classrooms and specialties. This work will engage all teachers working with students including instructional assistants, special educators, and English language (formerly known as ESL) teachers. By the end of June 2020, the ILT will create a clear definition of what high quality instruction looks like across all subject areas and among all staff at CSCS. The ILT team will synthesize already existing look-for documents and add new ones that allow for monitoring of high-quality instruction across all subjects and grades. By the end of July 2020, ILT will identify key instructional strategies to be implemented beginning in the 2020-2021 school year. A checklist will be created for staff that will be used when creating lesson plans or when completing peer observations. By the start of the school year 2020-2021, ILT will create a calendar for staff professional development for the implementation of these key instructional strategies. On an ongoing basis, administration will conduct walkthroughs to look for the use and effectiveness of these instructional strategies. These walkthroughs will also allow teachers to receive specific and structured feedback in order to improve their own instructional practices. We will also implement biweekly vertical team meetings during PLC meeting times. These vertical team meetings will include grade-level clusters (K-3 and 4-6), special education teachers, and English as a second language teachers. Where possible, instructional assistants, tutors, and counselors may be invited to these meetings. The use of these meetings will allow us to align instructional strategies and create consistency amongst CSCS staff. Staff will also be encouraged to complete peer observations to further improve their own practices.

Turnaround Practice 3

The third area of improvement involves the improvement of student supports and interventions. This takes the second improvement area and narrows it down even further to the level of each individual student at CSCS. We will develop and implement a high-quality Student Support Process (SSP) that includes clear processes for how the school and teachers identify students’ needs, appropriate interventions, and how we will monitor the effectiveness of these interventions. Before the end of the current 2019-2020 school year, a committee will be identified to lead this SSP and intervention systems improvement work. By early August, the team will have researched effective models of SSP in other school systems and develop a focus for improvement in the Student Support Process. In addition to improving the SSP, we will identify evidence-based practices and interventions currently available at Clark Street. These interventions will be both academic and social emotional in nature. This task will be completed by mid-September 2020. This work will be a multi-tiered system of support. This means that all students will be supported in different ways that contribute to their personal academic goals and/or their social emotional goals. These tiers of support rise in intensity from one level to the next. Students may receive small group interventions or even one-on-one support that they may not otherwise have gotten. The strategies used in these interventions will be categorized into Tiers 1, 2, or 3, with 3 being the most intensive support for a student. From this categorized list, the team will assemble a bank of interventions and strategies that teachers can access to provide specific supports to students. This will be shared with the CSCS faculty during an October 2020 staff meeting. On an ongoing basis, the ILT will monitor the progress and effectiveness of these interventions through the use of data collected by teachers that work with these students.
Turnaround Practice 4
Lastly, the fourth area of improvement will allow us to strengthen the skills of our faculty in classroom management as well and provide students with important social emotional skills that will be essential to their engagement and achievement in school. In the summer of 2020, the Positive Behavioral Interventions and Supports (PBIS) team will create a trajectory for monthly core value and social-emotional learning assemblies. The PBIS will also break the team into two smaller subgroups to be determined by the larger group in the summer of 2020. The PBIS team will meet this summer to revise and clarify school wide behavioral expectations and incentives to support these expectations. Professional development on these expectations and social emotional learning will be provided to all staff during staff meetings to build consistency throughout the Clark Street community. Lastly, the school adjustment counselors will create individualized behavior plans on an as-needed basis. They will create a consistent schedule to meet with those students that require additional behavioral and emotional support. The school’s targeted team will continue to meet to discuss students' additional needs and involve teachers in this important process. Teachers will be made aware of any changes to behavioral plans or when new plans need to be developed. This will allow all teachers to support the needs of all students in our building. Depending on the needs of the students, the teachers and the school adjustment counselors will meet monthly or biweekly to discuss students’ needs and review progress. These important steps will allow our school to continue to be a safe place for all our scholars.

Clark Street Community School administration and ILT members will keep the larger community updated on the progress towards achieving our ambitious goals. This will be done through a letter sent home to families at the conclusion of Quarter 2, and again at the end of the academic year. These goals and actions will be critical in allowing us to focus our improvement work. Most importantly, these goals, as highlighted in our Turnaround Plan, will allow us to provide students with consistent high-quality instruction that will lead to increased student academic achievement, encourage behaviors that support learning, and continue to close the achievement gap between the general education students and identified subgroups at our school.
### Turnaround Practice #1: Leadership, shared responsibility, and professional collaboration

The school has established a community of practice through leadership, shared responsibility for all students, and professional collaboration.

<table>
<thead>
<tr>
<th>Our Strategic Objective</th>
<th>Key Areas for Improvement</th>
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<tbody>
<tr>
<td>To set school-wide academic and SEL focused SMART goals with clear measurable outcomes, that include specific action steps to monitor, assess, and track the success of these goals.</td>
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### Strategies or Best Practices:

#### 1.1 Use the ILT to identify and monitor school-wide academic and SEL focused SMART goals that serve as the focus of leadership.

**Identify School-Wide Goals 2021-2022** *(link)* *To be completed during summer retreat*

- Identify school-wide academic and SEL focus areas
- Create SMART goals based on school-wide focus areas
- Track SEL goals using Office Support Tracker to check and measure progress
- Create a plan to present goals to staff at August PD
  - During the August PD, grade level teams will be provided with time to carry out actions aligned to school-wide goals

**Monitor and Track Goals with frequency**

- Establish quarterly ILT check-in meetings for turnaround teams to monitor how their specific practice is going and to make adjustments (if needed) for next steps.
- Use weekly PLCs to focus on student achievement through the use of data cycles (length of cycles will depend on unit plans/scope and sequence)

#### 1.2 Use PLCs to implement instructional focuses and improvement strategies in each grade, through the use of targeted outcomes for each team and weekly team meetings.

**Data Cycles**

- Use data from district-wide and school-based standardized assessments
  - F&P Benchmarks, running/reading records, EdCite for ELA and Math Gr.3-6, STAR
- Each grade level team will identify the focus subject area for each cycle and time frame depending on their scope and sequence/ unit length. School-wide PLC Calendar *(link)*
  - Grade level teams will map out objectives for their PLC meetings and identify the focus of the first data cycle during August PD using the PLC Meeting calendar and Roles document.
- Teachers will follow and use **High Leverage Practices on Using Data to Drive Instruction** *(link)*
- Teachers will follow PLC Cycles Guidance *(link)*

**Strategic Scheduling:**

- **Scheduling Guidelines and Principles**
- Create staff schedules that would help us focus on key improvement strategies and school-wide goals.
- Build in time for teachers and pertinent support staff (IAs, ESL, SPED, Tutors...) to meet and review data and discuss instruction together
  - Bi-weekly Friday consultation between SpEd/EL and classroom teachers
  - Second Monday of each month 30 minutes for consultations between IAs and classroom teachers
  - IAs will be attending vertical Team Meetings to support data cycles
### Turnaround Practice #2: Intentional practices for improving instruction
The school employs intentional practices for improving teacher-specific and student-responsive instruction.

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<th>Our Strategic Objective</th>
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<tr>
<td>To improve the quality and consistency of standards-based instruction so that all students receive high-quality core instruction. Specifically, we will establish and communicate what high quality instruction looks and sounds like across all subjects, with an emphasis on Reading, Writing and Math. Then, implement these core instructional strategies in lesson planning and in delivery of instruction to improve student outcomes.</td>
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#### Strategies or Best Practices:

**2.1 Define what high quality instruction looks and sounds like across all subjects (math, science, social studies, and writing) and among all staff that provide instruction.**
- By the start of 2021-2022, the ILT will refine a definition of what high quality planning and instruction looks and sounds like across all subject areas and among all staff.
  - High Quality Lesson Planning Elements and Expectations - Clark St. 2020-2021
  - 1. High Quality Teacher Moves and Instructional Practices - Clark St. 2021-2022
  - Look Fors by Subject Area (link)

**2.2 Clarify the core instructional strategies to provide high quality instruction.**
- By September 15, 2021, the following core instructional strategies will begin to be implemented schoolwide and used daily:
  - Use a variety of higher order thinking questions throughout each lesson; shift to more DOK 2 (instead of DOK 1) questions that are open ended and require students to explain their thinking and provide evidence for their responses.
  - Use consistent/similar sentence stems to help support high order thinking questions and Turn and Talk conversations across grade levels and subjects.
  - Develop and use a common K-6 approach to solving word problems in math.

**2.3 To develop and implement a system for instructional improvement that includes PD aligned with core instructional strategies, coaching, and monitoring and feedback (e.g., observations, walkthroughs, teacher-specific feedback).**
- By the start of the 2021-2022 school year, ILT will:
  - Refine the walkthrough tool (link) and draft a schedule for using the walkthrough tool to collect and monitor.
  - Develop a School-wide Collaborative Learning and Meeting Calendar (link)
  - Ongoing: Use biweekly (2nd and 4th week of the month) during Monday Meeting time to host vertical (K-3 and 4-6) team meetings in order to increase consistency with instructional practices, academic language, etc. This would include Special Education and ESL teachers that provide instruction to students.
  - Revisit common high quality Math practices for grade bands and revise to increase quality of implementation.
    - 3-6 Math Common Practice and Expectations CSCS (updated 6/2021)
    - K-2 Math Common Practice and Expectations CSCS (updated 6/2021)
### Turnaround Practice #3: Student-specific supports and instruction to all students
The school is able to provide student-specific supports and interventions informed by data and the identification of student-specific needs.

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<td>Improve/design a schedule and system of tiered, and evidence-based interventions and supports.</td>
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**Strategies or Best Practices:**

3.1 Define MTSS for Clark Street Community School and design an implementation plan for student-specific supports and interventions informed by data and the identification of student-specific needs.

- Review and update changes to SSP procedures and documents identified by the TP3 committee by August 1, 2021.
- Establish a committee to read *Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS* by June 21, 2021
- By August 2021 ILT retreat, MTSS Committee will outline a plan for integration of academic and behavioral interventions for the consideration of admin and full ILT.
- TP3 committee will complete MTSS self-assessment prior to August 2021 ILT retreat.
- Administration will develop a plan for strategic Tier 2 intervention groups to address Math and Reading needs using evidence-based interventions by August 31, 2021. (consult with Woodland Academy)
- MTSS Committee will define instructional practice and interventions for Tier 1, Tier 2 and Tier 3 CSCS prior to August 26, 2021 staff PD.
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#### Turnaround Practice #4: School Culture and Climate
A safe, orderly, and respectful environment for students and a collegial and collaborative culture among teachers.

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<tbody>
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<td></td>
<td>Improve teacher capacity to utilize a consistent approach to classroom management and social and emotional learning</td>
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#### Strategies or Best Practices:

4.1 Use school assemblies to add in SEL lessons and broadcast core values
- Revise a [SEL & Core Value Trajectory](#) assemblies/SEL
  - Classes sign up for a month to present the core value/SEL strategy
  - Summer 2021
- Revise a [SEL & Core Value Trajectory](#)
  - 1st quarter created by start of school
- Break PBIS into four teams (SEL and PBIS & classroom management teams)
  - PBIS defines groups summer 2021

4.2 Revise expectations and incentives to be streamlined across school.
- Determine/refine [classroom/school-wide expectations](#)
  - Presented to staff before school year begins
- Provide PD for both classroom management and SEL and behaviors to ALL staff.
  - New PBIS/SEL information to be delivered @ 1st staff meeting of the month (if needed)
  - Reminders of school-wide expectations/PBIS information at PD [2 meetings a month]

4.3 (continue to) Provide consistent ways of addressing and discussing high needs students.
- SACs and the team will define and develop individualized formalized plans to meet with high needs students.
- Creating a consistent meeting schedule for students
- Create back up plan if unable to go to a scheduled meeting with a student
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### Benchmarks

<table>
<thead>
<tr>
<th>(Turnaround Practice #) Benchmark(s)</th>
<th>Measurement/Comments</th>
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<tbody>
<tr>
<td>1. Schoolwide SMART Goals set by September 15, 2021.</td>
<td>● Progress will be measured via STAR Consolidated State Performance Report K-6 in Math, and 3-6 in ELA and K-2 F&amp;P Assessments throughout the year, whereas our school-wide SEL goal will be gauged via our Office Support Tracker. ●ILT documentation, Office Support Tracker, STAR and F&amp;P Assessment Data</td>
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<tr>
<td>2. K-6 Data Cycles will begin the 3rd week of September 2021.</td>
<td>● Meeting Agendas, Grade-level Smart Goal Trackers</td>
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<td>2. Weekly, 40-minute PLC/grade-level team meetings will support instructional improvement, especially as it is framed through our data cycles.</td>
<td>● Meeting Agendas</td>
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<td>2. ILT-developed expectations for High Quality Planning and Instructional Implementation will be shared with all staff by September 1, 2021.</td>
<td>● ILT documentation and Staff Meeting Agenda</td>
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<tr>
<td>2. Lesson planning by teachers demonstrates increased and consistent use of key instructional strategies (Use ILT to determine baseline and benchmarks).</td>
<td>● Lesson plan review/checklist</td>
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<td>2. Implementation of common sentence stems to support turn and talks, focus on increasing the level of cognitive demand through higher order questions, and use of common problem solving approach in math school-wide will be tracked via weekly, informal (non-evaluative) classroom observations by the Admin Team, and periodically by all staff via teacher observation rounds.</td>
<td>● Clark St. weekly walkthrough data summary ● School-wide Collaborative Learning and Meeting Calendar</td>
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<td>3. All classrooms K-6 will have a designated intervention block in their 2021-2022 schedule for Reading and Math.</td>
<td>● Master schedule and intervention block staff schedule</td>
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<td>3. MTSS Committee will define instructional practices and interventions for Tier 1, Tier 2 and Tier 3 CSCS prior to August 26, 2021 staff PD.</td>
<td>● ILT Agenda and Staff Meeting agenda</td>
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<tr>
<td>3. Evidence of targeted use of interventions and strategies,</td>
<td>● Student Support Team meeting data tracker ● Classroom observations</td>
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<tr>
<td>4. All staff will develop a shared understanding of SEL school-wide routines, and common expectations at our August Staff Meeting</td>
<td>● August Staff Meeting Agenda ● SEL Implementation data from weekly classroom walkthroughs</td>
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<tr>
<td>5. Focused Tier 2 Socio-Emotional instruction will be provided to students K-6 weekly</td>
<td>● Tier 2 SEL weekly schedule</td>
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### Academic Targets

2019-20 Academic Targets will be used as 2020-21 targets, as one measure of progress. ESE guidance on state accountability targets will be incorporated when this information is made available.
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STAR Academic Targets: The district will set school-specific targets in ELA and Math, during summer 2021. We anticipate that STAR and additional common assessments will be used to assess students in fall 2020, to determine baseline information, which will then be used to set mid-year and end-of-year academic targets.

Resources:
- Clark St. End of Year Data (link)
- Lesson Plan format with coaching questions: page 11 and 12 https://docs.google.com/document/d/1xuZ8fKd6Z9Qs-_HxkvUvLvrAF22zSWnbh-e1QnlqXU/edit
- (7/14/21 draft) Executive Summary 2021-2022 SIP (link)