

# East Somerville Community School

School Improvement Plan Presentation  
March, 2024





# MISSION

We are a nurturing community that values our multilingual and diverse community. We strive to provide a quality inclusive education that affirms the identities of all individuals. We strive to foster empathetic community members and curious life long learners.





# VISION

Our goal is to create and sustain a school where each student feels they can belong, succeed, grow and have confidence and pride in their abilities and identities.



# Who are the ESCS Phoenixes?

## Our School

- PreK – 8
- Programming at Eastl
  - Dual Language – Unidos
    - 2 Homerooms at every grade level are dual language from K-8
  - SEI Gen Ed
    - 1 preK and 1 K classroom
    - 2 Homerooms starting from 1 – 8
- All **inclusion and SEI classes**
  - All of our general education classes have MLLs (SEI Gen Ed) and students with disabilities



## Our Students

- 754 students
  - Selected Populations
    - 72.9% First language not English
    - **40.1% English Language Learner**
    - 59.2% Low-Income
    - **14% Students with Disabilities**
    - 73.5% High Needs
  - 49.6% enrolled in Dual Language program



# Focus Area: Equity

## What does this ACCESS data represent?

- Among the 305 ELs, 102 are classified as Long-Term ELs (LTELs)
- The current LTEL average overall score is 3.2, **the exit criteria is 4.2**
- The current LTEL and their composite literacy score is 3.3, **exit criteria is 3.9.**

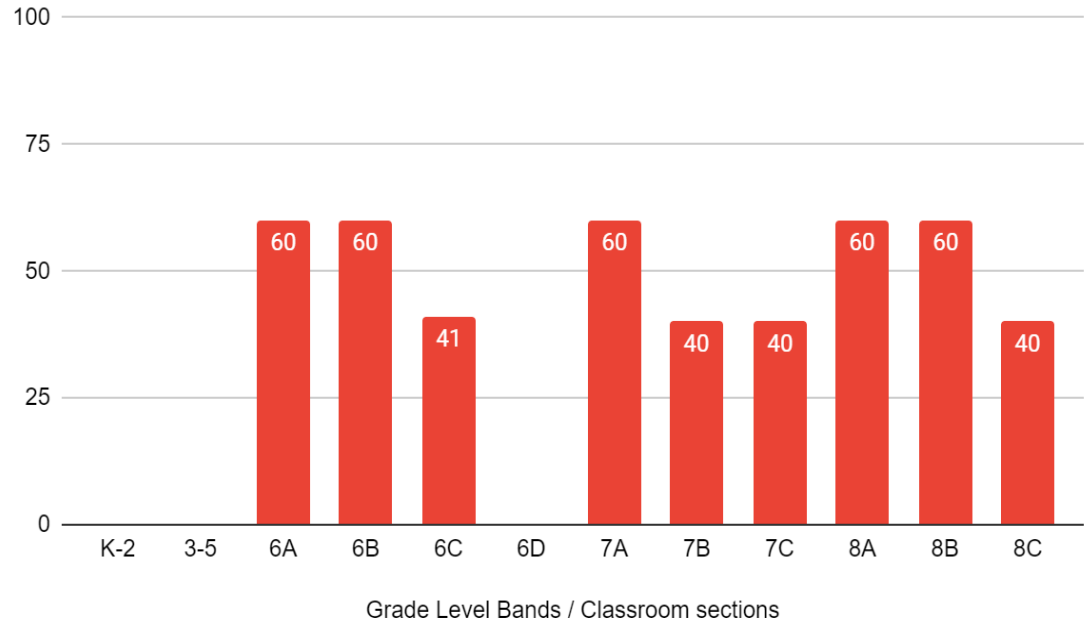


# Focus Area: Equity

## What are the potential root causes?

A. Increased number of MLLs students since 2021 to December 2023 is 35, **however staffing remains the same**

Percent of ESL Services Not Provided to MLL Students



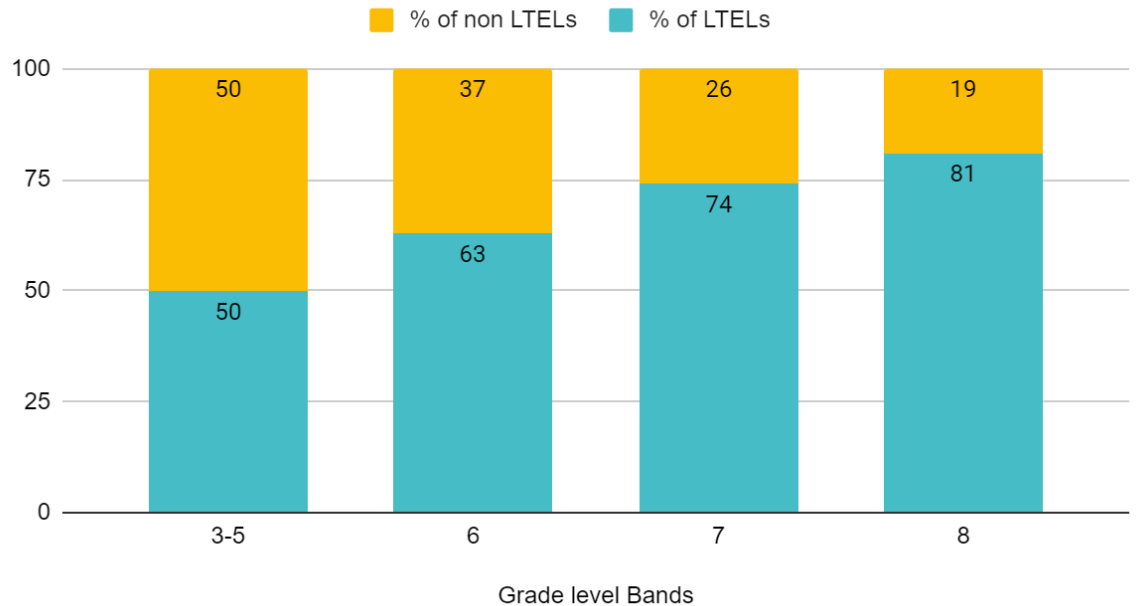


# Focus Area: Equity

## What are the potential root causes?

B. The percent number of LTELs increases from 50% in grades 3-5 to 81% by the time they are in 8th grade.

Percent of Long-Term ELs among our MLL Students

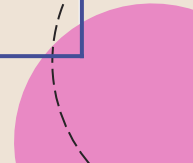
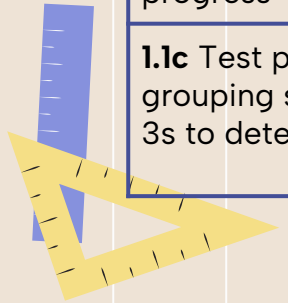




# Focus Area: Equity

**Goal:** By June 2025 at least 80% of our LTELs will increase their proficiency level.

Strategy	Milestones of success	Timeline
<b>1.1a</b> ESL specialists will use I-Ready data Reading to create strategic groupings	June 2024 I-Ready data to create groups for September, then utilize I-Ready diagnostic data	Three (3) I-Ready diagnostic data (fall, winter, spring)
<b>1.1b</b> Continue to use grade level meetings to focus in writing. Grade level teams will develop specific writing prompts and rubrics to gauge student progress	Meetings at least once a month for each grade level team, discussing learning data	At least 10 meetings by end of year
<b>1.1c</b> Test preparation strategies and grouping students in their higher level 3s to determine strengths and needs	Preparation for ACCESS – BOY data analysis	I-Ready data and BOY progress monitoring data





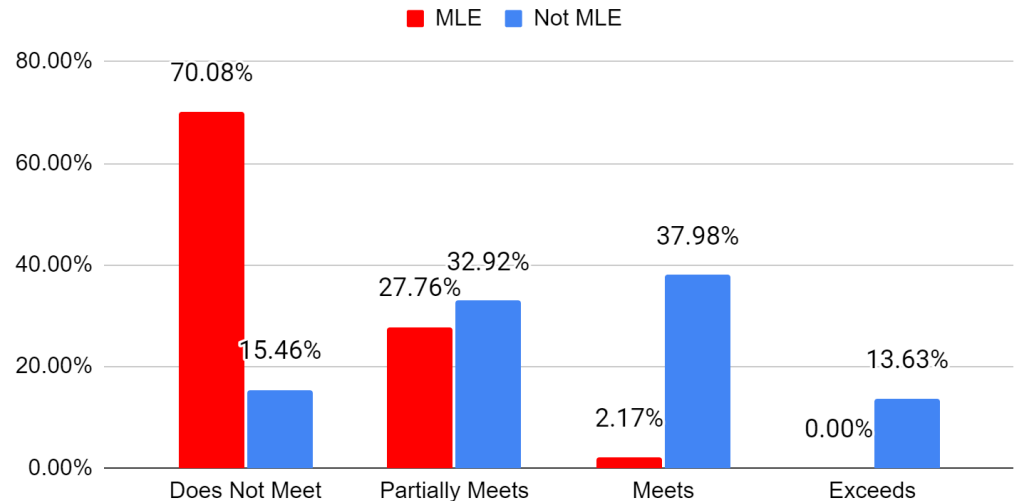


# Focus Area: Academics–MCAS

## What does the MCAS ELA Data represent?

- 40.3% of our students are meeting or exceeding expectations and
- 1.23% of MLE students meet or exceed expectations
- **Zero percent of MLE students exceeded expectations for ELA MCAS in 2023.**

Spring 2023 ELA MCAS Results - East Somerville

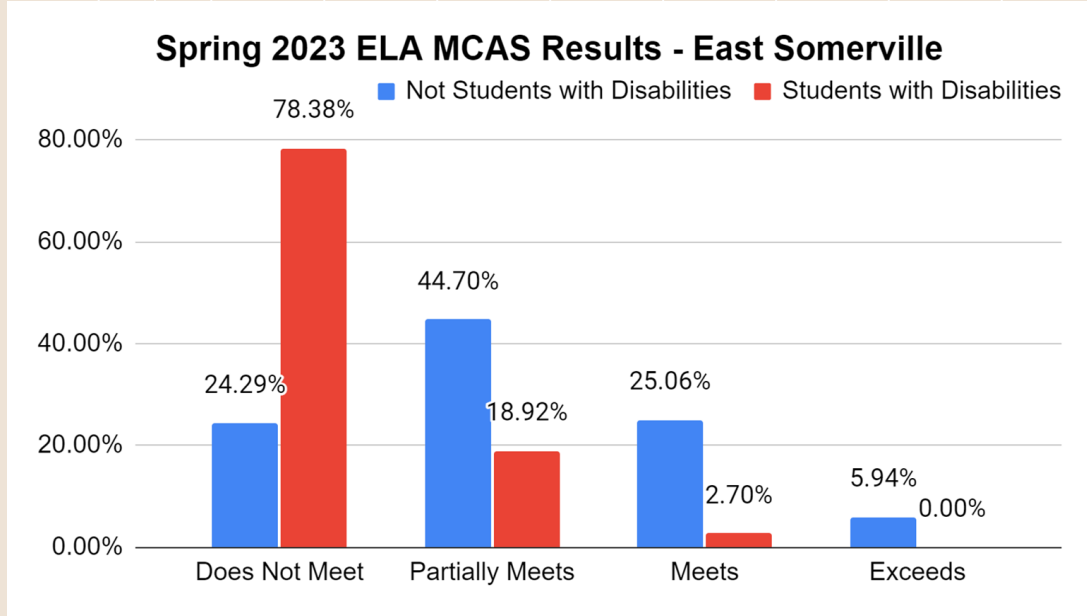




# Focus Area: Academics–MCAS

## What does the MCAS ELA Data represent?

- 40.3% of our students are meeting or exceeding expectations and
- 2.7% of students who receive special education services meet or exceed expectations
- ***Zero percent of students receiving special education services exceeded expectations for ELA MCAS in 2023.***

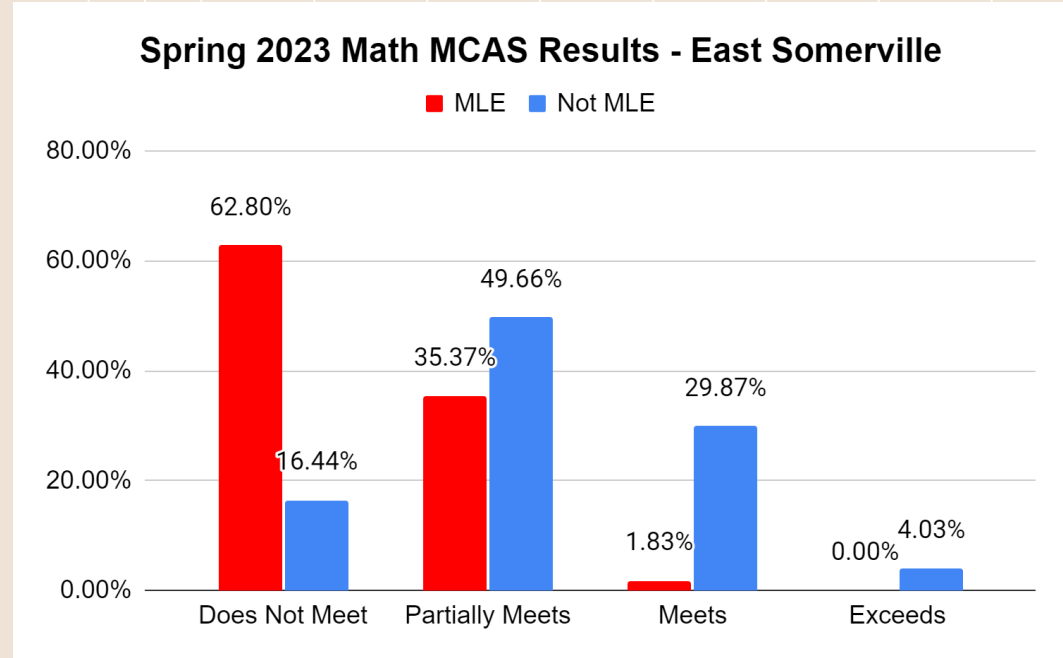




# Focus Area: Academics–MCAS

## What does the MCAS Math Data represent?

- 33.9% of our students are meeting or exceeding expectations and
- 1.83% of MLE students meet or exceed expectations
- **Zero percent of MLE students exceeded expectations for Math MCAS in 2023.**



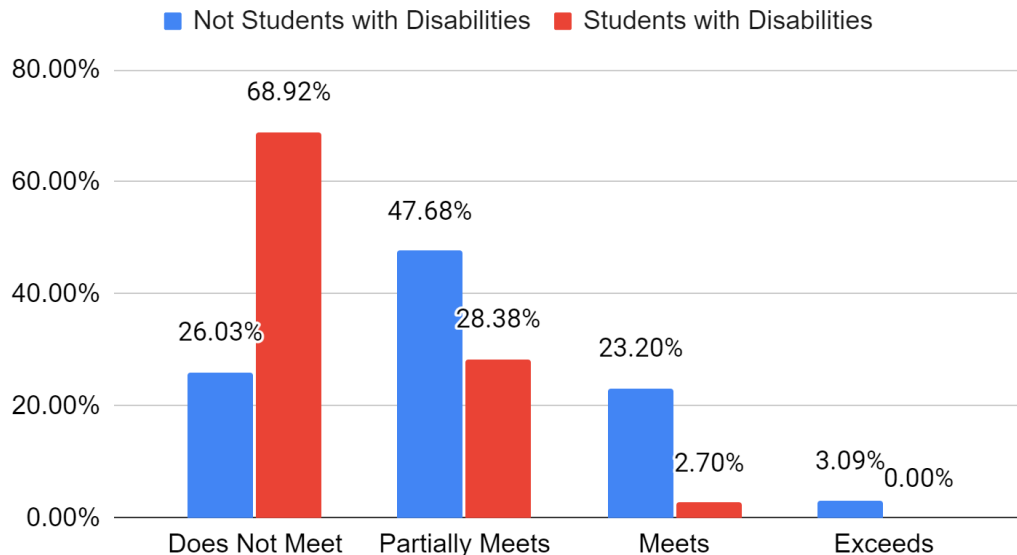


# Focus Area: Academics–MCAS

## What does the MCAS Math Data represent?

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Spring 2023 Math MCAS Results - East Somerville



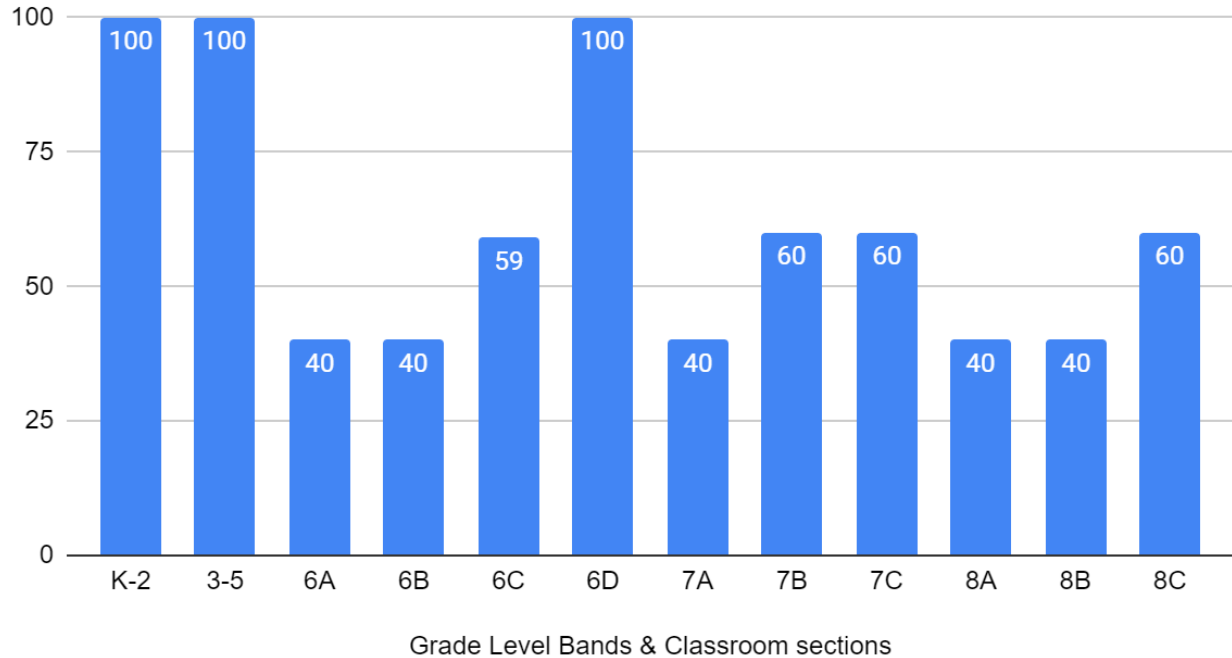


# Focus Area: Academics–MCAS

## What are the potential root causes?

→ The percent of ESL services among students at East is less than 100% in many classroom and grade levels.

Percent of ESL Services Provided to MLL Students



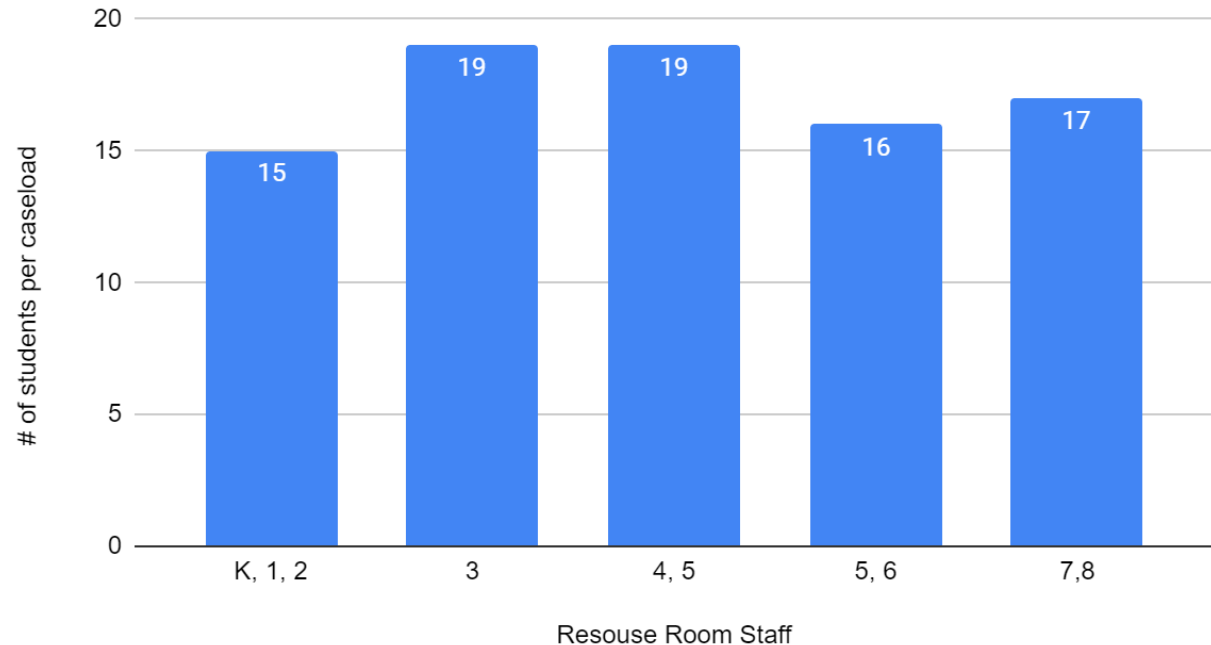


# Focus Area: Academics–MCAS

## What are the potential root causes?

- The 4.8 Resource room teachers service 88 students.
- Services include push-in services and small group instruction

# of students per caseload vs. Resource Room Staff



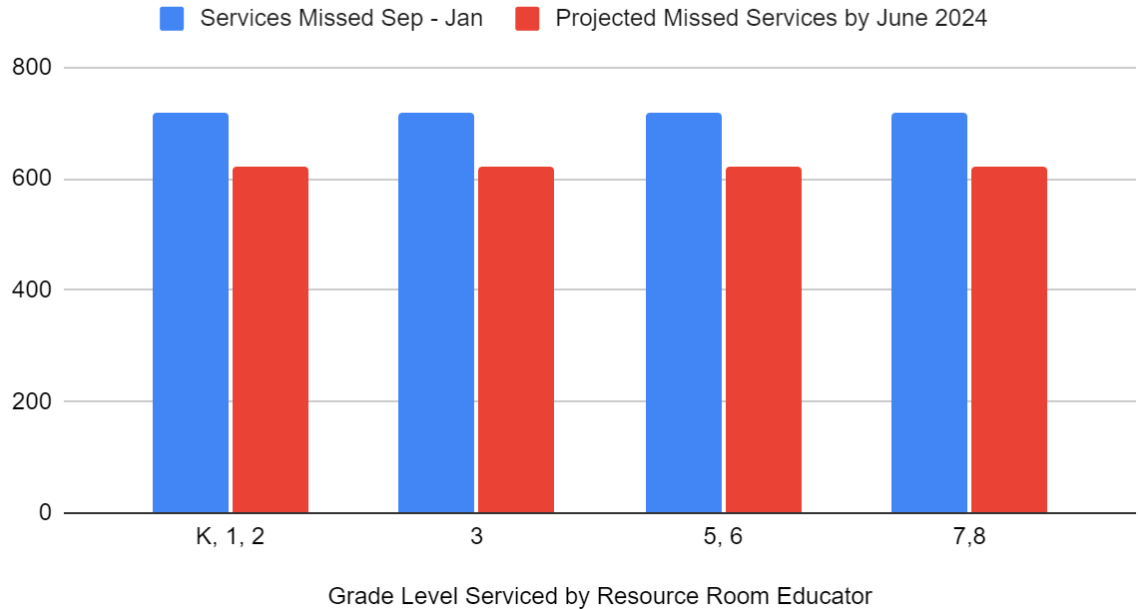


# Focus Area: Academics–MCAS

## What are the potential root causes?

→ As a result of the 4.8 staff to 88 student ratio, there are minutes of services missed due to meetings and other services.

Number of Minutes missed per Resource Room Educator





# Focus Area: Academics-ARC

## What does the ARC Data represent in the UNIDOS Program?

- This chart represents the percent of students scoring a rating of proficient or above on their ENIL and IRLA assessment
- Students score better on their English assessment as they are in the program longer
- Students score lower on their Spanish assessment as they are in the program longer.

Grade	ENIL	IRLA
Kindergarten	91%	97%
Grade 1	41%	43%
Grade 2	48%	39%
Grade 3	43%	52%
Grade 4	24%	44%
Grade 5	38%	40%

**ARC:** American Reading (Dual-Language Literacy program used in grades K-5, and 6-8 Spanish assessment, toolkings, and library)

**ENIL:** Estructura para la Evaluación del nivel independiente de Lectura (Spanish assessment)

**IRLA:** Independent Reading Level Assessment Framework (English assessment)





# Focus Area: Academics-ARC

## What are the potential root causes?

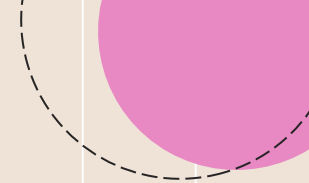
- Third year of ARC implementation can result in lower level of proficiency achievement
- Educators still receiving training to implement ARC for all of our students

# Focus Area: Academics

Goal	Strategy	Milestones of success	Timeline
By June 2025, 70% of student will reach their stretch goal on their reading I-Ready.	2.1a Unpack I-Ready reading standards to develop appropriate X-Block groupings for tier 2 intervention	June 2024 I-Ready data to create groups for September, then utilize I-Ready diagnostic data	Three (3) I-Ready diagnostic data (fall, winter, spring)
By June 2025, 70% of student will reach their stretch goal on their math I-Ready.	2.1a Unpack I-Ready math standards to develop appropriate X-Block groupings for tier 2 intervention	June 2024 I-Ready data to create groups for September, then utilize I-Ready diagnostic data	Three (3) I-Ready diagnostic data (fall, winter, spring)
By June, 2025 80% of our students in our Unidos program show growth. In addition, 70% of our students at each grade level will be in the "proficient or above" or "reaching" ratings for both IRLA and ENIL.	2.3c ARC implementation of Power Goals for grades K – 5. Ongoing work developing consistent data tracking for grades 6 – 8	IRLA and ENIL data to develop targeted interventions	Teachers regularly look at data and meet with Unidos Specialist  IRLA and ENIL quarterly assessment

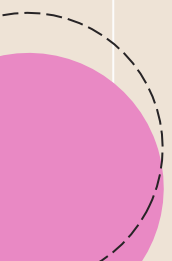


# Focus Area: SEL

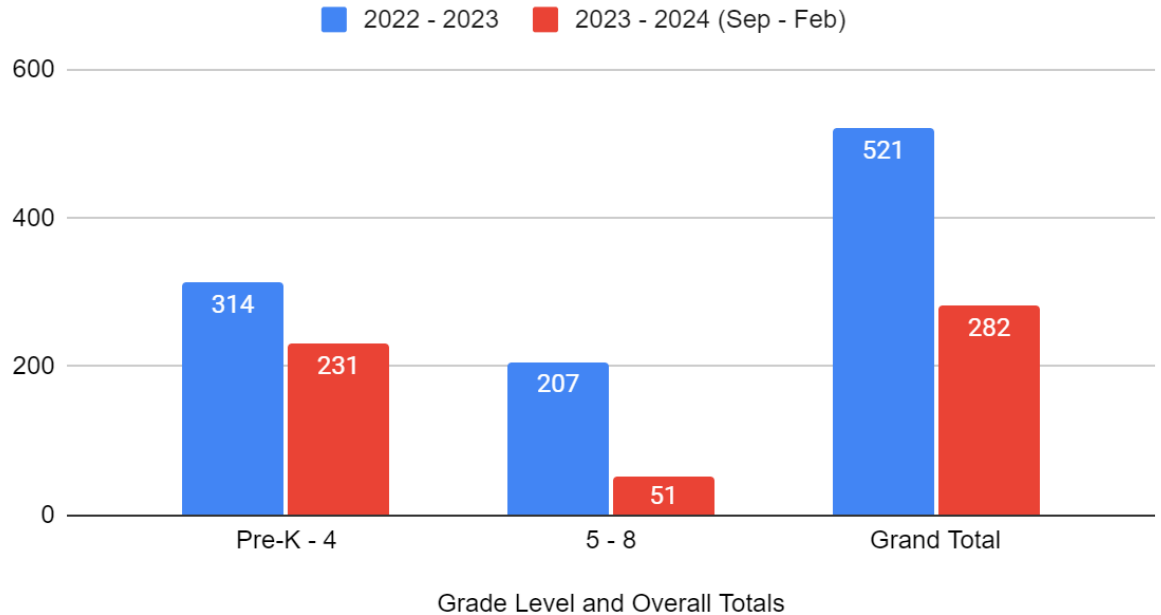


## What does the data mean?

- Student dysregulation at lower levels is higher than those of middle school grades
- Overall student dysregulation that requires a team response is trending in the appropriate direction



### Calls For Classroom Support



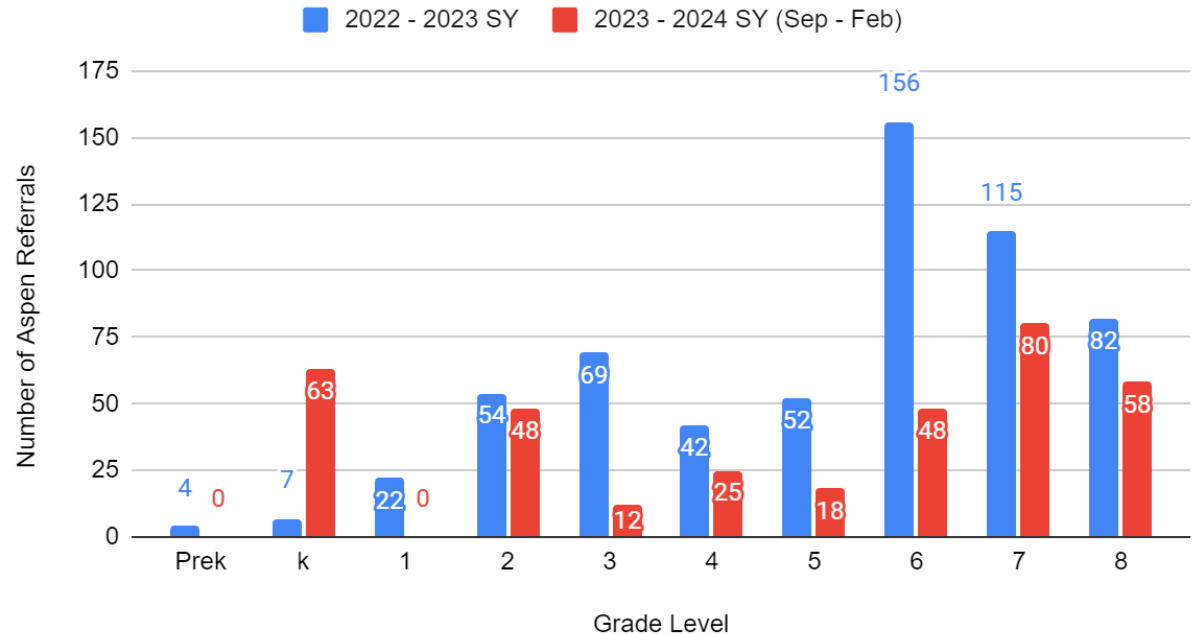


# Focus Area: SEL

## What does the data mean?

- Aspen referrals overall trending in a positive direction
- Areas of concern are Kindergarten, grade 7 and grade 8

### Aspen Referrals





# Focus Area: SEL

## What are the potential root causes?

- Our student population has increased from 743 to 754 SY 23-24
- In addition our MLE numbers have increased from 270 to 305
- We went from 1.5 social worker to 0.5
- Prior to this year, the East did not have a consistent system to address student behavior

### Counselor

- 1.0 Social Worker
    - ◆ 754 students, 21 1:1 session, 27 group sessions, 11 wraparound, 6 combination
  - 1.0 Adjustment Counselor - Special Education
    - ◆ 42 total students, cap is 45
  - 0.2 Adjustment Counselor - Special Education
    - ◆ 15 total students, cap is 45 (0.8 at Capuano)
- 78 individual / 21 group / 11 wraparound / 6 combination**

### Guidance Educators

- 1.0 Guidance Ed preK - 4
  - ◆ 415 students, 42 1:1 sessions, 16 groups, 15 active 504
- 1.0 Guidance Ed 5 - 8
  - ◆ 339 students, 50 1:1 sessions, 25 group, 14 active 504

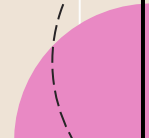
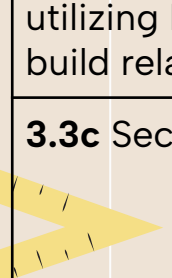
**92 individual students / 31 groups / 29 504s**



# Focus Area: SEL

**Goal:** By June 2025 at least 80% of our LTELs will increase their proficiency level.

Strategy	Milestones of success	Timeline
<b>3.1a</b> Schoolwide of PBIS	PBIS team to meet over the summer to develop year 1 plan	Summer workshop June 2024 and year 1 rollout September 2024
<b>3.2b</b> School Wide expectation of Morning meeting to emphasize District Goal of utilizing Restorative Justice to build relationships	Classroom teachers utilizing restorative justice strategies to run morning meetings	September 2024
<b>3.3c</b> Second Step curriculum	Teachers will run on average 1 lesson a week from the Second Step curriculum to build SEL strategies among students.	September 2024



**Thank you!**



**Questions/Feedback**