

East Somerville Community School

2025 - 2027 School Improvement Plan



Vision, Mission, and Core Values

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.

Mission

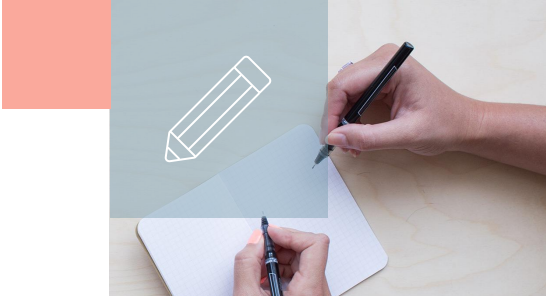
We are a nurturing community that values our multilingual and diverse community. We strive to provide a quality inclusive education that affirms the identities of all individuals. We strive to foster empathetic community members and curious life long learners.

Core Values

Every student can Succeed and this year we have our Phoenix Value of Safety, Kindness, Learning, Perseverance, Unity & Community, Acceptance



Goal 1: Academic Excellence



By the end of the 2026-2027 school year, 70% of all students will read with proficiency at their grade-level standards as measured by district-approved literacy assessments and as a result of targeted literacy instruction.

Table 1.1: I-Ready Overall Placement for ELA spring results 2023 - 2024 school year.

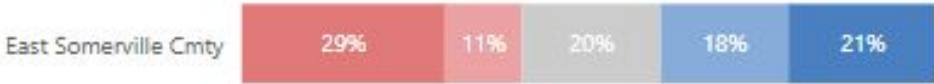
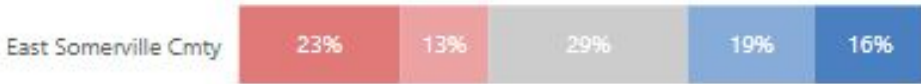


Table 1.2: I-Ready Overall Placement for MATH spring results 2023 - 2024 school year.



Goal 1: Action Steps and Outcomes

DIBELs

Disaggregating the data for Unidos and Neighborhood for appropriate data tracking will be a priority in order to achieve targeted outcomes. (See Grade 1 case study)

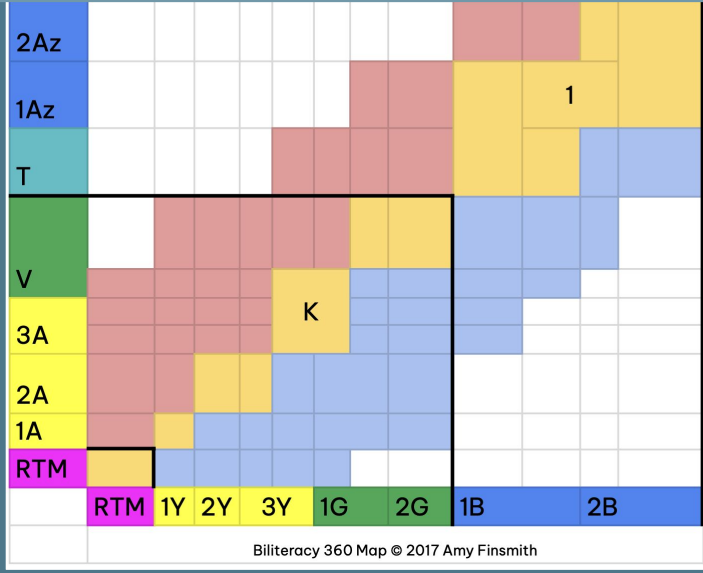
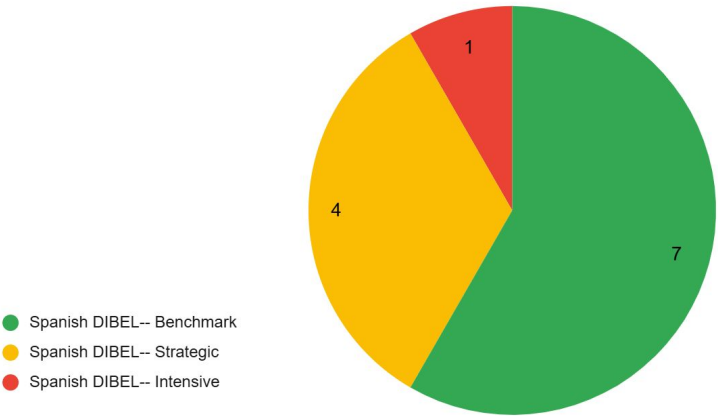
Unidos Assessment: Zone of Biliteracy

We are piloting using the “Biliteracy Zone” framework from Literacy Squared to contextualize students’ progress in bilingualism and biliteracy. Our version was originally created for use with the ARC leveling system by Amy Finsmith. The graph to the right is the zoomed version for K and 1



Unidos 5 year plan

Chart 1.1: DIBELs Grade 1 Unidos Data



Goal 1: Action Steps and Outcomes

ACCESS

Targeted intervention during X-Block will be given to 40% of our students who scored at WIDA levels 1 and 2. By June of 2027, we hope to decrease this number by 20%. In addition, by June of 2027, we hope that targeted intervention will decrease the number of LTELs to less than 70 students, which is a 30% reduction.

MCAS & I-Ready

Spring MCAS data shows that 23% of our students are rated as not meeting. Utilizing I-Ready data, this is directly correlated to the number of students who are 3 or more years below grade level. Performing data dives during Common Planning Time, and developing small group targeted interventions during X-Block for specific domain is one key action step starting in the fall of 2025.



Table 1.3: 2024 ACCESS data

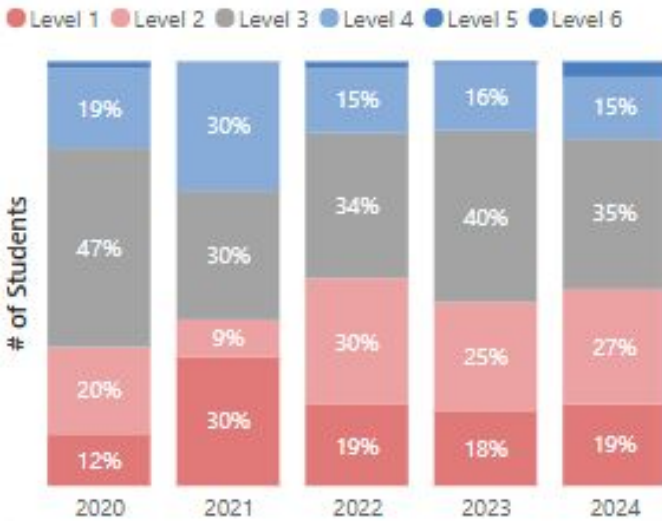
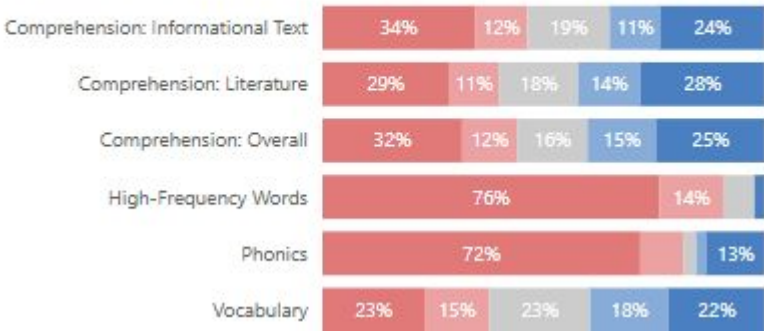


Table 1.4: I-Ready ELA spring 2024 ELA Relative Placement Breakdown by Domain



Goal 2: Equity and Access

By the end of the 2026-2027 school year, we will implement targeted classroom strategies to enhance student discourse, with a particular focus on supporting our Black and African American students, as identified in our DESE accountability data.



OVERALL RESULTS

STUDENT GROUP RESULTS

DETAILED DATA FOR EACH INDICATOR

African American/Black

Student group percentile

This group's overall performance relative to the performance of the same student group in schools serving similar grades

5

Overall progress toward improvement targets

	2023	2024
Annual criterion-referenced target percentage	-	9%
Weight	0%	100%
Cumulative Criterion-referenced target percentage (2023 x 40%) + (2024 x 60%)	9%	
	Limited or no progress toward targets	



Goal 2: Action Steps and Outcomes

Research Based Professional Development

In the fall of 2025, we will be using *Culturally Responsive Teaching and The Brain*, by Zaretta Hammond in order to practice culturally responsive teaching, educators should recognize student strengths, foster an inclusive environment, ensure curriculum relevance, and expand their cultural awareness.

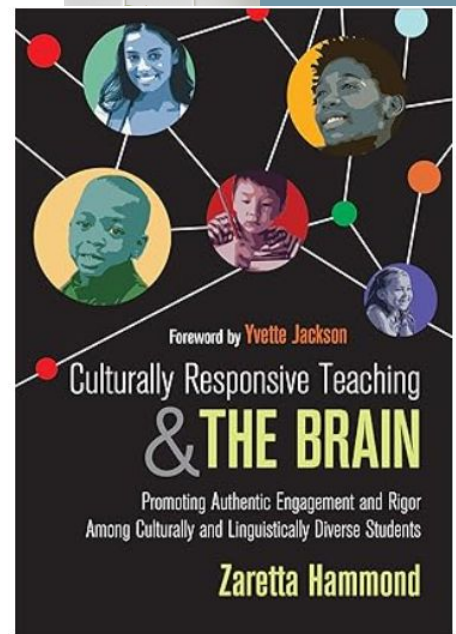
Instructional Leadership Team (ILT)

Starting fall 2025, our ILT will be conducting learning walks with our new ILT Walkthrough tool. By June of 2027, we hope at least 70% of students using accountable talk strategies.



ACCOUNTABLE TALK	
	<ul style="list-style-type: none">• Can you tell me more?• Can you give me another example so I can understand?
	<ul style="list-style-type: none">• This reminds me of _____ because _____• I believe this is true because...

Accountable Talk	
<u>Agreement</u> <ul style="list-style-type: none">• I agree with _____ because _____• That's a good idea because _____• One thing I like about your strategy is _____	<u>Disagreement</u> <ul style="list-style-type: none">• I disagree with _____ because _____• I have a different idea.• I think we should try _____



Goal 3: Wellness and joy

By the end of the 2026 - 2027 school year, 75% of students will respond to to usually or always to questions regarding voice, learning curiosity in their class, and connection to life outside the classroom.

The 3 graphs below represent students' responses to the Conditions For Learning (CFL) survey.



Table 3.1: I have a voice in what I learn and how I learn it in my classes

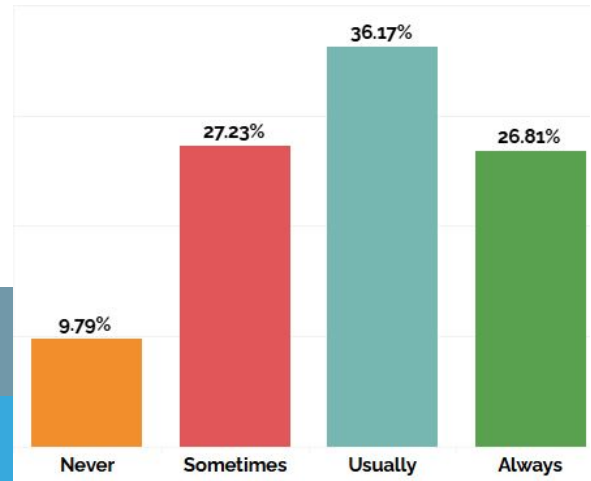


Table 3.2: My classes inspire me to be curious and to enjoy learning.

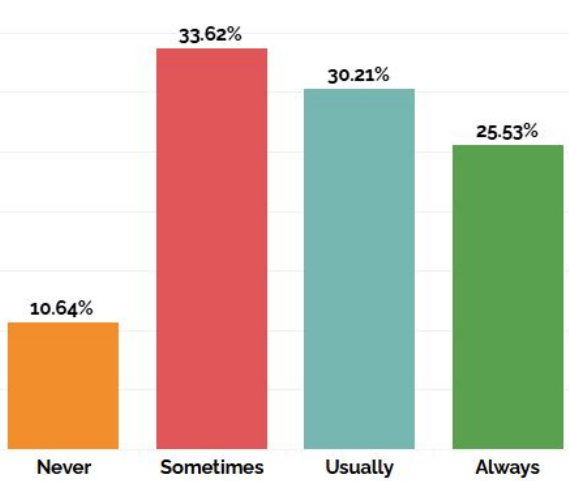
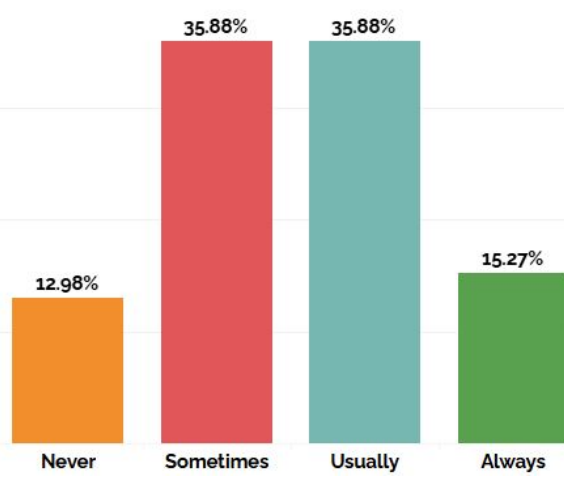


Table 3.3: My teachers connect what I am learning in school to life outside the classroom.



Goal 3: Action Steps and Outcomes

Be a Phoenix – PBIS & SEL

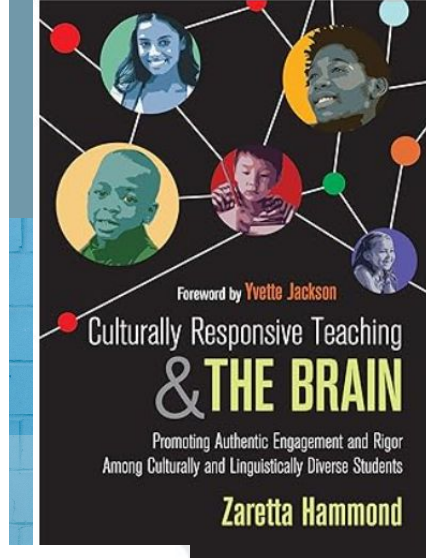
Fall of 2025 will be the beginning of year 2 for PBIS and SEL initiatives. We will focus on school wide incentives, tier 1 PBIS and SEL strategies, which will decrease aspen referral data monthly.

Table 3.4: Winter School wide incentive
Week 5 update



Table 3.5: Monthly Aspen Conduct Referrals

Incidents by Month and School Year



Goal 4: Family and Community Engagement



By the end of the 2026 - 2027 school year, 80% of our families will respond sometimes or above rating that the school involves families in the decisions about how to best support their child in all aspects of school.

The 2 graphs below represent students' responses to the Conditions For Learning (CFL) survey.

Table 4.1: The school gives me clear information about what my child is expected to learn each year (academic year)

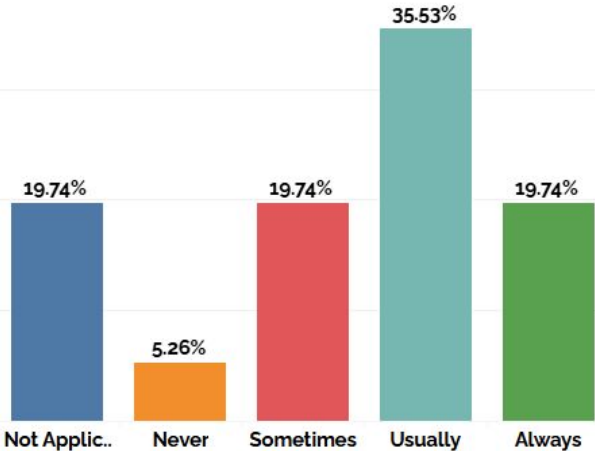
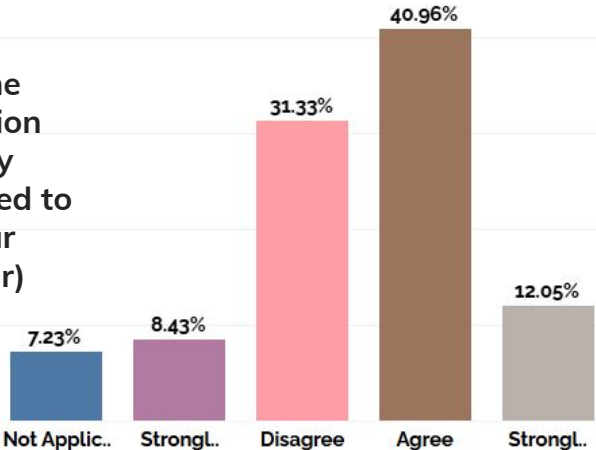


Table 4.2: When my child has a need, the school involves me in decisions about how best to support them. For example, academic support, discipline, social emotional support, future planning.

Goal 4: Action Steps and Outcomes

Celebrations

Quarterly celebrations, student of the month, grade level family events, and project presentations are just some ways we will continue to invite our families into our school. We hope that by the end of June 2027, all grade levels have hosted at least one family event.

Coffee Hours

Starting our fall of 2025, 100% of our coffee hours will be offered virtual and in person.

Collaboration & Communication

Quarterly meetings with our PTA will support maintain ways as how we can improve our family communication.

By June of 2027, we hope to host family events, where families can connect with one another.



Conclusion and Acknowledgement

Thank you to all the staff at East for the incredible support you provide to our students. I truly admire your dedication and commitment to our school community, and I'm incredibly grateful to be an East Phoenix.

I'd also like to extend a special thank you to our CPT leaders and ILT members for their continued dedication.

