



# West Somerville Neighborhood School

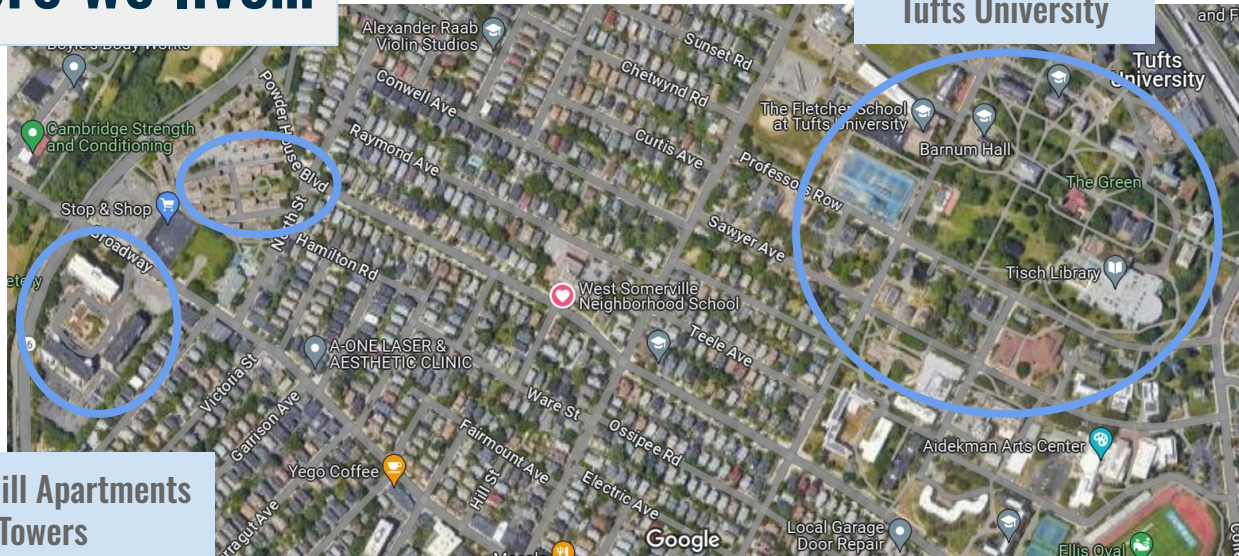
## School Improvement Plan

*Updates and Additions Edition*



# Our School Community

Where we live...



Clarendon Hill Apartments  
and Towers



# Our School Community

2024-25 Enrollment

Who we are...

School Type

Public

Enrollment

397

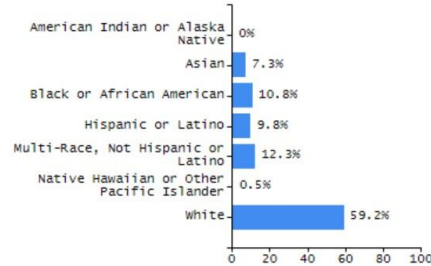
Grades Served

PK - 08

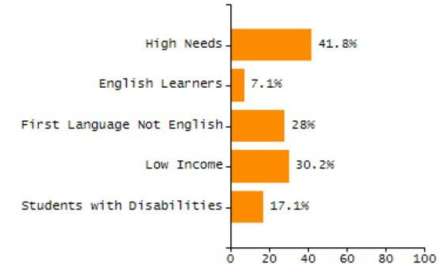
Student / Teacher Ratio

12.7 to 1

Student Race and Ethnicity



Selected Populations



# Our School Community

Where we learn...





# What we believe...

# Our School Community

## Class of 2032 - Sept 2022 - 3rd Grade



Oct 16, 2024

### Prior to PD:

- Reflect on the staff focus questions and come to PD prepared to discuss observations
- Make Insights notes regarding any significant student findings

### During PD:

- In grade bands, take turns sharing observations of data collected and staff focus questions
  - Take notice of similarities and differences between classes and grade levels
  - As a group, brainstorm possible action steps that can support students/staff in identifying community, building community, or maintaining community.
  - Summarize your conversation in the chart below
- Share out: each grade band shares one observation or finding from their conversation and an example of an action step they will be taking between now and the next PD

Grade Band	Staff Focus Questions	Observations	Action Steps
Pre K-1	<u>Identifying Community</u>  Who outside of the classroom can the students recognize? Starting to build their community.	They know the people who are in the classrooms. The kids who need more connections have more connections (Mr. Lane, Ms. Morris...) Having people come into the classroom is helpful—do introductions so they know names Many could recognize more, but couldn't say names Kids quickly forget us (are the pictures a barrier?)	<ul style="list-style-type: none"> <li>Being intentional about introducing people from different areas of the school (office, lunch staff, support staff)</li> <li>Introducing people who come into the classroom to support or pull students out (speech, EL, reading)</li> <li>Mystery readers or switching classrooms for read alouds (so our kids from last year don't forget us)</li> <li>Switching for morning meeting!</li> </ul>

## Hearing All Students Template (2-4)

Form description

What adults in the building can you talk to about your feelings or problems?

☐ Mr. D (Pre-K)



☐ Mrs. Balan (Pre-K)



☐ Mrs. Anaya (Kindergarten)



☐ Mrs. Fournours (Kindergarten)



At West, We strive to show...

**C** Curiosity Creativity  
**A** Acceptance  
**R** Respect Responsibility  
**E** Empathy



WSNS

NO SLUR PLEDGE

The WSNS is a safe and open learning environment free of slurs. We do not insult or put anyone down because of who they and their family are, how they look, where they live, what they believe, who they love, or what they can do.



# Our Plan

## Keeping in Mind...

- Connection
  - *The work WITHIN the 4 goals impacts ALL 4 goals*
- Continuity
  - *We're building on things we do, not starting over*
- Relevance
  - *These are things that we ALL can focus on*



# Our Plan

## Focus Areas

**Academic Excellence**  
*Student Discourse*

**Wellness and Joy**  
*Engagement and  
Ownership in Learning*

**Equity and Access**  
*Student  
Connections to Adults*

**Family &  
Community Engagement**  
*Partnerships*



# Academic Goal:

## Student Discourse

Develop an explicit framework for Student Discourse that can be used school-wide to both prioritize discourse in Learning Experiences and help us measure kids' engagement in those Experiences.

*If we meet this "Practice" goal, we expect to see a significant increase in the % of students who respond "Always" or "Usually" to:*  
*My classes are interesting and interactive...*



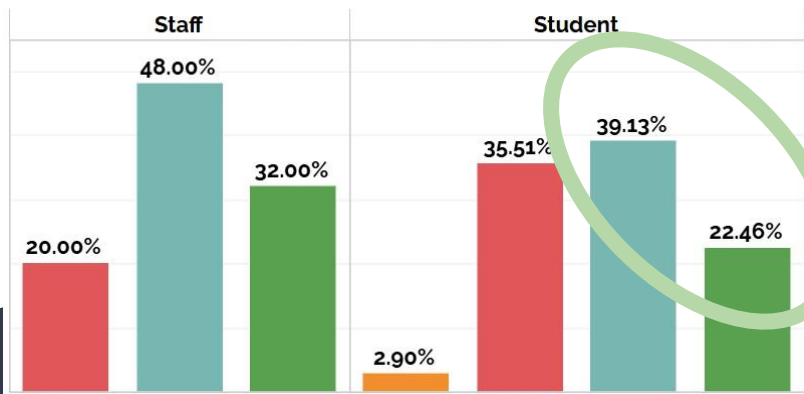


# Academic Goal:

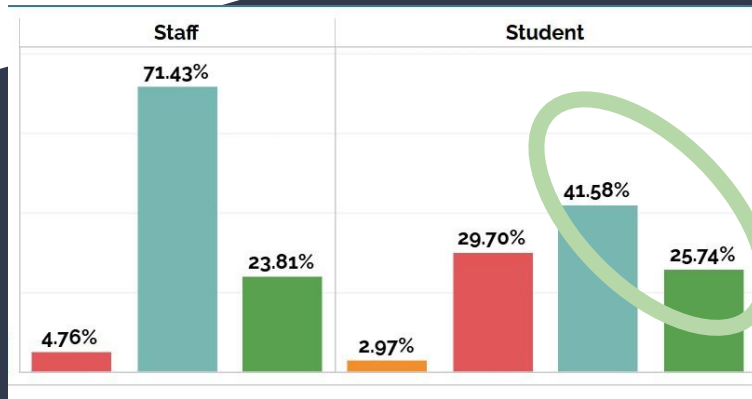
## Student Discourse

- Staff: ...make learning activities interesting and interactive
  - Students: classes are interesting and interactive...

2023



2024



# Academic Goal: Student Discourse

UPDATES!!!

## (Some of) Our Action Steps

- Teacher/Classroom-specific observations, feedback & collaboration (Instr. Leadership)
- Learning-From-Each-Other
- Using ILT to create building-based “Discourse Framework”
- ILT Walk-throughs and peer-”coaching”/collaborating
  - *New ILT Structure supports this!*



# Academic Goal:

## Student Discourse

### Outcomes



#### Short-ish term

- Increased Teacher awareness of Discourse in kids' experiences
- Developing a shared understanding of what effective, impactful Student Discourse looks/sounds like
- Developing a tool/approach to assessing and progress-monitoring Student Discourse

#### Long-ish term

- Formalizing Discourse as a priority in our instructional planning and assessment
- Building collective awareness of the “best practices” around Discourse

## Equity Goal:

### Connecting (more) Kids to (more) Adults

100% of students will respond “Agree” or “Strongly Agree” to the CfL question:  
There is an adult at my school that I feel comfortable sharing my problems with.



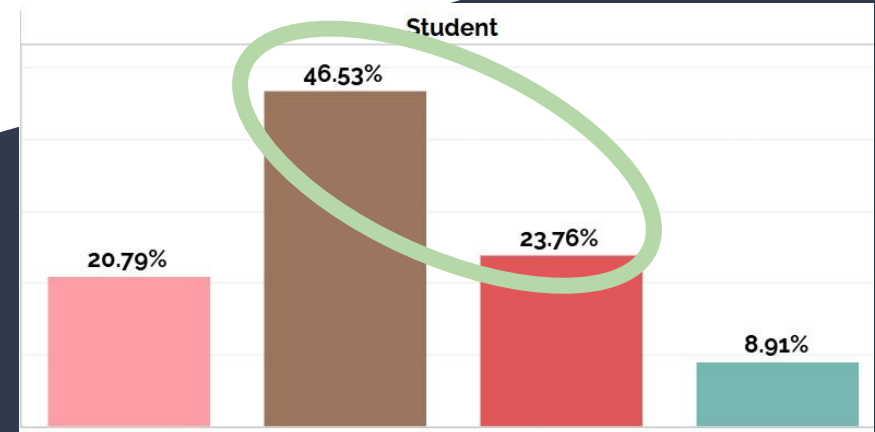
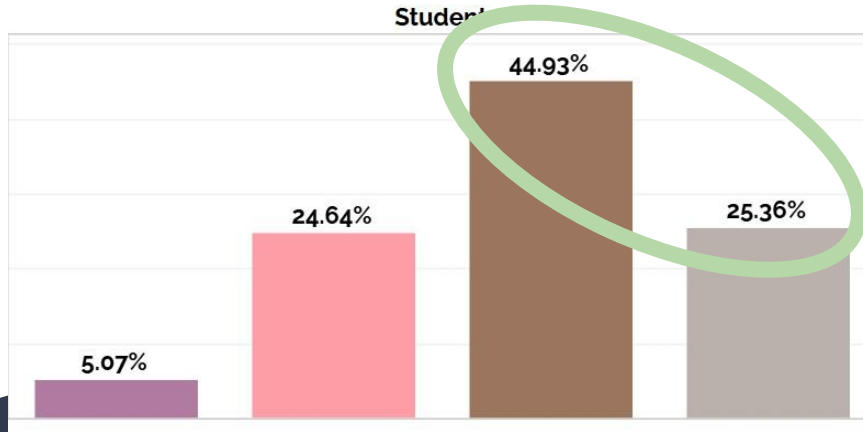
# Equity Goal:

## Connecting (more) Kids to (more) Adults



- Students: There is an adult at school...

2024





## Equity Goal:

# UPDATES!!!

## (Some of) Our Action Steps



## Formalizing year-long “Hearing All Students” (3x/year @ PD)

## Student Check-In form

## Partnership with BBBS

- Embedding “Knowing All Students” in school-wide Support Processes

<p>5- 8</p> <p><u><b>Building and Maintaining Community</b></u></p> <p><i>Who do the students feel they can talk to? How can we help them utilize those staff members during conflict and can we provide access at some point of the day to those staff members (helping staff maintain these relationships with students)? What “department” are the identified staff members from?</i></p>	<ul style="list-style-type: none"> <li>- Percentage of kids who feel like adults in the building care about them went down.</li> <li>- 2 sixth graders who previously didn't select any adults in round 1 selected at least 1 adult in round 2</li> <li>- 7 sixth graders did not select adults in round 2 (4 were repeats)</li> <li>- 4 students said “no” to question 1 and did not select any staff members.             <ul style="list-style-type: none"> <li>- 2 have counseling/check-ins;</li> <li>2 don't</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Invite other staff members to our circle/homeroom/events</li> <li>•</li> <li>- Follow-up survey for 7th/8th graders             <ul style="list-style-type: none"> <li>- Team will use this survey at the next CPT meeting to plan a circle or other action step</li> </ul> </li> <li>- Check in with the 2 students who said no and no; see if they have people outside of school they can talk to or if there are people in the building they might be open to checking in with</li> </ul>
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# Equity Goal:

## Connecting (more) Kids to (more) Adults

### Outcomes



#### Short-ish term

- Formalizing our practices around surveying students (and potentially standardizing the approaches across grade-bands?)
- Beginning to brainstorm student-specific opportunities for new/more connections

#### Long-ish term

- Building these data points into our Instructional planning and Student Support structures
- Building Support systems (mentor, leadership, etc) that aim to offer more avenues for these relationships to develop

# Joy and Wellness Goal

*It's about the kids!*

75% of Students will respond “Agree” or “Strongly Agree” to the CfL Statement: I enjoy going to my school.



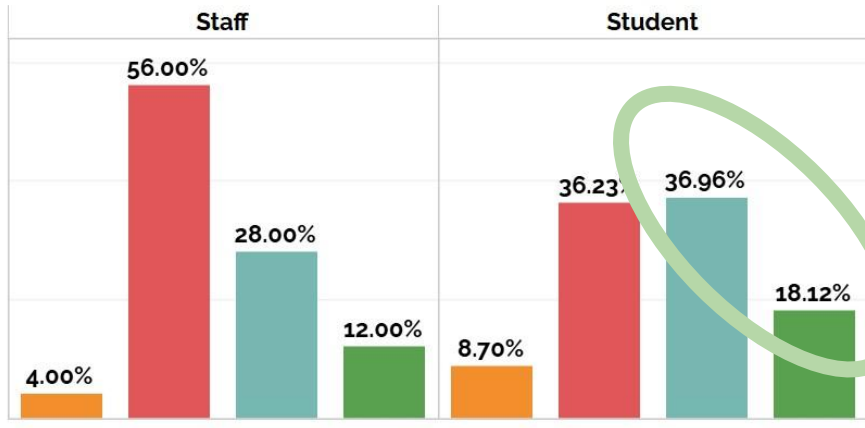
# Wellness and Joy Goal:

*It's about the kids!*

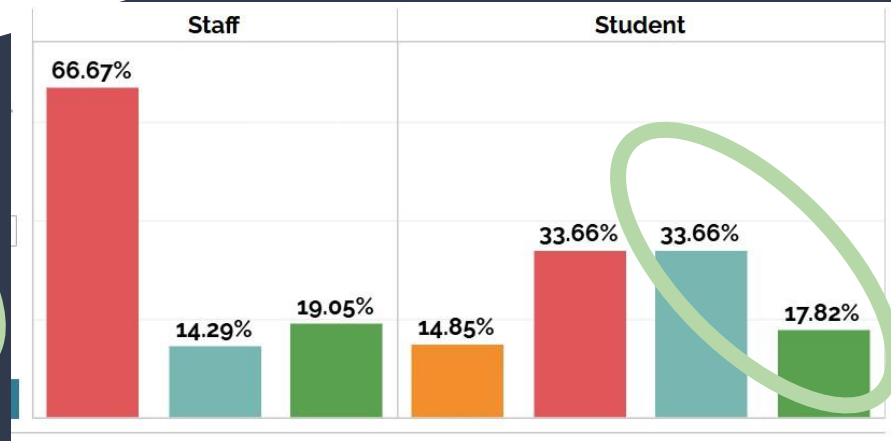
- Staff: Students have a voice...
- Students: I have a voice...



2023



2024



# Wellness and Joy Goal:

*It's about the kids!*

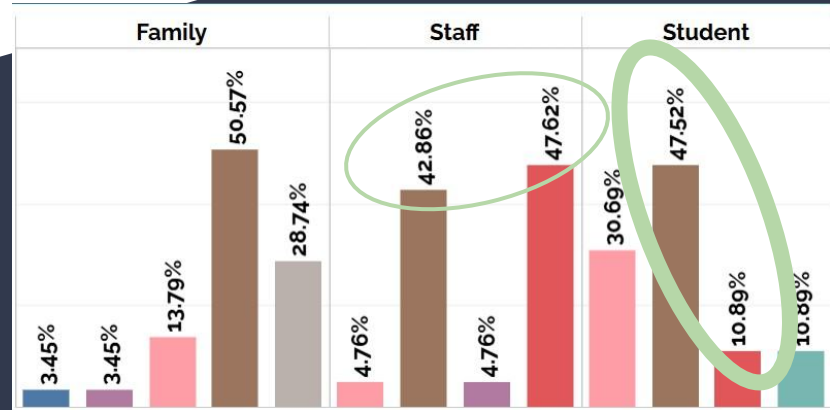
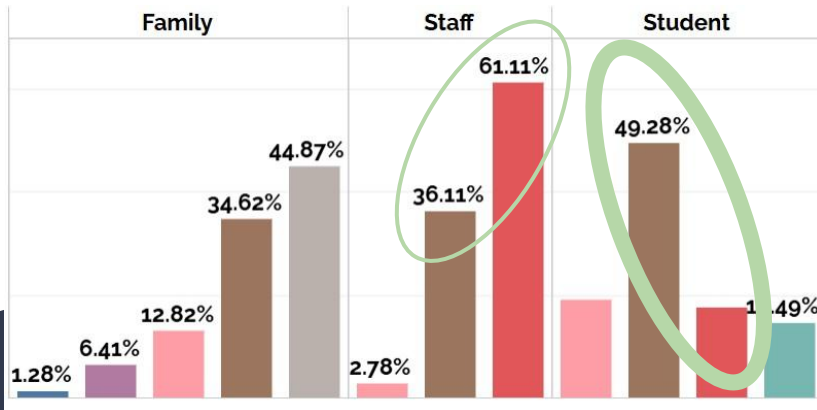
- Students: I enjoy going to my school

WSNS



2023

2024





# Wellness and Joy Goal:

*It's about the kids!*

Questions that came up...

- “Success” in school???
- What do we Celebrate?
- Connections amongst kids
- Opportunities Student Leadership and voice



# Wellness and Joy Goal:

*It's about the kids!*

## **(Some of) Our Action Steps**

- Rethink WSNS Core Values (24-25 SY)
- Establish New structures to support student-leadership opportunities (across grades)
- Design/Experiment-with cross-grade connections amongst students
- WSNS - SHS connections - Alumni!



# NEW WSNS Core Values



At West, We strive to  
show...

**C**

*Curiosity Creativity*

**A**

*Acceptance*

**R**

*Respect Responsibility*

**E**

*Empathy*

# Wellness and Joy Goal:

*It's about the kids!*

## Outcomes

### Short-ish term

- More opportunities for student-leadership
- Students and adults build more comfort with incorporating student feedback

### Long-ish term

- The lens that we, as the adults, look at EVERYTHING through consistently considers and invites the student perspective



# Family & Community Engagement Goal:

## *Partnerships!*

80% of Families who respond to our Conditions for Learning Survey will respond that they “Agree” or “Strongly Agree” to the statement: “My child’s teachers understand my family’s unique strengths, interests and needs...”



WSNS



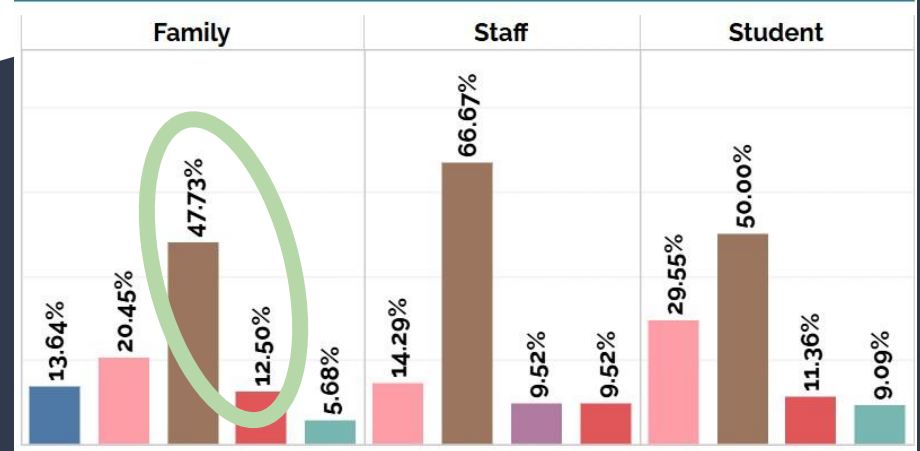
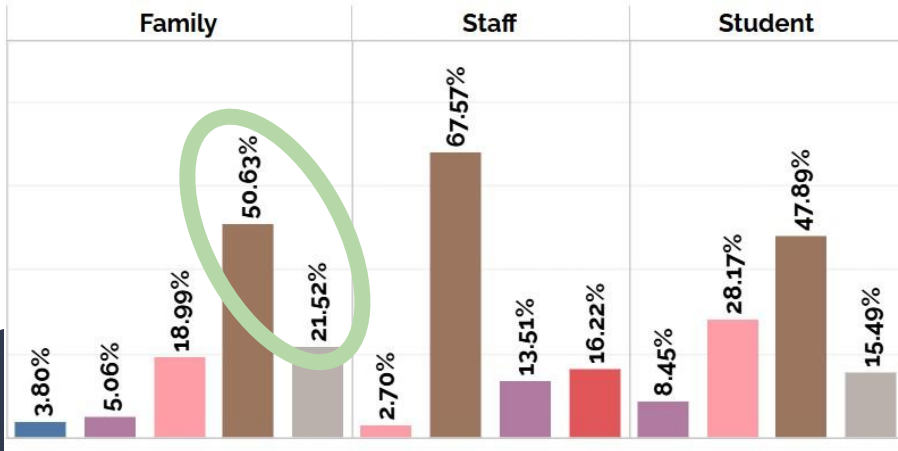
# Our Data

WSNS



## Family & Community Engagement: *PARTNERSHIPS*

- Families: My child's teachers understand my family's unique strengths, interest & specific needs...



# Family & Community Engagement Goal:

## *Partnerships!*

### Why?

- Identify “best” practices across school
- Build more accessibility/consistency (across grades/schools)
- Frame Family-School Partnerships w/curiosity
- Relationships matter - the more we can understand what the barriers are to building strong, trusting relationships, the better



# Family & Community Engagement Goal:

## *Partnerships!*

### (Some of) Our Action Steps

- Gather more Data RE
  - Broader Family Perspective - Mini Surveys
  - Best Practices - Pockets w/in WSNS? Other schools?
- Develop consistency around school-wide classroom communication practices
- Rethink Family Engagement
  - BtS Night
  - Conference Calendar



# Family & Community Engagement Goal:

*Partnerships!*

**Outcomes**



## **Short-ish term**

- We learn more about why families feel the way they feel about this question
- We use that information to build more inclusive and more curious communication, connection and support processes

## **Long-ish term**

- Students see their families as connected to their school experience, because WE invite families to be.

# Our Plan

## Focus Areas

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