West Somerville Neighborhood School
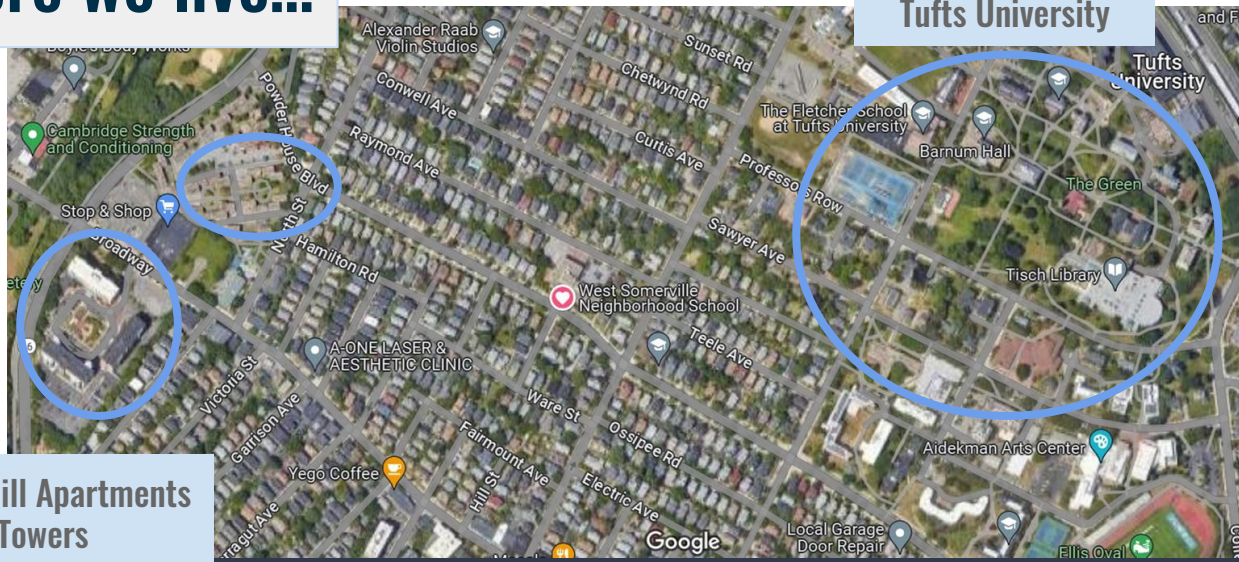
School Improvement Plan 2023-2025

School Mission

The West Somerville Neighborhood School focuses on building student writing, **thinking**, **collaboration**, and **problem-solving** to develop students with skills to become **independent** and **self-sufficient** adults who **contribute responsibly** to their **community** and the **world**.

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Our School Community

Where we live...

Tufts University

Clarendon Hill Apartments and Towers

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Our School Community

Who we are...

Student Race and Ethnicity

African American	10.1%
Asian	6.1%
Hispanic	9.8%
Native American	0%
White	60.3%
Native Hawaiian, Pacific Islander	0.5%
Multi-Race, Non-Hispanic	13.2%

Selected Populations

First Language not English	23.8%
English Language Learner	6.3%
Students With Disabilities	15.9%
High Needs	42.9%
Low-Income	33.6%
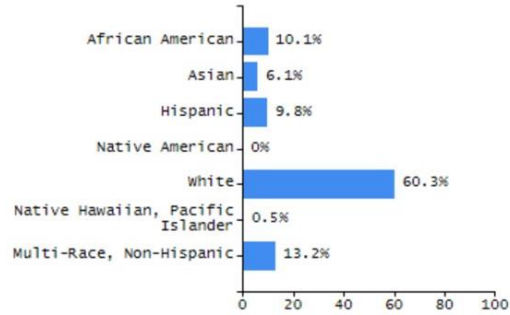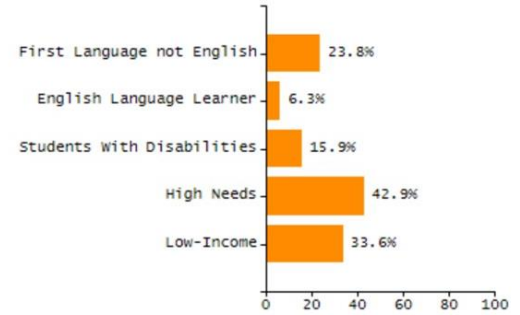
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Our School Community

Where we learn…

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Our School Community

What we believe...

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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.

	Preferred Name/Pronouns	Strengths	Cultural Awareness; DEI; etc.	Accommodations (DCAP)	Classroom Supports (seating; academic; communication)	De-escalation	Family Engagement/ Communication Tips/ Home Language	Trusted Adult at School	Likes / Interests / Strengths	Peer Relationships / Dynamics	Knowing All Student Dots (SY22-23)	IEP, 504, Riverside, small groups, etc.
Isabel	Isabel (only family calls her Izzy)	Reading;	Lots of cousins in the school building and is multilingual;	Provide test taking strategies and practice.	Quiet space;	N/A	Parents are separated and both work during the day. Mothers office phone is on file and if she is not available she will call back. Dad does not regularly communicate with school.	None. Has cousins in the school building	Barbies and reading - Harry Potter.	Quiet. Shy. Has a small group of close friends. Lots of cousins in the school building and at a nearby school.	2	
Stephen			visuals, transition warnings, fidgets (putty, clicky)	b	calm voice, give space if upset, sometimes glitter jar or breathing ball is helpful, good verbal processing after calm, good at moving on	catch at drop off or pickup, email is good, parents are responsive, grandparents often pick up	Mr. D, Ms. Balan, Ms. Davis	Legos, cars, super heroes, Mickey Mouse, karate	Great at routines, noticing others feelings, verbal skills	well-liked by many, doesn't have a best friend or group of best friends, sometimes trouble keeping up with peers socially	4	
Alyssa			Headphones;	Seat near door	Offer break time; do	Mom handles	Ms. Caruso	Likes F1 racing	Enjoys working	3		

Class of 2032 - Sept 2022 - 3rd Grade

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Our Plan

Keeping in Mind…

- Connection
  - *Knowing All Students matters!*
- Continuity
  - *Seeing All Students + Hearing All Students = Knowing All Students!*
- Relevance
  - *We're ALL working on these things*

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Our Plan

Focus Areas

- Academic Goal
  - *Student Discourse*
- Equity Goal
  - *Student Connections to Adults*
- Social Emotional Learning
  - *Creating learning environments that foster and prioritize collective SEL Skill Development*

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Our Data

Academic Goal: Student Discourse

Recent MCAS Data - (Gap btw "All learners" and Learners w/Disabilities)

SGP: *Student Growth Percentile*
% E/M: *% Exceeding/Meeting Expectations*

	ELA					
	All Learners		Learners w/Disabilities			
Year	SGP	% E/M	SGP	+/-	% E/M	+/-
2022	55	51	38	-17	10	-41
2023	42	45	31	-11	7	-38

	Math					
	All Learners		Learners w/Disabilities			
Year	SGP	% E/M	SGP	+/-	% E/M	+/-
2022	67	44	58	-9	12	-32
2023	52	43	46	-6	13	-30

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Our Data

Academic Goal: Student Discourse

Recent MCAS Data - Essays (Gap btw "All learners" and "High Needs" Learners

Points Earned as % of Total Available Points

Grade 3 (1 Essay)		Grade 6 (2 Essays)			
All	Learners with Dis	All	Learners with Dis	All	Learners with Dis
26	5	39	20	34	8

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Our Data

Academic Goal: Student Discourse

Conditions for Learning - 2023 - Academic Engagement #5

Explore Responses to Individual Questions

Within the Conditions for Learning, some questions are triangulated across students, staff, and families. Select an item below to view how different respondents answered similar questions (graph to right). Wording for each question is provided below. Note: Some items are asked only of staff, students, or families. For those items, the dashboard will just show you responses for appropriate respondent gr..
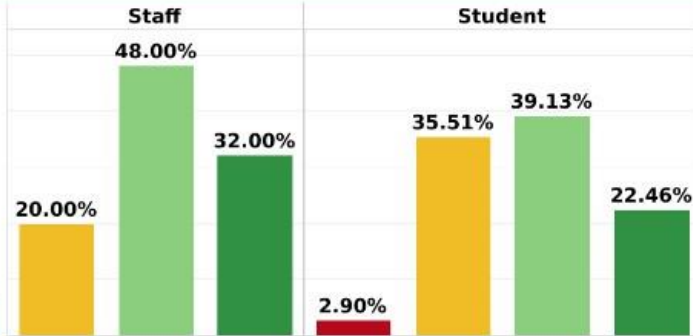
Select Item
AE05

Understanding Item Nomenclature
AE: Academic Engagement
Item Numbers: 01-14

	Staff		Student	
	48.00%	32.00%	35.51%	39.13%	22.46%
20.00%			2.90%		

Survey Questions

Staff	Staff in my school work hard to make learning activities interesting and interactive.
Student	My classes are interesting and interactive. I get to share my ideas, ask questions, actively participate, and work with other students.

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Our Data

Academic Goal: Student Discourse

Conditions for Learning - 2023 - Academic Engagement #14

Explore Responses to Individual Questions

Within the Conditions for Learning, some questions are triangulated across students, staff, and families. Select an item below to view how different respondents answered similar questions (graph to right). Wording for each question is provided below. Note: Some items are asked only of staff, students, or families. For those items, the dashboard will just show you responses for appropriate respondent gr..
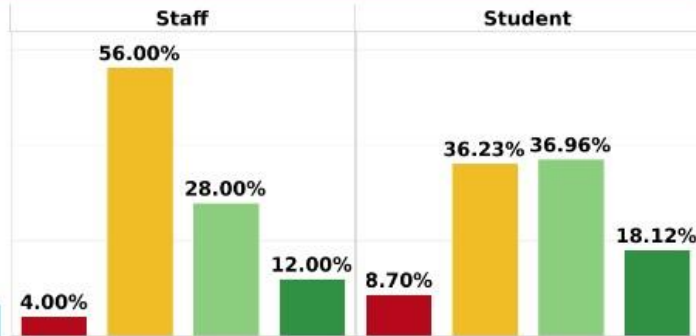
Select Item
AE14

Understanding Item Nomenclature
AE: Academic Engagement
Item Numbers: 01-14

Survey Questions

	Staff	**Student**
Staff	Students have a voice in what they learn and how they will learn it in their classes.	
Student	I have a voice in what I learn and how I will learn it in my classes.	

Staff: 4.00%, 56.00%, 28.00%, 12.00%

Student: 8.70%, 36.23%, 36.96%, 18.12%

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Why???

Academic Goal: Student Discourse

- Instructional approaches

- Size of school (for older learners)

- Focus on "academic"/content success measures

- Lack of (formal) tools to "measure" discourse

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What???

Academic Goal(s): 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.

Increasing our explicit focus on Student Discourse will help us decrease the gap between the % of Idea Development points (for current 4th graders) that All Learners and Learners with High Needs are earning on their MCAS Essay Question.

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How???

Academic Goal: Student Discourse

Staff Capacity/PD:	Building-based Systems:
• Building-based - whole-school • Differentiated follow-up: • Outside PD ideas, potentially including	• Learning-From-Each-Other • Teacher/Classroom-specific observations, feedback & collaboration *(Instr. Leadership)* • ***Building-based "Discourse Framework"***

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Our Data

Equity Goal: Connecting (more) Kids to (more) Adults

Conditions for Learning - 2023 - School Climate #12

Explore Responses to Individual Questions

Within the Conditions for Learning, some questions are triangulated across students, staff, and families. Select an item below to view how different respondents answered similar questions (graph to right). Wording for each question is provided below. Note: Some items are asked only of staff, students, or families. For those items, the dashbo..

Select Item
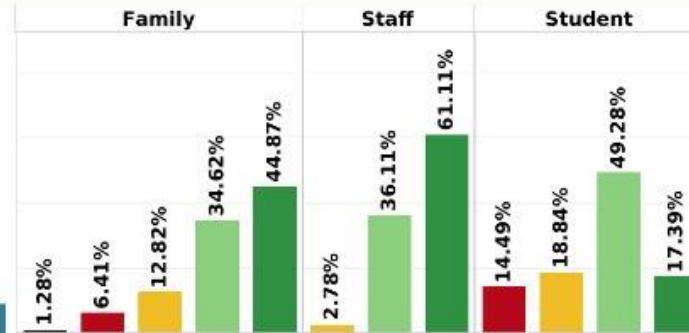SC12

Understanding Item Nomenclature
SC: School Climate
Item Numbers: 01-20

Survey Questions

Family	My child enjoys going to this school.
Staff	I enjoy working in my school/department.
Student	I enjoy going to my school.

Family: 1.28%, 6.41%, 12.82%, 34.62%, 44.87%

Staff: 2.78%, 36.11%, 61.11%

Student: 14.49%, 18.84%, 49.28%, 17.39%

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Our Data

Equity Goal: Connecting (more) Kids to (more) Adults

Conditions for Learning - 2023 - Student Support #12

Explore Responses to Individual Questions

Within the Conditions for Learning, some questions are triangulated across students, staff, and families. Select an item below to view how different respondents answered similar questions (graph to right). Wording for each question is provided below. Note: Some items are asked only of staff, students, or families. For those items, the dashboard will just show you responses for appropriate respondent gr..
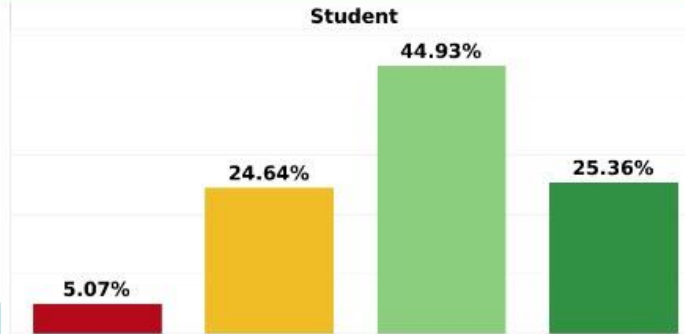
Select Item
SS12

Understanding Item Nomenclature
SS: Student Support
Item Numbers: 01-12

Survey Questions

Student   There is an adult at my school that I feel comfortable sharing my problems with.

Student
- 5.07%
- 24.64%
- 44.93%
- 25.36%

Why???

Equity Goal: Connecting (more) Kids to (more) Adults

- Lack of "mentoring" experiences

- Focus on support outside classroom

- Instructional Strategies/Approaches

- Lack of "options" for communicating with adults

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What???

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.

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How???

Equity Goal: Connecting (more) Kids to (more) Adults

Staff Capacity/PD:	Building-based Systems:
School-wide PD • Formalizing year-long "Seeing All Students" practices • Sharing and Honing approaches to "Hearing All Students" **Common Planning** • *Refining grade-specific surveys* • *Analyzing grade-specific surveys*	• Seeing All Students + Hearing All Students = Knowing All Students • Embedding "Knowing All Students" in school-wide Support Data Systems • Adding Student Reps to School Improvement Council • Explore outside organizations to support

WSNS

Our Data

Social Emotional Goal: Do we have the "Skills?"

CfL - SEL #7

Explore Responses to Individual Questions

Within the Conditions for Learning, some questions are triangulated across students, staff, and families. Select an item below to view how different respondents answered similar questions (graph to right). Wording for each question is provided below. Note: Some items are asked only of staff, students, or families. For those items, the dashboard will just show you responses for appropriate respondent gr..

Select Item
SE07

Understanding Item Nomenclature
SE: Social Emotional Learning
Item Numbers: 01-09

Survey Questions

Family (chart values): 6.33%, 3.80%, 8.86%, 54.43%, 26.58%

Staff (chart values): 16.00%, 60.00%, 24.00%

|	
Family	The school does a good job helping my child develop important social emotional skills; For example, persistence, resilience, getting along with others, problem-solving.
Staff	My school uses specific instructional strategies and/or methods to help students build strong social emotional skills; For example, persistence, resilience, getting along with others, problem-solving.
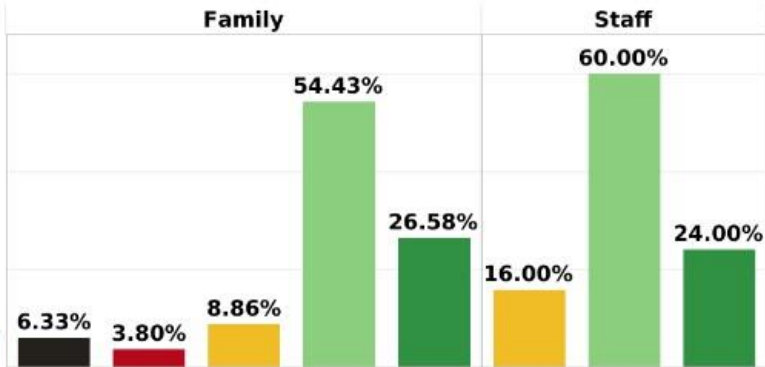
WSNS

Our Data

Social Emotional Goal: Do we have the "Skills?"

CfL - SEL #6...stay calm and manage emotions when upset...
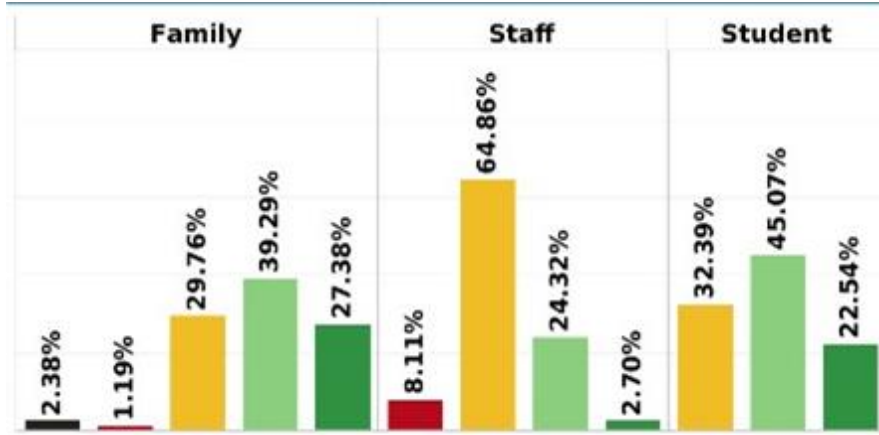
CfL - SEL #8...manages school work well
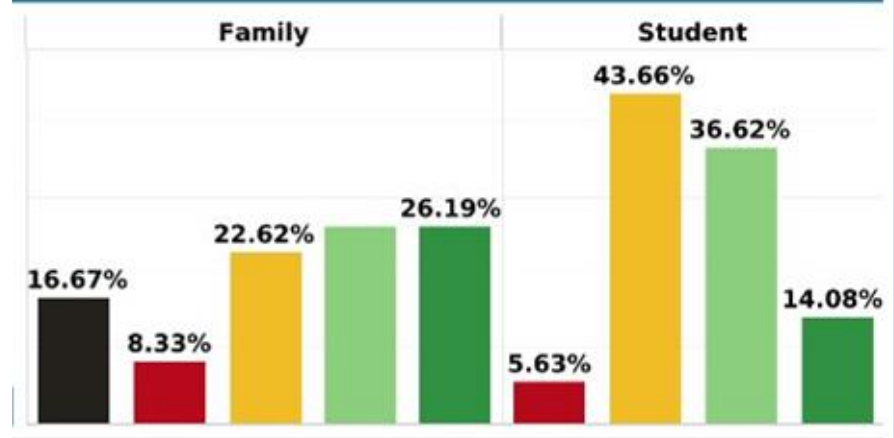
Why???

Social Emotional Goal: Do we have the "Skills?"

- "Success" in school???

- What do we Celebrate?

- Inconsistent practices around SEL support

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What???

Social Emotional Goals: Do we have the "Skills?"

Develop a set of school-wide "Core Values" that can frame a more cohesive approach to Social Emotional Learning across our School Community.

If we do this, 80% of students will respond either "Usually" or "Always" to CfL SEL #6 (I can stay calm and manage my emotions...).

WSNS

How???

Social Emotional Goal: Do we have the "Skills?"

Staff Capacity/PD:	Building-based Systems:
• Continue to build understanding-of and capacity-for Circle Practices • Expand building capacity for RJ • Build collective awareness-of and capacity-for Culturally Responsive teaching practices	• ***Revisiting WSNS Core Values*** • Prioritizing and "standardizing" Circle Practices • Prioritizing Second Step as a resource • Exploring Whole-School SEL programs (Responsive Classroom)

WSNS