



West Somerville Neighborhood School

2016-2018 SCHOOL IMPROVEMENT PLAN UPDATE

March 5th, 2018

SCHOOL COUNCIL MEMBERS

Kathleen Seward, *Principal/Co-Chair*

Betsy Griffin, *2nd Grade Teacher/Co-Chair*

Marissa Roque, *7th and 8th Grade Teacher*

Brenda Williams, *Kindergarten Paraprofessional*

Leslie Lartey, *Counselor Educator*

Laura Beretsky, *Parent*

Lisa Tatterson, *Parent*

Gladys Pol, *Parent*

Coleen Cunningham, *Parent*

Callie Wiser, *Parent*

Louise Caspiarello, *8th Grade Student*

Edrick Pacheco, *8th Grade Student*

West Somerville Neighborhood School Goals, 2016-2018

- By the end of the 2017-2018 school year, attendance at school events will reflect, within 5 percentage points, the demographic make-up of the school.
- At the end of the 2017-2018 school year, the percentage of families (a representative sample) who report that they are happy with their level of involvement in the school will increase by 10 percentage points as compared to the results of the 2016-2017 school year survey.
- At the end of the 2017-2018 school year, the percentage of families (a representative sample) reporting that they have adequate information from school to support student learning at home will be improve by 10 percentage points as compared to the results of the 2016-2017 school year survey.
- At the end of the 2017-2018 school year, the make-up of parent boards will more closely reflect the demographic make-up of the school.
- By the end of the 2017-2018 school year, the composite performance indicator (CPI) gap between non-disabled and disabled peers will be reduced by at least 10 points in all tested areas.
- By the end of the 2017-2018 school year, WSNS students at all grade levels and in all sub-groups will have an SGP of 60 or higher.

School Goals and Theory of Action

Student Wellness Focus

Our goal is to develop a school community in which students and their families are known well and where student and parent participation in the life of our school is reflective of our overall school population.

We believe that by building an intentionally welcoming and inclusive school community, student and parent participation in events, initiatives, and planning groups will become more reflective of the overall school population. We adopted the Responsive Classroom curriculum beginning during the 2016-2017 school year with the intention of supporting this focus area.

Academic Focus

We want to reduce our special education achievement gap by 50% while ensuring that all sub-groups and grade levels maintain an SGP of 60 or higher.

We believe that by developing a model for effective inclusion and co-teaching, we will be able to better meet the needs of our special education students and support the continued growth of our regular education students, including students who are ready for extension and more challenging work. Having special educators included in planning and data meetings for the grade levels they work with will build continuity and capacity and enable staff to work together to better meet the needs of all students.

Student Wellness Focus

Progress (2016-2018 School Years)

Metric	Progress to date
By the end of the 2017-2018 school year, attendance at school events will reflect, within 5 percentage points, the demographic make-up of the school.	Data shows that we are on track to meet this goal.
At the end of the 2017-2018 school year, the percentage of families (a representative sample) who report that they are happy with their level of involvement in the school will increase by 10 percentage points as compared to the results of the 2017 school year survey.	58% agree or strongly agree in 2017 survey. Goal for 2018 survey is 68% or higher.
At the end of the 2017-2018 school year, the percentage of families (a representative sample) reporting that they have adequate information from school to support student learning at home will be improve by 10 percentage points as compared to the results of the 2017 school year survey.	66% agree or strong agree in 2017 survey. Goal for 2018 survey is 76% or higher.
At the end of the 2017-2018 school year, the make-up of parent boards will more closely reflect the demographic make-up of the school	See data table below.

Representative Family Engagement

While working towards this goal since last year, we have made some progress. We have also identified some new focus areas and taken additional actions.

Table 1: Parent Leadership Body Membership and Student Population, SY2016-2017

	% Students	% PTA Board	% School Council
African American	14.2%	0%	10%
Asian	3.9%	0%	0%
Hispanic	19.5%	0%	0%
Native American	0.0%	0%	0%
White	58.2%	100%	90%
Native Hawaiian, Pacific Islander	0.0%	0%	0%
Multi-Race, Non-Hispanic	4.2%	0%	0%

The table above shows that the majority of parents who volunteered for the Parent Teacher Association (PTA) or the School Council at West Somerville in SY2016-17 were white.

Student Wellness Focus (continued)

Table 2: Parent Leadership Body Membership and Student Population, SY2017-2018

	% Students	% PTA Board	% School Council
African American	14.6%	0%	8%
Asian	4.6%	0%	0%
Hispanic	19.1%	0%	17%
Native American	0.0%	0%	0%
White	55.5%	100%	83%
Native Hawaiian, Pacific Islander	0.0%	0%	0%
Multi-Race, Non-Hispanic	6.2%	0%	0%

Through active recruitment of more representative parents for our School Council, the makeup of the Council is more diverse than it was in prior years. We also had a competitive election for these seats, and that is a promising trend. There have also been many more parents who are not elected to the school council who are attending our meetings.

Parent/Guardian Survey, 2017

When we presented our plan last year, we were in the process of administering a parent/guardian survey. Our goal was to get a high percentage of responses so that data collected from the survey would be meaningful and actionable. When we closed the survey last March, we had collected 121 responses.

Table 3: Parent Responses to survey, SY2016-2017

	% Students	% Parent responses
African American	14.2%	5 %
Asian	3.9%	3 %
Hispanic	19.5%	7%
Native American	0.0%	0%
White	58.2%	78%
Native Hawaiian, Pacific Islander	0.0%	0%
Multi-Race, Non-Hispanic	4.2%	7%

This table shows that the response rate to the survey was not closely comparable to the overall demographics of the school.

Student Wellness Focus (continued)

Parent-Teacher Conferences

The time available for parent/teacher conferences and the scheduling process has been an ongoing issue. In the 2016-2017 school year, we reduced the amount of time for our Back to School Night and added time to each of the two conference times. We also had our parent liaison coordinate and schedule the conference for the entire school. This did improve our attendance at conferences, and we maximized the available time. However, parents still reported (in the survey and anecdotally) that the time available for parent teacher conferences was inadequate.

Table 4: Parent Responses to survey questions related to parent-teacher conferences

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Teachers share my child's progress, improvement, and successes with me.	29%	36%	23%	10%	1%
Teachers give my child good feedback about how to improve academically.	20%	38%	27%	12%	2%
I feel well-informed about how my child is doing in school	20%	44%	19%	14%	3%
Parent-teacher/parent-staff meetings do a good job helping me understand how staff and I can work together to support my child.	25%	44%	18%	9%	5%

For the 2017-2018 school year, we continued our practice of chunking our available parent/teacher meeting time, and we were able to schedule all interested parents into a 10-minute conference slot on our November 30th conferences. Our scheduling process was much smoother in the second year, and 72% of families met with at least one teacher on November 30th. 79% of families had meetings when you include meetings that were scheduled outside the 4:00-7:30 conference time.

Student Wellness Focus (continued)

Student Safety Sub-Focus

In reviewing the data from the survey as well as school-wide discipline data, we developed a student safety sub focus for the wellness goal of representative family engagement. Although this was not originally a part of the improvement plan, student safety is connected to the goal of parent engagement because parents are more likely be positively engaged with the school if there is a clear focus on safety and consistent follow through.

Table 5: Parent Responses to survey questions related to student safety and communication

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The school provides my child with a safe place to learn.	50%	40%	8%	1%	1%
The school does a good job noticing when my child has a need	22%	50%	17%	9%	1%
Behavior issues and discipline at my child's school are handled fairly.	22%	45%	23%	8%	2%
Staff at the school listen to my ideas, suggestions, and concerns.	24%	46%	26%	4%	0%

Sub-Focus: Safety and Responsiveness

In addition to these selected data points, there were comments throughout the survey that led us to our sub-focus on student safety and responsiveness.

Student Safety Action Steps, Winter 2017-present

Action	Person (s) Responsible	Timeline
Met with lunch aides regarding lunch and recess safety.	Principal, Assistant Principal	Ongoing, Winter and Spring 2017, 2017-2018 school year
Split 1 st and 2 nd grade recess	Principal, Assistant Principal	Winter 2017
Split 3 rd and 4 th grade recess	Principal, Assistant Principal	Winter 2018

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Continue Playworks initiative internally when grant ended in June 2017. Continued with recess coach and created “Leaders of the Pack” to replace junior coaches. Den games to replace Playworks game instruction.	Principal, Assistant Principal, Recess Coach, 3 rd -5 th grade students	Fall 2017 and ongoing, 2017-2018 school year.
Implemented new lunch and recess procedures to ensure efficiency and enough time to eat and play.	Principal, Assistant Principal, Lunch staff	Fall 2017, ongoing 2017-2018 school year.
Revised operations plan.	Principal, Student Support Team	Launched fall 2017, implemented and evaluated 2017-2018 school year
Implemented monthly focus on Responsive Classroom Principals, positive school-wide incentive system.	Principal, Assistant Principal, Redirect Teacher, Classroom Teachers	Ongoing, 2017-2018 school year
Strategically used new .6 Redirect Teacher (increased lunch bunches, small group instruction on Zones of Regulation)	Principal, Student Support team, Redirect Teacher	Ongoing, 2017-2018 school year
Increased the amount of embedded counseling hours.	Student Support Team, support at district level	Ongoing, 2017-2018 school year

Progress to date, Winter 2018

Table 6: Office Referrals 2016-2017 compared to 2017-2018

	SY2016-2017 (8/31/16- 2/1/17)	SY 2017-2018 (8/30/17- 2/5/2018)	% Decrease in Office Referrals
Lunch and Recess Office Referrals	173	85	49%
Overall Office Referrals	411	260	63%

The dramatic reduction in our office referrals is a result of all the actions that we took over the past year. This includes work on logistical issues (recess procedures, operations plan), as well as proactive mental health and school culture approaches (embedded counseling, increased lunch bunches, Den games, and Responsive Classroom principles). The progress is also a result of increased support from the district (an increase in embedded counseling hours, funding of a .6 Redirect teacher), and our careful and strategic use of these new resources.

Academic Focus

Goals and Progress (2016-2018 School Years)

Metric	Progress to date
By the end of the 2017-2018 school year, the composite performance indicator (CPI) gap between non-disabled and disabled peers will be reduced by at least 10 points in all tested areas.	Due to change in MCAS, 2017 MCAS data will be baseline. We are using STAR data to track student progress towards this goal. (see data table below)
By the end of the 2017-2018 school year, WSNS students at all grade levels and in all sub-groups will have an SGP of 60 or higher.	The data table below shows that the SGP by grade levels remains strong even with the change to MCAS 2.0, and we mostly hit the target of 60 or higher.

Table 1: MCAS ELA Student Growth (SGP) over Time

	2013	2014	2015	2016	2017
4 th grade	55	52	43	57	63
5 th grade	68.5	72.5	64	48	64.5
6 th grade	56	53	47	23.5	76
7 th grade	66	49	40.5	79	62
8 th grade	65.5	61	72.5	54	67.5

Table 2: MCAS Math Student Growth (SGP) over Time

	2013	2014	2015	2016	2017
4 th grade	55	80.5	62	61	67
5 th grade	60.5	94	89	67.5	73
6 th grade	41	73	28	22.5	52
7 th grade	77	76	57	58.5	55
8 th grade	63	64	78	57	64

Although MCAS became MCAS 2.0 in 2017 and the tests cannot be compared, there was still a growth measure on MCAS 2.0. We met our goal of 60 or higher growth in each test and at all grade levels other than 6th and 7th math.

With regards to student achievement, the 2017 data becomes our benchmark achievement data. The table below shows student achievement in 2017. (500 or high is meeting or exceeding the standards)

Academic Focus (continued)

Table 3: MCAS Math and ELA Student Achievement (disabled vs. non-disabled 2017)

ELA Achievement Score		Math Growth	
Disabled	Non-disabled	Disabled	Non-disabled
483.4	504.8	479	504

This data shows that there is still an achievement gap between regular education and special education students. In order to track our progress to our achievement goal, we are using STAR data. We will be able to use 2018 MCAS data when it is available in summer 2018.

Table 4: STAR Growth (Grade level equivalent), September 2017-January 2018

This data shows the change in grade level equivalent for students. September-January is 4 months of school, so .4 would be the expected growth. If a student grows more than .4 that is higher than expected and if a student grows less than .4 that is less growth than is expected.

	ELA		Math	
	Disabled	Non-Disabled	Disabled	Non-Disabled
3 rd -5 th grade	.73	.66	.8	.76
6 th -8 th grade	.88	.85	.6	1.43
All students	.8	.9	.7	1

This data shows that students across the school had very strong growth in the first half of the school year. At some grade spans, disabled students grew more than non-disabled students. We need to see this kind of growth of special education students in order to close the achievement gap. The growth was also fairly similar in disabled and non-disabled students with the exception of 6th-8th grade math where non-disabled students grew at two times the rate of disabled students.

Overall this data is promising. School staff will continue to look at data on the individual student level as we consider what additional interventions and supports we need to implement so that all students have strong growth and so that we reach our goal.

Academic Focus (continued)

Additional Action steps since Winter 2017

Action	Person(s) Responsible	Timeline
Reworked school master schedule based on IEP service delivery	Principal	Summer 2017
Coordinated class placement with SPED team to that services could be streamlined and consistent (placing students with similar service delivery needs together)	Principal, SPED staff	Spring 2017
Enhanced reading support services: full time reading teacher, two additional staff trained in Wilson Reading	Financial support from the district	SY2017-2018
Strategically using full time reading teacher in grade 1 to ensure all 1 st graders in need of reading intervention receive it. (prior to this year our reading teacher was .6)	Principal, Financial support from the district	SY2017-2018
Coaching through MCIEA for three staff members in performance assessment creation, alignment	3 teachers	SY2017-2018
Planning a summer MCIEA-supported planning institute for interested staff summer 2018	Staff, grant funding,	Summer 2018