



Somerville Public Schools

Education · Inspiration · Excellence

East Somerville Community School

50 Cross Street Somerville, MA 02145

To: Dr. Jessica Boston Davis, Interim Assistant Superintendent of Academics

From: Dr. Samaria Hashem, Interim Principal East Somerville Community School

Date: January 23, 2023

CC: Dr. Jeff Curley, Interim Superintendent of School; Somerville School Committee and Samantha Eligene, Director of Data, Assessment, and Accountability

Vision Statement

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 Statement

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 lifelong learners.

Background Information

The East Somerville Community School has students whose families come from all over the world: Honduras, Dominican Republic, El Salvador, Guatemala, Brazil, Haiti and India, and other countries. The diversity in cultures and languages makes our school a unique place to learn and work. Our school's population is 738 students of which 25% (260) are enrolled as multilingual learners. 66% of our students identify as Hispanic, 20% are white, and about 5% are Asian, and 5% are African American. 73% of our students' first language is not English. More than half of our staff is bilingual, many of them speaking Spanish.

2022-2023 Highlights

- In the 2022-2023 The ESCS has focused on utilizing restorative practice in the classrooms so students and staff collaborate together to build an environment conducive to wellbeing through opportunities to practice mindfulness, and develop coping skills, and to engage in conversation about issues pertaining to marginalized identities (race, gender, sexual orientation, disability, etc.).
- UNIDOS K-5 Program roll out was introduced in 4th and 5th grade. Training by the ARC Coach was successful in the implementation of the ARC tool kits (an additional targeted phonics program). Classroom walk-through's and individual coaching sessions indicated that teachers were implementing the program faithfully and ENIL (Spanish Language Assessment) and IRLA (English Language Assessment) goals were set for the year.
- UNIDOS 6-8 began research efforts to develop a more cohesive program in the upper grades. Meetings with central office and school staff and building administrators expressed the need to align the upper middle school curriculum with the district's social studies and science curriculum. Efforts are on the way to translate these units into Spanish and embed all of the structures for Spanish language building in reading, writing, listening and speaking (integration of SLA using Spanish WIDA standards).

- With the collaboration of the union staff, the culture at the school significantly improved with many staff expressing their content with the school’s daily function and administrative support.
- Parent engagement increased significantly in all events including open house and teacher conferences as well as other school events.
- Discipline referrals as well as in and out of school suspensions decreased significantly from the previous year.
- Two additional reading and language support programs were added to the ESCS (language builders and Springboard)

Current School Programming

Our instructional composition involves Dual Language (DL) and Sheltered English Immersion (SEI) Gen Ed classes. Our Dual Language Program is a k-8 program. In grades k-5, the program uses a researched based curriculum from the American Reading Company (ARC). In grades 6-8 programming is unique to science, social studies and the integration of Spanish Language Arts in these content areas.

Our afterschool programs consist of Community Schools and El Sistema which services over 250 students. Students engage in both academics and extracurricular activities such as music and homework assistance. Students are provided with daily snacks and a hot meal once a week.

Tutoring programs such as Springboard, Language Builders and reading volunteers from the Jewish Community Relations Council of Greater Boston Inc. service students for reading intervention.

Table 1 :Current Enrollment

DUAL LANGUAGE GRADES K-8	SEI GEN ED	NEIGHBORHOOD	TOTAL STUDENTS
361	129	248	738

School Improvement Plan Focus for 2022-2023

After a deep data dive with administrators, building staff and our School Improvement Council, the East Somerville Community School identified three target areas within the district's categories of Equity, Academics and Social Emotional Learning. This included:

- The strategic inclusion of high level MCAS strands in Math and ELA instruction.
- Incorporating SEI strategies using MLL tools for instruction planning and lesson delivery for MLLs.
- The expanded use of Restorative Justice practices in the school

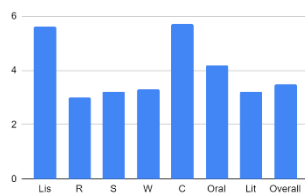
Root Causes for Equity: After a deep data dive by the School Instructional Leadership Team on the number of students who have been identified as being long-term EIs and who have been enrolled in the East Somerville Community School since Kindergarten, the team found that these students had made very small gains in their ACCESS scores. ACCESS scores revealed that the areas most needing attention were reading, speaking and writing. Scoring low in these categories impacted the students overall score to exit out of the English Language Learner (ELL) category. Further discussions and classroom observations indicate that SEI strategies are not implemented in all of the classrooms. This further justifies the concern for equal access to the curriculum for Multilingual Learners (MLLs).

1. Equity

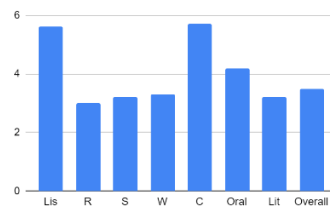
- All MLLs will have an equitable education alongside their English proficient peers as evidenced by administrative walk-throughs and ACCESS score progression.
- All MLLs will receive differentiated instruction with effective Sheltered English (SEI) instructional practices to access equal academic opportunities.
- By June 30, 2003 at least 80% percent of our MLLs will increase their scores by 1-1.5 proficiency levels on ACCESS.

Table 2: EAST SOMERVILLE COMMUNITY SCHOOL LONG-TERM ELs DATA (Average ACCESS scores in each testing domain; Listening, Reading, Speaking, Writing)

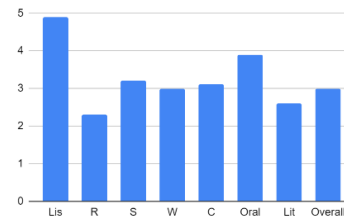
Grade 5



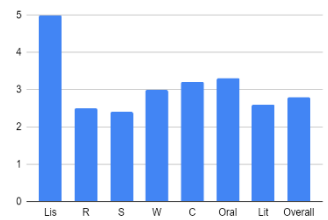
Grade 6



Grade 7



Grade 8



Data Findings	Strategy	Expected Outcome
<p>The East Somerville Community School has 71 Long Term ELs that have been enrolled at the school since K. These students are currently in grades 5-8. Research indicates that language learners take 5-7 years to gain English proficiency. Some of these students are well beyond what research suggests and are not making significant gains in their English Language Proficiency. Current Long-term EL's have an average overall score of 3.2 and an average literacy score of 2.8.</p> <p>Grade 5 Grade 5 has very strong listening, oral and comprehension skills. Speaking, reading and writing are at a 3.1 average score. This falls in line with the score of 3.2 in literacy. It is evident that reading proficiency is a determining factor in tasks that require vocabulary. The 5th grade overall proficiency score is a 3.5. In order to increase the exit score, emphasis needs to be placed on reading, vocabulary development and writing.</p> <p>Grade 6 Grade 6 has very strong listening, oral and comprehension skills. Speaking, reading and writing is at a 3.2 average score. This falls in line with the score of 3.1 in literacy.</p>	<p>Implement grade level team meetings in which ESL specialists, classroom teachers, and special education teachers can meet to discuss specific strategies such as tiered vocabulary, Academic Sentence Frames and integration of language objectives in all content areas to improve student-learning outcomes.</p> <p>ESL specialists will use the writing and speaking rubrics to gauge student success and BOY, MOY and EOY assessments and target identified skills.</p> <p>Lexia will be available for Long-term Els to increase reading and comprehension skills.</p> <p>SEI Ged Ed classrooms will use MLE SEI developed tools such as the Multilingual Learner Education Reflection and Action Tool to help guide instruction for ML's in the classroom, to plan lessons that are differentiated and embedded with SEI strategies for Multilingual learners.</p>	<p>At least 80% of Long-term ELs in grades 5-8 will increase their Proficiency level by 1-1.5 as measured by pre and post growth in ACCESS results.</p>

It is evident that reading proficiency is a determining factor in tasks that require vocabulary. The 6th grade overall proficiency score is a 3.5. In order to increase the exit score, emphasis needs to be placed on reading, vocabulary development and writing.

Grade 7

Grade 7 has very strong listening skills and moderately strong oral skills. Speaking, reading and writing is at a 3.2 average score. Reading scores are at 2.3 which is very low considering the amount of time students have been in the EL program. Speaking, writing and comprehension are at an average of 3.1. The total literacy score is 2.6. This falls in line with the score of 2.6 in literacy. This cohort of students has a large gap in reading and this is impacting their overall literacy score. Reading intervention and use of SEI strategies are recommended.

Grade 8

Grade 8 has very strong listening skills at 5.0. Speaking and reading skills are at an average of 2.4. This is slow growth compared to the years they have been in the EL program. Writing and comprehension is a bit higher at a 3.1 average score. The average literacy score for this group is 2.6. Again, this is slow growth in comparison to years in the program. The overall literacy score for this group is 2.8. This group will be transitioning to the high school in September. This cohort has a large gap in reading and speaking and can use more practice in writing and comprehension strategies.

Root Causes for Academics (MCAS): A staff survey administered at the beginning of the year indicated that teachers identified various skill areas where students were having difficulties. They identified differentiated instruction in the classroom as an area that needs to improve in order to help students acquire these skills. The skills identified were phonics, and reading comprehension. These are skills that would directly impact student academic achievement both in the content areas and in the MCAS assessment. Additionally, teacher grade level teams and the Instructional Leadership Team identified high level strands in the MCAS item analysis that are directly impacted by deficiencies in these skill areas.

2A. Academics MCAS Data

- By June, 2023, 70% of students in grades 3-8 will increase their MCAS Math and ELA scores by one level*. *Level meaning goes from “Not meeting expectations” to “partially meeting expectations,” from “partially” to “meeting” and from “meeting” to “exceeding.”
- All students will be provided rigorous standards based instruction that will prepare them for high stakes testing.
- All students will be given the equal opportunity to close achievement gaps created by the Pandemic.

Table 3: MCAS DATA 2021-2022

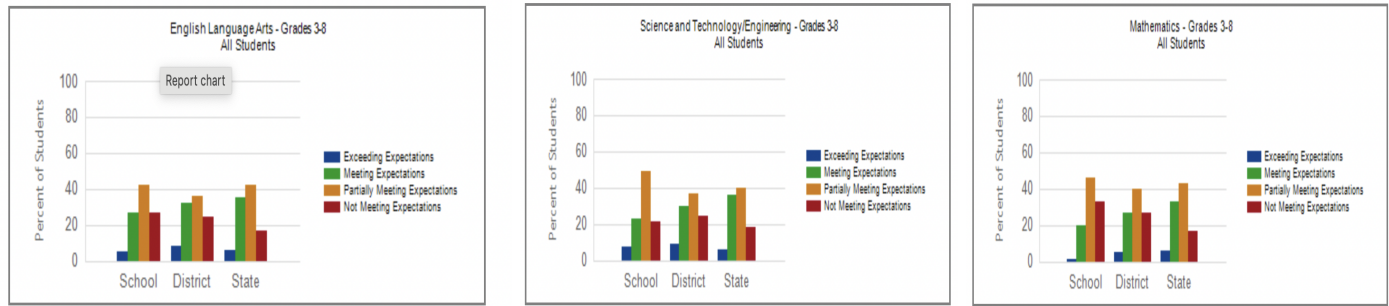
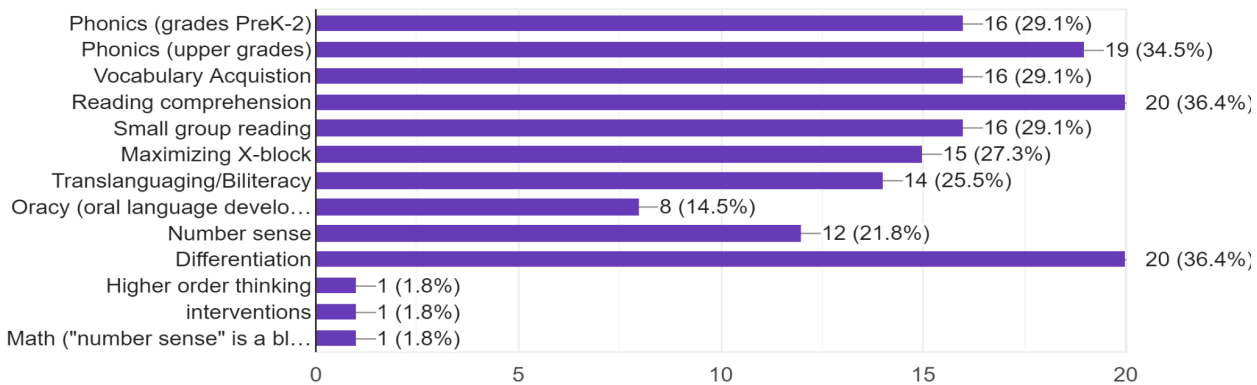


Table 4: Staff Survey

Survey indicates instructional areas of need as identified by ESCS staff (phonics, reading comprehension and differentiation).

Academics (choose up to three options)

55 responses



Data Findings	Strategy	Expected Outcome
<p>GRADES 3-8 All Students</p> <p>ELA: Our ELA MCAS data reveals that in 2022, 69% of the students school wide are not meeting or are partially meeting MCAS standards. In reviewing the ELA MCAS item analysis in grades 3-8, a consistent pattern in Narrative and Argument/Opinion writing are areas of needs of improvement.</p> <p>Math: Our Math MCAS data show that 97% of our EL students are not meeting or partially meeting Math MCAS standards in 2022 (versus 79% of the whole school). Additionally, in reviewing the Math MCAS item analysis by grade level, our students performed below state and district levels on almost every item.</p> <p>Based on a staff survey, it is evident that 36.4% of the staff feel that reading comprehension is an area that needs attention. Reading comprehension is a crucial skill for increasing the MCAS proficiency levels.</p>	<p>Through grade level teams, ILT and professional development, staff will identify high leverage grade level strands in ELA and math and apply them to their math instruction.</p> <p>ILT will develop a database of grade level resources for ELA and Math high leverage strands.</p> <p>By May 2023, 100% of content teachers will have targeted at least 4 significant high leverage strands in their Math and ELA instruction.</p> <p>Content area teachers will incorporate reading comprehension strategies when teaching all content areas.</p>	<p>70% of students in grades 3-8 will increase their MCAS Math and ELA scores by one level . *Level meaning goes from “Not meeting expectations” to “partially meeting expectations,” from “partially” to “meeting” and from “meeting” to “exceeding.”</p>

Root Causes for Academics (UNIDOS): Analysis of the IRLA and ENIL data from 2021-2022 indicated very low growth both in the English and Spanish language. This was determined by IRLA and ENIL data from the end of June, 2022 to September, 2022. This could be attributed to the Pandemic and the disruption in schooling. In order to identify ARC curriculum components that were essential to student growth in phonics, reading and writing, the Unidos Curriculum Team dissected the ARC curriculum components that were not essential and incorporated only those components that would impact or maximize student achievement the most. This also included adding foundations for 15 minutes and the ARC toolkit to reinforce phonics in English and Spanish.

2B. Academics Unidos Data 2021-2022

Kindergarten	1st Grade	2nd Grade
<p>46 students participated in ARC during the first year of implementation.</p> <p>ENIL (Spanish language assessment):</p> <ul style="list-style-type: none"> - 37 of 46 students made significant growth (1 reading proficiency level or above) from Fall to Spring SY 2021-2022 - 80.4% - 9 of 46 students made some growth (less than 1 reading proficiency level) from Fall to Spring SY 2021-2022 - 19.6% 	<p>46 students participated in ARC during the first year of implementation.</p> <p>ENIL (Spanish language assessment):</p> <ul style="list-style-type: none"> - 37 of 46 students made significant growth (1 reading proficiency level or above) from Fall to Spring SY 2021-2022 - 80.4% - 8 of 46 students made some growth (less than 1 reading proficiency level) from Fall to Spring SY 2021-2022 - 17.4% 	<p>42 students participated in ARC during the first year of implementation.</p> <p>ENIL (Spanish language assessment):</p> <ul style="list-style-type: none"> - 20 of 42 students made significant growth (1 reading proficiency level or above) from Fall to Spring SY 2021-2022 - 48% - 22 of 42 students made some growth (less than 1 reading proficiency level) from Fall to Spring SY 2021-2022 - 52%

<p>- 0 of 46 students did not make any growth from Fall to Spring SY 2021-2022 - 0%.</p> <p>IRLA (English language assessment):</p> <ul style="list-style-type: none"> - 8 of 46 students made significant growth (1 reading proficiency level or above) from Fall to Spring SY 2021-2022 - 17.4% - 38 of 46 students made some growth (less than 1 reading proficiency level) from Fall to Spring SY 2021-2022 - 82.6% - 0 of 46 students did not make any growth from Fall to Spring SY 2021-2022 - 0%. 	<p>- 1 of 46 students did not make any growth from Fall to Spring SY 2021-2022 - 2.2%.</p> <p>IRLA (English language assessment):</p> <ul style="list-style-type: none"> - 35 of 46 students made significant growth (1 reading proficiency level or above) from Fall to Spring SY 2021-2022 - 76% - 10 of 46 students made some growth (less than 1 reading proficiency level) from Fall to Spring SY 2021-2022 - 22% - 1 of 46 students did not make any growth from Fall to Spring SY 2021-2022 - 2%. 	<p>IRLA (English language assessment):</p> <ul style="list-style-type: none"> - 4 of 42 students made significant growth (1 reading proficiency level or above) from Fall to Spring SY 2021-2022 - 9.5% - 36 of 42 students made some growth (less than 1 reading proficiency level) from Fall to Spring SY 2021-2022 - 85.7% - 2 of 42 students did not make any growth from Fall to Spring SY 2021-2022 - 4.8%.
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2C. IRLA Unidos Data October through November 2022-2023

Table 5: *This table demonstrates growth in the students' English Assessment from October to November.*

Grade	Proficient or above Oct.	Proficient or above Nov.
k	27%	34%
1	19%	44%
2	8.7%	39.1%
3	13.6%	17.4%
4	27.3%	47.7%
5	4.7%	27.9%

Data Findings	Strategy	Expected Outcome
<p>UNIDOS Students Only Grade 1-2 46 students in total compared from implementation year 1 and 2.</p> <p>ENIL (Spanish Language Assessment):</p> <ul style="list-style-type: none"> • 1 out of 46 students made some growth from the end of last year 	<p>Teachers will use ENIL and IRLA monthly assessments to plan for the Toolkit/ target small group instruction.</p> <p>Monthly assessments ENIL and IRLA</p> <p>1 coaching session a week for each Unidos teacher.</p>	<p>UNIDOS students will advance 1 to 1.5 proficiency reading level, which is equivalent to one grade level, from the beginning of the year to the end of the year as measured by IRLA and ENIL assessments.</p>

to the beginning of this year - 2.2 %

- 45 out of 46 students did not make growth from the end of last year to the beginning of this year - 97.8%

IRLA (English Language Assessment):

- 4 out of 46 students made some growth from the end of last year to the beginning of this year - 8.7%
- 42 out of 46 students did not make growth from the end of the year to the beginning of this year - 91.3%

Grade 2-3

42 students in total compared from implementation year 1 and 2.

ENIL (Spanish Language Assessment):

- 7 out of 42 students made some growth from the end of last year to the beginning of it this year - 16.6 %
- 35 out of 42 students did not make growth from the end of last year to the beginning of this year - 83.4%

IRLA (English Language Assessment):

- 17 out of 42 students made some growth from the end of last year to the beginning of this year - 40.5%
- 25 out of 42 students did not make growth from the end of the year to the beginning of this year - 59.5%

Inference:

The 70/30 model of the dual-language instruction in kindergarten is visible in the data, as Spanish language instruction and assessment is stronger than English language instruction and assessment.

Inference:

The 50/50 model of the dual-language instruction in 2nd grade is visible in the data, as both Spanish and English language instruction and assessment are equitable.

Inference:

For the Spanish language instruction and assessment there is an almost equal

Using scaffolding strategies

Using Core text writing rubrics to measure student writing growth.

<p>percentage of students that made significant growth and a percentage that made some growth, but that would benefit from targeted instruction.</p> <p>For the English language instruction and assessment, there is a greater percentage of students that need small groups, targeted instruction or the re-teaching of skills and content in English - English language reinforcement. This may be due to an increase of academic language in the 2nd grade.</p>		
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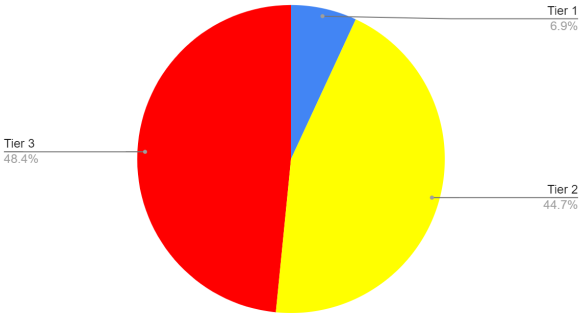
Root Causes for Social Emotional: Using a database to compile end of year discipline and interventions data from 2021 and 2022, September through December only, it was noted that the referrals for discipline and interventions had decreased significantly. The return to school from the lockdown created many anxiety and social emotional challenges for students. The lack of counseling support was attributed to the high levels of referrals. Administrators and counseling staff analyzed the data to determine if the practices incorporated in counseling and disciplinary interventions such as restorative circles and individual and group counseling were working. Based on a survey administered in September 2022 where staff indicated discipline as a concern, it was determined by the counseling and administration team that continuing to train staff on restorative practices would further reduce our declining referrals.

3. Social Emotional

- Students will learn coping skills that will help them navigate through their social emotional needs and wants.
- Students will be provided with a supportive classroom environment that is conducive to students well-being.
- To promote equity at the school, students will be provided with opportunities to engage in conversation about Race and Racism/LGTBQIA.

Table 6: Counseling services provided at ESCS

Counseling Services by Tier



Delivery of Counseling Services

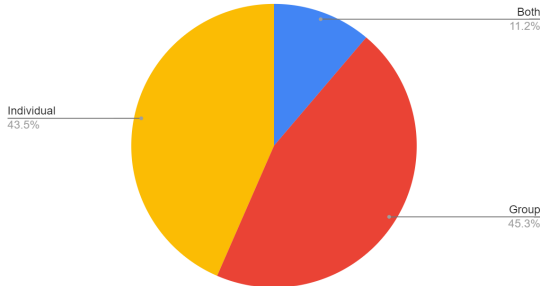
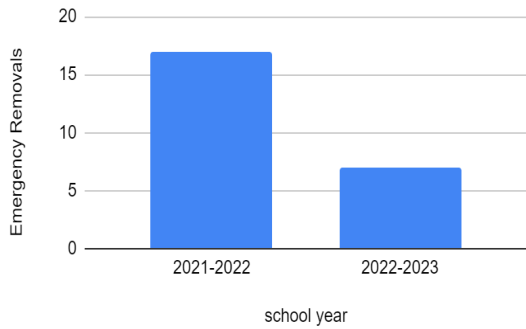
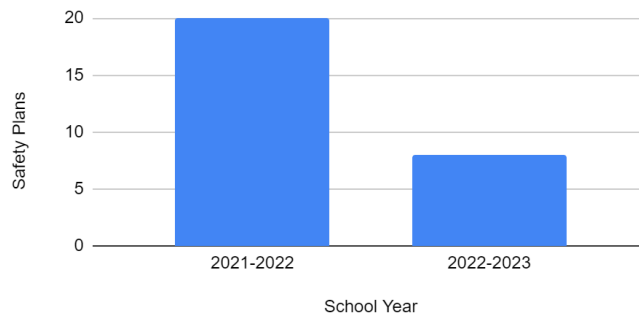


Table 7: Comparison of Discipline Date 2021-2022 and 2022-2023 (September through December Only).

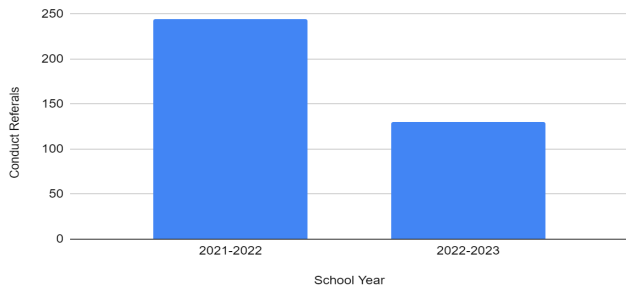
Emergency Removals vs. school year



Safety Plans vs. School Year from September - December



Conduct Referrals vs. School Year from September - December



Best Team Referrals

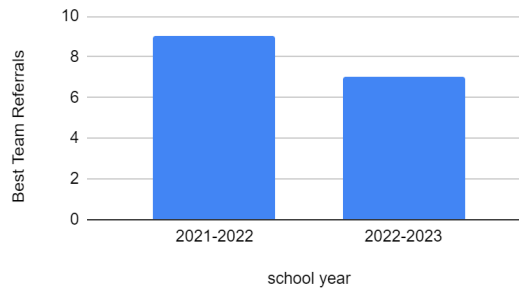
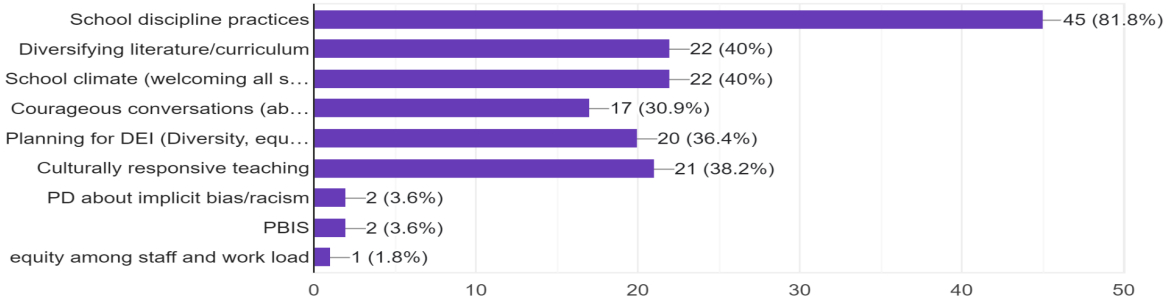


Table 8: Equity Survey

This survey was administered to staff to determine areas of need in providing equity in various sectors.

Equity (choose up to three options)

55 responses



Social Emotional Learning

55 responses



Table 9: The above data show two staff surveys related to what staff identified as needs for an equity goal, and a social emotional learning goal.

Data Findings	Strategy	Expected Outcome
<p>169 students of 728 receive Social Emotional Support</p> <p>ESCS, discipline referrals have decreased by 50%. In addition, bullying investigations have decreased by 79%, emergency removals have decreased by 59%, and BEST team referrals have decreased by 22%.</p> <p>Our staff school survey indicated that 81.8% of the staff felt that discipline practices at the school needed improvement. In addition, 41.8% felt the need to incorporate restorative practices and mindfulness.</p>	<p>In order to address the social emotional well-being of our students, We implemented a three tier approach</p> <p>General Ideas/Best Practices (Tier 1)</p> <ul style="list-style-type: none"> - Embed equity into all aspects of class/content areas - Embed more conversations about race and ethnicity into texts being read at class <p>Whole Class Circles (Tier 1)</p> <ul style="list-style-type: none"> - Do circles with whole grade level,, or even mixed up groups about topics of race/ racism/ language/ hate speech - Another facilitator leads those circles, but classroom teacher is there too (as part of the community) - Give students more tools to have these conversations - (Eventually) all district PD about difficult conversations <p>Targeted Intervention (Tier 2)</p> <ul style="list-style-type: none"> - More targeted intervention with students - Not just the students who are using inappropriate language around race, but include other students too, make it strategic in terms of who is included. - Home visits 	<p>50 - 60% decrease in emergency removals for the remainder of the year.</p> <p>Average of 25-30% decrease in Best Team referrals for the remainder of the year,</p> <p>50 - 60% decrease in conduct referrals</p>

Appendix A

School Improvement Council Members

Dr. Samaria Hashem, Principal

Denise Lavey, Teacher

Patrice Hobbs, Teacher

Christine Brito, Unidos Coach

Marliza Benevides, Parent

Kayla Centeio, Parent

Jenny Trieu, Parent

Bianca Salazar, Parent