

East Somerville Community School 2018- 2020 School Improvement Plan



**Principal: Dr. Holly Hatch
Assistant Principal: Ms. Laura Bonnell**

ESCS Overview: 2018-2019

- 711 students
- 72% with home language other than English
- 51% Limited English or Former Limited English
- 91% Free and Reduced Lunch (according to Insights)
- 18 Unidos classes, with English language learners (ELL) and Spanish language learners at all levels
- 7 classrooms – K-3 integrated sheltered English classes
- 10 4th-8th grade homerooms in standard program
- 3 substantially separate special education classrooms

2018 State Accountability Results

English Language Arts

- **Exceeded achievement target** for ELL & former EL, Econ. Disadvantaged, High needs, Black, and White subgroups
- **Met target** for Hispanic/Latino and All Students. **Did not meet target** for lowest performing and special education subgroups
- **Met growth target** for all groups *but* lowest performing and students with disabilities

ACCESS: Achieving English Language Proficiency

- Declined in progress toward achieving proficiency from 2017 - 43.2%

2018 State Accountability Results

Science

- **Exceeded achievement target** for all students and all subgroups but White. **Met target** for White.

Mathematics

- **Growth goal met for all students and all subgroups**
- Lowest performing subgroup exceeded achievement target
- Overall achievement for all students and most other subgroups was no change or declined slightly
- Black subgroup improved

Continuing to Focus on:

Student Wellness

1. Trauma Sensitive School
2. Student Relationships and Classroom Community

Academics

3. Improve Reading Comprehension via Guided Reading Instruction

Focus 1: Trauma Sensitive School

June 2016

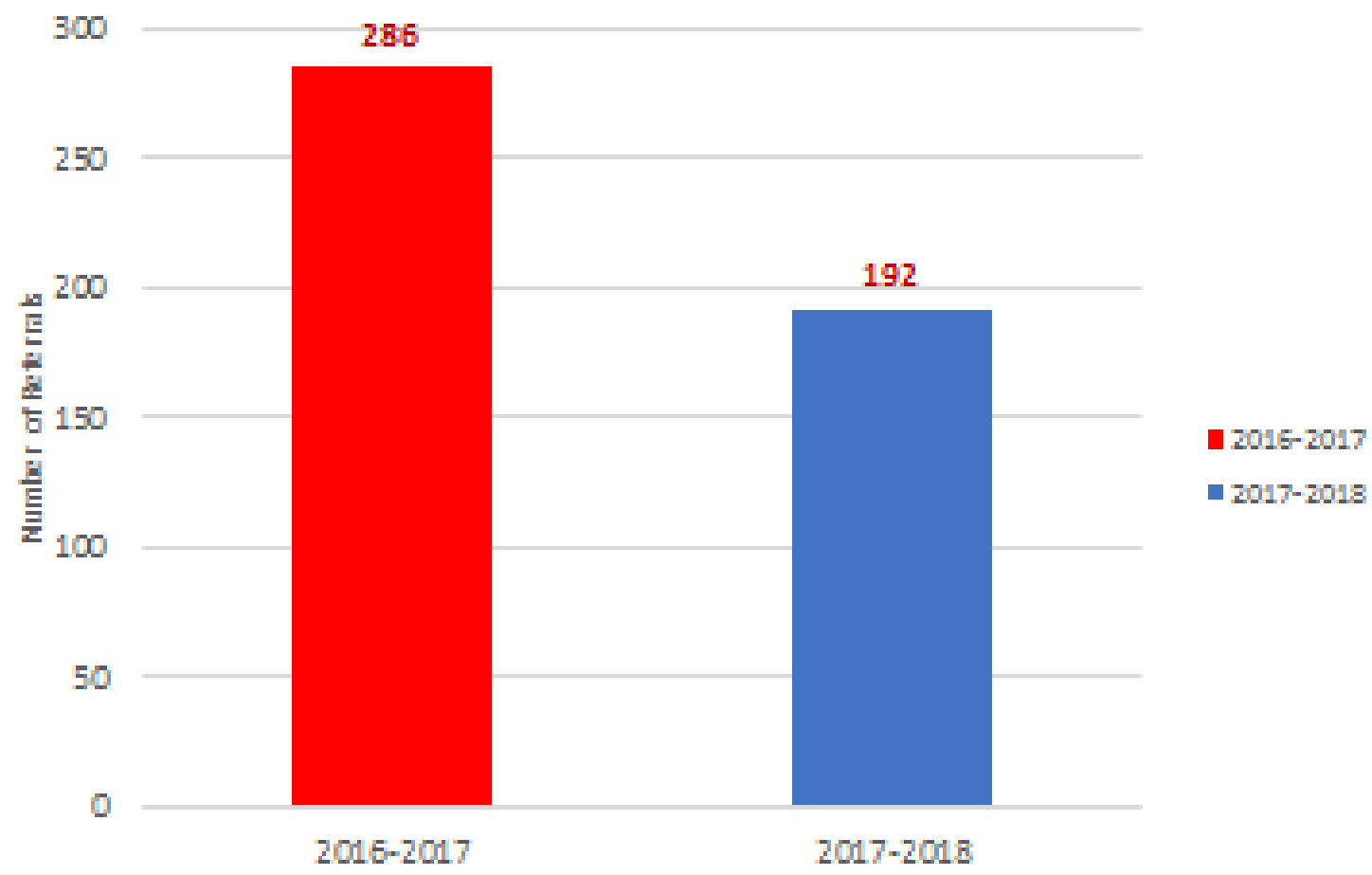
Teachers identified growing mental health needs and need for skills to address student trauma as the highest priority

2018

Ongoing events since that time - rising housing insecurity; threats to immigrants' status



Decrease in Referrals Related to Emotional Outbursts

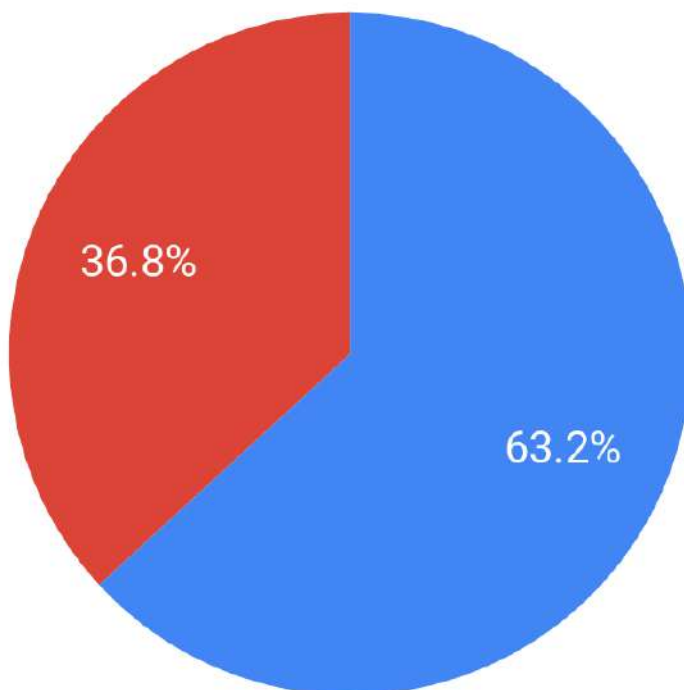


Decrease: 32.8%

Substantial Increase in Students' Self-Referrals to Counselor Educator

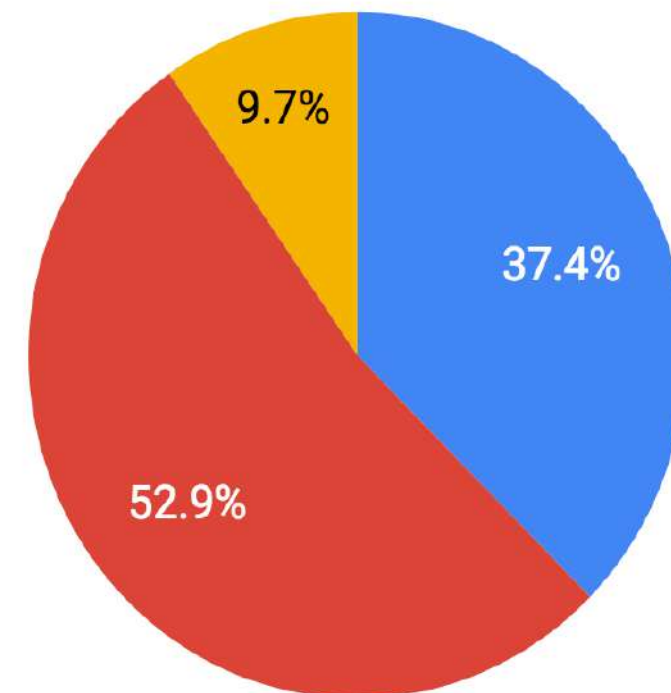
2017-2018

- Staff/Teacher
- Self-Referral



2018-2019

- Staff/Teacher
- Self-Referral
- Parents

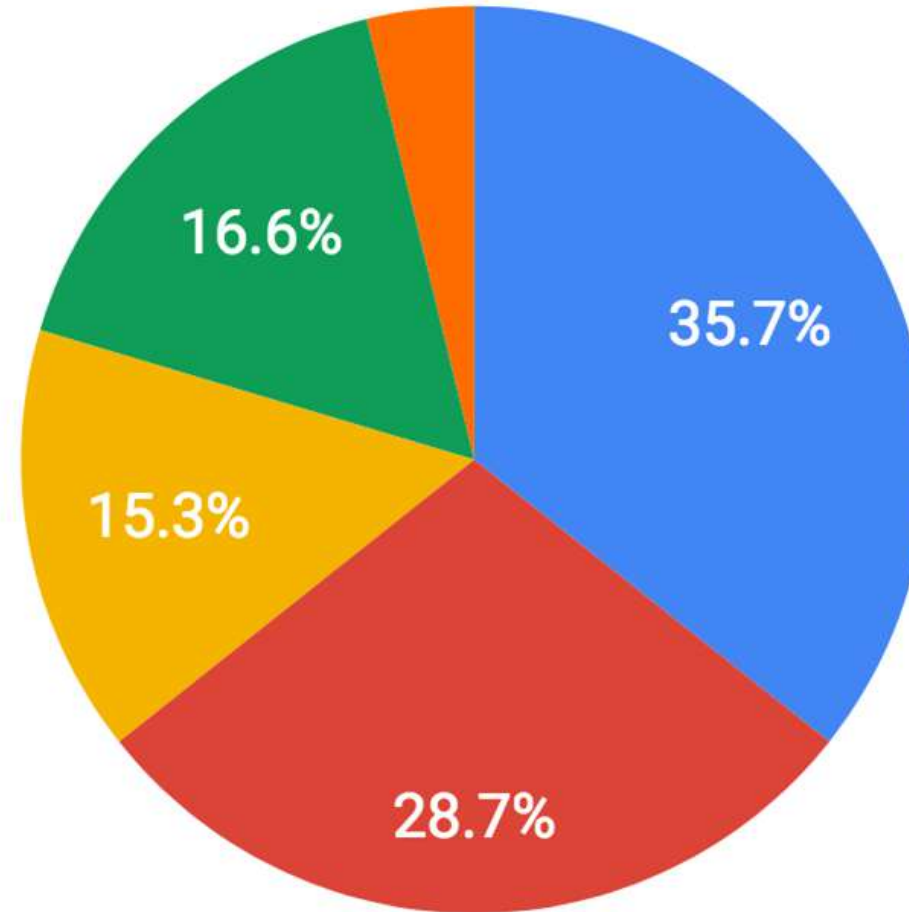


Why Continued Focus on Trauma-Sensitive School

- Filing of 51A abuse and neglect concerns remains steady from previous year at the halfway point
- 2018 *Conditions For Learning* Survey: More than 40% of students feel that students have a hard time staying calm and managing emotions when they are stressed.

Top Reasons for Counselor Referrals 2018-2019

- Friendship/Peer Conflict
- Sadness/Anxiety
- Family Concerns
- Check-in
- Self Harm/Injury



Trauma Sensitivity Action Steps

- Teach mindfulness & stress management skills
- Offer PD on using existing systems to understand student history
- Add movement and reflection/mindfulness breaks to school-day
- Continue PD on strategies to support students with trauma
- Continue de-escalation training for staff
- Evaluate effectiveness of current disciplinary actions with trauma sensitivity lens

Focus 2: Student Relationships & Classroom Community

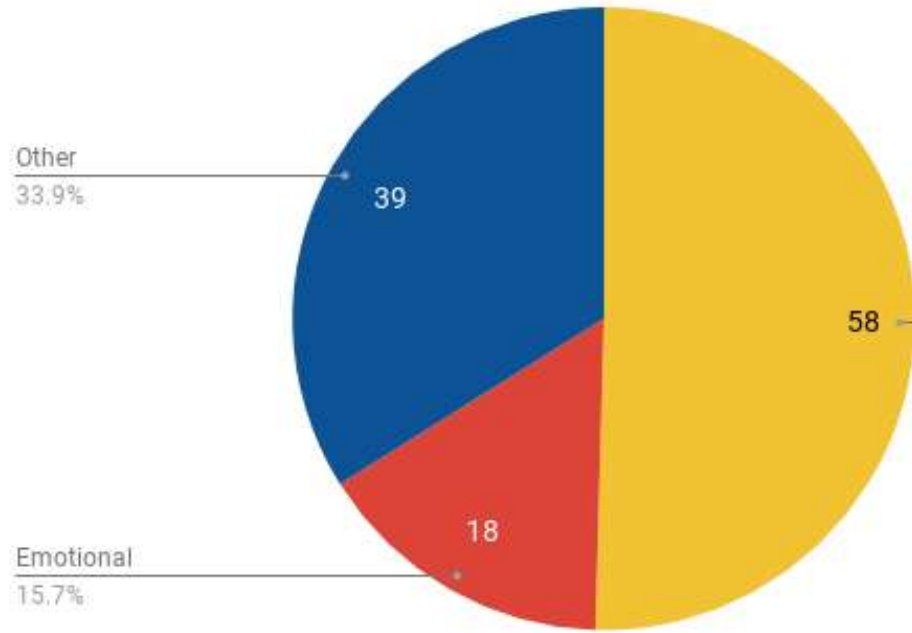


Student Relationships & Classroom Community

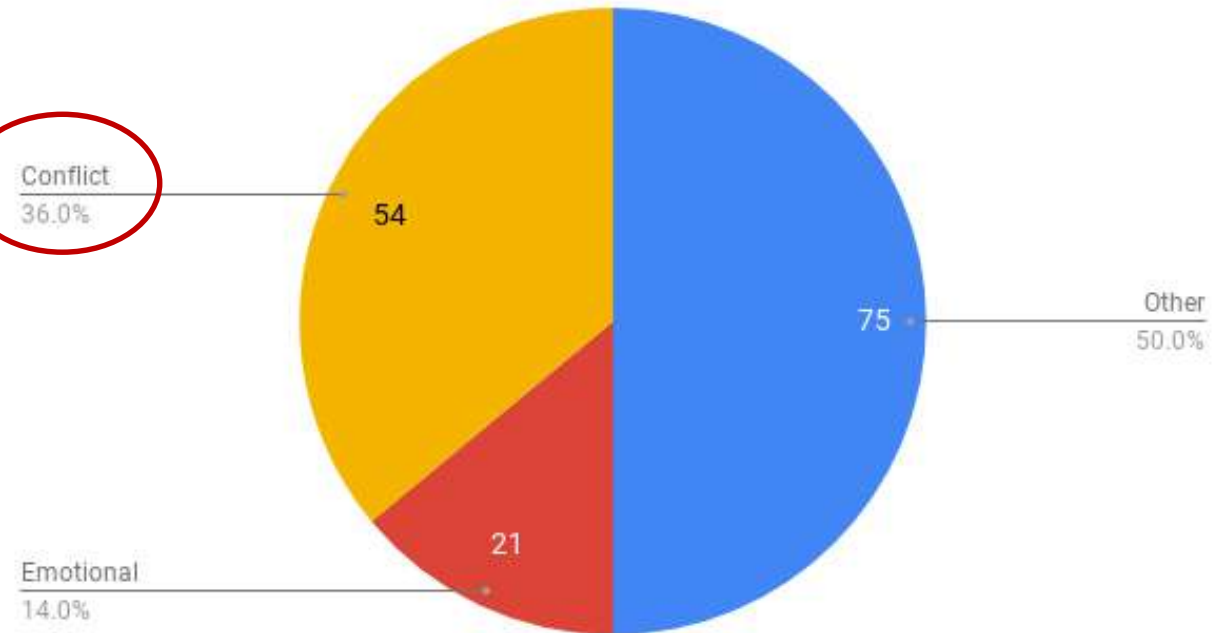
- Student conflict, relationships listed as a high priority by teachers, and parents in *Conditions for Learning* and other surveys
- Referrals to counselor for 2018-2019 so far identify highest need as “Friendship/Peer Issues” (38% of total referrals)

2018-2019 Referrals for Student Conflict

First Quarter Behavioral Referrals



Second Quarter Behavioral Referrals



Classroom community & Student Relationships

Action Steps

- Models and training for grade-level community meetings
- Books in book room that align with Second Step lessons
- Continue Second Step trainings and use for non-classroom staff, new staff, and parents
- Older students to teach younger students Second Step skills
- Assist students in generating a “Phoenix Code” that embodies the traits and values we all aspire to at ESCS
- Continue to develop safe and fun recess options

Student Wellness Goals: 2018-2020

- 30% decrease in student removals from class by June 2020
- 10 percentage-point increase in student self-referrals by January 2020
- 85% of students reporting they feel safe and supported in school by May 2020 according to CFL Survey
- 40% decrease in student behavior referrals for conflict, bullying and fighting by June 2020

Focus 3:

Reading Comprehension & Guided Reading



Reading Comprehension & Guided Reading

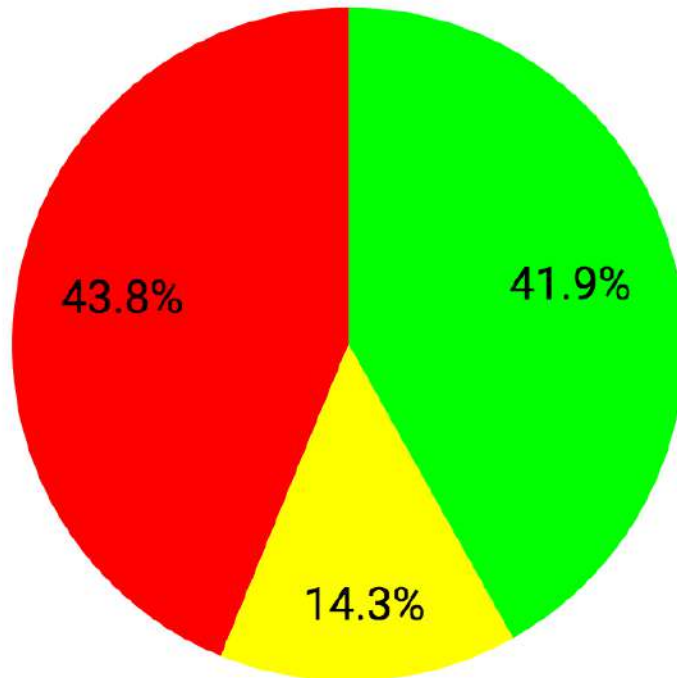


7th graders Daniela and Irvin reflect on their reading growth.

Fountas & Pinnell Results, Fall 2018

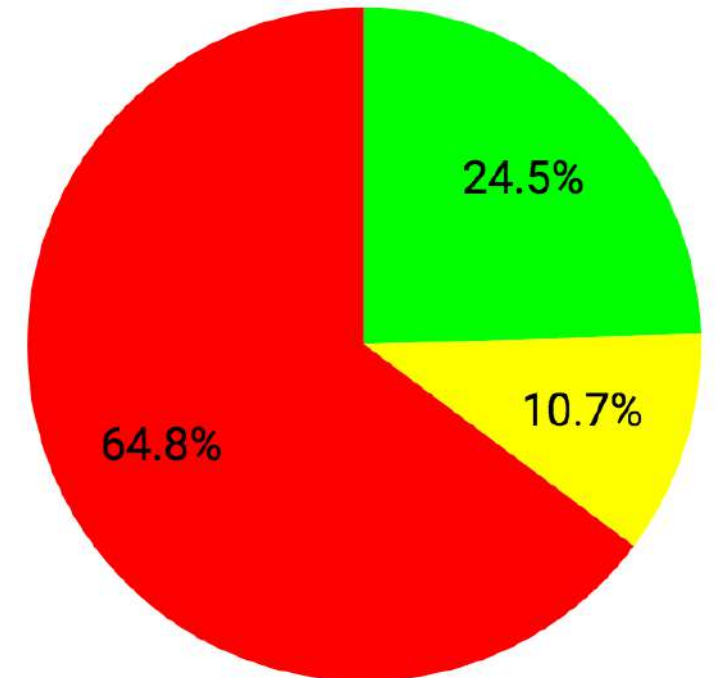
All Students Grades 1-8, (621 students)

- Core
- Strategic
- Intensive



English Language Learners (196 Students)

- Core
- Strategic
- Intensive



Fall F&P Levels by Grade: **All Students**

All Students

| Grade | Core | Strategic | Intensive | Total Number of Students |
|-------|------|-----------|-----------|--------------------------|
| 1st | 29% | 13% | 58% | 91 |
| 2nd | 53% | 10% | 37% | 79 |
| 3rd | 64% | 6% | 30% | 86 |
| 4th | 51% | 13% | 36% | 79 |
| 5th | 69% | 10% | 21% | 84 |
| 6th | 17% | 10% | 73% | 77 |
| 7th | 14% | 19% | 67% | 72 |
| 8th | 30% | 45% | 25% | 53 |

Fall F&P Levels by Grade: **ELLs**

| Grade | Core | Strategic | Intensive | Total Number of Students |
|-------|------|-----------|-----------|--------------------------|
| 1st | 14% | 16% | 70% | 44 |
| 2nd | 33% | 12% | 55% | 33 |
| 3rd | 37% | 8% | 55% | 38 |
| 4th | 28% | 13% | 59% | 32 |
| 5th | 38% | 5% | 57% | 21 |
| 6th | 0% | 10% | 90% | 10 |
| 7th | 0% | 0% | 100% | 14 |
| 8th | 0% | 25% | 75% | 4 |

Winter 2019 (mid-year) F&P Results

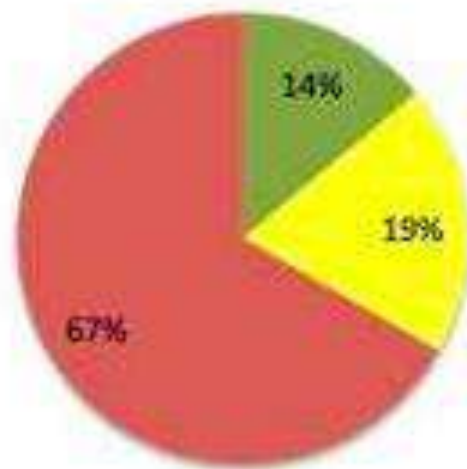
| Grade | Core | Strategic | Intensive | # Students |
|-------|------|-----------|------------|------------|
| 6 | 27% | 18% | -18% (54%) | 78 |
| 7 | 25% | 23% | -15% (52%) | 72 |
| 8 | 39% | 31% | +6% * | 59* |

In grades 6 & 7, smaller percentage of students identified as intensive from Fall 2018 to Winter 2019.

Grades 7&8 MCAS ELA & F&P Results

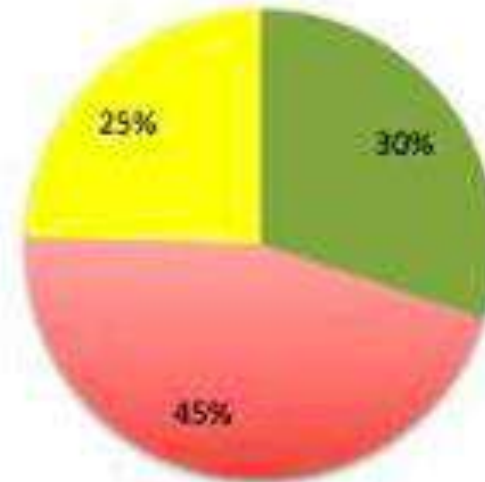
| Grade | Meeting/ Exceeding | Partially Meeting/ Not Meeting |
|-------|-----------------------|-----------------------------------|
| 7 | 33% | 67% |
| 8 | 45% | 55% |

Grade 7 Reading Performance



■ Core ■ Strategic ■ Intensive

Grade 8 Reading Performance



■ Core ■ Strategic ■ Intensive

Initially Identified Root Causes - Update

- Lack of consistent, cohesively planned guided reading instruction
- Upper grades not teaching reading comprehension in small groups
- Now, small group reading at all grades; Ongoing focus using F and P data and planning for intervention based on growth

Academic Goal: K-3

- By June 2020, *all* grade 3 students will be reading at a Core or Strategic level on the F&P.
 - Specific progress goals for ELL students in Level 1 and 2, and students with disabilities will be set yearly, with a target of making more than a year's worth of growth in reading as measured by the F&P reading assessment.

Academic Goal: Grades 4–8

- By June 2020, students in grades 4-8 who are at Intensive and Strategic on the F&P will make more than one year of reading development – more than 3 levels of growth.
 - Specific progress targets for ELL students and students with disabilities will be set yearly, with a goal of making more than a year's worth of growth in reading as measured by the F & P reading assessment.

Academic Goal: Literacy Progress for EL Students

- Reduce the percentage of ELL students not meeting expectations on the ELA MCAS by 50% by the end of 2020, with the goal being adjusted each year.
- Increase the percentage of students gaining proficiency on the ACCESS test



Reading Comp. & Vocabulary: Action Steps

- PD by grade level on small group reading instruction with ELL focus
- Review ESL instruction for Levels 1 and 2 English Learners
- Develop sequence maps for 6th-8th grade ELA with consistency in reading/writing instruction and intervention
- Second dose of reading during X-Block for students who need it
- Utilize A&R meetings to review student data & plan targeted instruction
- Leveled take-home book bags
- Parent workshops with reading emphasis

At ESCS All Students Can Succeed

By building supportive classroom environments, increasing students' readiness to learn, and providing strong reading instruction – we can close the literacy gap – and ensure that all students succeed.



Questions?