



**West Somerville Neighborhood School  
2018-2020 SCHOOL IMPROVEMENT PLAN**

**April 2019**



## **Problems of Practice to Address in 2018-2020**

How do we support every child's social/emotional and academic growth through relationships and/or school systems, no matter their starting points?

### **Wellness:**

How do we support children as they learn to independently self-regulate as they progress into adulthood?

### **Academics:**

What instructional practices should we use and which support and intervention processes should be modified/improved and in order to provide measurable growth for *every* child at our school?



# **Student Wellness: Student Self-Regulation**



## **Previous Work & Progress**

- Developed and refined systems for student support over the past 3 years, with initial data that illustrates progress.
- Our new focus will build on our work over the past 3 years to create a strong sense of community and robust home-school connections.



## Decline in Number of Office Referrals

|                        | 2016-2017 | 2017-2018 | % Change |
|------------------------|-----------|-----------|----------|
| All office referrals   | 661       | 519       | ↓ 21%    |
| Classroom referrals    | 332       | 272       | ↓ 18%    |
| Lunch/recess referrals | 265       | 184       | ↓ 31%    |

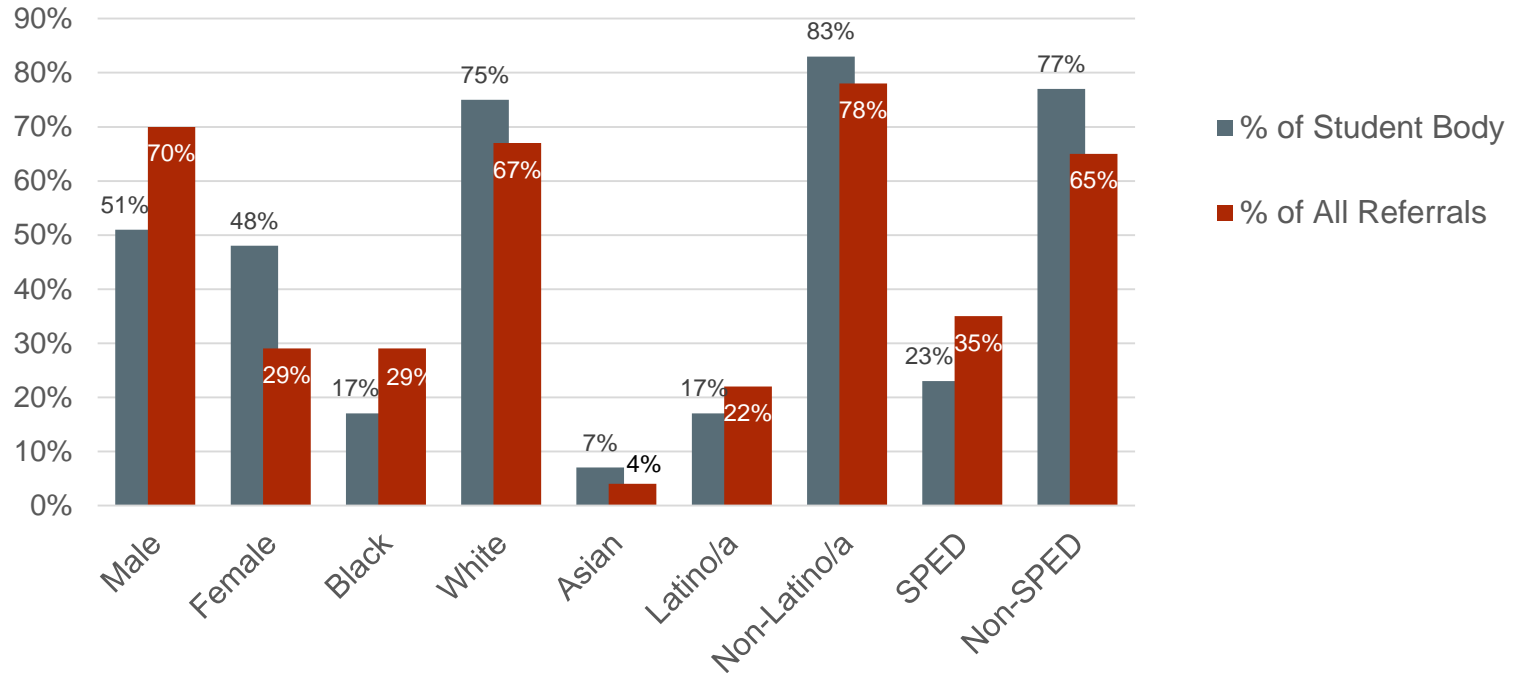


## Number of Students with 3+ and 6+ Referrals

|                     | 2016-2017 | 2017-2018 |
|---------------------|-----------|-----------|
| 3 or more referrals | 49        | 48        |
| 6 or more referrals | 32        | 24        |



## Disproportionate Referrals Compared to School Make-Up





## **Referral Rates are Down, But...**

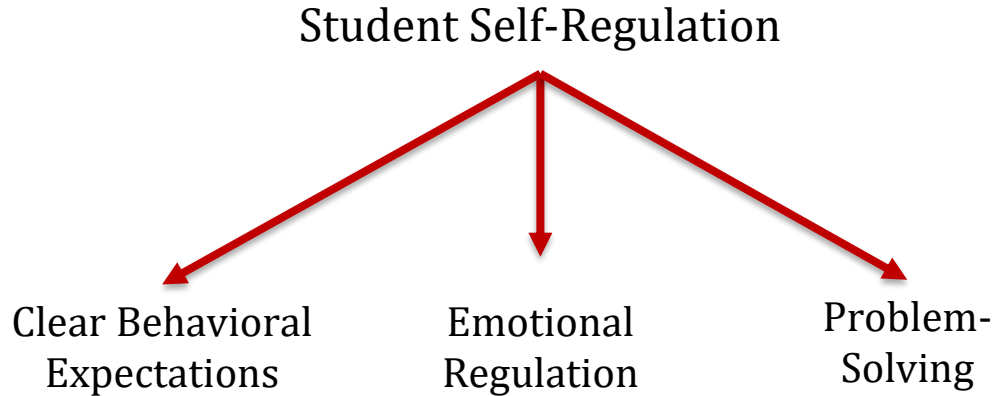
*Despite improvements in referral rates, there is still room for improvement.*

- In spring 2018, concerns arose regarding school climate, specifically around discipline and a lack of procedural transparency surrounding office referrals.
- Racial referrals and suspensions are skewed for subgroups.





# Components of Student Self-Regulation





## **Digging Deeper: Student Self-Regulation**

*Some students struggle to self-regulate and solve problems constructively. We are:*

- Investigating the student experience
  - Classroom climate, access to supports/tools in the classroom
  - Triggers for emotional dysregulation and functions of behaviors
  - Problem-solving techniques and strategies being used
- Examining school practices
  - Classroom and school expectations
  - Consistency in practices and expectations across settings/classrooms
  - Quality and quantity of interpersonal interactions
  - Providing emotional regulation/problem-solving supports in the classroom
  - Transparency of office referral procedure
- Identifying next steps to ensure students are well-equipped to self-regulate

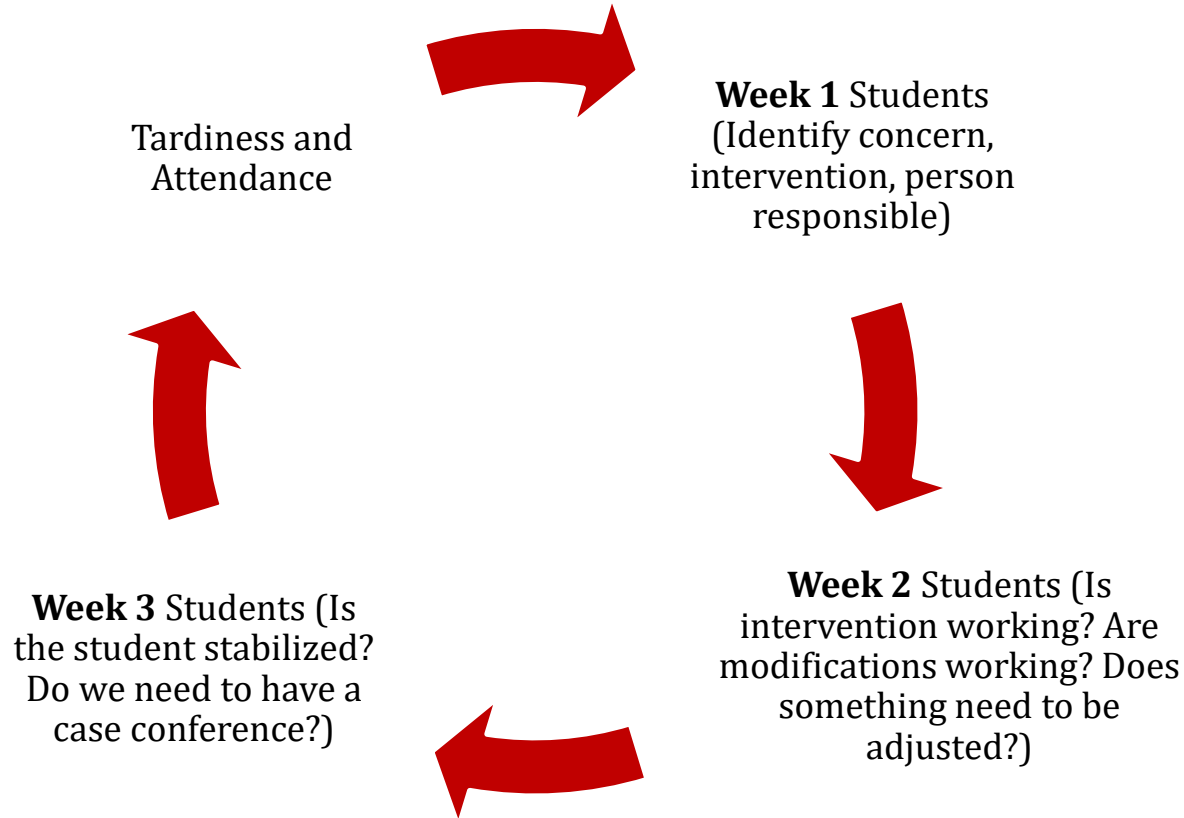


## **Preliminary Action Plan**

- Created documents for clarity and shared office referral procedures with staff
- Revised office referral form based on staff input
- Increased worktime for redirect teacher, from .6FTE to .8FTE for SY18-19
- Planned PD to enhance ability to support children around emotional regulation
  - Logical consequences, Trauma informed schools, De-escalation techniques, Restorative justice, other to be determined by staff needs and survey data
- Form a School Culture and Discipline Committee
- Lesley Trauma Sensitivity course
- Action plan for subgroup disproportionality
- Refined Student Support Team processes to ensure every child who needs support receives it



## Student Support Team, WSNS (Modified Process)





## 2-Year Goals

- 100% of staff know office referral procedure
- 100% of staff report they get timely feedback and support for referrals
- Decrease in the total number of referrals
  - In the process of determining a feasible yet ambitious goal without negatively incentivizing a decrease
- Number of students with 3+ referrals will not exceed 10% of enrollment
- Students with 6+ referrals will decrease their number of referrals annually by at least 25%
- Referral by subgroups 5 percentage point difference



# **Academics: Improvement in Math & Reading/ELA**



## **Previous Work & Progress**

- Focus in past 3 years has been on developing staff, schedule, and skills to implement inclusion practices for special education.



## 30% - 59% ELA Proficiency

|                       | 2017 | 2018 |
|-----------------------|------|------|
| 3 <sup>rd</sup> Grade | 27%  | 44%  |
| 4 <sup>th</sup> Grade | 43%  | 30%  |
| 5 <sup>th</sup> Grade | 46%  | 32%  |
| 6 <sup>th</sup> Grade | 58%  | 47%  |
| 7 <sup>th</sup> Grade | 54%  | 59%  |
| 8 <sup>th</sup> Grade | 76%  | 55%  |





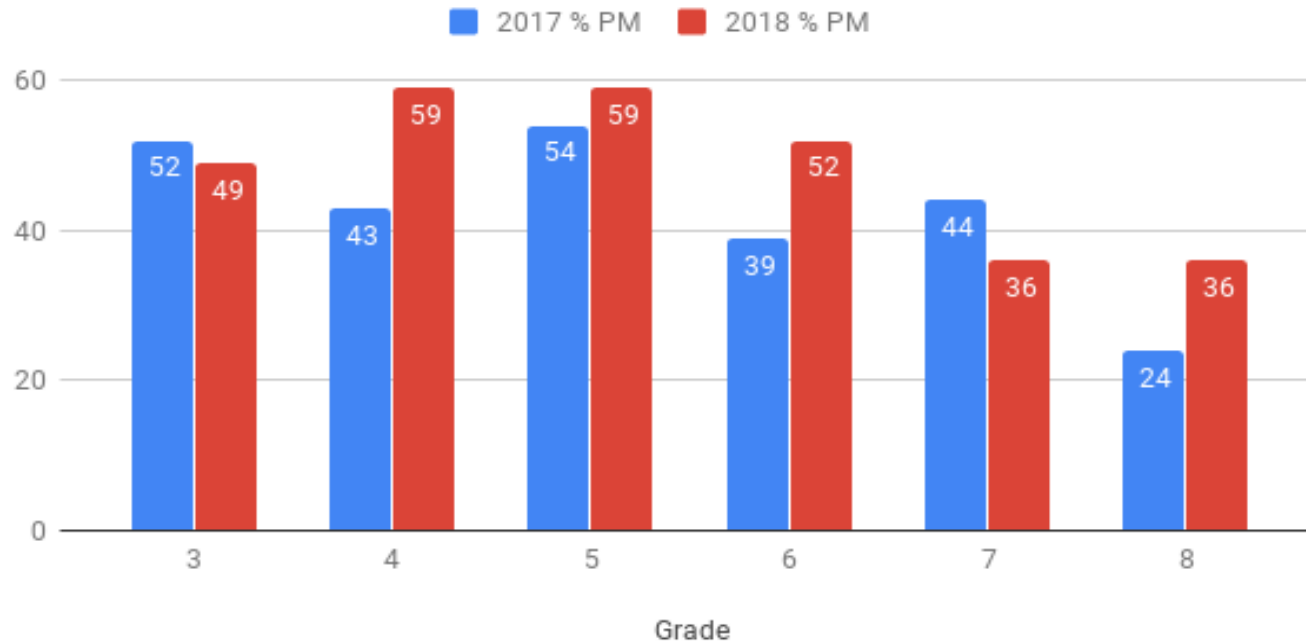
## 20% - 62% Math Proficiency

|                       | 2017 | 2018 |
|-----------------------|------|------|
| 3 <sup>rd</sup> Grade | 24%  | 53%  |
| 4 <sup>th</sup> Grade | 51%  | 20%  |
| 5 <sup>th</sup> Grade | 41%  | 30%  |
| 6 <sup>th</sup> Grade | 67%  | 48%  |
| 7 <sup>th</sup> Grade | 48%  | 62%  |
| 8 <sup>th</sup> Grade | 82%  | 55%  |



## ELA: Large Percentage *Partially Meeting Expectations*

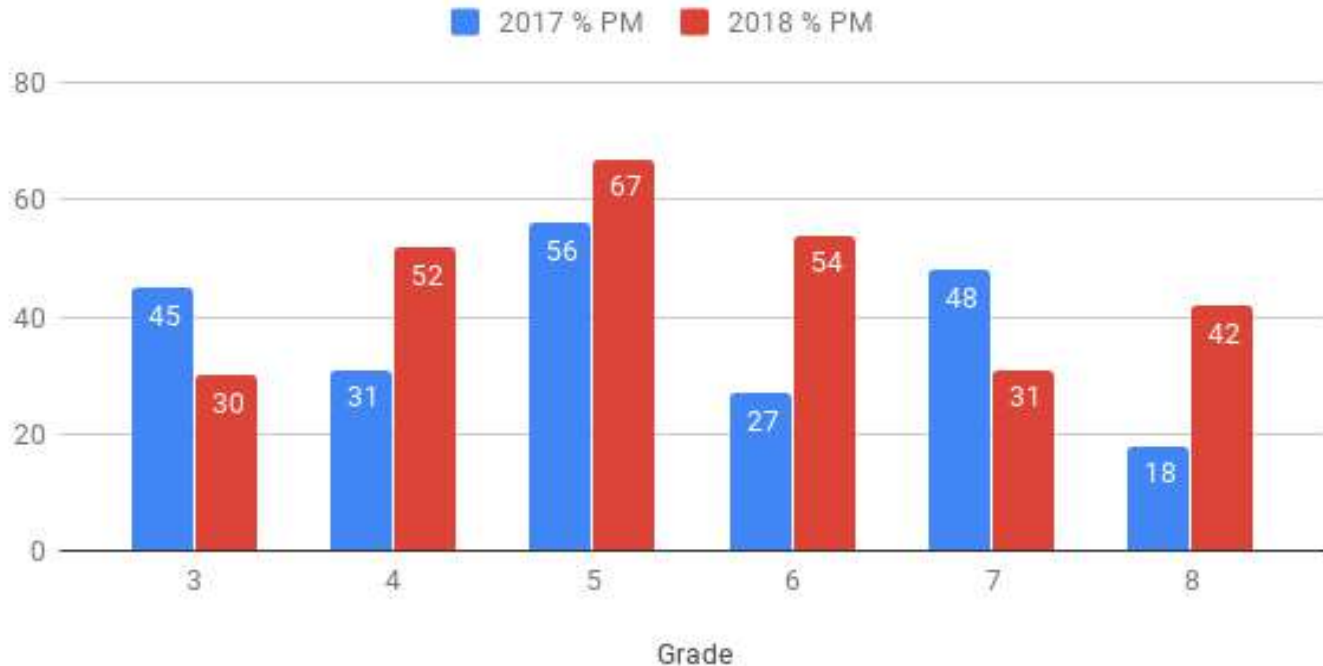
2017 % PM and 2018 % PM





## Math: Large Percentage *Partially Meeting Expectations*

2017 % PM and 2018 % PM





## **Digging Deeper: The Elementary Grades**

The fewest numbers of students are *Meeting Expectations* at grades 3-5. We are:

- Examining Tier I instruction at Grades K-5
  - Vertical alignment and consistency in practices & teaching strategies
  - Using teacher meetings to identify skill/learning gaps early & reteach material throughout year as needed
  - Putting supports in place to address existing gaps to prevent further decline
- Investigating the student experience
  - Student engagement and enjoyment
  - Classroom climate
- Identifying next steps to ensure students are able to access all content, develop math proficiency, and improve their academic performance



## **MCAS Performance**

Which support and intervention processes need to be modified/improved in order to ensure we address the learning interests and growth needs of *every* student at our school, resulting in growth for every child?



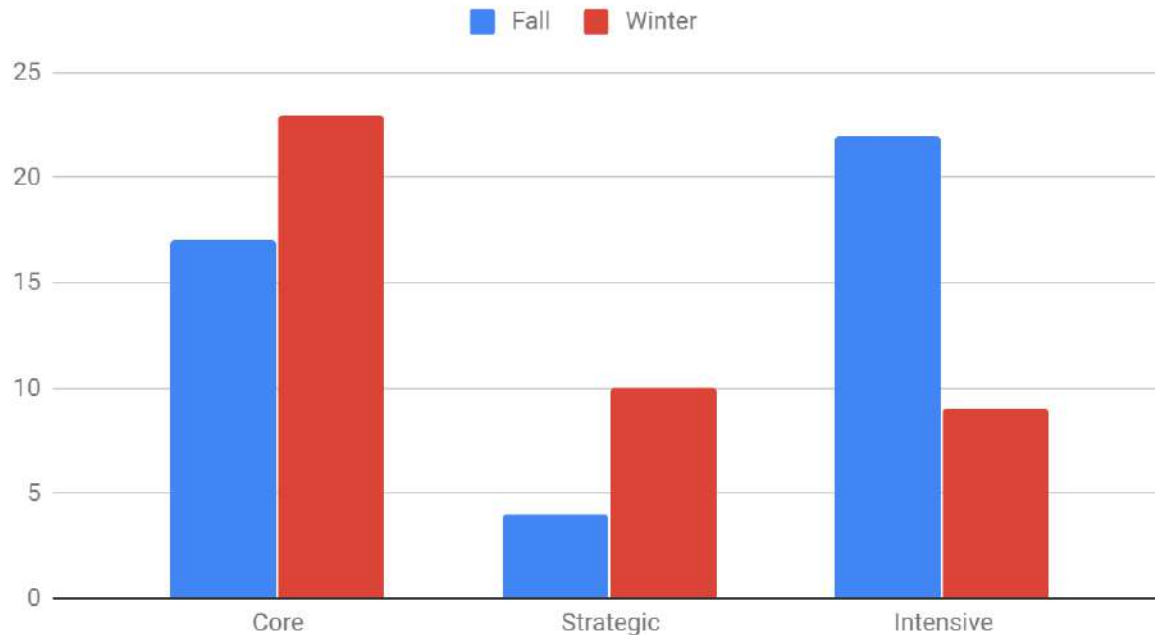
## **Preliminary Action Plan**

- Frequent classroom assessment to adjust instruction in real time
- Strategically use Tier II interventions
  - Reading Teachers
  - X-Block tutoring
  - Afterschool tutoring
- Use Common Planning Time to improve collaboration for teaching teams & special educators
- Use reading benchmark assessments for grades K-5 for early identification
- PD on small group instruction (more individualized instruction related to real time data)



# Early Results, F and P Assessments

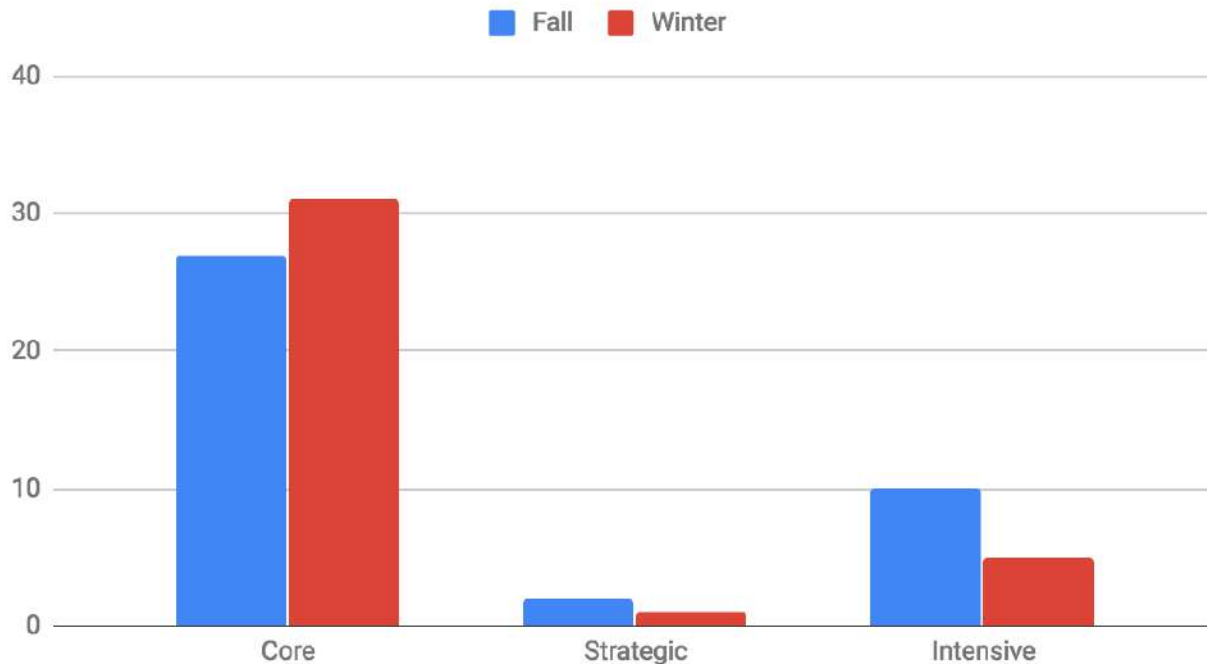
First Grade F&P Fall 2018-Winter 2019





# Early Results, F and P Assessments

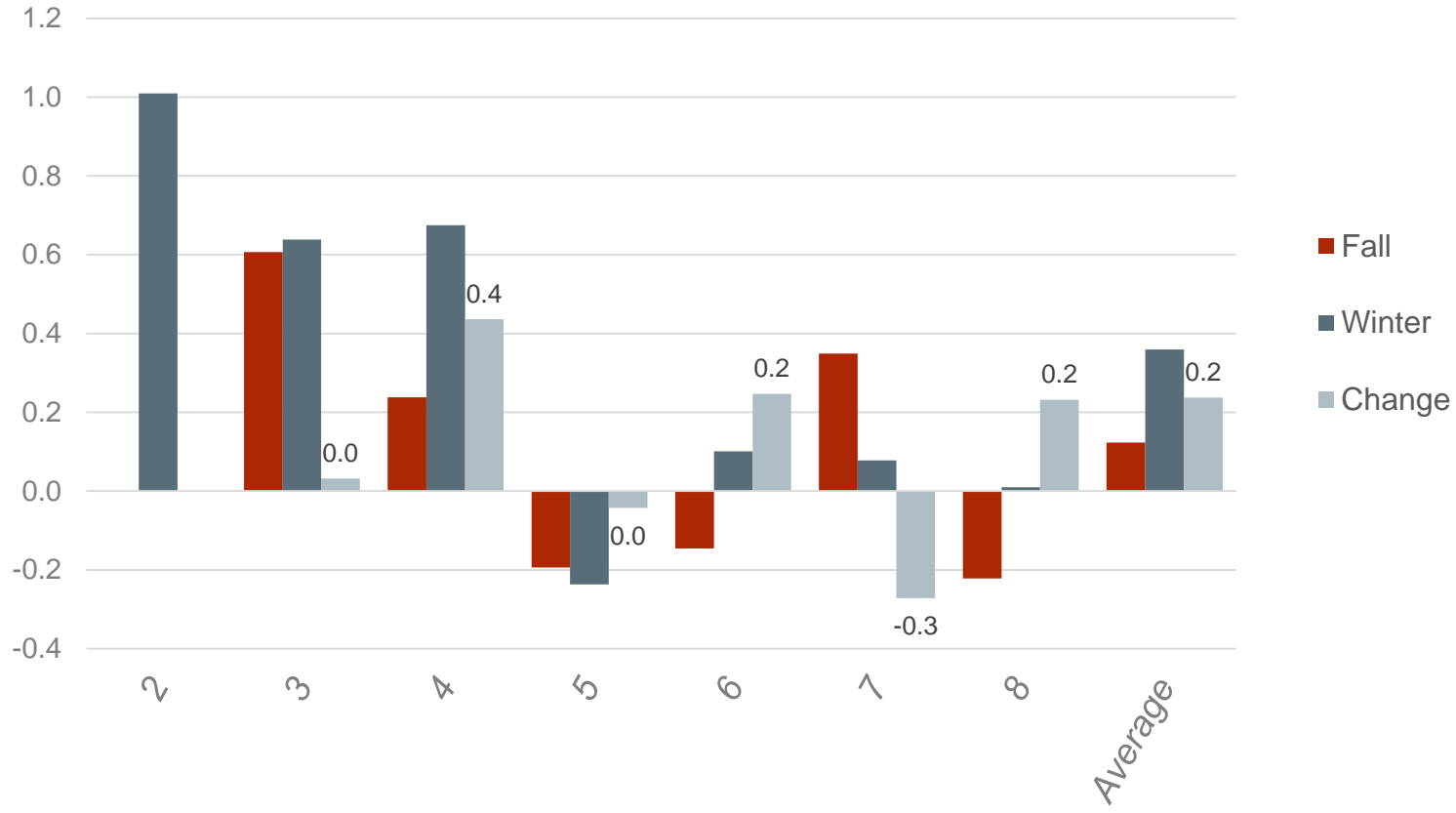
## Second Grade F&P Fall 2018-Winter 2019





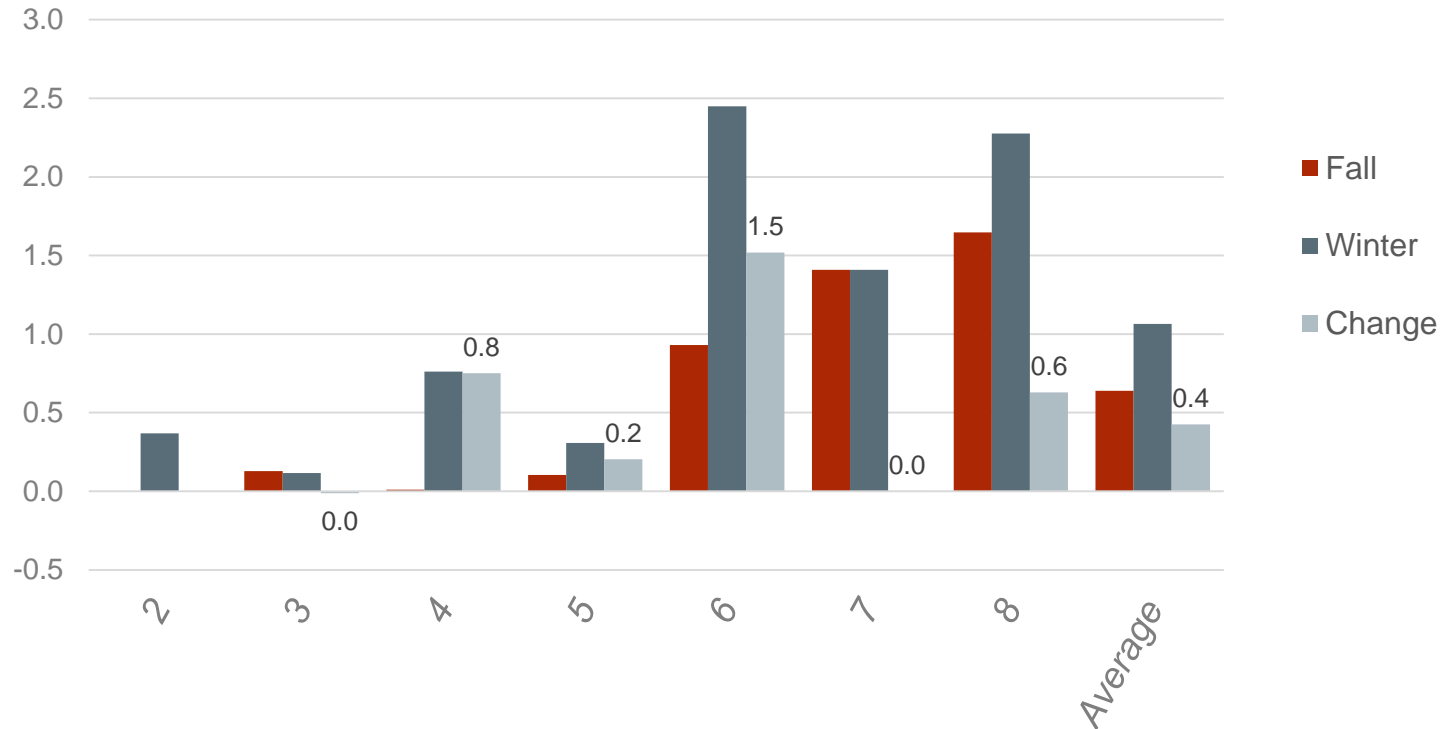


# Reading: STAR Assessment Fall to Winter, by Grade





# Math: STAR Assessment Fall to Winter, by Grade





## **2-Year Academic Goals, by June 2020**

### STAR Math and Reading Assessment

- Students beginning the year *on or above grade level* will show 1 year of growth
- Students beginning the year *below grade level* will halve their distance from grade level by the end of the year (A student starting 4<sup>th</sup> grade on a 3<sup>rd</sup> grade level would end 4<sup>th</sup> grade on 4.5 grade level)

### Fountas & Pinnell Assessment

- Students beginning the year *at benchmark* will remain at benchmark or higher
- Students beginning the year *below benchmark* will halve their distance from benchmark by the end of the year



# Questions/Comments