



# **East Somerville Community School**

School Improvement Plan Progress Presentation

**Berenice Mace-Diaz**  
Principal

# School Mission and Vision



## Mission

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 life-long learners.

## Vision

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.

# School Priorities and Goals



## Goal 1: Academic Excellence

By the end of the 2026-2027 school year, 70% of all students will read with proficiency at their grade-level standards as measured by district-approved literacy assessments and as a result of targeted literacy instruction.

## Goal 3: Wellness and Joy

By the end of the 2026 - 2027 school year, 75% of students will respond 'usually or always' to questions regarding voice, learning curiosity in their class, and connection to life outside the classroom.

## Goal 2: Equity and Access

By the end of the 2026-2027 school year, we will implement targeted classroom strategies to enhance student discourse, with a particular focus on supporting our Black and African American students, as identified in our DESE accountability data.

## Goal 4: Family and Community Engagement

By the end of the 2026 - 2027 school year, 80% of our families will respond 'sometimes or above' rating that the school involves families in the decisions about how to best support their child in all aspects of school.



# Academic Excellence

Progress on key performance indicators

# Academic Excellence



1. DIBELS
2. I-Ready Reading
3. I-Ready Math
4. Unidos Progress Monitoring: IRLA/ENIL
  - a. Biliteracy Maps
5. ACCESS
  - a. ACCESS Accountability Data

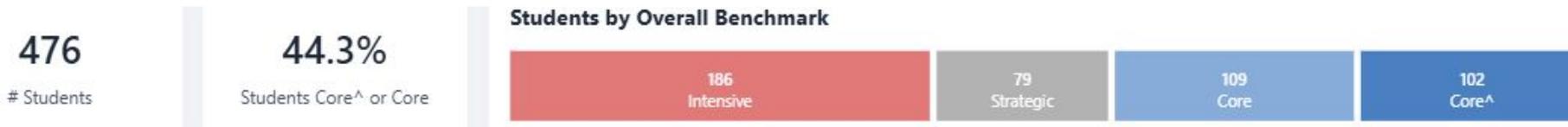


# Academic Excellence #1

## DIBELS Progress Monitoring End of SY 2024 - 2025



## Mid SY 2025 - 2026

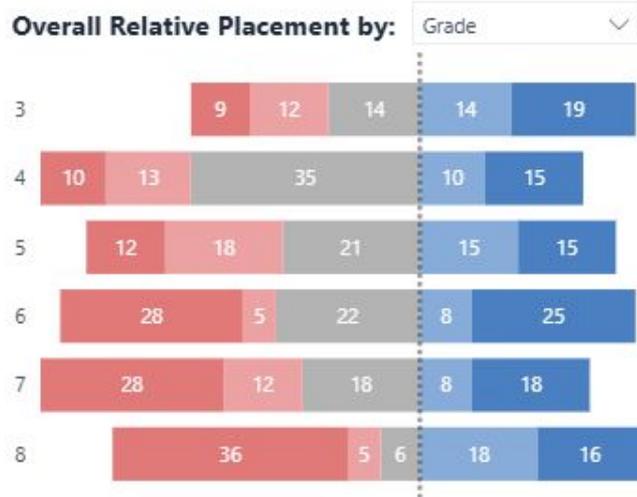
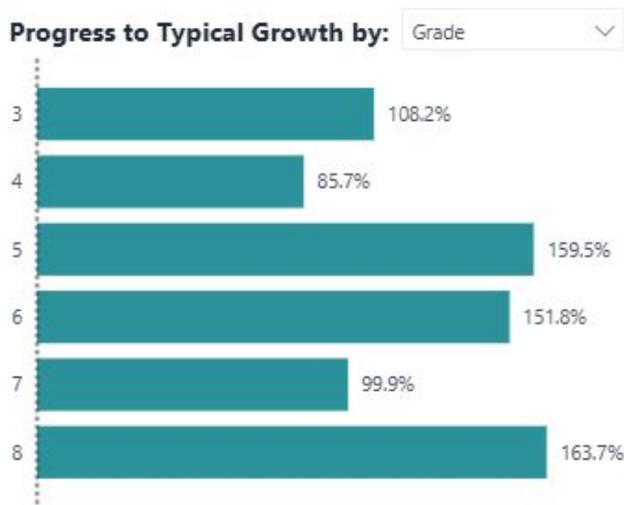


By the mid point this year, 44% of our students in grades K - 6 meeting the benchmark goals for grade level, indicating they are on track for reading success.

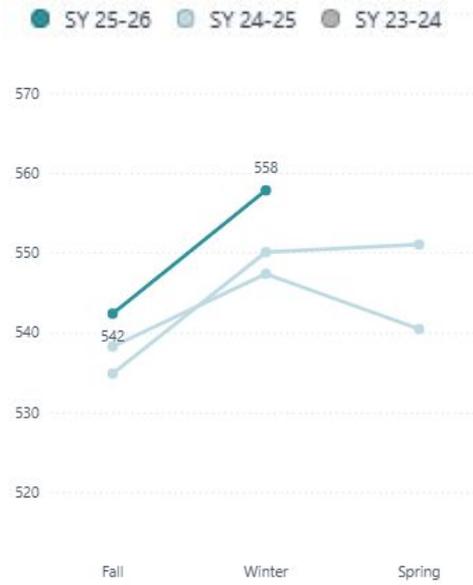


# Academic Excellence #2

## I-Ready Progress: Reading (Grades 3 - 8)



Scaled Score Over Time



48% of our students in grades 3 - 8 have met their growth expected in one year.



# Academic Excellence #2

## I-Ready Progress: Reading( Grades 3 - 8)

Multilingual Language Learners

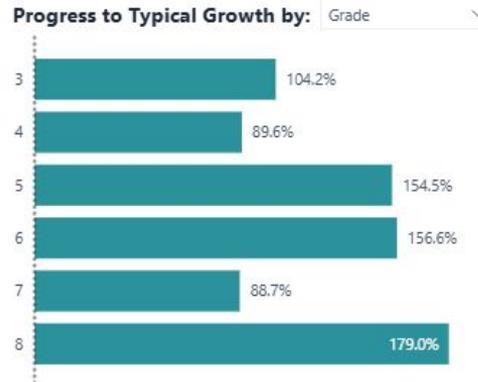


321

# Students

31.5%

Students On or Above Grade Level



Our ELLs continue to make progress as they are making 126.9% progress towards their typical growth

Special Education Students

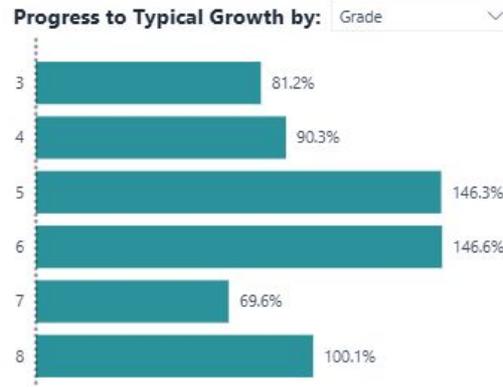


76

# Students

3.9%

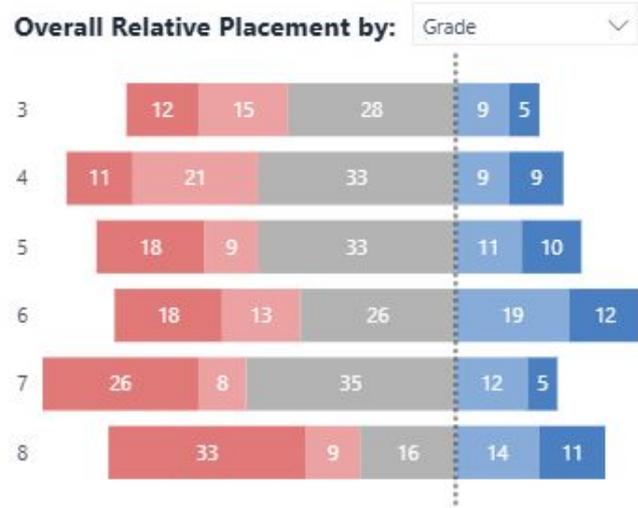
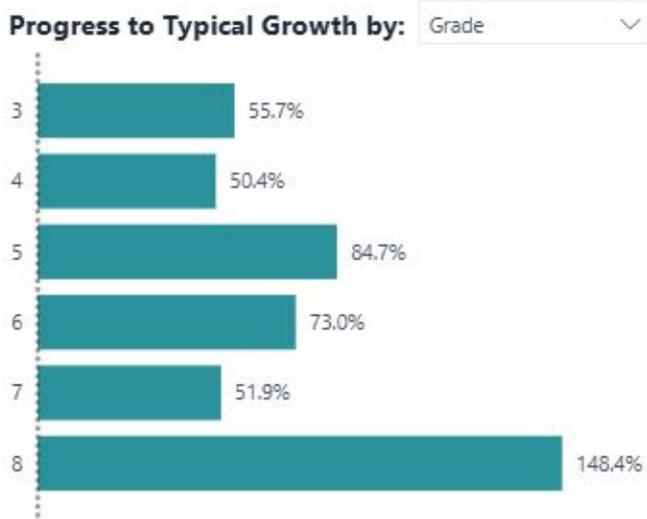
Students On or Above Grade Level





# Academic Excellence #3

## I-Ready Progress: Math (Grades 3 - 8)



Scaled Score Over Time



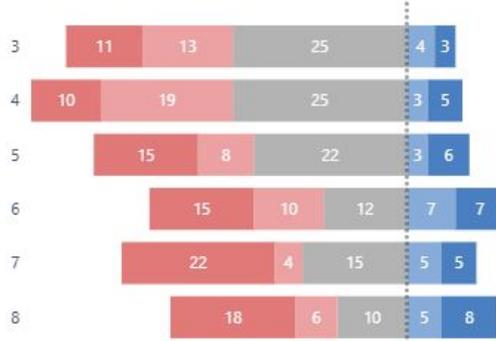


# Academic Excellence #2

## I-Ready Progress: Math ( Grades 3 - 8)

Multilingual Language Learners

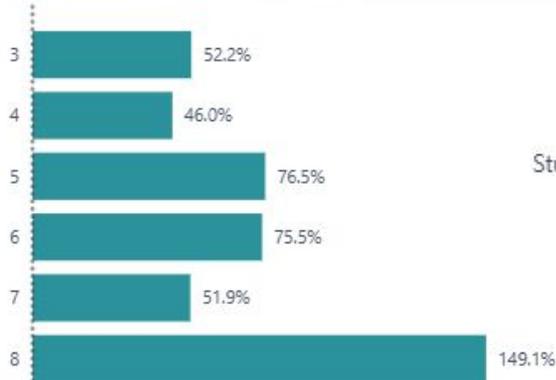
Overall Relative Placement by: Grade



321

# Students

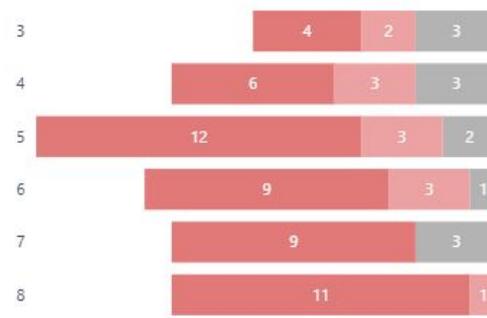
Progress to Typical Growth by: Grade



19.0%

Students On or Above Grade Level

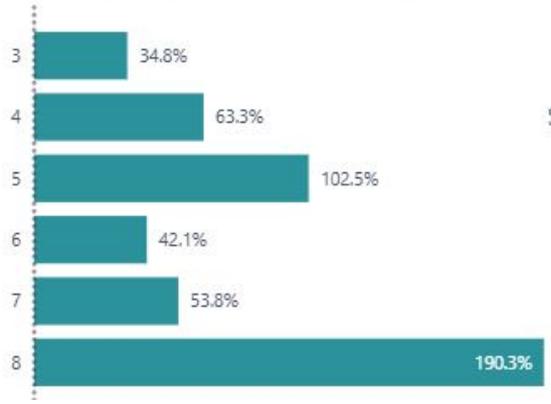
Overall Relative Placement by: Grade



75

# Students

Progress to Typical Growth by: Grade



0.0%

Students On or Above Grade Level

# Academic Excellence #4



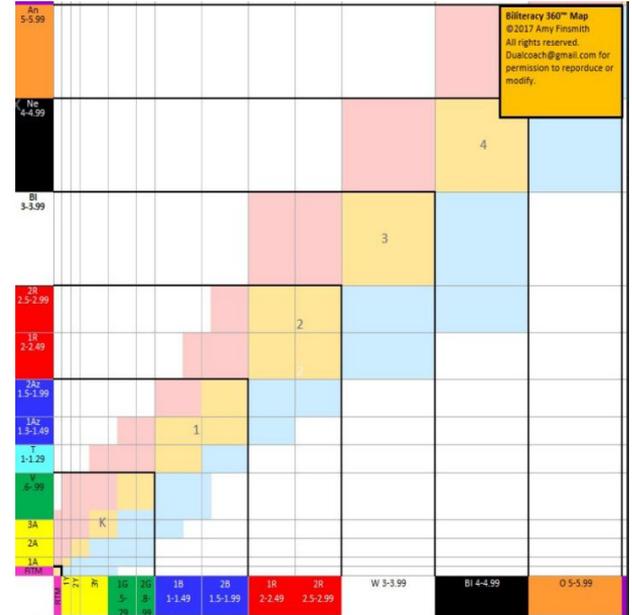
## Unidos Progress Monitoring: IRLA/ENIL

**ARC:** American Reading

(Dual-Language Literacy program used in grades K-5, and 6-8 Spanish assessment, toolkings, and library)

**ENIL:** Estructura para la Evaluación del nivel independiente de Lectura (Spanish assessment)

**IRLA:** Independent Reading Level Assessment Framework (English assessment)



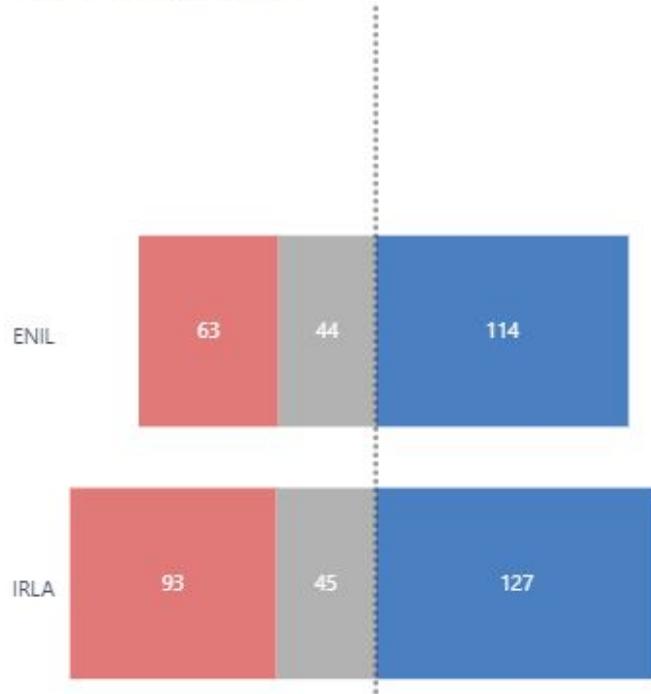
Biliteracy 360™ Map



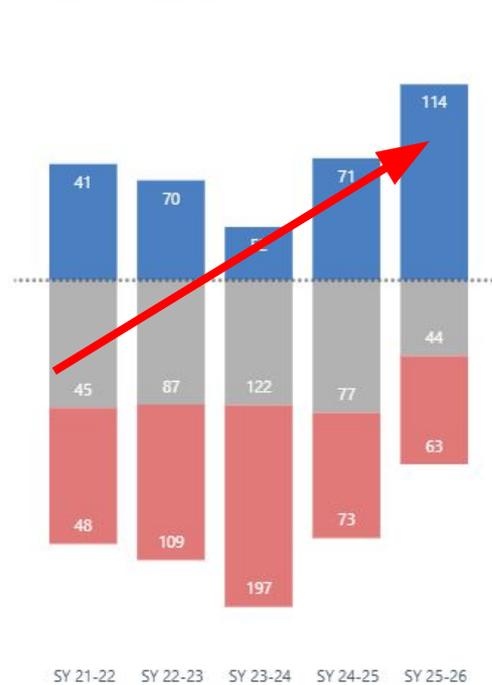
# Academic Excellence #4

## Unidos Progress Monitoring: IRLA/ENIL

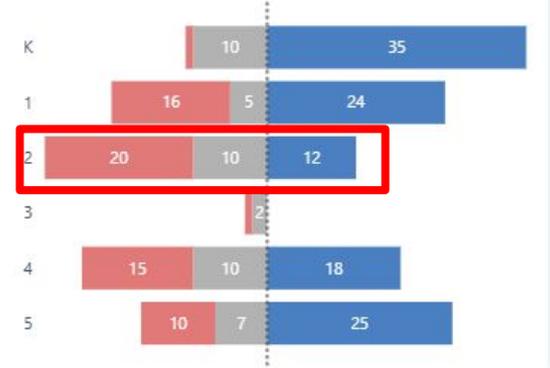
Benchmark by Program



Benchmark Over Time



Benchmark by Grade

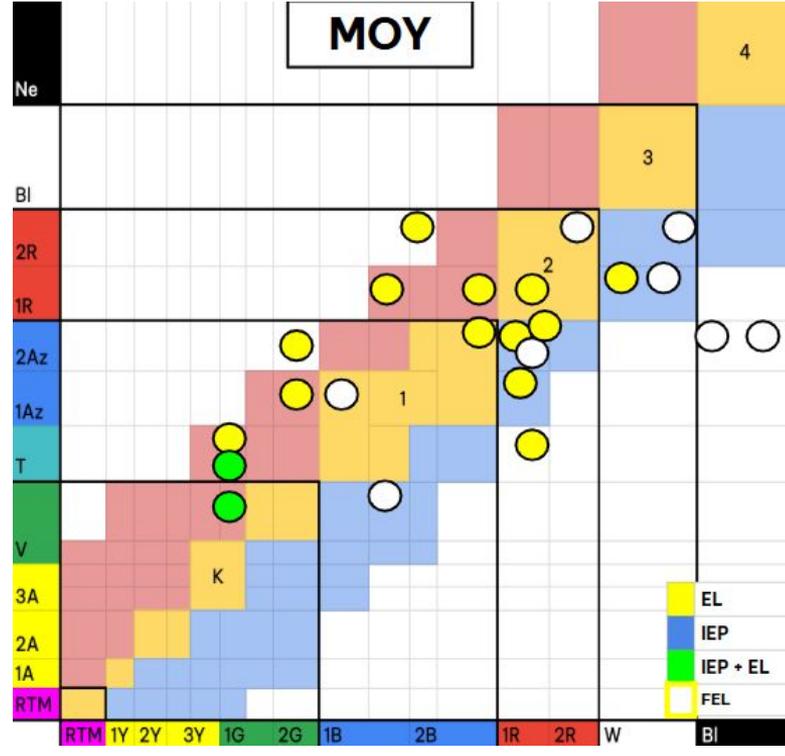
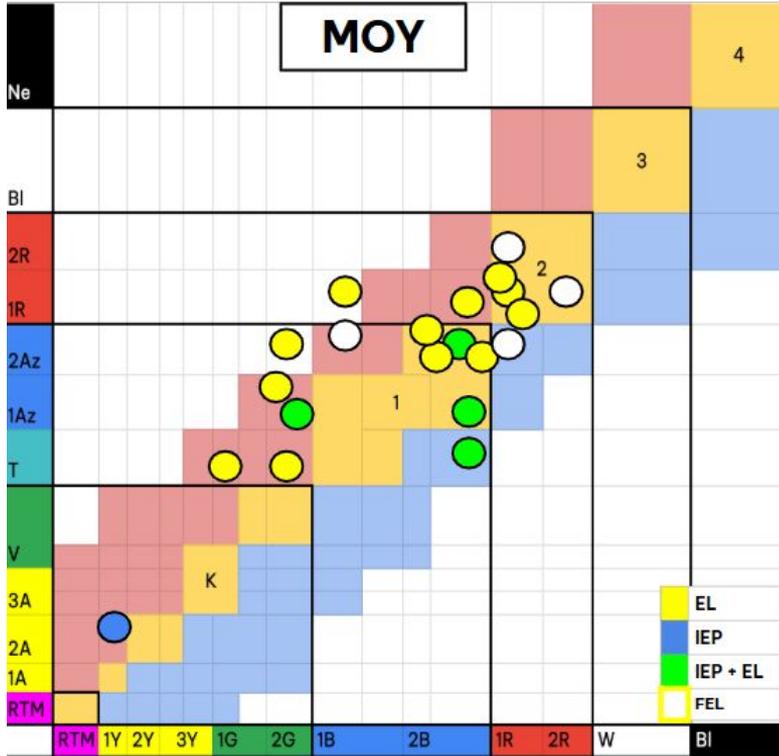




# Academic Excellence #4

## Diving Deeper: Grade 2

## Unidos: Mapa de alfabetización



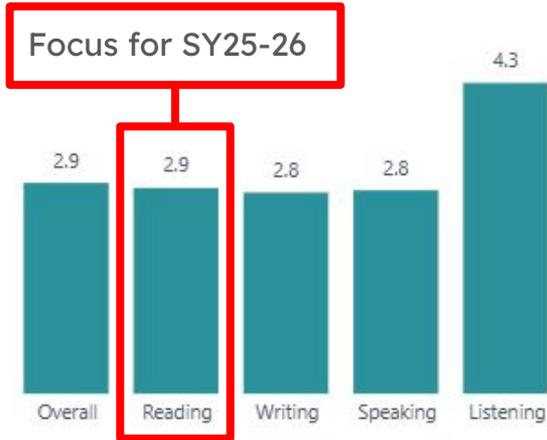


# Academic Excellence #5

## ACCESS

This year, we earned 0 out of 4 points on our accountability points towards our ACCESS goals. This means that our students did not meet their target goal.

Average Proficiency Level by



	District (1-8)	East
<b>DESE 2025 Accountability Progress Towards Attaining English</b>	0	0
<b>2025 Average</b>	36.2%	30.8%
<b>2024 Average</b>	42.5%	39.2%
<b>% Change</b>	-6.3%	-8.4%
<b>2025 Target</b>	44.1%	44.4%
<b>% increase needed in 2026</b>	1.6%	5.2%
<b>2026 Target</b>	37.8%	36.0%
<b>SY26 Grade Level</b>	<b>% of MLs that Made Progress At Each Grade Level</b>	
1	N/A	N/A
2	40%	39%
3	52%	38%
4	40%	31%
5	37%	23%
6	39%	52%
7	25%	4%
8	12%	13%

District average= 34% made progress

State average= 44% made progress



# **Equity and Access**

Progress on key performance indicators

# Equity and Access



1. Culturally Responsive Professional Development
  - a. [Book Series](#)
2. Staff Culture
  - a. [Mid-year check in](#)
3. Instructional Leadership Team (ILT)
  - a. Classroom Walkthroughs using new tool
  - b. Professional Development
    - i. Access Accountability Grade Level Meeting
    - ii. CRT & B Book Series
    - iii. Walkthrough Tool Data Dive Grade Level Meeting

# Equity and Access

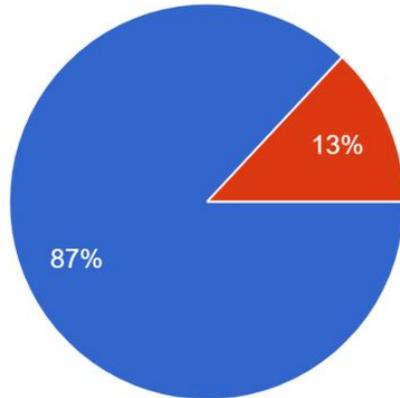
● Yes  
● No



## Staff Mid-Year Survey Results

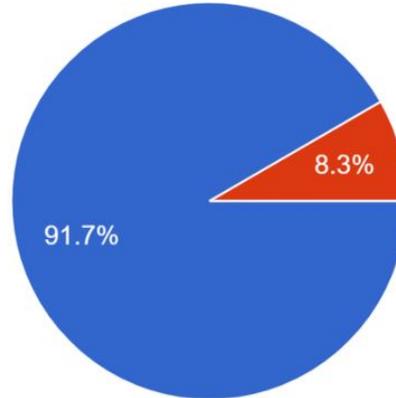
### Fall 2024

Do you feel like a valued member of the ESCS community?  
(23 responses)



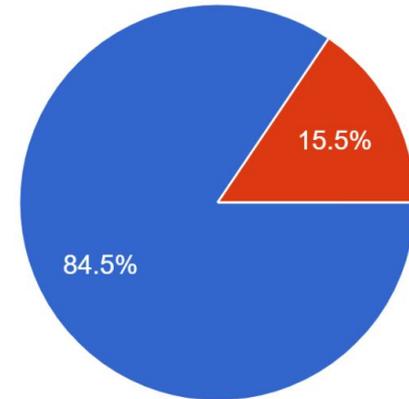
### Spring 2025

Do you feel like a valued member of the ESCS community?  
(24 responses)



### Fall 2025

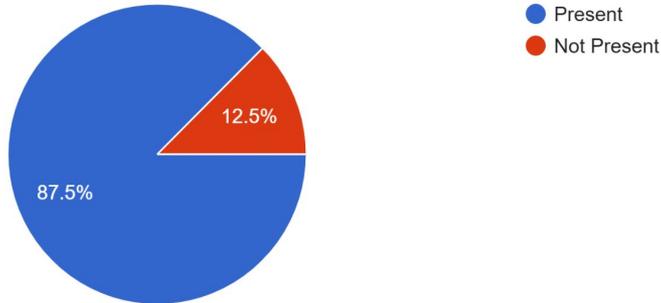
Do you feel like a valued member of the ESCS community?  
(56 responses)



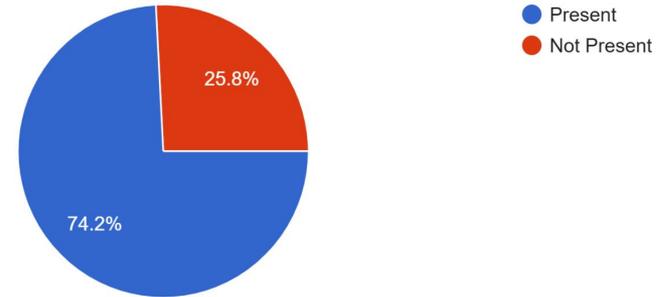
# Equity and Access

## ILT Walkthrough Tool Mid-Year Results

Children from marginalized communities—including students of color, English Language Learners, neurodivergent students, girls, and gender non-conforming children—participate in whole-class discussions and in small-group discussions comparable to their white, male, neurotypical, cis-gendered, and native English-speaking counterparts.



Students do the vast majority of the thinking and problem solving with teachers providing in the moment feedback

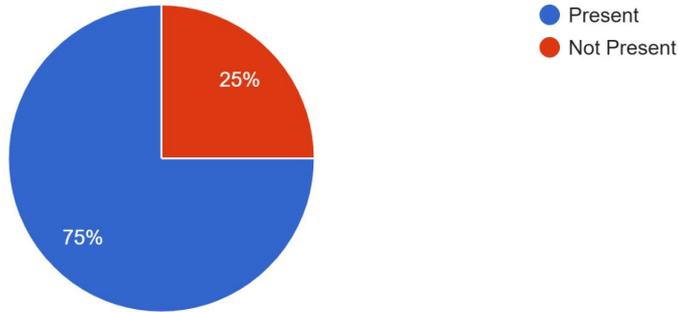


# Equity and Access

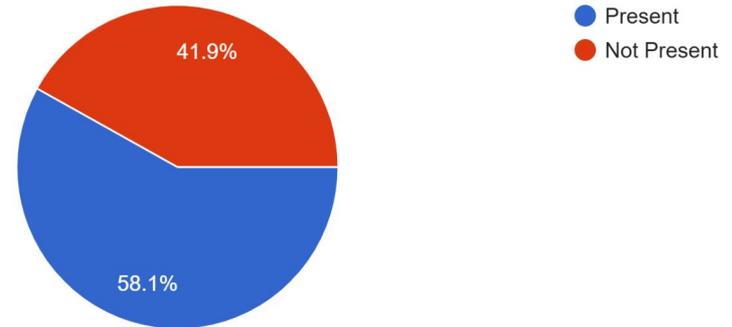
## ILT Walkthrough Tool Mid-Year Results



Students are independently using resources to support their learning



All students participate in purposeful student-to-student academic discourse (in pairs, small groups, and/or whole class).





# Wellness and Joy

Progress on key performance indicators

# Wellness and Joy

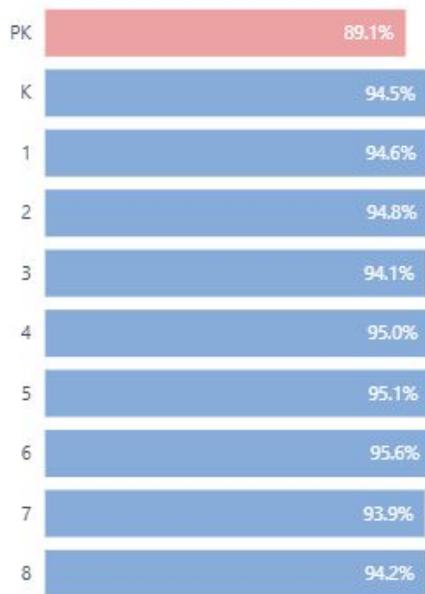


1. Zaretta Hammond *Culturally Responsive Teaching and the Brain* Book Professional Development Series
  - a. [School Based PD Year Series](#)
2. [Identity-Based Harm Professional Development](#)
3. **SEL**
  - a. Commitment to Weekly Class Circles
4. **PBIS**
  - a. PK - 4
    - i. Incentives based on Goal settings
  - b. 5 - 8
    - i. [Quarterly Incentives](#)
    - ii. Focusing on [consistency](#) to address behaviors

# Wellness and Joy



## Attendance by Grade



94.5%

Attendance Rate  
Year-to-date

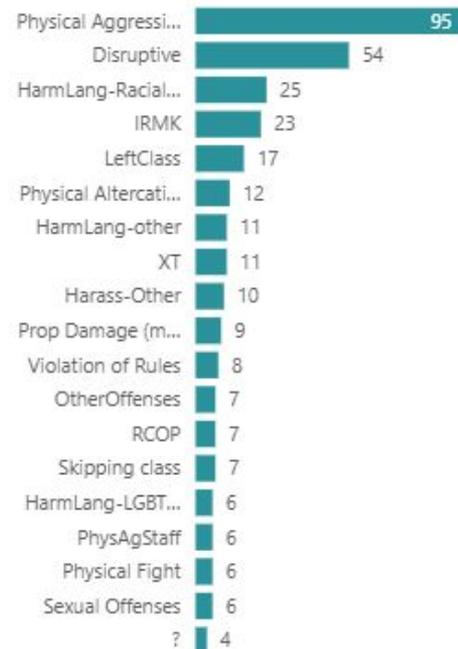
## ESCS behavior data over the last 3 years

### Number of Incidents by Month



## SY25 - 26 Reported Behaviors

### Number of Incidents by Behavior



A photograph of a community event at sunset, overlaid with a semi-transparent red filter. In the foreground, a group of people is gathered on a paved area. Some are sitting on the ground, while others are standing and talking. A woman in a bright orange dress is prominent in the center. To the right, there is a small structure or booth with a sign. In the background, there are residential houses, trees, and mountains under a cloudy sky. The overall atmosphere is warm and communal.

# Family and Community Engagement

Progress on key performance indicators

# Family and Community Engagement



1. Welcome Back Family Data
  - a. PK - 4: 155 out of 401 = 39%
  - b. 5 - 8: 171 out of 343 = 50%

Meeting other families	21
Learning what your children are doing at school	30
Learning about school-related transitions & policies	17
Having a voice in school decisions	27

2. Monthly Coffee Hours
3. Family Nights
4. Quarterly Assemblies



East Somerville  
Community School

# Summary and Updates

A quick look at our progress and new additions to our SIP

# Summary: School Improvement Plan



1. Overall, our school is trending in a positive direction.
2. Our school culture is strong—students, staff, and families experience our community as welcoming, inclusive, and supportive.
3. We are also seeing clear evidence of Academic Excellence reflected in our data, demonstrating growth and continued progress across grade levels.



**Resilience/Resiliencia**



**Inclusivity/Inclusividad**

**Safety/Seguridad**



**Excellence/Excelencia**

# Updates: School Improvement Plan



As always, there are areas where we can continue to grow as a school community:

- **Strengthening X-Block Instruction:** Clarifying purpose, expectations, and instructional impact.
- **Leveraging the Grade 5 & 6 Model:** Grades 5 and 6 have developed a strong structure at East—how can we scale and adapt this model schoolwide?
- **Deepening Our Core Values (RISE):** Ensuring they are consistently visible, taught, and lived across classrooms and shared spaces.
- **Next Steps Around Identity-Based Harm:** Moving from response to prevention through clear systems, education, and accountability.
- **Expanding SEL Circles:** Intentionally using circles to build community, belonging, and student voice.



**Resilience/Resiliencia** 

**Inclusivity/Inclusividad**

**Safety/Seguridad** 

**Excellence/Excelencia**