

To: Somerville Public Schools School Committee
 From: André Pelletier
 Cc: Dr. Rubén Carmona, Superintendent
 Date: February 24, 2026
 Subject: WSNS School Improvement Plan Progress Update

School Mission and Vision



At West Somerville Neighborhood School, we strive to frame everything we do with C.A.R.E. - Curiosity, Creativity, Acceptance, Respect, Responsibility and Empathy.

Academic Excellence

Goal Statement

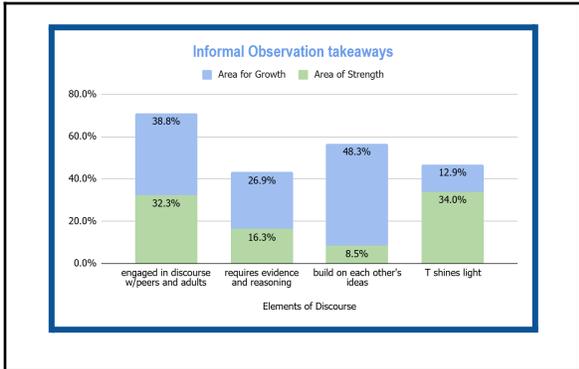
- Develop an explicit framework for Student Discourse that can be used school-wide to both prioritize discourse in Learning Experiences and help us measure kids' engagement in those Experiences.

Increasing the depth of learners' engagement will:

- *Build educators' capacity to monitor for understanding and - consequently - plan targeted interventions (x-block).*
- *Build capacity across Tiers 1 and 2 to support learners who aren't performing as well (including students who identify as Latinx)*

Progress/Updates

Progress/Updates w/in Instruction



Learners engaged in discourse:

- Ts seeing discourse as opp for targeted obs *which leads to* clearer opps for T to shine light
- lots of opportunities to “break-up” T-S learning rhythms (during Whole Group portions of lessons)

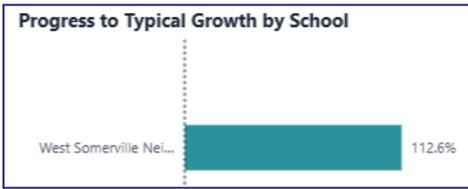
“Discourse requires evidence and reasoning” & “students build-on each other’s ideas:”

- THESE are the “next levels” of the work!

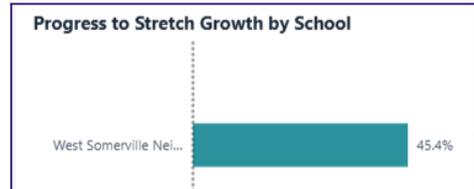
Progress/Updates w/in iReady Growth in ELA

All Students

24-25



24-25



25-26



25-26

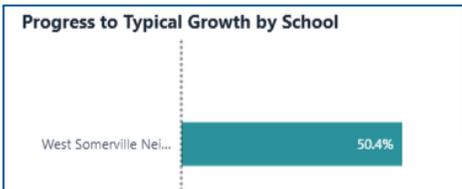


40% increase in student progress towards typical growth goals

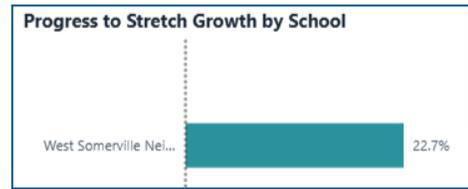
45% increase in student progress towards stretch growth goals

Students who identify as LatinX

24-25



24-25



25-26



25-26



59% increase in student progress towards typical growth goals

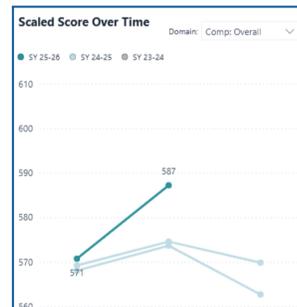
43% increase in student progress towards stretch growth goals

ELA Comprehension as a leading indicator...

Students who identify as LatinX



All Students



Part of our "Theory of Action" for focusing on Student Discourse is that deeper engagement leads to deeper understanding of content - so one measure that can indicate success in this area is the "Overall Comprehension" measure in iReady. The Growth in that domain for both All Students and Students who identify as LatinX this winter is steeper than previous years!

Lessons/Next Steps/Questions

Lessons																																										
<ul style="list-style-type: none"> ● Focusing on an area that’s relevant ACROSS all aspects of students’ learning experiences here at school increases STAFF engagement with the area. ● We have seen, and want to leverage, LOTS of impactful practices to support Discourse and deep engagement IN-HOUSE! ● The focus on Discourse and deep engagement has helped Teachers set the stage for more impactful X-block practices! (<i>and PLANNING practices for x-block</i>) 																																										
Next Steps																																										
<ul style="list-style-type: none"> ● Solidifying a sustainable “Learning from Each Other” practice in our building will help us spread effective practices. <ul style="list-style-type: none"> ○ <i>Started this before February Vacation - 2026</i> ● Focus in 26-27 SY on building-based PD that leverages discourse/student engagement for Teacher learning and planning <ul style="list-style-type: none"> ○ <i>Highlighting best practices in-house AND identifying resources for support to bring-in.</i> ● Personnel asks in Budgeting process <ul style="list-style-type: none"> ○ MLE, Lit Specialist 																																										
Questions																																										
<ul style="list-style-type: none"> ● How are we “defining” engagement? <ul style="list-style-type: none"> ○ <i>There’s a disconnect between how students and staff are responding to the statement: “...Classes are “interesting and interactive”</i> 																																										
<table border="1"> <thead> <tr> <th colspan="3">Staff</th> <th colspan="4">Student</th> </tr> <tr> <th>Response</th> <th>Percentage</th> <th>Color</th> <th>Response</th> <th>Percentage</th> <th>Color</th> <th>Response</th> </tr> </thead> <tbody> <tr> <td>Disagree</td> <td>3.13%</td> <td>Yellow</td> <td>Strongl.</td> <td>3.60%</td> <td>Red</td> <td>Strongl.</td> </tr> <tr> <td>Agree</td> <td>46.88%</td> <td>Light Green</td> <td>Disagree</td> <td>30.22%</td> <td>Orange</td> <td>Disagree</td> </tr> <tr> <td>Strongl.</td> <td>50.00%</td> <td>Dark Green</td> <td>Agree</td> <td>43.88%</td> <td>Light Green</td> <td>Agree</td> </tr> <tr> <td></td> <td></td> <td></td> <td>Strongl.</td> <td>22.30%</td> <td>Dark Green</td> <td>Strongl.</td> </tr> </tbody> </table>	Staff			Student				Response	Percentage	Color	Response	Percentage	Color	Response	Disagree	3.13%	Yellow	Strongl.	3.60%	Red	Strongl.	Agree	46.88%	Light Green	Disagree	30.22%	Orange	Disagree	Strongl.	50.00%	Dark Green	Agree	43.88%	Light Green	Agree				Strongl.	22.30%	Dark Green	Strongl.
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Equity and Access

Goal Statement

- 100% of students will respond “Agree” or “Strongly Agree” to the CfL Statement: There is an adult at my school that I feel comfortable sharing my problems with.

Progress/Updates

Progress/Updates within WSNS Programming

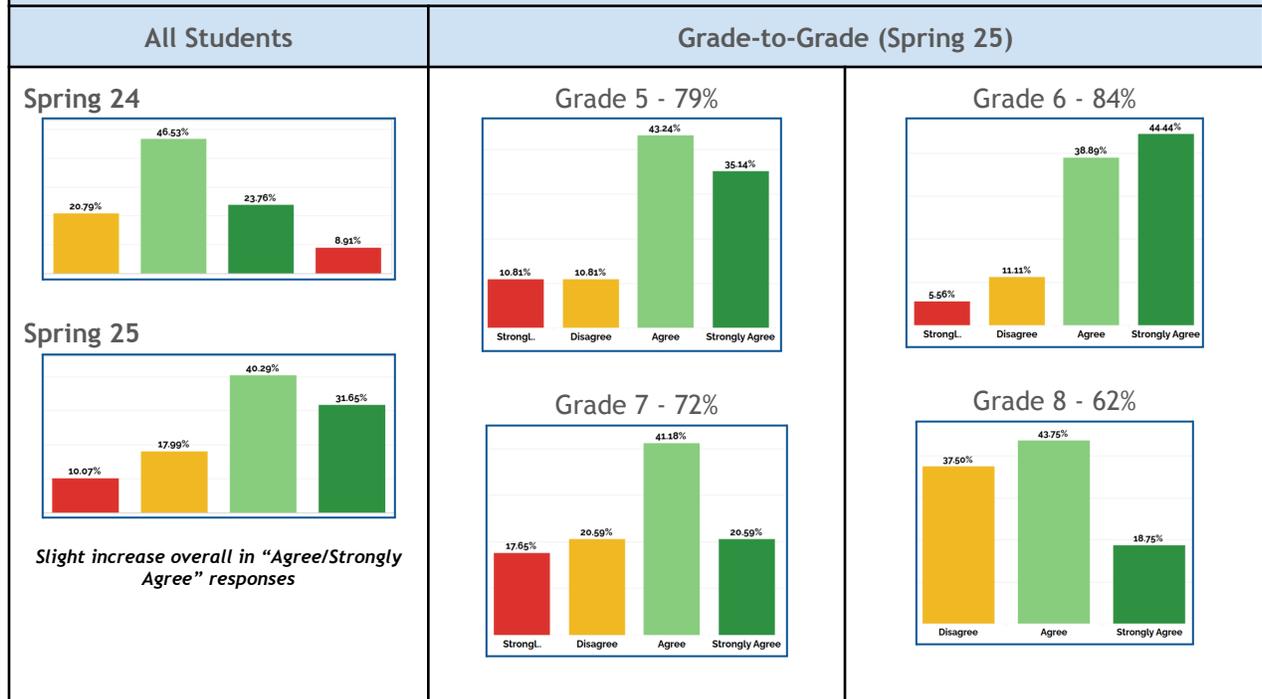
Knowing All Students - shifts to practice

- 3x/year “Hearing All Students” survey practice was too much
 - *The Survey can still be a helpful tool in targeted situations/interventions*
- Focus shifted to consistent adult collaboration - Transition Meetings
 - Both at BoY and later in Fall

Partnership with Big Brothers, Big Sisters

- While these adult-student relationships aren’t directly connected to this goal, they do support students feeling seen and connected within the school setting

Conditions for Learning - SS 12 - *There is an adult at my school that I feel comfortable sharing my problems with.*



Lessons/Next Steps/Questions

Lessons
<ul style="list-style-type: none">● There is such thing as TOO MUCH (surveying students)● Consistency w/in collaboration informs our connections (Transition Talks in PDs)● Informal connections set the stage for strong relationships● Relationships are built over time...continuity/consistency matters!
Next Steps
<ul style="list-style-type: none">● Lean into Student Council for perspective/feedback● Student Focus Groups to learn about barriers to student-adult connections
Questions
<ul style="list-style-type: none">● <i>What factors help foster/contribute to hindering student-adult connections?</i>● <i>How can we foster adult-student connections “earlier?” (MS team)</i>

Wellness and Joy

Goal Statement

- 75% of Students will respond “Agree” or “Strongly Agree” to the CfL Statement: I enjoy going to my school.

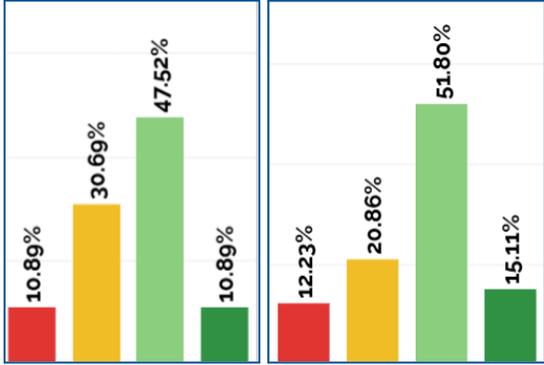
Progress/Updates

Progress/Updates within WSNS Programming/Student Experiences

SO MUCH happening that prioritizes kids’ voices (figuratively and literally) and leadership...

- MS Student Council
- All-Floor Assemblies
- Westie Besties
- Community events that SHOWCASE kids (and kids’ roles in leading those, too)

Progress/Updates RE Attendance

Attendance	Joy in School!
<p>Overall Attendance</p> 	<p>Conditions for Learning - SC 12 “I enjoy going to my school.”</p> 
<p>Chronic Absences</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>17.0%</p> <p>Chronic Abs. Rate Full Year</p> <p>24-25</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>8.9%</p> <p>Chronic Abs. Rate Year-to-date</p> <p>25-26</p> </div> </div>	<p>“Agree/Strongly Agree” responses increased by over 15%</p>

Lessons/Next Steps/Questions

Lessons
<ul style="list-style-type: none"> “...the children are our future...” - the more we engage students as leaders and celebrate their engagement, the more joy they will have in their learning... <i>which also contributes to...</i> Students feeling more pride in their learning experiences -> which promotes higher levels of engagement -> which inherently impacts sense of connection -> which sets the foundation for a sense of pride in their learning experiences -> and on, and on!!!!

Next Steps

- Evolution of WSNS Student Council!
- Explore more ways to connect current students with WSNS “Alumni”
- Formalizing “map” of student-leadership practices across grades

Questions

- *There are Implications here for building an authentic approach to collecting learner-teacher feedback RE instruction - what could that look like?*

Family and Community Engagement

Goal Statement

- 80% of Families who respond to our Conditions for Learning Survey will respond that they “Agree” or “Strongly Agree” to the statement: “My child’s teachers understand my family’s unique strengths, interests and needs the best way to use that information to support my child.”

Progress/Updates

Progress/Updates

Steps Taken																																						
<p>WSNS Leadership</p> <ul style="list-style-type: none"> Committed to making weekly Positive Outreach to families Survey families after community events RE questions/topics they would like support with <p>WSNS Staff</p> <ul style="list-style-type: none"> Begun to identify - <i>and share</i> - building-based “best practices” around framing outreach to families with curiosity Begun to take inventory of the differences in school-home communication practices across grade-levels and classrooms 																																						
<p>Conditions for Learning - FE 03 - “...understanding families’ unique strengths, interests and needs, and the best way to use that information to support students...”</p>																																						
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<p>Conditions for Learning - FE 07 - “...communicating students’ progress, improvement and successes to families...”</p>																																						
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Lessons/Next Steps/Questions

Lessons
<ul style="list-style-type: none">● KIDS are the key!● Be Curious, not Judgemental!● Relationships are built over time...continuity/consistency matters!
Next Steps
<ul style="list-style-type: none">● More consistent communication/ partnership practices● Increase POSITIVE outreach● Explore redesign of Back-to-School and Family-Teacher Conference Experience.● Family Focus Groups
Questions
<ul style="list-style-type: none">● <i>How varied are our communication/partnership practices?</i>● <i>How are we defining success? (differences btw families' perspectives and staff perspectives)</i>● <i>Where are families feeling positive/frustrated by our collaboration?</i>● <i>How can we get a broader sense of this question (77 responses)?</i>