Pierce Middle School School Improvement Plan

School Committee Presentation January 9, 2013

Introductions

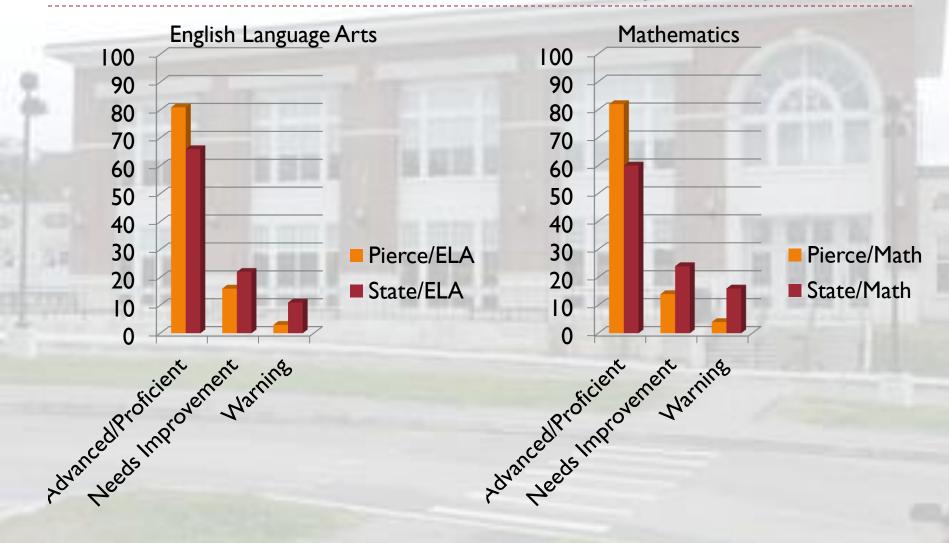
- Pierce Middle School Site Council
 - Dr. Spaulding, Principal/ School Representative
 - Mr. Moonan, Teacher/ School Representative
 - Mr. Stoodt, Teacher/ School Representative
 - Ms. Webber, Teacher/ School Representative
 - Mr. Check, Parent Representative
 - Mrs. Flanagan, Parent Representative
 - Mrs. Najarian, Parent Representative
 - Mrs. Viola, Parent Representative
 - Mrs. Murphy, Community Representative

Agenda

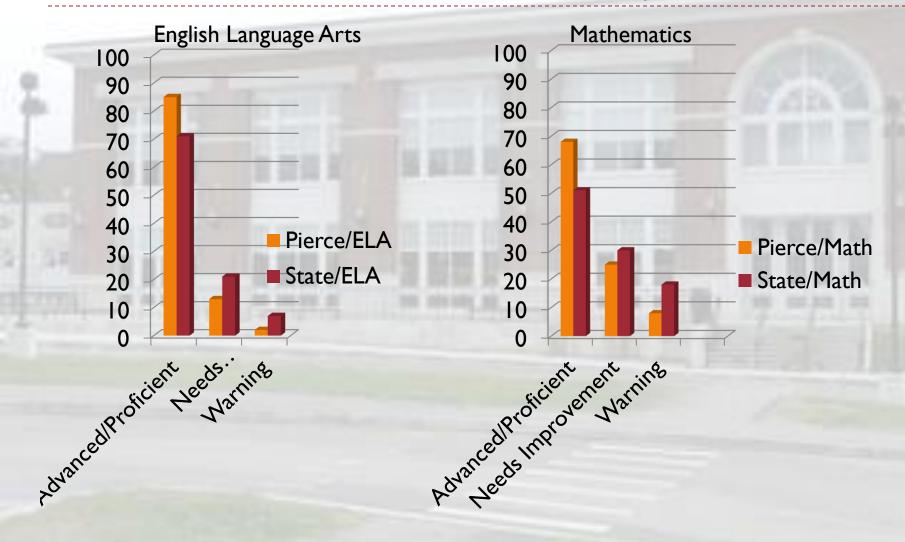
- Review of MCAS Data by Subject and Subgroup
- Guiding Questions for Achievement Gap Analysis
- Pierce Middle School Improvement Plan
 Process Overview
- Pierce Middle School Improvement Plan

 Goals and Initiatives Linked to Data

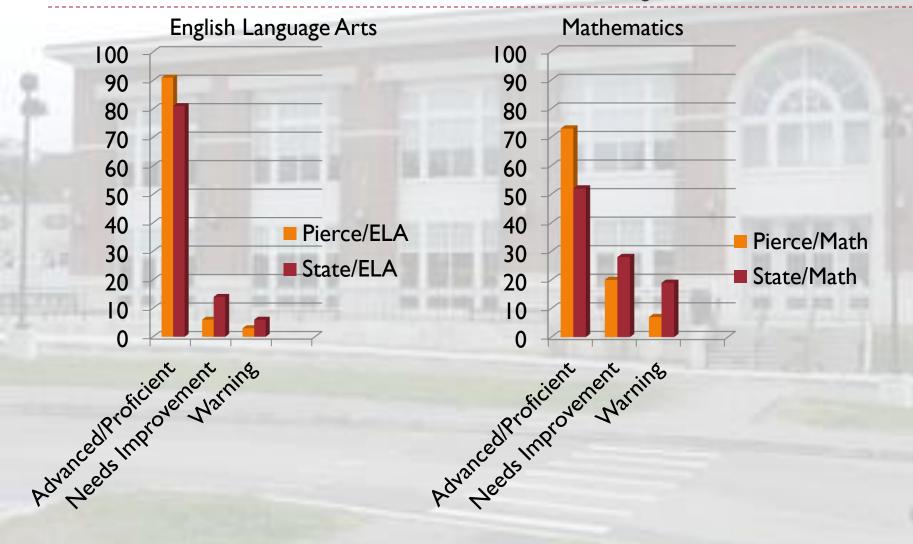
Grade 6 2012 MCAS Proficiency Level Data



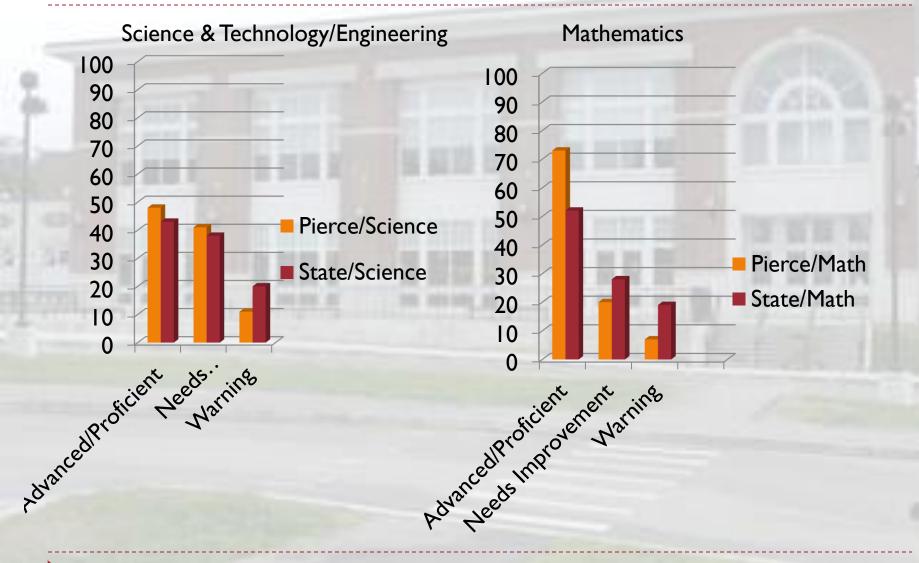
Grade 7 2012 MCAS Proficiency Level Data



Grade 8 2012 MCAS Proficiency Level Data



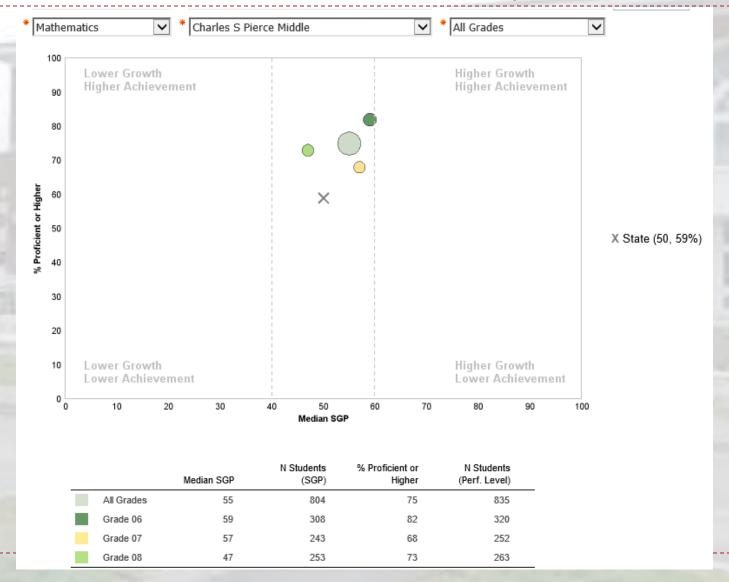
Grade 8 MCAS Proficiency Level Data



Spring 2012 MCAS School Achievement and Growth ELA by Grade



Spring 2012 MCAS School Achievement and Growth Mathematics by Grade



Accountability

2012 Accountability Data - Charles S Pierce Middle

Organization Information					
District: Milton (01890000) School type: Middle School					
School:	Charles S Pierce Middle (01890410)	Grades served:	06,07,08		
Region:	Greater Boston	Title I status:	Non-Title I School (NT)		

Accountability Information			About the Data
Accountability and Assistance Lev	el		
Level 1	Meeting gap narrowing goals		
This school's overall performance	relative to other schools in same g	rade span (School percentiles: 1-99)	
All students:			
	Lowest performing	Highest performing	

This school's progress toward narr	owing proficiency gaps (Cumulative	Progress and Performance Index: 1-10	00)	
Student Group (Click group to view subgroup	On Target = 7	75 or higher - ■		<u>View Detailed 2012 Data</u>
data)	Less progress	More progress		
All students		92	2 M	et Target
High needs		82	2 M	et Target
Low income		N Rectangu	I Di	id Not Meet Target
ELL and Former ELL			-	•
Students w/disabilities		89) М	et Target
Amer. Ind. or Alaska Nat.			-	
<u>Asian</u>		91	I М	let Target
Afr. Amer./Black		76	6 M	let Target
Hispanic/Latino		10	00 M	et Target
Multi-race, Non-Hisp./Lat.			-	
Nat. Haw. or Pacif. Isl.			-	
White		95	5 M	et Target

Accountability- Low Income Subgroup

2012 Accountability Data - Charles S Pierce Middle

Organization Infor	Organization Information					
District:	Milton (01890000)	School type:	Middle School			
School:	Charles S Pierce Middle (01890410)	Grades served:	06,07,08			
Region:	Greater Boston	Title I status:	Non-Title I School (NT)			
Accountability and	f Assistance Level:		Level 1			

Summary > Low income

Progress and Performance	Index (PPI) Subgroup Data				About the D
	View Detailed 2012 Data for Each Indicator		Points /	Awarded	
	<u>View Detailed 2012 Data for Each Indicator</u>	2009	2010	2011	2012
English Language Arts	Narrowing proficiency gaps (Composite Performance Index)	75	100	75	25
	Growth (Student Growth Percentiles)	75	50	75	50
	Extra credit for decreasing % Warning/Failing (10% or more)	0	25	25	0
	Extra credit for increasing % Advanced (10% or more)	0	25	25	25
Mathematics	Narrowing proficiency gaps (Composite Performance Index)	100	100	0	25
	Growth (Student Growth Percentiles)	75	75	100	75
	Extra credit for decreasing % Warning/Failing (10% or more)	25	25	0	0
	Extra credit for increasing % Advanced (10% or more)	25	25	0	25
Science	Narrowing proficiency gaps (Composite Performance Index)	75	100	0	50
	Extra credit for decreasing % Warning/Failing (10% or more)	25	25	0	0
	Extra credit for increasing % Advanced (10% or more)	0	0	0	25
High School	Annual dropout rate	-	-	-	-
	Cohort graduation rate	-	-	-	-
Points awarded for narrowing	proficiency gaps, growth, and high school indicators	400	425	250	225
Points awarded for extra cred	it .	75	125	50	75
Total points awarded		475	550	300	300
Number of proficiency gap na	rrowing, growth, and high school indicators	5	5	5	5
Annual PPI = (Total points /	Number of indicators)	95	110	60	60
Cumulative PPI = (2009*1 +	2010*2 + 2011*3 + 2012*4) / 10	Di	id Not Meet Tar	get	74
MCAS Participation		2009	2010	2011	2012
English Language Arts		99%	99%	100%	100%
Mathematics		98%	98%	99%	99%
Science		97%	100%	100%	100%

Accountability- Afr. Amer./Black Subgroup

2012 Accountability Data - Charles S Pierce Middle

Organization Information					
District:	Milton (01890000)	School type:	Middle School		
School:	Charles S Pierce Middle (01890410)	Grades served:	06,07,08		
Region:	Greater Boston	Title I status:	Non-Title I School (NT)		
Accountability a	and Assistance Level:		Level 1		

Summary > Afr. Amer./Black

Progress and Performance	Index (PPI) Subgroup Data				About the Da
	View Date 3-4 2042 Date for Each Indicator		Points /	Awarded	
	View Detailed 2012 Data for Each Indicator	2009	2010	2011	2012
English Language Arts	Narrowing proficiency gaps (Composite Performance Index)	100	100	100	0
	Growth (Student Growth Percentiles)	100	50	75	50
	Extra credit for decreasing % Warning/Failing (10% or more)	25	0	25	0
	Extra credit for increasing % Advanced (10% or more)	0	0	25	0
Mathematics	Narrowing proficiency gaps (Composite Performance Index)	100	100	75	50
	Growth (Student Growth Percentiles)	75	100	100	75
	Extra credit for decreasing % Warning/Failing (10% or more)	25	25	0	0
	Extra credit for increasing % Advanced (10% or more)	25	0	25	0
Science	Narrowing proficiency gaps (Composite Performance Index)	75	75	75	0
	Extra credit for decreasing % Warning/Failing (10% or more)	25	25	25	0
	Extra credit for increasing % Advanced (10% or more)	25	0	0	0
High School	Annual dropout rate	-	-	-	-
	Cohort graduation rate	-	-	-	-
Points awarded for narrowing	proficiency gaps, growth, and high school indicators	450	425	425	175
Points awarded for extra credi	t	125	50	100	0
Total points awarded		575	475	525	175
Number of proficiency gap na	rrowing, growth, and high school indicators	5	5	5	5
Annual PPI = (Total points /	Number of indicators)	115	95	105	35
Cumulative PPI = (2009*1 +	2010*2 + 2011*3 + 2012*4) / 10		Met Target		76
MCAS Participation		2009	2010	2011	2012
English Language Arts		98%	99%	100%	100%
Mathematics		99%	99%	100%	100%
Science		99%	100%	100%	100%

Guiding Questions for Achievement Gap Analysis

To gain a true picture of gaps in student achievement requires looking at the data from at least four different perspectives.

- Simple Gap Narrowing- Have gaps in performance between student groups decreased over time?
- Progress For All- Have all groups of students gained over time?
- Group Size- What is the magnitude of the gap between groups?
- Group Comparisons Across Jurisdictions- How does each group of students currently perform relative to their counterparts in other schools, districts, or states?

Taken from: Gauging the Gaps: A Deeper Look at Student Achievement, The Education Trust, January, 2010.



Low Income Subgroup

ELA

	2008	2009	2010	2011	2012	
CPI Non Low Income	93.6	95.9	95.7	96.5	96.7	7
CPI Low Income	80.4	82.9	86.5	86.4	84.7	i.
Difference	13.2	13.0	9.2	10.1	12.0	

Have gaps in performance between student groups decreased over time?

No- except science.

Have all groups of students gained over time?
Yes.

Math

- 42 -	2008	2009	2010	2011	2012	7
CPI Non Low Income	85.8	87.9	90.6	91.6	92.3	3
CPI Low Income	65.9	71.5	75.4	72.6	72.3	
Difference	19.9	16.4	15.2	19.0	20.0	

What is the magnitude of the gap between groups?

Particularly notable in math and science.

How does each group of students currently perform relative to their counterparts in other schools, districts, or states?

The CPI for the Pierce low income subgroup is above CPI for the state low income subgroup except in science.

Science

	2008	2009	2010	2011	2012
CPI Non Low Income	79.3	75.8	79.8	80.0	81.8
CPI Low Income	48.8	52.6	65.4	55.9	57.1
Difference	30.5	23.2	14.4	24.1	24.7

African Am/Black Subgroup

ELA

	2008	2009	2010	2011	2012
CPI White	95.7	97.0	97.3	97.1	97.5
CPI Afr. Am./Black	81.6	86.8	86.4	87.7	85.0
Difference	14.1	10.2	10.9	9.4	12.5

Math

1.00	2008	2009	2010	2011	2012
CPI White	90.0	90.4	92.4	93.5	92.9
CPI Afr. Am./Black	64.9	69.9	75.4	72.5	73.3
Difference	25.1	20.5	17.0	21.0	19.6

Science

	2008	2009	2010	2011	2012
CPI White	83.9	79.1	81.1	80.4	83.7
CPI Afr. Am./Black	56.0	59.2	62.5	67.3	56.3
Difference	27.9	19.9	18.6	13.1	27.4

- Have gaps in performance between student groups decreased over time?
 Yes- except science.
- Have all groups of students gained over time?
 Yes.
- What is the magnitude of the gap between groups?

 Particularly notable in math and science.
- How does each group of students currently perform relative to their counterparts in other schools, districts, or states?

The CPI for the Pierce African Am/Black subgroup is above CPI for the state African Am/Black subgroup except in science.

Special Education Subgroup

Ν

-State

Pierce MS

CPI Gap

37,128

56.3

33

40.9

-15.4

37,965

58.1

31

40.3

-17.8

37,219

59.0

24

59.4

0.4

38,698

59.2

27

47.2

-12.0

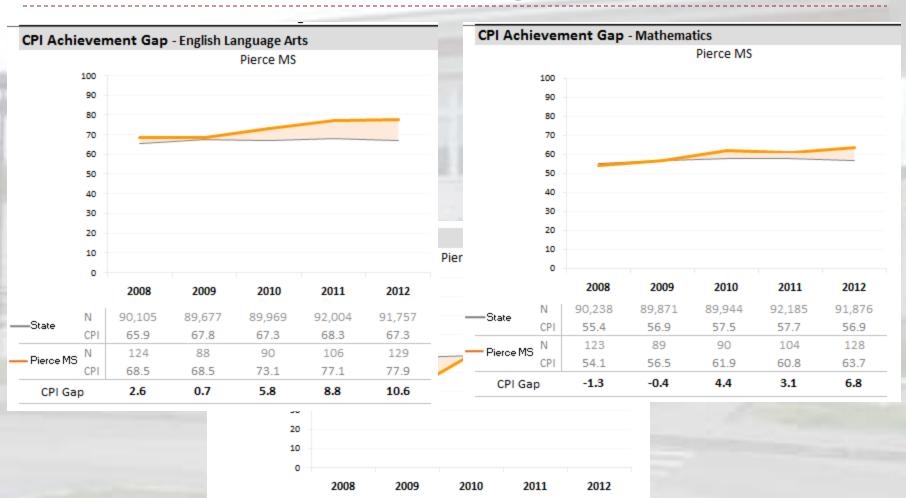
38,590

58.7

34

58.8

0.1



Highlights from the Data



- Pierce Middle School students substantially outperformed the State in ELA and Mathematics.
- ▶ 30% of <u>all</u> students scored in the *advanced* category in ELA.
- > 39% of <u>all</u> students scored in the **advanced** category in mathematics.
- Over time performance for the aggregate and all subgroups has increased for ELA, math, and science.
- Over time the achievement gap for the African American/Black subgroup has narrowed in ELA and mathematics.
- Over time performance of the special education subgroup has risen above the State.

School Improvement Planning Process

- Review of existing Pierce School Improvement Plan
- Review of most recent and historical MCAS data
- Feedback from Site Council
- Feedback from teachers
- Review draft to ensure goals are clear and measurable
- Collect feedback from all stakeholders



High Academic Achievement for All Students

- Realign all curriculum areas with the Common Core
 - ▶ Research/review math curriculum materials
- Articulate clear progression for science learning standards
 - Pilot/purchase science curriculum units/materials/PD for use, etc.
- Establish/refine structure for common assessments and data
 - Rework existing common assessments.
 - Pilot assessments in other areas.
- Provide targeted support to struggling students.
 - Student action planning
 - Assess current support structures
- Align instruction with professional standards of practice
- Recognize students in a variety of ways
 - Chain of Kindness; Student of the Month; Art Shows; Science Fair; Pierce Team Sports



Excellence in the Classroom



- Increase teachers' current repertoire of strategies to engage all learners
 - How do you know a learner is engaged? How can student engagement be increased?
 - To what degree is the current structure and strategies used supporting students with special needs?
- Increase opportunities for teacher led professional development and choice
- Increase technology integration in the classroom
 - Technology availability
 - Professional development



Collaborative Relationships and Communication

- Increase communication between the Pierce Middle School and families
 - Pierce Pages Newsletter
 - ▶ PD in Edline
- Develop community partnerships
 - Curry College volunteers and the EYE to EYE Program
 - ▶ Tapping into local experts for PD- Forbes Museum, MIT
- Increase opportunities for parent/guardian involvement



Respect for Human Differences

- Revision to structure for implementation and lessons for anti-bullying curriculum
 - Professional development for curriculum implementation and online reporting system.
- Expand opportunities for family engagement through the Pierce Middle School Diversity Committee
 - Family Fun Night
 - Global Diversity Night



Risk Taking and Innovation for Education

- Develop programming targeted to students with advanced skill in an academic area.
 - ▶ Pilot ISSTEM Course
- Increase the knowledge base among teachers and parents/guardians regarding best practice research.



Student Mentoring

- Match students with mentors
 - Recruit teachers/staff/community members
 - ▶ EYE to EYE Curry College Program
- Create leadership opportunities for students

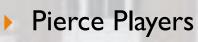






In other words....Amazing things are happening here!

- Pierce Middle School Athletic Teams
 - Increases student engagement
 - Expands opportunity for parent involvement
 - Greatly enhances school spirit



When in Rome...January 17 and January 18 7:00 PM







- Pierce Students (and families!) Care
 - Jeans for Teens, Toys for Needy Children, Gift Cards for Families, Food Drive for the Milton Food Pantry, Fundraising for Our Sister School in Africa, Towels and Toiletries for Father Bills and Mainstay House, Protein Bars for New Marine Recruits
- Pierce Music and Art- Incredible!

