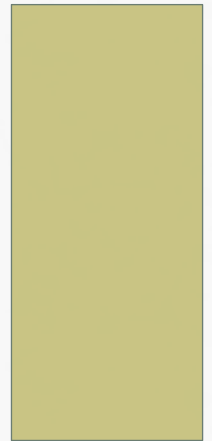


# PIERCE MIDDLE SCHOOL SITE COUNCIL

PRESENTATION TO SCHOOL COMMITTEE  
MILTON PUBLIC SCHOOLS- OCTOBER 25, 2017

OCTOBER 25, 2017



# PIERCE MIDDLE SCHOOL SITE COUNCIL

- Dr. Karen Spaulding, Principal
- Mr. Michael Cleary, Teacher
- Mr. Jeffrey Stoodt, Teacher
- Mrs. Sarah Pullia, Teacher
- Mrs. Abigail Callahan, Parent
- Mrs. Katherine Boucher, Parent
- Mrs. Stephanie O'Keefe, Parent
- Beverly Ross Denny, Parent

# AGENDA

- Pierce Middle School Mission Statement
- Brief review of **2017 Next Generation MCAS** and **2017 Legacy MCAS** results and initial observations
- Reflection on 2014-2017 Pierce School Improvement Plan
- Next Steps for Pierce School Improvement Plan
- Budget Requests
- We Are Pierce

# PIERCE MIDDLE SCHOOL MISSION STATEMENT

At Pierce Middle School we are dedicated to nurturing our students to become positive contributors to society. To be people who think independently and creatively. Who are resilient, and know how to solve problems. Who appreciate diversity and are open, willing and ready to collaborate with those around them. We are committed to fostering in these very important students a genuine sense of curiosity, joy of learning, and strength of character that will guide them to make positive and healthy decisions for themselves and others, now and throughout their lives.



# MCAS NEXT GENERATION

- The next-generation MCAS is an updated version of the nearly 20-year-old MCAS assessment and focuses on students' critical thinking abilities, ability to apply their knowledge and ability to make connections between reading and writing.
- Spring 2017 is a baseline year for this new next-generation MCAS test in grades 3-8, and **scores should not be compared** to previous years' scores.
- It is important to note that while there are four **achievement levels** with the next-generation MCAS- **Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, and Not Meeting Expectations**- they do not map onto the legacy MCAS achievement levels of **Advanced, Proficient, Needs Improvement, and Warning/Failing**.

# PIERCE MIDDLE SCHOOL 2017 MCAS (NEXT GENERATION) ENGLISH LANGUAGE ARTS

	Pierce Middle School	State	Difference	Pierce MS Achievement Percentile*	Pierce MS Transitional SGP
<b>Grade 6 ELA</b>	67 % <i>(Meeting + Exceeding Expectations)</i>	50% <i>(Meeting + Exceeding Expectations)</i>	+17%	81	50
<b>Grade 7 ELA</b>	60 % <i>(Meeting + Exceeding Expectations)</i>	50% <i>(Meeting + Exceeding Expectations)</i>	+10%	70	36
<b>Grade 8 ELA</b>	55 % <i>(Meeting + Exceeding Expectations)</i>	49% <i>(Meeting + Exceeding Expectations)</i>	+6%	66	51

\*School achievement percentiles (1-99) compare each groups average scaled scores of the same group from all public schools across the state.

# PIERCE MIDDLE SCHOOL

## 2017 MCAS (NEXT GENERATION)

### MATHEMATICS

	Pierce Middle School	State	Difference	Pierce MS Achievement Percentile*	Pierce MS Transitional SGP
<b>Grade 6 Math</b>	73 % <i>(Meeting + Exceeding Expectations)</i>	49% <i>(Meeting + Exceeding Expectations)</i>	+24%	84	57
<b>Grade 7 Math</b>	68 % <i>(Meeting + Exceeding Expectations)</i>	47% <i>(Meeting + Exceeding Expectations)</i>	+21%	82	61
<b>Grade 8 Math</b>	60 % <i>(Meeting + Exceeding Expectations)</i>	48% <i>(Meeting + Exceeding Expectations)</i>	+12%	77	57

\*School achievement percentiles (1-99) compare each groups average scaled scores of the same group from all public schools across the state.

# PIERCE MIDDLE SCHOOL

## 2017 MCAS

### SCIENCE & TECHNOLOGY/ENGINEERING

	Pierce Middle School	State	Difference
<b>Grade 8 Science</b> <i>Proficient + Advanced</i>	51 %	40%	+11%
<b>Grade 8 Science</b> <i>Warning/Failing</i>	9%	20%	-11% (The percent of Pierce students who were in Warning/Failing is less than ½ that at the state level.)



# 2017 MCAS DATA HIGHLIGHTS

- **ELA MCAS-** The average scaled score for our Hispanic/Latino subgroup placed the Pierce Middle School at the **97<sup>th</sup> Achievement Percentile** for that subgroup.
- **ELA MCAS-** All grade levels saw an increase in the Transitional Median SGP from the year prior with Grade 6 **increasing by 9** SGP points.
- **Math MCAS-** The Achievement Percentile for the Students w/Disabilities Subgroup was **92** for Grade 6 and the Transitional Median SGP was **68.5**.
- **Math MCAS-** The Transitional Median SGP for students in Grades 6 & 7 who took Math Investigations was **over 70**.
- **STE MCAS-** Historically, the difference of the CPI (points assigned for achievement levels) for Pierce for African American/Black students and their white counterparts has been larger than the difference observed at the state level (i.e. Pierce has had a larger “gap”). This year, that gap is **smaller** than the state for the first time.
- **STE MCAS-** Since 2014, the state has had a slight downward trend in performance overall on the STE MCAS (CPI declines each year), while Peirce has an **upward** trend.

## REFLECTION ON GOAL #1: *IMPROVE SCIENCE*

**Goal:** Increase proficiency in science for all students by implementing new science curriculum units.

### **Progress Toward Goal:**

- From Spring 2013 to Spring 2017 the percent of students in Advanced/Proficient on the Science & Technology/Engineering [STE] MCAS has increased by 9%.
- From Spring 2013 to Spring 2017 the CPI for the Science & Technology/Engineering [STE] MCAS has increased by 6.4 points.
- The achievement gap (as measured by the difference in CPI points) for students in the Economically Disadvantaged subgroup was notably lower than the state on the 2017 STE MCAS.
- The achievement gap (as measured by the difference in CPI points) for students in the African American/Black subgroup is improving relative to the state.
- The achievement gap (as measured by the difference in CPI points) for the Students with Disabilities is larger than at the state level.

# GOAL #1: STRATEGY CHECK IN



**Strategy 1.1-** Fully implement an integrated science curriculum aligned with MA DESE STE Learning Standards.



**Strategy 1.2-** Provide professional development in science curriculum implementation and effective practice.



**Strategy 1.3-** Develop common science assessments by unit.



**Strategy 1.4-** Increase the presence for science and STEM at the Pierce Middle School by solidifying a rigorous program in STEM and providing enrichment opportunities in science for students.

## GOAL # 2:

### *PROVIDE TARGETED INTERVENTIONS AND INSTRUCTIONAL PRACTICES THAT INCREASE STUDENT LEARNING....*

**Goal:** Provide appropriate, targeted interventions and instructional practices that increase student learning growth and achievement both for students who are less than proficient in Math, ELA, and Science & Technology/Engineering and for those who are proficient.

#### **Progress Toward Goal:**

- The percent of students **Exceeding Expectations** is higher for Pierce Middle School as compared to the state- for both ELA and Math for all grade levels (except 6<sup>th</sup> grade ELA, which is equal to the state).
- The Median Transitional SGP on the Math MCAS for 6<sup>th</sup> grade students who took Math Investigations classes ranged from 71 to 80 (as compared to ALL 6<sup>th</sup> grade students- 57).
- The Median Transitional SGP on the Math MCAS for 7<sup>th</sup> grade students who took Math Investigations classes ranged from 70 to 72 (as compared to ALL 7<sup>th</sup> grade students- 61).

## GOAL #2: STRATEGY CHECK IN



**Strategy 2.1-** Analyze the effectiveness of targeted interventions, specifically Pierce Academy, reading intervention, and math investigations.



**Strategy 2.2-** Use data analysis of intervention effectiveness to further refine/define/improve programming.



**Strategy 2.3-** Identify and implement strategies and/programming to support the range of learners in the classroom, paying particular attention to research based practices for subgroups with achievement gaps.



**Strategy 2.4-** Fully develop Student Support Team referral and teacher support process.

Work in Progress

**Strategy 2.5-** Identify and purchase new math curriculum materials.

Work in Progress

**Strategy 2.6-** Increase the technology integration at the Pierce Middle School to support the range of learners in the classroom.

REFLECTION ON GOAL #3:  
*PROVIDE INSTRUCTION, INTERVENTION, AND PROGRAMMING  
THAT DEVELOPS THE WHOLE CHILD.*

Progress Toward Goal:

- All students at Pierce Middle School currently take PE/Health.
- A skills-based, clearly articulated health curriculum is in place for all grade levels.
- Pierce completed Behavioral Health and Public Schools Self-Assessment.
- Pierce authored a Safe and Supportive Schools Action Plan using data gleaned from BHPS Self-Assessment.

## GOAL #3: STRATEGY CHECK IN



**Strategy 3.1-** Make physical education and health required for all students.



**Strategy 3.2-** Review, purchase, and implement middle school health curriculum.



**Strategy 3.3-** Improve the way in which the behavioral health and mental health needs of students are supported.



**Strategy 3.4-** Increase participation (and representative participation) of students in after school and other extra curricula opportunities.

# SCHOOL IMPROVEMENT PLAN

## NEXT STEPS- PIERCE SIP 2017-2020

- Revise/replace SIP Goals
  - **DRAFT** Goals for 2017-2020 Pierce Middle School SIP:
    - Ensure the thoughtful integration of technology into all aspects of the school and with all stakeholders in order to enhance communication and foster the development of skills critical to success in college and careers.
    - Replicate effective research and data informed practices, interventions, and systems in order to close existing achievement gaps, especially for the Student With Disabilities subgroup.
    - Increase the Pierce Middle School's capacity to support the behavioral health needs of all students by applying the Safe and Supportive Schools framework to establish or enhance partnerships, data systems, protocols, and procedures and increase our knowledge/skills to ensure the mental health and social emotional well being of all students.
- Identify well-linked strategies
- Articulate process benchmarks and measures for outcome benchmarks



# BUDGET REQUESTS

## Personnel

- Reading Specialist 1.0
- Adjustment Counselor 1.0
- District-Wide Social Emotional Learning Facilitator 1.0

## Materials

- **We Are Pierce** Mosaic (\$15,000- \$20,000)
- 8<sup>th</sup> Grade Math Curriculum/Texts (\$50,000)
- Increase Chromebooks (\$30,000)

# SUPPORTING OUR MISSION

- MA DESE Professional Practice Innovation Grant (FY14) = \$29,040
- MA DESE Massachusetts Creativity and Innovation Grant (FY14)= \$13,750
- MA DESE Massachusetts Creativity and Innovation Grant (FY15)= \$13,750
- MA DESE Teen Dating Violence Prevention and Intervention (FY16)= \$10,000
- MA DESE Safe and Supportive Schools (FY17)= \$18,460
- Massachusetts Clean Energy Center (MassCEC) Clean Energy Activity Day Program (FY17)= \$8,000
- MA DESE Professional Development for Frameworks and Standards (FY17)= \$20,000
- FUSE Interest Driven Exploration in STEAM Implementation Grant (FY18)= \$26,000

**Total to Date= \$139,000 toward supporting our mission!**

# WE ARE PIERCE

- Anti-Defamation League Peer Leader Program
- Culturally Competency focused Professional Development
- DOVE Peer Leader Program
- Redesign of Pierce Student Council
  - Peace March **November 3, 2017** 2:26 PM
- FUSE- Interest Based Learning in a STEAM Learning Community
- Reflecting On and Shifting Our Curriculum
  - Infusion of explicit lessons on social identity, bias, and justice beginning the 2017-2018 school year.
  - Exploring one's own identity, how others shape one's identity, what defines a community and some of the complexities of belonging and/or not.
  - Explicit Themes to Frame the Learning
    - **Grade 6-** Identity and Community
    - **Grade 7-** Understanding Hatred and Intolerance
    - **Grade 8-** Civic Dilemmas and Taking a Stand

