

PIERCE MIDDLE SCHOOL SITE COUNCIL PRESENTATION



November 4, 2020

PIERCE SITE COUNCIL

Returning Members:

William Fish, Principal

Michael Cleary, Grade 7 Teacher

Cat DesRoche, K-8 Literacy Director

Kristen Fraine, Grade 8 Teacher

Sarah Pullia, Grade 8 Teacher

Jake Smith, Grade 8 Teacher

Regine Jean-Charles, Parent

Dana Jessup, Parent

Fred McFadden, Parent

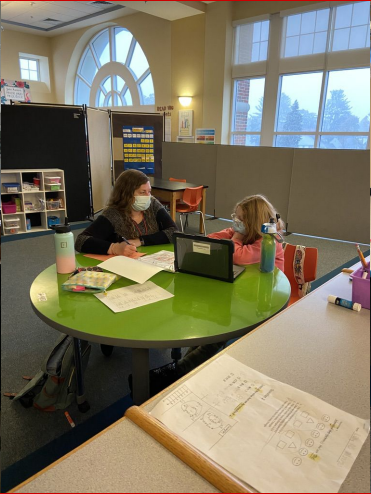
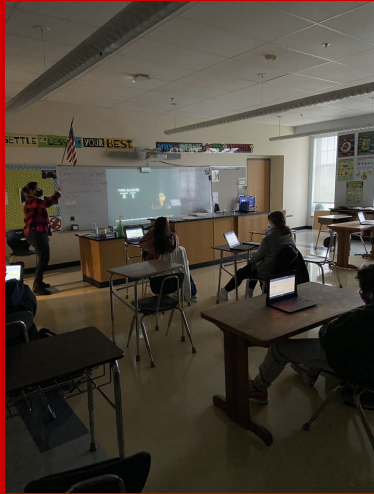
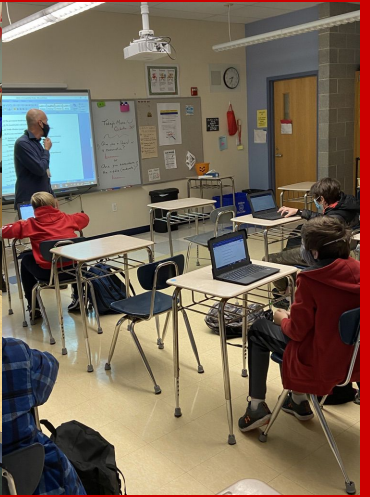
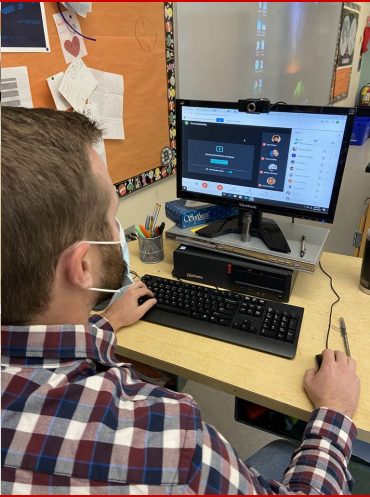
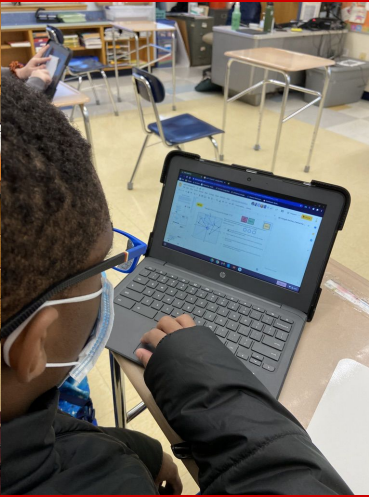
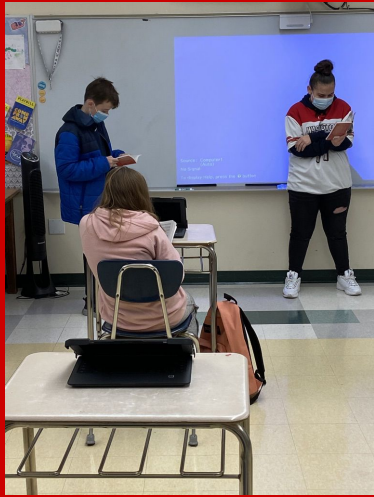
Beverly Ross-Denny, Parent

Jackie Slavik, Parent

Celine Toomey, Parent

New Faces:

Mary Claire Cantor, Jay Fundling, Stacey Solomon, Marcia Andrade Serpa



REFLECTING ON THE START OF THE SCHOOL YEAR

Focus on Building Connections, Relationships, and Routines

Engagement

Family Outreach & Supporting Families

Integrating New Teaching & Learning Strategies

Pierce Middle School Profile

- 2020-2021 Projected Enrollment: 962
 - Grade 6: 347, Grade 7: 306, Grade 8: 309
- 2021-2022 Projected Enrollment: 1,016
 - Grade 6: 363, Grade 7: 347, Grade 8: 306
- 2022-2023 Projected Enrollment: 1,108
 - Grade 6: 398, Grade 7: 363, Grade 8: 347

MOST RECENT MCAS DATA: SUCCESSES

- The percentage of grade 6 students meeting/exceeding expectations in ELA increased from 66% in 2018 to 77% in 2019
- The percentage of grade 7 students meeting/exceeding expectations in ELA increased from 48% in 2018 to 67% in 2019
- The percentage of grade 8 students meeting/exceeding expectations in math has steadily increased from 60% in 2017 to 64% in 2018 to 67% in 2019
- The percentage of grade 8 students exceeding expectations was at a recent high (13%) compared to 9% in 2018 and 5% in 2017

MOST RECENT MCAS DATA: OPPORTUNITIES

- Focus on continuous improvement
- Patterns and trends: On average, about two-thirds of students are exceeding or meeting expectations
 - How do we continue to grow?
 - What about the one-third of students who are not meeting expectations?
 - High needs sub-groups
- Strategies
 - ELA curriculum review, adoption and implementation
 - Math curriculum

CAPITALIZING ON OPPORTUNITIES

English Language Arts Curriculum Review (2019-2020)

- Partnership with Dr. Nonie Lesaux
- Interdisciplinary team, grade 4-8
- September to December
 - Data analysis - MCAS & Lexia
 - Analysis of existing curriculum
 - Classroom observations and data collection

RECAPPING THE ELA CURRICULUM REVIEW

Where We Were

Working largely with narrative text and limited amount of text, overall

Writing class and ELA instruction largely independent of one another

Strong ability to connect discussion to themes of diversity

Majority of tasks have students stating facts, engaging in recall, summarizing information; making connections to other facts and concepts

Engagement and other key features of the learning environment showroom for growth and increases

Where We Are Going

Units of study with varied text sets to analyze topics from multiple angles and with multiple genres and modalities, capitalizing on connecting discussion to themes of diversity

Strong connections across reading and academic language work—written and oral

Higher cognitive press – putting new ideas and information together, etc.

Students engage in collaborative, conceptual cycles of learning; higher levels of engagement, time on task, and processes, routines for active learning

Vertical alignment through protocols and routines, and practices

AMPLIFY ELA - GRADES 6-8

Engaging, thematic curriculum focusing on reading, writing, speaking, and listening.

- Each unit involves a variety of text from varying genres
- Ongoing formative and benchmark assessments administered digitally
- The concepts and learning target gets more sophisticated as the year progresses
- Works in a hybrid and remote teaching model

SCHOOL-WIDE READ: *Harbor Me* by J.Woodson

- Students, Staff, and Faculty
- Systematic Lessons -
 - Social-Emotional and Academic Standards
 - Structured with Amplify as a model
 - Consistent grades 6-8
- Each lesson highlights a different chapter and theme presented in the book: Internal/External Conflict, Identity and Character Action, Tone and Dialogue, Racial Identity, and Theme.

REFINEMENTS TO PIERCE'S MATH CURRICULUM

Grade 6:

- Following a pilot in 18-19, this is now the second full year of implementation of the *Illustrative Mathematics* curriculum, which is widely considered to be the most rigorous and well aligned middle school math curricula available.
- This year, in consideration of the technology needs of students and teachers, we are piloting the digital version of the *IM* curriculum through *McGraw Hill's* platform, which allows lessons, assignments, and assessments to be delivered and completed digitally.

REFINEMENTS TO PIERCE'S MATH CURRICULUM

Grades 7 & 8:

- Participating in a pilot this year of an enhanced digital version by *Desmos* of the *Illustrative Mathematics* curriculum, which was piloted last year in 7th grade and implemented two years ago in 8th grade.
- The *Desmos* version offers the same rigor, alignment, and coherence as the *IM* curriculum, but incorporates all the great features of online *Desmos* activities for an enhanced level of engagement, including tools to promote discourse, select and sequence student work, and provide personalized written feedback

REFINEMENTS TO PIERCE'S MATH CURRICULUM

IXL:

- Over the next few weeks, we will begin using *IXL*, a personalized learning digital platform, to reinforce important skills and concepts in the Academic Skills, Math Investigations, and co-taught classes at Pierce.

2020-2021 SCHOOL IMPROVEMENT EFFORTS

Focus Areas:

Establishing a Faculty Anti-Racism Team

Reviewing Discipline Data and Policies

Examining the Accelerated ELA & Math Classes

FOCUS AREA #1: FACULTY ANTI-RACISM TEAM

Goal: Establish a school based team of faculty members to share responsibility for guiding, supporting and facilitating the building of an anti-racist school culture.

1. Identify and prioritize practices and policies that require review through an equity lens
2. Share responsibility for enacting improvement efforts
3. Identify practices, programming, and professional development opportunities that contribute to advancing anti-racism at Pierce Middle School

FOCUS AREA #2: REVIEWING DISCIPLINE DATA & PRACTICES

Goal: Conduct a review of Pierce's discipline data and policies, and create a plan for remediating disparities in student discipline.

1. Review previous three years of discipline data with the faculty and identify patterns and trends
2. Review VOCAL survey data
3. Review Culture and Behavior Committee (CBC) discipline data analysis with faculty

FOCUS AREA #2: REVIEWING DISCIPLINE DATA & PRACTICES

4. Review Pierce Middle School's student handbook and discipline practices and procedures
5. Identify alternatives to detention and suspension, including restorative practices, that shift the culture to a community of care and healing and reduce the removal of students from classrooms and school
6. Identify the resources, supports, and professional development needed to enact identified changes in disciplinary practices, procedures, or policies

FOCUS AREA #3: EXAMINING THE ACCELERATED ELA & MATH CLASSES

Goal: Conduct a review of the accelerated ELA and math classes and make recommendations that provide rationale for maintaining, altering, or eliminating these offerings.

1. Collect input and insights from grade 7 and grade 8 ELA and math teachers about their experiences with teaching these classes
2. Identify distinguishing characteristics and features of accelerated and standard paced classes
3. Review research on leveling in middle school

FOCUS AREA #3: EXAMINING THE ACCELERATED ELA & MATH CLASSES

4. Examine the process for determining placement in accelerated level classes
5. Communicate with the school community about the challenges and opportunities related to the accelerated level of ELA and math classes
6. Identify the resources and supports required to support maintaining, altering, or eliminating the accelerated level of ELA and math classes

OPPORTUNITIES FOR FUTURE SIP GOALS

Ongoing Site Council Efforts:

- Advancing Anti-Racism
- Negotiating enrollments
- Review & evaluation of new master schedule
- Implementation and refinement of transition strategies
- ELA curriculum implementation