PIERCE MIDDLE SCHOOL
SITE COUNCIL PRESENTATION

April 6, 2022

PIERCE SITE COUNCIL

Site Council Members:

Rosaura Cruz, Parent

Mary Claire Cantor, Parent

Cat DesRoche, K-8 Literacy Director

William Fish, Principal

Jay Fundling, Parent

Patricia Janulewicz Lloyd, Parent

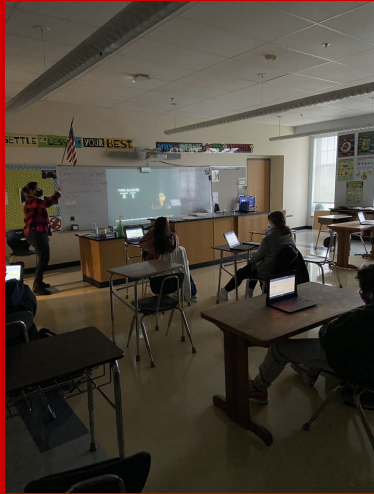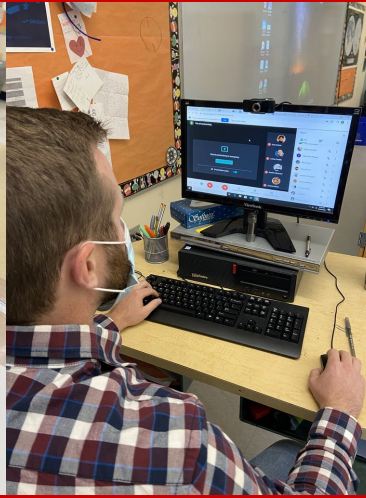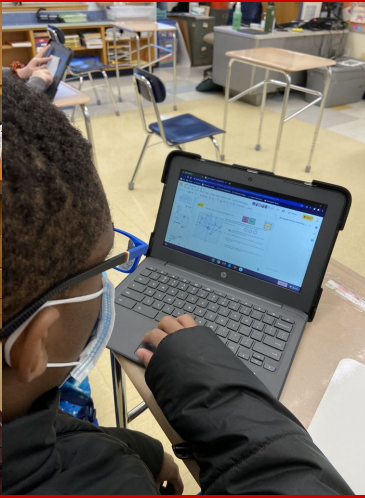Regine Jean-Charles, Parent

Dana Jessup, Parent

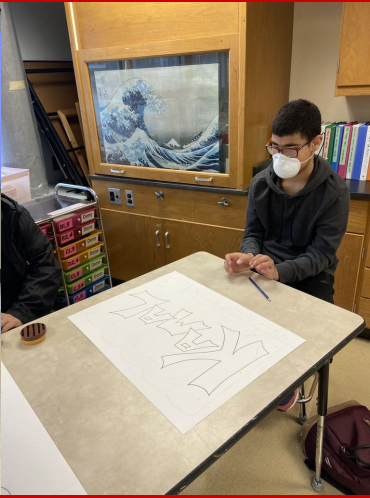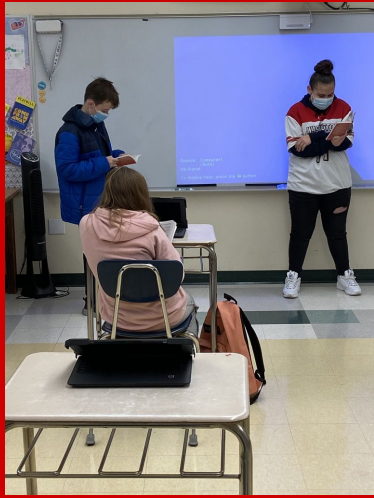Fred McFadden, Parent

Sarah Pullia, Grade 8 Teacher

Jackie Slavik, Parent

Jake Smith, Grade 8 Teacher

Stacey Solomon, Parent

Pierce Middle School Profile

- 2021-2022 Enrollment: 928
  - Grade 6: 321, Grade 7: 321, Grade 8: 286

- 2022-2023 Projected Enrollment: 1,029
  - Grade 6: 387, Grade 7: 321, Grade 8: 321

- 2023-2024 Projected Enrollment: 1,100
  - Grade 6: 392, Grade 7: 387, Grade 8: 321

SCHOOL IMPROVEMENT GOALS

Underpinnings of School Improvement
1. Academic Achievement
2. Social Emotional Learning & Behavioral Health
3. Diversity, Equity & Inclusion

2021-2024 SCHOOL IMPROVEMENT PLAN

Four Priority Areas
1. School culture, student support & engagement
2. Teaching & learning
3. Data culture
4. Facilities, staffing & enrollment

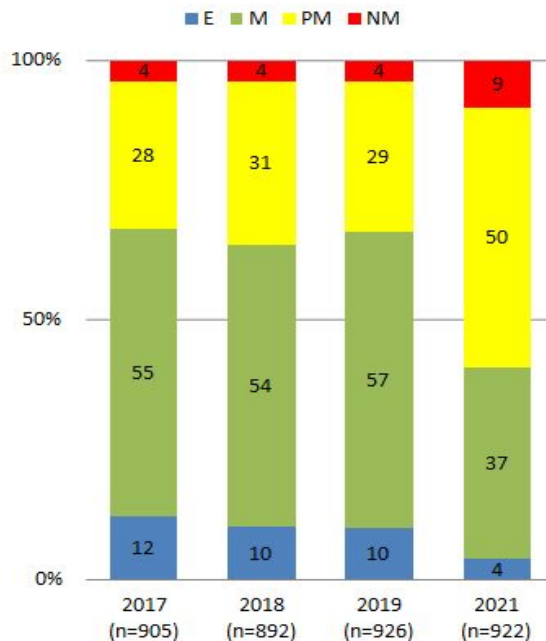# UNDERPINNINGS OF SCHOOL IMPROVEMENT: ACADEMIC ACHIEVEMENT

- Cat DesRoche, K-8 Literacy Director & Brian Selig, K-12 Math Director

- Taking a glimpse at the grade 6-8 ELA & Math curriculum
  - Amplify
  - Desmos ([Curriculum Guide](#), [Family Supports](#), [Preview](#))

- Spring 2021 MCAS data

- i-Ready & Lexia Rapid data

PMS MCAS Performance

PMS ELA MCAS: % of Students at Each Performance Level

E   M   PM   NM

	2017 (n=907)	2018 (n=893)	2019 (n=927)	2021 (n=921)
NM	5	7	5	7
PM	34	34	26	32
M	54	49	51	48
E	7	10	17	13
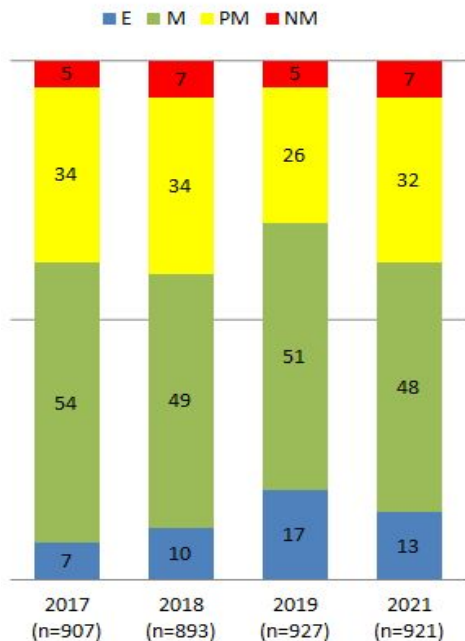
PMS Math MCAS: % of Students at Each Performance Level

E   M   PM   NM

	2017 (n=905)	2018 (n=892)	2019 (n=926)	2021 (n=922)
NM	4	4	4	9
PM	28	31	29	50
M	55	54	57	37
E	12	10	10	4

PMS Science MCAS: % of Students at Each Performance Level

E   M   PM   NM

	2019 (n=290)	2021 (n=259)
NM	5	8
PM	33	32
M	49	44
E	13	16
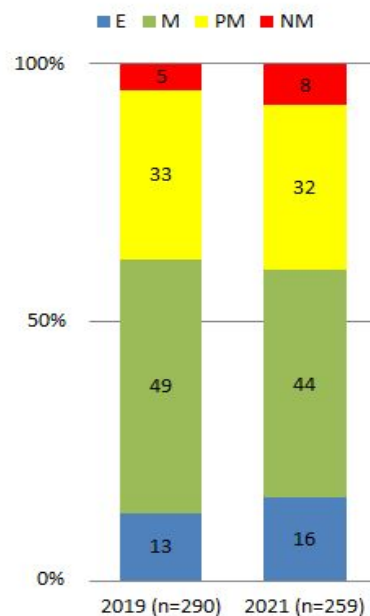
STUDENT ACHIEVEMENT: 2020-2021

- MCAS
  - Testing circumstances were unique, hard to compare to years past
  - Environment of administration, approach to preparation, one session compared to two
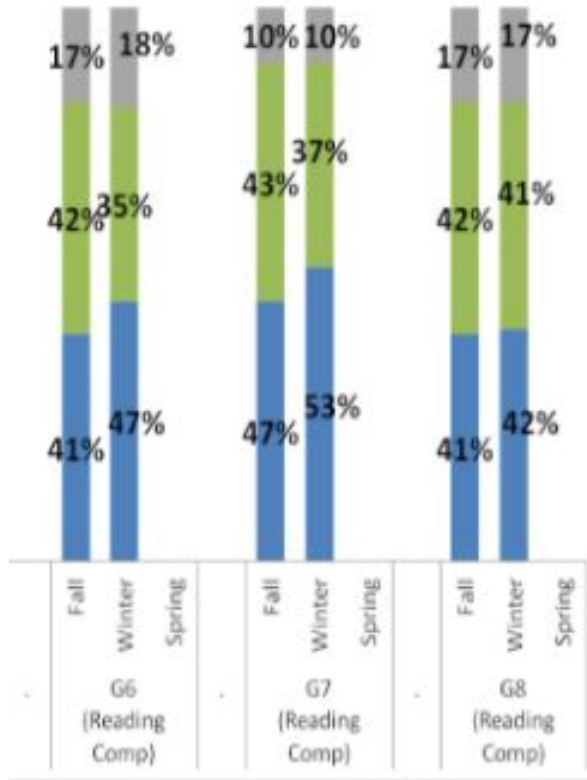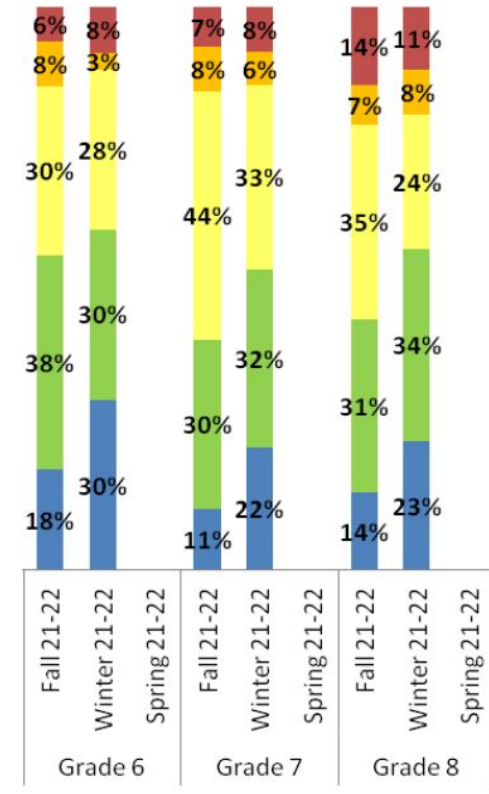 - Truncated curriculum pacing - half days, hybrid model

Lexia Rapid ELA Performance Data 21-22

i-Ready Diagnostic Math Performance Data 21-22

Lexia Rapid ELA Performance Data 21-22

Legend:
- Above grade level (>75th %ile)
- On grade level (25th - 75th %ile)
- Below grade level (<25th %ile)

G6 (Reading Comp) — Fall: 41% / 42% / 17%; Winter: 47% / 35% / 18%; Spring: —

G7 (Reading Comp) — Fall: 47% / 43% / 10%; Winter: 53% / 37% / 10%; Spring: —

G8 (Reading Comp) — Fall: 41% / 42% / 17%; Winter: 42% / 41% / 17%; Spring: —

i-Ready Diagnostic Math Performance Data 21-22

Legend:
- Mid on-grade or above
- Early on-grade
- 1 grade below
- 2 grades below
- 3+ grades below

Grade 6 — Fall 21-22: 18% / 38% / 30% / 8% / 6%; Winter 21-22: 30% / 30% / 28% / 3% / 8%; Spring 21-22: —

Grade 7 — Fall 21-22: 11% / 30% / 44% / 8% / 7%; Winter 21-22: 22% / 32% / 33% / 6% / 8%; Spring 21-22: —

Grade 8 — Fall 21-22: 14% / 31% / 35% / 7% / 14%; Winter 21-22: 23% / 34% / 24% / 8% / 11%; Spring 21-22: —

STUDENT ACHIEVEMENT: 2021-2022

- Lexia Rapid
    - Plateau of skill demonstration, consistent with national trends
- i-Ready Diagnostic
    - Two clusters: Significant Growth v Minimal/No Growth
- Curriculum
    - Learning environment and schedule give reason to be optimistic
    - Reading Support/Math Investigation classes for grades 6-8
    - Intensive Study elective classes in 7th & 8th grade

UNDERPINNINGS OF SCHOOL IMPROVEMENT: SEL & BEHAVIORAL HEALTH

- Culture & Behavior committee
  - Values
  - Monthly initiatives and recognition

- Student-led Culture Club
  - Activities and events
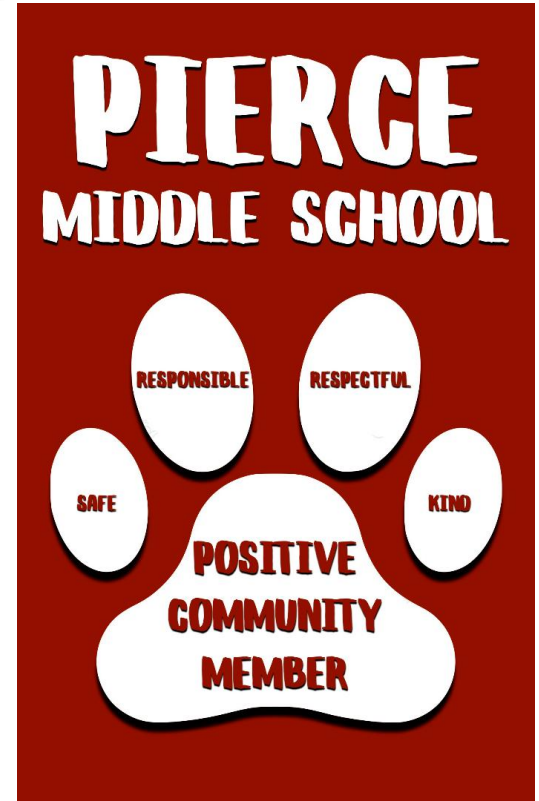
UNDERPINNINGS OF SCHOOL IMPROVEMENT: SEL & BEHAVIORAL HEALTH

- Connection Time
  - Defining Connection Time
  - Pilot
  - Sample lessons

- Calm Classroom
  - Pilot, partnership with South Shore Health
  - Why Calm Classroom?
  - Data from pilot

UNDERPINNINGS OF SCHOOL IMPROVEMENT: SEL & BEHAVIORAL HEALTH

- Restorative Practices
  - Restorative practices coaching position
  - Circles
    - Repairing harm
    - Community and affinity circles
  - Staff professional development sessions
    - Introduction to restorative practices
    - PD strand

UNDERPINNINGS OF SCHOOL IMPROVEMENT: DIVERSITY, EQUITY & INCLUSION

- Previously identified DEI goals in 2021-2024 school improvement plan

- Reactive vs. proactive approach to our work

- Partnership between DEI committee and site council
  - Process
  - Themes
  - Sub-committee updates

UNDERPINNINGS OF SCHOOL IMPROVEMENT: DIVERSITY, EQUITY & INCLUSION

Focus Areas

1. Establish an incident reporting system that allows students, staff, family members, and community members to report incidents of bias, racism or discrimination.

2. Develop and implement a protocol for how leaders and teachers are required to respond to acts of racial aggression, racial slurs, hate speech, and hate actions to ensure a timely and effective response.

UNDERPINNINGS OF SCHOOL IMPROVEMENT: DIVERSITY, EQUITY & INCLUSION

Focus Areas (continued)

3. Identify and implement professional development experiences that equip educators to respond to hate, hate speech and bias.

4. Identify or create content/curriculum to engage students in educational experiences around recognizing and addressing explicit and implicit anti-bias and anti-racism, including how to interrupt microaggressions and bystander training.

CONTINUED OPPORTUNITIES FOR IMPROVEMENT

Ongoing strategies for school improvement

- 6th Grade transition
- Data-driven differentiated instruction
- Supplemental resources and ongoing PD for teachers
- Further developing restorative practices
- Continued focus on site council-DEI committee focus areas