



Pierce Middle School Site Council Presentation
October 12, 2022

PIERCE MIDDLE SCHOOL SITE COUNCIL

Lexie Bergeron, Parent

Charles, Parent

Brendan Bonn, Teacher

Jill Clark, Parent

Mendoza, Teacher

Rosaura Cruz, Parent

William Fish, Principal

Lateefah Franck, Parent

Millicent Hartgering, Teacher

Patricia Janulewicz Lloyd, Parent

Regine Jean-

Fred McFadden, Parent

Renee

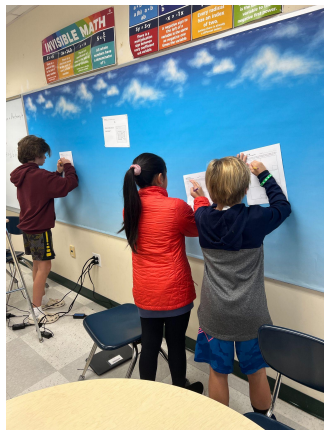
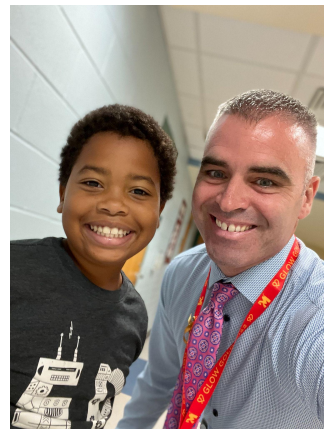
Jake Smith, Teacher

Stacey Solomon, Parent

Dana Turner, Parent

Candice Whitmore, Parent

OUR STUDENTS!



2022-2023: SOME EARLY SUCCESSES

- Recapping the start of the new school year
- Roll out of our new grade 6 seminar class
- Late start day & staff professional development

PIERCE MIDDLE SCHOOL PROFILE

- 2021-2022 Enrollment: 928
 - Grade 6: 321, Grade 7: 321, Grade 8: 286
- 2022-2023 Enrollment: 958
 - Grade 6: 366, Grade 7: 287, Grade 8: 305
- 2023-2024 Enrollment: 1023
 - Grade 6: 370, Grade 7: 366, Grade 8: 287

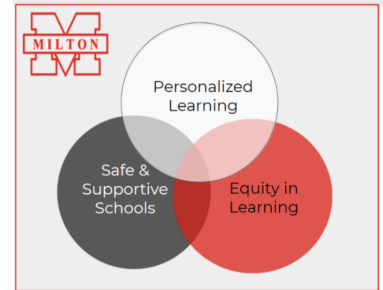
SCHOOL IMPROVEMENT GOALS

Underpinnings of School Improvement

1. Academic achievement
2. Social emotional learning & behavioral health
3. Diversity, equity & inclusion

Alignment with MPS Strategic Initiatives

1. Personalized learning
2. Safe & supportive schools
3. Equity in education



2021-2024 SCHOOL IMPROVEMENT PLAN

Four Priority Areas

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

Highlighting some SIP goals and key actions

SCHOOL CULTURE, STUDENT SUPPORT & ENGAGEMENT

Goal: Explicitly develop a strong school culture that is anchored in the core values of safety, responsibility, respect, and kindness, and is characterized by strong relationships, a sense of community, student wellness, and students' sense of belonging.

Theory of action: If a school's culture promotes inclusivity, respect and achievement, then students and educators are able to excel and thrive.

Illustrative examples:

1. Grade 6 seminar class
2. Disrupting trends in disproportionate discipline outcomes

SCHOOL CULTURE, STUDENT SUPPORT & ENGAGEMENT

Grade 6 Seminar Class

- Background & context
- Curriculum
 - ✓ Introduction to executive functioning strategies
 - ✓ Goal setting
 - ✓ Organizing materials and time
 - ✓ Cognitive flexibility: Shifting and flexible thinking
 - ✓ Self-monitoring and self-checking
 - ✓ Digital citizenship and responsibility
 - ✓ Common book reads

SCHOOL CULTURE, STUDENT SUPPORT & ENGAGEMENT

Grade 6 Seminar Class

- Insights from seminar teachers
- Insights from parents/guardians of 6th grade students

SCHOOL CULTURE, STUDENT SUPPORT & ENGAGEMENT

Disrupting Trends in Disproportionate Discipline Outcomes

- Partnership with Adina Schechter & Claire Galloway-Jones
- History of the data
- Professional development opportunities
- Student circles

TEACHING & LEARNING

Goal: Consistently facilitate a rigorous, research-based, culturally sensitive, anti-racist curriculum with exemplary instruction to meet the need of every learner while promoting excellence and preparing students for success in an evolving digital culture.

Theory of action: If we engage students in rigorous, standards-based curricula and invest in the professional learning of educators, then we support the learning and development of all students.

Illustrative examples:

1. Collect & analyze MCAS & internal data
2. Universal design for learning

TEACHING & LEARNING

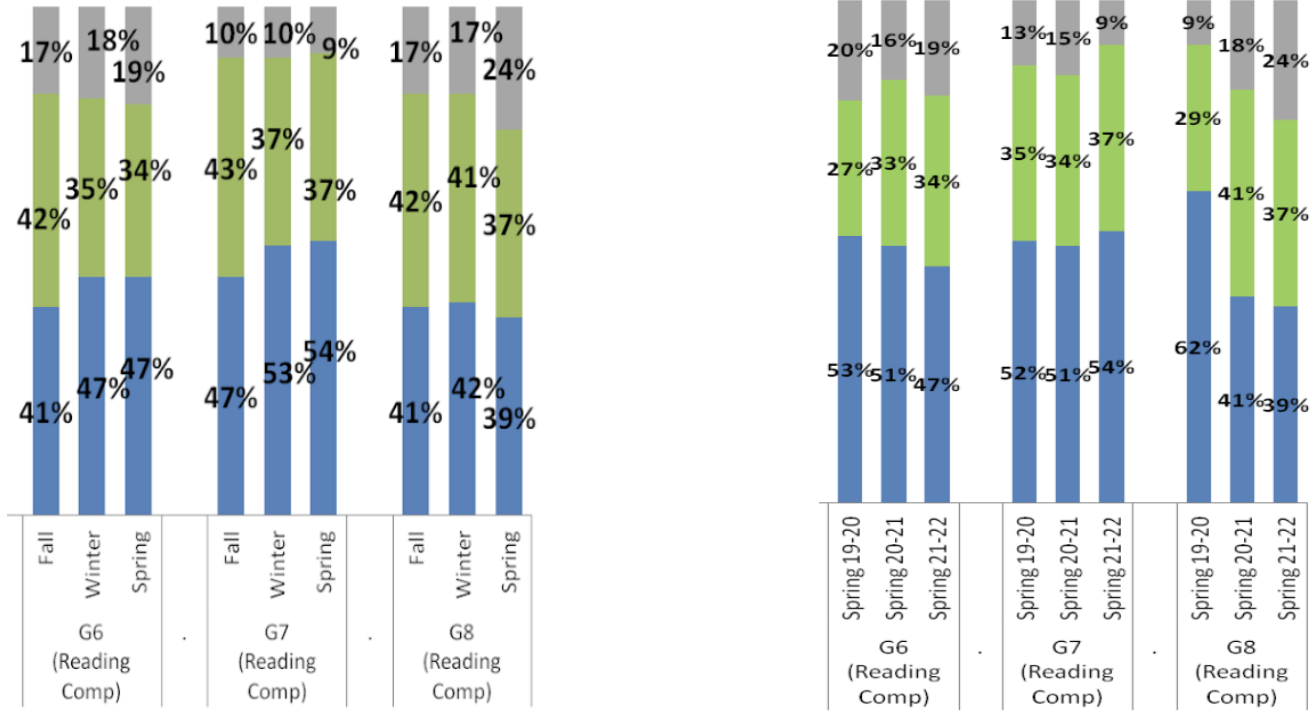
Collect & Analyze MCAS & Internal Data

- Lexia Rapid data
- iReady data
- MCAS data

TEACHING & LEARNING

Lexia Rapid ELA - Fall, Winter, Spring Progression 2021-22

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



TEACHING & LEARNING

Reading Comprehension - % Change by Subgroups

Middle School G6-8			
% On or Above Grade Level	Fall	Spring	Change
AfAm/Black	68%	70%	+2%
Asian	93%	90%	-3%
Hisp/Lat	76%	84%	+8%
Multiracial	98%	89%	-9%
White	88%	85%	-3%
Low Income	74%	73%	-1%
IEP	58%	64%	+6%
ELL	n/a	n/a	n/a
All G6-8	86%	81%	-5%

TEACHING & LEARNING

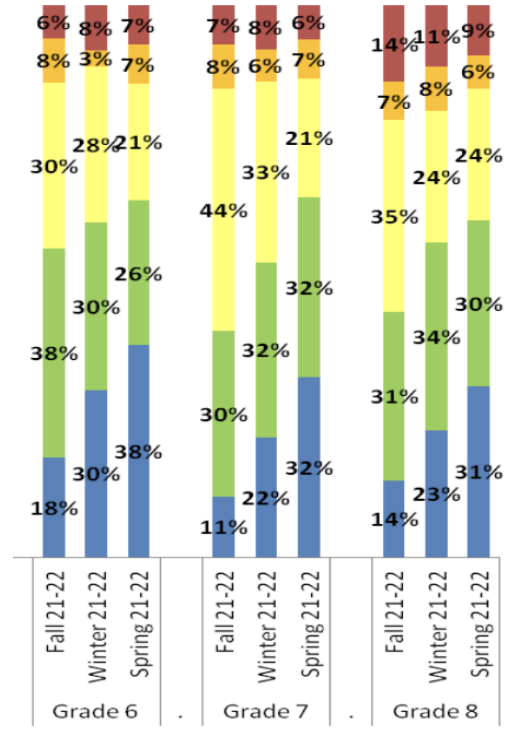
Key Takeaways from Data

- ELA (Lexia Rapid)
 - Students started out the year with a higher level of proficiency.
 - Students in subgroups experienced higher growth than the average growth rate.

TEACHING & LEARNING

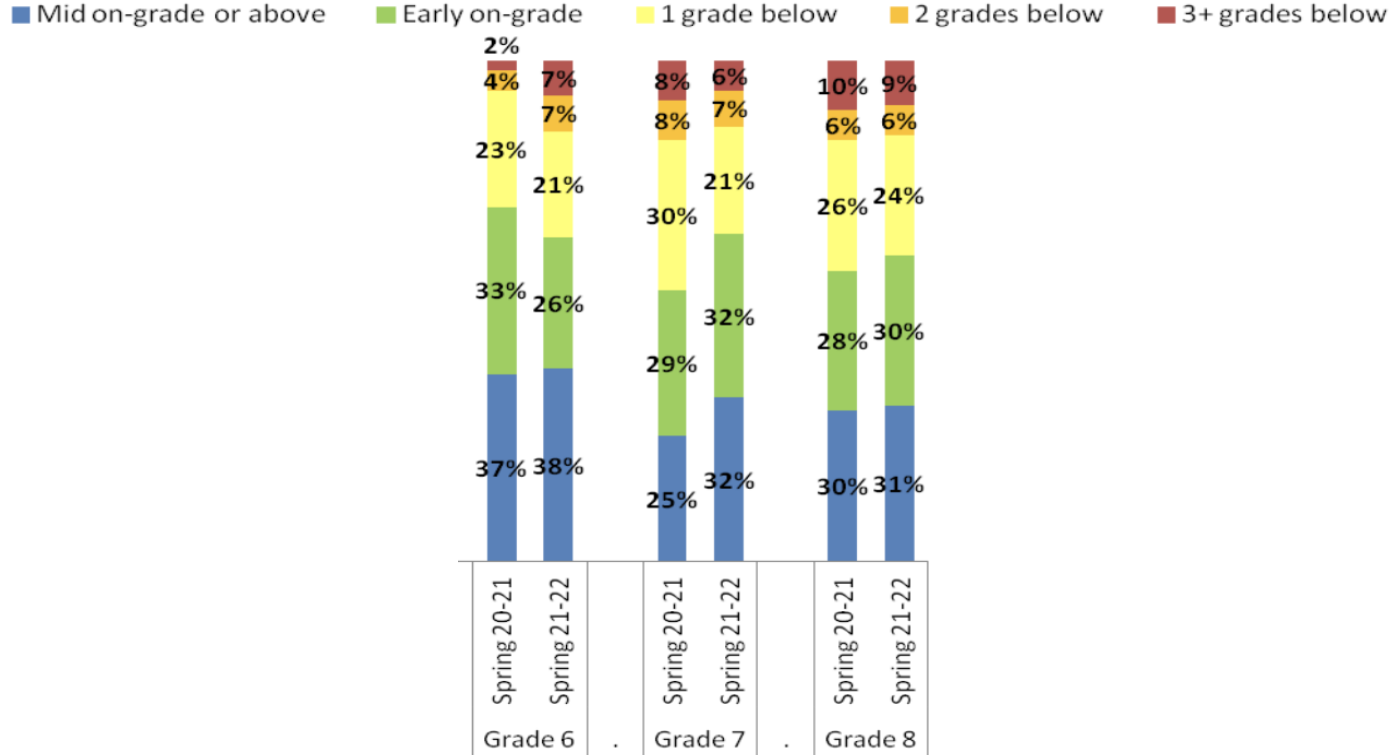
iReady Math - Fall, Winter, Spring Progression 2021-22

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



TEACHING & LEARNING

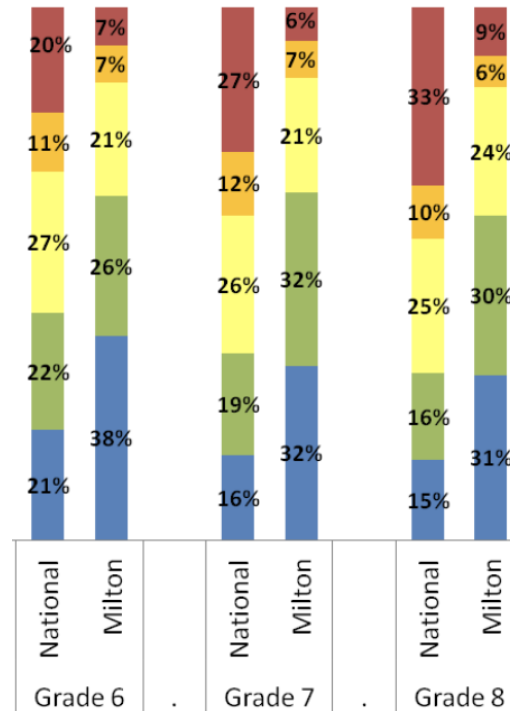
iReady Math, Spring 20-21 vs. Spring 21-22



TEACHING & LEARNING

iReady Math Spring 21-22 Comparison to National

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



TEACHING & LEARNING

Math Overall Proficiency - % Change by Subgroups

Middle School 6-8			
% Early on, Mid or Above Grade Level	Fall	Spring	Change
AfAm/Black	18%	36%	+18%
Asian	70%	79%	+9%
Hisp/Lat	27%	40%	+13%
Multiracial	42%	72%	+30%
White	40%	68%	+28%
Low Income	19%	36%	+17%
IEP	15%	27%	+12%
ELL	n/a	n/a	n/a
All 6-8	47%	63%	+16%

TEACHING & LEARNING

Key Takeaways from Data

- Math (iReady)
 - Students at all grade levels performed better on iReady than national results.
 - Testing fatigue in June, after all the MCAS, may have negatively impacted student results.
 - In light of the difference in how iReady captures middle school learning, we will continue to monitor the screener this year and evaluate whether iReady is the most effective diagnostic tool for middle school math.

TEACHING & LEARNING

MCAS Data

- DESE only recently released MCAS scaled scores for the spring 2022 test administration
- Now that we have the full release of data, we will triangulate our data, perform further analyses and understand the new “baseline” data post the pandemic disruption.

TEACHING & LEARNING

Continuing to Address Unfinished Learning

ELA

- Strength of recently-implemented *Amplify* curriculum; educators' increasing expertise with curriculum, resources & routines
- High quality instructional materials for all students in heterogeneous groups
- Instructional approaches tailored to findings from data analysis (e.g., Lexia Rapid, MCAS & internal assessments)
- Illustrative example: using writing data from BOY assessment to create individualized writing goals for students

TEACHING & LEARNING

Continuing to Address Unfinished Learning

Math

- Strength of recently-implemented *Desmos* curriculum
- Building a roadmap of standards of what students need and when they need it (“just in time” curriculum decisions)
- Equipping teachers with the resources they need to address gaps
- Math Investigations and tier 2 interventions

TEACHING & LEARNING

Universal Design for Learning (UDL)

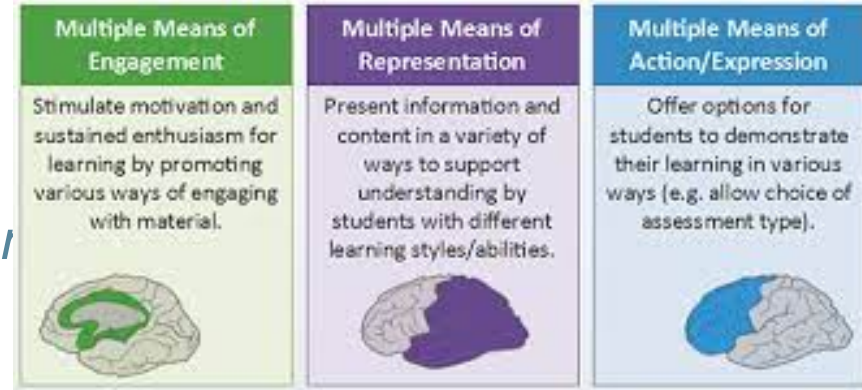
- *SIP Key Action:* Embed UDL principles in planning, instructional and assessment practices to maximize learning opportunities for all students
- What is UDL?
- Connection to SIP priority areas & MPS strategic initiatives
- Professional development

TEACHING & LEARNING

Universal Design for Learning

What is UDL?

- All students are capable of reaching grade level standards
- A mindset and a skill set
- Provide options that *students can choose* to help them reach their goal
- It is in the planning
- Firm goals; flexible means
- Key principles

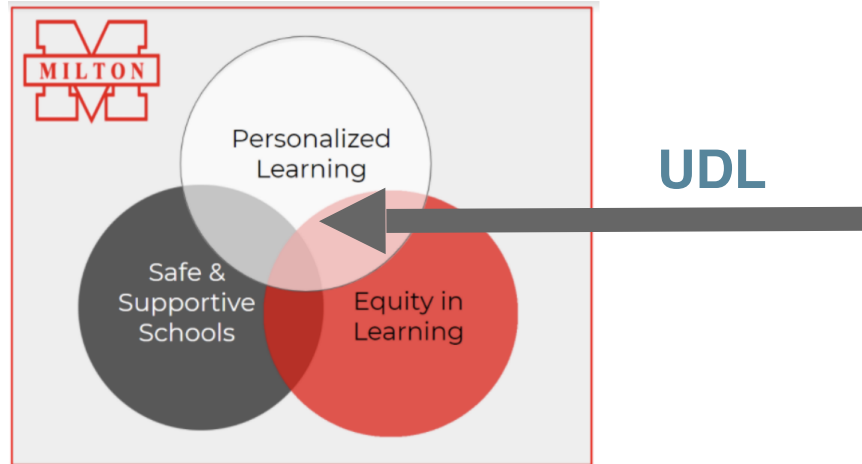


TEACHING & LEARNING

Universal Design for Learning (UDL)

Why focus on UDL?

Connection to SIP Priority Areas & MPS Strategic Initiatives



TEACHING & LEARNING

Universal Design for Learning (UDL)

Professional development

- Vision of Pierce's instructional leadership team
- Partnership with Novak Educational Consulting
- Leveraging late start days
- Leveraging built-in PD structures (e.g, curriculum time, faculty time, PD days)
- Opportunities for ongoing partnership with Novak

FACILITIES, STAFFING & ENROLLMENT

Goal: Ensure that Pierce Middle School has sufficient classroom and other space, as well as appropriate staffing, for its expanding enrollment and that its facilities provide adequate elements necessary for a strong 21st century education.

Theory of action: If student enrollment continues to expand as projected, then Pierce will have to increase classroom spaces and staffing in proportion to this growth.

Illustrative examples:

1. Repurposing spaces
2. Negotiating growing enrollments

FACILITIES, STAFFING & ENROLLMENT

Repurposing Spaces

- 8th grade team area conversion
- Makerspace conversion
- Closets to office spaces

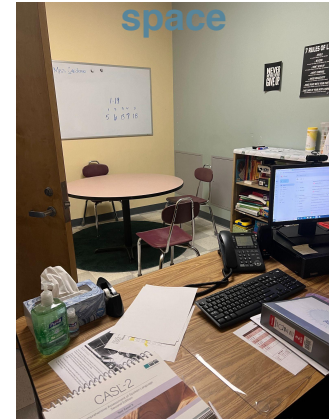
Makerspace conversion



8th grade team area



Closet to office space



FACILITIES, STAFFING & ENROLLMENT

School Year	Total	Grade 6	Grade 7	Grade 8
2019-2020	979	351	324	304
2020-2021	957	344	307	306
2021-2022	928	321	321	286
2022-2023	958	366	287	305
2023-2024*	1023	370	366	287
Projected 2024-2025	1109	373	370	366

FACILITIES, STAFFING & ENROLLMENT

Class Sizes Greater than 25 Students

School Year	Enrollment	Sections Over 25	On Team	World Lang.	Exploratory
2019-2020	979	69	8	9	52
2020-2021*	957	11	0	1	10
2021-2022	928	17	0	1	16
2022-2023	958	86	14	2	70

*Hybrid & remote models; with additional 4.0 FTEs

FACILITIES, STAFFING & ENROLLMENT

Enrollments & Staffing Needs

- Recent FTEs added
 1. 1.0 FTE Spanish teacher
 2. 1.0 FTE 504 coordinator (grade 6-12)
- Considering current grade 4, grade 5 & grade 6 enrollments
- Preliminary staffing considerations for 2023-2024 & beyond
 1. Team teachers in grade 6 (ELA, math, science & social studies)
 2. Exploratory teachers

CONTINUED OPPORTUNITIES FOR IMPROVEMENT

Maintaining a grounded focus on academic excellence for all students

Personalized learning, Safe & supportive schools, Equity in education

Authentic, targeted professional development for educators

Family & community engagement

Communicating & advocating for our school's needs