

# Cyrus Peirce Middle School



## School Improvement Plan, 2024-2025

## **Directory**

Elizabeth Hallett, Ed.D. – NPS Superintendent

### **Cyrus Peirce School Council**

Michael Horton - Principal

Adriene Lombardi - Assistant Principal

Meg Browsers - Parent

Jess Douglas - Parent

Nan Gilch - Parent

Stacy Montes - Parent

Mary Arnold - Teacher

Mark Gonnella - Teacher



[Return to District Improvement Plan \(DIP\)](#)

## Message from the Principal and Assistant Principal

Our vision is that CPS creates an equitable, inclusive, and challenging learning environment for young adolescents to develop skills that foster independence, build student voice, and strengthen decision-making to 'Do the Right Thing.'

We hope that students are motivated to learn, thrive emotionally and socially, and participate in school and community activities. The CPS staff is dedicated to building strong relationships with families and island organizations to support student growth and learning at home, in school, and within the community. Building these relationships requires consistent communication in order to inform families of student progress and growth. The CPS School Council has been formed to develop, monitor, and sustain communication between school and home. One step in maintaining that communication is the *CPS Weekly Parent Update*. This Monday evening 'Smore' newsletter contains important information ranging from announcements, schedules, and events, to articles, parent support groups, and celebrations.

This is the second year of implementing the *Responsive Classroom* approach of reinforcing and practicing important skill sets of social emotional competencies: cooperation, assertiveness, responsibility, empathy and self-control as well as an academic mindset of perseverance. Through *Responsive Classroom* and best teaching practices, students will also be learning strategies and academic behaviors that will help them through these adolescent years to meet our CPS vision.

We have a strong team of teachers and support staff to help guide our students to gain independence and build their student voice. We are here to support our CPS families and look forward to another great school year!

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## NPS Strategic Objectives

**1: Increase Student Outcomes and Achievement** by providing equitable, inclusive and challenging learning experiences through a comprehensive system of support.

**2: Secure and Maximize Resources** that meet the growing needs of the district by providing a sound budget process, intentional staff recruitment and retention, comprehensive maintenance of facilities, and access to advancements in technology.

**3: Nurture a Culture of Inclusion, Collaboration, and Communication** by recognizing and celebrating the uniqueness of all individuals (students, educators, families, and the community alike) and cultivating socially responsible members of diverse local and global communities.

## NPS Strategic Initiatives

- 1.1 Successfully implement and continually assess the effectiveness of the established curriculum, instructional, and assessment practices.
- 1.2 Define, implement, and support high-impact, tiered pedagogical practices that are culturally and linguistically appropriate, universally designed, and foster academic, behavioral, and social-emotional learning for all learners.
- 1.3 Optimize and strengthen school safety processes and protocols across the district through proactive evaluation, adjustment, and alignment.

- 2.1 Ensure sustainable sources of revenue for facilities, infrastructure, and operational expenses.
- 2.2 Actively promote a diverse, high-quality workforce and expand housing inventory for staff to support their recruitment, development, and retention.
- 2.3 Maintain and upgrade district facilities and grounds.
- 2.4 Secure and maximize resources within the district (i.e., schedules/staffing/ technology) to meet growing needs, enhance educational outcomes, and support efficient operations.

- 3.1: Foster a sense of belonging and community to strengthen partnerships with students, staff, families, and the wider community.
- 3.2 Cultivate a stronger sense of community and positive culture among district staff.

# CPS Vision and School Improvement Plan Goals, 2024-25

## VISION

CPS creates an equitable, inclusive, and challenging learning environment for young adolescents to develop skills that foster independence, build student voice, and strengthen decision-making to 'Do the Right Thing.'

Goal	Action Steps	Outputs	Outcomes
<p>During the 2024-2025 school year, Professional Learning Communities of like educators will learn and grow their practice to ensure that all students master the identified grade-level essential learning outcomes and skills.</p> <p>(1.2)</p>	<ul style="list-style-type: none"> <li>• Participate in opening day Keynote Speaker and Team Leader PD to begin the PLC work.</li> <li>• Define the purpose and plan for PLCs</li> <li>• Using the <a href="#">State Standards</a>, clearly identify the focus grade-level essential learning outcomes and skills for every trimester. (3-5 per subject)</li> <li>• Each team will design or identify a common formative assessment before instruction begins that is aligned to the identified grade-level essential learning outcomes using the following template</li> </ul>	<ul style="list-style-type: none"> <li>• Essential learning outcomes and skills identified for each trimester shared with the full team and administration by the end of September.</li> <li>• Slides from PD sessions on identifying, measuring and analyzing Essential Learning Outcomes.</li> <li>• Data Sheets shared for focus essential learning outcomes and skills every mid and end of trimester.</li> <li>• Notes from PLC agendas to identify shared best practices and evidence of five questions/answers shared with the full team and administration on a rolling basis.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will share student outcomes and analysis with the administration using the following form: <a href="#">PLC Meeting Agenda Template</a></li> <li>• All students will demonstrate growth and achievement on identified essential learning targets in ELA, math, and science.</li> </ul>

	<p>and resources: <a href="#">Essential Learning Standards and Outcomes Template</a></p> <ul style="list-style-type: none"> <li>● Determine the proficiency scales template chart/graph that will be used to keep and share the data towards mastery of the focus essential learning outcomes and skills for each grade level student.</li> <li>● Teach the essential learning outcomes and skills during the cycle.</li> <li>● As a PLC, use the 5 identified questions to determine which students achieved mastery and which had misconceptions. Sort by common misconceptions. <ol style="list-style-type: none"> <li>1. <i>Which essential learning outcomes have we ensured students learned?</i></li> <li>2. <i>What evidence do we have that we've ensured mastery of essential learning outcomes for students?</i></li> <li>3. <i>What are the specific names of students who require additional time and support to master essential learning outcomes?</i></li> <li>4. <i>What additional time and support will the team</i></li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>● Administrators will provide at least one written feedback related to the Teaching and Learning Assessment and Analysis indicator based on the observed PLC work.</li> </ul>	
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	<p><i>provide to ensure students master essential learning outcomes?</i></p> <p>5. <i>What actions will our team take to extend learning for students who've already mastered essential learning outcomes?</i></p> <ul style="list-style-type: none"> <li>● Use the collective expertise of your collaborative team to share lesson planning and which instructional practices produce the best results to build action plans using these criteria to determine what each student needs to achieve the outcome.</li> </ul>		
<p>During the 2024-25 school year, CPS will reduce the number of students in the 'Not Meeting' tier of each MCAS subject test to below 15%. (1.1, 1.2)</p>	<ul style="list-style-type: none"> <li>● Data Driven PD day September 2024 to analyze 2024 MCAS results.</li> <li>● Implement MAP reading and MAP math assessments 3 times per year.</li> <li>● Year 3 of Guided Math/Math Workshop model.</li> <li>● Co-teaching for Entering EL students in the areas of math, science, and civics.</li> <li>● Co-teaching for special education students.</li> <li>● Math support teacher.</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers analyze student data to improve instruction.</li> <li>● Observations, discussions, and feedback with math coach, Alison Mello.</li> <li>● Common planning between co-teachers.</li> <li>● Identify and schedule students into small group math sections.</li> <li>● Identify and motivate students to attend evening and Saturday extra help sessions.</li> </ul>	<p>Student achievement improves. (MCAS and MAP)</p>

	<ul style="list-style-type: none"> <li>● Increase after school tutoring and extra help opportunities.</li> </ul>		
<p>By June 2025, CPS will continue to focus on improving school culture and morale through mentoring, coaching, and collaboration. (3.2)</p>	<ul style="list-style-type: none"> <li>● Updated mentoring program.</li> <li>● Math coach works with CPS teachers.</li> <li>● Co-teaching professional development</li> <li>● Staff committees formed for: <ul style="list-style-type: none"> <li>○ Culture &amp; Climate</li> <li>○ Grading</li> <li>○ Scheduling</li> <li>○ Responsive Classroom</li> <li>○ Budget</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Mentors are assigned and teachers meet with mentors.</li> <li>● Math coach visits classrooms and provides follow-up coaching.</li> <li>● Co-teachers meet together to plan lessons, review student work, and reflect to make adjustments in future lesson plans.</li> <li>● Committees are formed and meet at least once per month</li> </ul>	<ul style="list-style-type: none"> <li>● A higher percentage of teachers return to CPS for the 2025-26 school year than in recent years.</li> <li>● Student achievement improves. (MCAS and MAP)</li> <li>● Improved school culture as evidenced by survey data and a decrease in discipline referrals</li> </ul>
<p>By June 2025, CPS students will report an increase in their sense of belonging, voice, and valuable group collaboration as reported by end-of-year student survey data. (1.1, 1.2, 1.3, 3.1, 3.2)</p>	<ul style="list-style-type: none"> <li>● Responsive Classroom training (Group 2) (August &amp; November )</li> <li>● Teachers facilitate group work and more student discourse. (Applied Learning)</li> <li>● Staff collaborate and share best practices and strategies during team meetings and extended work days.</li> <li>● UDL: Multiple means of representation, expression, and engagement</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers build positive classroom communities and embed effective management to the unique needs of young adolescents.</li> <li>● Teachers observe each other and discuss strategies to develop student discourse.</li> <li>● Academic choice for students</li> <li>● More student voice on school committees, clubs, and handbook changes</li> </ul>	<ul style="list-style-type: none"> <li>● School promotes strong academic and social emotional skill building.</li> <li>● Students analyze, discuss, and debate each other's thinking.</li> <li>● Increased focus on student engagement in classroom activities.</li> <li>● Improved staff and student sense of belonging as evidenced by survey data and decrease in discipline referrals.</li> </ul>



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