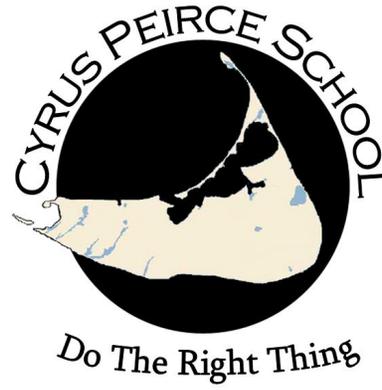


Cyrus Peirce Middle School



School Improvement Plan 2016-2017

Directory

NPS Superintendent -- W. Michael Cozort

CPS School Council

Peter Cohen, Ed.D. - CPS principal

Kris Beebe - parent

Kathy Benson – teacher

Laura Byrne - teacher

Lizbet Carroll Fuller – parent

Dominic Hall – parent

Donna Johnson – CPS assistant principal

Bethany Oliver – parent

Andrea Planzer - FONPS co-president

Jill Roethke – parent

Marita Scarlett – teacher

Jessica Trehwella – teacher

TBA – Community Representative

Introduction – The development of the 2016-17 School Improvement Plan for the Cyrus Peirce Middle School is the natural progression of the goals set in the fall of 2013 when CPS principal, Dr. Peter Cohen began his tenure. While much strength is evident at CPS, there has been a clear need to improve student achievement as based on MCAS, PARCC, and MAP testing data. In 2015, CPS transitioned to the PARCC assessment system and completed the second and final year of PARCC testing in 2016. In 2017, Nantucket will join with the state of Massachusetts in our return to MCAS testing. The increase in our English Language Learner population coupled with the overall increase in student population necessitates a renewed focus on differentiated instruction. While there is much work to be done, we are focused at CPS on doing the right thing for all students, whatever it takes.

Last year, the school council identified three areas (Instruction, Intervention, and Innovation) from which the goals were developed and written with input from the council. This year we add the “Imagination” category to be able to identify items we wish to explore for the future. The council will continue to meet each month for the remainder of the academic year. When creating the Cyrus Peirce School Improvement Plan, the council tied in the MERA goals (identified below), Nantucket Public School Goals (cited in the improvement plan), and Cyrus Peirce School Council Goals.

Definitions

Instruction:

Focus on instructional choices made by teachers and the instructional strategies used in classrooms that will be driven by data

Intervention:

The steps we can take to address the needs of struggling learners and ways that we can extend (challenge) our top learners.

Innovation

The implementation of ideas and structures including, but not limited to the use of technology to enhance learning and the learning environment for students as well as the professional development opportunities for continuous growth of our faculty.

Imagination:

Items to consider for the future.

I. Preamble

The Cyrus Peirce Middle School was established in accordance with Section 53 of Chapter 71 of the Acts of 1993. The current 12 member Council consists of the principal (as mandated), teachers selected through staff nominations, parents of students attending the school (volunteers elected by the Friends of Nantucket Public Schools) and one community representative to represent the interests of the stakeholders.

By law, the basic duties of this Council are to assist the principal in developing a Parent Survey, educational goals for the school, identifying the educational needs of the students, reviewing the annual budget and formulating a School Improvement Plan. Our Council will also review the Student Handbook on an annual basis. During the 2016-2017 school year we also intend to review the master schedule with a focus on the Encore options for students.

II. State and Nantucket Public Schools District Goals

Massachusetts Education Reform Act/ Chapter 71, Section 59C: School Councils

The principal of each school, in consultation with the school council established pursuant to this section shall adopt educational goals for the schools consistent with the goals and standards including the student performance standards, adopted by the board pursuant to section one D of chapter sixty-nine, and consistent with any educational policies established for the district, shall assess the needs of the school in light of those goals, and shall formulate a school improvement plan to advance such goals, to address such needs and to improve student performance. *The plan shall include an assessment of the impact of class size on student performance, and shall consider student-to-teacher ratios and other factors and supportive adult resources, and may include a scheduled plan for reducing class size. The plan shall address professional development for the school's professional staff, the allocation of any professional development funds in the annual school budget, the enhancement of parental involvement in the life of the school, safety and discipline, the establishment of a welcoming school environment characterized by tolerance and respect for all groups, extra-curricular activities, the development of means for meeting the diverse learning needs of as many children as possible, including children with special needs currently assigned to separate programs, within the regular education programs at the school, and such further subjects as the principal, in consultation with the school council, shall consider appropriate.* In school districts with language minority student populations the professional development plan under this section shall specify how the plan will address the need for training and skills in second language acquisition and in working with culturally and linguistically diverse student populations.

Massachusetts Education Reform Act (MERA) -- School Improvement Goals -- 2014 State of the School Report

1. The climate is conducive to high expectations and performance

At CPS we are committed to providing the necessary support for all students to succeed. Based on past MCAS & PARCC testing results we need to improve our instruction across the curriculum. Whether we use comparisons to similar districts (the DESE DART data), statewide rankings, or simply a comparison of CPS scores to state averages, we are not at the level we want to be at with overall assessment scores. Nor are we closing the gaps with subgroups that include students with disabilities and high needs. These concerns are addressed in this improvement plan. The full implementation of MAP testing will allow us to track student growth and increase the rigor and relevance of our instruction. We will continue to improve our system of interventions and develop strategies as outlined in this plan. It is our hope that we will address the needs of all students and provide appropriate supports for success in a timely manner. As indicated in our improvement plan, instruction, intervention, and innovation are our high priority goals moving forward as we work to improve student achievement.

2. An assessment of student/teacher ratios

Our goal continues to be to maintain reasonable class sizes. The enrollment at CPS has grown dramatically over the past number of years. We have achieved our goal of maintaining appropriate class sizes. The current student population at CPS has allowed us to avoid any class sections larger than 25 students. Staffing, scheduling, and space needs have been addressed as our student population continues to grow. The new addition to the school is expected to be open by the end of September 2016 and will alleviate our space concerns. New interventionist positions have been created. A new ELL teacher was hired. A reading specialist was hired. The art teacher position was increased to full time. Each of these staffing decisions has helped us maintain appropriate class sizes. While we were able to add a course in landscaping, this was due to the unexpected retirement of our woodworking instructor. We will evaluate the landscaping course and decide whether to pursue the return of the woodworking program in the future.

3. Professional development plan to meet the school's goals

This year marks year four of a full implementation of the new educator evaluation system. Considerable time was spent training all educators in the school about the new system. Technology integration being a priority, has led to training on the use of Google Apps For Education in the classroom. Additionally, all of our teachers that were required to do so have completed the RETELL training to better serve the growing population of English Language Learners in our school. Professional development in 2016-2017 will be teacher-driven and focus on improving instruction and transitioning to a standards-based learning environment. Our overall goal of all professional development is the continuous improvement of our instructional practices to better meet the needs of all students.

4. Enhancement of parental involvement

We will work hard to improve communication between school and home. We have a brand new school web site at <http://www.npsk.org> and it is an outstanding source for information for students, parents, and the community. Additionally, many teachers post homework online and use apps including Google Classroom and Remind to communicate with students and parents. We have a school Facebook page, a school Twitter account, and the principal will send out a weekly email to the parent community with updates from the school. Parents can access student grades via our student information system, Aspen.

5. Health, safety, and discipline

The physical and emotional safety and security of students and staff as well as overall wellness are important at CPS. The emotional well being of students is a priority. We continue to improve our 6th grade learning lab course. We are also exploring ways to expand and improve our advisory program. We will conduct evacuation, lockdown, and lockout drills as part of the ALICE protocols and continue to increase our knowledge of how to respond in an emergency situation. We have added a keyless entry system and construction of a safety vestibule at the entrance to the school is near completion. We also have wonderful partnerships in place with both the fire department and the police department with the school resource officer available regularly.

6. Welcoming school environment characterized by tolerance and respect

At CPS we are simplifying this to one rule for all – Do the Right Thing. We are also implementing events such as the quest for the Truth Cup, spirit weeks and spirit days, and other competitions to encourage school spirit. Additionally, through our “On The Same Page at CPS” summer reading program, every student and staff member read this years’ selection, Fish in a Tree by Lynda Mullaly Hunt with its powerful message about the importance of student-teacher relationships. We continue to expand after school club opportunities, including a GSA and a Diversity Club.

7. Extracurricular activities and academic support

CPS will explore an expansion of after school clubs. We have partnerships in place with the community school and the boys and girls club to offer our students after school opportunities. Middle school sports have been expanded to include 6th graders. Additionally, we have regular after school help for students available four days a week during X Block.

8. Means for meeting diverse learning needs

Differentiated instruction continues to be a focus at CPS. We need to increase the cultural awareness and will reach out to community members to help educate students and staff about our rich diversity. With the majority of our teachers having now completed the RETELL course we are now better equipped to meet the needs of our English Language Learners.

III. Vision and Mission Statement

Nantucket Public School Vision - In partnership with a caring community, Nantucket Public Schools will create a dynamic learning environment, which engages each of us to be inspired learners and responsible citizens, prepared to meet global challenges.

Nantucket Public School Mission - World Class Learning: We learn, grow and care through rigor, relevance and relationships.

Nantucket Public School Values

- We value a dynamic and collaborative relationship among schools, family and community.
- We value a safe and respectful learning environment for all.
- We believe a learning community is built on trust; honesty and integrity guide our work.
- We value and accept personal responsibility for what we say, how we act and the way we treat ourselves, others and our environment.
- We value innovative and effective teaching which results in high student achievement.
- We honor each journey to personal achievement and acknowledge different pathways to individual success.
- We believe diversity of ideas, backgrounds and learning styles enriches education.
- We believe the ideals of democracy must be learned and lived.
- We believe learning is a process; perseverance and reflection teach life-long lessons leading to profound personal growth and success.

IV. School Improvement Goals for 2016 – 2017

Goal One – Instruction

CPS will work to improve instructional practices through professional development and peer observations.

Objective/Strategy	Person(s) Responsible	Timeline	Evidence of Attainment
Research and implement new instructional strategies, including Project Based Learning	All CPS Staff	September 2016- June 2017	Work during EWD
Peer Observations - Create opportunities for teachers to observe colleagues at NES, CPS, NHS, and outside of NPS in order to showcase effective practices.	Principal/Teachers	September 2016- June 2017	Teachers will observe colleagues regularly to see effective practices in action and implement these practices into their own classrooms
Meet student needs with Differentiated Instruction & RETELL strategies	Principal/Teachers	September 2016 – June 2017	Classroom observations will indicate that the RETELL strategies are implemented.
Focus on writing across the curriculum within all content areas and improving open response	All CPS Staff	October 2013-June 2017	MCAS results, PARCC results, Integration of DBQ in social studies and ELA classrooms
Continue to utilize Common Core and MA state standards to revise curriculum maps and to develop pacing guides. WIDA standards must also be learned.	Principal/Teachers	September 2013 – June 2017	Pacing Guides / Lessons & Units aligned to CCSS
Continue to implement NWEA/MAP testing in the areas of reading, language, math, and science in grades six – eight. Utilize data to inform instruction.	Principal/Teachers	September 2013 – June 2017	MAP Student/Parent Testing Reports
Connecting curriculum areas – core teachers and encore teachers will seek out ways to connect the content of subject areas	Core & Encore Teachers	September 2016- June 2018	Aligned curriculum maps and pacing guides
Improve Math Achievement – Adjust instructional approach in all grade levels with particular focus on 6 th grade “double dose” format.	Math teachers, principal, director of curriculum	September 2014- June 2018	Improved MCAS results
Adjust to MA science curriculum frameworks for all science courses	Science teachers, principal, director of curriculum	January 2016-June 2019	New curriculum maps

Goal Two – Intervention

Establish building-wide instructional routines and protocols to support differentiated instruction for all students

Objective/Strategy	Person(s) Responsible	Timeline	Evidence of Attainment
Improve the Child Study process	All CPS Staff	September 2015- June 2017	The assistant principal will form a Child Study Team and implement a protocol for progress monitoring to track the effectiveness of the tiered interventions that are recommended.
Define tiers of intervention at CPS – current and vision for future	Principal, AP, Teachers	September 2013- June 2017	Flow chart map developed for addressing needs of struggling learners at CPS
Increase general education interventions available during the school day.	ALL CPS Staff	October 2013- June 2017	Courses added (Action math, Action Literacy) and assessments taken to track student progress.
Implement extension opportunities for the top students by creating new course offerings	Principal & Teachers	September 2015- June 2018	Create Newspaper, Coding, Logic, courses.
Become more culturally proficient with our communication by providing translated documents, including the website in all languages spoken by CPS families.	Principal & CPS staff	October 2013- October 2017	Website and documents being translated regularly.
Expand Diversity Club and GSA	ALL CPS Staff	September 2015- June 2018	Create International Food Festival, Heritage Celebrations, and other events and opportunities for celebrate our diversity

Goal Three – Innovation

CPS will continue to research and implement innovations in our effort for continuous improvement.

Objective/Strategy	Person(s)/ Responsible	Timeline	Evidence of Attainment
Technology integration training	Principal, teachers	September 2015- June 2018	Hire qualified Instructional Technology Coach focused on increasing teacher technology skills as part of ongoing effort to integrate technology.
Expand the Teacher-driven PD model piloted in 2015-2016	Principal, Teachers	September 2016- June 2017	Expand the instructional cycles to a district-wide model for PD.
Expand network for educators	Principal & CPS staff	September 2015- June 2017	Attendance and participation in EdCamp, Twitter, regional and national conferences.
Develop middle school version of standards-based grading	Principal, AP, Teachers	Staggered implementation	New report card for grade 6 and beyond.

Goal Four – Imagination

Just Imagine... CPS will begin to consider some creative strategies for improving our school

Objective/Strategy	Person(s)/ Responsible	Timeline	Evidence of Attainment
Explore length of school day	Principal, AP, teachers, advisory council	September 2016- June 2021	Look at the time schedule and develop a proposal for a longer school day that could be integrated with bus and athletics schedules
Expand arts education for all with deliberate connections between art and music and core curriculum, including a STEAM curriculum	Principal, AP, teachers, advisory council	September 2016- June 2021	Reflect on current access to arts (visual and performing) and develop proposals for adjustments to scheduling to be able to have more access for more students.
Develop a robust advisory program	Principal, AP, teachers, advisory council	September 2016- June 2021	Research advisory models in other schools and design model that works for CPS
Explore starting world languages started at earlier age	Principal, AP, teachers, advisory council	September 2016- June 2021	Work with the district to see if there are opportunities with the new NIS to begin world languages in grade 3 or earlier