

Peirce Elementary School
Address: 85 Park Avenue Extension, Arlington, MA
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School Council Representatives:

- Andrew Ahmadi, Principal
- Beth Benedikt, Family Member
- Laura Gitelson, Family Member
- Natalee Rabinowitz, Family Member
- Weihua Tang, Family Member
- Colleen Lloyd, Kindergarten Teacher
- Chloe Hannan, Third Grade Teacher

Members of the School Leadership also contributed to the school goals, specifically action steps. Members of the Peirce leadership team are: *Alex Nash (Kindergarten), Elena Haro (First Grade), Alicia Coletti (Second Grade), Sarah List (Third Grade), Eva Kennedy (Fourth grade), Christina Perkoski (Fifth Grade), Hannah Borden (Social Worker), Molly Atryzek (Art), Steph McKenna (Math Coach), Laura Goldstein (English Language Learner Teacher), Olivia Goodrich (Assistant Principal), Andrew Ahmadi (Principal)*

[Part I: Framing]

School Values
Our school values rest around 'Peirce Pride.' Peirce pride means that we strive to teach and learn in the following areas: Perseverance, Effort, Inclusiveness, Responsibility, Cooperation and Empathy

School Mission Statement

Peirce school works to provide a safe and nurturing environment in which students strive for academic excellence. It is our goal that staff, parents and students treat each other with mutual respect and feel a sense of community. By working together, we aim to prepare students to be capable, caring, responsible, and industrious citizens in a diverse, multicultural world.

[Part II: Data Sources]

1. Panorama Survey Data - Students, Families
2. Summative and Formative Assessments (DRA, Dibels, Unit Quizzes, etc)
3. MCAS Results
4. ACCESS results
5. Student, Faculty and Family Input - Solicited through: Parent information sessions, PTO meetings, staff meetings, school committee meetings

[Part III: Strategic Objectives and Initiatives]

Instructional Objective I:

Peirce faculty and administrators will prioritize research-based instructional practices that allow all students to become strong mathematicians. We will focus on teaching the standards of each grade level, through inquiry, and making purposeful teaching moves around questioning and student-centered discussion to ensure that all students have equitable pathways in mathematics.

Strategic Initiative 1: To refine a professional learning environment that allows teams across disciplines and grades to build their capacity in responding to student specific needs in math.

Action Steps:

1. Deepen K-5 teacher understanding about academic discourse and student conversation. The math coach will collaborate with K-5 teachers to implement math lessons that include academic conversation while using specific mathematical vocabulary, questioning, and with strategic use of techniques that support student engagement.

Responsible Teams and People:
Classroom Teachers, Special Education Teacher, Paraprofessionals, Administrators, Coaches, Interventionists

<p>2. Faculty will participate in peer learning through observing colleagues, through our new teacher mentoring program, and observing/co-teaching with math coaches.</p> <p>3. Faculty will use ACE blocks to analyze student-level work.</p> <p>4. Teachers, Coaches and administrators will plan to re-teach lessons and provide interventions based on identified trends and student needs.</p> <p>5. Teachers will teach standards and specific lessons that may not have been taught in the previous grade due to the Covid-19 pandemic.</p>	
Strategic Initiative 2: To provide all students with opportunities to develop mastery of grade-aligned content and skills in math.	
<p>Action Steps:</p> <p>1. Increase K-5 students' ability to articulate their thinking and reasoning in mathematics by implementing the use of academic discourse techniques. The supports student engagement and advances student thinking and reasoning aligned with math concepts in grades K-5</p> <p>2. Instruct and teach students to engage in productive struggle which helps them to develop mathematical rigor. Productive struggle allows students to develop perseverance, focus and to think critically.</p> <p>3. Provide timely and consistent feedback to all students consistent with grade level standards and individual student needs.</p>	<p>Responsible Teams and People:</p> <p>Classroom Teachers, Special Education Teachers, Paraprofessionals, Math Coaches, Math Interventionists, SEL coach, Administrators</p>
Outcomes and Benchmarks	
<p>Benchmark #1: Qualitative data collected from the Leadership Learning Walk in January will indicate the frequency and depth of student-student academic conversations.</p> <p>Benchmark #2: Students will “close gaps” in specific skills areas which will be indicated in classroom level data and on formative assessments; i.e. unit quizzes, student/teacher conferring, Dreambox data.</p> <p>Outcome #1: 70% of students in grades 3-5 will meet or exceed expectations on MCAS 2022.</p> <p>Outcome #2: All students will participate meaningfully in math discussions multiple times per week. will include active discussion techniques, using non-verbal signals or utilizing existing technology to show their thinking.</p>	

Professional Development to Support Objective 1	
<ol style="list-style-type: none"> 1. Student data analysis at ACE blocks and during multiple faculty meetings 2. Utilizing frameworks to set up authentic student discussion: some potential examples of PD are universal design learning strategies (UDL), Three Act Tasks, and “Five Practices For Orchestrating Productive Math Discussions” 3. Extending leadership and professional learning opportunities to educators (TERC, Dreambox) 	
District Resources to Ensure Success	
Math coaches, Interventionists, Dreambox, SEL Coach	
Instructional Objective 2 Peirce faculty and administrators will prioritize early literacy (reading and writing) in grades K-3 through a combination of: frequent progress monitoring using high-quality, universal screening assessments, skill development using research-based tools and curriculum and fostering authentic student discussion in literacy.	
Strategic Initiative 1: To focus on best practices using high-quality, universal screening assessments that inform instruction.	
Action Steps: <ol style="list-style-type: none"> 1. Prioritize reviewing student level data regularly in coaching cycles through our ACE blocks. This will allow our teams to provide real-time support to all readers, particularly those with “gaps” in specific skill areas. 2. Move from analog to a digital platform to host reading data and DIBELS data. This allows teams to access data in real-time and to make updates to student profiles quickly. 3. Analyze trends in students’ reading and writing responses to plan whole group and small reteach lessons. Improving how we look at student work will allow us to teach directly in areas that students have a demonstrated need. 4. Engage in professional learning with reading teachers to incorporate GEODES readers into reading workshops. These readers provide students with engaging topics and are selected based on students’ fluency rates. 	Responsible Teams and People: Reading Coaches, Literacy Coaches, Classroom Teachers, Special Education Teacher, Paraprofessionals, Administrators, Interventionists

Strategic Initiative 2: Fostering a culture that supports student-level, academic discourse strategies into literacy lessons.	
<p>Action Steps:</p> <ol style="list-style-type: none"> 1. Increase K-5 students' ability to articulate their thinking and reasoning in literacy by implementing the use of academic discourse techniques. This supports student engagement and advances student thinking and reasoning aligned with literacy concepts in grades K-5. This action means that teams of educators will commit to participatory techniques that allow all students to share their thinking and reasoning in reading and writing. 2. Increase student participation in the whole class and small group discussions. We will meet this action step by teaching total participatory strategies and crafting meaningful, open-ended discussion questions with students. 3. Improve the physical space in which students discuss literature, committing to improving how and where students share with one another. Using voice amplification, sitting in literacy groups and discussing rich questions will allow students to have more practice speaking and listening. 	<p>Responsible Teams and People: Classroom Teachers, Special Education Teacher, Paraprofessionals, Administrators, Coaches, Interventionists</p>
Outcomes and Benchmarks	
<p>Benchmark #1: Students will “close gaps” in learning word work/phonics skills. We will know that students are closing gaps by frequently reviewing DIBELS data, running record data and in student-level writing analysis.</p> <p>Benchmark #2: Students will think about, write about and discuss reading and writing objectives, daily, in literacy. Teachers will monitor student participation and offer feedback to students to increase overall participation.</p> <p>Outcome #1: 80% of students will meet or exceed expectations in ELA on MCAS 2022.</p> <p>Outcome #2: 100% of students will receive regular, targeted feedback as well as any necessary support (tier 1, 2 or 3) in literacy that will allow them to access grade-aligned standards and objectives.</p>	

Professional Development to Support Objective 1	
District Resources to Ensure Success	
<ol style="list-style-type: none"> 1. Access to differentiated materials aligned by unit content and grades K-5 aligned. 2. Literacy coaches will lead ACE coaching cycles, in multiple grades, monthly for teams of educators. 3. Reading teachers will collaborate with classroom teachers and special education teachers to plan specific, student-centered supports for vulnerable readers. 	
<p style="text-align: center;">Equity and School Culture Objective:</p> <p style="text-align: center;">The Peirce school community will work to engage all families, students and staff to ensure that our practices celebrate and honor diversity, different cultures, many languages and the general experiences of all people associated with the Peirce school</p>	
Strategic Initiative 1: Engage all families at Peirce to cultivate and support a diverse culturally responsive community.	
Action Steps:	Responsible Teams and People:
<ol style="list-style-type: none"> 1. Review and analyze family survey data from the last 3 years, highlighting areas of strength and areas for growth. 2. Increase the percentage of families that participate in school/community events. 3. Increase the percentage of families that respond to school and district level surveys. We will do this by offering translations, technical support and on-site administration (when possible) in an effort to be more inclusive of <i>how</i> families can participate. 4. Gather feedback from families around the types of community events currently happening, barriers to attending, and any new events they would like to see in the future. 5. Collaborate with PTO to thoughtfully incorporate feedback and responses from all families in planning future events. 6. Define and share “disciplinary action” and/or logical consequences to the community. And identify practices, if necessary, that need to be improved with respect to discipline. 	Classroom Teachers, Special Education Teacher, Paraprofessionals, Administrators, Coaches, Interventionists
Strategic Initiative 2: Engage all staff at Peirce in meaningful culturally responsive professional development.	

<p>Action Steps:</p> <ol style="list-style-type: none"> 1. Create a culturally responsive team (CRT) consisting of faculty members and administrators. This action extends on the work done over the past year and will focus on culturally inclusive practices and biases in curriculum and literature. 2. The CRT will identify strengths and weaknesses within our school surrounding culturally responsive practices in the classroom. 3. In collaboration with administration, the CRT will present and provide professional development during at least one faculty meeting. 4. Teachers will conduct peer observation of effective culturally responsive practices in the classroom. 5. Invite families and faculty into learning sessions centered around inclusivity and anti-racism hosted at Peirce by experts in the field. 	<p>Responsible Teams and People: Administrators, faculty, Families, outside experts.</p>
Outcomes and Benchmarks	
<p>Outcome #1: 50% or more of families will participate in Panorama or other relevant family surveys. Last year we had a range of 20-35% on various surveys.</p> <p>Outcome #2: Peirce will organize learning sessions for families centered around inclusivity and anti-racism work.</p> <p>Target:</p>	
Professional Development to Support Objective	
<ol style="list-style-type: none"> 1. Organizing anti-racist learning sessions with and for families. 2. Utilize a culturally responsive team to drive inclusive practices at the school level. 3. SAFE Schools 4. Rainbow Commission 5. A deeper understanding of the METCO program - historical overview and current practices. 	
District Resources to Ensure Success	
<ol style="list-style-type: none"> 1. SAFE Schools 	

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| <ol style="list-style-type: none">2. Rainbow Commission3. SEL coaches4. Directors of Counseling, DEI, and METCO |
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