

Peirce Elementary School

Members of School Council: Andrew Ahmadi, Principal; Beth Benedikt, Family Member; Laura Gitelson, Family Member; Natalee Rabinowitz, Family Member; Weihua Tang, Family Member; Colleen Lloyd, Kindergarten Teacher; Chloe Bone, Third Grade Teacher

Members of the Instructional Leadership Teams:

- Olivia Goodrich, Assistant Principal
- Colleen Lloyd, Kindergarten Teacher
- Daniela Hurley, 1st grade Teacher
- Alicia Coletti, 2nd grade Teacher
- Chloe Bone, 3rd grade Teacher
- Eva Kennedy, 4th grade Teacher
- Heather Dooley, 5th grade Teacher
- Beth LeDoux, ELA coach
- Steph McKenna, Math coach
- Laura Goldstein, ELL Teacher
- Marisa Holland, Special Education Teacher
- Kelsey Lightfoot, Reading Teacher
- Sarah Huber, Science Coach
- Sam Hoyo, Science Director



APS Vision Statement

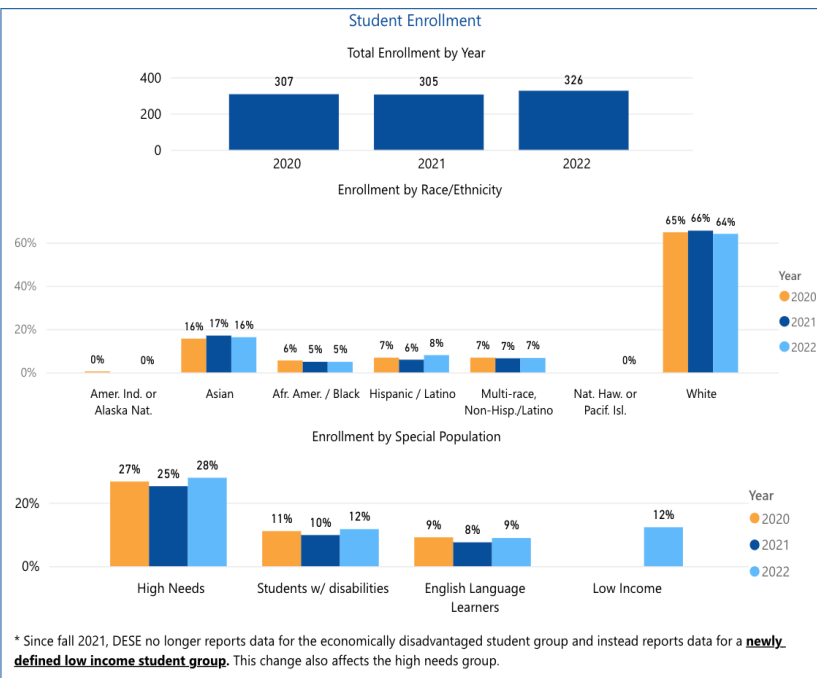
The vision of the Arlington Public Schools is to be an equitable educational community where all learners feel a sense of belonging, experience growth and joy, and are empowered to shape their own futures and contribute to a better world.

APS Mission Statement

The Arlington Public Schools focuses on the whole child to create inclusive and innovative learning opportunities for all students, values diverse identities and ways of learning, prepares all staff to maintain high expectations while providing necessary supports, and sustains collaborative partnerships with families and the community.

School Values/Vision/Mission

The Peirce school strives 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.

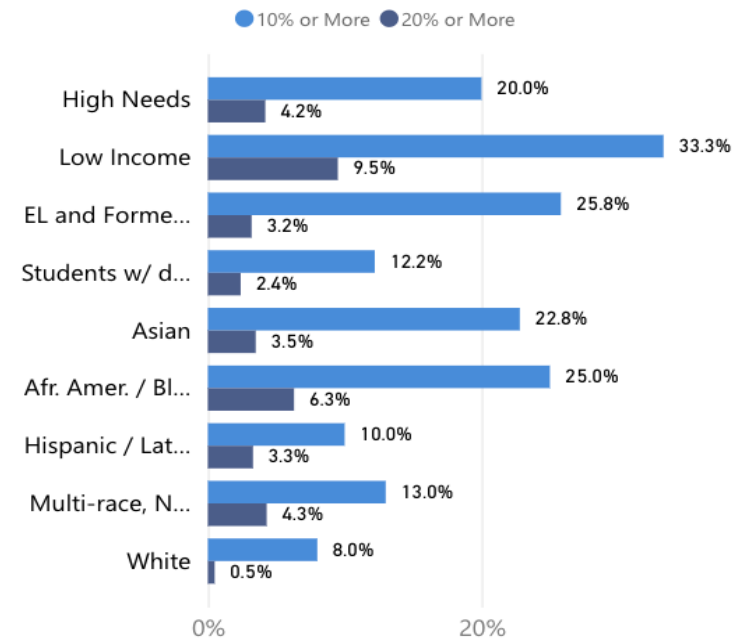


Student Attendance

End of Year Attendance Summary

Year	Attendance Rate (%)	Students Missing 10% of Days (%)	Students Missing 20% of Days (%)	Average Days Missed (#)
2019	96.2	4.5		6.7
2021	97.5	4.2		4.2
2022	94.7	11.8	1.8	9.2

2022 Chronic Absenteeism Rate by Student Group

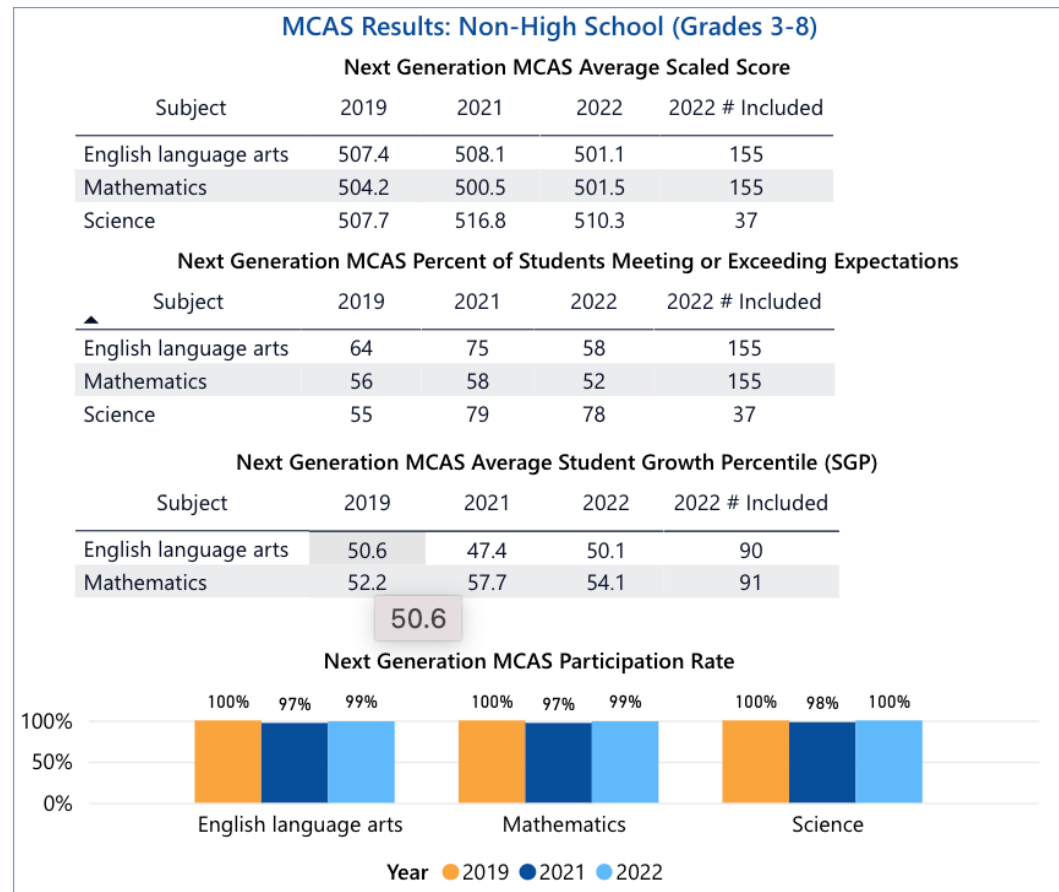


Data to Inform Planning

Culture and Climate Data:

Student Data:Teacher-Student Relationships	Fall 2021	Spring 2022
If you walked into class upset, how concerned would your teacher be?	40% favorable	59% favorable (+19%)
When your teacher asks, "How are you?" How often do you feel your teacher really wants to know your answer?	57% favorable	74% favorable (+17%)
Staff Data:Belonging	Fall 2021	
How much respect do colleagues in your school show you?	81% favorable	
How connected do you feel to other adults at your school?	51% favorable	
Family Data:	Fall 2021	
How satisfied are you with the frequency of communication from your child's teacher?	72% favorable	
How comfortable are you communicating with your child's school?	84% favorable	

MCAS Data:

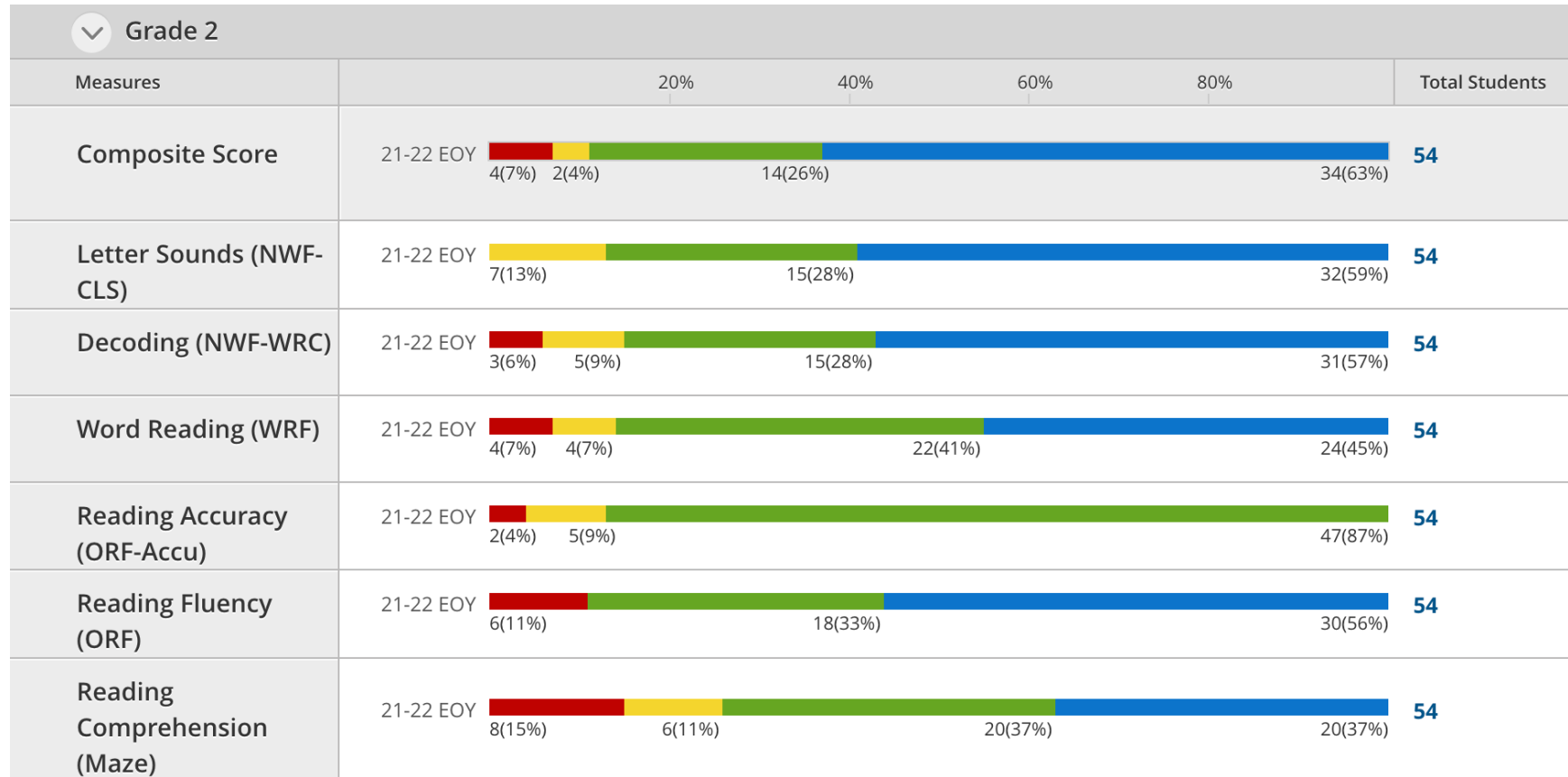


Math Achievement MCAS: (High Needs vs. Non-high needs)

Non-high needs: 64% meet or exceed standards

High needs: 30% meet or exceed standards

DIBELS - Reading Skills - Grade 2



Part III: Strategic Objectives and Initiatives

Equity and School Culture Objective

The Peirce school community will work to continue developing a school culture that engages all families, students, and staff that centers around equitable access, inclusion, and resource distribution. It is our goal to create an increased sense of belonging at school as well as in the broader community.

Alignment to District Strategic Goals

Arlington Public Schools District Strategic Goal Alignment

- **Ensuring Equity and Excellence:** The Arlington Public Schools will ensure equity, excellence, and access to rigorous learning experiences for all students. All graduates will be prepared to achieve their choices of post-secondary education, career, and community contribution.
- **Valuing All Staff:** The Arlington Public Schools will recruit and retain an excellent and diverse workforce by creating a collaborative and supportive culture for all staff; providing high-quality and relevant professional development; expanding opportunities for leadership and shared decision-making; and prioritizing representation, diverse perspectives, and expertise.
- **Sustaining Collaborative Partnerships:** The Arlington Public Schools will partner collaboratively with families in meeting the educational needs of all students; facilitate consistent two-way communication; and provide timely, transparent, relevant, and accessible information to all stakeholders.

Strategic Initiatives and Action Steps

Initiative 1: Engage and unite all families at Peirce through continued collaboration, learning and explicit outreach.

Action Steps:	Responsible Teams and People:	Completed By:
Review and analyze family/student panorama data and chronic absenteeism data.	ILT and Administrators	November 2022
Identify trends in our family-school communication data and chronically absent students. Use this data to build student specific teams and provide explicit outreach tailored to those families' needs.	Classroom Teachers, Special Education Teacher, Paraprofessionals, Administrators, Coaches, Interventionists	November 2022

Incorporate new ways of communicating with families (google numbers to text, robocall, pre-translated emails, social media, etc.) into our schools practice.	Classroom Teachers, Special Education Teacher, Paraprofessionals, Administrators, Coaches, Interventionists	December 2022
Collaborate with PTO to integrate community resources with school events.	ILT, PTO, Administrators	Ongoing
Continue partnership with METCO and collaborate around ways to increase involvement within the school community.	ILT, PTO, METCO, Administrators	Ongoing
Monitor chronic absenteeism data quarterly. Create protocol for chronically absent students.	Social worker, Classroom Teachers, Administrators	Ongoing
Initiative 2: Engage all staff, students, and families at Peirce in meaningful culturally responsive practices.		
Action Steps:	Responsible Teams and People:	Completed By:
Integrate and create partnership between PTO and the Peirce Rainbow Alliance.	PTO, Peirce Rainbow Alliance, Administrators	October 2022
In collaboration with administration, the ILT (Instructional Leadership Team) and CRT (Culturally Responsive Team) will choose a shared text to center our inclusivity and equity work for the year.	ILT, CRT, Administrators	November 2022
The CRT and ILT will help lead learning sessions during staff meetings throughout the year. Encourage peer observation centered around culturally responsive classroom practices.	ILT, CRT, Administrators, Faculty	Ongoing
Review and revise Peirce PRIDE acronym with ILT and students to reflect inclusivity and school wide positive behavior. Establish and implement school wide rules and expectations.	ILT, Students, Administrators	January 2023
Invite families and faculty into learning sessions centered around inclusivity and anti-racism hosted at Peirce by experts in the field.	Administrators, Faculty, Families, Outside Experts.	June 2023

Host learning session with PFLAG to continue partnership and support for LGBTQIA+ youth and families.	Administrators, Faculty, Families, Outside Experts.	June 2023
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Outcomes and Benchmarks	
Description: To continue to improve on family-school communication and sense of belonging for families.	Outcome: By Spring 2023, 80% of families will respond favorably on family-school communication indicators. At least 50% will participate in Panorama survey, or equivalent survey. We expect a rise in favorable indicators linked to "Sense of Belonging" from families.
Description: Decrease chronic absenteeism through explicit outreach, increased general communication, family meetings, resource identification and expansion (after-school, community groups/teams, etc)	Outcome: By Spring 2023, our goal is to decrease the number of chronically absent students from 11.8% to 5%. We aim to reduce chronic absenteeism in our "high needs" subgroup from 20% to under 10%.

Necessary Resources to Ensure Success
<ol style="list-style-type: none"> 1. Rainbow Commission 2. SEL coaches 3. Directors of Counseling, DEI, and METCO 4. Increased resources at the district level: support for a parent information center, ELPAC creation

Instructional Objective I

Peirce faculty and administrators will prioritize research-based instructional practices that enhance student engagement. We will focus on teaching the standards of each grade level, through inquiry, and making purposeful teaching moves specifically around teacher questioning and student-centered discussions to ensure that all students have opportunities to engage meaningfully, in class, everyday.

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2. Valuing All Staff: The Arlington Public Schools will recruit and retain an excellent and diverse workforce by creating a collaborative and supportive culture for all staff; providing high-quality and relevant professional development; expanding opportunities for leadership and shared decision-making; and prioritizing representation, diverse perspectives, and expertise.

Strategic Initiatives and Action Steps

Initiative 1: To refine a professional learning environment that allows teams across disciplines and grades to build their capacity to provide opportunities for increased student engagement, deeper thinking and joy.

Action Steps:	Responsible Teams and People:	Completed By:
Continue to deepen K-5 teacher understanding about academic discourse and student conversation. Coaches will collaborate with teachers to plan/implement lessons that include academic conversation while using specific academic vocabulary, questioning, and with strategic use of techniques that support student engagement.	ILT, classroom teachers, coaches	ongoing
Faculty will participate in peer learning through observing colleagues, through our new teacher mentoring program, and	Teachers	ongoing

observing/co-teaching with coaches.		
Peirce will engage in a “walkthrough” with APS administrators. Educators can opt-in to have their classrooms observed and receive feedback from a diverse group of administrators	Select Peirce faculty, APS administrators	October 2022
Faculty will give students strengths-based and specific feedback	Teachers, Coaches, Administrators	ongoing
Teachers will craft professional goals around student engagement in multiple content areas.	Teachers with administrator support	November 2022
Increase our capacity to incorporate hands-on and/or relevant opportunities to extend thinking and challenge all students.	Coaches, Teachers	ongoing
Faculty will use ACE blocks to analyze student-level work, plan engaging tasks and strategies and report back to their team about successes and challenges.	Principal, AP, coaches and teachers	ongoing
Initiative 2: To provide all students with opportunities to engage deeply with grade-aligned, culturally appropriate lessons in all content areas.		
Action Steps:	Responsible Teams and People:	Completed By:
Increase K-5 students’ ability to articulate their thinking and reasoning by implementing the use of academic discourse techniques. This supports student engagement and advances student thinking and reasoning.	Principal, AP, coaches and teachers	ongoing
Teach students how to engage in productive struggle and embrace mistakes which help them to take risks and develop perseverance. Encourage curiosity and questions.	ILT, ACE meetings, grade levels	In-progress
Provide timely and consistent feedback to all students consistent with grade level standards and individual student needs with a focus on students’ strengths.	Teachers	ongoing

Outcomes and Benchmarks	
Description:	Outcome:
Increased student to student discussion in grades K-5	In the Spring 2023 Panorama survey 80% of students will respond favorably to questions around “Rigorous Expectations” in class (73% in Fall 2021)
Increasing the amount “productive struggle” and rigor in daily lessons	In the Spring 2023 Panorama survey 80% of students will respond favorably to questions around “Rigorous Expectations” in class (73% in Fall 2021)

Necessary Resources to Ensure Success
<ol style="list-style-type: none"> 1. Professional Learning with Coaches and Directors around: student discussion strategies, around student engagement strategies. 2. Potential increase in ELL teacher time with “newcomer” students

Instructional Objective II

Peirce faculty and administrators will prioritize literacy (reading and writing) in all grades, and specifically in early literacy (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.

Alignment to District Strategic Goals

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2. Valuing All Staff: The Arlington Public Schools will recruit and retain an excellent and diverse workforce by creating a collaborative and supportive culture for all staff; providing high-quality and relevant professional development; expanding opportunities for leadership and shared decision-making; and prioritizing representation, diverse perspectives, and expertise.
3. Improving Infrastructure, Operations, and Sustainability: The Arlington Public Schools will maintain a system of schools that is safe, well-maintained, sustainable, and fiscally responsible, with the appropriate tools and resources to support best educational practices and an optimum teaching and learning environment.

Strategic Initiatives and Action Steps

Initiative 1: To focus on best practices using high-quality, universal screening assessments that inform instruction.

Action Steps:	Responsible Teams and People:	Completed By:
Prioritize reviewing student level data regularly in coaching cycles through our ACE blocks. This will allow our teams to	All teaching teams, coaches, interventionists	Ongoing - weekly

provide real-time support to all readers, particularly those with “gaps” in specific skill areas.		
Analyze trends in students’ reading and writing responses to plan whole-group and small-group reteach lessons. Improving how we look at student work will allow us to teach directly in areas that students have a demonstrated need. (in ACE cycles and coaching cycles)	All teaching teams, coaches, interventionists	Ongoing
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.	Lead by Literacy Coaches	In progress and ongoing
Initiative 2: Fostering a culture that supports rich, grade-aligned, academic discourse strategies into literacy lessons.		
Action Steps:	Responsible Teams and People:	Completed By:
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.	Teaching teams	ongoing
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 and participating in peer observations.	Teaching teams, coaches	ongoing
Improve the physical space in which students discuss literature, committing to improving how and where students share with	Principal, CFO, teachers, PTO	Fall 2022

one another. Using voice amplification, sitting in literacy groups and discussing rich questions will allow students to have more practice speaking and listening.		
During the 2022-2023 school year, a select group of Arlington educators are reviewing and selecting a new district-wide K-5 core literacy program that will decrease the opportunity gap and raise overall student achievement. The implementation of the new program will begin during the 2023-2024 school year.	Teachers, coaches, administrators from across the district. Peirce representatives: Andrew Ahmadi, Daniela Hurley, Colleen Lloyd, Chelsea Benli	March 2023

Outcomes and Benchmarks	
Description:	Outcome:
Identification of and selection of a new core literacy curriculum	By November 2022, APS will identify potential core ELA curriculum for further review. By March 2023, APS will identify an ELA curriculum for pilots in 23-24.
Improved student growth in ELA on MCAS	SGP in English Language Arts will increase from 50 to 55

Necessary Resources to Ensure Success
Access to new curriculum, pilot material, systems to support professional learning - ACE time, building time, curricular time - to ensure that all teachers are prepared to receive and teach with a new curricular resource.