



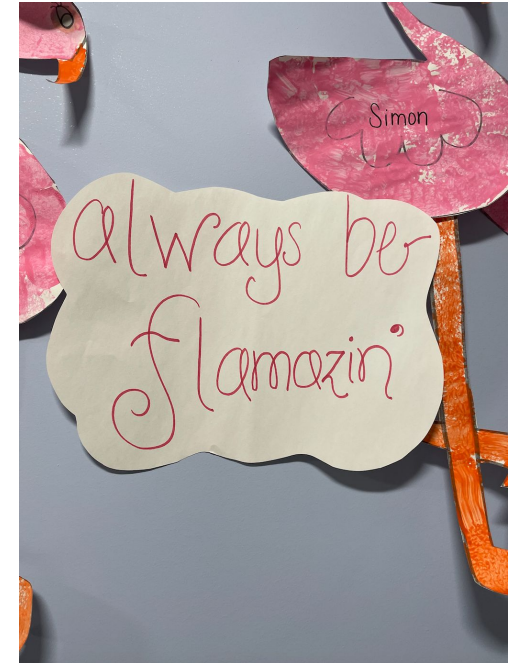
Crafted by members of the instructional leadership team and school council.

ARLINGTON PUBLIC SCHOOLS



Agenda

- Introduction to Peirce Elementary School
- Peirce Wins
- Peirce Challenges
- Priorities for 2022-23
- Key Initiatives and Action Steps
- Resources to Support Success
- Q&A



Introduction to Peirce

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.

Peirce Mission Statement: 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.

The Peirce Community thanks members of our Instructional Leadership Team as well as our School Council. Members of the ILT and School Council crafted and adjusted goals as well action specific actions that will guide this school year. We also thank our PTO for supporting all teachers, families and children.

Peirce Wins

- Teacher-led observations were in integral part of our professional learning last year. This was well-received by staff and this will continue throughout this school year - moving from primarily math to multiple content areas.
- Science Achievement in 5th grade MCAS was high for the second year in a row:
 - 78% of grade 5 students at Peirce met or exceeded state standards, compared to 69% across the district and 43% across the state. Share a little bit about science!
- Positive trend data from Fall 2021 to Spring 2022 (next slide!)



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	

Peirce Wins, part 2



- Average to above average student growth in Math and ELA (54 and 50 SGP)
- Informal student focus groups - lunch groups, 5th graders with Andrew, expansion of student voice
 - “Math is my favorite subject. It is hard for me but my teacher helps me, she believes in me and encourages me. She reminds me that I do know how to solve problems and tells me that which makes me work hard.”
 - “Reading books from home and from the classroom is my favorite. I like being able to choose what I read and being able to think creatively while reading.”
 - “I enjoy social studies because the questions are interesting and make me think.”
 - “Reading is my favorite because I just love books, all types of books.”
- 85% of families are responding favorably to two-way communication between home and the school.
 - 84% of families responded favorably to “How comfortable do you feel communicating with your child’s school?”
 - 89% of families responded favorably to “When you need to, how difficult or easy is it to get in contact with your child’s teacher(s)?”

Peirce Challenges



- **Chronic Absenteeism** - Students will not learn what we expect them to if they are chronically absent. Peirce absenteeism rates are similar to APS.
 - All students at Peirce - 11.8%. APS - 13.8%
 - African American/Black at Peirce - 25%. APS - 25%
 - “High Needs” at Peirce - 20%. APS - 21.5%
- **Concerns around reading literacy achievement**
 - Phonics work at younger grades
 - Reading Comprehension - upper grades
- **Concerns around math achievement**
 - 52% meeting or exceeding standards in 3rd-5th grade compared to 68% across the district

2022-23 Peirce Priorities



1. Building a cohesive response to chronic absenteeism
 - a. Teachers, Administrators, Central office, Family Partnerships
2. Professional work around student engagement strategies and student discourse strategies, coupled with the continuation of teacher level observations.
3. Selection and implementation of a new ELA curriculum - emphasis on resources and time for educators this spring and summer.
4. Making sure our students feel that belong, are valued and have agency in their learning.
 - a. Student focus groups
 - b. Informal mentors
 - c. Modeling what it means to have “growth” and “joy” to our students, daily.

Key Initiatives and Action Steps



- Engage all staff, students, and families at Peirce in meaningful culturally responsive practices.
 - 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.
- To provide all students with opportunities to engage deeply with grade-aligned, culturally appropriate lessons in all content areas.
 - 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.
- To focus on best practices using high-quality, universal screening assessments that inform instruction.
 - 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).

Resources to Support Success



- Collaboration with district directors and outside agencies to expand Equity and Inclusivity work
- Parent groups, district employees, after-school programs to support chronically absent students AND their families
- School-wide PD around student discourse and engagement strategies
- Potential EL staff to support rise in “newcomer” students
- New ELA curriculum resources and accompanying professional development

Q&A