

# SY24-25-SY25-26 School Improvement Plan

**School Name:** Pierce School

**Leader Name:** Jamie Yadoff

## PSB Mission

The Public Schools of Brookline's mission is to educate and inspire every student to lead a fulfilling life and make positive contributions to our world.

## PSB Vision

Brookline provides every student with an extraordinary education through enriching learning experiences and a supportive community so that they may develop to their fullest potential.

## School Mission

Pierce School is a K-8 teaching and learning community that celebrates and honors the unique backgrounds, perspectives, and talents of each student. . Pierce School's teaching and learning is grounded in collaboration among students, staff and families that promotes equity, academic achievement and the social-emotional well-being of all students.

## School Vision

At Pierce School, we nurture a vibrant, inclusive community where every child from kindergarten through eighth grade is empowered to achieve their full potential. Our dedicated and skilled educators foster an environment of continuous improvement and growth, ensuring that all students receive the support and opportunities they need to succeed academically, socially, and emotionally. Together, we strive to cultivate compassionate, curious, and resilient learners who are prepared to thrive in a diverse and ever-changing world.

## School Highlights 2023-2024

During the 2023-2024 school year, Pierce School's background focus remained on our upcoming relocation to two new sites, which will house the Pierce

community for the next 3.5 years. In the foreground, our focus on improved tier 1 practices, deepened understanding of the role of classroom teachers in tier 2 supports, and our ongoing targeted support of students who are demonstrating performance gap on MCAS. In addition, with the role out of mClass in grades K-3, we began to focus our attention on looking at mClass early indicators with the goal of understanding what, if any, mClass components are predictive of future MCAS performance.

### District Instructional Focus 2024-2026

If educators teach explicit and systemic literacy skills following a standards-aligned scope and sequence, students will effectively apply literacy skills to communicate their thinking about grade-level complex texts and performance tasks.

### Action Plan – Priority #1: Teaching and Learning 2024-2026

**District Strategic Objective:** Increase achievement for all students by establishing, implementing, and regularly assessing a consistent, high-quality, and challenging curriculum delivered using evidence-based practices

**Strategic Objective:** Ensure that Pierce educators have the training, resources, and support they need to achieve a high level of growth in MCAS for students in subgroups that currently underperform on this measure.

#### ACTIONS

Desired Outcomes	Strategic Initiatives Name technical and adaptive moves that you will use to achieve desired outcomes	Date(s) of implementation	Goals and Benchmarks	Progress Monitoring Evidence of Growth
Review/analyze MCAS data for students who had action plans in 2023-2024. Document results of plan/areas of improvement & continued struggle. Disseminate information to teachers.	Paid summer time for data team members. Estimate of 3 hours each for 8 members, totaling 24 hours @\$35/hour = \$840	Summer/fall 2024 (dependent on MCAS data release timeline)	Completed data logs and evidence of dissemination.	Canceled due to budget freeze.

Educators review 2023-24 action plans and data in order to co-craft action plans that better support students who continue to score NM on one or both MCAS as well as students who have scored NM for the first time.	Paid summer time for staff to gather and review what worked and what needs improvement. Estimate of 2 hours each for 20 people, totaling 40 hours @ \$35/hour = \$1400	Summer 2024	Revised template for action plans, clearly articulated timeline and data points.	
Students who scored “NM” on either ELA or math MCAS received targeted support across their school day to support high growth in the spring 2025 MCAS administration.	Principal reviews 2023-24 action plans and data in order to revise an action plan template that better supports students who continue to score NM on one or both MCAS as well as students who have scored NM for the first time.  Review and assess student performance with current teachers with the goal of establishing where each student has grown as expected, and where students may need ongoing support(s).	Summer 2024  May/June 2025	100% of students who scored NM on MCAS have a completed plan by October 15th, 2024.  100% of students who scored NM on MCAS in 2024 have an SGP of 50 or greater in 2025.	Increased specificity of action plans, including measurable outcomes and plans for benchmark assessments.  Integration of mClass and STAR data in plans.
Increasingly effective Data Team meets regularly to review school data, student work samples, and other teacher provided data.	Provide structured collaboration time, and Tuesday meeting time, <del>summer funding for 2024</del> for ongoing data review	Monthly meetings, ongoing	Educators increasingly use of student work in PLC and other staff meetings when discussing next instructional steps.  Increasing evidence of state, district and classroom data in planning for instruction.	Meeting agendas reflect increasingly effective use of state, district and classroom data in planning for instruction.
All K-2 students read and do math on grade level <u>or</u> are receiving targeted, outcome focused support to reach grade level if they’re behind. Teachers have access to the professional development support they need when they are struggling.	OTL ongoing roll out of mClass, STAR, and new literacy curriculum.  Access to professional development for teachers who express that they are in need of additional support.	2024-2025 school year	80% of lessons leverage grade level content to achieve grade level objectives.  100% of students who are below benchmark on mClass or STAR are discussed at collaborative meetings to develop focused support plans.	Review of student assessment data and intervention support logs.
Create plans for 3rd grade students who have already	Paid summer time for interested 2nd and 3rd grade teachers and interventionists to gather, review student	Summer 2025 (Note, originally scheduled	Non-MCAS assessments show an increase in student	Completed plans for rising 3rd grade students.

been receiving intervention and who are at risk of NM based on ELA/Math skills	data for students of concern, and begin planning. Estimated at 3 hours each for 8 teachers, totally 24 hours @ \$35/hour = \$840.	for summer 2024, deferred due to budget freeze)	math skills during the 2025-26 school year.	District progress monitoring data (mClass/STAR)
Year 1 Adjustments (June 2025)				
Desired Outcomes	Strategic Initiatives Leads name technical and adaptive moves that you will use to achieve desired outcomes <i>(mechanism by which the outcomes happen)</i>	Date(s) of implementation	Goals and Benchmarks	Progress Monitoring Evidence of Growth

<b>Strategic Objective:</b> Continue the work on building staff capacity for RtI implementation, including the increased use of Professional Learning Communities (PLC's) that focus on using student work to inform instructional practices and effective use of WIN time in the schedule.				
ACTIONS				
Desired Outcomes	Strategic Initiatives Name technical and adaptive moves that you will use to achieve desired outcomes	Date(s) of implementation	Goals and Benchmarks	Progress Monitoring Evidence of Growth
Provide September refresher / training on effective WIN time strategies and techniques	Powerpoint presentation created by Pierce Staff member, Taylor Godfrey.	September 2024	Increased effective use of WIN time.	Observed effective use of WIN times in formal and informal classroom observations.
Reestablish routines of instructional rounds / visits with a focus on sharing effective WIN block strategies.	Schedule that allows for sign ups on days / times that tend to require fewer substitute teachers.  Staff (including substitute teachers and administrators) to provide classroom coverage.	Ongoing	Effective use of WIN times  Increase sharing of robust WIN strategies between educators.	High rate of participation; staff exit tickets about effectiveness of visit after each session.
Provide professional development to staff to support their confidence using student work at the center of PLC's to discuss student progress, curriculum, and/or pedagogy.	Faculty meetings, OTL training, professional texts, access to professional development workshops/conferences (through Pierce PD budget request)	Fall 2024 - ongoing	Increase in student work focused conversations to improve teaching and learning outcomes.  Observable culture of focus on student work when discussing effectiveness of curriculum and instruction.	Review of PLC agendas

Provide new teachers with training on effective WIN time strategies and techniques.	Slide deck, in person meetings, team meetings.	Fall 2025	Observed effective use of WIN times in formal and informal classroom observations.	New teacher observations of WIN time.
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**Year 1 Adjustments (June 2025)**

<u>Desired Outcomes</u>	<u>Strategic Initiatives</u> Leads name technical and adaptive moves that you will use to achieve desired outcomes <i>(mechanism by which the outcomes happen)</i>	<u>Date(s) of implementation</u>	<u>Goals and Benchmarks</u>	<u>Progress Monitoring</u> Evidence of Growth

**Action Plan – Priority #2: Community and Connections 2024-2026**

**District Strategic Objective:** Develop and implement a culturally responsive community engagement plan to foster connections among caregivers, schools, the district, and the community.

**Strategic Objective:** Establish systems of communication that allow families to remain actively engaged in the process of planning for a Pierce School renovation, including the temporary relocation of Pierce staff and students to Old Lincoln School and Fisher Hill campus.

**ACTIONS**

<b>Desired Outcomes</b>	<b>Strategic Initiatives</b> Name technical and adaptive moves that you will use to achieve desired outcomes	<b>Date(s) of implementation</b>	<b>Goals and Benchmarks</b>	<b>Progress Monitoring</b> Evidence of Growth
Families and staff feel informed about the Pierce renovation	Emails from principal, updates in Pierce newsletter and community meetings as needed	Ongoing	Regular updates sent to family/staff	Communications sent at least monthly.
Families feel welcomed in each new building	Planned pre-school opening campus tours, opening events and activities in each campus, photo and video tours of spaces for families who can not attend in person	August-November 2024	All family members are invited to no fewer than 3 events between August and November 2024.	Parents are invited to no fewer than 3 events.  Family Culture and Climate survey Spring 2025 reflects continued score of above 80% in this area.
Families and staff have a way to voice any logistical challenges in the first few weeks of school	Survey to families and staff, creation of form or other channel for families and staff to share challenges	September 2024	Resolution of pain points	Completed survey

Year 1 Adjustments (June 2025)				
<u>Desired Outcomes</u>	<u>Strategic Initiatives</u> Name technical and adaptive moves that you will use to achieve desired outcomes	Date(s) of implementation	<u>Goals and Benchmarks</u>	<u>Progress Monitoring</u> Evidence of Growth

**Action Plan – Priority #3: Climate and Culture 2024-2026**

**District Strategic Objective:** Partner with families and the community to create safe environments that promote belonging.

**Strategic Objective:** Students and families will experience a smooth transition to new learning spaces, and will continue to feel like a united school community even as each campus works to create smaller community within their building.

**ACTIONS**

<u>Desired Outcomes</u>	<u>Strategic Initiatives</u> Name technical and adaptive moves that you will use to achieve desired outcomes	Date(s) of implementation	<u>Goals and Benchmarks</u>	<u>Progress Monitoring</u> Evidence of Growth
Students and families will have an understanding of what the space looks like where their siblings and friends learn. They will have a sense that they are welcome and visit for community events.	Plan a variety of opportunities for K-8 students and families to gather and connect.  Funding through the PTO to create these opportunities.	2024-2025	Three planned events between October 2024 and June 2025 that span both campuses and welcome all students, staff and families.	3 campus wide events held during the 2024-2025 school year.
Teachers will maintain a sense of community through in-person “face time” that will sustain our working relationships. Other channels, such as the visual content or morning announcements will also be leveraged to maintain a sense of connection.	Plan a variety of opportunities for Pierce Staff across both buildings to gather and connect, including: <ul style="list-style-type: none"> <li>• More frequent staff gatherings</li> <li>• Staff meetings as a group on both sites</li> <li>• PLC groups during Collab. time groups aimed at bridging the split</li> </ul>	2024-2025	Monthly opportunities for staff to connect across campus.	Meeting attendance.
Assess what actions had a positive impact on community connection and connectivity and where there is area	Site Council drafts its own May 2025 survey, PTO support to engage families in completion, and site council reviews data and makes adjustments for 2025-2026 accordingly.	Summer 2025	Survey data will help us determine what activities and events to replicate in	Completed survey and responsive plan.

for improvement via community survey for staff, students, and parents.			2025-26 and which to adapt.	
Students, staff, and families will continue to see themselves as members of a larger K-8 Pierce community, and will feel connected to each other and the work of both campus locations.	Staff meeting time, collaboration time, funding through the PTO and district (Pierce Principal budget request) to plan events and opportunities to be physically together as a community	2025-2026	Continue activities in 2025-26 as appropriate based on survey data.	Completed survey and responsive plan.
Professional development that increases teachers' sense of efficacy using highly effective and culturally responsive teaching methods	Faculty meeting time, OEE support, possible use of budget to purchase additional professional learning texts, funding to send teachers to formal learning opportunities outside of the district, summer funding for PEAT leaders to plan learning.	Ongoing	Meeting agendas, staff feedback after professional development offerings.	At least one session offering per month.
<b>Year One Adjustments (June 2025)</b>				
<u>Desired Outcomes</u>	<u>Strategic Initiatives</u> Name technical and adaptive moves that you will use to achieve desired outcomes	Date(s) of implementation	<u>Goals and Benchmarks</u>	<u>Progress Monitoring</u> Evidence of Growth

Plan Definitions	
Strategic Objective	A key lever for improvement that will achieve the vision (the “what” and the “why”).
Desired Outcomes	<p>The expected results: what they will be and how they will advance the school toward student achievement goals. Outcomes are SMART goals: specific and strategic; measurable; action-oriented; rigorous, realistic, results-focused; timed and tracked.</p> <p><b>Final outcomes</b> set targets for improvement achieved at the end of plan implementation - end of 3 years For example: By 2021, decrease chronic absenteeism by 2.8 percentage points to 12%.</p>
Strategic Initiatives (Leadership action)	The projects and programs that support and will achieve the strategic objectives (the “how”). The leadership actions to achieve the desired objective. Strategic Initiatives include both technical and adaptive change
Goals and Benchmarks	The goals and benchmarks that must be met during the 3-year period to be on track to meet SY26-27 goals.
Progress Monitoring Evidence of Growth	Evidence of growth towards goals and benchmarks and/or evidence of meeting the goal. Progress monitoring should take place at regular intervals during the duration of the plan, align to desired outcome, and can be related to systemic change and/or adult behavior.

List the core participants’ names and affiliations/membership in a stakeholder group (staff, students, families, community advocates, partners, etc.)	
Jamie Yadoff	Principal
Tracy Bare	8th grade science
Dave Carter	3rd grade
Beth Collins	Literary specialist
Anne Sheridan	K-8 music
Bernardine Chan	Parent
Molly Cohen-Osher	Parent
Brad Coleman	Parent



Susie Ma	Parent
Emily Weiss	Parent

Are the participants reflective of the population that this decision impacts/involves? If not, please explain barriers to representation and the efforts to overcome them.

Supporting Documents (please add links)

School Site Council Agenda(s)	

