



Pierce Improvement Plan -- 2023-2026

(last edited 1.28.2024)

School Council Members

School Staff	Parents
Jamie Yadoff, Principal	Brad Coleman
Tracy Bare, 8th grade science	Emily Weiss
Dave Carter, 3rd grade	Susie Ma
Beth Collins, Literacy Specialist	Molly Cohen-Osher
Anne Sheridan, K-8 music	Bernardine Chan
Community representative	
TBD	

Executive Summary

The Pierce School is a K-8 teaching and learning community located in the heart of Brookline. Pierce is situated in a campus-like setting, with classrooms in two separate buildings. Pierce School values the diverse backgrounds from which all of the students come from. 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.

During the 2023-2024 school year, the Pierce school will be undergoing the start of a building renovation project in partnership with the Massachusetts School Building Authority (MSBA). Given these factors, Pierce School is drafting a three year School Improvement Plan. The goals include a plan for communication with families and community members as well as a plan for supporting student social and emotional needs that come with change and a building move. Goals also include a continued focus on narrowing the performance gap and on educator use of data to improve teaching and learning.

Each of these goals works toward the Public Schools of Brookline's strategic plan goals. By aligning our goals, we ensure the necessary resources and supports are in place to achieve our goals in support of student achievement and student success. Because one of our goals is tied to a successful building project, it is essential that our School Improvement Plan remains a living document in that it is continuously updated and allows us to make mid-course corrections when needed.

The Pierce School Council supports the school in refining the plan by asking relevant questions, giving feedback, and then monitoring the implementation and success of the plan. The Pierce School Council is responsible for approving the plan.

GOALS

1. Teaching and Learning

Connection to District Strategic Plan: Goal 1 - Increase achievement for students by establishing, implementing, and regularly assessing an equitable cohesive, culturally relevant, consistent standards-based curriculum in ELA, Math, Science, Social Studies and World Language delivered using evidence-based, culturally responsive instruction.

Context: The MCAS performance gap for students who identify as Black/African American or Hispanic, and for students who have disabilities. While we at Pierce School believe that *MCAS is an imperfect measure*, we are also keenly aware that it remains a state graduation requirement, and are committed to ensuring that all of our students are well prepared to pass. We also acknowledge that MCAS is one of the most consistent district and state-wide measures for assessing student achievement over time.

GOAL: *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.*

Action	Person(s)/Teams Involved in the work	By When ?	Resources you will use to get this work done - (e.g. release time, PD time, faculty meetings, support from central office, funding, etc)	Indicators of Progress and Success
Year 1				
Reviewing curriculum as we pack with a critical eye toward cultural responsiveness.	Classroom teachers	Prior to relocation	Contractually provided packing time plus possible staff meeting and/or collaboration time	Disposal of long saved curricular items that are not culturally responsive.
Support ongoing work of the Data Team in reviewing school data, student work samples, and other teacher provided data.	Data team, principal	Monthly meetings, ongoing	Collaboration time, non-faculty meeting time, summer funding for 2024 for ongoing data review	Meeting agendas, increasingly effective use of state, district and classroom data in planning for instruction. Increased use of student work in PLC and other staff meetings when discussing next instructional steps.
Professional development that increases teachers' sense of efficacy using highly effective and	School administrative team, PEAT ¹ , Culture Club ²	Ongoing, with at least one PD session	Faculty meeting time, possible use of budget to purchase additional professional learning	Meeting agendas, staff feedback after professional development offerings

¹ Pierce Equity Action Team

² Pierce Culture and Climate Club, established by the district to support PBIS and anti-bullying initiatives within each school

culturally responsive teaching methods		offered per month.	texts, funding to send teachers to formal learning opportunities outside of district, summer funding for PEAT leaders to plan learning.	
Support the creation of action plans to support students who are “Not Meeting” expectations on ELA and/or math MCAS, and ongoing progress monitoring to determine effectiveness of those action plans.	All teachers who work with identified students, guidance counselors, administrators, parents, and as appropriate the students themselves.	Action plans to be complete by end of November, and monitored regularly.	Consult time, common planning time, collaboration time, and/or PD day time. Funding to pay for before and/or after school tutoring.	Regardless of subgroup, all students will show high growth ³ in MCAS and/or other measures as established by the team.
Year 2				
Review/analyze MCAS data for students who had action plans in Year 1. Document results of plan/areas of improvement & continued struggle. Disseminate information to teachers.	Data team, principal	Summer/fall 2024 (dependent on MCAS data release timeline)	Paid summer time for data team members. Estimate of 3 hours each for 8 members, totaling 24 hours @ \$35/hour = \$840	Completed data logs and evidence of dissemination.

³ DESE defines high growth as an SGP of above 60. Expected growth rates range from 40-60.

<p>Create a coherent, streamlined process for creating Year 2 action plans to support students who continue to score NM on one or both MCAS as well as students who have scored NM for the first time. Focus is on helping teachers understand what parameters/possibilities are for supporting these students.</p>	<p>Administrative team, staff who created or supported the creation of action plans in year 1.</p>	<p>Summer 2024</p>	<p>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</p>	<p>Revised template for action plans, clearly articulated timeline and data points.</p>
<p>Add plans for 3rd grade students who have already been receiving intervention and who are at risk of NM based on ELA/Math skills</p>	<p>Principal, Data team, 2nd and 3rd grade teams</p>	<p>Summer 2024</p>	<p>Paid summer time for interested 2nd and 3rd grade teachers and interventionists to gather, review student data for students of concern, and begin planning. Estimated at 3 hours each for 8 teachers, totally 24 hours @ \$35/hour = \$840.</p>	<p>Completed plans for rising 3rd grade students.</p>
<p>Support ongoing work of the Data Team in reviewing school data,</p>	<p>Data team, principal</p>	<p>Monthly meetings, ongoing</p>	<p>Collaboration time, non-faculty meeting time, summer funding</p>	<p>Meeting agendas, increasingly effective use of state, district and classroom data in planning for</p>

student work samples, and other teacher provided data.			for 2024 for ongoing data review	instruction. Increased use of student work in PLC and other staff meetings when discussing next instructional steps.
Professional development that increases teachers' sense of efficacy using highly effective and culturally responsive teaching methods	School administrative team, PEAT ⁴ , Culture Club ⁵	Ongoing, with at least one PD session offered per month.	Faculty meeting time, possible use of budget to purchase additional professional learning texts, funding to send teachers to formal learning opportunities outside of district	Meeting agendas, staff feedback after professional development offerings.
Ensure all K-2 students are reading and doing math on grade level or on track/receiving supports to get up to grade level if they're behind. Ensure teachers have the support they need when they are struggling.	Principal, Jodi Fortuna, Curriculum Coordinators, literacy specialists, math specialists	2024-2025 school year	OTL structures and supports, including ongoing literacy review. Access to professional development for teachers who express that they are in need of additional support.	Review of student assessment data and intervention support logs.
Review and assess student performance with current teachers with the goal of establishing	Principal, classroom teachers, specialists	May/June 2025	Faculty meeting time, collaboration time Data tracking sheet	

⁴ Pierce Equity Action Team

⁵ Pierce Culture and Climate Club, established by the district to support PBIS and anti-bullying initiatives within each school

where each student has grown as expected, and where student may need additional support(s).				
Year 3				
Support ongoing work of the Data Team in reviewing school data, student work samples, and other teacher provided data.	Data team, principal	Monthly meetings, ongoing	Collaboration time, non-faculty meeting time, summer funding for 2024 for ongoing data review	Meeting agendas, increasingly effective use of state, district and classroom data in planning for instruction. Increased use of student work in PLC and other staff meetings when discussing next instructional steps.
Professional development that increases teachers' sense of efficacy using highly effective and culturally responsive teaching methods	School administrative team, PEAT ⁶ , Culture Club ⁷	Ongoing, with at least one PD session offered per month.	Faculty meeting time, possible use of budget to purchase additional professional learning texts, funding to send teachers to formal learning opportunities outside of district, summer funding for PEAT leaders to plan learning.	Meeting agendas, staff feedback after professional development offerings.

⁶ Pierce Equity Action Team

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2. Professional Growth of Educators

Connection to District Strategic Plan: Goal 1 - Increase achievement for students by establishing, implementing, and regularly assessing an equitable cohesive, culturally relevant, consistent standards-based curriculum in ELA, Math, Science, Social Studies and World Language delivered using evidence-based, culturally responsive instruction.

GOAL: *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.*

Action	Person(s)/Teams Involved in the work	By When ?	Resources you will use to get this work done - (e.g. release time, PD time, faculty meetings, support from central office, funding, etc)	Indicators of Progress and Success
Year 1				
Keeping our focus on high quality tier one instruction with data monitoring to ensure proficiency rates at or above 80%	All educators	Ongoing	Staff meeting time, collaboration time, conversations within the supervision and evaluation process, district led meetings focused on effective use of data	Increased comfort discussing student learning data and student work samples.
Continue to build a culture of professional learning communities (PLCs) through intentional modeling and more opportunities for practice	Administrative team, PEAT, Data Team members.	Ongoing	Pierce led staff meetings and collaboration time offerings.	Increased participation in PLC's within the Pierce community.

Year 2				
Provide opening day refresher / training on effective WIN time strategies and techniques	Principal, all educators	Opening days meetings	Powerpoint presentation created by Pierce Staff member, Taylor Godfrey. One hour of opening days schedule	Increased effective use of WIN time.
Provide opportunity for teachers to sign up to host instructional rounds / visits with a focus on sharing effective WIN block strategies.	Administrative team, all interested educators	Throughout the year	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,	High rate of participation; increase sharing of robust WIN strategies between educators.
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.	OTL support, principal, staff	Fall 2024	Faculty meetings, OTL training, professional texts, access to professional development workshops/conferences (through Pierce PD budget request)	Increase in student work focused conversations to improve teaching and learning outcomes.
Year 3				
Provide new teachers with training on effective WIN time strategies and techniques.	Principal, teacher teams, new teacher mentor	Fall 2025	Slide deck, in person meetings, team meetings.	New teacher observations of WIN time.

Support teachers in PLC growth with a focus on using student work.	Principal, vice principals, teacher teams, new teacher	Ongoing	Professional development workshops/conferences (through Pierce PD budget request)	Observable culture of focus on student work when discussing effectiveness of curriculum and instruction.
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3. Social Emotional Learning

<p>Connection to District Strategic Plan: Goal 3 - Develop a climate and culture in which all students, staff, and caregivers experience a strong sense of belonging and safety.</p> <p>GOAL: <i>Ensure that students, staff and families remain connected as a Pierce community during the transition to a split campus.</i></p>				
Action	Person(s)/Teams Involved in the work	By When ?	Resources you will use to get this work done - (e.g. release time, PD time, faculty meetings, support from central office, funding, etc)	Indicators of Progress and Success
Year 1				
Monitoring and responding to student Panorama data / SEL needs given the inherent stress that comes with change	Guidance counselors, classroom teachers, school administrative team.	No less than three times annually, with each Panorama cycle.	Counselor and Support team time, staff meeting time led by OTL, focused staff meeting time to help staff navigate the transition	Clear baseline data for students; records of intervention for students who present with additional stress; support for teachers as needed.
Plan a variety of opportunities to say	Principal, PTO	Prior to the move out		Students, staff and families will feel a sense of healthy

goodbye to the building				closure as we leave this campus.
Year 2				
Plan a variety of opportunities for K-8 students and families to gather and connect. ⁸	Classroom teachers, Guidance counselors, Administrators, PTO and room parents, Culture Club	Throughout the year	Staff meeting time, collab. time, Funding through the PTO	Students 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 Pierce Staff across both buildings to gather and connect: <ul style="list-style-type: none"> • More frequent staff gatherings • Staff meetings as a group on both sites • PLC groups during Collab. time groups aimed at bridging the split 	Administrators, Fun Committee, PTO	Throughout the year	Staff meeting time, collab. time, Funding through the PTO and district (Pierce Principal budget request)	Teachers will maintain a sense of community through in-person “face time” that will sustain our working relationships. And also through other channels such as the visual content or news real or morning announcement-type thing
Year 3				

⁸ Ideas include: Culture Fest, Variety Show, Arts Council Events/Artist in Residence, Pierce Picnics on both sites, Concerts/Art Exhibits, Virtual visit with little buddies, Pen pal program, Step-up day for 5th graders , Field trip to both sites, After school clubs through possible Pierce alumna, K-8 Newspaper, K-8 Morning Announcements, Visual content (like a Pierce News Reel) from both campuses in the Bridge with captions regarding content

Assess what actions from year 2 had a positive impact on community connection and connectivity and where there is area for improvement via community survey for staff, students, and parents.	Principal, Site Council	Summer 2025	Site Council meeting time to draft survey, PTO support to engage families in completion	Survey data will help us determine what activities and events to replicate in 2025-26 and which to adapt.
Continue activities from year 2 as appropriate based on survey data.	Classroom teachers, Guidance counselors, Administrators, PTO and room parents, Culture Club	Throughout the year	Staff meeting time, collab. time, Funding through the PTO and district (Pierce Principal budget request)	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.

4. Communication and Collaboration

<p>Connection to District Strategic Plan:</p> <p>Goal 2 - Develop and implement a culturally responsive community engagement plan that fosters connections among caregivers, schools, the district and the greater community.</p> <p>Goal 3 - Develop a climate and culture in which all students, staff, and caregivers experience a strong sense of belonging and safety.</p> <p>GOAL: <i>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.</i></p>				
Action	Person(s)/Teams Involved in the	By When ?	Resources you will use to get this work done -	Indicators of Progress and Success

	work		(e.g. release time, PD time, faculty meetings, support from central office, funding, etc)	
Year 1				
Family / community site visits	Central office staff, principal	3-4 months prior to move out, when spaces are ready	Central office support	Successful community visits to each location.
Joint family / staff planning for transportation, arrival dismissal, etc.	Parent volunteers, principal, central office staff, town staff	Summer 2023-completion	Central office support	Clear transportation memos for district staff, parents, school staff and students.
Several family meetings prior to move for updates and Q&A	Principal	3-4 months prior to move out	Central office support, Project Team support	Meetings were held and questions were addressed
Communication about logistics of move	Principal, central office staff,	Ongoing	Central office support	Parent feedback, staff and student feedback
Year 2				
Renovation updates communicated to family/staff	Principal	Ongoing	N/A	Regular updates sent to family/staff
Family/staff forum to voice any logistical challenges in the first few weeks in the new	Principal, central office staff	First few weeks of move to new buildings	Central office support, Project Team support	Resolution of pain points

schools (if needed)				
Year 3				
Renovation updates communicated to family/staff	Principal	Ongoing	N/A	Regular updates sent to family/staff