

Cyrus Peirce Middle School



School Improvement Plan, 2025 - 2026

Directory

Elizabeth Hallett, Ed.D. – NPS Superintendent

Cyrus Peirce School Council

Michael Horton - Principal

Adriene Lombardi - Assistant Principal

Meg Browsers - Parent

Jess Douglas - Parent

Stacy Montes - Parent

Sarah Ray - Parent

Michael Case - Teacher

Paige Noland - Teacher



[Return to District Improvement Plan \(DIP\)](#)

Message from the Principal and Assistant Principal

Our vision is that CPS creates an equitable, inclusive, and challenging learning environment for young adolescents to develop skills that foster independence, build student voice, and strengthen decision-making to 'Do the Right Thing.'

We hope that students are motivated to learn, thrive emotionally and socially, and participate in school and community activities. The CPS staff is dedicated to building strong relationships with families and island organizations to support student growth and learning at home, in school, and within the community. Building these relationships requires consistent communication in order to inform families of student progress and growth. The CPS School Council has been formed to develop, monitor, and sustain communication between school and home. One step in maintaining that communication is the *CPS Weekly Parent Update*. This Monday evening 'Smore' newsletter contains important information ranging from announcements, schedules, and events, to articles, parent support groups, and celebrations.

This year our school has four goals: reducing the number of students in the Not Meeting tier of MCAS, implementation of *YONDR* pouches, renewed coaching on SEI practices and discourse mapping, and professional development to utilize *Responsive Classroom* practices and Artificial Intelligence as a 'thought' partner.

We have a strong team of teachers and support staff to help guide our students to gain independence and build their student voice. We are here to support our CPS families and look forward to a great school year!

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CPS School Improvement Plan – Acronyms & Abbreviations Guide

Abbreviation	Full Term	Meaning / Use in the Plan
AI	Artificial Intelligence	A digital tool used to support learning, engagement, and collaboration among students.
ALLI	Applied Learning Leadership Institute	
CFA	Common Formative Assessment	Assessments collaboratively created and used by teacher teams to measure student progress toward specific learning outcomes.
CPS	Cyrus Peirce School	Nantucket Public School's middle school
ELO	Essential Learning Outcome	The most critical skills and concepts that students are expected to master in each subject or trimester.
ELOs	Essential Learning Outcomes	Multiple essential skills or learning targets aligned with state standards.
EL	English Learner/English Language	Can refer to either English Learner or English Language
ELL / EL	English Language Learner / English Learner	Students whose first language is not English. "EL" is the current preferred term.
ESL	English as a Second Language	Instructional support for students learning English.
MAP	Measures of Academic Progress	A standardized assessment used to measure student growth and proficiency in math and reading.
PD	Professional Development	Training opportunities provided to teachers and staff to strengthen instructional practices.
PLC / PLCs	Professional Learning Community / Communities	Collaborative teacher teams that focus on improving instruction and ensuring all students meet learning goals.

Abbreviation	Full Term	Meaning / Use in the Plan
RALIE		
SEI	Sheltered English Immersion	Teaching strategies that help English Learners access academic content while building English proficiency.
SEL	Social-Emotional Learning	The process of developing students' skills for self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
ELO Alignment	Essential Learning Outcomes Alignment	The process of ensuring that classroom outcomes match state standards and reflect equity and rigor.
SEL Standards	Massachusetts Social-Emotional Learning Standards	Statewide expectations for social-emotional learning that guide classroom instruction.

NPS Strategic Objectives

1: Increase Student Outcomes and Achievement by providing equitable, inclusive and challenging learning experiences through a comprehensive system of support.

2: Secure and Maximize Resources that meet the growing needs of the district by providing a sound budget process, intentional staff recruitment and retention, comprehensive maintenance of facilities, and access to advancements in technology.

3: Nurture a Culture of Inclusion, Collaboration, and Communication by recognizing and celebrating the uniqueness of all individuals (students, educators, families, and the community alike) and cultivating socially responsible members of diverse local and global communities.

NPS Strategic Initiatives

- 1.1 Successfully implement and continually assess the effectiveness of the established curriculum, instructional, and assessment practices.
- 1.2 Define, implement, and support high-impact, tiered pedagogical practices that are culturally and linguistically appropriate, universally designed, and foster academic, behavioral, and social-emotional learning for all learners.
- 1.3 Optimize and strengthen school safety processes and protocols across the district through proactive evaluation, adjustment, and alignment.

- 2.1 Ensure sustainable sources of revenue for facilities, infrastructure, and operational expenses.
- 2.2 Actively promote a diverse, high-quality workforce and expand housing inventory for staff to support their recruitment, development, and retention.
- 2.3 Maintain and upgrade district facilities and grounds.
- 2.4 Secure and maximize resources within the district (i.e., schedules/staffing/ technology) to meet growing needs, enhance educational outcomes, and support efficient operations.

- 3.1: Foster a sense of belonging and community to strengthen partnerships with students, staff, families, and the wider community.
- 3.2 Cultivate a stronger sense of community and positive culture among district staff.

CPS Vision and School Improvement Plan Goals, 2025-26

VISION

CPS creates an equitable, inclusive, and challenging learning environment for young adolescents to develop skills that foster independence, build student voice, and strengthen decision-making to 'Do the Right Thing.'

C - Collaboration
P - Perseverance
S - Scholarship

Goal	Action Steps	Outputs	Outcomes
<p>During the 2025-2026 school year, CPS will continue to reduce the number of students in the 'Not Meeting' tier of each MCAS subject test to below 15%.</p> <p>(1.1, 1.2)</p>	<ul style="list-style-type: none"> • Data Driven PD day September 2025 to analyze 2024 MCAS results. • Implement MAP reading and MAP math assessments 3x per year. • Year 3 of Guided Math/Math Workshop model. • Co-teaching for special education students. • Schedule a math intervention teacher. • Increase after school tutoring and extra help opportunities. 	<ul style="list-style-type: none"> • Teachers analyze student data to improve instruction. • Observations, discussions, and feedback with math coach, Alison Mello. • Common planning between co-teachers. • Identify and schedule students into small group math sections. • Identify and motivate students to attend evening and Saturday extra help sessions. 	<p>Student achievement improves. (MCAS and MAP)</p>

<p>By June 2026 CPS will adopt a new cell phone policy and adoption and implementation of the use of Yondr Pouches.</p> <p>(1.3, 3.1, 3.2)</p>	<p>Adhere to new Cell Phone Policy developed by the Superintendent and approved by the School Committee</p> <p><i>Policy: Students are not permitted access to their cell phones or other devices at school during school hours. Students are encouraged to leave devices at home. At the start of each school day, students must place their personal device in a designated locked pouch. Students will regain access to their device at the end of each school day.</i></p>	<ul style="list-style-type: none"> • Staff / student trainings • Daily practice • Develop and roll out the school based protocol for implementing Yondr Pouches school wide • Parent education through weekly updates. 	<ul style="list-style-type: none"> • Improved classroom focus and enhanced relationships with students. • Minimize distractions in the classroom and promote student engagement by eliminating the use of personal devices • Student achievement improves. (MCAS and MAP)
<p>During the 2025–2026 school year, CPS will increase collective efficacy, student engagement and shared responsibility by strengthening classroom instruction through collaborative and communicative strategies, increased student discourse and the implementation of SEI strategies.</p> <p>(1.1, 1.2, 1.3, 3.1, 3.2)</p>	<p>Focus PLC work at CPS around Purposeful & Authentic Interaction/Discourse/Communication</p> <p>Work with staff to complete discourse maps during peer observation. (RALIE)</p> <p>Utilize the Multilingual Learning Look-for Tool & Deep Dive throughout the year.</p> <p>Outside SEI PD provider for year-long PD focus at CPS with general education content area teachers</p>	<ul style="list-style-type: none"> • Professional development agendas slide decks for student discourse, AI and SEI Sessions. • PLC Work • Data Collection • Integrate focused work during faculty meetings that incorporates DESE resources as well as the Multilingual Learning Look-For Tool as well as the Multilingual Learning Look -for Tool Deep Dive • Discourse maps from peer observations and follow-up conversations 	<ul style="list-style-type: none"> • Student achievement improves. (MCAS and MAP) • Content teachers will report greater ability to work with varying ELD levels which will result in increased growth and achievement on benchmark and/or summative assessments for ELs (i.e., ACCESS, MAP, MCAS)

<p>During the 2025-2026 school year, Professional Learning Communities of like educators will learn and grow their student engagement practice through:</p> <p>1) collaboration and communication to ensure that all students master the identified grade-level essential learning outcomes and skills</p> <p>2) the use of AI as a thought partner for all students.</p> <p>3) the implementation of <i>Responsive Classroom</i> teacher language and practices.</p> <p>(1.1, 1.2, 1.3, 3.1, 3.2)</p>	<p>Use the collective expertise of collaborative teams to share lesson planning and which instructional practices produce the best results to build action plans using these criteria to determine what each student needs to achieve the outcome.</p> <p>Provide all staff with professional development on the approved AI platform and strategies for leveraging AI to enhance student engagement, support SEI strategies, and facilitate increased student discourse.</p> <p>Responsive Classroom school observations and follow-up coaching.</p> <p>Implement RC strategies and protocols within every CPS classroom environment</p> <p>Staff collaborate and share best practices and strategies during team meetings and extended work days.</p>	<ul style="list-style-type: none"> Teachers build positive classroom communities. Teachers embed effective management to the unique needs of young adolescents. Faculty and PLC meeting agendas and notes. 	<ul style="list-style-type: none"> Student achievement improves. (MCAS and MAP) School promotes strong academic and social emotional skill building. Increased focus on student engagement. Improved staff and student sense of belonging as evidenced by survey data and decrease in discipline referrals.
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