

Objective 1

Strategic Objective 1:

An additional 10% of the total of all students will meet or exceed expectations in ELA, Math and STE as measured by MCAS



Math MCAS

Meeting or Exceeding Expectations	
Grade 6	34%
Grade 7	26%
Grade 8	28%



Growth Percentiles	
Grade 6	34% Moderate to High Growth Percentile
Grade 7	40% Moderate to High Growth Percentile
Grade 8	61% Moderate to High Growth Percentile

1.. **Freckle Mathematics** Provides differentiated math instruction for all students, ensuring that each learner receives personalized practice both at home and in school. This platform will allow students to work at their own pace and focus on specific skills they need to develop.

2. **Math Workshop Model** emphasizes active learning, small group collaboration, and student-centered instruction.

- **Menu of Math Workshop Activities:** Students will rotate through various math stations focusing on problem-solving, computation, and collaborative activities that encourage active engagement.

3. **Monthly "Walkabouts"** will be conducted by curriculum coordinators, providing opportunities for direct feedback on teaching and learning. This will allow teachers to receive constructive feedback and insights into how they can improve their instructional practices. **Increased communication** between the building leadership and curriculum coordinators will enhance support for teachers and ensure that instructional practices are aligned with district goals and best practices.

15. **Collegial observations** will be implemented across departments to allow teachers to observe each other's practices and share successful strategies. This will promote a culture of collaboration and collective problem-solving to improve overall math instruction.

5. **Building Thinking Classrooms** engages in **Building Thinking Classrooms** practices, focusing on collaborative learning and student-led problem-solving. This method encourages students to work in small groups, out of their seats, using whiteboards and other tools to discuss and solve math problems collaboratively.

6. **Bridges Intervention Program** supports students who are below grade-level proficiency in mathematics. This program will provide targeted, small-group instruction to bridge gaps in understanding.

- Currently, the program is also benefiting Beginner MLL Students, Math Essentials and Special Education Classes.

7. Ongoing **teacher training** will focus on **best practices for supporting Multilingual Learners (MLL)**, equipping educators with the skills and strategies needed to address the specific needs of this student group in mathematics.

8. **Department/Special Education Data Team Meetings**

- **Ongoing department meetings** will focus on analyzing student data, including special education students, to make informed decisions on instruction, interventions, and supports that are necessary for all learners.

4. **Math Essentials** Provide targeted, foundational skills to students who need additional support. This course will focus on reinforcing key math concepts and skills to ensure students are prepared for more advanced math content.

13. **Improving Teaching and Learning Through Constructive Feedback** We will foster a culture of continuous improvement by encouraging **constructive feedback** between educators, allowing for professional growth and the sharing of effective teaching strategies.

11. **Increased Department Professional Collaboration Time (PCT)** Allows for more collaboration between grade-level colleagues. This time will be used to align instructional strategies, review data, and share best practices in math instruction.



ELA MCAS

Meeting or Exceeding Expectations	
Grade 6	42%
Grade 7	37%
Grade 8	43%



Growth Percentiles	
Grade 6	57% Moderate to High Growth Percentile
Grade 7	55% Moderate to High Growth Percentile
Grade 8	51% Moderate to High Growth Percentile

Consistency within Curriculum Calendar for Reading, Writing, and Word Study:

The focus on creating a structured, consistent curriculum calendar for literacy instruction. This ensures all students have access to the same learning opportunities, and educators are aligned in their approach.

Increased Department PCTs to Plan and Implement Scope and Sequence:

The expanded role of Professional Curriculum Teams (PCTs) in planning and implementing the scope and sequence will help ensure that content is taught with depth and in a logical order. These teams can provide critical insights into best practices and identify areas of improvement.

Ongoing Department Data Team Meetings:

Regular department meetings focused on analyzing student data foster a culture of continuous improvement. These meetings allow teachers to discuss progress, challenges, and best practices in teaching literacy.

Special Education Data Meetings: Regular data meetings for special education help target specific interventions and modifications for students with disabilities.

Continuous Monitoring of Student Progress (3 times a Year, First Year): Monitoring student progress through Star Reading assessments and pre/post assessments is crucial in tracking growth. Regular assessments allow for timely interventions and personalized instruction.

Small Group Interventions in the Classroom

(Workshop Model): The workshop model for small group instruction is highly effective in providing targeted support. Utilizing this model ensures students who need additional assistance can receive focused, personalized attention during their regular class time.

High School ELA Teachers Observing 7th and 8th

Grade Classrooms: Vertical teaming through cross-grade observations is a great way to ensure continuity in instruction and to better prepare students for the transition between middle school and high school. High school teachers can offer valuable insights into the skills and expectations needed for success at the next level.



Integrating the Child Study Team to Meet the Needs of All Learners: Collaborating with the Child Study Team (CST) ensures a comprehensive approach to meeting the needs of all learners, particularly those who may require additional support.

Monthly “Walkabouts” with Curriculum Coordinators:

Regular walkthroughs and feedback from curriculum coordinators provide teachers with the opportunity to receive constructive, actionable feedback. These observations can help identify best practices, areas for growth, and ensure curriculum alignment.

Observation of Colleagues and Sharing of Best

Practices: Encouraging peer observations allows teachers to learn from one another and share successful strategies. This collaborative atmosphere strengthens the overall teaching community and improves instructional quality.

Literacy Support Team: The push for school-wide literacy initiatives, including “Drop Everything and Read” (DEAR), a Read-A-Thon, and the week-long Read Across America activities, StarBooks and Book Tasting are fantastic ways to foster a culture of reading. These activities engage students and the wider community in literacy events that emphasize the importance of reading.

Literacy Support Team Term Strategy Focus:

TERM 1: Vocabulary

TERM 2: Reading

TERM 3: Writing

TERM 4: Speaking and Listening

Science MCAS

33% Meeting or Exceeding Expectations

*Same as last year



Continued Professional Development for OpenSciEd Teachers participate in ongoing training focused on the OpenSciEd curriculum to deepen their understanding and enhance their teaching strategies.

Professional development is designed to promote better instructional practices aligned with the framework of OpenSciEd, ensuring consistency and rigor.

Increased Departmental Professional Collaboration Time (PCT) The department has dedicated more time for professional collaboration during PCT sessions. Curriculum coordinator provides support with OpenSciEd curriculum.

Improving Pacing Across Teachers Efforts have been made to better align pacing across teachers in the department, allowing for more meaningful collaboration and coordination. This ensures that students have a more consistent learning experience.

Increased Computer Science and Robotics Integration Robotics and coding have been increasingly integrated into lessons across all grade levels, giving students opportunities to work on tangible projects and problem-solving activities.

Increased Building Communication with Curriculum Coordinators We have prioritized stronger communication between building leaders, including curriculum coordinators, to ensure that the teaching team is supported and has the resources needed for success.

Listening to Colleague Successes and Incorporating Best Practices More time has been dedicated to listening to colleagues' successes, with the goal of incorporating effective strategies from teacher to teacher. This open dialogue creates a supportive professional community where ideas and practices are shared.



Monthly “Walkabouts” with Curriculum Coordinators Monthly “Walkabouts” with curriculum coordinators allow for real-time feedback and observations within classrooms. This provides valuable insight into how the curriculum is being implemented and offers a forum for discussing improvements.

Host Open Houses and Share Work with External Districts We have hosted open houses to showcase the efforts of the science department. These events bring in educators from other districts and schools, fostering collaboration and creating a wider network for feedback and support.

Improving Teaching and Learning Through Constructive Feedback Teachers engage in observation sessions with colleagues, providing constructive feedback to one another. This feedback loop promotes continuous improvement in both teaching practices and student outcomes.



The Falcon Academy:

Initiated at PCIS last year, has been a transformative professional development program designed to support and develop new teachers.

The program is led by teachers and provides a collaborative space for new educators to discuss classroom challenges and successes, while receiving valuable, job-embedded support from experienced veteran teachers.

This initiative fosters an environment where teachers feel comfortable seeking help, sharing ideas, and growing professionally in a safe, nurturing environment.

Since its implementation:

Falcon Academy has led to significant positive changes in both teacher practice and school culture.

Increased sense of consistency in teaching practices across the school.

Teachers are more open to peer collaboration, and the culture of continuous growth is being created.

The continued success of Falcon Academy is integral to the ongoing improvement and growth at PCIS and we look to expand a version of this model to all staff at PCIS.

Falcon Academy

Objectives:

Teacher Growth & Development: Falcon Academy aims to provide new teachers with the tools, strategies, and confidence to thrive in the classroom. By working with experienced Falcon Academy facilitators, new teachers can reflect on their practice and develop their skills in alignment with the expectations at PCIS.

Consistency in Teaching Practices: The academy promotes consistency across the school by setting clear expectations, structures, and routines for teachers, which ultimately leads to better student outcomes.

Building a Supportive Culture: Through ongoing, open communication and peer support, the program fosters a culture of collaboration and mutual support among teachers at PCIS.

Key Features of the Falcon Academy:

Teacher-Driven Development: The Falcon Academy is designed and facilitated by teachers, ensuring that the content and approach are grounded in real classroom experiences and relevant to the needs of teachers at PCIS.

Job-Embedded Professional

Development: Through collaboration with lead teachers, new educators receive tailored professional development during the school day. This ensures that learning is directly applicable to their daily teaching practice.

Building a Supportive Culture: Through ongoing, open communication and peer support, the program fosters a culture of collaboration and mutual support among teachers at PCIS.

Focus Areas of Support:

Structures and Routines: Helping new teachers establish clear, effective classroom routines.

Expectations: Aligning new teachers with the high standards set at PCIS, ensuring consistency in expectations across the school.

Social-Emotional Learning (SEL): Supporting teachers in fostering SEL within their classrooms to create a positive learning environment.

Classroom Management: Providing strategies and frameworks for effective classroom management that promote student engagement and behavior.

Student Engagement: PCIS teachers utilize the student engagement continuum in their teaching practices to enhance and increase levels of student engagement.



Falcon Academy Collegial Walkabouts

Collegial Walkabouts: A structured system of observations to support teachers' growth through collaborative reflection. This includes four levels:

- **Falcon Academy Observation:** New teachers observe Falcon Academy facilitators in action.
- **Teacher Observation of Falcon Academy Facilitator:** New teachers observe experienced facilitators to gain insight into effective teaching strategies.
- **Guided Observation:** Teachers receive targeted guidance and feedback during observations.
- **Focused Observation:** **From the Falcon Academy debrief, a deep-dive observation focused on a specific area of improvement or interest, followed by actionable feedback.*

What has come from Collegial Walkabouts:

Unofficial Mentorship: In addition to structured support through the academy, this created unofficial mentors for new teachers and it provides them with ongoing assistance fostering a community of support.

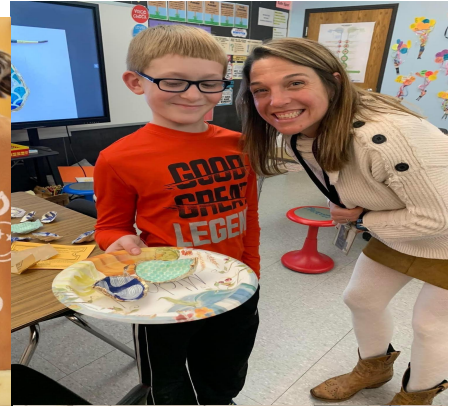
Teacher-Led Observations: The success of the Falcon Academy model has led to teachers requesting to conduct independent observations in their colleagues' classrooms, further demonstrating the value placed on peer collaboration.

Evidence from Learning Walks and Walkabouts

- 1) Objectives are effectively communicated to students in a manner that clarifies expectations
- 2) Release of responsibility from staff to student in which the student is doing the heaviest “cognitive lifting”
- 3) **Opportunities for varied interactions/conversations between teacher and student and student and student, including opportunities for students to collaboratively engage in the learning**
- 4) **The use of effective questioning techniques to challenge students to engage and deepen their learning and critical thinking**
- 5) Opportunities for students to actively participate in the learning process (question-and-answer sessions, discussion, quick write assignments, hands-on activities, turn & talk, and experiential learning)
- 6) Positive relationships among student and students as well as student to staff contributed to the a safe learning environment
- 7) **High levels of student engagement throughout the learning walks.**

Objective 2

Reduce the amount of students Chronic Absenteeism (or more 8-10 absences)by 25% unexcused absences



Student Case Management Team: The team will meet regularly to discuss the specific needs of these students, create individualized intervention plans, and coordinate resources to address their concerns. It may include teachers, counselors, psychologists, and administrators.

BRYT Transitioning Back to School from Long-Term Absences: Provide a Supportive return for students who have been absent for an extended period due to illness, mental health issues, or other personal reasons.

Reentry Meetings: These meetings involve the student, parents, counselors, and other relevant staff to discuss the student's needs, set goals, and create a plan to help with the transition. This could include academic support, mental health services, and behavioral plans.

Incorporating Regular Progress Monitoring Meetings for At-Risk Students: Ensure that interventions and supports for at-risk students are effective and adjusted as needed.

Morning Entry Meetings with School Psychologist and Adjustment Counselor: To address immediate emotional or behavioral concerns before the school day begins. Also helps students adjust to the start of the day.

PCIS Support Period for Students SOAR
Provide a designated time for students to get additional academic or behavioral support.

Ansel Support: Ansel provides comfort and emotional support to individuals facing anxiety, depression or other mental health issues. Their presence can help reduce stress and provide a sense of security.



Attendance Meetings with Truant Officer, Nurses, Admin, and Counselors: Address chronic absenteeism and identify underlying causes for students' absences.

Providing Opportunities for Students to Engage in Positive Extracurricular Activities: Offer students opportunities for enrichment and engagement outside of traditional classroom hours. This helps improve attendance and engagement.

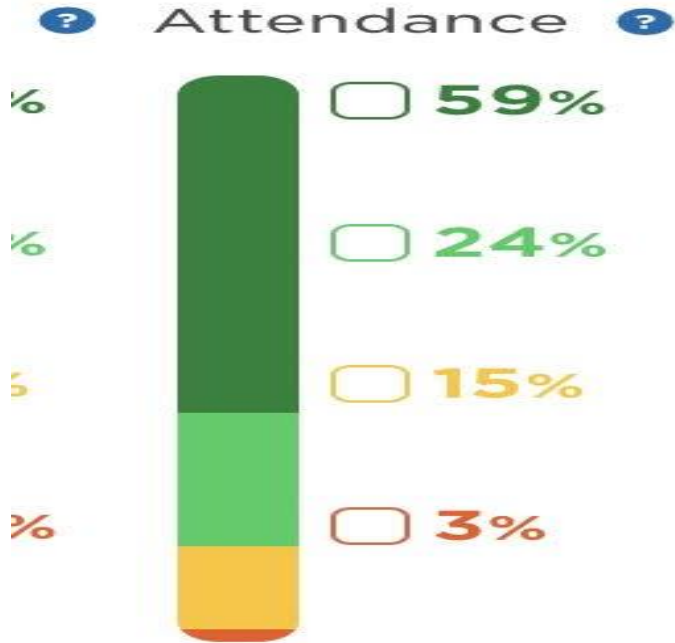
PCIS Pride Points is designed to improve student behavior and increase engagement in school. The school implemented a system of rewards and recognition for positive behaviors, including consistent attendance. Students who exhibit positive behaviors and are regularly present in school can receive recognition, incentives, or privileges that promote further engagement.

Home Visits: Engage families and provide support to students at home.

Evidence From Learning Walks and Walkabouts

- 1) Learning environment allows for academic risk-taking in a safe and inclusive environment in which all students can expand and deepen their learning through scaffolded supports
- 2) Classrooms use effective participation of all available staff in supporting student learning
- 3) Students and staff demonstrate enthusiasm, joy and curiosity of learning
- 4) Positive relationships among student and students as well as student to staff contributed to the a safe learning environment
- 5) Students had opportunities to collaborate and when collaborating were focused on the academic task without distraction. Collaboration included partnering, think pair share, turn and talk small group work
- 6) Strong routines allowed for seamless and efficient transitions between tasks
- 7) High expectations for academic and behavioral performance
- 8) Classroom were designed to support teaching and learning allowing students to work together
- 9) Students and staff demonstrate enthusiasm, joy and curiosity of learning

Attendance: YTD



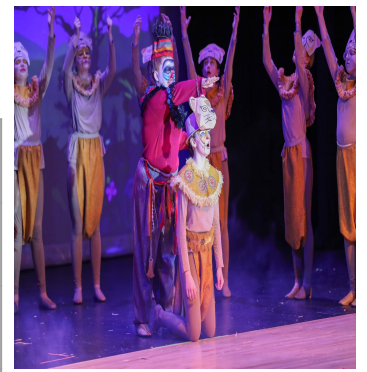
Objective 3

- An additional 10% of the total subgroups (Students with disabilities and economically disadvantaged) will meet or exceed expectations in ELA, Math and STE as measured by MCAS



ELA Students with Disabilities

	Mean SGP	Non-Disabled SGP	Meeting or Exceeding Expectations
Grade 6	51	46	13%
Grade 7	42	49	6%
Grade 8	49	44	13%



Math Students with Disabilities

	Mean SGP	Non-Disabled SGP	Meeting or Exceeding Expectations
Grade 6	37	31	14%
Grade 7	40	36	5%
Grade 8	52	48	7%



ELA High Needs

	Mean SGP	Non-Disabled SGP	Meeting or Exceeding Expectations
Grade 6	46	48	23%
Grade 7	47	48	22%
Grade 8	47	43	26%



Math High Needs

	Mean SGP	Non-Disabled SGP	Meeting or Exceeding Expectations
Grade 6	28	36	19%
Grade 7	39	35	13%
Grade 8	50	48	15%



Objective 3 Action Plan

Professional Development (PD)

- **Math PD for Special Education Teachers:**
 - Focus on providing professional development in mathematics specifically for special education teachers, enhancing their ability to support students in this subject.
- **Best Practices PD for Multilingual Learners (MLL):**
 - Provide professional development on best practices for working with MLL students, ensuring staff are prepared to meet their needs effectively.
- **Ongoing OpenSciEd PD:**
 - Year 4 of implementing OpenSciEd curriculum, with continued professional development for teachers to enhance their science teaching practices.

Data-Driven Support

- **Special Education Data Teams:**
 - Special education teams will meet three times a year to analyze student data, assess progress, and adjust instruction or interventions to better support students.
- **Progress Monitoring Using Panorama Data:**
 - Use Panorama data to track and monitor the progress of key student subgroups, especially Economically Disadvantaged and Students with Disabilities, to ensure they are receiving the support they need.

Phones Away All Day (Stored in Lockers):

- A school policy will be implemented where students' phones are stored in lockers throughout the school day to minimize distractions and encourage engagement.

New Teacher Academy:

- A structured program for new teachers to help them integrate into the school culture, receive necessary resources, and grow professionally.

Collegial Observations:

- Implement a system of collegial observations, where teachers can observe each other's classrooms, share best practices, and foster a collaborative learning environment.



Evidence From Learning Walks and Walkabouts

- 1) Academic risk-taking in a safe and inclusive environment in which all students can expand and deepen their learning through scaffolded supports
- 2) Culturally proficient language and content that reflects high expectations, inclusivity and respect for all learners, and connections to students' culture and identity
- 3) Opportunities for varied interactions/conversations between teacher and student and student and student, including opportunities for students to collaboratively engage in the learning
- 4) Learning tasks were designed to ensure equitable opportunities for all students to deepen their learning and are differentiated for all learners
- 5) Learning tasks were inclusive of varied opportunities for students to demonstrate their learning
- 6) Learning tasks were accessible, attainable and challenging to all students
- 7) High levels of student engagement throughout all learning walks
- 8) Observed positive social interactions and peer engagement in hallways/passings
 - a) No signs of cell phones or cell phone use in classrooms and/or hallways

Objective 4

In order to keep at risk students engaged in their learning PCIS will reduce the amount of students suspended from school by 25%



Positive Behavioral Interventions and Supports (PBIS)

- Ongoing implementation and development of PBIS strategies.

Social-Emotional Learning (SEL)

- Continued focus on integrating SEL into daily practices.

Promoting Positive Opportunities for Students

- Ongoing efforts to provide students with constructive and engaging opportunities.

Case Management and CST Meetings

- Regular case management and Child Study Team (CST) meetings to support student needs.

EHall Pass Implementation

- Streamlining hall passes through the use of the EHall Pass system.

Phones Away All Day

- Policy to reduce phone distractions and encourage more positive social interactions among students.

Pro-Social Opportunities Before and After School

- Expanding opportunities for students to engage in positive, structured activities before and after school.

Building Strong Student-Staff Relationships

- Continued efforts to foster positive and supportive relationships between students and staff.

New Teacher Academy

Providing professional development for new teachers to ensure successful integration into the school community.

Collegial Observations

- Encouraging peer observations to promote collaborative professional growth.

Family Engagement and Communication

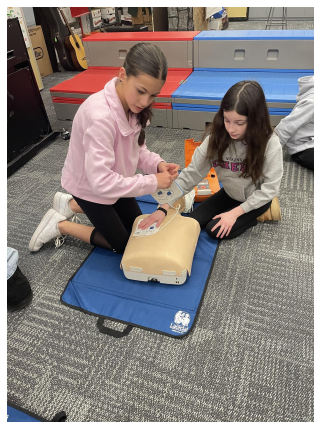
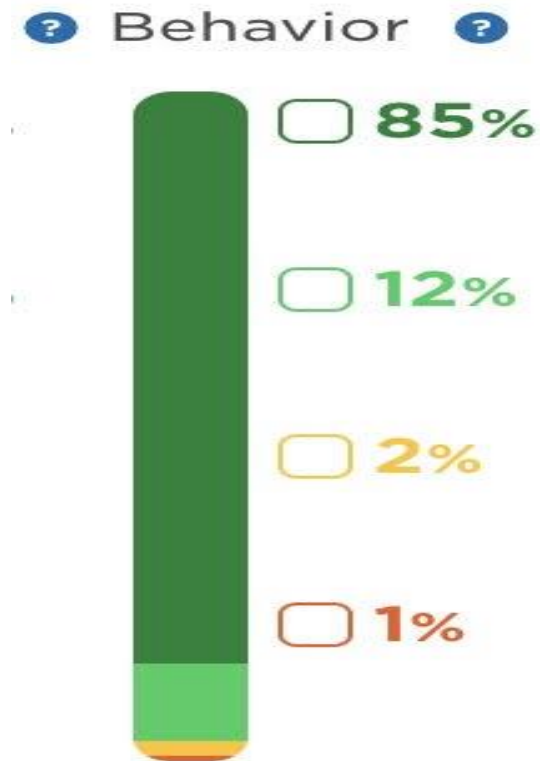
- Ongoing focus on engaging families through consistent communication and resources in every newsletter.



Cateteria

- I sit at a table with my...
- I eat my food. I don't...
- I am excited for my...
- I always clean my...
- I don't waste the fo...
- I only leave the catet...
- I show respect and co...
- students and all othe...

Panorama Data: YTD



Less than 1% Conduct is considered in the critical range. (Our CARE Program is included)

2% is considered in the at risk range (Our CARE Program is included)

Less than 3% of our student body

Evidence From Learning Walks and Walkabouts

- 1) Students and staff demonstrate enthusiasm, joy and curiosity of learning
- 2) Positive relationships among student and students as well as student to staff contributed to the a safe learning environment
- 3) Classroom were designed to support teaching and learning allowing students to work together
- 4) Students were on task, paying attention, responding to questions, doing the work, enthusiastically sharing ideas and thinking with peers, showing interest in what they were learning and in some cases collaborating towards a shared goal
- 5) Strong routines allowed for seamless and efficient transitions between tasks
- 6) High expectations for academic and behavioral performance were posted and some evidence of co-construction
- 7) Active student engagement with all students working towards a single objective
- 8) Positive interactions and strong relationships between student to staff and student to student
- 9) Safe learning environment which allowed students to actively participate in the learning process
- 10) Students and staff demonstrated joyful interactions and enthusiasm for teaching and learning
- 11) Observed positive social interactions and peer engagement in hallways/passings
 - a) No signs of cell phones or cell phone use in classrooms and/or hallways

PCIS HAS FALCON...

P articipation
R esponsibility
I ntegrity
D etermination
E xcellence



How do you show Falcon PRIDE?

- Be Present in School!**
 - Attendance Matters!
- Stay After School!**
 - Get Involved!
- Be a Good Citizen! Do the Right Thing!**
 - Kindness Matters!
- Behave yourself! Show Respect for Students, Staff, and the Building!**
 - Your Behavior Matters

Increased Pride Goal to 1,000 Points

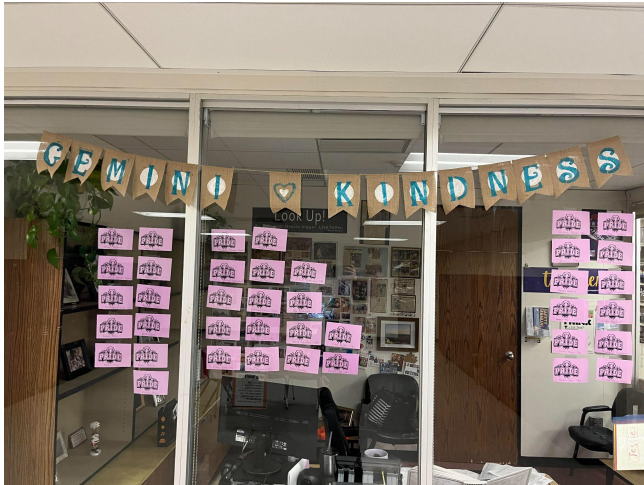
The graphic has a pink background with yellow circles and brown brushstrokes. At the top left, there are several colorful pencils (yellow, blue, red) stacked. In the center, a blue Connect 4 game board is shown with red and yellow pieces. Below the board, the text 'KINDNESS' and 'GOOD DECISIONS' is written in large, bold, black letters. At the bottom right, more colorful pencils are shown.

**CONNECT 4
CHALLENGE**

**KINDNESS
GOOD DECISIONS**

Progress Monitoring

- Displayed at Lunches
- Emailed to teachers



PCIS HAS FALCON PRIDE! Term 3 Scores

Participation
Responsibility
Integrity
Determination
Excellence



	PARTICIPATION	RESPONSIBILITY	INTEGRITY	DETERMINATION	EXCELLENCE
GEMINI 6	310	-100	0	250	460
GEMINI 7	408	-500	60	160	128
GEMINI 8	204	-225	0	160	139
MERCURY 6	398	-125	50	220	543
MERCURY 7	340	-275	150	110	325
MERCURY 8	398	-225	50	140	363
RANGER 6	424	0	120	180	724
RANGER 7	232	-25	180	200	587
RANGER 8	278	-275	180	120	303

High Score as of 2/16/24

Term 1 Reward Fall Fest



Term 2 Reward Ice Fest!



Term 3

Mind Reader



Term 4 Ice Cream Truck!



Cafeteria Constitution

- I sit at a table with no more than six people.
- I eat my food. I don't play with my food.
- I am silent for announcements.
- I always clean my table, and never leave a mess.
- I do not wander the lunchroom. I raise my hand.
- I only leave the cafeteria when I have a pass.
- I show respect and common courtesy for other students and school staff.



2024-2025

	Activity/Club	Days	Staff Member(s)	Location	Additional Info
Morning Clubs 7:30 am to 8:02 am	Basketball Intramurals	Mondays	Mrs. Vigneau	Gym	
	Basketball Intramurals	Tuesdays	Ms. Callahan	Gym	
	Breakfast Club	Monday - Friday	Ms. Mahoney Mrs. Harmon	Cafeteria	
	Library/Tech Support Club	Monday - Friday	Mrs. Hamel Mrs. Stanish	Library	
	Volleyball Intramurals	Thursdays & Fridays	Ms. Procaccini	Gym	
	Yarn Club	Wednesdays	Ms. McKenna	V07	
	Yearbook Club	Every other Wednesday	Mrs. Hamel	Library	
Afternoon Clubs 3:00 pm to 3:45 pm (unless otherwise specified)	Art Club	Tuesdays	Ms. Casselman	E05	
	Astronomy Club	Tuesdays	Mr. Daniels	R01	
	Babysitters Club	Tuesdays	Mrs. Cruz	V09	<i>current session full, more info to come</i>
	Chess Club	Tuesdays	Mr. Wolf Mrs. Leavitt	G02	
	Civics Club	Tuesdays or Thursdays	Mr. Quinn Mrs. Clancy-Coleman	G08	8th Grade Only
	Coding Club	Tuesdays	Mr. Nee	R11	
	Diversity Club	Tuesdays	Mrs. Hapgood Mrs. Furtado	M12	
	Dungeons & Dragons Club	Mondays	Mr. Quinn Ms. Haver	G08	Goes until 4:30 pm Parent pick-up only
	French Club	Thursdays	Sra. Pacheco	V01	Start date TBD
	Futsal Club	Tuesdays	Mr. Girardin	Fitness Center	Starting in November
	Ice Hockey Club	TBD and Start Date TBA	Ms. Procaccini Mr. Pendrak	Armstrong Arena Skating Rink	Parent pick-up only
	Investing/Finance Club	Thursdays	Ms. McKenna	V07	
	Middle School Book Club	Thursdays	Mrs. Gervais Mrs. Harmon	V09	
	Orchestra Pops Club	Thursdays	Ms. Qureshi	Band Room	Students will audition for a spot.
	Paper Football Club	Thursdays	Mr. Barrett	M13	Grades 7 and 8 only
	Puzzle Club	Tuesdays	Mrs. Pirrotta	M08	
	Running Club	Tuesday-Friday	Mr. Scery and other staff	E01	
	Shakespeare Club	Wednesdays	Mrs. Hamel	Library	Grades 6 and 7 only
	Shrek Jr. Musical	Tuesdays & Thursdays	Mrs. Fuller Mrs. Murray	Cafeteria, etc.	3:00 pm - 4:30 pm Parent pick-up only September - January
	Spanish Club	Tuesdays	Sra. Pacheco	V01	Start date TBD
	Student Council	1st Tuesday of the month	Mrs. Hamel Mrs. McCarty	Library	Grade 8 Only (Application required)
	Student Senators	Tuesdays	Ms. Lovell Mrs. Pacheco Mrs. Borstel	V10	
	Tuesday News Club	Thursdays	Mrs. Clancy-Coleman	R04	Note: Meets on Thursdays to prepare news for following Tuesdays
	Unified Sports	TBD and Start Date TBA	Ms. Callahan	Gym	Fall: Bocce Winter: Basketball
	Weight Room/Cardio Club	Thursdays	Mrs. Harmon Mrs. Mahoney	Fitness Center	
	Yellow Tulip Project	Thursdays	Ms. Duarte Mrs. Rush	Main Office Conference Room	Application required

Getting Students Engaged in Positive School Activities

PCIS GRADE 6 FAMILY BBQ

For those who RSVPed to the PCIS Family BBQ, please bring lawn chairs, blankets and any fun game you'd like to play. Come hungry and ready to party!

GRADE 6 COSTUME BALL!

October 28th from 3pm-6:30pm
Tickets are \$5

NO FULL MAKEUP
NO FULL FACE MAKEUP
NO WEAPONS
NO HOODS
NO FIRE ARMS
NO COSTUME WEAPONS OR PROPS

COSTUME CONTESTS
DANCING
SNACKS FOR PURCHASE
GAMES AND SO MUCH MORE!

December 21st
3:00pm-4:15pm

7TH GRADE WINTER FESTIVUS party!

games music prizes! food photo booth

Return your slips & money at lunch!

PCIS PRESENTS

GRADE 8 Valentine's Party

16TH FEBRUARY

MUSIC | CRAFTS | SNACKS
GAMES | KARAOKE
PRIZES & MORE!

8:55 - 3:00-4:15
PERMISSION SLIPS NEEDED
TICKETS SOLD AT LUNCHES

PCIS 8TH GRADE SKI TRIP

PCIS SKI TRIP

ENJOY WINTERS WITH US

MARCH 22ND, 2025

PCIS COFFEE HOUSE

THURS. OCT. 20TH
6:30PM-8:30PM
PCIS Cafeteria

Students interested in performing should complete this form by 10/12
tinyurl.com/pciscoffeehouse

Concessions will be sold

PCIS THEME WEEK!

DEC 19 MONDAY WACKY SOCKS DAY

DEC 20 TUESDAY WHITE OUT DAY

DEC 21 WEDNESDAY FESTIVE ATTIRE DAY

DEC 22 THURSDAY FLANNEL DAY

BOOK-A-LOOZA

MARCH MADNESS

Monday	Tuesday	Wednesday	Thursday	Friday
Doors will be open to Families Friday March 10th to tour the doors and visit the Book Fair in the library from 5-6pm.			KICKOFF DAY: PCIS PRIDE COLORS: Purple, Black or White	2. FREELY FRIDAY! Dress like someone else
Door Judging will commence Friday the 10th! Best Overall House Decor Best Individual Door Best Pair/ Group Door			Basketball Bonanza	
COZY COMFY CLOTHES	6. HOUSE HOLIDAY	7. 11TH DAY OF SCHOOL	8. THROWBACK DAY	9. CHARACTER DAY
Sweats and flannels	Wear one of your house colors!	Dress like a 100+ year old	Dress like a decade of the past '50, '60's, '70's, '80's, or '90's	Dress like a character from your House or hallway book
BOOKABLE!	COLLEGE March Madness starts	Half Day!		

Plymouth Community Intermediate School's VPA Department Presents...

Disney THE LITTLE MERMAID

February 3, 2023 at 7:00pm
February 4, 2023 at 3:00pm

Plymouth North High School Performing Arts Center
41 Overy St, Plymouth, MA

Director: JESSICA FULLER
Choreographer: CAT CHASE BRIDGEMAN
Costumer: PHYLLIS BISSNETT

FALL COURTYARD CONCERT

OCTOBER 6, 2022
5:30 PM

PLYMOUTH NORTH HIGH SCHOOL
41 OVERY STREET PLYMOUTH, MA
LARGE COURTYARD

CONCERT BANDS UNDER THE DIRECTION OF MR. ANDY ZAW

PCIS ART SHOW & COFFEE HOUSE

WED. MAY 31ST

6:00-8:00

Students interested in performing should sign up by 5/24 by emailing tinyurl.com/pciscoffeehouse

2022-2023 PROMISES BEGINS

GROUP OUTING

Plymouth Community Intermediate School

SUNDAY MAR 19 TEDDY BEAR TOSS

3:05pm vs SPR - Amica Mutual Pavilion

BASKETBALL BONANZA

STAFF VS STUDENTS

Thursday, March 2
6-8 PM
PCIS Gym
\$5

RAFFLES CONCESSIONS
HALF-COURT SHOT CONTEST

Raffle Tickets will be sold during lunch 2/27 - 3/1

PCIS Presents the 4th Annual Literacy Night Expo

A free event that showcases the important role libraries play in our community.

PLUS MORE!

November 9, 2022
6:00 pm - 8:00 pm

Ice Skating Trip!

ARMSTRONG RINK

- Gemini Grade 6 & 7: Wednesday February 15, 2023
- Mercury House 6 & 7: Thursday February 16, 2023
- Ranger House 6 & 7: Friday, February 17, 2023

MIDDLE SCHOOL NIGHT UNDER THE LIGHTS

PCIS FALCONS
PCIS JAGUARS

PHINE FIELD
11.7.22 6PM

PLEASE COME AND SUPPORT OUR ATHLETES!

The Plymouth Philharmonic...

Jr. SEMSBA

Congratulations to all of our student musicians who auditioned this weekend for the Jr. SEMSBA Music Festival.

The following students from PCIS were accepted:

Kenji G. - Grade 8 Trombone
Rachel C. - Grade 7 Tenor Sax

Jessica Fuller, director

PCIS PRESENTS WINTER CHORUS CONCERT

THURSDAY, DEC. 15TH

PLYMOUTH NORTH HIGH SCHOOL

SINCERE ARRIVE AT 6:00PM
DOORS OPEN FOR FAMILIES AT 6:30PM
CONCERT BEGINS AT 7:00PM

CONCERT DRESS: PCIS CHORUS SHIRTS,
BLACK TIE OR SUIT, BLACK OR WHITE
SHIRT W/BLACK TIE

PCIS ORCHESTRAS Winter Concert

Tuesday, December 6th
6:30PM

DNHS Auditorium

*Students arrive at 5:45PM

PCIS BAND CONCERT TOMORROW NIGHT!

6:30 PM
Plymouth North High School
Performing Arts Center

PCIS PRIDE FALL FEST 2022

NOV 14TH GRADE 7

NOV 17TH GRADE 8

NOV 18TH GRADE 6

PCIS PECC Holiday Sing along

DECEMBER 22ND
9:30AM & 1:30PM

SIP 2026

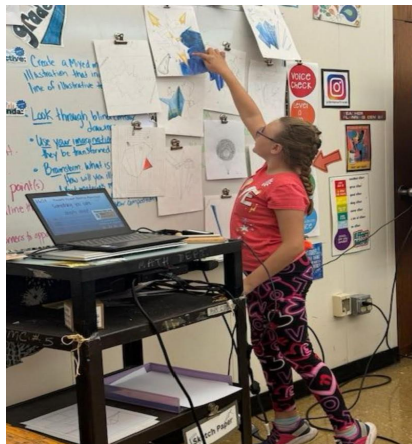
Objective 1:

Create a collaborative culture where teachers engage in regular professional learning communities to share strategies, analyze data, and improve instructional practices.



Objective 2:

Absenteeism impacts student learning, engagement, and overall academic success. We will work to Reduce chronic absenteeism of identified students.



Objective 3

Foster a collaborative relationship between families, the community, and the school to enhance student learning and well-being through ongoing communication, involvement in school activities, and support for academic initiatives.

