

Pierce School Site Council 2021-2022 Meeting 2: Thursday, November 4th 5:30-6:30pm	
Norms	Start on time; Use “I” Statements; Be Fully Present; Consider Other Perspectives; End on Time
Members	Staff: David Carter, Marlene Goncalves, Greg Kester, Carolyn Lattin Parents: Molly Cohen, Brad Coleman, Audrey Lee**, Susie Ma, Emily Weiss Interim Principal: Jamie Yadoff** Community Members: Jason Greenberg, Henry Hryniewicz **co-chairs
Attendees	Jamie Yadoff, Greg Kester, Jason Greenberg, Carolyn Lattin, Dave Carter, Audrey Lee, Susie Ma, Bradley Coleman, Hank Hryniewicz, Emily Weiss, Molly Cohen-Osher, Aaron Williams
A reminder of roles and responsibilities of School Site Council’s can be found here .	

Time	Topic	Notes
5:30-5:40	Greetings, Shout outs	<ul style="list-style-type: none"> ● Donna and the lunch ladies with the new card system! ● Cross country team! The PE / wellness department - great turnout at the cross country meet. It felt almost normal! ● The whole community for showing up at the building meeting. ● Teachers for leading PD both during staff meetings and at the PD day. ● Phil and drama program. ● Girls on the run teachers. Both groups are amazing. ● Billy and Chad managing traffic in the circle morning and afternoon
5:40-5:50	MCAS executive summary and questions	JY -- We beat the average of the state and the town. On questions where our kids didn't do well, no one else did. The state didn't disaggregate the data as kids only took 1 of 2 tests.

However, there were more performance gaps, especially in students who are AA/Black. There are factors we need to consider:

- Many kids of color chose to go to RLA or switch midyear
- The closure of 2020 may have impacted families of color more
- The gap has always been present--the learning loss may have hit kids in subgroups that were already underperforming

In ELA, in grades 3-8:

E/M
82% of White students
78% Asian
76
60% AA/Black

In Math, grades 3-8: EM

83% Asian
74% Multi-race
69% White
39 % Latinx
30 % AA/Black

Other trends:

- Girls exceeded boys in M/E in all grades in ELA
- In all grades except for 4, boys exceeded girls in M/E in math. Highest percentage gaps were in grades 3 and 8

The SGPs are over 2 years

- Mean SGP on math was 42%, ELA 57%

The lack of growth and the gap for AA/Black students is a trend in all of the town. It's also mirrored in our BAS data and the gap is growing faster in Brookline than the state.

The actual numbers are low at Pierce -- 23 black students; and 19/23 were not meeting expectations in 1 or more test.

On Monday, teachers met to make

		<p>plans for these students.</p> <p>Q: What are the interventions/plans for these students? There are unique things that are causing this performance and is the intervention going to be addressing those things?</p> <p>A: It's going to vary for each child. Each teacher made a plan that will leverage the kid's strength for the plans. For some kids, it'll be practicing specific math skills, for other kids, it may be harder--what if they can't break a question apart and answer it. We also don't have any additional staffing or funding for this work. We're doing what we can with what we have</p>
<p>5:50-6</p>	<p>Thinking about our next School Improvement Plan (SIP)</p> <ul style="list-style-type: none"> ● District goals ● School identified areas of concern 	<p>District goals are:</p> <ul style="list-style-type: none"> ● Goal 1: Every Student Achieving ● Goal 2: Every Student Invested in Learning ● Goal 3: Every Student Prepared for Change and Challenge ● Goal 4: Every Educator Growing Professionally <p>School ID'd goals:</p> <ul style="list-style-type: none"> ● This year: Here, healthy, happy! ● Student growth: Achievement gap ● Staff growth: Rtl ● Building project (oh my!) <p>Q: Is the SIP binding?</p> <p>A: yes, in the sense that the school is asked to establish goals, make benchmarks, and then action steps. No one is going to come along and fire people because the goal isn't met, but schools should constantly be working for improvement. We should be going back in a year and see if we've met it or not.</p> <p>Q: Can you share how you're thinking</p>

		<p>about the SIP process? Are we going to brainstorm, are you doing it and we okay it.</p> <p>A: I was going to ask this group what process feels good. I'm not having staff doing it, it's too much. I could ask a small group of people who wanted to help or we could tackle it. I was hoping we could brainstorm how to do it in December.</p> <p>Proposal: You were talking about the idea that one of the goals is that the SIP become a real document, can that be added to the plan?</p> <p>Response: That's a fantastic idea</p>
6-6:15	<p>Soliciting family feedback</p> <ul style="list-style-type: none"> ● Open ended surveys ● Multiple choice surveys ● Principal office hours ● Survey to gather agenda items for School Site Council ● Other ideas? 	<p>We tend to get feedback from the same people over and over, or from unhappy people. Discussion of how to think about this differently.</p>
6:15-6:25	<p>Brainstorm: What do parents want to know more about? How can we best communicate about those topics?</p>	<ol style="list-style-type: none"> 1. Homework 2. Enrichment opportunities by grade (What is available? How can parents help?) 3. School meals/menu/quality 4. School safety and health - do parents feel their kids are safe? Do kids feel safe? Bullying? Inclusion/equity? (could go to parents and kids) 5. Maybe a 9th grade parent/kid survey about preparedness for 9th grade by Pierce
6:25-6:30	<p>Open Comment</p>	<p>Q: As a staff member, I love how the new building committee has been going. What was the parent feedback?</p> <p>A: 2 issues came up that didn't come up at staff meetings:</p> <ul style="list-style-type: none"> ● People who didn't want to touch the historical building in case we

		<p>need more space</p> <ul style="list-style-type: none">• People were concerned about losing the bridge and how to make the crossing safe.
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