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Pierce School Site Council
2022-2023
Wednesday, February 15th 5:15-6:15pm
Zoom
Meeting ID: 394 961 3522
Passcode: 795326

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<td>Norms</td>
<td>Start on time; Use "I" Statements; Be Fully Present; Consider Other Perspectives; End on Time</td>
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<td>Members</td>
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Staff: David Carter, Marlene Goncalves, Greg Kester, Amy Woogmaster
Parents: Molly Cohen**, Brad Coleman, Audrey Lee, Susie Ma, Emily Weiss
Principal: Jamie Yadoff**
Community Members: Jason Greenberg, Henry Hryniewicz
**Co-chairs

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<td>Attendees</td>
<td>David Carter, Amy Woogmaster, Molly Cohen, Brad Coleman, Audrey Lee, Susie Ma, Emily Weiss, Jason Greenberg, Henry Hryniewicz, Greg Kester</td>
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<td colspan="2" align="center">A reminder of roles and responsibilities of School Site Council's can be found here.</td>
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Time	Topic	Notes
5:15-5:20	Shout Outs	- Shout out to the book fair volunteers who sorted and organized *all* of the books! - Shout out to the book fair for helping provide books to all students and for organizing the after school opportunity - the parents went above and beyond - Shout out Pierce Athletics - both basketball teams won tonight and are heading to the playoffs. Games at BHS March 7th and 8th are finals for both games. (put dates in JY's weekly notes and in the bridge) - Shout out for Student Achievement Awards from DESE for 8 Pierce high-achieving high-needs (fall into 2 or more subcategories) students who scored Exceeds Expectations on 2022 MCAS in ELA or Math. Includes certificate of excellence, tips for supporting families, and gift card for student. - Shout out to Hank who not only makes everyone safe and happy every day but he just gave out treats on Valentine's Day and is already prepping for Pierce Pride day. - Shout out to Pierce's GirlsOnTheRun for the Spotlight on Excellence at School Committee

5:20-5:30	Final review of Pierce's 22-23 SIP	Principal Yadoff finished color coding after last time (green = done or lose to done, yellow = dabbled in but didn't finish, and red = didn't even get to pick up) - Goal 1 has most red which makes sense because it was a huge goal - Goal 2 we are really underway with and we have done a ton of learning - Goal 3 we;ve done well with what is in our control but things that require outsiders have been less successful
5:30-6	SIP next step action planning	- we have the remainder of this year to craft a 3-year plan *and* we need to get a draft for teacher feedback - If override does not pass in May, gives us time to drop the goal around communication for the building project and craft a different goal - we do not need to stick with 3 goals - we could do more or less, we have options - Q: Can these ideas come from a district-level? A: State mandates SIP be crafted by school council targeting the school's needs. - Data is a really interesting idea - if it is its own goal, how would we word it and measure it? *Can we identify a specific goal re:data?* Since data is required for many goals - other component to consider is that the district historically has not used common assessments or benchmarks and that makes it super hard for teachers as they are on their own for creating assessments, tracking data, determining next steps. This is an unfair lift to put on teachers - most districts have common assessments. - Lots of turnover in central office and curriculum coordinators may contribute to this problem - Maybe what we should actually be thinking is: is there a version of this that is a reasonable goal for Pierce over the course of 3 years? Need to keep this bite sized. Time is limited in the teacher schedule. *We cannot ask teachers to do something that they feel they cannot do without the right support.* - also need to think about "what would success look like?" - what are the things we are really struggling with? What do we really want to prioritize? What are the things really do-able as a school (vs. needing to be as a district)? Can we think more big picture?

		- K-5 progress reports are standardized. Over the years district has added and added to the progress reports but have not removed things with changing curriculum. And then, for 6-8, there is zero district guidance around how to grade - it is completely up to the teachers and teams. Principals are pushing hard for standards-based grading for K-12. - Brookline has always had a standardization vs. autonomy argument - Pierce teachers want to do right by kids, are committed to making sure every kid gets what they need, *and* there is too much curriculum to actually teach - Maybe we ask teachers for their biggest frustration and allow them to help set their own goals. - how to create themes and create actionable goals that are within our scope on an SIP? - **bucket 1: data pain points** - go back to teachers to identify teacher need within data and turn this into a goal. Using better data to make things better for teachers and standardizing. - **bucket 2: SEL/teacher capacity/etc**. Ask: we did all of the Panorama stuff, what was the rationale for doing that? What was the goal behind that? Can we start with that? If we don't know how they're feeling, we can't be responsive to their needs. Panorama data travels with kids, can track progress monitoring within Panorama, it allows teachers and guidance to plan instruction to meet the needs of students. What goal makes sense for SIP as it relates to all of this? - **bucket 3: DEI goal** - SY22-23 SIP is the start but now can expand and build on it. Broaden and narrow it - broaden to incorporate more subgroups who are struggling *and* narrow our focus. Look back at yellow/red steps and figure out why they didn't happen. Could we use the same metric as last year's goal? (e.g. target the SGP for all students not meeting) - **bucket 4: building project and communication**
6-6:10	Any new business	What about clubs? We used to have so many. Challenges: (1) negotiated pay for those clubs in K-8 is very small relative to HS, and teacher contract carries through 2026 but it is on radar (2) functional reality that not sure district can give enough money to make teachers take it on.

		Burnout is real. Management going into keeping a class functional is much higher than years before. Example: we had all the money to pay for HW clubs but could not because teachers are tired, working other jobs, etc. → **how can we outsource this? college students? High school students? Teen center? Etc.** Kids' needs are more but we need other people to run it. Parents are also burned out - we see it from the PTO when it's hard to get volunteers. *Let's tap into college students! We are in Boston and it's a huge resource here. And build a structure for a constant rotation.* Would have to consider how to finance this to pay community members. Parents pay so much money for PSED, outside of school activities - creative thinking for how to raise scholarship money/pay the outsourced people.
6:10-6:15	Open Comment	