

Pierce School Site Council 2022-2023 Wednesday, March 15th 4:30-5:30pm	
Norms	Start on time; Use "I" Statements; Be Fully Present; Consider Other Perspectives; End on Time
Members	Staff: David Carter, Marlene Goncalves, Greg Kester, Amy Woogmaster Parents: Molly Cohen**, Brad Coleman, Audrey Lee, Susie Ma, Emily Weiss Principal: Jamie Yadoff** Community Members: Jason Greenberg, Henry Hryniewicz **Co-chairs
Attendees	Jamie, Susie, Brad, Audrey, Dave, Amy
A reminder of roles and responsibilities of School Site Council's can be found here .	

Prior to our meeting, please:

- Review [Pierce's 22-23 SIP](#) and come with any questions that are lingering

Time	Topic	Notes
4:30-4:35	Shout Outs	<ul style="list-style-type: none"> • Shout out to Marlie on the birth of baby Leo! • Shout out to Greg and Billy for boys' and girls' 7-8th basketball teams who played hard through the playoffs and championship game! • Shout out to the teachers K-8 who came to cheer. Classroom teachers, paras, counselors, nurses, admin, etc. and kids from K-8 and a ton of alumni all in green Pierce gear. • Shout to the superintendent for not calling a snow day. • Shout out to Jamie who called it early to cancel the staff meeting so staff could leave right at 2:30 while roads were safe. • Shout out to Jamie for extra efforts around family forums for renovation. • Shout out to the 3rd grade teachers running the trout curriculum and managing the tanks • Shout out to the custodians who have been doing a ton of work to fix the water leaks throughout the building. • Shout out to Mr. Badger for doing the March Madness brackets.

		<ul style="list-style-type: none"> Shout out for the upcoming Pierce team doing the Walk For Hunger so Jamie is hoping to have a big team K-8 on Sunday, May 7th.
4:35-4:40	Public Meeting legal update	Effective the 31st, for in person must have a quorum (this means we need at least 6 people in person)
4:40-5:10	<p>Fielding questions about 22-23 SIP</p> <p>Review Staff Feedback What questions does it generate? What ideas do you have?</p>	<p>One of the red items (provide educators with opportunities to learn how to use MCAS data) really is ongoing and has begun, so changing to yellow.</p> <p>Interesting to note that staff <i>feel</i> the performance gaps for specific groups monitored by DESE are larger than what we see on MCAS.</p> <p>DESE “High Needs” = a student who falls into 2 DESE categories</p> <p>Important to note that if a student registers as Hispanic <i>and</i> another race, they will only be considered Hispanic by DESE.</p> <p>Looks like most staff <i>collect</i> data but need help organizing and using it. This seems to be a potential goal area for the next SIP.</p> <p>Constant challenge of too much curriculum and not enough time; push grade level teams to choose the same units to skill so all kids get the same units and miss the same units.</p> <p>Seems that kids took a larger SEL hit than academic hit with COVID.</p> <p>We asked “Do you need support?” and “Did you use the available support?” so maybe the next question is “So what do you want?”</p> <p>Questions about communication re: bldg project, most people do not have interest in this taking over the summer but there are 6 people who want to be involved. Most people prefer just to post and read on their own time. Some want opportunity to attend some zooms. Will try to embed all of these in our SIP. Most people were <i>not</i> yet in a panic state about the move.</p>

5:10-5:25	Discussion of next steps	<p>3 buckets:</p> <ol style="list-style-type: none"> 1) Data and how to support people <ol style="list-style-type: none"> a) People want to learn how to organize data <u>and</u> use data 2) Performance Gap <ol style="list-style-type: none"> a) Need to broaden this based on survey feedback. Validates our instinct and maybe students with disabilities should be what we target. b) Culturally responsive pedagogy - people want choice 3) SEL <ol style="list-style-type: none"> a) So do we want to do this as a goal? b) We already have Panorama - maybe we lean on that? c) Is there a diff K-5 vs. 6-8? d) Not fully convinced that the 3rd graders fully understand what they are being asked so unsure how reliable that data is. e) We need to ask the staff: what do you need? Can we do this via conversation perhaps by grade levels? f) What is the problem we are trying to solve? Managing student feeling and behavior is getting in the way of academic teaching and learning. g) Time tends to be an issue for SEL lessons. 4) Communicating School Project <p>Is there a way to pull teams to look at where there can be curriculum crossover?</p> <p>Data team - one member looked at kids who have IEPs, 504s, and ICAPs and at accommodations for classroom vs. MCAS and not surprisingly, kids who had audiobook in the classroom and did not for MCAS and then did poorly on MCAS reading comprehension. Kids w/scribe in class but not for MCAS, they did not do well on the writing. → A part of our gap with students w/disabilities might be that we are accommodating them so much in the classroom so they are not as well prepared. Whole district is having this conversation at the ETF level.</p>
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		This is tricky - the whole point is so they can access the curriculum. It's really difficult to turn this into reality and to implement.
5:25-5:30	Open Comment	None