

School Site Council
Wednesday, November 20, 2024
J.G. Pyne Arts Conference Room
8:00 AM
Google Meet-<https://meet.google.com/rpy-oyws-biu>

Agenda

1. Welcome members and public participants:

Lori Lang
Erin Hebert
Audrey Crawford-Rivera
Mary Wood
Kimberly Bradley
Hamza Arrache
Beth Tripathi
Ella Olmo
Heidi Otis
Erica Robinson

2. Budget & HR:

- a. FY 24 Total (non-staff) \$75,076 budgeted
 - i. General Supplies \$5,000 budgeted remaining \$418.77
 - ii. Professional Development \$10,000 budgeted remaining \$6578.98
 - iii. Technology \$5,000 budgeted remaining \$1,794.50
 - iv. Contracted Services \$5,000 budgeted remaining \$2,567.00
 - v. Office Supplies \$50,076 budgeted remaining \$35,576.47
 - vi. PTO Booster account \$10,348.71
- b. Staffing
 - i. 1 Vacant Staff Position (CSA K-2 para)
- c. Budget Update (will be reflected soon)- return of Title I funds
 - Reallocation = \$90,720.00
 - Contracted Services- \$10,000
 - Professional Development- \$10,000
 - General Supplies- \$50,000
 - Technology \$10,000
 - Instructional Supplies \$10,720

3. School Improvement Planning, PD & Enrichment

- a. Review Quarter 1 Progress in QIP
- b. Presentation of Progress page 22-26

4. Arts Enrichment Update:

- a. Urban Nutcracker 11/14 (2 shows) plus 100 to Boston on 12/14
- b. Holiday Concert - 12/17
- c. Chorus and Dance Ensemble (road shows)- 12/12, 12/13 and 12/16
- d. Polar Express (dance) - 12/13, 12/18 and 12/19

5. Open Discussion

QIP Review:

Student Summit
Survey to families
Bussing for after-school
APEX

Section 5: Quarterly Progress Monitoring Review


5.1 2024-2025 Quarter 1

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
1: Year 1 Performance Objective: We will increase and diversify community engagement at academic and arts-focused events through asset-based views of families' cultures.	In progress ▾	<div><div><input checked="" type="checkbox"/> Conduct training sessions and workshops for educators on effective strategies for supporting diverse students and promoting language-rich learning environments.</div><div><input checked="" type="checkbox"/> Increase language-rich strategies like think-aloud, cooperative learning, and interactive discussions to facilitate language acquisition, communication, and conversations on multicultural representation.</div><div><input checked="" type="checkbox"/> Identify strengths and areas for improvement regarding gaps, biases, or inadequacies in cultural and linguistic representation in the school.</div><div><input type="checkbox"/> The annual Night of the Arts theme will support and highlight the diverse cultures represented at Pyne Arts. <i>In Progress</i></div></div>	<p>Rates of attendance at all school events will be tracked for diversity in attendance.</p> <p>Ice cream Social-250</p> <p>STEAM Night- 66</p> <p>Fall Festival- 156</p> <p>Fall Dance- 123</p> <p>Parent/Teacher conf- 313</p> <p>To date, Professional Learning sessions for staff focused on language practices have been conducted during:</p> <ul style="list-style-type: none">• August Orientation• Monthly CPT's• Early release days• Election Day PD <p>Evidence logged in:</p> <ol style="list-style-type: none">1. QIP Calendar2. Principals Shared Folder (agendas)

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
			<p>Post-PD Surveys have been documented utilizing Google Forms.</p> <p>Election Day- 55.4% rated the sessions as highly valuable 44.6 % as valuable</p> <p>October Early release PD rating:- 41% highly valuable 52.2% valuable</p> <p>ACV Team is finalizing plans for Night of the Arts. Students are attending Arts Enrichment classes daily.</p>
2: Year 1 Performance Objective: Pyne Arts utilizes a model of distributed leadership that emphasizes teacher expertise to guide planning meetings, implement high-quality professional learning activities for staff, and embody the school's distinction as an arts magnet.	Completed ▾	<input checked="" type="checkbox"/> Recruit new and diverse team members for ILT and ACV teams <input checked="" type="checkbox"/> Design a Professional Learning Plan to meet staff learning needs <input checked="" type="checkbox"/> Create and implement a yearly plan of arts and cultural events to support CLSP goals <input checked="" type="checkbox"/> Invite students to join the ACV, SSC, and PTO team	<p>Meeting agendas, attendance, meeting minutes</p> <p>ILT Agenda ACV Agenda QIP Implementation PD and CPT Plan 24-25</p> <p>Complete- 3 student reps. are now attending all 3 - PTO-J.F-F ACV-L.R. SCC-G.O.</p> <p>HALS 1B-II is no longer the same criteria we planned to collect. However, regarding "principals push for good pedagogical</p>

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			<p>practice”, teachers rate 3.95 (goal was 4.0)</p> <p>80% of staff will rate professional learning activities at Pyne Arts as Valuable or Highly Valuable on exit surveys.</p> <p>Post-PD Surveys have been documented utilizing Google Forms.</p> <p>Election Day results-</p> <p>55.4% rated the sessions as highly valuable 44.6 % as valuable</p> <p>October Early release PD rating results:-</p> <p>41% highly valuable 52.2% valuable</p>
3: Year 1 Performance Objective: Pyne Arts students will all receive effective tier 1 instruction with differentiated support in Math, ELA, Social Studies,	Partially ...	<ul style="list-style-type: none"> ☑ Educators will engage in instruction outlining explicit expectations regarding expected vocabulary practices and strategies to be consistently observed during all lessons. <i>Ongoing</i> ☑ Educators will engage in instruction reviewing best practices to support the development of student comprehension strategies. <i>Ongoing</i> ☑ Educators will engage in instruction reviewing best practices to support student discourse in the 	<p>QIP PD Calendar</p> <p>Election Day PD</p> <p>I-ready Analysis (BOY)</p> <p>ELA iReady BOY Math iReady BOY</p>

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and Science, resulting in a 15% increase in proficiency rates from 2024-2027.		classroom. <i>Ongoing</i>	
4: Year 1 Performance Objective: Pyne Arts will ensure that Multi-Language Learners (MLLs) and Students with Disabilities (SWD) receive the targeted differentiated instruction they need to meet or exceed grade-level proficiency. Focus areas will include vocabulary development and comprehension strategy reinforcement.	In progress ▾	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The UFLI curriculum, in conjunction with Letterland, will be utilized by tutors to target the development of foundational reading skills. <input checked="" type="checkbox"/> The Pyne Arts Interventionist teacher will incorporate the IMSE (Institute for Multisensory Education) multisensory approach to teaching morphology to the elementary intervention groups (grades 3 and up) and the 5-8 Reading Special Education class. <input type="checkbox"/> A team will be formed to target advanced students' intervention and learning needs. This team will be called the Apex team. They will be tasked with pushing students to their highest potential (i.e. apex). <i>In Progress</i> <input checked="" type="checkbox"/> Reading intervention groups will target fluency instruction, word attack strategies, vocabulary development, and comprehension. <input checked="" type="checkbox"/> MLL teachers will work collaboratively with teaching teams to lesson plan and assist with the design of supports for students. 	<p>ELA iReady BOY data Is attached. Feb 2025 (hasn't happened yet)</p> <p>Link here for September data: ELA iReady BOY</p>
5: Year 1 Performance Objective: Creating a culture and a belief that all students given	In progress ▾	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> During student support-focused teacher CPT meetings, we will utilize the "Textured Teaching" text by Lorena Escoto Germán to guide our work and discussions. 	<p>The first HALS survey has been completed. Due to changes in format, we are not able to directly retrieve the exact data we</p>

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<p>the right support can achieve at high levels. The climate will have students feeling joyful, respected, and valued for the strengths and uniqueness they bring to the school community.</p> <p>We commit to meeting the needs of diverse learners through the use of high-quality instructional practices that develop and support student discourse and self-expression across all grade levels and content areas. Students are further engaging in their learning through the use of arts integration across the curriculum and high-interest arts enrichment learning opportunities.</p>		<p><input type="checkbox"/> The Instructional Specialist and Math Coach will utilize the text "Teaching Words and How They Work" by Elfrieda Hiebert as part of their CPT meetings. Not Started</p> <p><input checked="" type="checkbox"/> We are adding a 3rd allied arts group to the middle school which will allow students in grades 7&8 to specialize in instrumental music. Instrumental music lessons are expanding and will be offered in grades 4-8.</p> <p><input checked="" type="checkbox"/> Student discourse will be a focused topic of professional development for educators.</p> <p> <input type="checkbox"/> We will design and offer parent workshops to focus on the development of literacy skills for students. Not Started- Family Literacy Night (2/5 and Spring)</p>	<p>planned to collect. However, creative and performing arts scored 4.25</p> <p>The Textured Teaching book is being used during Middle School Student Support CPT meetings</p> <p>Grade 4 students are now attending instrumental music lessons</p> <p>3rd allied arts group (7C and 8C) has been successfully implemented</p> <p>Attendance rate =96%</p> <p>Performing Arts Performances have increased to include:</p> <ol style="list-style-type: none"> 1) Chorus Shows: 10/29, Holiday Traveling Shows-12/10, 12/11 and 12/16 2) Dance: Polar Express- 12/13,12/18 and 12/19 and Traveling on 12/10, 12/11 and 12/16. 3) Band Concerts- 12/17, 4/1 and 6/5 4) Drama (Music Man) - 1/16 and 1/17 5) Special Events- Urban Nutcracker at Pyne -11/14 (2