

Parkside Elementary School

Date: September 17, 2025

Time: 3:30-5:00pm

Recording: [Watch on YouTube](#)

- I. **Call to order:** Meeting was called to order at 3:30pm by Chair Angela Bond
- II. **Roll Call**

Role	Name (or Vacant)	Present or Absent
Principal	Timmy Foster	Present
Parent/Guardian	Angela Bond	Present
Parent/Guardian	Taylor Pratt	Present
Parent/Guardian	Laurel Knell	Present
Instructional Staff	Jaisha Haynes	Present
Instructional Staff	Eleanor Lambert	Present
Instructional Staff	Eric Carpenter	Present
Community Member	Ryan Downey	Present
Community Member	Joshua Bolton-Rogers	Present
Swing Seat	Megan McKnight	Present

Quorum Established: Yes

III. Action Items

A. Approval of Agenda:

- i. Motion made by: Ryan Downey
- ii. Seconded by: Megan McKnight
- iii. **Members Approving:** All
- iv. **Members Opposing:** None
- v. **Members Abstaining:** None
- vi. **Motion Passes**

B. Approval of Previous Minutes: April 2025 and August 2025

- i. April 2025 Meeting Minutes
 - 1. *List any amendments to the minutes:* **None.**
 - 2. Motion made by: Megan McKnight
 - 3. Seconded by: Eleanor Lambert
 - 4. **Members Approving:** All

5. **Members Opposing:** None
 6. **Members Abstaining:** None
 7. **Motion Passes**
- ii. August 2025 Meeting Minutes
 1. *List any amendments to the minutes:* **None.**
 2. Motion made by: Jaisha Haynes
 3. Seconded by: Eleanor Lambert
 4. **Members Approving:** All
 5. **Members Opposing:** None
 6. **Members Abstaining:** None
 7. **Motion Passes**

C. Additional Action Items

i. Approve revised public comment protocol (pre-read)

1. [Click to view protocol](#)
2. Motion to adopt made by: Jaisha Haynes
3. Seconded by: Eric Carpenter
4. **Members Approving:** All
5. **Members Opposing:** None
6. **Members Abstaining:** None
7. **Motion Passes**

ii. Approve updated meeting norms (pre-read)

1. [Click to view protocol](#)
2. Motion to adopt made by: Taylor Pratt
3. Seconded by: Joshua Bolton-Rogers
4. **Members Approving:** All
5. **Members Opposing:** None
6. **Members Abstaining:** None
7. **Motion Passes**

IV. Discussion Items

A. School Strategic Plan

i. Strategic Plan & Priorities Review and SMART Goals

1. Principal Foster presented the current strategic plan, which is in its final year (2021-2025).

2. Details

- a. Principal Foster: Explained that most goals have been met except for the attendance goal (currently at 81%, target is 87%).
- b. Principal Foster: Shared the Continuous Improvement Plan SMART goals for 2025-26: increase ELA scores from 71% to 76%, math scores from 79% to 84%, and attendance from 81% to 86%.
- c. Question raised whether the 5% increase goals across all areas were achievable.
- d. Principal Foster: Indicated attendance would be the most challenging goal to meet.
- e. Question asked about the definition of "developing" versus "proficient" in milestone assessments.
- f. Principal Foster: Clarified that developing means students demonstrate partial proficiency and need some support, while proficient means students are ready for the next grade level.

3. Conclusion

- a. The school will focus on these goals for the current year while preparing to develop a new 5-year strategic plan.
- b. The team needs to better understand assessment terminology to properly evaluate progress.

ii. 2025–26 approved budget (overview only)

1. Details

- a. Principal Foster: Shared that the school's budget is primarily allocated to instruction (teachers, paraprofessionals), pupil services, media services, administration, and maintenance.
- b. Question for clarification on how the budget maps to payroll versus materials and supplies.

- c. Question to clarify whether the budget reflects actual costs or averages, and about shared services covered by the district.
- d. Principal Foster: Confirmed the budget shows averages and that many services (transportation, nutrition, school resource officers, crossing guards) are covered separately by the district.
- e. Principal Foster: Explained that the school received a budget adjustment of \$172,000 due to increased enrollment.

2. Conclusion

- a. The additional funds will be used for teacher tutors, paraprofessionals, a cafeteria monitor, and stipends for teachers sponsoring clubs and activities.

iii. 2025–26 strategic plan & priorities (overview only)

iv. Assign representatives to PTA and Parkside Foundation

- 1. **Megan McKnight** and **Angela Bond** will serve as GO Team representatives to the PTA.
- 2. **Eric Carpenter** will serve as GO Team representative to the Parkside Foundation.

B. Data Discussion

i. MAP Results and 2025 GA Milestones Results ([click to view](#))

1. Details

- a. Laurel Knell: Expressed concern about the significant achievement gap between Black and white students, calling it "unacceptable."
- b. Ryan Downey: Suggested that concentrated poverty might be a factor, particularly for students living in Trestle Tree.
- c. Principal Foster: Shared that the school's Black students face challenges related to generational poverty that impact educational outcomes.
- d. Angela Bond: Asked about differentiation and small group instruction strategies.
- e. Jaisha Haynes: Explained that teachers are working to implement differentiation but face time constraints with the new curriculum.

- f. Ryan Downey: Suggested that after-school programs could help if they had access to student performance data.

2. Conclusion

- a. The team agreed that closing the achievement gap should be the top priority.
- b. Multiple approaches are needed, including in-school interventions, community partnerships, and addressing systemic barriers.

C. Stakeholder Engagement at Our School

i. Curriculum Night feedback ([click to view](#))

1. Laurel Knell presented results from a post-it note engagement exercise conducted during Curriculum Night.

2. Details

- a. 86 wishes were collected, with top themes being emotional safety (17.5%), academics (15%), physical health, facilities, safety, and enrichment.
- b. Many comments focused on students' emotional and social health.
- c. Highlighted specific wishes including "less screen time," "more recess," "less single-use plastic," and concerns about safety.

3. Conclusion

- a. The feedback provides valuable insights for planning but represents only a small segment of the community (those who attended Curriculum Night).
- b. Additional engagement efforts are needed to gather input from a broader range of stakeholders.

ii. Advisory Committees

1. The team discussed forming advisory committees for the current year.

2. Details

- a. Suggested committees:
 - i. Community engagement
 - ii. Closing the achievement gap between Black and white students
 - iii. Healthy School, Healthy Students (facilities and wellbeing)

3. Conclusion

- a. The team will consider establishing a community engagement committee at the next meeting.
- b. Members will reflect on other potential committee needs before the next meeting.

D. Information Items

i. Principal's Update

1. Enrollment and Leveling Updates

- a. Principal Foster: Reported that enrollment increased from 602 to 605 students by day 15, resulting in additional funding.
- b. Principal Foster: Current enrollment is approximately 610 students.
- c. Principal Foster: Detailed plans to use reserve funds (\$136,198) for:
 - i. Two hourly teacher tutors for small group reading and math interventions
 - ii. Two hourly paraprofessionals for teacher support
 - iii. One hourly cafeteria monitor
 - iv. Stipends for teachers sponsoring clubs and activities
 - v. The additional resources will focus on supporting underperforming subgroups, particularly Black students in reading and math.
 - vi. Interventions will be targeted and consistent, focusing on grades 1-3 to build foundational skills.

2. Additional Information Items

- a. None
- ii. APS Forward 2040 –Comprehensive Long-Range Facilities Plan Update
 - 1. Principal Foster: Mentioned that the district is continuing to develop the Comprehensive Long-Range Facilities Plan, but no decisions have been made yet.

V. Announcements

- A. None

VI. Public Comment

- A. Amber Scott, a community member and future Parkside parent, addressed the GO Team.
 - i. Introduced herself as a Grant Park resident with a 2.5-year-old daughter who will attend Parkside in the future.
 - ii. She runs an education-based nonprofit called Leap Year focused on literacy and post-secondary success.
 - iii. Asked about Jackson Cluster groups that are working on representing and advocating for the cluster in the APS strategic planning process.
 - iv. The team listened without response as per protocol.

VII. Adjournment

- A. Motion to adopt made by: Jaisha Haynes
- B. Seconded by: Eric Carpenter
- C. **Members Approving:** All
- D. **Members Opposing:** None
- E. **Members Abstaining:** None
- F. **Motion Passes**

ADJOURNED AT 5:01pm

Minutes Taken By: Laurel Knell

Position: GO Team Secretary

Date Approved: [Insert Date When Approved]



Parkside Elementary School

2025-2026 Public Comment Format

- i. The public comment period is designed to gain input from the community. It is not intended for immediate discussion or response by the GO Team. Follow-up may occur after the meeting, if appropriate.
- ii. Up to **20 minutes** will be set aside for public commentary at select meetings, as noted on the published meeting schedule and agenda.
- iii. Each speaker will have **4 minutes** to share with the GO Team. A designated team member will keep time and notify speakers when their time has expired.
- iv. **Public Comment Sign Up**
All participants—whether attending in person or virtually—must sign up in advance using the [Public Comment Sign-Up Form](#)
- v. **Written Comment Submission**
 - a. Community members who are unable to attend a meeting may submit a written comment in advance.
 - b. Written comments must be submitted using the [Public Comment Sign-Up Form](#) prior to the start of the scheduled meeting time.
 - c. Submitted comments will be read aloud during the public comment portion of the meeting by a designated GO Team member.
 - d. Written comments are subject to the same expectations of respectfulness and school-related focus as spoken comments.



Parkside Elementary School

2025-2026 Meeting Norms

- i. This is a meeting of the GO Team. Only members of the team may participate in the discussion. Any members of the public present are here to quietly observe.
- ii. We will be fully present.
- iii. We will follow the agenda as noticed to the public and stay on task.
- iv. We will be respectful of each other at all times.
- v. We will be open-minded.
- vi. We invite and welcome contributions of every member and listen to each other.
- vii. We will respect all ideas and assume good intentions.
- viii. We will approach differences of opinion with curiosity.
- ix. We will clearly identify action items, assign ownership, and set a follow-up date to ensure accountability.
- x. We will use the ELMO method ("Enough, Let's Move On") to help manage time and keep discussions focused. Any member may invoke ELMO to signal it is time to move forward. When a topic requires additional attention, follow-up discussions will be documented and tracked as action items, with clear ownership and next steps identified.

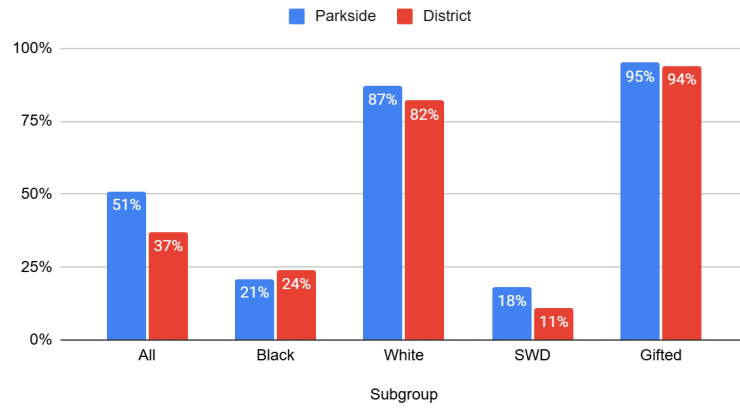
MAP and Milestones Data Comparison

GO Team Discussion - Data Protocol

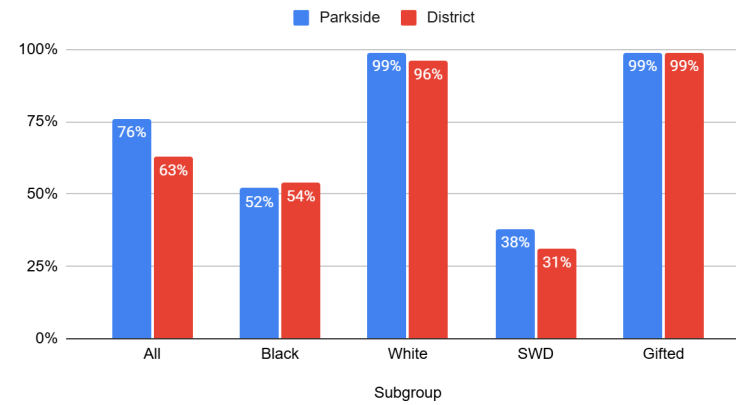
- What do you notice?
- What are your wonderings?
- Based on our school's trend data from MAP assessments and end-of-year test assessments, which student sub-groups and grade levels showed the most significant gaps or unexpected trends?
- Based on our school's trend data from MAP assessments, Milestones and other indicators, are there specific trends that require more focused attention?
- What additional questions do you have?

Parkside Elementary School - GA Milestones 2025

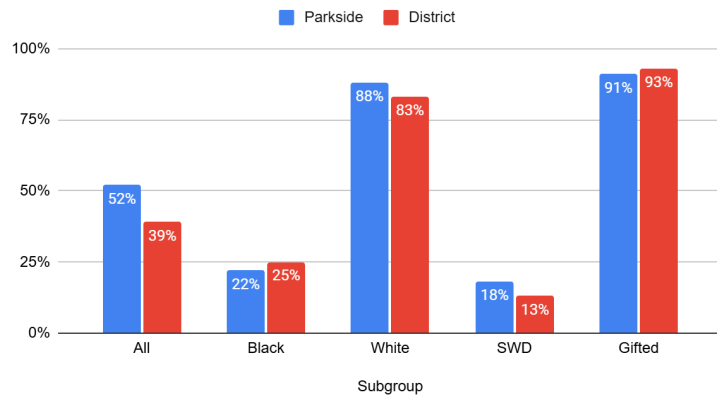
2025 Milestones Reading - Proficient and Distinguished



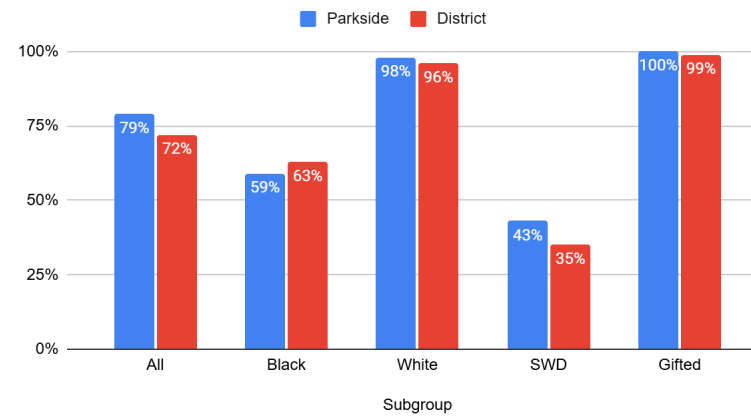
2025 Milestones Reading - Developing+



2025 Milestones Math - Proficient and Distinguished



2025 Milestones Math - Developing+



Overall Performance

- Parkside outperforms the district overall in both Reading and Math.
- In Reading, **51% of students scored Proficient or Distinguished**, compared to 37% districtwide.
- In Math, **52% scored Proficient or Distinguished**, compared to 39% districtwide.
- Using the district's framing of "Developing and Above," Parkside is **well ahead of the district** in both Reading (76% vs 63%) and Math (79% vs 72%).

Equity Insights

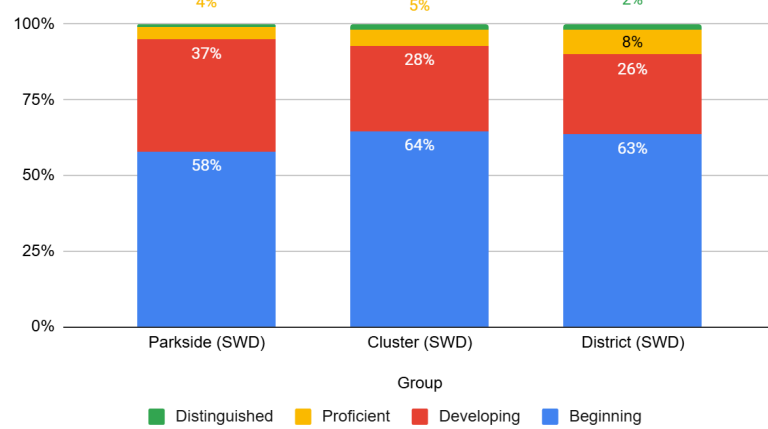
- **Black students:** Parkside's results are nearly identical to district averages in both Reading (21% vs 24% Proficient+) and Math (22% vs 25%). This highlights a persistent equity gap relative to other subgroups.
- **White students:** Parkside's White students perform at **very high levels** in both Reading (87% Proficient+) and Math (88%), exceeding district averages (82% and 83%).
- **Students with Disabilities (SWD):** Parkside's SWD show slightly stronger outcomes than the district in both Reading (18% vs 11% Proficient+) and Math (18% vs 13%), but achievement remains low overall.
- **Gifted students:** Parkside's Gifted students are performing at exceptionally high levels (95% in Reading, 91% in Math), consistent with or above district peers.

Key Takeaways

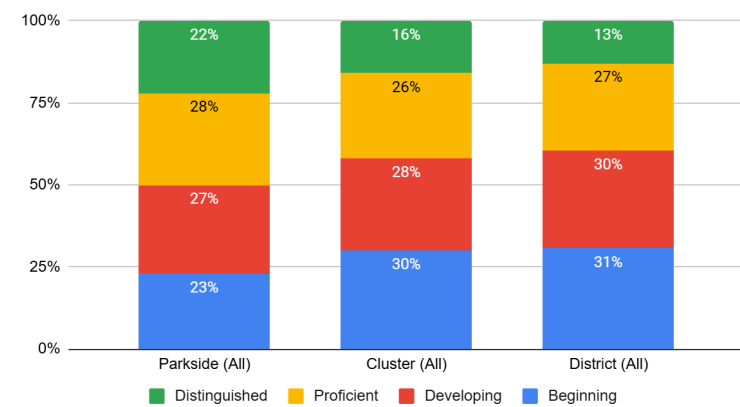
- Parkside's overall performance is **well above the district average**, showing strong instructional quality.
- **Equity gaps remain significant**, with Black students and SWD lagging far behind White and Gifted students.
- Continued focus is needed on **raising outcomes for Black students and SWD**, while sustaining excellence for all students.

Parkside Elementary School - Fall MAP Scores

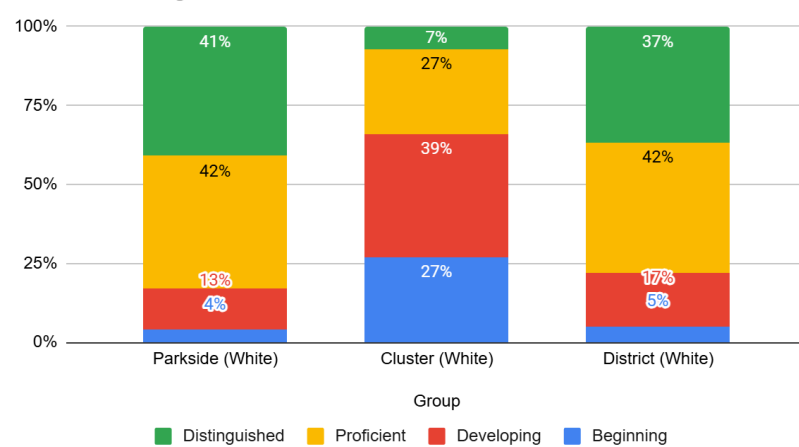
MAP Reading - SWD Students



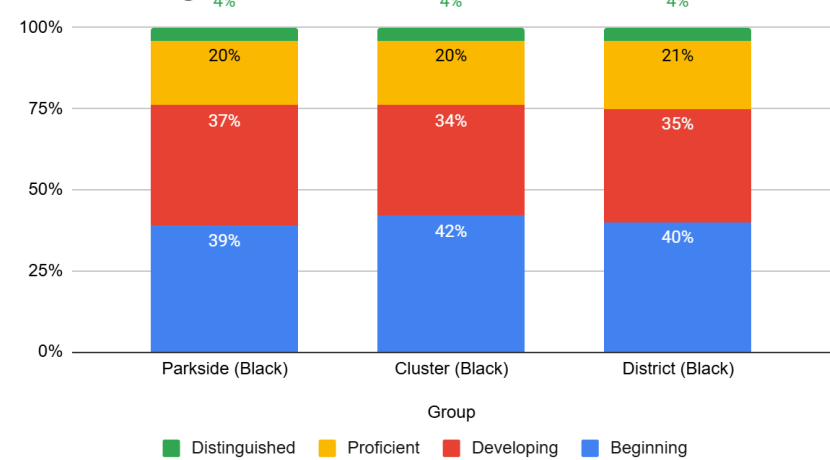
MAP Reading - All Students



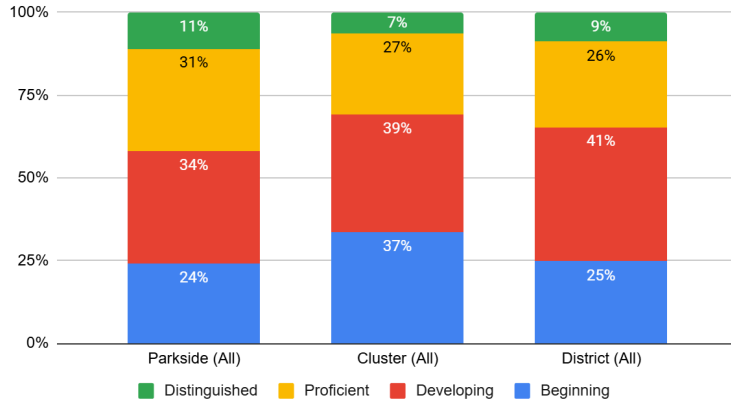
MAP Reading - White Students



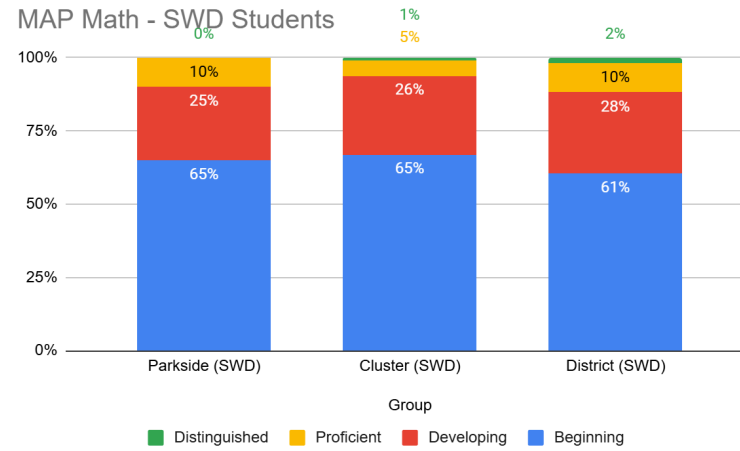
MAP Reading - Black Students



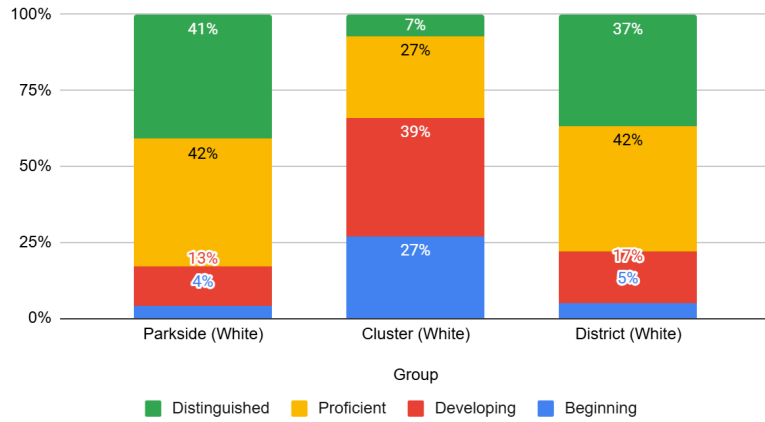
MAP Math - All Students



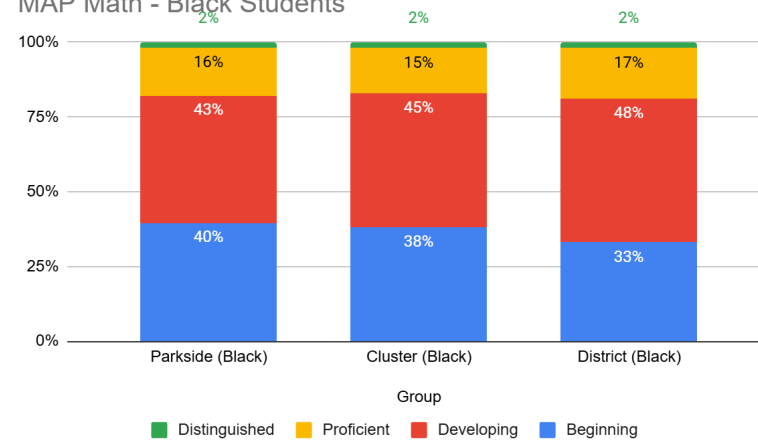
MAP Math - SWD Students



MAP Math - White Students



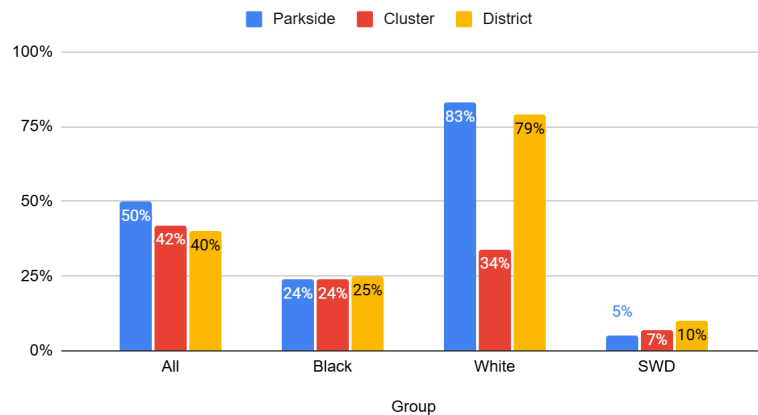
MAP Math - Black Students



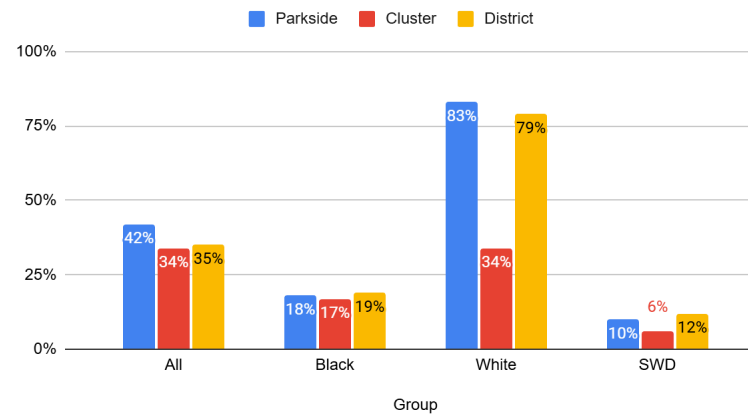
Overall Performance

- Parkside students are performing **above cluster and district averages overall**.
- In Reading, **50% of students scored Proficient or Distinguished**, compared to 42% in the cluster and 40% districtwide.
- In Math, **42% scored Proficient or Distinguished**, compared to 34% in the cluster and 35% districtwide.
- Using the APS framing of “Developing and Above,” Parkside leads the cluster and district in Reading (77% vs 70% / 69%) and matches or slightly outpaces them in Math (76% vs 73% / 76%).

MAP Reading % Proficient + Distinguished



MAP Math % Proficient + Distinguished



Equity Insights

- **Black students:** In Reading, Parkside’s Black students perform on par with the cluster and district (24% Proficient+ vs ~24–25%). In Math, outcomes are also flat (18% vs 17–19%).
- **White students:** White students at Parkside far exceed cluster peers and match or surpass district averages, with **83% Proficient+ in Reading and 83% in Math**.
- **Students with Disabilities (SWD):** Parkside’s SWD Reading results are slightly ahead of peers (5% vs 7–10% Proficient+), while Math is lower (10% vs 12%). In both subjects, the majority remain at Beginning.
- **Equity gap:** Outcomes show a **persistent and stark gap** between White students and both Black students and SWD.

Key Takeaways

- Parkside is **outperforming peers overall** in both Reading and Math.
- The **equity challenge is clear**: Black students and SWD are not making the same gains, holding steady at levels nearly identical to cluster/district averages.
- Sustaining high achievement for White and Gifted students is important, but the **strategic focus must be on accelerating growth for Black students and SWD** to close persistent gaps.

Curriculum Night Engagement Activity

“My Wish for Our School”

Parkside GO Team Engagement Activity

Curriculum Night / August 28, 2025



Curriculum Night Engagement Activity

Executive Summary

Top trends based on frequency of comments

1. Emotional Safety
2. Academics
3. Physical Health
4. Facilities
5. Safety
6. Enrichment

86
Wishes



Curriculum Night Engagement Activity

Theme	Frequency	%	Comments
Emotional Safety	15	17.44%	Roughly one in five comments explicitly centers on students' emotional and social health—covering safety, kindness, happiness, love, and social-emotional learning (SEL).
Academics	13	15.12%	The community seeks a focus on high academic standards combined with personalized support, so all learners can reach—and exceed—grade-level expectations. testing and scores, reading/grade level, general growth and instruction
Physical Health	12	13.95%	The community wants a school day that keeps kids moving, limits unnecessary screen exposure, and models care for the planet—all to nurture strong bodies and lifelong healthy habits. Less screen time, better indoor recess spaces, less plastic
Facilities	12	13.95%	The community wants facilities that are safe, clean, and inspiring, supporting both learning and recreation while reflecting pride in the school. Climate & Comfort, Maintenance & Cleanliness, Play & Outdoor Space, General Building Needs
Safety	12	13.95%	The community seeks a reliable culture of safety—both physical and emotional—so students can learn and grow without fear.
Enrichment	12	13.95%	Roughly 14% of all wishes call for clubs, sports, or broader enrichment opportunities—highlighting a strong interest in after-school programs, advanced academics, and hands-on learning.
Teacher Support	11	12.79%	Families and staff want a school environment where adequate funding, supplies, and targeted support are reliably available so all learners can thrive. Classroom & Instructional Support, Funding & Resources, Responsive Help
Engagement	10	11.63%	Families desire a school culture where collaboration, openness, and shared responsibility make everyone feel welcome and involved in shaping the school's success.
Communication	5	5.81%	The community values open, consistent, and individualized communication as essential for supporting students and building trust between families and educators.

Curriculum Night Engagement Activity

I wish every student could...

16

My wish is for all students to grow academically but more importantly as a whole individual who leads with love.

Learn without the pressure of state expectations

Know their potential

Have a happy home + school life

Succeed!

Read on grade level!

LOVE school!

Be happy every single day ❤️

Have ample recess

Read @ grade level

More time in language learning

Read on grade level

Get a hug and a smile when they get home from school

Get/receive 1:1 instruction to work thru challenges

Get outside more

Have a real costume during the book parade in October. (Can we do a drive like we did for uniforms?)



Curriculum Night Engagement Activity

I wish our school had more...

15

Data Chats!

Communication
from teachers

Parent
engagement
support. Helping
new parents
navigate all
things Parkside.

AC in every
classroom

Indoor play
space (for bad
weather)

Basketball
hoops

More clubs

Have more bike
riders

Advanced math

Tutors after
school

I wish we could
have a support
group for
students who
have lost
parents!

Clubs – during
and after school

Data info
sessions

Clubs!

Diverse parental
involvement



Curriculum Night Engagement Activity

I wish our teachers had...

More consistent communication practices

A chance to ask for what they need from the school community (help setting up class for example)

More time to plan with or without their team

More autonomy with teaching the curriculum

More support and education around SEL and classroom management

More flexibility with curriculum and what resources that should be used

Every support they need and to feel totally appreciated

More resources – keep sharing amazon wishlists and donor's choose

Everything they need in the classroom

More assistance for struggling learners

More time for individual communication (BIG WISH)

More pay for all they do!

More money!

13



Curriculum Night Engagement Activity

I wish our school could improve...

16

Their single use plastic

Safety and communication

More outside time

Safety and communication

Test scores across dividing lines

More testing assistance for all students

Bathrooms not to smell like pee

Less screen time

Facilities in general – why does our school always look dirty?

Alternative means to show appreciation or engagement beyond spending money.

Bike lane to school.

Creative opportunities for ALL parents to provide feedback; be clear on GO Team input process

Less screen time. More recess.

Less screen time

More relevant cultural (local and international) imagery to replace the sad children on the walls

Less single use plastic



Curriculum Night Engagement Activity

I wish families could...

9

Be more social
together!

Be more
engaged and
social with one
another

Have more social
opportunities

Feel safe dropping our
kids off every day.

Can we advocate for action
re: gun violence?

Be empathetic,
curious, and
kind

Know all of the
resources
available to them

Have more
opportunities for
mutual aid or
supporting each
other with equity
issues.

Get virtual or online
background checks to
volunteer (going
downtown is hard)

Have more
options for
aftercare



Curriculum Night Engagement Activity

I wish our school always felt...

SAFE + WELCOMING	Kind + Caring	Safe	Safe from bullying	Happy and warm
Fun + safe + warm	Safe + community driven	That all kids and teachers feel supported and safe	That history be taught and not erased	Like a safe and happy place

10



Curriculum Night Engagement Activity

My Wish for our school...

Sports teams

Better
playground –
biggest slide
ever!

I wish we would
teach kids how
to swim!

I love this
school, bring on
the love great
staff!

More
experiential
learning

Higher
proficiency

Continue to
beautify the
inside and out
[of our school
building]

More
opportunities for
all learners

8

