

MORNINGSIDE ELEMENTARY GO TEAM MEETING

Date: Wednesday, November 20, 2024

Time: 3:00pm

Location: Library

- I. Call to Order; Start Live Stream - 3:06 pm, by Brooke Linefsky**
- II. Roll Call; Establish Quorum - Quorum established by Kristina Benavides Davis**

Role	Name (or Vacant)	Present or Absent
Interim Principal	Brian Baron	Present
Parent/Guardian	Kristen Cincotta	Present
Parent/Guardian	Chappelle Washington Freer	Present
Parent/Guardian	Brooke Linefsky	Present
Instructional Staff	Kristina Davis	Present
Instructional Staff	Allison Espelosin	Present
Instructional Staff	Amelia Morel	Present
Community Member	Betsy McKay	Present
Community Member	Kristen Pollock	Present
Swing Seat	Kareem Hall	Present

III. Public Comment - none

IV. Action Items

- a. Approval of Agenda: Amelia Morel motion to approve, seconded by Allison Espelosin, passed unanimously
- b. Approval of Previous Minutes: Amelia Morel motion to approve previous minutes, seconded by Kareem Hall, passed unanimously
- c. Ranking Strategic Plan Priorities: The 2022-2025 plan is not being amended, but being ranked in order of responsibility and importance. This must be done by January. We will table this ranking of priorities until later during this meeting. If we successfully rank the priorities during this current meeting, we will not have to meet in December, or the team could schedule a working meeting in December. A working meeting in December does not require a quorum.
- d. Meeting in December? Work Session vs Meeting: tabled until later in this meeting.

V. Discussion Items

- a. 45-Day Continuous Improvement Plan Check-in: GMAS and attendance goal was discussed. For attendance, all subgroups except Special Education are at or above goal. Mr. Lasale, our social worker, can tie in attendance into programs and incentives here at MES.

- b. Presentation by Dr. Chappelle Washington: Harper's Framework - Intervention across the school typically occurs with an academic focus. Harper's Framework is an anti-deficit framework that is multifaceted. One area discussed is social and emotional. The framework is focused on higher education, but it discusses familial factors, specifically how families nurture STEM, science, and math achievement. Data shows that in order for students to be successful, the whole child needs to be addressed including STEM enriching activities outside of school. Overall, three areas including familial, teacher contribution to enrichment in STEM, and what outside experiences students are having with STEM.
 - i. Chappelle Washington Freer will send the framework to either Brooke Linefsky or Kristina Benavides Davis to add to the minutes so we can share with family members.
 - ii. Kristin Cincotta asked Chappelle Washington Freer if she is familiar with the Socio-Ecological Model. Chappelle Washington Freer responded that a sense of belonging is at the heart of this particular framework which varies from some other frameworks.
 - iii. Both frameworks will be sent to either Brooke Linefsky or Kristina Benavides Davis to add to the minutes.
- c. Strategic Plan and Continuous Improvement Plan Progress: The team is looking at the 2022-2025 plan, focusing specifically on the school strategic priorities which is just one piece of the overall document.
 - i. The team will rank items, impacting the budget later on. The budget should match our 4 top priorities.
 - ii. Right now, 4 strategic priorities are highlighted. Last year, the GO team voted that priorities 2, 1, 4, and 9 (per the Strategic Plan document) would be the 4 primary focuses. Diane Jacobi recommended that all 9 are ranked to help with later decisions.
 - iii. Brooke Linefsky asked the team that all members of the team participate in the conversation to make sure all voices are heard.
 - iv. Amelia Morel suggests we keep 2 at the top of the list since gaps still remain and if the priority changes, those goals may be hard to reach. Allison Espelosin agreed and said that ranking this as a high priority makes other focuses fall under this priority. It includes academic, social, and emotional components that connect to the framework Chappelle Washington Freer discussed earlier. Chappelle Washington Freer agreed.
 - v. Allison Espelosin added that priority 4 would also benefit from Harper's Framework since it considers the whole child, including social and emotional learning, and building connection

- vi. Amelia Morel discussed priority 9 as being our fourth ranked priority which discusses engaging in school-family activities, relationships, and buy-in to the building.
- vii. Kristin Cincotta mentions priority 3, a rigorous and relevant curriculum, involves STEAM in Signature Programing, which may need to be a focus since increasing math achievement has been a focus. Amelia Morel responded that priority 3 is more of a strategy, something that we do and can be implemented, rather than a priority.
- viii. Kristin Pollock asked whether we should prioritize things that actually require a budget so we can more easily justify getting materials for priorities that are higher ranked. Amelia Morel responded that for priority 9, we have a parent liaison that is paid from the prioritized budget. Amelia asked if we can move things from a strategy to a priority and vice versa. Brooke Linefsky discussed that this is a living document and edits can be made. Brooke Linefsky added that the GO team could clean up the document and make it more concise so it is easier to follow and determine whether strategies are put into place to help us reach our priority goals.
- ix. Allison Espelosin asked if that affects the rankings we are working on right now. Brooke Linefsky mentioned that we could motion now to remove this priority and simplify the ranking process.
- x. Amelia Morel motion for priority 3 - Offer a rigorous and relevant curriculum for all students, supported by the focus of our STEAM (Science, Technology, Engineering, Arts, Math) Signature Program - to be moved to a strategy under priority 2, seconded by Allison Espelosin, passed unanimously.
- xi. Kristin Pollock asked about a priority written on a handout which has been previously cleared by the GO team.
- xii. Kristin Cincotta asked about the priorities that involve teacher support. Allison Espelosin, Amelia Morel, and Kristina Benavides Davis responded that there are enough measures put into place by PTA and Foundation to ensure that teacher training and an environment that maintains staff are supported.
- xiii. Brooke Linefsky asked if priority 3, strengthening enrichment and intervention, is redundant or not. Amelia Morel responded that it is not specific enough to become a strategy. This could be an area where we bring enriching activities to students outside of the classroom.
- xiv. Kristin Cincotta mentioned that there is no alignment in the document with the priorities and the strategies next to the priorities. Brooke Linefsky responded that Audrey Sofianos added the strategies after the

team created the priorities. Sometimes the strategies seem specific to a priority, sometimes they do not. It was discussed that this is something we can work on during a working meeting in December if this meeting is needed.

- xv. Brian Baron asked, could priority 4 and 5 be combined into one priority, then all 7 strategies would follow the one combined strategy. Amelia Morel offers, maybe the previous team thought of this priority as GATE or pull out intervention. Brooke Linefsky added that last year, a working team was supposed to be scheduled to work through the wording of the document, and combining these two priorities was discussed, but that meeting never occurred. We could motion to combine these, then in the working meeting in December we could work through the wording of priorities and strategies.
- xvi. Kristin Pollock mentioned that there are different experiences for GATE and non GATE students and wants the team to make sure we are considering the feeling and sense of belonging of students. This could have a lasting effect on students. All students deserve enriching experiences. Brian Baron added that some students barely do not get into the GATE program, or freeze up during the process, but still truly need enrichment.
- xvii. Amelia Morel motion to combine 4 and 5 as one strategic priority, making sure that students needing enrichment, intervention, and students that fall into a middle category, get what they need, seconded by Kareem Hall, passed unanimously. Brooke Linefsky mentioned that we will work through wording of this new priority during a potential December meeting.
- xviii. Kristina Benavides Davis mentioned that priorities 6 and 7 are supported by PTA and Foundation and may not need to be included as a high priority for budgeting purposes.
- xix. Kristin Cincotta asked a clarifying question about the numbering of priorities. Brooke Linefsky responded that there was a mix up of numbered items. There are currently 8 priorities. Brooke Linefsky reiterated the correct numberings so we could use them in the ranking process, noted on the Strategic Priorities Working Document.
- xx. The team ranked priorities, looking at each priority one at a time. Betsy McKay voted for priority 1 being the first ranked priority. The rest of the GO team ranked priority 2 as the first ranked priority, Allison Espelosin discussed that priority 1 supports priority 2, having a data driven system, and Betsy McKay agreed. Brooke Linefsky summarized that currently the team has priority 2 as being ranked first, and priority 1 ranked second.

- xxi. Amelia Morel mentioned that priority 3 should be ranked third.
- xxii. Allison Espelosin and Amelia Morel agree that priority 6 should be the fourth ranked priority because 6 and 7 overlap; an inclusive culture must be present before engaging families. Chapelle Washington Freer agreed.
- xxiii. Amelia Morel added that 7 should be ranked fifth.
- xxiv. Brooke Linefsky added that the last 2 priorities, 4 and 5, are the last to be prioritized. Brion Baron noticed that the last 2 priorities, 4 and 5, could be combined. Brooke Linefsky responded that these priorities were separated due to budgeting purposes. Amelia Morel, Allison Espelosin, and Kristina Benavides Davis suggested that 5 should be ranked as a higher priority because creating an environment that may include smaller class sizes would be more beneficial than providing training for staff members.
- xxv. Brooke Linefsky motions for our priority order. It is motioned that rank 1 is priority 2, eliminating academic achievement gaps, rank 2 is priority 1, embed data-driven multi-tiered system of support, rank 3 is priority 3, focusing on individual student needs, rank 4 is priority 6, welcoming, inclusive, responsive culture, rank 5 is priority 7, parent engagement reflects diversity of our school, rank 6 is priority 5, motivating and retaining staff, rank 7 is priority 4, build capacity of staff, seconded by Amelia Morel, passed unanimously.
- xxvi. Brooke Linefsky discussed that a working meeting in December would be focused on the right hand side of the document where we would reorder and reword the priorities. The work session would be streamed, and the work would be brought to the January meeting for a vote.
- xxvii. Amelia Morel motion to have a meeting before the January 22nd date, Kristin Pollock seconded the motion, passed unanimously.

VI. Information Items

- a. Principal's Report: After last GO team meeting, the team discussed having more data regarding MAP Fluency. MAP reading 2nd grade to 3rd grade data was discussed. Distinguished category increases, proficiency level increases, beginning category fell from 22% to 4%. Overall, from fall to fall, cohorts are showing more distinguished and proficient categories. In MAP math, 2nd grade to 3rd grade made gains in distinguished and proficient, but in 3rd to 4th and 4th to 5th, there was not as much growth.
 - i. Dyslexia flags by subgroup were shown based on the Fall MAP Fluency screener. Data is consistent over all subgroups.
 - ii. Fall MAP Fluency results in for K-2 were discussed. No students were flagged for Dyslexia in 3rd grade. Discussed SWD and EL were shared.

- b. Cluster Advisory Team Report - Chappelle Washington Freer discussed that the CAT team reviewed the strategic plan again. Finances were a big part of the discussion at this meeting. For the Midtown Cluster, having an event and bringing everyone in the cluster together was discussed. Brian Baron added that transitioning from elementary to middle was thoroughly discussed during the meeting.

VII. Announcements

- a. The next meeting will be on 1/22/25 at 5:00 pm. A working meeting will be scheduled that will be live streamed, but no quorum and no voting is needed. During this meeting the team will work through wording of the Strategic Plan.
- b. Diane Jacobi mentioned the rescheduled summit has been scheduled for Saturday January 11th, 8:30-2:30 am at Tuskegee Global Academy. Tomorrow (11/21/24) is the board budget commission meeting. December is the budget and finance advisory committee, participants can tune in to be a part of that discussion.
- c. Brooke Linefsky reminded the GO team meeting to look at Elis to make sure all trainings have been completed. All GO team members must renew their ethics training each year.

VIII. Public Comment - none**IX. Adjournment - Motion by Kareem Hall, Kristin Cincotta seconded, passed unanimously at 4:40 pm**

Minutes Taken By: Kristina Benavides Davis

Position: Secretary

Date Approved:

Further Meetings Scheduled: 1/22/2025 @5:00p, 2/5/25 @3:00p, 3/5/25 @5:00p, 4/23/25 @3:00p. Meetings for Principal Selection/Process TBD Spring 2025