

## Meeting Minutes

**Morningside Elementary School**

**Date: 8-18-24**

**Time: Start Time 3:05 pm**

**Recording: Kristina Benavides Davis**

- I. Call to Order/Start Live Stream – 3:05 pm, by Brooke Linefsky**
- II. Roll Call by Secretary/Establish Quorum**

Role	Name (or Vacant)	Present or Absent
Principal	Audrey Sofianos	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	Vacant	
Swing Seat	Kareem Hall	Present

**III. Public Comment - none**

**IV. Action Items**

- A. **Approval of Agenda:** Amelia Morel Motion to approve, seconded by Kareem Hall, passes unanimously
- B. Public Comment: None
- C. **Fill Open Community Member Seat:**

<b>Open Position:</b>	Community Member
<b>Appointee's Name:</b>	Kristen Pollock

- i. Realtor, business sponsor at local schools, students within the APS community
  - ii. Motion to approved new community chair, Amelia Morel motion to approve, seconded by Chappelle Washington Freer, passes unanimously
- D. **Approval of Previous Minutes:** Alison Espelosin motion to approve, seconded by Kareem Hall, Passes Unanimously

**V. Discussion Items**

- A. **Optional School Uniform – Required Review by APS**
  - i. JCDB student dress code given to Quorum. GO teams must decide optional school uniforms for school year 2025-2026 by October 31<sup>st</sup>. A

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vote in favor is a vote for exploring the decision and moving forward with further discussions. If voted against, the school will not have a school uniform and discussions will be closed.

- ii. MES currently has a dress code, but not a uniform. The current dress code for APS was reviewed. Some school specific dress codes have not followed APS official dress code, so discussions about dress code and school uniforms are being held.
- iii. Currently, MES does not have any dress code issues. The biggest issue right now is students wearing shoes or sandals without a back or strap.
- iv. Amelia Morel suggested we do not need a school uniform. Kristina Davis agreed.
- v. Kareem Hall asked the question, who funds the school uniform? The funds would be put on families, but the uniform would be optional and MES would not be able to keep students from school if they do not wear the uniform.
- vi. There is NO motion to explore the school uniform. The discussion is tabled.

### VI. Information Items

- A. **Principal's Update** – Schools Strategic Plan – Recommending we follow our Continuous Improvement Plan (CIP). GMAS individual scores will be coming soon. There will be a goal around GMAS, increasing proficiency. The other SSP goal is regarding attendance. Subgroup attendance currently has a gap. A more formal vote regarding an attendance goal will come later. This is the last year of the current SSP. First priority is eliminating achievement gaps among student groups, the second is focusing on individual student strengths, the last engaging parents in school-family activities. 3 key indicators based on CIP goals are the universal screener data, tutorial and intervention sessions, and the whole child intervention team.
  - i. Amelia Morel and Allison Espelotin explained the reading and math universal screener data. Reading, Dibels 8 was used and Math, Acadience was used. Probes are grade level specific, targeted to specific skills, and normed for each grade level. These probes will be given 3 times a year. The next 2 assessments (winter and spring) will be given to students by classroom teachers.
  - ii. After giving these universal screeners, teachers will then dive into the data and give diagnostic assessments to students at risk to determine what interventions will be needed for each child. A rolling small group has been implemented to serve all grade levels where ESOL and EIP are served, as well as all students in small group settings.

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- iii. Kindergarten universal screener was explained, this data does not give much information regarding whether instruction is making an impact because students are just getting to MES.
- iv. First grade screener data was explained, Heggerty phonemic awareness and Foundations phonics (early literacy curriculum) are used in the classroom and data shows that students' early literacy skills are improving. In math, data shows that numbers that look like teen numbers are frequently being confused (13 for 31).
- v. Second grade data, same probes as first grade, but includes comprehension. Early literacy data and word reading data holds strong. Reading fluency and accuracy is an area of growth.
- vi. Third grade, decoding holds strong. Foundational skills are working well. Oral reading fluency improved, accuracy is an area of growth. In third grade, computation data in math dropped. Students are able to solve the problems, but data shows they are computing slowly.
- vii. Chapelle Washington Freer asked whether the timed component may have an impact on student performance. Amelia Morel and Allison Espelosin explain that these assessments cannot be normed without a timed component.
- viii. Fourth grade and fifth grade have multiplication and division, but basic math facts are often skipped during these assessments. Oral reading fluency and accuracy improved, but the MAZE comprehension assessment dropped in fifth grade.
- ix. Subgroup data was shared for these screener assessments. Data was shown for subgroup students compared to non-subgroup students.
- x. Amelia Morel suggests we do not change priorities so we can track the data over 3 years so we can look for trends.
- xi. For math, we are asking Foundation for materials support.
- xii. Next month, GO team will look at bigger picture data.
- xiii. Brooke Linefsky asked when these screener assessments were given. Amelia Morel answered that they were started during the second week of school.
- xiv. Kristen Pollock asked about Dibels 8 and Acadience being free resources. Is there something we are missing from the district? Allison Espelosin answered no, these assessments just take time, even if we had access to online assessment tools.
- xv. Amelia Morel gave a glow to the team which was integrating the STEAM initiative into literacy, building background knowledge and exposure.

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xvi. Brooke Linefsky gave a glow that teachers are getting this data early and are able to see student growth when these assessments are given again in the winter.

xvii. Audrey Sofianos gave a grow of focusing on the computation piece in math. It was noted that the timed component can add anxiety to students as they are testing.

B. **Budget Adjustment** – Discussed the discrepancy between projected enrolment and current enrollment. MES had to pay back the discrepancy in funds. Money from the state for security helped us gain some funds, a “banked” teacher, and leveling a paraprofessional to another APS school has helped with the funding discrepancy.

i. Discussed class sizes, student average is less than last year.

ii. Kareem Hall asked why enrollment looks different from last year. Audrey Sofianos answered that the biggest trend was students moving out of the district, families going to private schools for reading, and private school.

C. **Announcements** – September 28<sup>th</sup>, GO team members are invited to the APS Summit.

VII. **Public Comment** - none

VIII. **Adjournment:** Motion by Kareem Hall, Kristen Cincotta seconded, passed unanimously at 4:10pm

**ADJOURNED AT 4:10 PM**

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**Minutes Taken By:** Kristina Benavides Davis

**Position:** Secretary

**Date Approved:**