GO TEAMS
STRONG SCHOOLS
START WITH ME!

MEETING NOTICE

School	Date	Time	Location
Parkside ES	10/21/20	3:30	https://zoom.us/j/9296406806?pwd=VFNxVTlHZlpOZ2wwcy94SFloNWJKUT09

Notice Prepared By: Doannie Tran **Date Posted:** 10/19/20

Meeting Agenda
(*agenda may be amended*)

This meeting will allow for Public Comment - Sign up here.

GO Team Norms:
- Treat everyone like an expert
- Go the source or let it go
- Ask the question that needs asking
- Stay in our lane
- Active participation

- **Action Items**
  A. Approval of Agenda - Today's Minutes
  B. Approval of Previous Minutes – September 24, 2020 Minutes
     https://www.atlantapublicschools.us/cms/lib/GA01000924/Centricity/Domain/10664/September%202020%20GO%20Team%20Meeting%20Minutes.pdf
  C. Fill Vacant Positions - Parent Seat - Deanna Nash
  D. Fill Open Community Member Seat - Pastor Connell
  E. Officer Elections
     i. Chair - Doannie Tran
     ii. Vice-Chair - Italia Fulmer
     iii. Cluster Advisory Team Rep - Jessica
     iv. Secretary - Michelin Taylor
  F. Finalize Meeting Schedule

Last revised on 7/29/2020

- **Information Items**
  - A. Principal's Report
    - i. Title I
    - ii. Equity Trainings
    - iii. What would have happened on October 26
      *Would like to have some opportunities to pilot some ideas of what and how the return to face to face in January would look like. Has to see if schools have the autonomy to create and have such pilot programs.
- **Discussion Items**
  - A. Discussion Item 1: Organizing for January
- **Announcements**
- **Adjournment**

Schedule

We aim to connect the PTA and GO Team schedules so that the two bodies work in coordination to support Parkside's mission. The GO Team schedule is set at the first regular meeting of the year, but we will aim to have the GO Team meeting within two weeks of the PTA meeting.

PTA	GO Team - 6 regular meetings and up to 4 work sessions
Wednesday September 2	1st Regular Meeting: Thursday, September 24 - 4:30 pm
Tuesday November 10	October ~~22nd~~ 21st
	December 10th
	January
Wednesday February 3	February 11th
Thursday March 11	March 25th
Tuesday April 20	May 13th

Public Comment Format (approved September 24, 2020)

- Up to 20 minutes will be set aside for public commentary at select meetings as noted on the published meeting schedule and agenda.
- Those wishing to comment will sign in at the beginning of the meeting. In person meetings will use a sign-up sheet. Virtual meetings will use a virtual sign up sheet (https://docs.google.com/forms/d/e/1FAIpQLSdwj_CQQP7a_J1E5VE9N2t1jHQ_7-51hmmMa8UfPxKZIV_dhQ/viewform?usp=sf_link)
- Each speaker will have 2 minutes to share with the GO Team. Speakers will be timed by a member of the Go Team and notified when time has expired.
- The Public Comment period is designed to gain input from the public and not for immediate responses by the Go Team to the public comment presented.

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Parkside Strategic Plan Priorities - Report from Spring 2020

PRIORITY
Academic
IB Implementation to build relevance and rigor -Focus on math & reading
School Culture
Create a safe, nurturing and equitable learning environment
Foster and engage the school community
Talent Management
Develop, recruit and retain talent to support key priorities & Parkside's culture
Systems
Align school structures and schedules to allow for equitable classrooms and IB implementation

Discussion Brainstorm:
How might we know if instruction is relevant and rigorous?
How might we know if the learning environment is safe, nurturing and equitable?

Everyone gets a row and types every idea they can think of - more is better! There are no right or wrong answers!

Relevant and Rigorous	Safe, nurturing and equitable
students can articulate learning student work matches the learning goal or objectives	high attendance staff and students No bullying Students talking through issues
student achievement data	
Students would share that they feel safe at school	Anonymous survey, in-person interviews (same context from last year)
Students are asking questions Students are actively engaged Students are applying their learning rather than "sit and get"	Students are talking to each other Students are engaging with peers who come from different backgrounds Student praise/awards/accolades are racially

Students can explain how learning relates to the world/their lives	and socioeconomically proportionate to the student body Students like their teachers
Students would be able to explain what they are working on and why it's important. They know where their performance is and where they need to be to achieve their goals.	Students share about their day, are excited for tomorrow and enjoy being in the learning environment. Friends groups are diverse Students know about different cultures outside of their own.
Instruction that students are engaged in aligned to standards, real world and current events. Students are asked to explain their thinking and engage in higher order questioning. Making connections	School feels like a family (connected to school-community-building strong relationships) Opening communication (peer-peer, students-teachers, staff-community)
Students feel highly engaged. Students understand what they are learning and WHY, and how it's related to their own lives and experiences. Potentially could translate to better attendance???	Students feel connected to the school community as a whole, with lots of relationships across groups. Students have adults (teachers and staff) within the school that they trust and who they feel respect them. Students treat one another with respect, in turn, and feel comfortable and relaxed in one another's presence. School is "home away from home."
Students can name what they are learning and why Students are working on material in the zone of proximal development for skills AND getting pushed on grade level content	Students report that their teacher respects them and cares about their success Students treat each other with respect and care There are no racial disparities in whether students report a sense of belonging