

Morningside Elementary School

Date: Wednesday, April 23

Time: 3:00pm

Location: Amy Mather Library, Morningside Elementary (Hybrid Zoom)

- I. **Call to Order** - 3:05 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	Absent
Community Member	Betsy McKay	Absent
Community Member	Kristen Pollock	Present
Swing Seat	Kareem Hall	Present

- III. **Action Items**
 - a. Approval of Agenda - Kristin Cincotta motion to approve, seconded by Kareem Hall, passed unanimously.
 - b. Approval of Previous Minutes - Kristina Davis motion to approve, seconded by Allison Espelosin, passed unanimously.
- IV. **Discussion Items**
 - a. Spring MAP results - Brian Baron discussed the CIP (Continuous Improvement Plan) including increased attendance overall and with subgroups Black, Hispanic, and EL students. To improve is Students with Disabilities. Spring MAP comparisons to GMAS assessments were discussed. Overall in reading we are second when

compared to the cluster. In math, fifth grade is below the goal of 78% proficiency, but all other grades are above this goal.

- i. With subgroups, all groups increased in reading by at least one percent. In math, all subgroups increased except Hispanic/Latino, they decreased from 37% to 34%.
 - ii. Achievement data was presented to match CIP goals.
- b. Needs Assessment - Brian Baron asked the team to think about 2-3 potential needs for the 2025-2026 school year and opened discussion to the team, based on data presented. Brooke Linefsky noticed that Morningside has more students than many other schools in our district. Brian Baron said that data shows that we are making gains as a school. Brooke Linefsky said that small gains, things we have been working on as a team, are now being shown in the bigger picture data. Brian Baron asked what positives can be seen in the data. Kristina Davis mentioned that we have put the right things in place and data shows that what we are doing is working. Brooke Linefsky mentioned that we need to stick to the course and trust the process, without making huge changes or adjustments. She also mentioned that this new reading and math support position coming on will be able to take this data and make even more gains.
 - i. Brooke Linefsky asked a question about subgroup data. EL and Hispanic/Latino data do not show to be consistent.
 - ii. Brian Baron asked the team growth areas the team notices based on the data. Kristin Cincotta mentioned that white students are showing more growth than subgroups, hinting at disparities growing even wider amongst white and subgroup populations, especially when looking at fifth grade data. Allison Espelosin said that in fifth grade, students are developing the same math skills from previous grade levels, but they do not have proficient computation skills necessary for problem solving at the level being asked. Students are using the same strategies, but when problems or computation becomes more difficult, what worked in the past no longer works fluently. Brian Baron mentioned that this is a pattern being seen across the cluster and Brooke Linefsky added that with this new Eureka Math curriculum, we are looking for more gains in fluency. Allison Espelosin and Kristen Cincotta said that without additional support with practicing at home, completing homework, or practicing math facts, there does not seem to be enough time for students to practice fluent computation. This productive struggle students are finding in fifth grade might be beneficial to prepare students for the difficult work in middle school.
 - iii. Brian Baron asked what trends are seen in the data. Allison Espelosin wondered if there are trends between students that are pulled out to receive additional support versus students that stay in the classroom. Social

emotional connection could be missing for students that are pulled out which may play into student performance. Kristin Pollock wondered if there is a correlation between proficiency and attendance. Brooke Linefsky wondered if students are treating MAP and GMAS differently since the assessments are different and students understand the adaptive structure of MAP assessments. The team may need to consider other data teachers are collecting within the classroom. Kristin Cincotta mentioned that with the additional time to practice and reinforce between MAP and GMAS, student proficiency may show differently between the two assessments.

- iv. Brian Baron asked the team to finish the needs assessment, discussing three needs for Morningside. Brooke Linefsky said we should save time for a deep dive into assessment data and look at the deficits and existing gaps. Kristin Cincotta asked for a deeper dive into qualitative data, understanding the bigger picture behind the numbers. Chapelle Washington Freer added that an SEL lens would help us understand the lived experience of our students. Brooke Linefsky added that the team should focus on decision making with students in mind. Allison Espelosin added that for data purposes, we have to fit students into boxes (EIP, EL, etc.), but students are all individuals and should be viewed as individuals that all need different things. At this point, we have put so many great things in place, but the data is not moving in the direction and at the pace we are expecting. As a team we may need to take risks. Brooke Linefsky added that refocusing on a culture of partnership including information sessions, parent university, and resources to help get teachers and families involved in the whole child, may help move data. Kristin Cincotta added that parent universities and parent tutorials would help both sides use the same language to teach and would show students the value of the home-school connection. Kristin Cincotta added that an easy way to increase family involvement in helping at home would be to add resources and ideas to the end of weekly emails, telling parents the three most impactful activities to do at home with your child to help support academics.
- v. Allison Espelosin added that one possible idea could be hosting virtual office hours so parents, teachers, and students can connect over academics to alleviate some possible stress parents may have with working at home with students.
- vi. Brian Baron summarized the three needs for Morningside to be posted on the GO Team website.

V. Information Items

- a. March 24, 2025 Cluster Advisory Team Report - Chapelle Washington Freer discussed the meeting as being a recap on events that have occurred around the

cluster. Feedback was given by a financial officer and the cluster advisory team discussed making events accessible, accommodating all families.

- b. Principal Search - Brooke Linefsky thanked GO Team and additional members for their participation in the Tier 3 hiring panel. We should know the finalist by May 2nd when it is announced for the board meeting.
 - c. GO Team Elections - Brooke Linefsky asked people to vote for the community, swing, family, and staff positions open right now.
 - d. Facilities Master Plan Task Force - APS is looking for representatives from the community to speak about facilities decisions. There will be three meetings for this task force.
- VI. Announcements** - Brian Baron thanked the team for welcoming him into the GO team, and for the leadership of the team.
- VII. Public Comment** - no public comment
- VIII. Thank you for Service** - Brooke Linefsky thanked the team for all of their work this year.
- IX. Adjournment** - Motion to adjourn by Allison Espelosin, seconded by Kristin Pollock, passed unanimously at 3:55 PM.

Minutes Taken By: Kristina Benavides Davis

Position: Secretary

Date Approved: