



## **Local School Advisory Team (LSAT) October Meeting Minutes**

**October 12, 2023 at 06:00pm**

**Virtual meeting with the following in attendance:**

**LSAT members:** Mr. Parker, Cate Brandon, Heather Martin, Jordan Baugh, Sean Goliday, Caleb Ward, Ms. Blackstone, Ms. Golub, Ms. Henderson.

**Admin:** Dr. Miller (Principal), Assistant Principal Watson

*Approximately 13-15 other teachers and caregivers also on the Zoom call.*

### **1. Staffing Updates**

- 1<sup>st</sup> grade teacher update:
  - Ms. Moreno, the new first grade teacher has started. There will be a meet & greet on Friday morning, parents from that class can come up to the classroom.
  - There were questions about whether that class was behind in the math curriculum, and what kind of support Ms. Moreno was receiving more generally. Parents said Ms. Moreno shared the class was 10 lessons behind the other 1<sup>st</sup> grade classes. Dr. Miller reported that all the 1<sup>st</sup> grade classes are a bit behind in math (6 lessons behind the DCPS pacing guide). Dr. Miller stated that she is working with Ms. Moreno on math, and Ms. Penn (the literacy coach) is working with her on literacy.
  
- Aide updates:
  - Ms. Sana, who has been working as a substitute, will join the ECE team as an aide.
  - There is still 1 sped aide vacancy and 1 ECE aide vacancy.
  
- Librarian update:
  - The librarian is currently on leave, Dr. Miller reported she wasn't sure when she would return.
  - Dr. Miller shared that the school is having a hard time filling that substitute position, though someone in Central Office is broadcasting it.
  - Currently, no one is checking books in and out of the library. Dr. Miller shared that at other schools she's worked with parent volunteers to help checking books in and out. Parents/PTO on the call expressed interest in helping to bring in volunteers for this.

- Substitute update:
  - Currently the school has at least 2 substitutes daily but there is a need for more. Having the librarian out is tough for teachers as they are also losing planning time
  - There was a question about whether parents needed to go through the volunteer clearance process to be in the building more regularly. Dr. Miller explained this wasn't necessary for a one-off thing like reading to a class, but that teachers couldn't leave the classroom in that situation. Dr. Miller shared the link for the substitute clearance form and LSAT/PTO will work to share with the parent community.
  - Link to the volunteer clearance information: <https://dcps.dc.gov/page/volunteer-our-schools>

## **2. Literacy Data at BOY**

- CSP goals:
  - Dr. Miller shared the school's CSP goals for literacy. The first two on the slide were set by the district, the remaining set by the school.
  - Under the new OSSE rating system, since LT is no longer a Title 1 school, the performance of subgroups with achievement disparities are weighed more heavily (e.g., Black students). As a result, some school goals are focused on supporting achievement of Black students
- Kindergarten data:
  - Dr. Miller shared the DIBELS data overall. She went into some detail about the meaning of the different measures on DIBELS. "RAN" is a new category this year, put in place as part of the DC dyslexia legislation. School has some questions about the efficacy of this measure in screening for dyslexia since so few students were deemed at risk (2), and there is currently no direct intervention for students who score low in this area. The school is closely monitoring these students.
  - Dr. Miller shared subgroup data for 2 subgroups—Black students (21) and "economically disadvantaged" students (4). This second subgroup is not in our CSP, but it is something the school wants to keep an eye on.
- First Grade data:
  - Dr. Miller shared the 1<sup>st</sup> grade DIBELS data. There are a smaller number of students we need to target in this grade based on the data. Phonemic awareness overall was very solid.
  - Dr. Miller shared the subgroup data for 19 Black students and 6 "economically disadvantaged"
  - Dr. Miller shared that any of the students testing in red on DIBELS are currently working with Ms. Penn or with their service provider if they already have an IEP. Students who are receiving intervention

are receiving classroom instruction and an intervention (“double dose”), and certain students receive even more time with a specialist.

- In the classroom, teachers are using Heggarty curriculum to address phonemic awareness and Foundations to address most other skills measured on DIBELS.

- Second grade data:

- Dr. Miller shared the second-grade data, noting this is where we start to see more students on “red” and “yellow” in DIBELS.

- Dr. Miller reported that Ms. Penn is very focused on this grade level. She added that every member of the team has had additional training outside of the classroom in literacy instruction

- There was a question about whether teachers could provide more tips & resources for parents to support their children in literacy at home. Dr. Miller responded that this is something she and Ms. Penn are working on, that there is more support that can go on at home besides having your child get on Clever. For example, activities that may seem like work games or activities to practice reading fluency. The

- Dr. Miller shared the subgroup DIBELS data for Black and “economically disadvantaged” students. There is still a small number of students overall being identified as “at risk,” but the concern is that the farther along in school these students get, the more intervention is needed to get them back on track. T

- There was a question about whether these greater number of struggling students had been at LT since Pre-K, or whether they were new to the school. Dr. Miller said that it’s a mix, and added that some of these students also have IEPs, i.e. an identified learning disability. However, students can still become proficient readers even when they have a disability such as dyslexia.

- There was a follow-up question about whether the increased number of struggling students were due to new students coming in, or whether more students are beginning to struggle for the first time in these older grades. Dr. Miller repeated that is something the school is looking at, since this trend does continue in upper grades. She also noted that sometimes skills are not strong enough for new skills to be added on to.

- There was a question about what the school response is to this trend in the data. Dr. Miller reported that the school has purchased a curriculum from the University of Florida called UFLI that is being used in small group.

- There was a follow up question about how this intervention is being operationalized in classrooms with substitute teachers. Dr. Miller reported that the long-term sub in Ms. Roman’s classroom is very experienced, and she is using the UFLI program with the

support of the other teachers. The new 1<sup>st</sup> grade teacher (Ms. Moreno) is also getting support with this.

- There was a question about whether parents would be notified if their students were being pulled for small groups. Dr. Miller reported that Ms. Penn sent letters home to families for students she is working with, and that teachers were asked to share this information with families during conferences.

- I-Ready Data:

- The next set of data concerned reading data from the I-Ready assessment. Dr. Miller explained that while DIBELS is criterion referenced (measures students' performance on specific skills), I-ready is norm-referenced. For example, the kindergarten I-Ready data measures how LT kindergarteners are doing compared to other kindergarteners across the country. This is not necessarily an indication of current skill, more of a predictor. Dr. Miller proceeded to go through a breakdown of reading skills schoolwide.

### **3. PARCC Data & Focus**

- Dr. Miller shared the most recent PARCC data, including data on subgroups (race & "economically disadvantaged"). Since PARCC is given in the Spring, this was data from the 2022-2023 school year.
- There was a question about whether the data was broken down beyond race & class, for example looking at how students transferring to LT in the upper grades are performing. Dr. Miller responded that when admin looked at data with the teachers, they did look at whether students had IEPs as well as whether students were new to the school community. In looking at how students with IEPs performed, there was discussion around Sped caseloads as well as the specific skill levels of students with IEPs.
- There was a question about how this data was stored and analyzed. Eg, is it in Excel or some other platform. Dr. Miller reported that there was a mix. Some data, such as PARCC data, is in Excel. For other data, like DIBELS, the school looks at data by category and this data is stored on platforms housed through DCPS.

### **4. Wrap Up**

- Next month the focus will be on Math
- Any parents who are interested in volunteering in the Library should email Dr. Miller. The school will need to find someone to train parent volunteers in how to use the scanner.
- There was a question about the low supply of toilet paper in the school. Dr. Miller reported that we are still waiting for our budget to be released, and that

it could be helpful for the PTO to help with supplying this. The delay in the budget getting released is a DCPS-wide issue.

**Meeting adjourned around 07:15 pm. Next meeting scheduled for November 9<sup>th</sup> (2<sup>nd</sup> Thursday of the month)**