

## Ludlow Taylor LSAT Meeting

**Date:** 5/09/24      **Time:** 6:00 pm      **Location:** Virtual/Zoom

**In Attendance:** **Penelope Miller** (Principal); **Heather Martin** (parent rep); **Sandy Watson** (Assistant Principal); **Rodney Parker** (2<sup>nd</sup> grade teacher & teacher rep); **Cate Brandon** (parent rep & chair); **Elisabeth Golub** (4<sup>th</sup> grade teacher, teacher rep, secretary) **Yakeema Blackstone** (Pre-K 3 teacher, teacher rep). **Jordan Baugh** (parent rep), **Caleb Ward** (parent rep) **Leslie Jackson** (3<sup>rd</sup> grade teacher & teacher rep). Approximately 10 additional teachers/Parents/caregivers on the call.

### Planned Agenda

1. Organizing LSAT parent rep elections for next school year
2. Updates on plan/communications re CES classroom
3. Updates on planning for DEIA committee
4. Feedback on CSP

### Notes (action items in red)

1. **Organizing LSAT parent rep elections for next school year**
  - **PTO officers will arrange parent elections** (likely Kathleen Grealish and Angeline Spain) per DCPS
2. **Updates on plan/communications re CES classrooms**
  - AP Watson noted plan shared with all families
  - Admin conducting ongoing interviews for both this year and next year
  - As far as current staffing, there are educational aides but no teacher. Aides trained in curriculum
  - Next year, separate K-2 and 3-5 classes is plan
  - **PTO working on fulfilling additional educational tools/supplies for classroom**
3. **Updates on planning for DEIA committee**
  - **EmpowerEd and Restorative DC meeting with PM to review initiatives in other schools that they have done.**

- There was a question about whether L-T would be a full “Restorative Justice” school. Dr. Miller PM stated that the school is working towards that.
- There was a question about what this designation means. Dr. Miller stated it’s the ways that we engage with the entire community. One feature is the practice of restorative circles. This approach aligns with whole child approach.

#### **4. Feedback on Comprehensive School Plan (CSP)**

- Dr. Miller explained she does not have granular data yet, just entering end-of-year (EOY) testing window. She was not sure how the switch from PARCC to DCCAPE will affect the timeline of getting all the data back for students who take these tests (3<sup>rd</sup>, 4<sup>th</sup> & 5<sup>th</sup> grade).
- Dr. Miller spoke about some of the strong literacy results we already have from MOY I-Ready. One of the ways to look at the data is to consider both growth AND performance. I.e., is a student on track to meet grade-level expectations, but also are they continuing to grow (important b/c we already have students coming in on grade level at the beginning of the year). We want them to continue to grow b/c we want those foundations to be rock solid. Every single grade level at LT was in the quadrant of high growth/high proficiency. 3<sup>rd</sup> & 5<sup>th</sup> grade were off the chart, other grade levels did well as well. Significant b/c these are both benchmark years (3<sup>rd</sup> & 5<sup>th</sup> Grade).
- Dr. Miller spoke about some of the academic initiatives in ECE. Pre-K teachers have started using a math curriculum, Building Blocks. Dr. Miller stated that the school’s progress towards literacy goals has been so strong b/c of the pre-work had been happening in ECE. She’s hoping that using these early math curriculums will support similar growth in math.
- Dr. Miller spoke specifically about the school’s progress towards the CSP goals.
  - For early literacy & math: the school is on track to meet the CSP goals.
  - For 1<sup>st</sup> & 2<sup>nd</sup> grade literacy & math: based on mid-year data, the school is on track to meet goals for reading & math.

- For upper-grade literacy (3<sup>rd</sup>, 4<sup>th</sup> & 5<sup>th</sup>): Many 5<sup>th</sup> and 3<sup>rd</sup> graders have met end of year growth goals already (she has not reviewed 4<sup>th</sup> grade yet)
- For upper-grade math (3<sup>rd</sup>, 4<sup>th</sup> & 5<sup>th</sup>): students may not meet the CSP goal.
- ECE-Specific goals:
  - One goal was for all teachers to implement Building Blocks math curriculum, which they are.
  - Another goal was related to the CLASS system for observing & evaluating teachers. ECE teachers set the goal that they wanted to see 1-point higher average score on their CLASS observations. The observations have been completed, but teachers haven't gotten their scores yet.
- Goal related to the Panorama Survey, which is taken by both students (3<sup>rd</sup>, 4<sup>th</sup> & 5<sup>th</sup> Graders) and families. This includes students who are new to the school for this academic year.
  - The school set the goal of a 10-point increase in how much male students of color reported feeling prepared, as measured by the Panorama survey (taken by 3<sup>rd</sup>, 4<sup>th</sup> & 5<sup>th</sup> grade students). Last year, only 44% of male students of color reported feeling prepared. The item measuring this on the student Panorama survey asks something like "is what I'm learning now in school setting me up for the future." Dr. Miller stated that she thought the mid-year results suggested that this measure had already gone up to 50%.
  - There was a question about whether we are going to keep increasing the target for feeling of preparedness among male students of color (e.g., set it above 54% for the coming school year), or if there is a downside to setting a more aggressive goal. Dr. Miller responded that by looking at this question, we can get student feedback on our instructional efforts to boost achievement among this subgroup. "In the long run it should be 100%."

- There was a question about whether there are any non-academic supports we can put in place to support a higher percentage of male students of color feeling prepared. Dr. Miller stated that the school focused on the academic piece b/c the thinking was that kids who feel academically prepared tend to feel prepared in a broader sense.
- Dr. Miller added that there have been some conversations with the wellness team about how to support our 5<sup>th</sup> graders specifically. All DCPS schools partner with Community Based Organizations (CBOs) to provide SEL support for students. During Dr. Miller's first year at LT the school began a partnership with Community of Hope and they placed a therapist at the school. The outside org now is MBI. There is not a school-based provider as part of this partnership, but students and families can be referred to MBI for additional services. There is a provider that has started coming in twice a month.
- **Dr. Miller said she wasn't sure if the final Panorama data was up yet. She will look into it and get back to LSAT**

**5. Additional Item: Waitlist & Enrollment Update.**

- Dr. Miller shared the school is a bit behind last year as far as re-enrollment (out of 476, we're at 250). Part of it seems to be the new online enrollment system. Currently, the school is really focusing now on making sure that incoming pre-K students are fully enrolled.
- So far, 4 out of 6 5<sup>th</sup>-grade lottery spots have been taken.

**Meeting adjourned**