



Ludlow-Taylor Elementary School October LSAT Meeting

10.16.26

Agenda

- ▶ **Welcome & Introduction**
 - ▶ Introduction of Members
 - ▶ Overview of LSAT
 - ▶ Sub Committee on Tech Use & Ed Tech
- ▶ **Logistics of 2026-2027 LSAT**
 - ▶ Nomination & election of LSAT Officers
 - ▶ Future Meetings: Format, scheduling & timing
- ▶ **Comprehensive School Plans**
 - ▶ Review of last year's CSP goals
 - ▶ Approval of this year's CSP goals
- ▶ **Community Suggested Topics**
 - ▶ Staffing Update

Welcome & Introduction



L-T LSAT 2026-27: Membership

- ▶ Elected Teacher Representatives
 - ▶ Yakeema Blackstone, PK3
 - ▶ Channing Cooper, 1st grade
 - ▶ Nathalie Dautruche, Kindergarten
 - ▶ Audriana Henderson, ECE CES

- ▶ Elected Parent Representatives
 - ▶ Donna Girardi-Reed, 5th grade parent
 - ▶ Brenda McKinney, 2nd grade & PK4 parent
 - ▶ Beth O'Connor, 2nd & 4th grade parent
 - ▶ Jasmine Tingling-Clemmons, 4th grade parent

- ▶ Appointed Representatives
 - ▶ Elisabeth Golub, WTU Representative (& 4th grade math teacher)
 - ▶ Andrea Lisell, PTO Representative (& 1st & 4th grade parent)
 - ▶ AFSCME Representative?

What Does the LSAT Do? Theory.

- ▶ LSATs have the following primary responsibilities:
 - ▶ Working with the principal on initial development, regular monitoring and continuous refinement of the local Comprehensive School Plan (CSP) (school goals), including the supporting budget.
 - ▶ Advising the principal on school priorities.
 - ▶ Reviewing data in order to be informed about school needs and trends.
 - ▶ Using assessment results to develop specific strategies for research-based school improvement.
 - ▶ Promoting a positive school climate through respectful discourse.
 - ▶ Complying with the requirements of the District of Columbia Open Meetings Act and the Freedom of Information Act.
 - ▶ Alignment of strategic and specific goals and objectives of DCPS.
- ▶ In the course of carrying out these responsibilities, all directed at improving student achievement, LSAT discusses and advises the principal on matters including:
 - ▶ Allocation of school resources
 - ▶ Organization of the school
 - ▶ Curriculum options, including special or supplementary course offerings and specialized research-based instructional strategies
 - ▶ Budget decisions
 - ▶ Priorities and considerations for staffing patterns
 - ▶ Monitoring overall student progress
 - ▶ School culture
 - ▶ Family engagement

What Does the LSAT Do? Practice.

- ▶ The L-T LSAT meets monthly.
- ▶ All members of the school community are invited & encouraged to attend most meetings.
- ▶ Only meetings that are discussing confidential position-related specifics (almost exclusively in the context of the budget) will be closed.
- ▶ Members of the LSAT work with Principal Miller to set the monthly agendas. Over the course of the year, we typically discuss academic performance (e.g., iReady & DIBELS BOY, MOY & EOY scores; CAPE scores); school culture indicators (e.g., Panorama teacher, family & student results); staffing & hiring updates; curriculum changes & challenges; enrollment (e.g., numbers, lottery spots, projections/trends); and other items of interest to LSAT members on an ad hoc basis (e.g., device supply, tech use, addition construction, nutrition, uniforms, communication).
- ▶ We also solicit topics of interest from the school community and add them to the agenda (and/or be otherwise responsive as appropriate).

Subcommittee on Tech Use & Ed Tech @ L-T

- ▶ At the end of last year, the LSAT established an official subcommittee on Tech Use & Ed Tech at L-T.
- ▶ Subcommittee is charged with coming up with draft recommendations on these issues for the LSAT to consider with the eventual goal of finalizing recommendations for Principal Miller.
- ▶ Subcommittee meets monthly and membership/attendance is open to anyone in the school community who is interested.
- ▶ Subcommittee ended up being very “of the moment,” because big changes have been announced with respect to technology use and educational technology specifically DCPS-wide.
- ▶ Update on what the Subcommittee is up to now: Elia Maritz, Chair
 - ▶ Teacher survey coming this month
 - ▶ Parent survey coming thereafter
 - ▶ Agenda item on early steps/progress at November LSAT meeting

Logistics of 2026- 2027 LSAT



Logistics of 2026-2027 LSAT

► Nomination of LSAT Officers

- Chair or Co-Chairs: Draft agenda, create slides, run meetings & communicate to the L-T community.
- Secretary: Take notes at meetings & distribute to DCPS, listserv & website.

► Future Meeting Logistics (*initial suggestions below*)

- Scheduling: First Tuesday of the Month unless conflict?
- Timing & format: 6:30 on Zoom?
- Logistics: Circulate dates by email to all LSAT members for changes/concurrence? Send final schedule to PTO for calendar & planning?

Comprehensive School Plans



Review of Last Year's CSP Goals: Literacy

Part 1: Evaluate SY 25-26 CSP Goals

Directions: Enter your baseline data and EOY benchmark data for your school-level CSP goals. Use the drop-down menu to determine if the goal was met. Based upon your progress, explain how the goal should be modified to make the plan current for SY 26-27.

School-Level CSP Goals

Goals	Baseline Data Point	EOY Benchmark Data Point	Was the goal achieved?	Will the goal be maintained, adjusted (e.g., target or focus), or sunset? Explain, grounding your decision in data and current school context.
Goal 1: As measured by iReady, 60% of students who are below and well below in grades 1-5 at BOY will attain their stretch growth goal by EOY.	130 students scored below and well below on iReady at	44% of students at below and well below	No - but on track	57% reached stretch goal OR attained mid+ at EOY
Goal 2: As measured by iReady, students in grades K-4 will attain the level of mid-or above at EOY for 80% of students at each grade level.	38% of students were at mid/above level at BOY	79% of students at EOY	No - but on track	This goal will be maintained because students in grades K-4 were very close to meeting the goal and based on the data, this goal is attainable.
Goal 3: As measured by iReady, students in grade 5 will attain the level of mid-or above at EOY for 70% of students.	33% of students were at mid/above level at BOY	46% of students at EOY	No	This goal needs to be adjusted to account for the historical trend of less than 70% of 5th graders scoring at the mid/above level at EOY (46% 25-26 and 41% 24-25).
Goal 4: As measured by DIBELS at EOY, students in grades K, 1, and 2 will attain benchmark for at least 90% of students.	80% of students were at above or benchmark level	91% of students are scoring above or at grade	Yes	This goal should be maintained because for the last two years this school has been attained (92% of students were above or at benchmark in SY 2024-25).

Review of Last Year's CSP Goals: Literacy

Part 1: Evaluate SY 25-26 CSP Goals

Directions: Enter your baseline data and EOY benchmark data for your school-level CSP goals. Use the drop-down menu to determine if the goal was met. Based upon your progress, explain how the goal should be modified to make the plan current for SY 26-27.

School-Level CSP Goals

Goals	Baseline Data Point	EOY Benchmark Data Point	Was the goal achieved?	Will the goal be maintained, adjusted (e.g., target or focus), or sunset? Explain, grounding your decision in data and current school context.
Goal 1: As measured by iReady, 60% of students who are below and well below in grades 1-5 at BOY will attain their stretch growth goal by EOY.	130 students scored below and well below on iReady at	44% of students at below and well below	No - but on track	57% reached stretch goal OR attained mid+ at EOY
Goal 2: As measured by iReady, students in grades K-4 will attain the level of mid-or above at EOY for 80% of students at each grade level.	38% of students were at mid/above level at BOY	79% of students at EOY	No - but on track	This goal will be maintained because students in grades K-4 were very close to meeting the goal and based on the data, this goal is attainable.
Goal 3: As measured by iReady, students in grade 5 will attain the level of mid-or above at EOY for 70% of students.	33% of students were at mid/above level at BOY	46% of students at EOY	No	This goal needs to be adjusted to account for the historical trend of less than 70% of 5th graders scoring at the mid/above level at EOY (46% 25-26 and 41% 24-25).
Goal 4: As measured by DIBELS at EOY, students in grades K, 1, and 2 will attain benchmark for at least 90% of students.	80% of students were at above or benchmark level	91% of students are scoring above or at grade	Yes	This goal should be maintained because for the last two years this school has been attained (92% of students were above or at benchmark in SY 2024-25).

Review of Last Year's CSP Goals: Connected to School

Part 1: Evaluate SY 25-26 CSP Goals

Directions: Enter your baseline data and EOY benchmark data for your school-level CSP goals. Use the drop-down menu to determine if the goal was met. Based upon your progress, explain how the goal should be modified to make the plan current for SY 26-27.

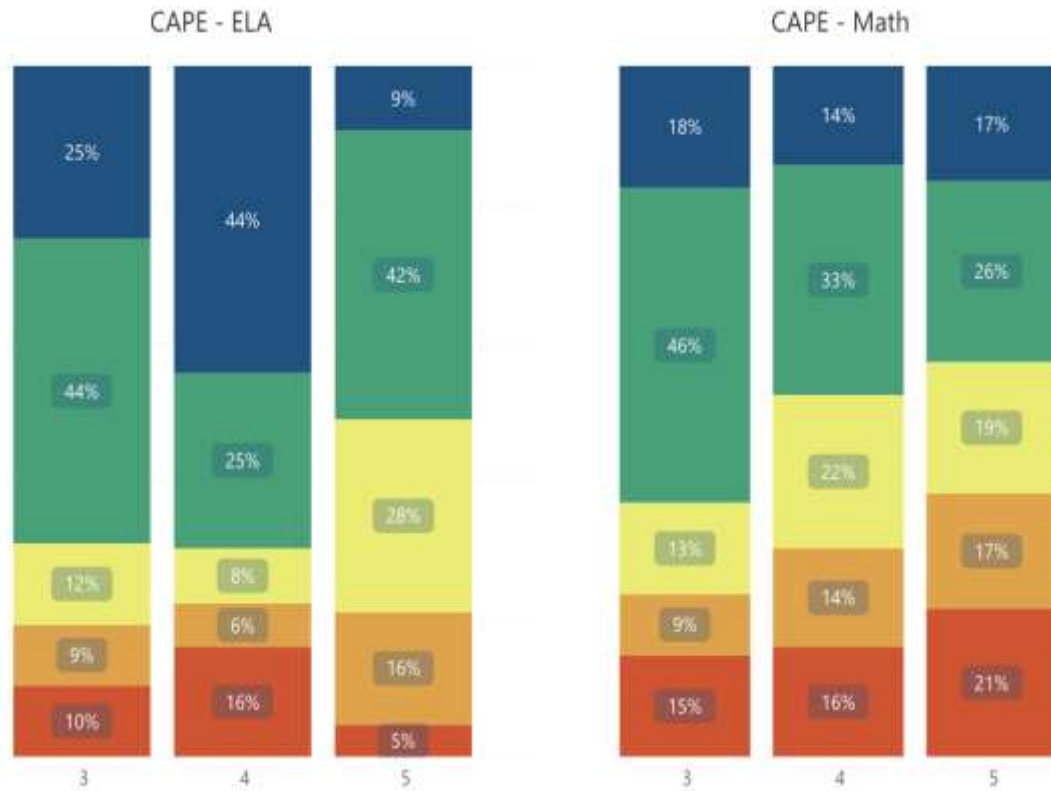
School-Level CSP Goals

Goals	Baseline Data Point	EOY Benchmark Data Point	Was the goal achieved?	Will the goal be maintained, adjusted (e.g., target or focus), or sunset? Explain, grounding your decision in data and current school context. <i>[Please reference Chief goals for final determination]</i>
Goal 1: Decrease the CAR for students with IEPs from 28.33% by at least 5% (23.33%)				
Goal 2: By the end of the year, student sense of belonging will increase from 72% to 78% including an increase from 59% to 65% for Black students; through a focus on strengthening tier 2 and tier 3 collaboration meetings, success plans, and tiered decision making.	72%	69%	No	Maintain and adjust, While the goal was not met, Black and Brown students' sense of belonging increased from 59% to 61%. Continued focus on Tier 2 and Tier 3 supports, student voice, and relationship-building is needed to accelerate growth.
Goal 3: By the end of the year, students' sense of safety will increase from 63% to 69%, including Black students from 60% to 66%, through a focus on strengthening school and classroom Trust-Building Interactions.	63%	67%		Maintain and adjust, Student sense of safety increased from 63% to 67%, showing positive progress toward the goal. Continued emphasis on trust-building interactions, restorative practices, and targeted subgroup supports will help the school reach its benchmark.

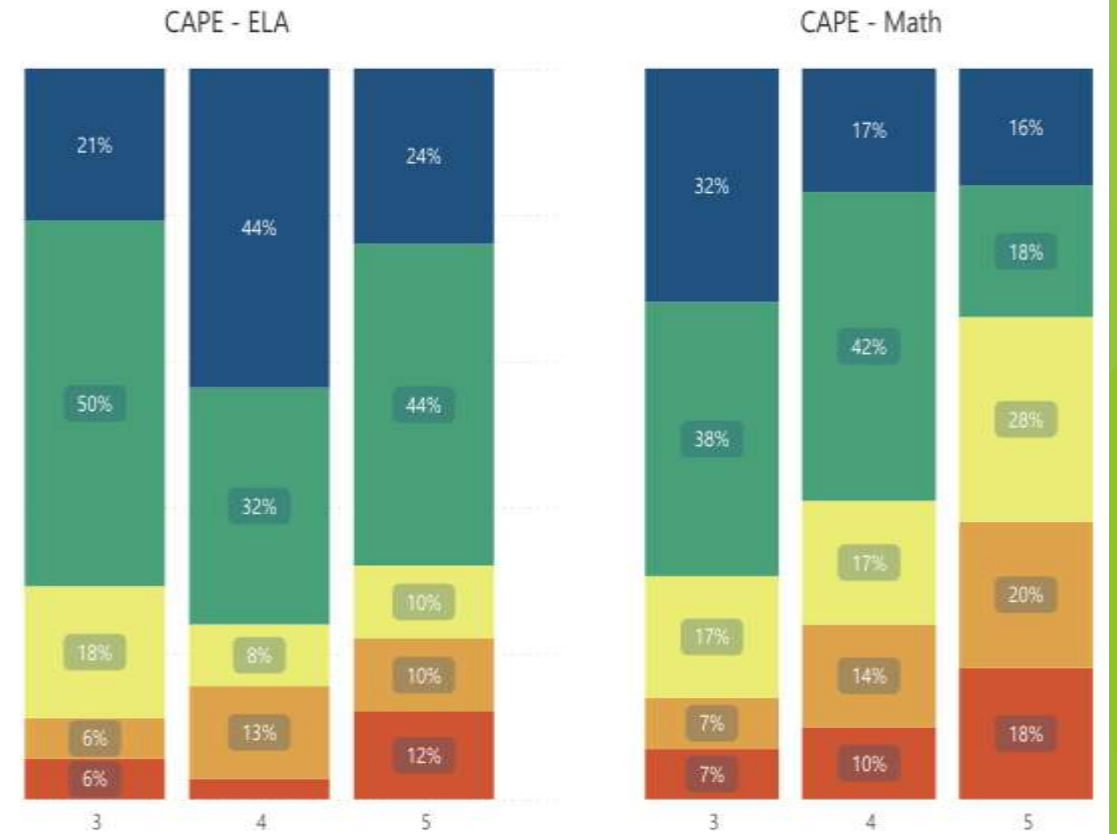
Office on the web Frame

Another Data Point: Quick Look @ CAPE Scores

24-25



25-26



This Year's CSP Goals: Math

- ▶ **Goal 1:** 100% of teachers will implement the Eureka Math Square curriculum and facilitate needs based small groups using the TQE method with fidelity.
- ▶ **Goal 3:** Students performing mid- or above level on i-Ready EOY will increase by 6 percentage points to 79% in Math.

This Year's CSP Goals: Literacy

- ▶ **Goal 2:** 100% of teachers will lead an effective Close Reading Lesson and facilitate an effective need-based small group lesson for Language Comprehension.
- ▶ **Goal 3:** Students performing mid- or above level on i-Ready EOY will increase by 6 percentage points to 81% in ELA.
- ▶ **Goal 4:** DIBELS 95% of students will be at benchmark.

This Year's CSP Goals: Connected to Schools

- ▶ **Goal 1:** The 10 students who are returning for the 26-27 SY who were the top 10 on our most chronically absent list will improve their attendance by at least 20% by holding in-person attendance meetings with caregivers as soon as they hit the CAR mark for the 26-27 SY.
- ▶ **Goal 2:** By the end of the year, student sense of belonging will increase from 69% to 78%, including an increase from 57% to 66% for Black students; through a focus on strengthening tier 2 and tier 3 collaboration meetings, success plans, and tiered decision making.

Early Data: BOY DIBELS

By grade		By class		By teacher			
Population	Measure		Well below	Below	At	Above	Students
Grade K	Composite Score	BOY	7%	18%	27%	48%	60
Grade 1	Composite Score	BOY	6%	16%	30%	48%	64
Grade 2	Composite Score	BOY	11%	32%	52%		63

Early Data: BOY iReady ELA

Grade K		19%	32%	49%	0%	0%	59/61
Grade 1		28%	9%	63%	0%	0%	64/66
Grade 2		42%	20%	30%	8%	0%	64/69
Grade 3		47%	32%	9%	7%	4%	74/75
Grade 4		46%	15%	24%	3%	12%	78/78
Grade 5		43%	19%	13%	13%	11%	53/53

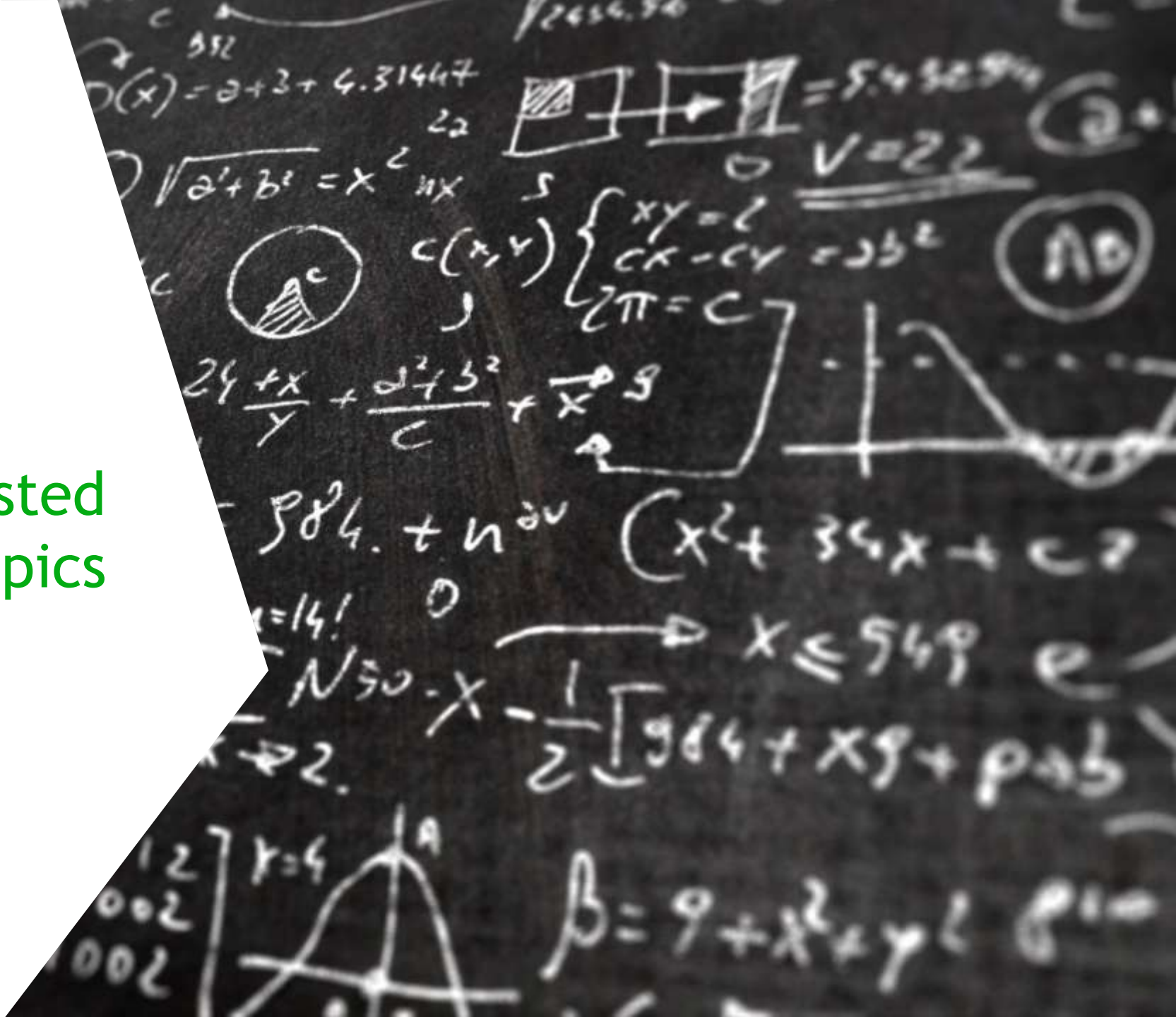
Early Data: BOY iReady Math

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		32%	22%	46%	0%	0%	59/61
Grade 1		17%	6%	67%	9%	0%	64/66
Grade 2		33%	13%	45%	9%	0%	64/69
Grade 3		15%	27%	47%	7%	4%	74/75
Grade 4		28%	22%	31%	10%	9%	78/78
Grade 5		30%	19%	30%	0%	21%	53/53

Early Data: BOY Connected to Schools

- ▶ **Students Sense of Safety: 84% positive**
- ▶ **Students Sense of Belonging: 69% positive**

Community-Suggested Topics



Staffing & Enrollment Questions

- ▶ What staffing vacancies do we currently have?
- ▶ What was our total enrollment on Count Day (yesterday)? Did we make the DCPS target?

Any Other Business?



Any other questions?

