

Ludlow Taylor LSAT Meeting

Date: 3/07/24

Time: 6:00 pm

Location: Virtual/Zoom

In Attendance: Penelope Miller (Principal); Heather Martin (parent rep); Sandy Watson (Assistant Principal); Rodney Parker (2nd grade teacher & teacher rep); ; Cate Brandon (parent rep & chair); Elisabeth Golub (4th grade teacher, teacher rep, secretary); Yakeema Blackstone (Pre-K 3 teacher, teacher rep); Jordan Baugh (parent rep); Leslie Jackson (3rd grade teacher & teacher rep) Up to 10 other teachers & community members

Planned Agenda

- Staffing Updates
- DEI initiatives
- Lottery/Waitlist plan
- MOY Data

Meeting Notes (**action items in red**)

Minutes from last meeting approved.

Staffing Update

- Dr. Miller shared that they've had some interviews for the two open CES teaching positions, but the interviews have not gone well. In speaking with other principals, this seems to be a trend across the district.
- Another LSAT member asked who has been with the affected students, who are now in one combined class (1st-5th grade). Dr. Miller stated that it's the Classroom Aides. She added that Central Office staff have been working with the aides to get students access to the online curriculum for CES classes. Two other special education teachers (one inclusion teacher and the ECE CES teachers) are overseeing centers learning. Additionally, Dr. Dezen is stepping in to support with the coordination of services, and AP Watson is ensuring that documentation is up to date (i.e. that all their needs and services are documented appropriately).
- Another LSAT member asked if all the students had devices to access the curriculum. Dr. Miller stated that some students have dedicated devices as part of their IEP goals, and the school has devices for the remaining students.

- Dr. Miller was asked there had been an update to the families of students in the 1st-5th grade CES class, or the Kindergarten student who was moved back to the ECE CES class. **Dr. Miller stated that she will get an update to families.**
- Dr. Miller reported that the Librarian is also out on leave again. The Substitute who previously covered her position is back in that role. His background is not as a school librarian, but he has been working to “get things going” for students, such as by starting a reading challenge. This school cannot hire him for the position now. If that position opens for next school year, he can apply.
- Dr. Miller shared that, in addition to the Librarian position, two aide positions are currently being staffed by long-term subs (one in Pre-K and one in kindergarten). The school would love to hire them as permanent aides, but they are currently making more as long-term subs.
- Dr. Miller confirmed that the Director of Specialized instruction will be out the rest of the year. AP Watson will be overseeing special education services.

DEI:

- The Chair explained this topics came up during a conversation at Coffee & Donuts with Principal Miller, about younger kids not having the vocabulary around differences. There have also been some conflicts among upper grade students which suggest they could use some support in this area. Perhaps there is more we can do as a school to teach conflict-resolution.
- The Chair added that one parent present at the Coffee and Donuts discussion is a social worker who has worked in schools, and she shared two curricula with LSAT that she is familiar with (Too Good For Violence , best for Kindergarten through 5th; and Kimochis, best for PreK -2nd but can be used for upper grades if needed).
- Dr. Miller was open to this idea and suggested that a subcommittee could examine the issue and investigate the different programs available.
- The PTO shared that the PTO has also heard from community members interested in this topic.

- The Chair stated that LSAT could support these efforts, but it would be good to engage other members of the school community.
- Dr. Miller shared her view that LT is unique in DCPS in the demographic makeup of our student body (i.e., we truly serve a racially mixed student body. There are conversations among students about race and difference, and students may not always have the best language or knowledge to engage with the topic.
- Dr. Miller stated that there are resources in the community to help with conflict resolution such as Peace Class, though these may not explicitly address race. A teacher on call shared that her homeroom class had only had one Peace Class session since the beginning of the year. Other parents and teachers reiterated it would be helpful to know the scope & sequence of the Peace Class curriculum. This would help families reinforce the concepts at home, and teachers do the same in the classroom.
- The PTO president stated that a good starting point could be getting a group of teachers and parents together to start looking at this, and at the different resources available. Homeroom teacher involvement would be an important part of the process.
- The parent/social worker who had suggested Kimochis and Too Good for violence was on the call, and she chimed in. In her view, having a dedicated person to administer the curriculum could be very helpful. At the same time, some components could be incorporated into culture-building that all teachers do with their students.
- Dr. Miller emphasized that she thinks LT teachers work really hard to serve our students. They know our community well. A challenge for implementing any initiative such as Peace Class is maintaining a consistent schedule and having a consistent person who delivers the program. She shared that some schools have used Peace Class as a special.
- As next steps, the LSAT chair and the PTO president will reach out to families to see who has interest in working on this, as well as who may already have expertise. Dr. Miller will reach out to staff.

Lottery/Waitlist:

- The Chair asked Dr. Miller if we have any lottery/waitlist action items this month.
- Dr. Miller responded that we currently have 900 students on our waitlist, and 99 lottery spots. This also includes pre-k. There will be 0 lottery spots for fifth grade, and all other grade levels (except pre-k) is in the single digits. Right now, our projected enrollment for next year is 475 students, and we're currently at 490

MOY

- Dr. Miller shared data from the school's middle of the year step-back. For this process, we meet with our Instructional Superintendent and Central Office partners to review our Comprehensive School Plan (CSP) to see if we're on track to meet our goals.
- Dr. Miller began by looking at reading fluency data. She reported that we are on target to meet our goals in this area. In fact, 2nd grade has almost met that goal already. She shared data looking at student progress by race, which showed the school is not necessarily moving our Black students along progressions of proficiency.
- Next, Dr. Miller shared the I-Ready reading. Overall, we have met our goals in this area. As a school we are moving students along the progression of proficiency, but as students get older it becomes harder to move them. Dr. Miller named a few trends suggested in this reading data. In upper grades, there is a need to work on vocabulary. For lower grades, the focus is reading proficiency, reading for meaning.
- Dr. Miller went on to discuss the school's progress on our math goals. According to I-Ready data, we are increasing the percentage of Black students on grade level, but still an achievement gap between Black students and other sub-groups. For our K-2 students we are above our levels of proficiency in math compared to last year, but we're not sure if we're on track to meet our goals for this year. There are specific challenges in helping our upper grade students get on track for math because some of their foundational learning was during COVID/virtual learning.
- Dr. Miller summarized the middle of the year step-back in the following way: "Big picture: our students are moving, and they are moving more

quickly in Literacy than in Math.” There is a need to keep looking at how we are managing math instruction throughout the school.

Meeting adjourned.