

# LSAT

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9/12/2024



# Agenda

- Agenda:
- Welcome and LSAT overview
  2. LSAT introductions
  3. Nominations and elections of LSAT chair & secretary
  4. Scheduling of meetings
  5. Funds reprogramming discussion, especially implementation & messaging considerations
- 6. CSP review - last year's goals & this year's goals with insight and suggestions from LSAT on how the school can share goals and keep them at the center of the school's messaging to caregivers and in what ways the community could support their students to achieve our goals
  7. Diversity committee & how we can recruit for members
  8. Open question period for non-members

# Welcome and Overview

## **LSAT leadership this year**

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Ms. Atchison (teacher union rep) - 1st

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Ms. Blackstone - PK3

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Ms. Cooper -1st

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Ms. Joseph – CES K-2

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Mrs. Golub – 4th, math

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Ms. Davis (aides union rep) - educational aide

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Chris Hanley (PTO rep)

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QiAna Hooker

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Michelle Lerner

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Shoko Satoh

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Beth Ward-O'Connor

# LSAT Role

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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;

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Advising the principal on school priorities;

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Reviewing data in order to be informed about school needs and trends;

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Using assessment results to develop specific strategies for research-based school improvement;

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Promoting a positive school climate through respectful discourse;

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Complying with the requirements of the District of Columbia Open Meetings Act and the Freedom of Information Act;

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Alignment of strategic and specific goals and objectives of DCPS.

How LSAT supports the school

## Principal Participation in LSAT

- Since the purpose of the Local School Advisory Team is to advise the principal, the inclusion of the principal as a member of the Team would put that individual in the odd position of advising one's self. *Therefore, the principal is not a member of the Local School Advisory Team itself but is essential to the Local School Advisory Team's work and is expected to strongly consider LSAT recommendations.*
- Principals or their designees must play essential roles in the work of their Local School Advisory Teams in terms of participation, responsive listening, and respectful dialogue. Principals will be held accountable to their Instructional Superintendent and the Chancellor for successful execution of this role.

# Nominations and Elections – Scheduling

## Regular Meetings

- Roles for Election:
  - Chair
  - Secretary
- **The Chair** is the primary liaison to the principal and is the principal's point of contact for the LSAT. The Chair:
  - Shall convene meetings of the Local School Advisory Team;
  - Works with the principal on logistics, meeting planning, and agenda development;
  - Encourages other members to attain the knowledge necessary to participate meaningfully which may include identifying internal or external resources;
  - Serves as liaison between the Local School Advisory Team and DCPS central office, specifically the Communications and Engagement Office (CEO), distributing key information from the central office as well as requesting information from, or voicing concerns to, the central office;
  - Participates in meetings and professional development sessions for chairs and members.

# Funds Reprogramming and Supporting 1st Grade

- Current enrollment at LTES: 513 students
- 1st grade: 76 students – 28, 25, 23
- WTU contract calls for class size suggestions of 20 students
  - Unless – there is not sufficient space or teaching staff, then class sizes can be larger
- Options: There is a current position to reprogram as there is no staff hired for the position (a special education position) AND we will receive money for over enrollment
- Current proposal: to reprogram the sped position to a gen ed position at this time to hire
- Other ideas to consider?

# CSP – Comprehensive School Plan

ECE 100% of teachers will implement Building Blocks curriculum by EOY - Almost

ECE Increase the Instructional Support Goal from CLASS from 3.09 at EOY 22-23 SY to 4.0 or above at EOY 23-24 SY - No 3.25

ELA 85% (or above) of students in grades K-1 will score at or above the benchmark by June 2024 (EOY) as measured by the DIBELS assessment - Yes – 91.66% proficient

ELA 75% (or above) of students in grade 2 will score at or above the benchmark by June 2024 (EOY) as measured by the DIBELS assessment - Yes - 89%

ELA Reduce the percentage of AA students in grades K-2 who are below or well below by 50% as measured by DIBELS - No – from 46% to 26%

70% (or above) of students in grades 3-5 will score on or above by June 2024 (EOY) as measured by the iReady Reading assessment - No – 58%

At BOY 31.66% of African American students were on level in iReady reading, compared to 71.66% of their white peers. By EOY, 55% of African American students will be on or above level as measured by the iReady reading assessment. - No –35%

75% (or above) of students in grades K-1 will score on or above grade level by June 2024 (EOY) as measured by the iReady math assessment. - Yes. 90%

63% (or above) of students in grades 2-5 will score early or on-grade level by June 2024 (EOY) as measured by the iReady math assessment. - Yes – 71%

AA students in grades 3-5 will increase their percentage of early or on-grade level from 7% at BOY to 25% by EOY as measured by the iReady math assessment. - Yes – 40%

AA students in grade 2 will increase their percentage of early or on-grade level from 25% at BOY to 40% or above by EOY as measured by the iReady math assessment. - Yes – 53%



# SY24-25 CSP Goals from NA

Domain	Goal
<b>Succeed Academically Math</b>	1) As measured by i-Ready, 60% of students performing below and well-below grade level at BOY will attain their stretch growth goal. 2) The percentage of students who end the year at mid-or above in grades K-2 will increase to an average of 75% of students, up from 65% last school year. 3) The percentage of students who end the year at mid-or above in grades 3-5 will average 65%, up from a 51% average at the end of last school year.
<b>Succeed Academically Literacy</b>	1) As measured by iReady, 60% of students who are below and well below at BOY will attain their stretch growth goal by EOY. 2) Students in grades 1 through 5, as measured by iReady, will increase their percentage of students ending the year at mid-or above on iReady will increase to 75%, up from percentages ( 1-67%, 2-68%, 3-73%, 4-54%, 5-53%) last school year. 3) Students in Kindergarten will maintain an average percentage of 90% at mid-or above at EOY as measured by iReady.
<b>Connected to Schools</b>	1) By EOY or the Spring Insight survey, we will increase the number of students in specialized education who feel a sense of belonging to at least 65%. This year, only 47% of SWD reported they felt a sense of belonging. 2) When assessed through the Insight survey, all students will increase their sense of belonging from 72% from EOY 23-24 to 82% at EOY 24-25.
<b>Prepared for What's Next</b>	For our SWD, we will increase their sense of preparedness from 68% at EOY in SY23-24 to at least 75% by EOY SY24-25 according to the Panorama survey.

# Diversity Committee



Recruit members



Work with central office or RestorativeDC  
to establish goals and process



Questions?