



Shepherd Elementary LSAT Meeting

October 16, 2024



ROLE OF THE LSAT

The Local School Advisory Team (LSAT) is a group of elected and appointed members that exists for every DCPS school.

Our Shepherd team consists of parents, teachers, non-instructional school staff and a community member to advise the principal on matters that promote high expectations and high achievement for all students. The LSAT is a key lever to increasing transparency at DCPS and ensuring decisions affecting school communities are made collaboratively with the help of a diverse group of school stakeholders.

SHEPHERD ELEMENTARY LSAT MEMBERS

Teacher Representatives:

- Sabria Trotter
- Denise Hector
- Anna Marie Pereira- Co-Chair
- Jamie Weng

WTU Building Representative:

- Promithious Denmark Lawal

PTO Representative:

- Amber Romine

Parent Representatives:

- Jessie Caola
- Julia DeAngelo- Secretary
- Dominic Ju
- Kate Snyder- Co-Chair

Community Representative:

- Gayle Upson

Non-Instructional Staff Member Representative:

- TBD

AGENDA

- Welcome Back Principal Russell
- Preview Enrollment Numbers, Projection Timeline, Budget Implications
- Comprehensive School Plan (CSP)
 - Review of Last Year's CSP:
 - What was implemented in terms of academic supports?
 - How were those programs assessed?
 - What worked and will be implemented this year?
 - 2024-2025 CSP:
 - Goals for the CSP for 2024-2025 school year.
 - Strategies that are being implemented so far towards CSP goals.
- Review of Beginning of Year (BOY) assessment data (if available)
- The Shepherd Way Development Plan and Needs

Enrollment Numbers

SY 24-25 Enrollment Projection - 386

Current Enrollment - 395

SY 25-26 Enrollment Projection - 386-400

(Projections for SY 25-26 have not been determined)

Comprehensive School Plan

Shared Leadership

Engagement

Culture of Achievement

Academics

Shared Leadership

- **Goal(s):** Improve teachers scoring favorably in The leadership portion of the insight survey
 - Insight survey score: Spring 2024 was 4.8
- Improve teachers scoring favorably in professional development
 - Insight survey score: Spring 2024 was 5.0

Shared Leadership Focus

Leadership: provide additional ways for staff to feel comfortable voicing their opinions.

- Providing surveys to teachers to state their opinions
- Provide check-in and open office hours

Professional Development

- Provide differentiated coaching to teachers
- conduct observations on specific areas as identified by teacher, coach or classroom data.
- Provide teachers with more opportunities to request additional feedback and coaching.

Engagement

- Increase communication to families
 - a. Changed the communication platform to Dojo as requested by many families.
- Increase opportunities for families to engage in the school building.
 - a. Hosting several events which will allow families to engage in portions of the learning day.
 - i. Monthly Donuts with Grownups
 - ii. Showcases
 - iii. Coffee and Conversations
- Providing Essential Structures, Systems, and Resources
 - a. Shepherd Family Handbook: reviews systems, structure and resources for the school.
- How to build community

Academic

- ELA
 - 90% of k-2 students will perform at/ above benchmark on Dibels.
 - Increase the percentage of students at, L4, L5 by 6% on DC CAPE.
 - Increase the percentage of African American students scoring on L4, L5 by 10% (There was about a 20% gap between white students and African American students.)
- Math
 - Increase the % of students at L3, L4, L5 by 6% on DC CAPE.
 - Increase the percentage of African American students scoring on L4, L5 by 10% (There was almost a 40% gap between white students and African American Students)
 - 80% of K-2 students will score on or above grade level on iReady.
- ECE
 - ECE:
 - 100% of PreK teachers will be demonstrating high levels of implementation fidelity with the Building Blocks curriculum as measured by the DCPS Building Blocks Implementation Tool with “High Fidelity”
 - Increase CLASS scores in Instructional Supports

Academic Focus

Focus on African American groupings. (ELA was almost a 20% difference between African Americans and Whites)

- Focus on SPED: we continue to see a gap in our SPED students and gen ed students.
- WDMs with a focus on SPED students and African American data
- WPMs to include strategies identified in the WDMs
- Focus on NBSG in both ELA and Math.
- ELA we are using the U-FLI program at the table.
- Math we are doing reteaches and completing the problem set at the table. Leveraging iReady data and exit tickets to plan for work done in small groups

· MTSS

- Developing a clear structure to help identify students in need of further intervention.

Culture of Achievement

Strong Start Quality

By EO round 1, 100% of classrooms are fully implementing SS

- ≥ 85% students report that they like starting their day with SS
- DT teachers are exemplars of SS and can provide feedback
- ≥ 85% of teachers are either “on the right track” or “excellent” at SS; at least 1 per grade level are excellent

By EO round 1 (10/25) DT teachers are exemplars of SS (“excellent” on rubric)

Language of Safety

Design team (DT) teachers are able to try Language of Safety (Lo) strategies in their classroom, learn what our students like/would change about it, and use that experience to plan a full-school roll-out if it meets student need.

- DT teachers implement LoS strategies in their classroom Sept-Nov
- The strategy will be conducted on pilot classrooms. Success will be measured through 6-8 interviews and survey questions on the impact of LoS on student’s abilities to meet community expectations.
- We review the pilot data identify takeaways and any actions we can take that would help make a full-school roll-out successful

Social Stories

Social stories for playground, cafeteria and hallway transitions are created in summer.

- Staff have an opportunity to practice with social stories during preservice
- All staff read cafeteria and hallway social stories, everyday for the first 2 weeks, starting on the first day of school.

Beginning of Year Data

BOY - iReady Reading K-5

Overall Placement





Students Assessed/Total: 309/319



Grade	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K	31%	27%	41%	0%	0%	51/54
Grade 1	25%	15%	55%	6%	0%	53/53
Grade 2	42%	28%	26%	5%	0%	43/47
Grade 3	44%	24%	24%	4%	4%	50/51
Grade 4	55%	22%	18%	2%	3%	65/67
Grade 5	32%	23%	26%	15%	4%	47/47

Beginning of Year Data

BOY - iReady Reading K-5

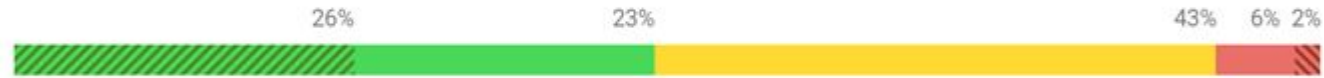
Asian		40%	20%	40%	0%	0%	5/6
Black or African American		26%	25%	38%	8%	3%	146/150
Two or More Races		53%	22%	20%	4%	2%	51/51
White		50%	21%	28%	1%	1%	107/112

Beginning of Year Data

BOY - iReady Math K-5

Overall Placement





Students Assessed/Total: 309/319



Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed
Grade K		25%	14%	61%	0%	0%	51/54
Grade 1		21%	13%	62%	4%	0%	53/53
Grade 2		30%	16%	47%	7%	0%	43/47
Grade 3		18%	30%	42%	4%	6%	50/51
Grade 4		32%	29%	28%	8%	3%	65/67
Grade 5		30%	34%	23%	11%	2%	47/47

Beginning of Year Data

BOY - iReady Math K-5

Asian		20%	0%	80%	0%	0%	5/6
Black or African American		12%	21%	55%	10%	2%	146/150
Two or More Races		39%	31%	25%	2%	2%	51/51
White		40%	22%	35%	1%	2%	107/112

Beginning of Year Data

DIBELS K-2

		Composite
Class Summary 147/154 Students Assessed 7 Not Assessed 0 In Progress	Well Below Benchmark	9% 13 Students
	Below Benchmark	15% 22 Students
	At Benchmark	30% 44 Students
	Above Benchmark	46% 68 Students

Mustang Playbook: (The Shepherd Way)

In collaboration with Transcend Shepherd is developing a series of handbooks

NEXT LSAT MEETING: November 20 4-5pm

We are **CURIOUS**

We are **ENTHUSIASTIC**

We are **SHEPHERD ELEMENTARY**

Questions or agenda items for our next meeting, please email either

LSAT Co-Chair:

Kate Snyder kateasnyder@gmail.com or

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