



Shepherd Elementary LSAT Meeting

November 20, 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

- Final Review of the Comprehensive School Plan (CSP)
- Review of Beginning of 2025-2026 Enrollment Projections
 - Discussion of potential space, budget and other needs
- IB Evaluation
- Shepherd Early Readers Program

Comprehensive School Plan

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

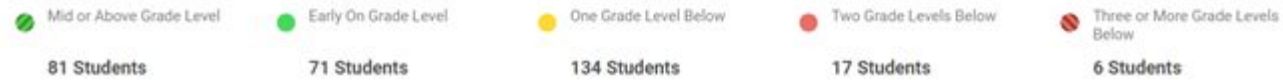
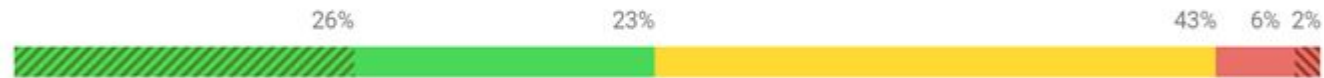
Asian		40%	20%	40%	0%	0%	5/6
Black or African American		26%	25%	38%	8%	3%	146/150
Two or More Races		53%	22%	20%	4%	2%	51/51
White		50%	21%	28%	1%	1%	107/112

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

American/Alaskan native (I) 3rd grade | year below

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



Goals Include:

- Succeeding Academically
 - Literacy
 - Math
- Connected to Schools
- Prepared for What's Next

Succeeding Academically

Literacy

Increase the percentage of African American students scoring on L4, L5 by 10% (goal is 73%)

(Baseline: SY '24 63% of Black students scored L4 & L5)

At least 90% of K-2 students will be at benchmark on DIBELS

iReady ELA: By EOY, 65% of AA students in grades 2-5 will be proficient (scoring on or above grade level) in iReady Reading. Baseline: 49% were proficient at EOY 23/24

Kinder-1st Grade: 87% of AA students will be proficient in DIBELS.

Baseline: 81%

Math



Increase the percentage of African American students scoring on L4, L5 by 10% (Baseline: SY '24 46% of Black students scored L4 & L5)


57% of students perform at L3, L4, or L5 on DC CAPE Math, with at least 6% increase in L4 and L5.

4th – iReady Math: 65% of AA students will be proficient (18% of 4th graders at BOY were proficient in 24/25 sy)

1st grade: iReady Math: 65% of AA students will be proficient (6% of 1st graders at BOY were proficient in 24/25 Sy)

Kinder, 2nd, 3th, 5th –iReady: 65% of AA students will be proficient or meet and/or exceed their growth goal. (11% were proficient in BOY in the 24/25 sy)

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- **Sense of belonging: Improve routines and procedures are clear and consistent to ensure a safe and predictable school environment (Currently a 3.0 goal is a 4.0)**
 - **Improving students feeling respected by their peers and by staff. (only 52% of students felt they were respected by their peers on the spring 2024 panorama survey)**

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- **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”**
 - Teachers began to learn the program last year with piloting classrooms. This year the push is for all classrooms to incorporate the full curriculum in the class
 - There will be a focus on small group usage of the program.
 - **Increase CLASS scores in Instructional Supports: This Refers to specific teaching behaviors that support children’s cognitive development and language growth.**
 - Currently at a 3.10 (Target is a 4.0)

Succeeding Academically

Literacy

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Overall Enrollment Number Projections

25-26 Projections: LSAT Engagement

Greetings and welcome!

Your school's draft 25-26 enrollment projections are outlined below. As LSAT chair, you can view and comment on total projections, English Learner projections, and SPED projections.
Please review and save any comments by **Tuesday, November 21**.

25-26 Total Draft Enrollment Projections

School Name

Shepherd ES

25-26 Draft Projection Total

409

Full Report | More ▼ 8 school-grade records

	Grade to Use	SY21-22 Audited Enrollment	SY22-23 Audited Enrollment	SY23-24 Audited Enrollment	SY24-25 Reported Enrollment	DRAFT SY25-26 Enrollment Projection	SY25-26 Principal Projection Adjustment	25-26 After Principal Adjustment	Approved 25-26 Projection (pending)
👁	PK3	30	29	30	31	30		30	0
👁	PK4	38	42	37	44	43		43	0
👁	K	38	42	46	54	51		51	0
👁	1	54	40	48	53	60		60	0
👁	2	47	62	48	47	59		59	0
👁	3	42	48	64	51	49		49	0
👁	4	49	42	48	67	52		52	0
👁	5	69	45	42	47	65		65	0
	TOT	367	350	363	394	409	0	409	0

Principal Rationale

Enrollment Projections for Special Education

25-26 Special Education Projections

Your school's draft 25-26 Special Education enrollment projections are outlined below. Principals may propose an adjustment to a grade by editing the column named 'SPED Adjustment'. Special Education projections are not additional students on top of your total enrollment projections - these students are already included in your school's total projection. Email Rebecca.Goetz@k12.dc.gov with questions about SPED projections.

Please note: The Division of Specialized Instruction (DSI) has proposed opening new self-contained classrooms at several schools. Please click on the Pre-K & Special Education tab (top of this page) to review your classrooms. Your total enrollment projection includes students in existing SPED classrooms.

25-26 DRAFT SPED Projection Total

82

Full Report More ▼ 8 school-grade records									
	Grade to Use	SY21-22 SPED Enrollment	SY22-23 SPED Enrollment	SY23-24 SPED Enrollment	SY24-25 Reported SPED Enrollment	DRAFT SY 25-26 SPED Projection	SY25-26 Principal SPED Adjustment	25-26 After Principal SPED Adjustment	Approved Adjustment SPED (pending)
	PK3	0	2	4	7	7		7	0
	PK4	1	2	9	10	10		10	0
	K	2	4	5	12	15		15	0
	1	3	3	8	6	13		13	0
	2	3	9	5	7	5		5	0
	3	0	3	9	8	8		8	0
	4	3	2	5	12	11		11	0
	5	5	2	8	6	13		13	0
TOT		17	27	53	68	82	0	82	0

Enrollment Projections for Multilingual Learners

25-26 Multi-Lingual Learner Projections

Your school's draft 25-26 Multi-lingual learner enrollment projections are outlined below. Principals may propose an adjustment to a grade by editing the column named 'Adjustment'.

Multi-lingual learner projections are not additional students on top of your school's total enrollment projections - these students are already included in your school's total projection.

25-26 DRAFT ML Projection Total

17

Full Report More ▼ 8 school-grade records		SY21-22 ML Enrollment	SY22-23 ML Enrollment	SY23-24 ML Enrollment	SY24-25 ML Reported Enrollment	DRAFT SY25-26 ML Projection	SY25-26 Principal ML Adjustment	25-26 After Principal ML Adjustment	Approved 25-26 ML Projection (pending)
👁	PK3	1	0	0	2	2		2	0
👁	PK4	1	1	0	1	2		2	0
👁	K	2	3	3	2	3		3	0
👁	1	2	1	3	2	2		2	0
👁	2	6	1	2	1	2		2	0
👁	3	5	7	3	3	2		2	0
👁	4	4	4	7	4	3		3	0
👁	5	7	0	1	4	1		1	0
TOT		28	17	19	19	17	0	17	0

Enrollment Projections for At-Risk Students

25-26 At-Risk Projections

Full Report | More ▼ 1 School

	SY23-24 At-Risk Enrollment	24-25 At-Risk Enrollment	SY25-26 At-Risk Projection	SY25-26 At-Risk Projected %	25-26 At-Risk Principal Adjustment	25-26 After Principal At-Risk Adjustment
	24	31	32	7.82%		32
TOT	24	31	32	7.82%	0	32

Principal Rationale: At Risk Projection

LSAT Comment: At Risk Projection

IB Evaluation Process Updates

Academics

Shepherd strives to educate and support the whole child through both hands-on learning and exposure to a wide variety of subject matter and experiences.

As an International Baccalaureate (IB) school, we prepare students to be active participants in a lifelong journey of learning. Our diverse staff is committed to excellence and working with our families and the community to provide a challenge academic program that prepares students for their futures both inside and outside of the classroom. Shepherd enhances the DCPS curriculum with special subjects, project-based learning traditions, and a range of services to meet the needs of our diverse student body.



Shepherd Early Readers Program



NEXT LSAT MEETING: December 18 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

Ms. Pereira anna-marie.pereira@k12.dc.gov