



Shepherd Elementary LSAT Meeting

September 17, 2025



AGENDA

- Preview LSAT 2025-2026 calendar
- Digging deeper into the End of Year Data
- CSP: Review the CSP
 - Briefly outline the strategies that are being implemented so far towards CSP goals.
 - Share metrics on how progress toward goals will be measured

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:

- Koutouan Gadie
- Denise Hector
- Brenda Brown-Wimberly
- Cassidy Martinez

WTU Building Representative:

- Promithious Denmark Lawal

PTO Representative:

- Candace Mainor

Parent Representatives:

- Marianna Papademetriou
- Wesley Thompson
- Kimberly Rollins
- Kate Snyder

Community Representative:

- Michelle Colson

Non-Instructional Staff Member Representative:

- Avani Mack

LSAT Year Ahead Preview

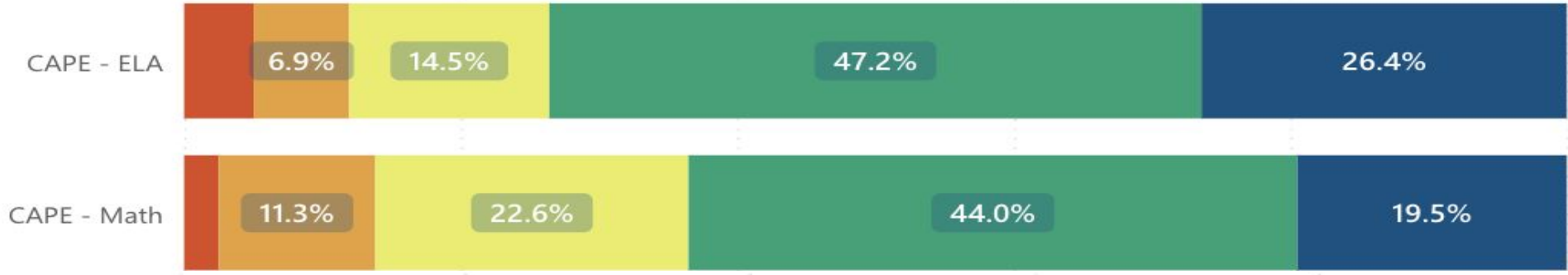
October	<ul style="list-style-type: none">• Preview Enrollment Projection Timeline• Preview Budget Timeline• Calendar out Public Budget Forums, Hearings, and/or webinars• Discuss how the LSAT's and PTA's work can align so that the community is unified and school goals can be strategically prioritized
November	<ul style="list-style-type: none">• Read the Comprehensive School Plan to understand your school goals• Learn more about what it looks like when the strategies and action steps are implemented• If available, analyze Beginning of Year data that relates to CSP goals• Share other interests or concerns in the school community that the group may be unaware of• LSAT Chairs review and share school enrollment projections
December	<ul style="list-style-type: none">• Consider inviting other school personnel to your meeting for a deeper understanding of specific CSP implementation (ie. ELL teacher, reading specialist, etc)
January	<ul style="list-style-type: none">• Discuss the CSP progress made to date and reflect on what may have hindered or enabled growth in those focus areas• Review the budget process and what to expect with new LSAT members

LSAT Year Ahead Preview

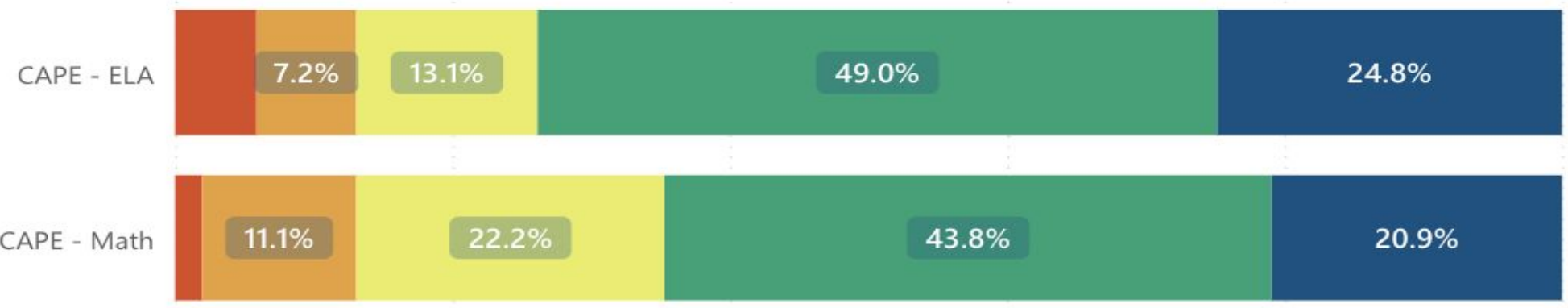
February	<ul style="list-style-type: none">• Discuss budget allocation• Consider holding an extra LSAT meeting during budget season to discuss the specifics of your allocation
March	<ul style="list-style-type: none">• Discuss the implications for the new school year's budget• Propose any potential changes or shifts for the next school year• If available, analyze Middle of Year data that relates to CSP goals
April	<ul style="list-style-type: none">• Plan for LSAT elections by coordinating with the parent organization or principal• Revisit the topic of diversity of perspective by considering who was represented on the LSAT this year and what voices might have been missing so that a diverse candidate pool can be encouraged to run• Ensure 2 weeks notice is given to the school community before elections
May	<ul style="list-style-type: none">• Hold elections (See Election Resources section below)• Reflect on the topics discussed and successes of the LSAT• Share goals or ideas that were unable to be realized this year that the next LSAT might want to continue• Prepare a transition plan for the new LSAT
June	<ul style="list-style-type: none">• Submit your new LSAT Roster to the Office of Family and Public Engagement by using the link shared in the LSAT Newsletter or emailing lsat.help@k12.dc.gov• Execute transition plans to prepare new LSAT representatives



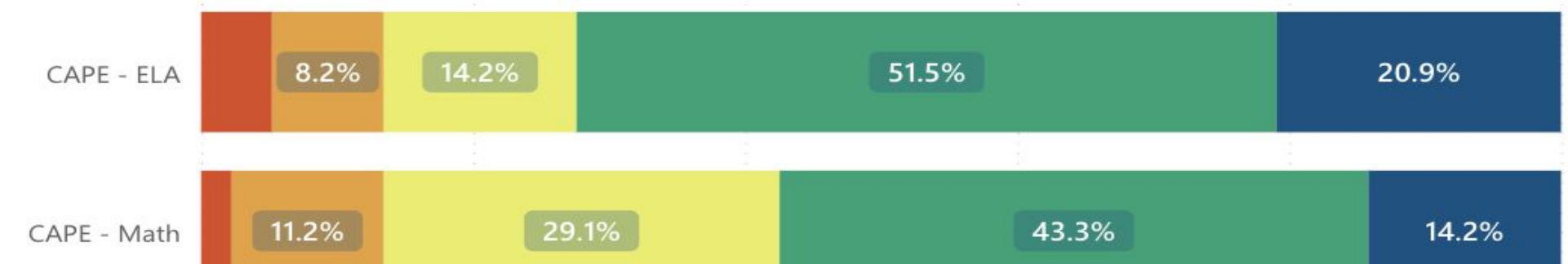
Deeper Data Dive



24/25
 ELA: 74%
 Math 64%



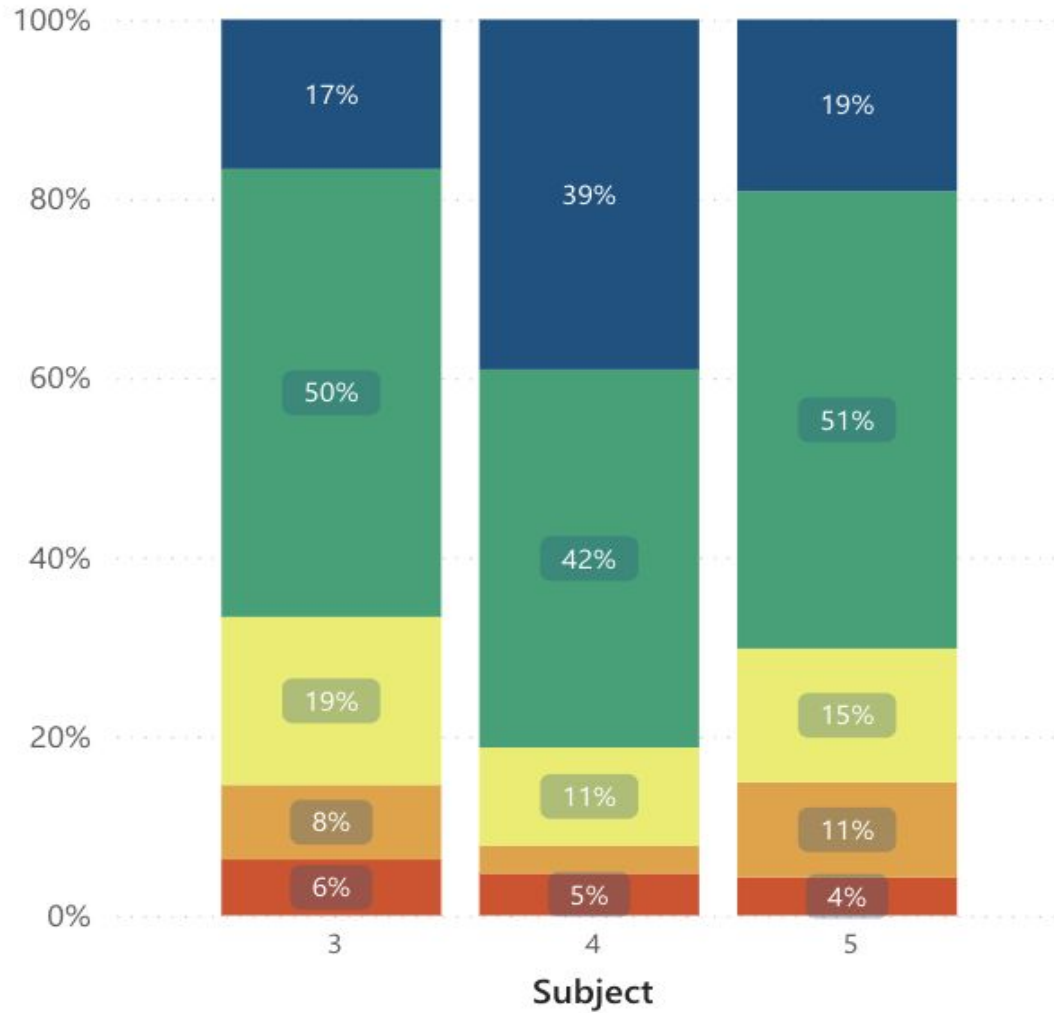
23/24
 ELA: 74%
 Math 64%



22/23
 ELA: 72%
 Math 57%

24/25

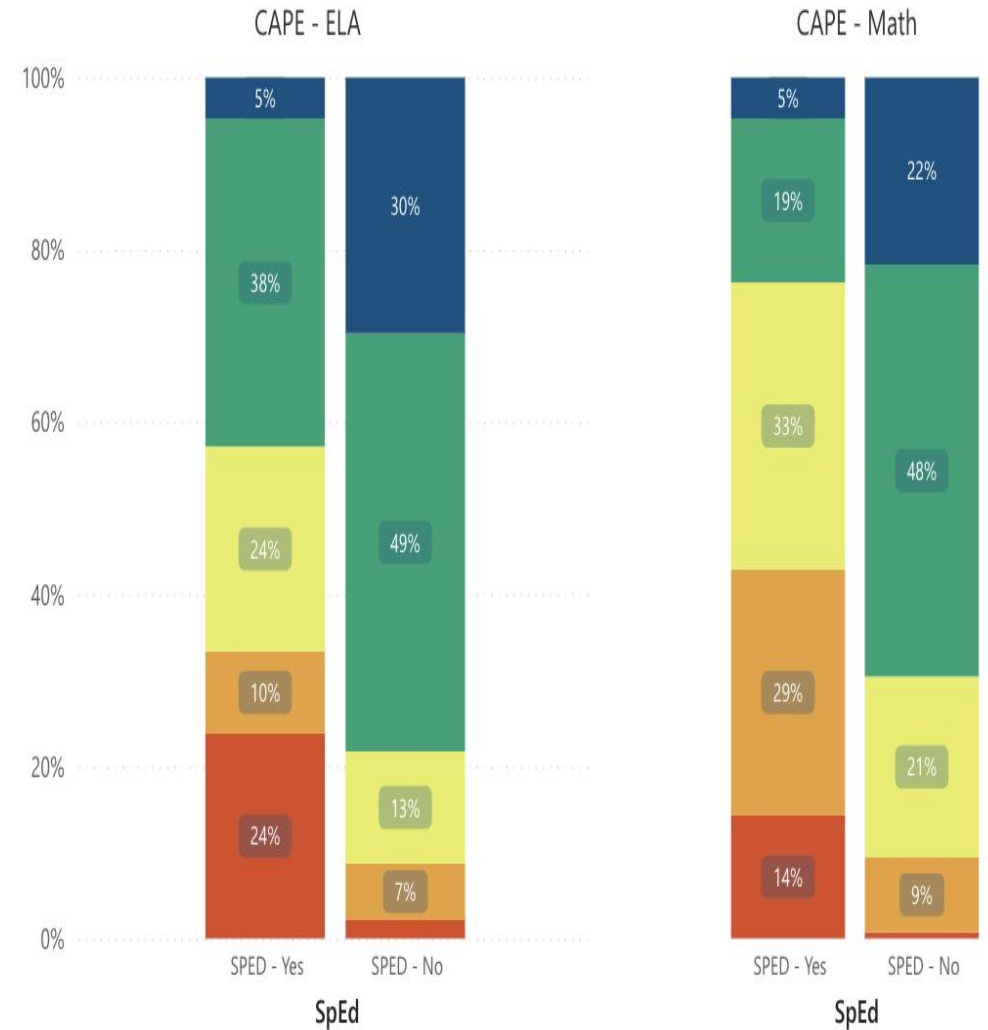
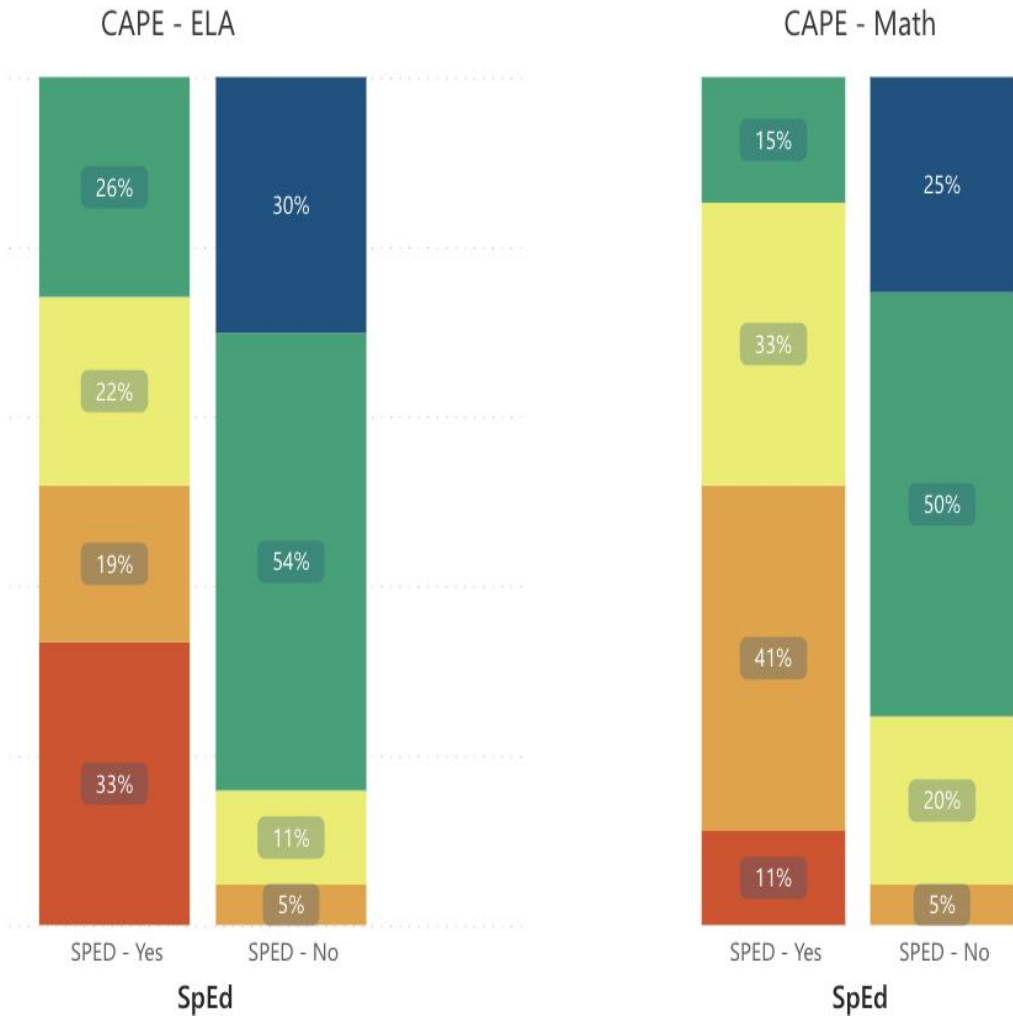
CAPE - ELA



CAPE - Math



Students with IEPs



Race and Ethnicity: Overall Tested: 159

Black/ African American: 79 Students

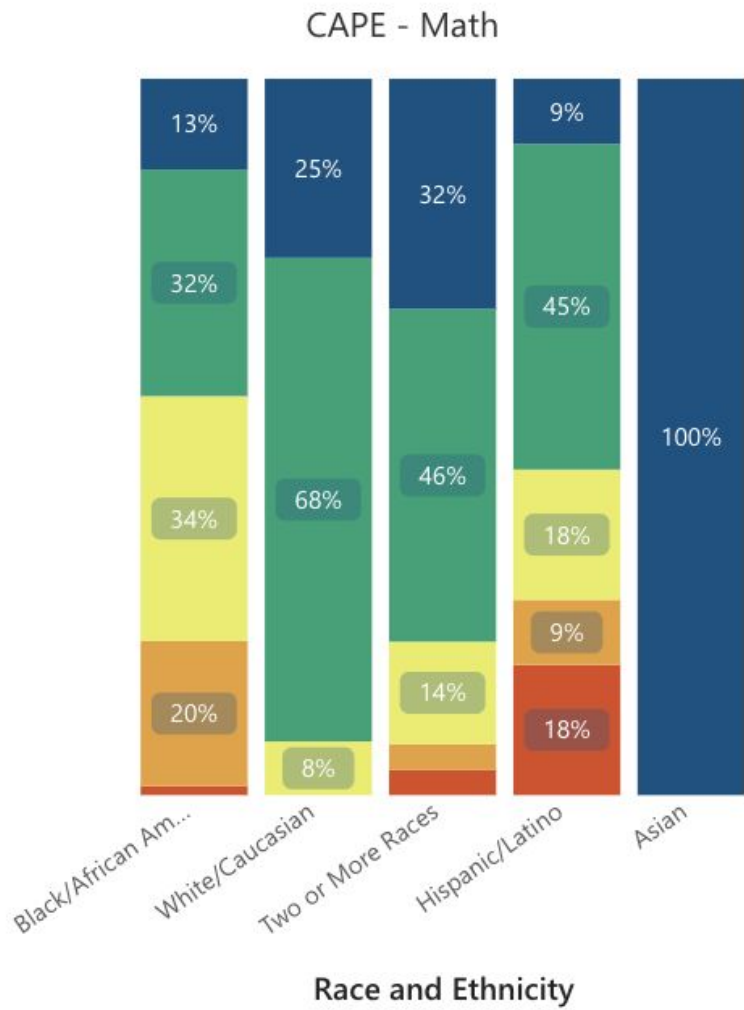
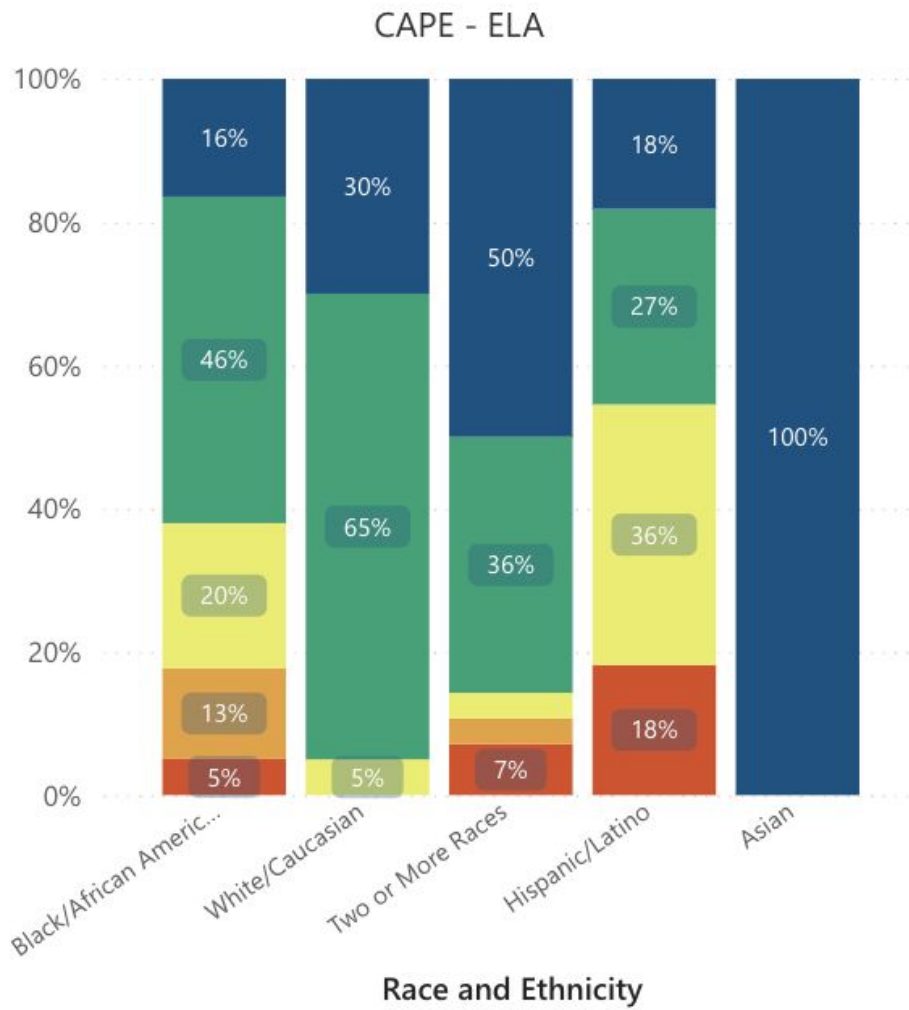
White: 40 Students

Hispanic: 11 Students

Two or more: 29 students

Asian: 1 student

Race and Ethnicity 24/25

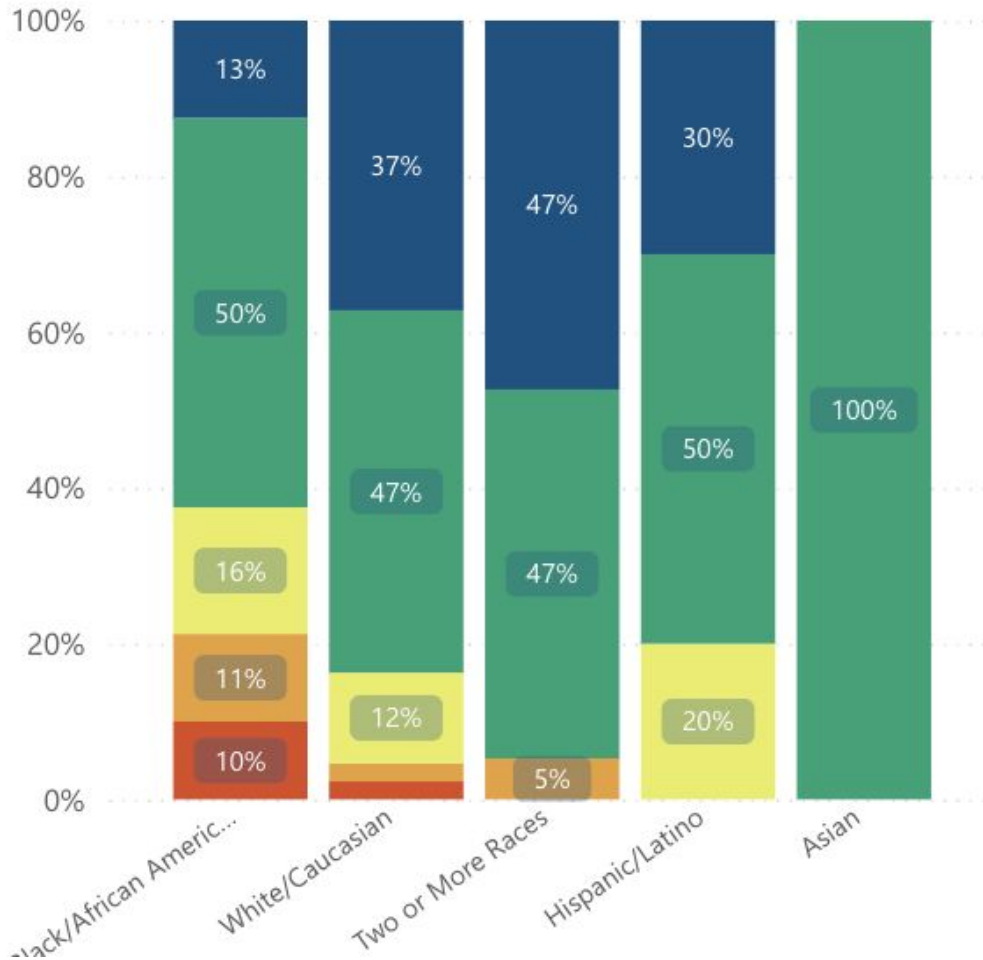


ELA
 AA : 62%
 White: 95%
 Hispanic: 45%
 2 +: 86%

Math
 AA: 45%
 White: 93%
 Hispanic: 54%
 2 +: 78%

Race and Ethnicity 23/24 sy

CAPE - ELA



CAPE - Math



ELA
 AA : 63%
 White: 84%
 Hispanic: 80%
 2 +: 94%

Math
 AA: 47%
 White: 84%
 Hispanic: 70%
 2 +: 95%



The Plan

- Continue to leverage our Needs based Small Grouping to fill gaps that are identified in the moment
- During data dives have an additional layer of focus on our subgroups to ensure equity.
- Align our intervention methods with the data and use the MTSS protocol to identify strategies that are working well.
- Become more efficient in our intervention cycles so that we are able to support all students.

CSP Goal Highlights

CAPE

- ELA 82% Proficient
- Math 74% Proficient
- Continue to close the gap with our Students with IEPS
- Continue to close the gap between our Black/AA Students and their counterparts.

Sense of Belonging:

- **By the end of the year, student sense of belonging will increase from 64% to 70%, through a focus on strengthening school and classroom Student Relationship Structures at the start, close and throughout the day.**

DISCUSSION OF THE COMPREHENSIVE SCHOOL PLAN METRICS

Academics

- Focus on elevating our IB education.
- Focus on SPED we continue to see a gap in our SPED students and gen ed students.
- Focus on Needs Based Small Groups in both ELA and Math.
- MTSS
 - Developing a clear structure to help identify students in need of further intervention.

NEXT LSAT MEETING OCTOBER 15, 3:45-4:45pm

We are **CURIOUS**

We are **ENTHUSIASTIC**

We are **SHEPHERD ELEMENTARY**

Questions or agenda items for our next meeting, please email
Kate Snyder kateasnyder@gmail.com