

LSAT Meeting
Thursday, September 30, 2010

Agenda

6:00-6:10 Welcome and Review/Follow Up of Principal's Report

Items discussed:

- Enrollment numbers match to budget allocations? 3 students short at Peabody, 9 at Watkins, over by 15 at Stuart= plus 3 cluster wide. Loss in dollars won't mean loss of teachers. Surplus at Stuart might off-set the other two campuses. About \$10,000 per student.
- Reducing variation between master educators and admin evaluations for IMPACT. Principals rated teachers .3 higher than ME's. Solution: trying to norm scoring.
- DIBELS- SWS and Peabody are separate but must manually disaggregate data b/c lumped together on reporting website.

6:10-6:30 Review/Update Current Issues

1. ACE implementation and parental communication
Still having parent concerns- what is the program, how will it work in individual classes, is it the same across the board (in all classrooms, grade levels)? What is supposed to be accomplished, what is selection progress, how do you measure accomplishment? Can admin work with ACE coordinator to provide more info. and communication?
ACTION ITEM: Admin team will write grade-specific letters prior to the October 16 ACE meeting that will explain further the selection process, grade-specific curriculum, pull-out or classroom-integrated, measures of accomplishment, and objectives of ACE program.
2. Parking and drop-off/pick-up policies at Watkins and Peabody (and Stuart)
Accomplishment:
Signs for larger window to park for pick up and drop off to avoid tickets.
Problems:
Peabody: aftercare 4-6PM; not covered by signs, DOT concern- no parking at all on C street b/c it is commuter area.
Watkins: drop off/pick up not how it used to be. Waiting for cones order to arrive to facilitate morning drive up drop off.
Stuart: parking at Stuart also a challenge- sports practices take away newly formed spots in lot
Suggestions:
Peabody- change signs on 4th and 5th for longer window ('til 6PM); enforce tickets for those who park all afternoon; offer exchange of no dangerous double parking; stick to 15 min. window
Stuart- Requests to communicate with DOT for street parking for staff on 5th and F; Hill workers can get zone 6 stickers, why can't CHCH staff?

3. Update: special education resources and support
DCPS vs. CFO- we are right at limit for having the legal allotment of resources, but there is the likelihood of increasing number of kids who need services
DCPS wants us to juggle resources within campuses.
Plant idea in DCPS that we will eventually need more resources; provide projection on where we will be by end of Oct.

4. Teacher support for Watkins drop-off/pick-up and lunch
Hire additional paraprofessional to help with duty and teacher support.
In process of submitting to Peoplesoft to fill position

5. Possibility of Cluster-wide field trip transportation contract negotiations
Consolidate all trips and negotiate
Teacher reps- get tally of bus trips planned for this year

- Number of trips
- Number of students,
- Distance

Concern: Is there a DCPS policy about procuring such a large contract?
Challenge: Without knowing if all teachers have calendared all of their trips for the year this will be a difficult task.

6:30-6:50 Sub-Group Updates, Assignments and Objectives

1. Cluster Communication Strategies (Don Montouri)
How do we communicate info- activities, events, academic, policy
Possibility: Academic communication will come from LSAT.
PTA is the mouthpiece for communication.
Admin and staff must send communication in a consistent manner- is this cluster website?
Next step- sit with admin team to plan in more detail
Admin team- plan for “stay in touch” section of website. Hope to have up and running by Open House (Oct. 26)
PR element- Write a short description of modernization plans for all 3 campuses.

2. Cluster Campus Modernization

- a. Montessori expansion and move to Logan
100 percent certain this is happening
Have already had 2 walk-throughs and inventories
Won't renovate all but whole school will be for Montessori
DCPS will determine whether it is still continued with cluster; grade expansion, who/if principal. No boundaries, lottery system.
- b. 5th grade return to Watkins and implications for SH and Watkins layouts
M. Doherty- meet with Guzman
What has to happen to move who where?

Ms. Francis- Capitol Hill Co-op

Reached decision to advocate for her continued presence- site TBD? Committee to meet soon: Ms. Jackson, L. Glazer, M. Smith, Ms. Francis

c. 2012 Masters Facilities Plan for Three Campuses

3. Ward 6 Middle School Plan

a. Stuart-Hobson Collaboration Team

Idea of LSAT's role? Mr. Eatman suggested having LSAT member present at general meetings - V. Morris will be LSAT rep. and attend general meetings

b. Stuart-Hobson Museum Magnet Curriculum Development (Lee Glazer)

Define what we mean by program- please include all campuses

Craft mission and vision and goals/objectives by next month

Ms. Starnes- AI coordinator. Can help with AI vision for each campus

Team: Mr. Eatman, D. Starnes, L. Glazer

Next meeting- have liaisons meet up and have draft mission, etc. and how it will look at each campus

No requirement for becoming a museum school

Museum coordinator position?

4. Standardized Assessment and Testing

a. School W/O Walls entrance test and SH performance (Mark Engman)

Principal of Schools Without Walls indicated that Stuart students had a hard time on the math assessment

Where did we fall short?- Waiting for DCPS data office staff Richard Phelps to get tests and look at them using a computer program that identifies where scores may have dropped off.

Maintain monitoring on this topic

b. Review of Required Assessment and testing at 3 campuses

Appraisal of initial result- no reason to panic- huge chunk of year left for students to progress towards target

Now that data is back it's time to analyze and plan/teach.

Data driven instruction needs to happen

Staff is stable, kids are stable, what has changed to make scores go down?

Ideas:

Teachers are less inclined to do creative teaching- teachers have become clerks.

The bar raises every year so even staying the same looks bad. Comparison to a bar that is rising- 2014 we should all be proficient. City-wide and at charter schools- scores are lower; budget cuts, teacher demoralization

Suggestions:

We need to convey to cluster community that our school should be valued by more than our test scores

How do we bring parents into this and give them ownership?
Opportunity to opt out of interim testing. Teachers are assessing more than they are teaching. If we gain 20 points we can become autonomous and have that option.

- c. Strategies to meet Safe Harbor/AYP

6:50-7:00 Open Floor/Q&A