



**Capitol Hill Cluster School**  
*Where Every Child Achieves*  
Peabody | Watkins | Stuart-Hobson | A DC Public School

**September 14, 2021**

**7:00 pm – 9:00 pm**

**Welcome & Introductions**

LSAT member attendees: Ramona Burton (parent Co-Chair), Shannon Russell (Peabody parent rep), Sarah Cissna (Peabody parent rep), Annie Slattery (Peabody Teacher rep), Sara Friedman (Peabody teacher/WTU rep), Kathy Zeisel (Watkins parent rep), Bethany Rosera (S-H teacher rep), Nancy Abou-Samra (S-H teacher rep), Ebon McPherson (Peabody teacher rep), Peter Honarvar (Community Member), Gerty Johnson (S-H parent rep, Secretary), Ms. Rowe (Watkins teacher rep), Kimberlynn Jurkowski (Watkins teacher rep), Eric Fraser (S-H Principal), MScott Berkowitz (Peabody/Watkins Principal), LaTarsha James (Peabody Assistant Principal), Bijan Verlin (DCPS)

**Meeting recorded and available upon request**

**LSAT Open Business**

Overview of LSAT/Meeting Norms-

- Meetings are usually on 1<sup>st</sup> Tuesday of each month, with exception of September and November meetings. All meetings this year will be virtual and on Zoom. Meeting dates are posted on the agenda. The public can comment at the end of the meeting during Public Comment time. Virtual meetings provide a unique opportunity for public comment throughout the meeting by way of the “chat” feature.
- LSAT purpose and mission: LSAT is a group of elected parents, teachers, and staff, plus an appointed community member, which is charged with advising the principal on matters that promote high expectations and high achievement for all students. Further information is on the Cluster website: <https://www.capitolhillclusterschool.org/lsat>
- Peter Honarvar (City Year member) was voted as LSAT Community Member. Gerty Johnson was voted as LSAT Secretary. The Teacher Co-Chair is still open, school principals will work with LSAT in coming weeks to propose teachers who are available and interested.

**Comprehensive School Plan (CSP) Overview**

The CSP aims to highlight key goals and strategies and action steps that drives school improvement and an attempt to capture priorities in four sections. The four sections of the CSP are Shared Leadership, Engagement, Culture of Achievement, and Academics.

Stuart-Hobson CSP

*Shared Leadership-*

- Goals by EOY 21-22: (1) improve staff’s sense of Peer Culture (5.3) & School Operations (6.0), as measured by Insight survey, to 6.5; (2) improve overall “School Index Score” (7.1) and “Leadership” (7.0) scores to align with top quartile of schools

- Strategies: (1) organize professional learning and collaboration around Multi-Tiered System of Supports (MTSS) routines and strategies; (2) Develop leadership roles and routines among staff

#### *Engagement-*

- Goals by EOY 21-22: (1) increase family participation in Panorama survey from 28% to 50% and increase subgoal of Parent Satisfaction from 68-85%; (2) increase students who feel “Love, Challenged, and Prepared” from 34% (average for middle schools around country) to 60%
- Strategies: (1) differentiate social-emotional learning and attendance supports to achieve and maintain high levels of engagement for all students/families; (2) leverage diverse, representative stakeholders to inform decision-making and mid-course adjustments

#### *Culture of Achievement-*

- Goals by EOY 21-22: (1) improve school and student cultures so that more stakeholders respond positively to measures of culture; (2) increase student engagement and attendance for Black students and students with disabilities to 93.5% overall, the EOY in-school attendance rate for whole school in 18-19 (last full year of in-person school)
- Strategies: (1) communicate proactively and actionably to support students and families in making adjustments to achieve excellence; (2) promote a culture of joy, discipline, and responsive supports

#### *Academics-*

- Goals by EOY 21-22: (1) 90% or more of students will be “on track” or “progressing” as measured by MTSS “Academics” dashboard and 80% or more reporting that they feel “Prepared” on Panorama survey, and reduce % of students failing two or more courses; (2) 80% to achieve growth goals on math and literacy (e.g., Reading Inventory, iReady, MAP, etc.)
- Strategies: (1) organize professional collaboration structures to build consistency and coherence of instruction across classrooms; (2) employ Universal Design for Learning as a framework for instructional design and delivery

Peabody/Watkins CSP (draft form until LSAT consultation and DCPS Central Office approval) more information on Cluster website: <https://www.capitolhillclusterschool.org/resources>

#### *Academics-*

##### *Inclusion, PK-5*

- Goals: All academic goals in the CSP have a specific indicator for students with disabilities to communicate our focus and commitment to success
- Strategy: Implement inclusion practices such as high-impact co-teaching models, coplanning, and collaboration around students with disabilities

##### *Academics, K-5 Math*

- Goals by EOY 21-22: 70% of students achieve iReady Math growth goals (38% met growth goals SY 20-21, 78% met growth goals SY 18-19), 60% of students with IEPs achieve their growth goals (15% met growth goals SY 20-21, 54% met growth goals SY 18-19)

- Strategy: Emphasize rich mathematical tasks that enable authentic problem solving
- Academics, K-5 Literacy*

- Goals by EOY 21-22: 80% of students achieve iReady ELA growth goals (61% met growth goals SY 20-21), 70% of students with IEPs achieve their growth goals (61% met growth goals SY 20-21)
- Strategy: Implement data-driven small group literacy instruction

#### Academics. Early Childhood

- Goals by EOY 21-22: 80% of students achieve GOLD assessment for objective 20, “uses number concepts and operations”, PK3 benchmark for objective 20 is 11 points and PK4 benchmark for objective 20 is 14 points; 80% of students achieve grade-level benchmark on GOLD assessment for objective 16 “knowledge of alphabet” and 19 “writing skills”
- Strategy: Implement data cycles around key objectives

#### *Shared Leadership-*

- Goals: increase individual staff engagement on Spring 2022 Panamora survey from 52% (Peabody) and 56% (Watkins) to 70% or more at each school
- Strategies: (1) ensure ALT work is grounded in data; (2) Provide opportunities for leadership and growth

#### *Engagement-*

- Goals by EOY 21-22: Parent responses on the “parent communication” portion of Panorama survey increase to 72% from 52% (Watkins) and 61% (Peabody) on '21 Spring survey.
- Strategies: (1) establish and implement a Family Engagement Leadership Team that innovates on current engagement practices; (2) establish and implement school-wide family communication expectations

#### *Culture of Achievement-*

- Goals by EOY 21-22: (1) increase percentage of students who feel loved to 75% from 68% (spring 2021) on Panorama survey; Peabody: increase average daily attendance to 96% from 85% (SY202-21); Watkins: maintain average daily attendance from SY19-20 of 95%
- Strategies: implement the 3 R’s (routines, relationships, resilience) of the Trauma Responsive School Model

MTSS Supports Student Growth (umbrella for all the CSP work)

All academic and SEL needs are supported by a multi-tiered system of support (MTSS).

Key features include:

- Dedicated “What I Need” (WIN) time daily for intervention and enrichment, K-5; every day 30-minutes in K-2, 45 minutes for 3-5
- Collaborative, data-based meetings to develop and monitor intervention plans.
- School-wide data systems to organize and monitor small group progress.

#### Questions:

- What grades complete student survey? grades 3-5
- Is WIN time is the same time for all students? same time per each grade level per day
- Implementing MTSS but also finding a way to identify special education needs earlier for students in the school year
- PT conferences traditional for all grades, 4<sup>th</sup> grade will be different (whole group) this year as a pilot year.

## **DCPS New Budget Process**

There was supposed to be a change to the budget process in SY 20-21 but the COVID-19 pandemic took priority.

The current model is Comprehensive Staffing Model which emphasizes equal programming by school type ES/MS/HS (e.g., every school gets a librarian, etc;). It is better for small schools because provides baseline staff even with low enrollment, but less transparent. Another model is Student-Based Budgeting which emphasizes flexibility and principal autonomy (e.g., one principal uses \$ for librarian while another uses \$\$ on an instructional coach). This model is better for large schools, provides flat per-pupil money to schools; small schools may lose staff, especially specials teachers.

The new DCPS Budget model is a combination of Student-Based Budget and Comprehensive Staffing Model, but closer to Student-Based Budget, with some guaranteed staff (e.g., principal) but most flexible. There are four sub-methods under consideration: student-based, staffing ratio, program grants, and stability funds.

More information will be coming from DCPS and future discussions in LSAT meetings.

There are LSAT Collaborative Meetings that are citywide and will discuss the new budget models, the meetings are open for LSAT members.

The W6PSPO will also have discussions on the new budget models. The next meeting is Tuesday, September 21 at 7pm, anyone is welcome to join the meetings.

<https://w6pspo.org/calendar/>

## **General Campus Updates**

### Peabody/Watkins

- Watkins- RCE and PTA Welcoming Committee hosted first family meet-up on 9/10 and was successful (Peabody and Watkins families). Peabody family meet-up will happen in the next couple weeks.
- WIN interventions will start next week. Girls on the Run is back, Ms. Kayne is leading this again this year.
- Peabody dismissal is now 3:00-3:15 (staggered from Watkins dismissal at 3:15-3:30).
- Peabody building opened in time for school, thanks to teachers and staff!! Working with DCPS and DGS for final punch list items. The health suite is at the top of the list.
- There are concerns about administration of medication- trainings for staff will be sometime soon, including epipen training almost complete for two staff members.
- Flex at Peabody is on track to open ASAP- building agreement is pending from DGS, and FLEX needs to staff up. Joe's Den has expanded for kids not going to Rita's Place off-site.
- Scholarships for Flex is definitely not meeting the need at Watkins, Watkins is not a Title I school so there are not other options. DPR is not opening more slots. Other DCPS options is not possible because Title I school. Watkins admin will be sharing data with DCPS for allowing more scholarships.
- Kindred: parents and staff will continue the work starting up soon.
- COVID cases-not high right now (1 case at Watkins). All the work to manage tracking is time consuming for staff. New practice is that affected homeroom will get notification, per Chancellor's newest email. Shout-out to teachers because seating charts for every class is consistent, so student spacing and cohorting made it efficient for contact tracing for COVID positive cases.

#### Questions:

- Can Peabody be nut-free to address allergy concerns? No Peanut rule at Peabody? According to Peabody/Watkins school administration, Peabody/Watkins are nut-free; however, this is not wide-spread knowledge for many parents. Apparently this is in the DCPS Wellness policy, but hasn't been published well across the campus. (Principal's message for Sept 21-24 clarified that Peabody/Watkins are not Nut Free)
- Not clear on nurse situation, will the schools not have a nurse? Scheduled to have nurse covered per # of students and health issues: 3/wk Peabody, 4/wk at Watkins based on medical needs of students. Staff back-up at both campuses for when nurse is not there is two trained staff members. Nurse suite at Peabody had to pass inspection, one school based item was needed, but inspection needs to be scheduled by Children's School services and DCPS Central Office. Earliest inspection timeframe is two weeks, which is why there are staff trained and basic first-aid supplies in health suite. One person trained at Watkins: Ms. Carroway, she is administering meds at Peabody and Watkins. No staff trained at Peabody (some staff's training expired), staff is signed up for training (next available training is in Oct).
- Asymptomatic Testing: target was 20% first and second week, but producing the volume of saliva is the problem for Peabody students, not so much for Watkins students.
- Improper fitting masks, does staff provide better fitting masks. School has different masks sizes and masking has been very consistent overall.

#### Stuart Hobson:

- Testing is wrapping up, so this will mean that schedule changes will be out by Term 1 progress reports, will mean more for 6<sup>th</sup> grade than other grades. This will balance out some cohorts.
- Afterschool and Athletic programming will be in full effect starting on Monday, September 20. Tier 3 students for MTSS and targeted high-impact tutoring program will start week of September 20. Library-based clubs, debate, and sports (cross-country, soccer, and volleyball) have started. More student interest is needed for football, but hope to get going soon. Back-To-School is scheduled (deliberately in between Peabody and Watkins BTS) on September 22 at 6-8pm, virtual option available. In-person for tours in first half of BTS with teachers on the field for meet-greet.
- Staff has spent A LOT of time spent on healthy and safety, COVID planning/response/messaging protocols. Principals have shared this with DCPS Central Office so that more training can be offered and routines established so that response/messaging can happen more smoothly in the event of future positive cases.
- Arrival is going more smoothly, if there is a back-up at metal detector there is a note to teachers to not mark students tardy. There was a question about the huge rain event that happened at dismissal one, but this is definitely not typical and staggering students may still create a back-up of cars at pick-up and this is largely out of staff control.
- Lunch is becoming more routine, 80-90% choosing to go outside for lunch and socialize.
- HEPA filters are in each classroom, replacement filters should be coming soon as they are almost due.
- There been a question about adjustment of 6<sup>th</sup> and 7<sup>th</sup> graders. Getting questions about specific classrooms/peers/behaviors. Middle schoolers are usually pushing boundaries at this age, which they expect. Teachers work on normalizing routines and setting expectations within first couple weeks of school. Staff is noticing this year that 2/3 students haven't been in the building before and not a lot of older students to create

the norms/hand-off traditions; so staff/teachers will have to spend more time than usual trying to set behavior and managing expectations (like early townhalls). Grade teams meeting on how to teach those norms for each building floor, during transitions, meals, classes to breed consistency on behavior and managing expectations. This is a new layer of challenge.

- Most students haven't been in social environment for a long time, so the work of middle schoolers of creating hierarchy in social groups is challenging now and this could pop-up inappropriately during class time. Teachers are noticing and trying to introduce discussions, like Digital Safety (social media, etc.) and Good-touch/Bad-touch topic/discussion will be coming soon for all grades (opt-out this year).
- Parents will get log-ins for Live School as families to track points for upholding school's core values. Also tracking three health focus behaviors- COVID health & safety measures, cell phones/personal devices, and uniform policy.
- PTA S-H EXEC team would like to work with S admin on possible Severe Weather Arrival/Dismissal procedure.

**Public Comment**

Questions asked and answered during meeting

**Next meeting:** October 5, 2021

**Remaining 2021-2022 Meetings**

2021-22 Meetings	Location
November 3*	Virtual
December 7	Virtual
January 4	Virtual
February 1	Virtual
March 1	Virtual
April 5	Virtual
May 2	Virtual
June 7	Virtual