



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

LSAT Meeting Agenda

October 6, 2020

6 - 8 pm

Zoom Meeting

LSAT Member Attendees: Ramona Burton (Parent Co-Chair), Kimberly Griffin (Teacher Co-Chair Elect), Katherine Antos (Secretary), Shannon Russell, Ebon McPherson, Annie Slattery, Pamela Dickerson, Steve Sweeney, Gerty Johnson, Vernastene Black, Kate Fiske, Karen Gordon, Bethany Rosera, Rachel Houghton, Tatiana Sheppard, Brittney Prophete

Principal Berkowitz, Principal Fraser, AP Boisvert, AP Hollis, Bijan Verlin

Approximately 8 parents and community members in attendance

Meetings are now being recorded, with recordings available upon request.

LSAT Teacher Elections Update:

- Peabody teacher representatives: Will remain Annie Slattery and Ebon McPherson, with Rachel Houghton as WTU representative.
- Watkins teacher representatives: Kimberly Griffin, Henri Rowe, Veturah Thomas, and possibly Layth Elmusa (to be confirmed). Tatiana Sheppard will remain WTU representative.
- Stuart-Hobson teacher representatives: Bethany Rosera, Karen Gordon, Kate Fiske, Vernastene Black. Beth Dewhurst will remain as WTU representative
- LSAT Teacher Co-Chair: Kimberly Griffin nominated by AP Boisvert and seconded by Pamela Dickerson. No objections, and Kimberly Griffin is Teacher Co-Chair for one year, SY20-21.

LSAT – Year at a Glance:

- Ramona Burton presented an overview of the LSAT Year at a Glance that is a part of the LSAT resources provided to LSAT Chairs across the District by DCPS' Central Office.
- Overall, Cluster LSAT on track with schedule.
- LSAT members agreed with using Year at a Glance as a general guide for meetings over course of the year, with one addition being building in time in the spring to discuss the development of the next year's comprehensive school plans (CSPs).

Comprehensive School Plans (CSPs) and LSAT Priorities:

Principal Fraser, Stuart-Hobson:

- Written before knew extent of virtual learning. Have provided some updates.
- Building in opportunities for greater shared leadership – including improving staff engagement both as individuals and teams. Expanding opportunities for staff in leadership roles by broadening base of staff that rely on to lead.
- Making students feel more cared for and challenged, in part through implementing consistent practices and procedures.
- Currently 39% of students report feeling loved, challenged and prepared. This is low because have to answer satisfactory or above to all 3.

- Similar % to other middle schools, but want it to be higher.
- Goal to have each student participate in focus group by end of year. Use student feedback to make adjustments and have sense of how students feeling in advance of EOY assessment.
- An LSAT member noted the absence of a baseline to monitor progress on some of the goals under the “culture of achievement” category. The member recommended consideration of a strategy to survey students specifically about what would make them feel “loved, challenged, and prepared”, then implementing strategies based on responses that are designed to improve % of students feeling loved, challenged and prepared.
- Staff switching from calls to ensure families are prepared for SY20-21 to engaging around students that may be having trouble connecting to or engaging in virtual school.
 - Connection to an adult in school is important for students’ social-emotional learning
 - Appreciates Welcome Committee and PTA’s support for families. Encourages families to reach out to both.

Principal Berkowitz, Peabody/Watkins

- Having first Academic Leadership Team (ALT) meeting tomorrow, which is major part of developing, implementing and monitoring CSP.
- Largely inherited this CSP; just made a few tweaks. Will make further changes. Needs assessment for CSP was done in spring and don’t sense there was a lot of engagement. Want to move this from a document needed for compliance to a document that authentically represents schools’ priorities. Make it meaningful to leadership and every staff member.
- Peabody: Important that early childhood education (ECE) has its own vision to think, play, grow like a leader. Uses Creative Curriculum to build whole child.
- Watkins: 8 practices of math, writer’s workshop, reading comprehension.
- Ensuring that every student who needs an academic intervention receives one.
 - Need to build out robust systems for academic intervention so can meet this need
- Culture: Responsive Classroom (RC) and Conscious Discipline (CD)
 - Need to further align RC, CD, Second Step
 - Mental health team and ALT will be discussing what CD should look like virtually. In virtual learning, more using RC and 2nd Step. Need to further understand CD and how to roll out, including working with parents as well as staff. Will discuss at tomorrow’s ALT meeting
- Family Engagement:
 - Kindred wasn’t finalized before CSP completed, but will work with ALT to incorporate into CSP
 - Equity team – any staff can opt in. First meeting went well. 3 areas to engage staff around that will survey monthly:
 - To what extent developing a psychologically safe environment to talk about equity
 - How marginalization and privilege present themselves in school
 - Looking at DCPS equity framework and will do an equity audit
- Shared leadership: Also a priority, including through leadership in ALT, staff, parent community
- Watkins and Peabody do more with science and social studies than some other DCPS elementary schools
- LSAT member asked how school is evaluating attendance/participation in class vs whether/not students signing into Canvas
 - Engagement tracker – for each class, teachers mark as not logged in, logged in but not engaged, somewhat, or very engage. If 3 or more not engaged or not logged in a week, school reaches out – first teachers, then specials teachers. Watkins is at over 90% students logging in
 - Can’t control engagement the same way virtually as can in school.
 - Younger students tend to be less engaged
 - Point is to learn, not screen time. If completing assignments but don’t want to log on in afternoon or for full session, that’s ok
 - Sharing Welcome Committee with families, but some families don’t want to engage further with school. Won’t force it.

- Peabody/Watkins – Mayor and Chancellor’s announcement the previous day that reopening schools in Term 2.
 - Principal Berkowitz: Do not expect reopening itself to drive large-scale changes to CSP. Only going to put items in CSP that advance progress toward goals. CSP does not focus on daily operations of reopening school - ie, not going to stop equity work b/c reopening school
 - Won’t have brand new CSP in a month. Tomorrow’s ALT meeting will focus on team-building, norm setting. Homework will be for ALT to look at CSP and come back with suggested changes for next month’s ALT meeting. Will discuss progress at next LSAT meeting even if not yet reflected in revisions to document.

In advance of next meeting – LSAT will do more coordination with principals beforehand so can use more of meeting for discussion of CSPs vs report out. Will break into groups by campus.

Campus Updates and Campus Culture:

Peabody/Watkins

- Addressing flooding issues at Peabody.
- Reopening: Idea is one teacher/grade level will start in-person teaching, so will change rosters. Trying to minimize changes to rosters.
- The one in-person class will be about half the size of a normal class (so 11 students in grades K – 5; 10 students in K, 8 students in PK3/PK4). Therefore majority of students in a grade won’t transition to in-person instruction.
- The CARE option will be virtual learning, but at the school and overseen by DCPS staff.
- DCPS will be selecting students for in-person instruction and CARE option based on students farthest from opportunity and other factors. Students will have option to turn down seat and continue virtual learning remotely. In those cases, seat will be offered to another student.
- Don’t expect major changes to schedule since most students will still follow virtual learning.
- Going to share lots of videos, pictures of how getting schools ready and following safety precautions. Err on side of over-sharing to build trust.
- Have to do this fast so won’t be able to be as inclusive as would like, but will create opportunities for family feedback.
- A high number of teachers to date have not expressed interest in coming back to teach in person, but this does not mean they will not come back. Get survey results tomorrow.
- Recognize range of opinions exists among families and teachers regarding what is best. Ask that parents support decisions of teachers and show kindness. Principal Berkowitz is committed to supporting work of teachers regardless of whether it is in-person or virtual.
- Enrollment update: Peabody: 99%; Watkins 96% of enrollment.

Stuart-Hobson

- Will be rolling out Netiquette.
- Focus on teaching students to use devices responsibly, but additional devices could enhance learning. At same time need to recognize all students may not have access to multiple devices.
- Any video calls need to include teacher. Students can’t video chat each other directly. Students can do audio calls to each other through Teams. Same with student/teacher calls – if 1-on-1, must be audio only. Some students seem to be doing video calls. Teams’ settings may vary by grade and also by individual students based on their version of Teams.
- When receive requests from outside entities to help with tutoring etc, try to push to PTA since could make it simpler than working through DCPS.
- Sometimes teachers can’t see all students who are logged into a class, so aren’t engaging students. Request that parents tell students that if not being called on, unmute and tell teacher they are on.

Public Comments:

- Parent expressed that hearing concern from others regarding amount of screen time/day for kindergarteners – about 4 hours/day (not including mind breaks). Hearing about 10 families who

are considering unenrolling or not logging in, and given the implications of decreased enrollment want to work with school to find options and solutions.

- Principal Berkowitz – Having this conversation at staff level and could look into opening up to include families. Any change to schedule needs to be done carefully.
- Again, emphasis on learning and not minutes on the screen. It's ok to miss something that a teacher has scheduled and just do the work asynchronously. Not going to work for everyone the same way (neither did in-person school). Goal is to keep students connected to school.
- Ok with teachers building more breaks into blocks.
- Happy to explore how to make it easier for students to log on/off.
- LSAT members expressed gratitude for all the teachers, leadership and staff are doing to make virtual learning work, be engaging and be responsive.

Next meeting: Virtual - November 10th **Date changed due to Election Day

Meeting adjourned 8 pm.

Remaining 2020-2021 Meetings

2020-21 Meetings	Location
November 10**	Virtual
December 1	TBD
January 5	TBD
February 2	TBD
March 2	TBD
April 6	TBD
May 4	TBD
June 8	TBD
July 6	TBD