



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

**LSAT Meeting Notes**  
**Stuart Hobson**  
**April 3, 2018**

**Attendees:** Ebon McPherson, Allyson Kitchel, Tom Guglielmo, Katherine Moxley, Lona Valmore, Jeff Seltzer, Ann Brogioli, Principal Bell, AP Croft, Nakisha Winston, Principal Comeforo, Samah Norquist, and Sherry Trafford. Four parents were in attendance.

Stuart Hobson's Principal's Updates - Principal Comeforo

General updates

- Current enrollment for Stuart-Hobson is 425 - an increase of 2 students.
- Stuart-Hobson had a successful trip to Space Camp. 79 students attended - 14 of whom were on scholarship with help from the PTA
- PARCC testing will happen starting next week. Each grade level will test once per week, excluding the first week when 8th grade will test twice. Mondays and Fridays will primarily be non-testing days used for any makeup testing. All testing is done in the morning.
- 45% of SH students who applied to selective DCPS high schools were matched through the lottery. Principal Comeforo estimated that nearly 100 8<sup>th</sup> grade students applied to selective schools.
- 79% of Watkins 5<sup>th</sup> graders enrolled at Stuart-Hobson last year. The three-year average was 78%. J.O. Wilson and Ludlow Taylor showed similar patterns.
  - A question was raised about how the feeder schools receive enrollment preferences. There is no preference given to the Cluster community. All the feeder schools receive the same preference
  - If 100% of students from each feeder campus were to enroll, SH has the space to accommodate them.
- A question was raised regarding attendance policies at the middle school level. It was noted that the updated DCPS attendance policies, in light of the Ballou scandal, reference the high school level. Principal Comeforo clarified that there is no difference in the high school and middle school attendance policy.

Watkins & Peabody's Principal's Updates - Principal Bell

General updates

- Current enrollment for Peabody is 221 - a decrease of 3 students who moved out of state.
- Current enrollment for Watkins is 423 - a decrease of 7 students for various reasons.

- Enrollment and retention outreach will start next week. Outreach efforts include letters from Principal Bell to families at Peabody and Watkins, buddy days, meet and greets, and grade-level specific letters to incoming families. LSAT urged focus on retention of current families, raised concern about kids losing friends and importance of community within the school, impact on morale. Noted the need is immediate - lottery decisions are being made now. Urged engagement at local school fairs so the community can get to know Watkins.
- The registration process will be similar to last year, including a Saturday session and curbside registration in April.
  - Families choosing the curbside option will have their documents copied while they wait in the curbside line.
- Regarding the INSIGHT Survey for Peabody, Learning Environment and Professional Development were the focus areas and each of those areas has improved. Observation & Feedback is the current focus.
  - The administration will place an emphasis on informal classroom observations, co-teaching, peer-to-peer observations, and closing the loop by providing observation-based feedback to teachers.
- Regarding the INSIGHT Survey for Watkins, Academic Expectations and Observation & Feedback were the focus areas and each of those areas has improved.
  - Teachers want to continue the emphasis on Observation & Feedback and Professional Development.
  - The administration will place an emphasis on informal classroom observations, co-teaching, peer-to-peer observations, and closing the loop by providing observation-based feedback to teachers.
  - The administration is working on a professional development plan to best support teachers.
- Watkins' INSIGHT survey data is below the DCPS average in Learning Environment, Leadership, Instructional Planning for Growth, Professional Development. LSAT members expressed concern about these areas. A suggestion was made that Watkins reach out to other schools with higher averages to collaborate around developing best practices.
- A Spring INSIGHT survey will be disseminated around May.
- Principal Bell and AP Croft reviewed the benchmark data
- TRC Reading Comprehension data shows a 5% increase amongst students who fall in the proficient/advanced range and a 6% decrease in students who fall in the below basic range.
- Reading Inventory data shows a 13% increase in students who fall in the proficient/advanced range and a decrease of 12% in students who fell in the below basic range. 51% of students in 4<sup>th</sup> and 5<sup>th</sup> Grade have already met their end of year growth targets and have experienced significant growth in reading.
- I-Ready data shows a 25% increase in tier one students (students who are one or above level) and a 13% decrease in tier three students (students who are two or more levels below). 23% of students have met already reached their end of the year growth targets.
- A question was raised about the status of the achievement gap at Watkins.

- The trends look similar to this time last year. Watkins staff continue to work on decreasing the gap.
- Some students are not moving and data analysis is being conducted to further understand why. That data is used to develop individual plans for students.
- Principal Bell discussed the Comprehensive School Plan with three points of action: 1) Provide teachers with feedback on lesson plans with a focus on level of Rigor and Differentiation; 2) Implement LEAP Professional Development series with specific focus and detail to the following action steps; and 3) Observe teachers and debrief with the focus on rigor.
- Questions/concerns were raised about videos and screen time at Peabody.
  - AP Angry stressed that videos are used to make connections and supplement instruction.
  - Promethean boards (smart boards) are also used when the weather is bad and students cannot go outside. In these instances, teachers use physical activity videos.
  - Overall, Peabody does monitor video time.
- Questions and concerns were raised about the Panther Paws distributed for the schoolwide Basketball Game at Watkins.
  - Overall feedback for the event was positive - the game was conceived as a culture building opportunity. However, questions about the overall process remained. Areas for improvement and norming were noted by staff and families.
  - The administration prefers to give teachers autonomy on how to manage distribution of Panther Paws and Dojo points. As a result, not every student was treated equally.
  - Lessons were learned which will be addressed when planning the next incentive event, including helping teachers norm PBIS (Positive Behavior Intervention and Supports) processes.
- Questions and concerns were raised about substitutes at Watkins - specifically splitting up classes when there is no substitute available.
  - Splitting up classes is a last resort when we have a teacher call out at the last minute or we have a shortage of substitutes.
  - Principal Bell noted an increase in teacher absences and added that the reasons are valid such as illness of the teacher or his/her children and conflict of school district schedule for teachers who live outside the District. For example, when PG county has a snow day but DC does not, there is an increase in teacher absences.
- There was a discussion about Specials at Watkins - specifically that parents are uncertain what students have been doing all year - have not yet received a monthly newsletter from the specials team as expected.

Meeting adjourned at 7:52pm.