

Tyler Elementary Local School Advisory Team (LSAT) Meeting Minutes April 4th 2018

Attendees:

LSAT Board Members: Narissa Cooper, Lee Berger, Alicia Meyers, Brittney Thomas, Amanda Swift, Patricia Wilkins, Maria Elena Moreno Rivas, Capricia Albritton, Patrick Jackson

Administration: Mitchell Brunson, Brooks Warnick

Minutes

- Community representative: Kirsten Oldenberg our ANC rep has not been able to refer a full time community LSAT rep yet, the group agreed to reach outside of the gov ANC rep and find representatives, will reach out to Little Lights, and Ms. Joyce, among other potentially interested parties.
- **Principal Presentation (presentation to be provided along with minutes)**
 - Priorities SY17/18
 - Foundational Literacy: Early Readers. We want all of our first graders to be on reading level. The students are tested 3 times a year.
 - Student Discourse
 - Aggressive Monitoring: looking at data during class in real time
 - School overview demographics
 - 525 students (277 males/248 females)
 - The city data has reported that 99% students receive free and RP meals (note: this information has not been adjusted to reflect current data)
 - 74% black, 11% white, 11% Hispanic, <1% Asian
 - 15% with Special needs
 - Points of pride
 - Enrollment Retention
 - Improving reading and math outcomes
 - Thriving extracurriculars, including: Annual Musical, Spanish Film Club, Basketball team, Dance, and more.
 - PARCC Highlights
 - Proficiency growth 2% reading
 - Reduction of students scoring in Level 1 in both reading (5% reduction) and math (5% reduction)
 - Three continuous years of growth, Moved from focus status to “focus rising” status
 - PARCC Data presented (aggregate for the entire school) for math and ELA
 - M.O.Y. Data
 - TRC= 69% proficient or advanced (up 7% from BOY)
 - DIBELS = 79% proficient or advanced (up 12% from BOY)
 - I-Ready= 72%
 - Point of pride- DIBELS have risen mid-year which is not always the case

- Area of growth: Attendance; chronic attendance is district-wide issue.
- Patrick Jackson and Brooks Warnick will connect regarding the PPT presentation to share with the wider school online along with the minutes.
- **Whole School Creative Arts Dual Language Discussion – How to proceed with engaging the entire school community in the discussion:**
 - Question: Should a forum be scheduled first to discuss the vision/plan for Tyler, or should there be an informational session later discuss vision/plan for Tyler once more information has been shared with the community?
 - Purpose of a forum *could be* to raise topic of whether the school should remain in the current strands approach, or offer full dual-language to all students?
 - Agreement from the LSAT Board: The forum should be an informational session for each program, with people to present information and data, but first there should be an informational packet provided to all families potentially affected (prospective in-boundary families, current families in-boundary-with multiples, etc.), and a survey done to gauge the interests, questions, and concerns from the community –before- a forum/presentation is held.
 - Key stakeholders in this discussion are “future families,” families who have (or will have) incoming children to Tyler, young parents in boundary who use Tyler as their right-to-access school and will be affected by this in the future. The only plans being proposed for moving towards full dual-language are to begin in PK3, and move up a grade in each year, so the first families affected would be families who are not at Tyler yet (or siblings returning), if dual-language creative arts is offered to all.
 - There have been several schools that have transitioned from strands to full dual-language in DCPS (Oyster ES, Bruce Monroe ES, Powell ES, are examples)
 - LSAT thoughts on holding a community-wide forum on whole school dual-language option:
 - We will need to have discussions prior to the forum in order to get a holistic view of all of the challenges and special needs of Tyler. “Need to look at every aspect of a possible transition before having a discussion.”
 - Alternative view- “we have been talking about this for years and years, it would be helpful to know what the vision of the school- what people want, so that we know if this needs to be addressed. It is time to take action to know what the community actually wants before having more discussions.”
 - Board member observation: “It may be helpful to know if discussions for a whole dual-language school in Capitol Hill are moving outside of discussions at Tyler.”
 - Comment that the entire staff should have a say in this discussion, it was added that not just the staff, but primarily the affected families and the entire community should have a say in this discussion.
 - The benefits of dual-language program, and vice versus a non-dual-language creative arts program, should be presented to the entire community. Teachers/Professionals should have an opportunity to express the data, benefits, and share their information.

- We need to ensure that if a forum is held, it is kept on agenda, so that it does not become a venting session of problems that people see at Tyler outside of the whole school dual-language discussion.
 - Detailed survey should be done prior to the forum to collect information about what all stakeholders want for the school. The purpose of the survey would be to gather information, to gather views and inputs that can be used for the discussion, not necessarily a decision, then we could better address concerns at a forum.
 - Major concerns that will need to be addressed in the discussion:
 - Right to access families who do not want dual-language for their children. How can DCPS address families that are not served by a full dual-language school in their boundary?
 - How can DCPS address children who may not be on level academically in dual-language?
 - How can Tyler accommodate students with special needs that receive full-time and inclusion services if the school becomes whole school dual-language (if that is impacted in any way)?
 - Tyler is a unique program in this area, there are many other traditional (non-dual-language) elementary schools within blocks of Tyler that may be able to provide options for those families that do not want dual-language, there are no other dual-language options nearby-
- **Discussion approach- next steps, where we go from here:**
 - The option decided on is: To provide information to the community- a pamphlet, a brochure, etc., along with a survey, *and then* hold a forum afterwards, and then to re-survey the families to determine the prevailing view of the community.
- Purpose of pamphlets/brochure and a survey is to:
 - Gather information from:
 - All Tyler families (especially those with incoming children under 3 who will be most affected)
 - In-boundary residents
 - Survey will include the following information:
 - Awareness of the discussion at Tyler, to make sure that everyone is aware that the option for a full dual-language/creative arts school is being discussed.
 - And present options:
 - Whole school vs strands
 - Done while addressing the 15% of students with special needs
- Team to work on this pamphlet/brochure/survey and forum logistics: Lee Berger, Maria Elena, Linsey Silver, Capricia Albritton, Alicia Meyers, Amanda Swift, Patrick Jackson, and Brittney Thomas.
- Culture and climate committee members may also be involved.

- The forum will be held on May 31st 6:30PM- to follow the brochure/pamphlet and survey
 - Participants will sign-up, and be provided a card to write questions on
 - Forum purpose will be to present the information about the programs in Tyler and data surrounding Tyler's possible program approaches.
 - Presentations will be given about dual-language programs and non-dual-language creative arts programs, DC Language Immersion Program will participate, along with other necessary speakers regarding data.
 - Forum will be recorded and broadcast
 - Q&A With Panel
 - There will be a Follow-up survey after the forum

- ⊖ Chair asked for Principal input into the whole school vs strands approach, for leadership vision before we proceed, Principal Brunson stated that he is comfortable with either approach, as long as the community is well informed and have opportunity in the decision.

- **Next Meeting:** TENTATIVE April 26th 6:30PM, Agenda will include:
 - Whole school vs Strands post-survey presentation
 - PBIS and Culture and Climate Committee Presentation
 - Note: Capricia's birthday is April 5th 😊