

LSAT Meeting

Thursday, September 18, 2025

Teacher/staff representatives: Andral Hills (principal), Larin Rottman (assistant principal), Jonyce Cole, Dawn Gray, Skyelar Haith, Beth Prince, LaToya Hutchins, Timothy Leonard

Parent representatives: Andrew Paciorek, Shari Rose (PTA co-president), Julia Krahe, Sara Rastegar (PTA co-president), Darria Turner

Observers: Grace Rowell (5th grade teacher), Glen Stanley (parent)

Principal Hills remarks on start of school year

Results from DIBELS and iReady for school year 2024-2025:

- DIBELS: 92% of K-2 on or above grade level as of end of year, 64% above grade level
- iReady reading (K-5): Increase from 36% on/above grade level at beginning of year to 74% on/above by end of year
- iReady math (K-5): 23 percent beginning of year on/above grade level -> 78 percent on/above grade level. Historically high for Hearst.

Focus areas for school year 2025-2026:

- Connected to school: peer relationships, regular check-ins
- Prepared for what's next: attendance, early college/career conversations, middle school prep
- Succeeding academically: rigorous instruction (stretching to meet needs of students above grade level), mathematically strong, writing across all subjects
- Strong sense of belonging: schoolwide routines to encourage cohesion, connection, and community

Goals for the year

- DIBELS: 84% of students increase at least one benchmark level by EOY or are above benchmark
- iReady reading: 84% of 3-5 students meet stretch growth or are at mid/above grade level
 - Subgroups: Increasing stretch growth % by economically disadvantaged, Black, Asian, Hispanic, and multi-language students
- iReady Math: 85% of K-5 students meet stretch growth or are at mid/above grade level by EOY
 - Increase stretch growth for Black and multi-language students
- Sense of belonging: Increase sense of belonging for Black, Hispanic, and ML students
- Increase favorable answers to question, "How much respect do students in your school show you?" on Panorama Survey
- Increase overall sense of belonging score from 60% to 66%, with additional goals for Black, Hispanic, ML students

Question: Are we continuing the approach from last year, particularly with respect to

sub-groups? What worked, and what are we changing?

- Answer on what's continuing from AP Rottman: Continuing needs-based focus, MTSS, interventions. Internal family engagement tracker (track number of touchpoints with teachers). Track lunch bunches.
- Answer on what's new from Principal Hills:
 - Norming as adults on language and way we approach various situations; consistency throughout the building. Children can spot inconsistencies and differences
 - Continuing to talk about how adults can continue to work together to make this a more positive and home-like environment for students
 - Monitoring routines like morning meetings
 - Every month, students will complete a check-in survey. Focus on students who say they don't feel like they belong
 - Before spring Panorama survey, focus on increasing sense of belonging. Town hall meeting. Rewards and student recognition. Be intentional about uplifting students and student voices. Create environment of belonging
- Dr. Leonard: All non-homeroom teachers asked to be in a homeroom at least twice a week. For example, joining morning meetings and pre-K bathroom time.

Question: How do buddy classrooms work for CES, since grades are mixed in classrooms?

- Answer: Pair with students from appropriate grade levels; students are in buddy triads.
- Mix it up so that all kids have the chance to meet with each other

Question: There was a lot of staff/teacher turnover this year. How do we make sure adults/staff feel at home and supported as well?

- Answer: Adult-focused goals no longer included in comprehensive school plan, per DCPS direction, but monitored at the school level.
- Feedback was to make sure staff who routinely volunteer for school events feel supported, by broadening staff participation
- Be intentional about scheduling and calendar to allow more opportunities for staff
- Often teachers are the unsung heroes. Be intentional about recognizing great efforts
- Improvements to staff lounge, and teacher sessions using grant from Empower Ed

Question: Will you continue Lexia Lab after school?

- Yes! Teachers are excited to get going.
- Continued funding from PTA to pay teachers appropriately for their time
- Trying to offer different times, for both teachers and students
- Shari: Important to keep good data so parents and others can see how successful the program is
- AP Rottman: Yes, data showed good correlation with improvement on assessments last school year

Election of co-chairs

- Co-chairs traditionally elicit topics for discussion, then prepare a draft agenda and share

with administrators before sending out to LSAT. Some paperwork, like signing off on comprehensive school plan. Leading advocacy around budget as needed.

- Julia Krahe (parent) and Dawn Gray (staff) generously volunteered to serve, and were the only nominees.

Maintenance check-in

- No active leaking in Haith pre-K room, but roots of problem (gutters, roof, brick) need to be addressed
- Many playground issues
 - Trash on playground not getting picked up regularly, particularly right after weekends. Needs to be done first thing Monday morning, before students get to the playground.
 - See-saw not fixed, although new swings were installed
 - Broken fences
 - Exposed wiring in light pole
 - Broken basketball hoop
 - Bees in various places
 - Netting on upper soccer field
 - Root heave on basketball court
- Offer from parent LSAT members to assist with outreach as needed
 - Get DPR/DGS ticket numbers and time outstanding on tickets from administration and advocate accordingly
- PTA funds could potentially be of use
- Explore working with Friends of Hearst Field on advocacy

Next meeting

October 16 at 4 pm