



# MAURY ELEMENTARY SCHOOL LOCAL SCHOOL ADVISORY TEAM

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1250 Constitution Avenue NE, Washington, DC 20002 • (202) 698-3838 • [mauryelementary.com/lSAT](http://mauryelementary.com/lSAT)

## Meeting Minutes

November 10, 2020, 4:00 pm via teleconference

School Leadership Present: Taeneress Griffin, Helena Payne Chauvenet (joined late due to mandatory professional development)

LSAT Members Present: Henri Cooper, Jean Kohanek, Ross Kyle, D'Ann Lettieri, Elizabeth Nelson, Richard Parker, Becca Sanghvi, Abby Sparrow, Katie Spellacy, Angela Stover, Stefany Thangavelu

LSAT Members Absent: VanNessa Duckett

Other Attendees: George Blackmon, Lora Nunn, Kate Wright, three additional unidentified participants

The meeting was called to order at 4:10 pm.

- 1. Minutes from Previous Meeting.** Minutes of the October 13, 2020 meeting were unanimously approved by a roll call vote.
- 2. Community Comments.** None.
- 3. School Reopening Updates.** Assistant Principal Taeneress Griffin shared that there was still no exact date for reopening at Maury as DCPS was still in negotiations with multiple unions. Current proposal from DCPS is to have at least one CARES classroom at all elementary schools across the District, which must be staffed by non-WTU members. For Maury, because of our tight staffing model, the only possible staff would include the assistant principal or front office staff. As of now, there is not any staff presently available at Maury; the school is waiting to hear back from DCPS pertaining to alternative staffing options. Aftercare staff is being considered for partnership to staff CARES classrooms, pending necessary licensing updates by the Office of the State Superintendent of Education (OSSE).

It should be noted that the school has no input into DCPS selection criteria for CARES classroom; the only decisions made at the school level are whether a grade-level CARES classroom can be staffed and opened. Potentially, a CARES classroom could be for multiple grades, but only within a two-grade span (e.g. Grades 4–5). Seats for any potential CARES classroom are offered by an automated DCPS lottery; priority will be given to those who accepted the earlier (now rescinded) offer of a seat for in-person instruction. (Schoolwide, about 70 seats were offered for in-person, and 25 were accepted.) However, though CARES classrooms are seen as another layer of support for learners, the experience will not be the same as in-person instruction.

Building readiness. Last week, there was a walk-through for facility readiness which included Maury school leadership, LSAT chair, PTA president, WTU representative and others from the community, including ANC6A04 Commissioner Amber Gove and Ward 6 State Board of Education Representative Jessica Sutter. The WTU representative collected feedback from participants to document any concerns.

Participants walked through the building to see entry/exit procedures, classroom setup, and areas such as the health isolation room (in the Art studio), where students exhibiting possible COVID-19 symptoms during the day will stay until they can be picked up by a guardian. Portable HEPA air filter units were observed in classrooms, and windows in both the new and historic building are able to be opened which is helpful for air circulation. Because the building HVAC system controls are offsite, questions remain about how systems will be monitored, and whether there will be air quality reporting at the school level. Staff reported ample supplies of PPE and cleaning products for the time being. [Maury School Readiness checklist and plan.](#)

Overall, many questions remain on what any partial reopening will look like. The Maury community is encouraged to advocate for greater coordination by DCPS with families, teachers, and staff in the development of any new plans.

- 4. Comprehensive School Plan.** (The Schoolwide Literacy Data agenda item was merged into this discussion; see below.) AP Griffin walked the group through this year's Comprehensive School Plan (see attached), with goals in academics, culture of achievement, engagement, and shared leadership. Maury's goals in these areas are set around achieving equity, academic proficiency (personalized learning support, differentiated instruction), and supporting social-emotional learning (Second Step, Responsive Classrooms, Maury's Five Stances).

Though the plan was developed based on a virtual/hybrid model, regardless of format of instruction, the focus remains on supporting the whole child. Action plans are implemented and monitored by school staff and LEAP Leaders team, which includes

the principal, assistant principal, and content expert teachers. (LEAP is the DCPS professional development model.)

For specific goals, Maury achieved its family engagement goal of 85% of families participating in APTT. Attendance this year is at 98.6%; this is measured as logging into digital connection, and is not reflective of participation in live instruction.

Schoolwide literacy data. Instructional Coach Becca Sanghvi walked the LSAT through the initial beginning-of-year data. She noted that there was no end-of-year data for last year since instruction shifted to distance learning after mid-year assessments. Literacy assessments are a mixture of data points including early literacy assessment via DIBELS (K–Grade 2) or Teachers College Assessment, Reading Inventory, and ANet (Grades 3–5).

Overall, initial data indicate there was a pretty high percentage at the beginning of the year below grade level. For example, initial DIBELS assessments for Grade 1 showed 34% of students well below grade level, and 19% somewhat below; for Grade 2, 24% of students were well below grade level, and 13% somewhat below. This is atypical for Maury, and may be related to factors like technology and orientation to distance learning and/or assessment format for younger students. Also, many of these assessments were not developed to be administered in a distance learning environment, and thus may not be a true representation of student understanding.

The good news is that as they are monitoring progress throughout Term 1, students are developing foundational skills and overall early grades are making gains academically. About 25 students are getting extra time with reading intervention support and others are being provided asynchronous support via additional online platforms.

Math assessment data. AP Griffin reported that students have been assessed with iReady and overall Maury is seeing normal gains (see attached). A parent wondered if the math assessments represented true understanding, with students sometimes guessing the answer if multiple choice. Principal Payne Chauvenet acknowledged that multiple choice assessments aren't ideal for that reason, but that overall, the data is still helpful for monitoring student progress.

The meeting was adjourned at approximately 5:18 pm.

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The next LSAT meeting will be held Tuesday, December 8, 2020 at 4:00 pm via teleconference.

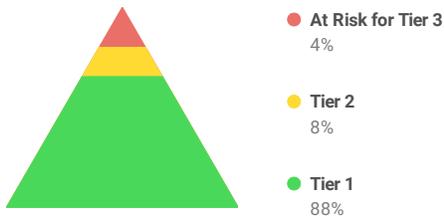
# Diagnostic Results

School MAURY ELEMENTARY SCHOOL  
 Subject Math  
 Academic Year 2020 - 2021  
 Diagnostic Most Recent  
 Prior Diagnostic None  
 Placement Definition Beginning-of-Year View

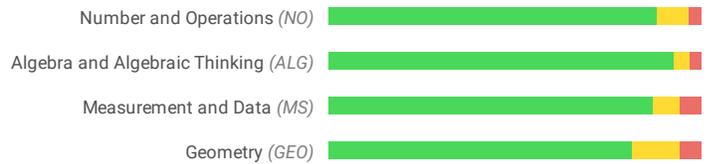
Shows readiness for the current grade level at the beginning of the year

Students Assessed/Total: 249/407

## Overall Placement



## Placement By Domain



Switch Table View

Show Results By

Placement Summary

Grade

Showing 6 of 6

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade K	—	0/78
Grade 1	100% 	3/81
Grade 2	95% 5% 	75/75
Grade 3	83% 13% 5% 	64/65
Grade 4	90% 5% 5% 	63/63
Grade 5	80% 9% 11% 	44/45

Green — On/above grade level  
 Yellow — Approaching grade level  
 Red — Significantly below grade level (2 or more years)

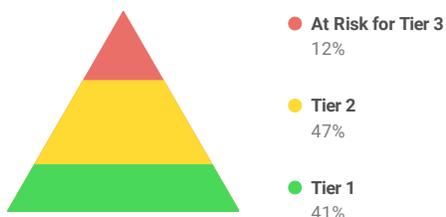
# Diagnostic Results

School MAURY ELEMENTARY SCHOOL  
 Subject Math  
 Academic Year 2020 - 2021  
 Diagnostic Most Recent  
 Prior Diagnostic None  
 Placement Definition Standard View

Shows current grade level overall expectations

Students Assessed/Total: 249/407

## Overall Placement



## Placement By Domain



Switch Table View

Show Results By

Placement Summary

Grade

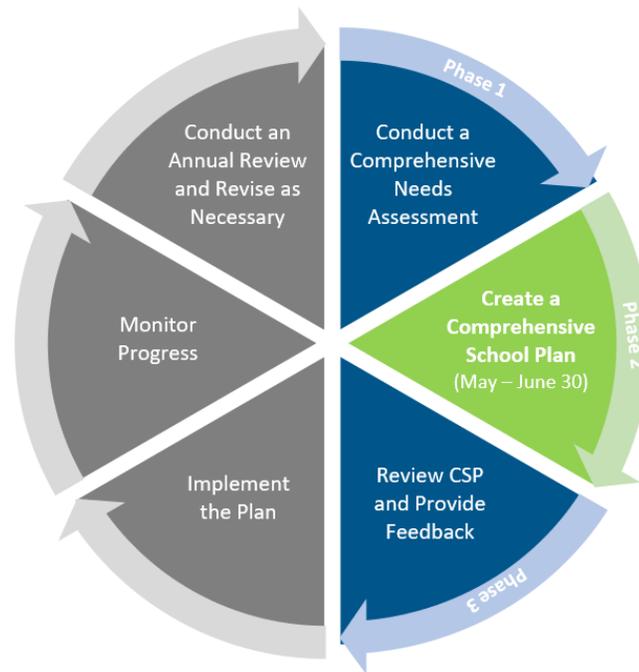
Showing 6 of 6

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade K	—	0/78
Grade 1	 67% 33%	3/81
Grade 2	 41% 53% 5%	75/75
Grade 3	 39% 44% 17%	64/65
Grade 4	 46% 44% 10%	63/63
Grade 5	 36% 43% 20%	44/45

Green — On/above grade level  
 Yellow — Approaching grade level  
 Red — Significantly below grade level (2 or more years)

## Maury ES SY2020-21 Comprehensive School Plan

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### Overview

The CSP is a **living document** that is focused on priority work and aligned to DCPS's A Capital Commitment – Strategic Plan. It will be closely monitored by the Chancellor, Chiefs of Schools, and the Instructional Superintendents to ensure school leaders have the resources and supports they need to be successful. Additionally, a snapshot of the CSP will be used as a public response to any questions around our school improvement work.

School leaders should work with their Instructional Superintendent and school staff to identify and target strategies that are responsive to the specific needs of their school communities. These strategies should be determined by the schools' Needs Assessment reflections, vision for the school year, and grounded in data. School leaders should also engage their school community in developing their CSP.

## Shared Leadership

*Quality school leadership is the foundation of school improvement*

**Insert your goals for Shared Leadership. You may also provide any additional context that may be needed to understand your goals.**

- **Goal(s):** By the end of school year 2020-2021, Maury will have an updated collective school vision as measured by related Insight data.

<b>Progress Monitoring</b> <i>How will we know we are there?</i> <i>Identify the measurable indicators that lead to changes in practice, attitude, behavior, or systems observed if the strategy is having its desired impact that will lead to accomplishing the goal.</i> <b>Measurable Indicators:</b>	<b>Status /Target*</b>			
	<b>Status at Term 1</b>	<b>Status at Term 2 (MOY)</b>	<b>Status at Term 3</b>	<b>Status at Term 4 (EOY)</b>
Maury will have a clear updated vision to guide decisions in line with core beliefs and values of the school community.				
Monitor response to Insight’s vision related items: (2019 item - “My school leaders articulate a clear overarching vision that drives priorities, goals and decision making within the school.”)				
<b>Planning for Virtual/Hybrid Delivery</b>				
Engagement in the process will likely have to occur virtually as any in-person time would be prioritized for student instruction.				

*\*Status: Progress code (i.e., C-Complete, I-Initiated, P-Progressing, NI-Not initiated, O-On-track, OF-Off-track, etc.)/Target: baseline value, target value*

## ACTION PLAN

*What will be done, when, and by whom*

<b>Strategy 1: Development of a Theory of Action</b>	<b>Person Responsible</b>	<b>Timeline/Frequency</b>
Core leadership team will develop a theory of action in consultation with a facilitator that has a longstanding relationship with the school community as a precursor to a vision statement.	Principal	August-September
Staff beliefs as captured in June PD and school values (The Five Stances) will be used to form the foundation of building a theory of action.	Principal, Instructional Coach	August-September
<b>Planning for Virtual/Hybrid Delivery</b>		
See above.		
<b>Strategy 2: School Community Engagement</b>	<b>Person Responsible</b>	<b>Timeline/Frequency</b>
Opportunities for feedback from staff and families will be provided prior to finalizing the vision statement.	Principal	September-November
<b>Planning for Virtual/Hybrid Delivery</b>		
See above.		
<b>Equity Actions</b>	<b>Person Responsible</b>	<b>Timeline/Frequency</b>
Ensure that outreach efforts are inclusive of instructional and support staff.	Principal	September
Ensure family engagement includes multiple modes of communication (email, text, voice, etc.)	Principal, Teachers	October-November
<b>Planning for Virtual/Hybrid Delivery</b>		

See above.

**Resources to Support Implementation** *The staff and financial resources allocated to support these initiatives (e.g., personal, professional learning, fiscal, technological, etc.)*  
 Consultation with DCPS vendor facilitator for theory of action work and workshop alignment with Canvas rollout of virtual learning

**Engagement**  
*Working with parents, families, and community members to support student learning.*

**Insert your goals for Engagement here. You may also provide any additional context that may be needed to understand your goals.**

- Goal(s):** Maintain at least 90% attendance for parent-teacher conferences and APTT meetings as measured in the Flamboyan portal.

<b>Progress Monitoring</b> <i>How will we know we are there?</i> <i>Identify the measurable indicators that lead to changes in practice, attitude, behavior, or systems observed if the strategy is having its desired impact that will lead to accomplishing the goal.</i> <b>Measurable Indicators:</b>	<b>Status/Target*</b> <i>On-track, off-track, n/a</i>			
	Status at Term 1	Status at Term 2 (MOY)	Status at Term 3	Status at Term 4 (EOY)
% attendance for parent teacher conferences and APTT meetings for BOY, MOY, EOY				
Monitoring attendance at key family events where applicable.				
<b>Planning for Virtual Monitoring</b>				
Conferences and meetings might need to be held in a virtual platform to comply with Covid-19 guidelines. Participation can be measured in attendance to virtual events or family meetings.				

\*Status: Progress code (i.e., C-Complete, I-Initiated, P-Progressing, NI-Not initiated, O-On-track, OF-Off-track, etc.)/Target: baseline value, target value

<b>ACTION PLAN</b> <i>What will be done, when, and by whom</i>		
<b>Strategy 1: Communication</b>	<b>Person Responsible</b>	<b>Timeline/Frequency</b>
Continue to provide weekly communications through teachers and the principal on engagement opportunities.	Principal, Teachers	Weekly
Advertise upcoming conferences and parent academic meetings in advance.	Family Engagement Leads	Ongoing
<b>Planning for Virtual/Hybrid Delivery</b>		
See above.		
<b>Strategy 2: Inclusion</b>	<b>Person Responsible</b>	<b>Timeline/Frequency</b>
Ensure that we are offering accessible times and working to reach out to all families.	Family Engagement Leads	Ongoing
Have a second-step outreach effort for parents of students below grade level.	Teachers	Ongoing
<b>Planning for Virtual/Hybrid Delivery</b>		
See above.		
<b>Equity Actions</b>	<b>Person Responsible</b>	<b>Timeline/Frequency</b>
Monitor data regarding the participation of targeted groups (black families, economically disadvantaged families, families of students with disabilities)	Family Engagement Leads,	Ongoing

	Social Worker	
<b>Planning for Virtual/Hybrid Delivery</b>		
See above.		

<b>Resources to Support Implementation</b> <i>The staff and financial resources allocated to support these initiatives (e.g., personal, professional learning, fiscal, technological, etc.)</i>
Continued staff access to the Flamboyant Foundation portal data.

<b><u>Culture of Achievement</u></b>
<i>Establish routines and expectations that enable instruction, even as instruction is improving.</i>
<p>Insert your goals for Culture of Achievement here. You may also provide any additional context that may be needed to understand your goals.</p> <ul style="list-style-type: none"> <li><b>Goal(s):</b> By the end of 2020-2021 school year, the average seat attendance (hybrid or virtual) will be 90% or higher. If BOY trends indicate a major shift in our attendance numbers due to the virtual model, we will make adjustments as needed to ensure the goal is a SMART goal. At least 90% of homerooms will implement the Maury SEL model (Responsive Classroom, the Maury “Five Stances,” and Second Step) consistently as measured by observation and surveys throughout the year.</li> </ul>

<b>Progress Monitoring</b> <i>How will we know we are there?</i> <i>Identify the measurable indicators that lead to changes in practice, attitude, behavior, or systems observed if the strategy is having its desired impact that will lead to accomplishing the goal.</i> <b>Measurable Indicators:</b>	Status/Target*			
	Status at Term 1	Status at Term 2 (MOY)	Status at Term 3	Status at Term 4 (EOY)
In-seat attendance %				
Training for Responsive Classroom, 5 Stances, and Second Step and resources provided				
Implementation of Maury SEL model				
<b>Planning for Virtual Monitoring</b>				
Procedures for monitoring attendance during virtual instruction will have to be updated (with DCPS guidance). Morning meetings will be the Responsive Classroom component that can be measured based on limited live hours with students.				

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<b><u>ACTION PLAN</u></b>		
<i>What will be done, when, and by whom</i>		
Strategy 1: Communication	Person Responsible	Timeline/Frequency
Staff and families will need to know changes to the attendance policy and schedules for hybrid/virtual purposes.	Attendance Counselor	August-September
Communicate with families of students early who are showing low attendance to identify needs for support.	Social Worker	
<b>Planning for Virtual/Hybrid Delivery</b>		
Ensure that students have technology access in the case of virtual instruction.	MSL	August-September
Strategy 2: Continued Engagement	Person Responsible	Timeline/Frequency
Provide continued communication and support for families to ensure consistent attendance.	Teachers	Ongoing

Provide regular feedback on completed assignments to ensure that the effort is recognized and encouraged.	Teachers	Ongoing
<b>Planning for Virtual/Hybrid Delivery</b>		
Teachers participate in training to ensure knowledge of how to provide feedback virtually and where to track data.	LEAP Leaders	August-September
<b>Equity Actions</b>		
Monitor data closely for students with disabilities, students below grade level and economically disadvantaged students.	<b>Person Responsible</b> Social Worker	<b>Timeline/Frequency</b> Ongoing
<b>Planning for Virtual/Hybrid Delivery</b>		
See above.		

<b>Resources to Support Implementation</b> <i>The staff and financial resources allocated to support these initiatives (e.g., personal, professional learning, fiscal, technological, etc.)</i>
Updated DCPS Attendance Policy for 2020-2021

<b>Academics</b>
<i>Refine the instructional program and develop the faculty to deliver quality programming and acceleration.</i>
<p>Insert your goals for Academics here. You may also provide any additional context that may be needed to understand your goals.</p> <ul style="list-style-type: none"> <li>• <b>Goal(s):</b></li> <li>• <b>Math (2-5) - Students will demonstrate a 10% gain from the baseline average in proficiency in the numbers and operations domain on iReady by the EOY assessment.</b></li> <li>• <b>ELA (K-2) - Students will demonstrate a 10% gain from the baseline average in proficiency on DIBELS by the EOY assessment. (equity focus: black students)</b></li> <li>• <b>ELA (3-5) - Students will demonstrate a 10% gain from the baseline average in proficiency on the Reading Inventory (RI) by the EOY assessment.</b></li> </ul>

<b>Progress Monitoring</b> <i>How will we know we are there?</i> <i>Identify the measurable indicators that lead to changes in practice, attitude, behavior, or systems observed if the strategy is having its desired impact that will lead to accomplishing the goal.</i> <b>Measurable Indicators:</b>	<b>Status/Target*</b>			
	<b>Status at Term 1</b>	<b>Status at Term 2 (MOY)</b>	<b>Status at Term 3</b>	<b>Status at Term 4 (EOY)</b>
ANet Math– Numbers and Operations proficiency (2-5)				
DIBELS -- proficiency with interim analysis of the Phonemic Awareness PSF (K-1) and Letter Sound/NWF-CLS (K-2)				
RI – proficiency (3-5)				
Implementation of personalized learning (training, walkthrough evidence, student transfer)				
<b>Planning for Virtual Monitoring</b>				
ANet, RI and DIBELS are already online assessments. Staff may need training in TRC because we have typically used Fountas and Pinell. If there are in-person days, those students attending in person would be assessed at school for increased accuracy. For all virtual assessments, we would also need to communicate expectations to families about test integrity.				

\*Status: Progress code (i.e., C-Complete, I-Initiated, P-Progressing, NI-Not initiated, O-On-track, OF-Off-track, etc.)/Target: baseline value, target value

### **ACTION PLAN**

*What will be done, when, and by whom*

<b><u>ACTION PLAN</u></b>		
<i>What will be done, when, and by whom</i>		
<b>Strategy 1: Implementing components of personalized learning</b>	<b>Person Responsible</b>	<b>Timeline/Frequency</b>
Provide a staff overview of personalized learning as a way to implement a hybrid/virtual model to continue to accelerate learning with individualized student considerations.	Principal	August-September
Begin the year with a SEL focus to build community and relationships.	AP	August-September
Continue professional learning on personalized learning and linkages to content in the LEAP teams.	LEAP Leaders	Ongoing
<b>Planning for Virtual/Hybrid Delivery</b>		
Ensure that staff knows how to use the Canvas platform and associated materials for instruction. Identify other tools useful to implementing personalized learning (ex: student surveys, schoolwide data trackers, etc.)	Instructional Coach	August-September
<b>Strategy 2: Continuous progress monitoring</b>	<b>Person Responsible</b>	<b>Timeline/Frequency</b>
Conduct BOY assessments to identify the baseline data for students.	Test Coordinator	September
Use baseline data to determine small groups and intervention groups.	Teachers, Interventionists	September-October
Monitor targeted standards, strands or domains in alignment with schoolwide goals in LEAP data cycles, including assessment analysis and looking at student work.	LEAP Leaders	Ongoing
Adjust instructional plans for flexible groups and intervention as needed based on new assessment data (interim, MOY)	Teachers, Interventionists	Ongoing
Celebrate growth.	Principal, LEAP Leaders	Ongoing
<b>Planning for Virtual/Hybrid Delivery</b>		
Provide staff support for virtual assessments and data trackers.	Instructional Coach	September-October, as needed
Ensure technological access for students.	MSL	August-September
<b>Equity Actions</b>		
Provide overview and communicate timelines for schoolwide equity cycles based on our work with the Harvard RIDES equity network, including data collection, walkthroughs (virtual/hybrid), progress monitoring, planning and family engagement.	Principal	August
Monitor subgroup data with ALT/RTI (high-level) and instructional teams (student-level) -- Black students in DIBELS will be a key focus group.	LEAP Leaders	October, ongoing
<b>Planning for Virtual/Hybrid Delivery</b>		
Consider tasks that need to be converted to a virtual environment (for example, equity walkthrough tools, family engagement). Work with task owners on virtual solutions.	Principal	Ongoing

**Resources to Support Implementation** *The staff and financial resources allocated to support these initiatives (e.g., personal, professional learning, fiscal, technological, etc.)*

Students at the Center: Personalized Learning with Habits of Mind (ALT book selection)  
Continued engagement with the Harvard Equity Network

Tech support for online assessments and Canvas platform use  
Tools: equity walkthrough tool, personalized learning walkthrough tool

### CSP Snapshot

The snapshot is an executive summary of your CSP. As you summarize the goals and strategies, please be concise and included parent-friendly language to inform and explain the school’s plan to stakeholders. Avoid using data that is not publicly available. Information provided in this section will be used to develop the CSP Snapshot that is posted to the DCPS website. As the public-facing version of the CSP is developed, content leads will use the information provided, however the language of the content may be edited to align with overall district guidance. As content is revised, principals will be provided with a draft to review before the public-facing document becomes final.

	<b>Vision and Outcomes</b> <i>By the end of the year, what goals are you hoping to achieve? In the ideal state, what would you like to see as it relates to this domain?</i>	<b>What does it look like?</b> <i>Briefly describe the strategies that support the work of achieving the vision/outcome in the previous column.</i>	<b>Why are we committed?</b> <i>Reflect on your completed CSP and needs assessment, describe why the school is focusing on the goals and strategies indicated.</i>
<b>Academics</b>	We will personalize learning to prioritize building relationships, student learning styles and student interests with the goal of student mastery of standards and competencies.	Social-emotional learning will continue to provide a foundation for our classroom environments. Instruction will be aligned to standards with ongoing teacher feedback. We will invite opportunities for student voice and choice where possible.	A personalized approach will support our efforts to monitor individual student progress so we can plan instruction for the varied needs of our students.
<b>Culture of Achievement</b>	We will promote high attendance rates for all students during hybrid or virtual learning.	We will work to educate families about updated attendance expectations for the 2020-2021 school year and provide regular communication and feedback on student learning.	Attendance is correlated to positive student learning outcomes. In addition, we believe in honoring student attendance with ongoing feedback and communication to support academic efforts.
<b>Engagement</b>	We want to maintain or increase our family engagement for parent conferences and APTT meetings to ensure ongoing collaboration for students’ academic performance throughout the year.	We will communicate multiple opportunities for family engagement throughout the year with a focus on conferences and APTT meetings. We will also increase efforts to reach all families and those with specialized needs.	We have had historically high family engagement and know it is critical to developing a partnership that benefits student performance in schools.
<b>Shared Leadership</b>	We will collaborate as a school community to revisit and revise our shared vision of teaching and learning for our students.	We will develop an updated vision by linking shared beliefs and core values across the school community.	As our community changes and grows, it is more important than ever to ensure that we are moving forward with a common purpose about the student outcomes we desire for our learning community.