

HSA General Meeting

Lafayette Elementary School
October 6th, 2016



Lafayette Elementary School



- Largest Elementary School in DCPS – 760 Students, PK4 – 5th grade
- Arts Integration – In the classrooms/informances
- Peace of Mind
- Schoolwide PBIS/SAMM
- 5 Sections of every grade, except 3rd grade and KDG
- 68 Instructional staff members
 - Teachers, Educational Aides (PreK, KDG), 2 Math Specialists, 2 Reading Specialists, ELL teacher, 4 Special Education Teachers, 2 Instructional Coaches
- 1 Principal, 2 Assistant Principals
- Very Strong HSA –Home School Association
- <http://profiles.dcps.dc.gov/Lafayette+Elementary+School>



Mindfulness and SAMM

- Vision statement
- *We want our PBIS program to reflect our commitment to mindful, progressive discipline with an emphasis on teaching the children the reasons for certain rules and expectations in order to help them learn to regulate themselves. We want the children to learn to keep their voices quiet in the library not because they are told to but because they realize that other people are reading and so the library is a necessary quiet place. (Speaking Mindfully) We want them to walk in the hallways and on the stairs not because they have been told to be in an SQL but because there is a danger of falling and hurting ourselves and others. (Moving Mindfully) We want them to think before they speak not because they have been told to be nice but because they are learning to be mindful of the feelings of other people. (Acting Mindfully) Mindfulness is all about choices. Our intention is that the SAMM program will encourage the children to make positive, prosocial choices that will then result in a more peaceful school. This will help us reach the goals outlined in the Committee's original purpose of "creating a positive school culture where students feel welcomed, safe, respected, and as such, are able to fully engage in their academics." It is a conscious choice on the part of the Climate Committee not to state the school rules as "rules" e.g., Be quiet, be responsible, etc. but rather to state them in terms of teaching the children to learn how to regulate themselves based on where they are in the building and what is happening. This is a continual process that begins on the first day of Pre-K and continues through fifth grade. SAMM is not intended to be a strict system of punishments and rewards.*



Curriculum and Technology

- Common Core Standards based curriculum
- DCPS Scope and Sequence as a Framework
 - Teachers enrich/supplement and tweak units as a grade level according to student need
 - Art and Science of Teaching
 - Examples– KDG, 5th Grade, 4th Grade, 3rd Grade
- PreK – Creative Curriculum, Play Based
- Eureka Math
- ST Math
- Tech Committee –
 - Previews software
 - Designs instruction with Tech
- Technology class – typing, digital citizenry, software application



Collaborative Planning

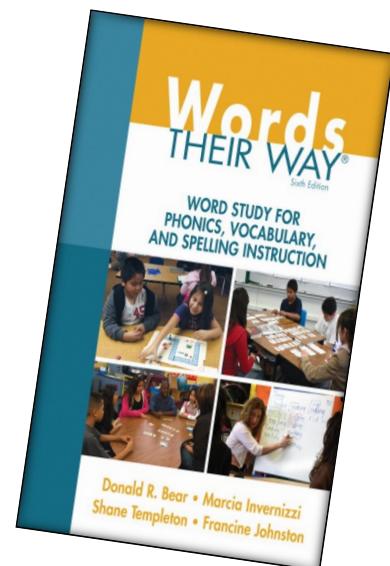
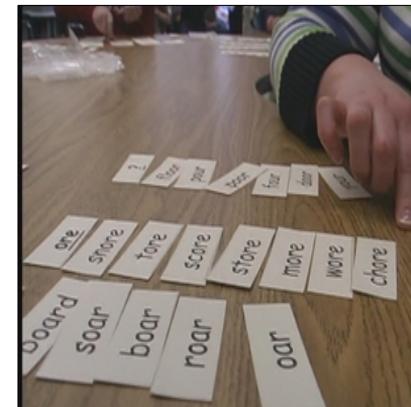


- Ensure students have a cohesive, consistent experience
- Facilitate teacher-to-teacher learning (e.g., “best idea” exchanges)
- Look at student work to determine areas of strength and need
- Refine and adapt curriculum to best meet the needs of Lafayette students



School-wide Professional Learning

- Identify school-wide trends
- Provide on-going, tailored support
- Facilitate vertical articulation of standards and skills





Instructional Staff



■ 68 Instructional Staff Members

- 56 Teachers/Counselors, 10 Educational Aides, 2 Instructional Coach

0-2 Yrs	3-5 Yrs	6-10 Yrs	10 Yrs +
7% (5)	12% (8)	34% (23)	47% (32)

■ 88% Teacher Retention Rate

- 9 Instructional Staff left after 2015-2016 (13%)
- 7 left for “life reasons”

■ Overall Satisfaction Rates

- 97% Positive Student Satisfaction (up from 96% previous year)
- 88% Positive Staff Satisfaction
- Challenges of last year (Trailers, Staffing)



How do we stack up?



■ PARCC Scores –

- Highest Math Scores in the District – 83% Proficient/Advanced
 - Increase of 10% for students overall
 - Huge closure of achievement gap
 - 2015 Gap was 40 percentage points (81%, 41%)
 - 2016 Gap was 19 percentage points (87%, 68%)
- ELA Scores – Overall 67% (-4%)
 - 3rd Grade – 53% (-21%)
 - 4th Grade – 72% (-2%)
 - 5th Grade - 74% (+10%)
- Higher PARCC scores in Math/ELA than local elementary schools in Bethesda/Chevy Chase MD



Rich Experiences



■ **Informances:**

- PreK – International Celebration, Guest readers, many field trips,
- KDG – Zooseum or Plays, many fieldtrips, Storytime, special projects
- 1st Grade – Patriotic Celebration, zooseum, field trips (Mt. Vernon, Zoo, Lisner)
- 2nd Grade – Inventors Wax Museum, field trips (Arcadia farm, etc)
- 3rd Grade – Dc Theater Café, field trips (Trolleys, etc)
- 4th Grade – State Fair, Battle of the Books, Alvin Ailey, MD Science Center, other field trips
- 5th Grade - Eco System Informance, SERC, Calleva overnight, end of year trip, Science Fair



More...



- **Sports –**
 - Cross Country, Track (indoor and outdoor), Basketball (girls and boys), Archery, Flag football, Kickball (?), Girls on The Run
- **Author Visits and Politics and Prose. Visits to Chevy Chase Library. Book Fairs**
- **Family Science Night**
- **Garden – all grade levels**
- **Flex Time –**
 - Bear Facts, Cub Facts, Sports Extreme, Buddy Readers, Math Tutors, Open Library, Yearbook, Spanish Club
- **Lunch/Recess –**
 - Scrabble Club, Recess Clubs, Peace Club, Percussion Ensemble, Band



Existing Structures



- LSAT
- ALT
- Climate Committee
- WTU/SCAC
- Instructional Supt.