

LSAT Committee Meeting – 10/15/25

Date: October 15th, 2025

Scheduled Time: 5:30 PM

Meeting Start Time: 5:35 PM

Facilitator: Craig (Chair)

Member Attendance: Mitchell, Green, A. Jackson, Cobb, Wilhite, Little

Staff Attendance: Arias, Mullins, Robinson, Roche

Points of Discussion

I. CPS Overview

- a. Succeeding Academically (Craig and Cobb)
 - i. [CSP Succeed Academically Math.pdf](#)
 - ii. [CSP Succeed Academically Literacy.pdf](#)
 - iii. Feedback:
 1. Literacy: Still 70% ISA? Sticking with 70% Last year was 60 or 70%
 2. Literacy: RCTs seem like the main focus. Is that what “DCPS prompts” the document refers to? Would it be better to focus on CERs since that was the previous focus on analytic writing? RCTs seem less established so far at our school. RCTs are required by DCPS. DCPS is looking at the data. Biweekly report is sent out regarding students who have been assigned and taken the RCT. CER is the schoolwide writing strategy. Are the RCTs designed to capture literacy improvement? CER should improve literacy and writing on the RCTs. CER should support students in answering open-ended questions.
- b. Connected to School (Mitchell and Green)
 - i. [CSP Connected to School](#)
 - ii. Feedback:
 1. ISA is possibly being affected by new bell schedule. Students are leaving due to having to work or pick up children. Is there a way to adjust the bell schedule to increase ISA? Hoping to have focus groups after the formation of SGA. Going to engage SGA and have SGA engage their peers around thoughts on the bell schedule before making any changes. Work on flagging students who leave early. Students over the age of 18 can be given a partial schedule. Counselors were working to identify those students.

What about students under the age of 18? Working on making students aware that afternoon classes on Wired Wednesdays are a credit. Also working with parents and guardians to encourage students to stay.

c. Prepared for What's Next (Wilhite and A. Jackson)

i. [CSP Prepared for What's Next.pdf](#)

ii. Feedback:

1. Goal 2- 2 or 3 students are “true” 9th graders make sure students are being tracked closely to ensure students are being supported. Two are virtual and one is in person.
2. Milestones may not be achievable for the current assigned deadlines. Consider switching language from every student to a percentage of students due to ISA rates. Wilhite will follow up with Little with a suggested percentage.
3. Who is coming up with the plans with the students? Plans are student-led. Seniors meet with Wilhite or a counselor one on one touchpoint where they go over post-secondary plans. Ninth-11th graders take a post-secondary assessment where they identify pathways they are most and least interested in. Assessments will be administered in November. Data can then be shared with achievement coaches. Are teachers being supported with how to review plans with students? Supports have been given when needed. Supports will be given when it is time to have career and post-secondary conversations with students.

II. Childcare Center Update

- a. LSAT members (plus Ms. Perry and Ms. Holmes) met as the Application Review Committee this past month.
- b. We have begun the process of adding questions to the application to make sure vendors fit our school needs. Questions requested to be added so far:
 - i. How would you coordinate with the hosting school to ensure open communication and coordination?
 - ii. How is the CDC maintaining relationships with parents and families of children in the program? Please share monthly with planned initiatives and events
 - iii. What is your planned schedule for the day care center? Our students are in classes from 9:40AM - 6:20PM.
 - iv. We have a CDA program in our Career and Technical Education strand @ GPS and will provide interns in your program. How will you incorporate and support on the job training for our students?
 - v. What is your program's approach to multilingual families and staffing?

- c. Plans: [GP CDC - Int, Entrance, Playground .pdf](#)
- d. How is LSAT/Principal feeling about the process, involvement, and the plan?
 - 1. GPS students will be prioritized first, then DCPS HS students, and finally members of the surrounding GPS community
 - 2. Seems like there is a lot of collaboration between CDC and GPS
 - 3. What will become of the gym? **The gym will stay intact. The door that goes to the gym and hallway will have fob access.**
 - 4. What is the date to finalize and accept applications to begin review? **10/31 DCPS releases RFA to the public. Hopefully there will be a meeting between now and 10/31 to finalize what the application looks like. 1/2/26 application window closes and scoring procedure begins. Providers announce Feb 2026**
 - 5. Was there a response about current parking spaces? **No response about parking lot being utilized properly. We are about to lose 4-5 parking spaces along the brick wall for the playground.**
 - 6. Is there an expectation that GPS enrollment will remain constant due to the space we are losing with the daycare? **Reimaging will take place for the OA. Discussions will take place at a later time.**

III. Tutors Update

- a. Where are we with regards to bringing back tutors?
 - i. How is the college partnership going? Locally funded tutors separate from American University tutors? Little will follow-up
 - ii. Bringing back RISE tutors with WAE pay? **Working on creating WAE positions for RISE tutors to come in for a couple of hours throughout the week. Will follow-up when those positions have been made. There were 3-4 tutors.**
 - iii. Funding other tutor partnerships locally?
 - 1. locally funded tutoring (\$37,500) to start on Oct. 28. Coming out of contractual service bucket. **Tutoring takes the majority of that bucket. Is depleting this part of the budget a worry for resources that may be needed in the future? No concern for this line item. If something needs to be shifted will have those discussions as a group. Priority is to use the funds to support student academic and socio-emotional growth.**
 - 2. Focus on Math, 3 days a week, periods 1-3, virtual and in-person classes (locally funded)

3. Mr. Holden applied to OSSE funded grant and we were selected to move forward to the next round. This would be for ELA support in person.

IV. Attendance Data So Far

- a. How are we on our attendance goals? **We are at 42% ISA, 5% points higher than last year for this time.**
- b. Do we have any data regarding the later schedule shift (1st period data?)
No updates on attendance per period. Data needs to be created. Little did request it and will follow-up once received.

V. LSAT Member Interest form

- a. Green and Jackson will be presenting the form for feedback
Add- most recent LSAT handbook
Add- What makes you interested in joining LSAT?
Communicate this on Teams and email- We are looking to add representation from these departments: CTE, Math, Electives, EDP, OPs, and SEL/Mental Health.
Looking for departments that are not represented.
Send out interest form next week. Deadline 10/31/25
Ms. Davis is still the parent rep. Open to other parent members (Richard Banks?).

Continue with SGA being members.

Check in with former school board member being part of LSAT. (Fraizer O'Leary) Can serve as a community member.

VI. Ideas for Future Agenda Items

- a. Power practices (Little will email)

VII. Deliverables Before next Meeting 11/19/25

- a. Finalize LSAT interest form and post on Teams
- b. College partnership American University Tutors
- c. Attendance Data per period. Possibly compare SY 24-25 vs SY 25-26

VIII. Closing 6:35 PM