



# MAURY ELEMENTARY SCHOOL LOCAL SCHOOL ADVISORY TEAM

---

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

## **Meeting Minutes**

Tuesday, June 13, 2023, 4 pm (EST) via remote teleconference

**School Leadership Present:** Principal Helena Payne Chauvenet;  
Assistant Principal Andrew Lardell

**LSAT Members Present:** Richard Parker, Ashley Quarcoo, Abby Sparrow, and Angela Stover

**LSAT Members Absent:** Amy Daniels, Darchiniquia Smith, Shavanna Miller, Amy Toner, Maria Cali, VanNessa Duckett, Emily Paterson, Rebecca Sanghvi, Rachel Schwartz, and Elizabeth Nelson

**DCPS Staff Present:** Damián Popkin, DCPS Community Action Team Specialist

The meeting was called to order at 4:00 pm (EST) by the Chair.

1. **Previous Meeting Minutes.** There were no changes or corrections to the minutes of the May 9, 2023 LSAT meeting. Accordingly, they were approved and adopted.
2. **Community Comments.**  
A parent expressed appreciation to Principal Payne Chauvenet for her leadership of Maury Elementary over the past five years.
3. **LSAT Election Results – Parent Representatives SY2023-2024**  
The Chair welcomed Steve Beam and Emily Cramer as elected LSAT parent representatives for SY2023-2024. The Chair (Richard Parker) noted that he was also elected to serve on the LSAT for the next school year. He also explained that the LSAT will work with the school's assigned DCPS Community Action Team Specialist, school leadership, and the school's PTA to fill the remaining LSAT parent representative position at the beginning of the next school year.

3. **LSAT Focus Topics**

• **Budget – SY2023-2024**

The Chair reported that he has continued to advocate with DC City Council members and DCPS to obtain the additional funding needed by the school to retain the school's Math Interventionist position for SY2023-2024. He reported that unofficial responses have been that the budget is determined by the DCPS school funding formula and the Schools First in Budgeting Amendment Act funding requirements and that it appears Maury will not get the additional funding for the position. The Chair suggested that parent advocacy for additional funds continue, and that budgeting will be a priority discussion with the new principal.

Principal Payne Chauvenet had no substantive budget updates.

• **Enrollment, Lottery Results, and Waitlist Movement**

Principal Payne Chauvenet shared that Maury currently has about 500 enrollments for SY2023-2024, and only needs 30 more to reach projected enrollment goal of SY2023-2024 is 539. She shared that the DCPS temporary budget gift provided for an additional person to support Front desk operations, which helped with the processing of student enrollments/re-enrollments. She expressed appreciation to parents/guardians/caretakes for early enrollment applications.

Q: How does enrollment look with respect to specific grade levels?

A: Principal Payne Chauvenet responded that school leadership has the least certainty with respect to next year's 5th grade cohort (current 4th grade), explaining there are some families who are going to move to charters and others who are waiting to hear about waitlist results before re-enrolling at Maury. She noted that the 5th grade is traditionally a tricky number or a grade level for the school and making sure they can solidify those numbers will be helpful to future planning because as they stand now, the current cohort could have similar class sizes, i.e., very large class sizes getting close to 30 in each class, with the potential need for requesting DCPS for funding to hire an additional teacher should it reach close to 30 per class.

Principal Payne Chauvenet noted that the 4th grade (current 3rd grade) is also a large cohort with about 27 students per class and will thus be another grade to watch.

She also noted that there will probably be about 22 students per class in kindergarten, which tracks with the late addition of the 8 to 12 new slots that DCPS required the school to open in the lottery.

Q: How can the LSAT support school enrollment during the summer?

A: Principal Payne Chauvenet responded that the school is doing pretty well with enrollment, but that an email reminder might be helpful.

- **Comprehensive School Plan (CSP) - Progress to Date**

Principal Payne Chauvenet shared that the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) results for K-2 showed just above 90% proficiency, which met the DCPS goal of 90% proficiency in DIBELS. Reading Inventory assessments for grades 2-5 showed about the same numbers as last year, which did not meet the DCPS goal of an increase there. There have been many discussions about that among school leadership and teachers and thinking about targeted work done at the school with phonics and how some of the older students the robust phonics the school has now. They are looking at ways to incorporate phonics instruction into the higher grades such as using small groups for students who are still struggling with reading and comprehension.

Assistant Principal Lardell reported that Math assessment data indicates a huge growth – showing scores similar to Maury’s pre-COVID-19 Pandemic scores. The goal was 83% proficiency, and assessment scores as of right now, based on iReady data, is 82% proficiency. In the beginning window, the school had only 18% of students in the mid- to above-grade level, now basically 70% of our students are in that the mid- to above-grade level. AP Lardell noted that students, teachers, parents, and the Maury community have worked together to see that math is improving. Teachers have been giving personalized lessons in i-Ready, which has helped. Different school competitions have promoted math. And the school is looking at every math domain, for example, numbers and operations, algebraic and algebraic thinking, measurement and data - have seen grown in all those categories. AP Lardell shared that the students are definitely on a good track, and he is excited for next school year.

Q: How does the school performance data break down with respect to disparities and demographics?

A: AP Lardell responded that 18% of black students tested 2 or more levels below grade level; no white students tested 2 or more levels behind, As to students with IEPs, 39% of SPED students tested 2-3 grade levels behind grade level at the beginning of the year, and now only 9% of those students tested at 2-3 grade levels behind grade level. It’s both new students transferring into Maury as well as other students who are learning at a slower pace.

School leadership noted that more progress has been made with ELA, more than 90% of Maury kindergarteners are proficient in both DIBELS and i-Ready, including 100% of black students. School leadership continues to focus on the group in red, noting that it takes intentional work to focus on that group in the classroom and how they are experiencing the day outside of the classroom. Data is collected based on different observations - like how much do they get called on, how much time do they get to show what they know, and when do they do that (e.g. small group versus at the end of class), perceptions of school, and celebrations of success at the mid-year point. He noted that sometimes they see

attendance might have impact whether students are able to access learning, because if a student is not there, then they might fall farther and farther behind on lessons.

Q: How will the CSP for next year be developed in light of the transition in school leadership?

A: Principal Payne Chauvenet school leadership is having discussions with the LSAT and with the leadership team of staff about where the school is at the end of the year and using that data to draw up a summary of the things that worked really well, things identified as areas for growth (for instance, discussing more needs for some early literacy skills in the upper grades where there has been a lot of catch up with the 4th grade, but like 5th grade, it is a class that would not have had as much of the early literacy, structured literacy work. Knowing that there are some students who need to catch up in the upper grades, the leadership team is discussing what needs to be done there and how is the school going to meet student needs through small group approaches and using blended learning approaches. They are determining what professional development could support the CSP goals and efforts. Preliminary plans for inclusion in the SY2023-2024 CSP will be developed as a working draft. The new principal will be able to edit and shape that draft. The SY2023-2024 will probably be due to be submitted to DCPS in early fall; however, there may be a possible extension for the new principal.

#### 4. **School Data**

Background: DCPS laid out a vision in “A Capital Commitment” that every student will feel loved, challenged, and prepared to positively influence society and thrive in life. The Panorama Survey, administered yearly since 2017-18, was developed by DCPS in partnership with Panorama Education to measure progress toward that goal and gather feedback from the community. The fall survey is for students in grades 3 and up only. In the spring, students in grades 3 and up, families of students in all grades, teachers, non-instructional school staff, and DCPS Central Office staff all take Panorama surveys.

Q: How can the LSAT support Maury with respect to the Panorama survey and results?

A: Principal Payne Chauvenet shared that outreach is important. She shared that there has been a focus on self efficacy this spring, and noted success with the 4th and 5th grade allies program. She explained that school leadership takes a targeted approach with respect to a SEL survey to interpreting and acting on data. She observed that the survey focuses on students’ feelings and that survey responses often reflect what is going on with specific students and student cohorts (e.g., specific classes) on the particular day the survey was taken. She shared that the current 5th grade class is planning to donate banners with the

Five Stances [empathy, optimism, flexibility, resilience, and persistence], which will be hung around the school to serve as visual reminders. Principal Payne Chauvenet noted these support other programs in the school like responsive classroom, second step, and shared that she hopes that it is not just a school-based initiative but that parents/guardians/caretakers will refer to and support the same competencies the school espouses, such as the Five Stances, in regular life outside of school.

## 5. **Summer Happenings**

School leadership is finalizing the calendar this week and planned school events and activities will be shared with the community. The new principal may tweak the Maury-specific calendar. Principal Payne Chauvenet noted that one or more “Meet the Principal” events might be held. Early childhood meetings, outside playdates, will happen in early August. The PTA plans on hosting a Back-to-School block party before school starts, and the school building will be open with administrators, teachers, and staff there for some time that day.

## 6. **Other Outstanding Schoolwide Issues**

**Principal Search:** DCPS CAT Specialist Damian Popkin shared that he did not have anything super concrete to share, and that relevant DCPS staff are cautiously optimistic that a candidate will be finalized in the near future but there is no exact date. There is some final background efforts to complete as part of the due diligence. It is tracking for an announcement to be made before school is out for the summer.

**DGS/School Repairs:** Principal Payne Chauvenet reported that there continue to be outstanding repairs needed. As requested by DCPS, school leadership has prioritized the DGS requested repairs to the top 10 priorities for the school. She noted that the list of reported/requested repairs is much longer and shared that Maury Operations Manager Patrick Koontz puts in about seven work order requests per a week with DGS. Many requests are for small repair stuff, and the school does not have as many issues with the door locks and things like that from the beginning of the year. She reported that the turn over of repair request is hindered by the lack of DGS contractors lined up to do the work. She noted that many of the repair requests relate to intermittent problems with the school’s HVAC systems. She also stated that the broken glass door to the playground continues to be a top priority for the school. She noted that teachers are also putting together their close out lists, including needed repairs, for classrooms. Principal Payne Chauvenet that she and Patrick Koontz are going to be finalizing the list at the end of this week and it will be included among her transition documents.

7. **DC/DCPS plan updates**

- 2023 DC Deputy Mayor for Education (DME) studies  
Master Facilities Plan (MFP) & Student Assignment & School Boundaries
- DCPS Strategic Plan 2023-2028

With respect to the Master Facilities Plan, Principal Payne Chauvenet shared that a team had visited Maury to review the school's use of learning spaces.

8. **Community Comments**

Community members offered support and thanks to the LSAT members for their work throughout the past school year, and voiced appreciation to Principal Payne Chauvenet for her leadership during the school's transition to a new building and throughout the COVID-19 Pandemic and the subsequent impact it had, as well as for fostering a stable environment where teachers wanted to return.

9. **New Business**

There was no new business.

**Adjournment**

The Chair adjourned the meeting at 4:40 pm (EST).

\*\*\*\*\*

A special LSAT budget meeting will be held Tuesday, June 20, 2023 starting at 5 pm via Microsoft Teams.

The date and time of the first LSAT meeting for SY2023-2024 will be announced in August or September 2023 upon consultation with Maury's new principal and the SY2023-2024 LSAT members.