LCPS Strategic Goal 2:
Recruitment and retention of a high performing, diverse workforce.
Equity Emphasis
Cultivate Equity Literacy Through Professional Learning and Coaching

2020-2021
- Fall 2020, continue to build equity literacy and racial consciousness through Equity in the Center professional learning modules. By May 2021, train classified staff on Equity in the Center Module 1.
- By January 2021, begin to identify and differentiate professional learning opportunities to further equity literacy development for staff across the division. (ie. Equity Leads "Teams" development, coaching for culturally responsive teacher development, student driven culturally responsive teaching strategies, etc.)
- By June 2021 create and offer a Parent Equity Academy (PEA) professional learning series to raise awareness and deepen their knowledge and commitments to DEI.
- By June 2021 establish student affinity groups across 30% of secondary schools in LCPS.

Action Steps
- Continue Equity in the Center and other DEI learning modules to <u>develop</u> equity literacy. Create and use a standardized LCPS survey that <u>assess</u> Equity Literacy development as a result of professional learning.
- Review and research differentiated opportunities for professional learning for all employees, including coaching models for culturally responsive teaching and
- Identify need and support professional learning about affinity groups for the 30% of schools across the division.
- Collect feedback on the idea of offering PEA through school clusters

2021-2022
- Fall 2021, Equity Lead's "Teams" in 30% of schools across the division have created a productive, cohesive Equity Leads Team with designated leader(s), explicit norms of behavior and communication to the greater school community. Team represents staff and student demographics.
- Winter 2021, Equity Lead's "Teams" meet regularly; takes responsibility for designing, implementing, and monitoring an equity centered vision that is data driven and goal oriented.
- Spring 2022, Equity Lead's "Teams" communicate effectively with staff, students and families and effectively facilitate meetings and achieve consensus-based school outcomes.
- Spring 2022, 30% of principals across the division utilize Equity Centered Coaching in order to inform their leadership development.

Action Steps
- Begin convening staff focus groups to listen and assess the development of Equity Literacy amongst staff and create an ongoing listening assessment to identify equity goals for schools and the division moving forward.
- Support Equity Leads in the formation and development of an Equity Lead "Team".
- Develop and utilize an Equity Lead "Team" curriculum and program map to support equity literacy development through Equity Leads on sites.
- Identify and utilize an Equity Centered Coaching model for Principal development.

Some Basic Ideas to further develop...

Data Management
1. School based written plan for data management and a calendar for data review exist
2. Leader (s) provide teachers with data on student academic and social progress
3. Leader(s) engage staff in at least two yearly data-based inquiry dialogues on student academic and social progress
4. Person or persons designated to manage data on site
5. Leader(s) review data with individual teachers to monitor student learning and effectiveness of instruction
6. Leaders (s) build capacity of teachers to access and use student data
7. Teachers begin sharing student achievement data with students
8. Some teachers review and analyze their students' data to inform instruction
9. Leaders use student achievement data and classroom observation data to develop professional development plan
10. New assessments are developed and assessment data are routinely used to monitor effectiveness of instruction

11. Data management system is in place, and all teachers are aware of the system
12. Most students are actively engaged in data review and analysis
13. Most teachers review and analyze their students' data to inform instruction
14. Leader(s) regularly engage staff and community in data-based inquiry dialogues to assess student academic and social progress
15. Leaders support the on-going incorporation of data within the professional learning community
16. School teams engage in on-going cycles of inquiry using multiple data sources (at the levels of the classroom, teacher team, whole school, and school community) to assess and inform instruction, student interventions, professional development, curriculum decisions, school design, etc.

Classroom Observations and Instructional Coaching

1. Leader(s) articulate plans and purposes for classroom observations, including the process and frequency for providing teachers with feedback on instructional practice
2. With coaching support, leader(s) observe and assess classroom instruction, and provide feedback to teachers
3. Teachers and leader(s) have discussed and agree on expectations for classroom practice and purpose and process of classroom observations
4. Leader(s) have observed all classrooms at least once
5. Leader(s) provide teachers with feedback, based on classroom observations, that consistently leads to concrete changes in instruction
6. Leader(s) have observed all classrooms at least twice
7. Some teachers annually participate in observation-feedback cycle with school leader(s), and receive actionable feedback focused on aligning classroom practice with the instructional vision
8. Leader(s) observe classrooms and provide feedback with an explicit focus on improving instruction to meet the needs of historically underserved students
9. Leader(s) have observed all classrooms at least three times
10. Most teachers annually participate in observation-feedback cycle with school leader(s), and receive actionable feedback focused on aligning instructional practice with the school's instruction
11. Leader(s) have in place a system of regular classroom observations involving all teachers
12. Leader(s) model instructional strategies and provide explicit suggestions for differentiating instruction and accelerating student learning, with a focus on meeting the needs of historically underserved students
13. Leader(s) continue to provide all teachers with actionable feedback on aligning instructional practice to the school vision, with a focus on meeting the needs of historically underserved students
14. Leader(s) review, assess, and adjust the system of on-going classroom observations to focus on teachers most in need of support