

Academic Update  
December 1, 2021

# **CULTURE OF ACCOUNTABILITY AND SUPPORT**



# Be Present:

## Lodestar K-5

- Teachers who have not completed attendance: 0
- Teachers who did not submit attendance by 11 A.M.
- Attendance % for day: 91.81%
- # of AM tardies: 33
- # of Core teachers absences: 0
- # of leadership absence and names: 0
- # of students entered in bowerbird tracker: 1

## Lodestar 6-10

Teachers who have not completed attendance (required to follow up)

- MS(N/A) HS( Haro, Meyers)
- Attendance % for day: HS % 89.26 , MS % 91.71
- # of AM tardies
- ( please see attachment)
- # of Core teachers absences
  - HS (Zadden) , MS ( Fors)
- # of leadership absence and names
  - HS Dr.G, MS,0

## Lighthouse K-5

- Attendance % for day: 93.83%
- # tardies: 19 (See Attachment)
- # of teachers absences: 0
- # of staff/Leadership absence: 0
- # of students entered in bowerbird tracker: 3

## Lighthouse 6-12

- Attendance % for day: ~~HS: 82.55% MS: 91.3~~
- ~~MS 13-HS-39~~ of AM tardies
- # of teachers absences: **High school** (4) Chambers, Belecario, Rodriguez, Dientre  
**Middle school** (0)
- # of staff/leadership absence: 0
- # of students entered in bowerbird tracker: 1



# Be Professional

Leaders will follow up with student-centered messaging on all **persistent** staff absences.



# Be Prepared

**KEY ACTION:** Leaders and teachers are expected to submit evidence of internalization each week.

Steps <b>Domain</b>	Description and Questions
<b>#1: Zoom Out</b> <b>On Grade Level</b>	<b>Purpose:</b> Reread the module/unit overview. <ul style="list-style-type: none"><li>• What is the <b>purpose</b> of each lesson in the broader context of the unit/module?</li></ul>
<b>#2</b> Unpack the Standards <b>On Grade Level</b>	<b>Rigor:</b> Identify the standards, related learning targets, <ul style="list-style-type: none"><li>• What are the focal standards and learning targets?</li></ul>
<b>#3</b> Determine Criteria for Success <b>Teaching</b>	<b>Criteria for Success:</b> <ul style="list-style-type: none"><li>• What do students need to <b>know and show</b> in each lesson in order to demonstrate meeting on this standard?</li></ul>
<b>#4</b> Zoom In: Critical Moments in the Lesson <b>Engagement</b>	<b>Critical Moment:</b> <ul style="list-style-type: none"><li>• What is the most rigorous task in each lesson?</li><li>• What <b>strategic questions</b> will you use to <b>check for understanding</b>?</li><li>• How will you respond to the <b>misconceptions</b>?</li></ul>
<b>#5</b> Data-Driven Instructional Decisions <b>Learning</b>	<b>Data-Driven:</b> How will you know what students learned? <ul style="list-style-type: none"><li>• Write and link the exemplar of the weekly summative assessment.</li></ul>

# SAFE CLASSROOMS



# Be Impactful: Safety Intensive

**Areas of Strength:** Identify specific areas of staff member's current strengths using [TDEF](#), [Employee Handbook](#), or Job Description Responsibilities).

**Domain**  
**Indicator**

**Area(s) for Improvement:** Identify the specific area(s) in need of improvement ([TDEF](#) or based on [Employee Handbook](#) or Job Description Responsibilities) that will be the focus of the intensive coaching cycle.

**Domain**  
**Indicator**  
**Get Better Faster Action Step**

**Success Criteria:** Explicitly describe how progress will be measured and assessed using TDEF, Employee Handbook, or Job Description.

In Framework by Coach; In Practice by Coachee

**Coaching Move to Support Improvement:** Identify specific resources and support systems available to assist the teacher to improve performance:

- Modeling of strategy during coaching. See It. Name It. Do It.
- Modeling of strategy during instruction. See It. Try It. Feedback. Try It Again.
- Live coaching: With a set of agreed-upon signals, remind the teacher of strategy to be immediately applied in the lesson
- Co-Teaching. For 15 minutes, every 5 minutes lead teacher switches
- Other:



# **INSTRUCTIONAL LEADERSHIP**





# Theory of Action

**Theory of Action:** If **leaders** coach teachers to internalize curriculum **AND** **teachers** independently internalize lessons, then **students** will experience rigorous, learner-centered, grade-level instruction.

We believe our children are brilliant and capable of learning rigorous grade-level standards, so teachers use the most rigorous tasks, text, and assessments from the adopted curriculum.

We believe that well-prepared teachers who anticipate misconceptions can accelerate learning by providing “in the moment” support within a grade-level lesson, so leaders coach teachers to check for understanding and proactively respond with well-planned tier 1 supports.

We believe effective teacher practice must guide our delivery of lessons, so teachers design and deliver lessons aligned to our LCPS [anti-racist lesson structure](#).



# Be Impactful: Defining an Anti-Racist Approach

Time	TDEF	KEY STEPS	HOW IS THIS ANTI-RACIST?
5-7 MIN	<b>SAFETY</b> Can students focus on learning?	Establish and use a predictable protocol for students to independently preview/review key vocabulary, concept, or complex text.	A warm welcome that sets an academic tone for the day and thoughtfully includes plans to address events and actions that may derail the learning (late arrivals, dysregulated Ss).
3-5 MIN	<b>ENGAGEMENT</b> Who is doing the work here?	Establish and use a predictable protocol for facilitating unpacking/referring to learning targets with a focus on academic vocabulary.	Student-engaged assessment is an anti-racist approach because it centers students in the learning by asking them to understand what and why they are learning.
3-5 MIN	<b>ENGAGEMENT</b> Who is doing the work here?	Establish and use a predictable protocol for students to activate prior knowledge.	Activating prior knowledge is equity in action because it acts on the belief that students are brilliant and come with a wealth of communal and academic knowledge.
9-12 MIN	<b>ON-GRADE LEVEL</b> Are students getting access to grade level texts and tasks?	Use the curriculum to determine the best approach to support students to internalize the criteria for success, understand a new concept, and/ or uncover a new strategy.	Well-planned, concise delivery of instruction is anti-racist because effective instruction increases learning.
10-20 MIN	<b>LEARNING</b> Are all the students getting it?	Facilitate academic discourse, assign collaborative or individual opportunities to practice the content.  Check for understanding with monitoring pathway to look for specific indicators from the know/show chart.  Record evidence of learning and call small groups to provide "in the moment" acceleration	Structuring learning such that student understanding is transparent and misconceptions are clarified is anti-racist because focuses on the impact of instruction- student learning.
5-7 MIN	<b>ENGAGEMENT</b> Who is doing the work here?	Establish and use a predictable protocol to close the lesson with a teacher-led lesson summary that accurately and concisely stamps the learning for the day.  Establish and use a predictable protocol for students to reflect/self-assess on their understanding relative to the learning target, know/show chart, rubric, and/or a model.	According to Zaretta Hammond culturally responsive pedagogy creates opportunities for students to become independent learners by making them metacognitive about the journey to mastery.
2-3 MIN	<b>ENGAGEMENT</b> Who is doing the work here?	Tell students when you will review Altitude assignments, provide feedback to ensure accurate and thorough completion, and create an accountability system that includes alternate times to complete/revise work, and family contact	Frequent feedback creates a culture of support and accountability which is anti-racist because it is evidence of high expectations.

# Be Professional: ANet Completion Data

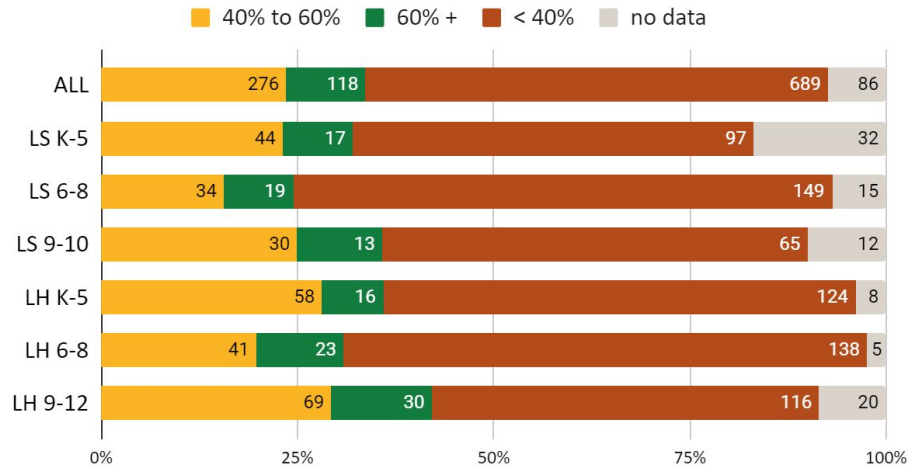
	LH	L*
2-5 ELA	97%	79.25%
2-5 Math	97%	86.75%
6-8 ELA	97%	93.6%
6-8 Math	97%	94.6%
HS ELA	96.3%	92.5%
HS Math	95.3%	94.5%

Averages of ANet  
completion rates at LCPS

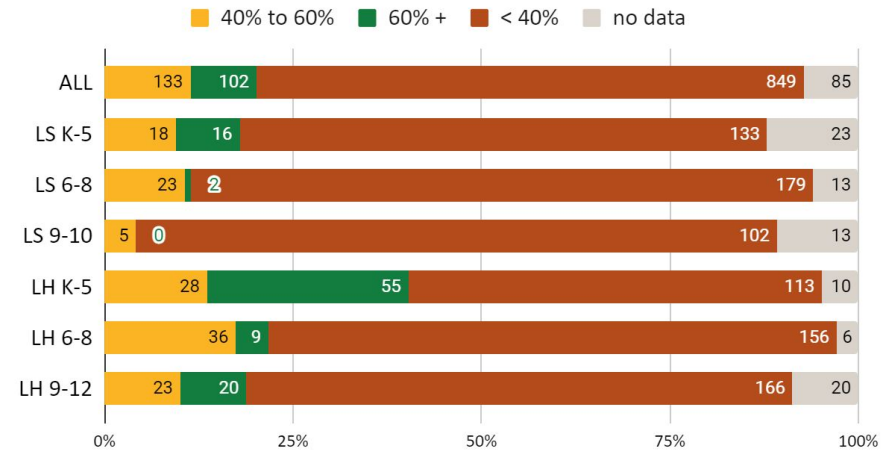


# Be Impactful: ANET

## LCPS ANet ELA



## LCPS ANet Math



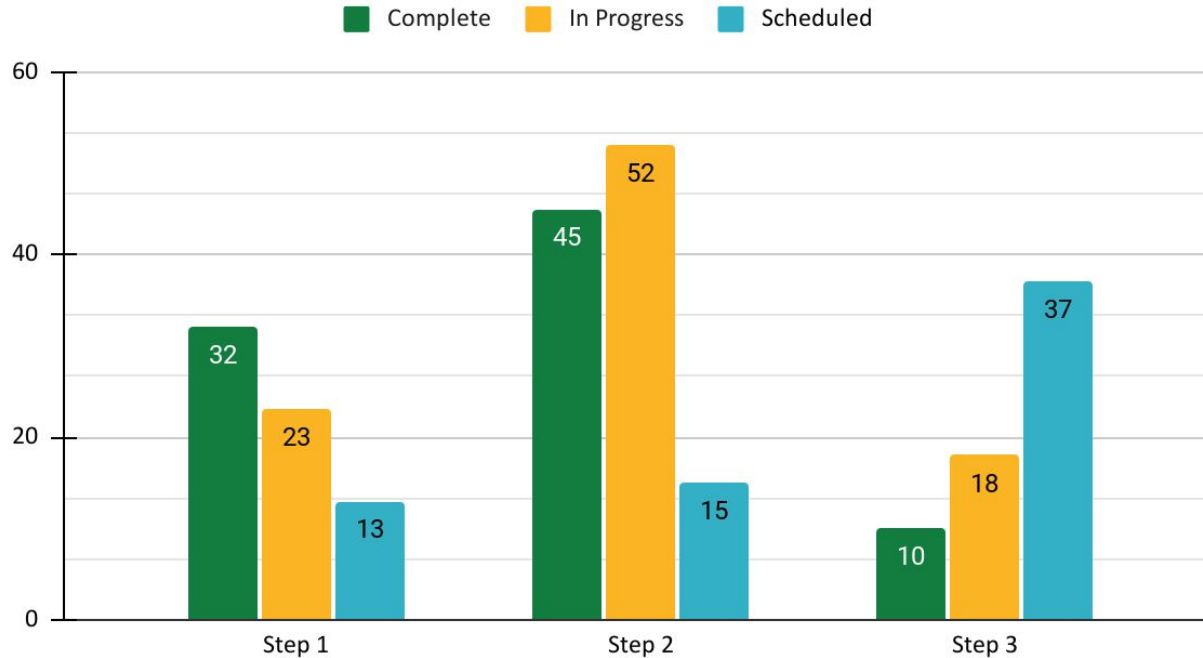
# Be Impactful: ANET

Indicators	Time Period	LCPS	Lighthouse K-5	Lighthouse 6-12	Lodestar K-5	Lodestar 6-12
<p><b>Indicator:</b> % proficient in ELA on CAASPP or last MAP/ANet Interim</p> <p><b>Thresholds:</b> Green 50%+, Yellow 45-49%, Red &lt;45%</p>	<p><b>10/29/21 (6.2)</b></p> <p><b>ANet IA1</b></p>	<p>26.1%</p> <p>+8.0%</p> <p>68% complete</p>	<p>26.2%</p> <p>+11.5%</p> <p>66% complete</p>	<p>28.1%</p> <p>+7.1%</p> <p>68% complete</p>	<p>28.4%</p> <p>+9.1%</p> <p>71% complete</p>	<p>22.2%</p> <p>+6.8%</p> <p>66% complete</p>
<p><b>Indicator:</b> % proficient in Math on CAASPP or last MAP/ANet Interim</p> <p><b>Thresholds:</b> Green 50%+, Yellow 45-49%, Red &lt;45%</p>	<p><b>10/29/21 (6.2)</b></p> <p><b>ANet IA1</b></p>	<p>18.4%</p> <p>+2.8%</p> <p>79% complete</p>	<p>38.8%</p> <p>+19.2%</p> <p>86% complete</p>	<p>16.8%</p> <p>+0.7%</p> <p>70% complete</p>	<p>16.8%</p> <p>+1.0%</p> <p>83% complete</p>	<p>8.9%</p> <p>-1.6%</p> <p>88% complete</p>



# Be Impactful: TeachBoost Coaching Data

Complete, In Progress and Scheduled TeachBoost Coaching Cycles



# 6.4 MUST ACHIEVES



# MUST ACHIEVE #2: Professional

By Friday, December 17 at  
4PM,

100% of all student behavior  
incidents

will be accurately recorded in

AERIES





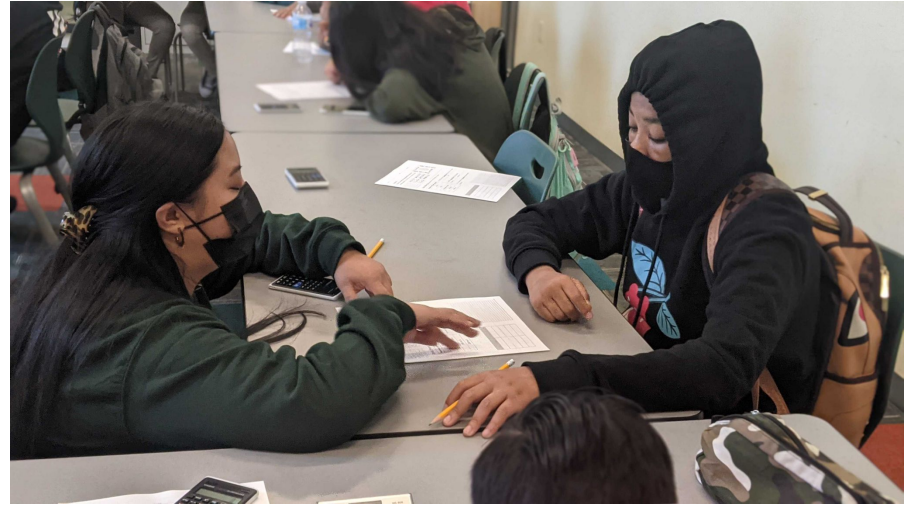
# MUST ACHIEVE #3: Professional

By Friday, December 17 at  
4PM,

100% of core teachers will  
receive all three steps of the  
instructional cycle

as evidenced by

TeachBoost submission



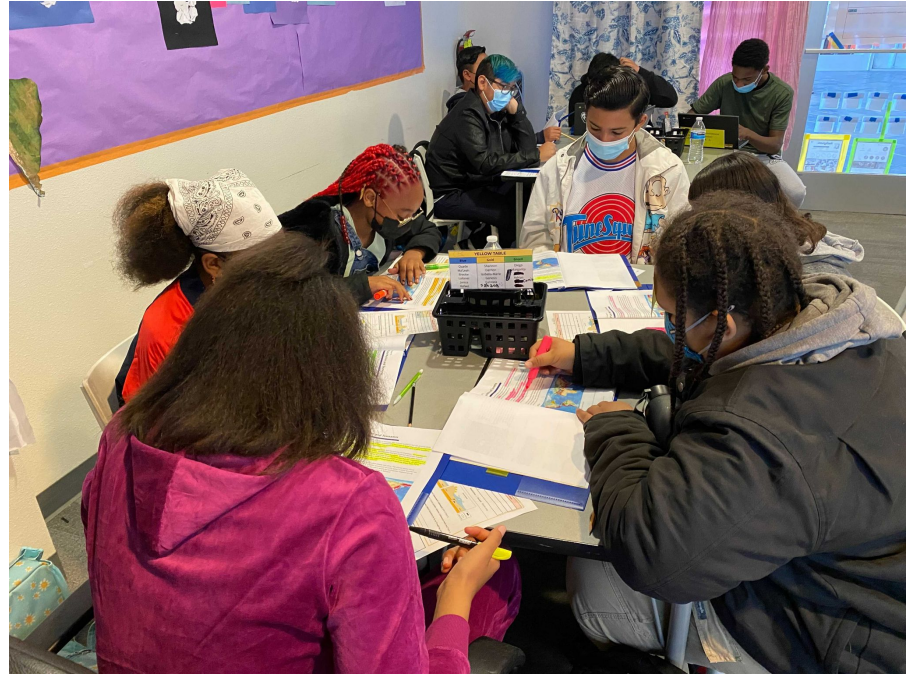
# MUST ACHIEVE #1: Prepared

By Friday, December 17 at 4PM,

80% of core teachers

will consistently submit  
weekly internalization plans

in TeachBoost



# MUST ACHIEVE #4: Impactful

By February 17,  
50% of students will meet  
or exceed the 40%  
network average  
on ANet

