

Logic Model: Teacher Leadership Summit

Problem Statement: Lack of culturally responsive climate at Castro Elementary School negatively impacts school/parent/home communications, school involvement and home/school relationships.

Goal: Increase the number of teachers and families involved/participating in the home visit experience and establish teacher to teacher partnerships to build understanding and appreciation of cultural diversity....

BY...

- 1) Designing and implementing a PDU that supports and increases a culturally responsive climate/community between families and staff at Castro Elementary (Books: *Culturally Proficient Learning Communities*, *Con Respeto*) and
 - 2) Increasing effectiveness of existing and new resources- such as Parent Portal, Parent Liaison, FACE, Engagement Home Learning Kits, Academic Partnership Nights- and aligning programs and resources to goal of building culturally responsive climate/community at Castro Elementary.
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Rationale:

High achieving schools have a strong home school partnership.

Inputs:

- Teach to Lead Team
- 1) Develop a PDU around Building Academic Partnerships with families through Home Visits and FACE support
- Teachers
- Staff
- Administrators
- Families

Activities:

- Communicate with Administration to present vision and plan; Request pay paid weekend Saturday/Sunday to develop PDU
- Solicit participation from staff
- Design and develop survey to staff about culturally responsive climate and family partnerships as a baseline
- Create data tracker template to track results of Home Visits (Parent Academic Involvement/Engagement)
- Contact PDU Department for PDU development support
- Contact FACE

Outputs:

1 month:

- 1) Survey to Staff
- 2) Complete draft of PDU
- 3) Get PDU meeting dates on Master Calendar

2-3 months:

- 1) Identify roles and responsibilities of all participating groups (Meet with FACE, School Liaison, Administration, teachers)
- 2) Get PDU meeting dates on Master Calendar

4 months: Present PDU to staff

6 months: Read *Book Culturally Proficient Learning Communities* and/or *Con Respeto* as a guide for PDU

1 year: Summary report of Home Visit result data

Outcomes:

Short Term: 1 year

- 1) Celebrate teachers (teacher partnerships)
- 2) Student celebrations (Flip Grid)

Medium Term: 2 years

Long Term: Beyond 2 years

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Student Impact: (If..., then...)

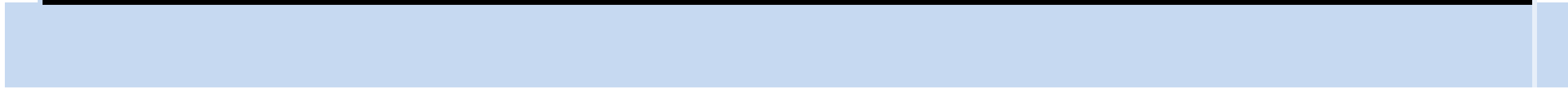
If teachers are more invested in home visits, then...

- Teachers will build their understanding of cultural responsiveness and strengthen their relationships with parents.
- Parents will be welcomed at school and will understand and navigate the school system and strengthen their participation in academic programs.
- Students will strengthen their emotional well being and have increase engagement and academic achievement.
- School Administration will increase their knowledge and understanding of the impact of home visits on cultivating a positive school culture.

Success Indicators:

- Increased level of participation of families in academic experiences
- Increased number in Home Visits
- Increased in student attendance at school
- Decreased in truancy level
- Strong teacher satisfaction surveys as a result of PDU
- Meaningful teacher digital artifacts
- High completion rate of PDU requirements
- Improvements in data in results of Parent surveys
- Improvements in data in Teacher survey on awareness of cultural responsiveness
- Increased collaboration with Building Administration

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