

Ensuring Equity in Lakewood Schools: Theory of Action

Relationships are at the heart of learning. Schools are at the heart of community. Belonging—the innate sense that all individuals who enter our schools are seen, heard, valued and supported—defines the conditions under which growth is realized as a communitywide endeavor. When we create a sense of belonging, students learn and grow. The only way such conditions can be co-created and realized is when everyone in our school district recognizes that the roles which traditionally define school and community, between administrator and staff member, teacher and student are fluid and situational. Our commitments, structures, and learning (framed below) should simultaneously extend through and between our school communities, guided by the recognition that we all have something to learn from one another.

Co-creating Purpose, Culture and Commitments

- Belonging: Reshaping the "we" in Lakewood
- Equity as a focus on engagement, compassion and fairness
- All means Each: Ensuring that each student, family, staff or community member is seen, heard, valued and supported
- Lakewood Compact: A Small District Going Big Places
- Universal Design for Learning

Co-Constructing Systems, Structures and Practices

- School Improvement Plans
- Multi-tiered Support Systems
- Teacher Learning Communities
- Advisory Partnerships(parent, student, staff and community): Equity, Budget, Food Services, Teaching and Learning advisory committees
- Universal Design for Learning

Deepening relationships through Professional and Community Learning

- Embedded Formative Assessment/Assessment for Learning
- Culturally Responsive Practices
- Restorative Practices
- Community Inquiry Forums

The engine driving the work is empowered people engaging in courageous conversations that bring purpose to action.