

INPUTS	YEAR 1 OUTPUTS		OUTCOMES		
	Activities	Participation	Immediate (end of year 1)	Intermediate (end of year 2)	Long Term (within 3-4 years)
Participation of Big 5 districts	Kick Off	27 principal participants from Big 5 districts	Increased understanding of racism & its impact on individuals & society	Empower principals as equity champions	Schools are racially inclusive & all students feel like they belong
ELLC Steering Committee	10 PD sessions		Introspection & awareness about attitudes, emotions & behaviors regarding oppression		
Work group	4 coach trainings	9 coach participants	Establish a learning community	Develop culturally competent leaders	All students & families receive the supports they need to succeed
4AM Consulting	2 coaching visits per month		Build skills to lead courageous conversations about racial equity		
NYCLA	ELI needs assessment		Identify inequitable practices & policies	Build a school culture promoting equity	Collective trust exists between schools, families & students
PD locations & meals	Problem of Practice & Capstone Project		Develop an action plan to address a Problem of Practice		Communities are strengthened
Title II funding			Document efforts to lead for equity	Design school improvement strategy	Racial disparities in academic achievement, discipline & attendance are reduced
Training materials	Capstone presentations		Develop sustainability plan		
Time			Coaches are trained to facilitate growth of culturally competent leaders		

ASSUMPTIONS
Principals are critical to addressing disparities in educational experiences and opportunities for students of color
Equity coaches will provide the necessary support and feedback for principals to develop cultural competence
Students of color experience disparities in opportunities and achievement due to implicit biases, microaggressions and lowered teacher expectations
Principals will help school staff adopt a school culture promoting equity
Principals will continually work towards realizing long-term equity goals after their participation ends

FOUNDATIONAL FACTORS NECESSARY FOR ESTABLISHING EDUCATIONAL EQUITY	
Continued Title II funding or transition to Title I funding	Availability of services all students & families need to succeed
Supportive state and district policies & procedures	High-quality instruction
School Board support	Culturally-relevant curriculum & practices
Principal evaluator support	Positive behavioral practices
Shared school leadership that includes families, students and communities	Support for social & emotional learning
Development, recruitment & retention of effective & racially diverse teachers	Communities are engaged in schools
School funding parity	All families are viewed as partners in supporting student learning
	Trained principals remain in their schools