Culturally Responsive Leadership

“Fostering hope across differences in order to increase resiliency and academic success for students”

Washington Education Association and Central Kitsap School District Partnership
A little background...
Our WHY

The CKSD Superintendent and School Board have made a commitment:
- to high expectations for ALL students and eliminating persistent disparities in the achievement and performance among student subgroups
- to equity in learning, opportunities, and discipline
- that income, zip code, race and language will not be the greatest predictors of student success
Cultural Competency
Respect and Responsiveness to all students and families

Reducing Opportunity Gap:
- Experiences
- Resources
- Access

Reducing Achievement Gap:
- Academic Rigor
- Academic Vocabulary
- Upper Level Courses
- Access

Social-Emotional Learning:
- Fostering student voice
- Developing authentic student-teacher/staff relationships

Safety and Security
- Facilities
- Policies
- Practices

EQUITY
Personal or social circumstances such as gender, ethnic origin or family background, are not obstacles to achieving educational potential
Success Criteria

By the end of the 2023-24 school year:

- District and school survey data shows improved levels of inclusivity.
- Student performance, discipline, and attendance data shows closing of achievement and opportunity gaps.
- Equity team reports evidence of equitable practices present throughout the district.
Plan

❖ Professional Development Partnership with WEA
  ➢ 4 modules over 4 years
  ➢ Building Level throughout the school year

❖ Equity Team Development
  ➢ Review and support issues of equity at District, Department, Building level

❖ District Level Support
  ➢ TOSA(s) to support the work over the next 6 years
  ➢ Specific support on issues of equity and culture for staff
Professional Development Component

4 WEA Modules

Year 1 - Culturally Responsive Classroom Communities
Year 2 - Culturally Responsive Classroom Management
Year 3 - Culturally Responsive Classroom Interactions
Year 4 - Culturally Responsive Classroom Behavior Interventions
Equity Teams: Buildings, Department, District

- Aim to **foster hope** across differences in order to increase resiliency and academic success for students
- Receive training and **professional development**
- Identify area of **focus**
- Examine and ensure **equitable policies and practices** throughout the district
- **Meet** monthly and **communicate** discussions and recommendations to stakeholders
- **Measure success** through survey data, test scores, discipline data, and anecdotal evidence
Teachers on Special Assignment (TOSA) Support

- Provide Equity Team training
- Professional development for modules delivery and ongoing yearly PD to support module
- Job embedded coaching and classroom/department support
- Establish student focus groups
- Provide administrative support for Cultural Competency issues
- Instructional strategies
- Other
## Timeline

### Year 1 Implementation:

- **WEA Module Training**
- **Building Level PD**
- **Equity Team**

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Board Engagement

- Board Retreat with WEA presenter
- Development of School Board Policy
- Development of Equity Lens
- Use of Equity Lens in policy review and budget development
Questions

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