

## Central Kitsap School District Equity and Cultural Competency

### **Phase I: Background**

In the 2015-2016 school year, Central Kitsap School District (CKSD) created a strategic plan that included the objectives of “All Students Engaged and Learning” and “Promoting Academic Success for All Students.” During the development of this strategic plan it was apparent that CKSD had significant and persistent disparities in the achievement and performance of various student groups.

The Superintendent and the School Board expressed a commitment and desire to see all students graduating on-time from high school ready for career and college. As a result, they set a joint Superintendent-School Board goal for the 2016-2017 school year of developing a plan to ensure equity in learning, opportunities and discipline by June 1, 2017.

For further explanation of the background, see “[Ensuring Equity in Learning, Opportunities and Discipline](#)” in the district’s 3-5 year plan.

### **Phase II: Implementation**

Starting in the 18-19 school year, eight school sites implemented year one of a four-year implementation plan to grow staff’s cultural competency. For the purpose of this plan, we will use the following definition for cultural competency: *the will and skill to create authentic and effective relationships across differences.*

In July 2018, Central Kitsap School District entered into a Partnership with the Washington Education Association (WEA). Through this partnership, we will provide yearly trainings to all staff at the identified sites. This training helps educators become more culturally responsive and improve their classroom engagement with students from diverse backgrounds, social groups and cultures through meaningful, caring adult relationships. The overall goal is to “Foster hope across differences in order to increase resiliency and academic success for students.”

Phase I of the Equity work included drafting a CKSD Equity Policy. During Phase II, two community events were held to solicit feedback, and the CKSD Board of Directors adopted Equity Policy 0030 on March 27, 2019. This policy provides a lens with which the district does all business. An important part of this work is to support staff through this process. This means ensuring student engagement and motivation through Culturally Responsive Instruction which is centered on strengthening relationships with students and to achieve high academic outcomes for each student. We are continuing this work by implementing a three-part plan focusing around professional development for all staff.

Three components:

1. Professional Development Partnership with WEA
  - 4 modules over 4 years
  - Building Level training throughout the school year
2. Equity Team Development
  - Review and support issues of equity at District, Department, Building level
  - District Level Support
3. TOSA(s) to support the work over the next 6 years
  - Specific support on issues of equity and culture for staff

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Cohort 1 Year 1 2018-19	Cohort 2 Year 1 2019-20	Cohort 3 Year 1 2020-21
CO, CV, WO  CKMS, FMS, KLSS, CKHS, OHS	CC, EH, HE, GM, SI  BCCS	BR, EM, PI, SR  RMS
	Transportation	<i>Dept TBD</i>

### **Professional Development**

There are four WEA Modules: (See Appendix B for objectives of each module)

- 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**

Equity team development is an essential component of the comprehensive plan in order to ensure equity across our district. Each school/department, during the their initial year, will develop an equity team with the goal of “fostering hope across differences in order to increase resiliency and academic success for students.” All teams will receive initial training and ongoing support from our Teachers On Special Assignment.

The protocols of the Equity Team formation, the Equity Team Inventory and the nature of TOSA training and support will be made available to building principals and/or department heads soon after the initial WEA Module I training.

During the first year the Equity Team chooses a single area of focus in order to guide their work. Teams meet monthly at their sites in order to work on their focus area. For the 2018-2019 year, the teams in the first Cohort chose family engagement, student engagement, community within the school, and attendance as their focus areas for the year. Additionally, teams in the first Cohort had an opportunity to showcase their work during our Equity Night on March 4th, 2019.

During the 2019-2020 school year, a District Equity team will be developed with a focus on examining and ensuring equitable policies and practices throughout the district.

Equity teams across the district record meeting minutes and post them to a shared site. Each member has access to other teams’ meeting minutes and plans of action.

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### Teachers on Special Assignment (TOSA) Support

During the 2018-2019 school year an allocation of 1.1 FTE was used to support the original eight schools in Cohort 1. The TOSA not only provides direct support to these eight schools, but is also available to provide support to schools not yet in a cohort.

In Year 2 of the plan, the allocation will increase to a total of 2.0 in order to have enough support for the six additional schools and department (Cohort 2). TOSAs will provide professional development for the delivery of the modules and other relevant topics to support increased competency for our staff, as well as train and support the Equity Teams for each building and department. TOSAs will also engage in job-embedded coaching and classroom/department support, along with working with and supporting student groups, conducting or helping to conduct student focus groups and providing administrative support for cultural competence related issues.

### Measures:

Initiatives of this kind are difficult to measure because there is no test that can be given to see what has been learned. The overall goal is that by the end of the 2023-24 school year:

- District and school survey data shows improved levels of inclusivity.
- Equity teams report evidence of equitable practices present throughout the district.
- Staff report that their behavior and relationships have changed as a result of the training.
- As a result of improved school and workplace climate and culture, student performance, discipline, and attendance data shows closing of achievement and opportunity gaps.

Each Fall CKSD asks students, parents and staff to participate in the Center for Educational Effectiveness survey (CEE) to provide subjective data based on the participants' observations. The goal is that the district and school CEE survey data shows improved levels of inclusivity, hope, and resiliency (specifically looking at the questions that are collectively found under the "Supportive Learning Environment" section). (Appendix A)

Other measures to be used to reflect growth in our overall Equity work include reviewing data around student performance, discipline, and attendance data. We will also conduct student and community focus groups to solicit their voices to provide anecdotal evidence of growth. If students feel hope and have resiliency skills, they are more likely to attend school, resulting in more learning and ultimately a closing of achievement and opportunity gaps.

### Budget

What	Year 1 18-19 8 bldgs.	Year 2 19-20 14 bldgs	Year 3 20-21 19 bldgs	Year 4 21-22 19 bldgs	Year 5 22-23 11 bldgs	Year 6 23-24 5 bldgs.
TOSA	1.1FTE \$150,256	2.0 FTE \$300K	2.0 FTE \$300K	2.0 FTE \$300K	1.0 FTE \$150K	1.0 FTE \$150K

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WEA Modules	\$4800	\$8400	\$11,400	\$11,400	\$6,600	\$3,000
Classified Staff	\$12,000	\$23,100	\$28,500	\$28,500	\$16,500	\$7,500
Equity Team	\$40,000	\$37,000	\$37,000	\$17,000	\$5,000	\$0
Equity Team Training		6 sites* 7 subs \$150= \$6300	5 sites* 7 subs \$150=\$5250			
<b>TOTALS</b>	<b>218,800</b>	<b>375,000</b>	<b>\$382,000</b>	<b>\$357,000</b>	<b>\$178,100</b>	<b>\$160,500</b>

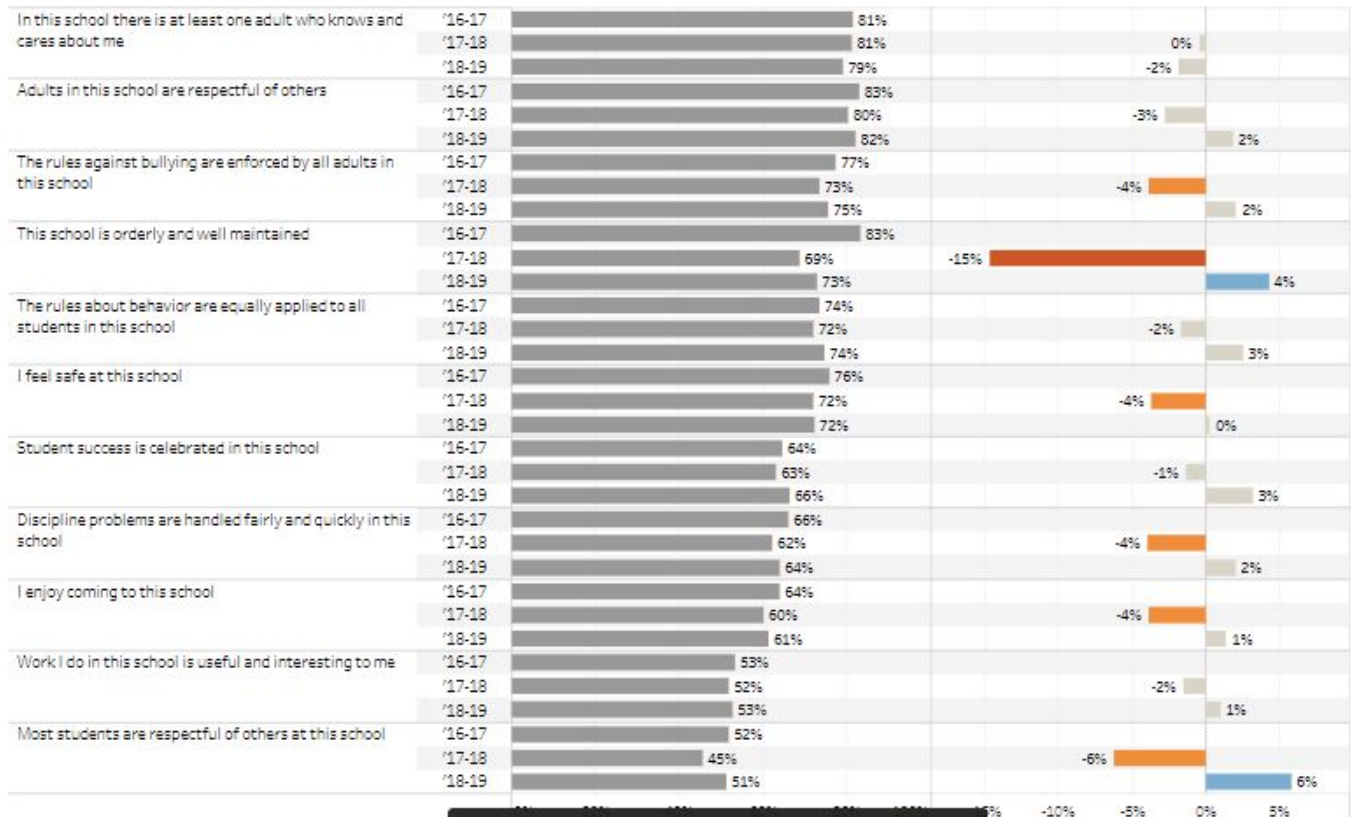
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## Appendix A

### Student Supportive Learning Environment CEE data 2018

#### Supportive Learning Environment

Central Kitsap School District



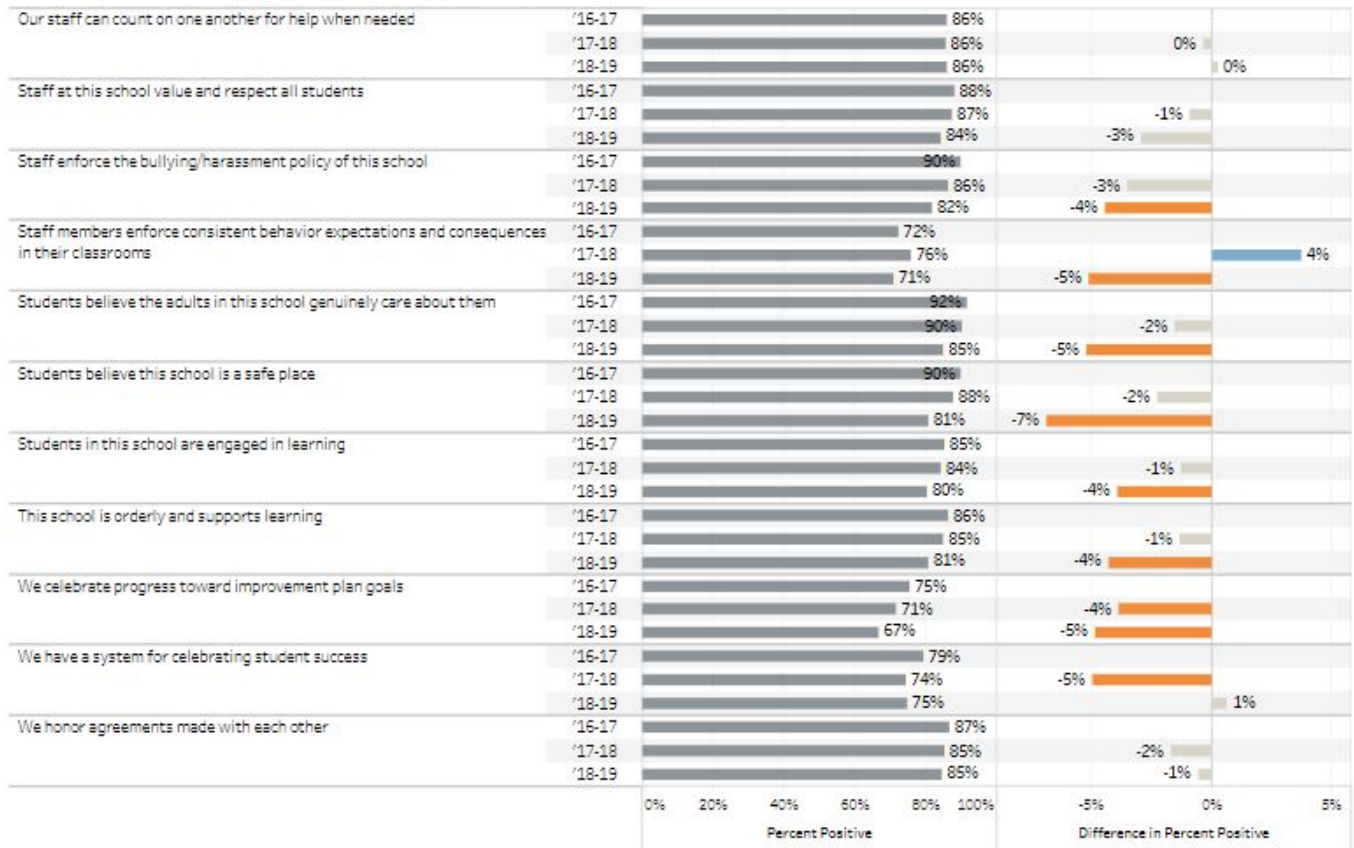
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## Staff Supportive Learning Environment CEE data 2018

### Supportive Learning Environment

Central Kitsap School District

The percent difference on the right side represents the year to year change.

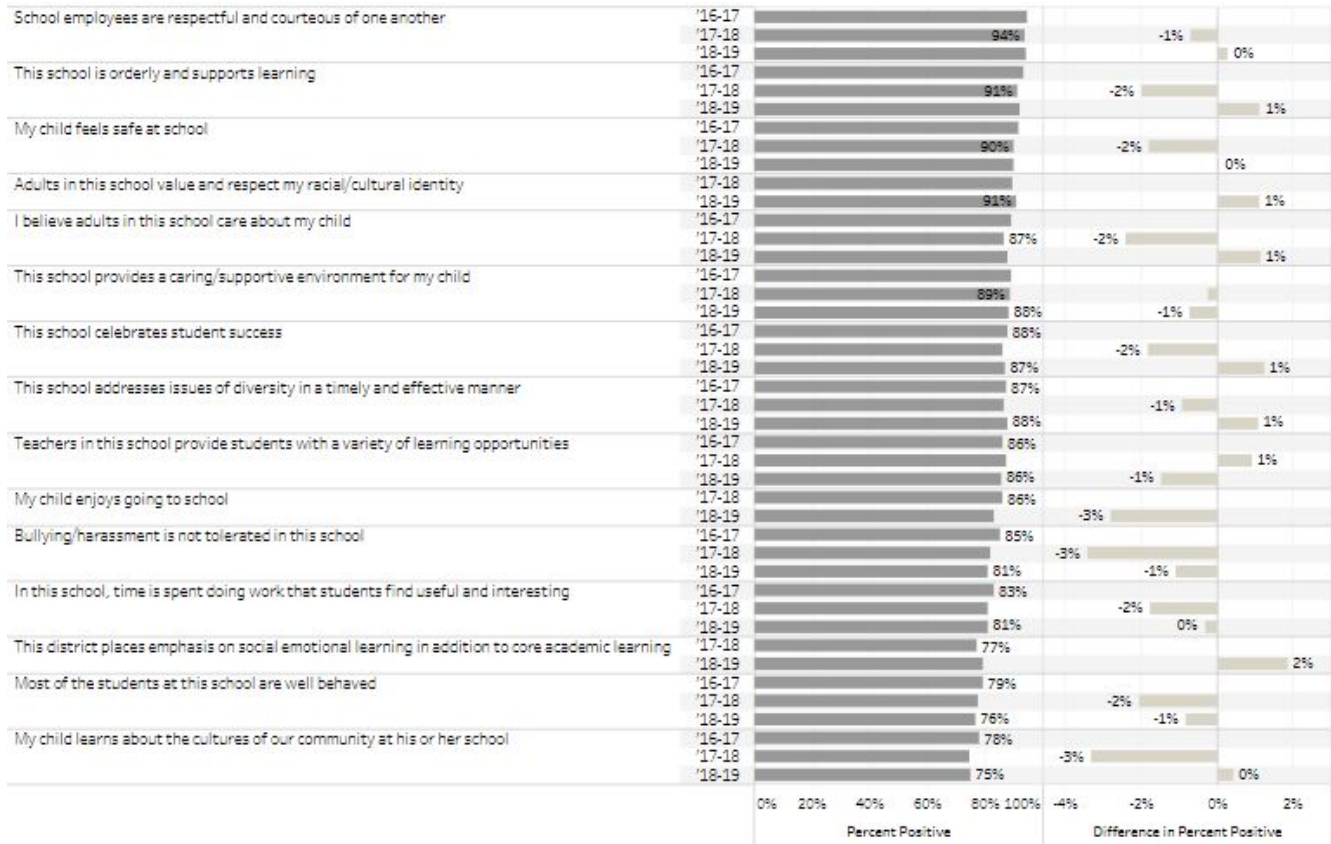


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## Parent Supportive Learning Environment CEE data 2018

### Supportive Learning Environment

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**Appendix B**

Focus	Objectives
<p>Year 1 <i>Culturally Responsive Classroom Communities</i></p>	<ul style="list-style-type: none"> <li>● Demonstrate cultural competency - “The will and skill to create authentic and effective relationships across differences”- in the classroom.</li> <li>● Use the cultural competency framework of awareness, knowledge, skills and advocacy to increase effectiveness with students from diverse populations including, but not limited to: socio-economic, language, ethnicity, race, sexual orientation, gender, religion, age and ability.</li> <li>● Apply research about resiliency as a primary factor in closing the opportunity/achievement gap to build relational strategies that focus on asset-based instruction and that develop student resiliency.</li> </ul>
<p>Year 2 <i>Culturally Responsive Classroom Management</i></p>	<ul style="list-style-type: none"> <li>● Understand core practices for developing culturally responsive classroom management.</li> <li>● Learn how to begin building social relationships, communicating in culturally responsive ways, cultivating a safe and inclusive environment and engaging with families and communities.</li> <li>● Discuss cultural assumptions, views, and beliefs to help reflect on how their own cultural histories and biases may affect their work with students from culturally, linguistically and socio-economically diverse backgrounds.</li> <li>● Receive resources and materials to support the culturally responsive classroom</li> </ul>
<p>Year 3 <i>Culturally Responsive Classroom Interactions</i></p>	<ul style="list-style-type: none"> <li>● Apply core practices for developing culturally responsive classroom interactions.</li> <li>● Identify strategies for building social relationships between students and families.</li> <li>● Develop ideas for communicating in culturally responsive ways.</li> <li>● Find ways to respond to student needs through facilitating student focus groups.</li> <li>● Investigate cultural assumptions, views, and beliefs to understand how one’s own cultural histories and biases may affect work with students from culturally, linguistically and socio-economically diverse backgrounds.</li> <li>● Learn to use provided resources and materials to support culturally responsive classrooms.</li> </ul>
<p>Year 4 <i>Culturally Responsive Classroom Behavior Interventions</i></p>	<ul style="list-style-type: none"> <li>● Investigate ways to promote positive classroom and social behavior development.</li> <li>● Identify strategies for implementing culturally responsive behavior interventions that address the underlying causes and functions of behavior.</li> <li>● Adapt core principles of culturally responsive behavior intervention to meet the specific the needs of students.</li> </ul>