

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

	2018-19	2019-20	2020-21
	CO, CV, WO CKMS, FMS, KLSS, CKHS, OHS	CC, HE, GM, EH, SI BCCS	BR, PI, EM, SR RMS
		<i>Transportation</i>	<i>Maintenance Food Service Operations Teaching/Learning Business/HR</i>

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

erinp@ckschools.org