

OUR WHY

Being part of any K12 educational experience as a student or educator should offer one outcome: FREEDOM. Both educators and students (particularly those identifying as persons of color) continue to contribute to an institution that has not been intentionally designed to create freedom.

WHAT IF...

What if instead of remaining fixated on reform, we focused on re-imagining and re-designing how we "do" school?

What if your school had a culture built on trust, equitable instruction, shared leadership **and** shared accountability?

What if students left your school with the freedom to choose their path in life?

PARTNERSHIP SELECTION

01

Leader intake and *Framework for Culturally Healthy High Performing Schools (CHHPS)* companion questions.

02

Collaboration to ensure partnership goals align to strategic plan.

03

Agreement of partnership and services (minimum 1-year commitment).

04

Get started together! Models are designed to be a combination of on-site, off-site and virtual with systems of data collection and impact reporting embedded in our processes.

RESULTS

- Every school implementing our process has achieved growth via enrollment, academics, and/or graduation rates.
- Schools implementing our process have seen a significant difference in teacher trust, transparency, communication, and collaboration.
- Leaders report they are able to focus on what matters most for supporting teachers. Time spent providing feedback and coaching to teachers increases greatly through implementation of our ACED process, which includes custom walk-through forms focused on equity and culture.



RESEARCH IN SUPPORT OF OUR CULTURALLY HEALTHY HIGH PERFORMING SCHOOLS MODEL

Our schools must begin to understand how to become advocates for our communities. To reform our current institutions we must reject the current cultural standards for public education and shift the value narrative of public school educators.

Our theory of change is simple: value each person and they will take ownership and set the highest expectations for students.

To create an ecosystem that shifts the value narrative of public education requires strategic development and expansive partnership efforts. If we change the value narrative of PK-20 education - we can serve communities (especially communities of color) as they deserve to be served.

Our belief is that an educator's cultural capacity is a predictor of how they will adapt their daily instructional practices; as such, it is imperative for schools to assess the cultural health of their school. When intercultural adjustments, [the way a leader adapts to the living conditions of another culture, Livermore (2015)], are understood and developed, cultural intelligence and leadership will actively predict personal adjustment emotionally and psychologically when encountering a new cultural environment (Lin, Chen, and Song, 2012).

As strongly evidenced (as defined by ESSA) through extensive aligned studies with Bandura's social cognitive theory, the correlation between trust among colleagues and collective efficacy was significant ($r = .67, p < .001$) and further supports the impact of collegiality, authentic collaboration, and development of cultural intelligence on student achievement (Hoy, Goddard & Woolfolk, 2000).

Further, a 2015 article examined the research regarding the original Pygmalion study, specifically analyzing the tie between teacher beliefs, biases, and stereotypes and their impact upon expectations and judgements on students (Rubie-Davies, Peterson, Sibley & Rosenthal, 2015).

In support of this research, our process develops cultural skillset and mindset which yields awareness and provides tools to break through biases that impact more equitable and culturally relevant practices in the classroom.

FROM OUR SCHOOL PARTNERS

"Justine's facilitation skills are the best I have experienced and made even the most difficult conversations easy to discuss. Thank you for increasing my staff's skills in engaging and interacting with cultures of all kinds."

LYNDA DAVIS, ELEMENTARY PRINCIPAL

"Justine is a natural leader full of passion and charisma that pushes teams to new heights. She builds trust among those she works with by demonstrating character and competence. She is one of the most sincere leaders that I have met and her ability to create buy-in and define a team's objective is second to none. Justine would be an invaluable asset to any organization looking to achieve transformational results."

CURTIS MERLAU, FORMER REGIONAL DIRECTOR FOR
HIGH SCHOOLS

"Justine is a dynamic leader who adds value to any organization she touches. Her authenticity quickly builds trust with those around her. My capacity for effective leadership was increased exponentially after I had the opportunity to serve alongside Justine. She has a heart for people and consistently strives for excellence in what she does."

BRYAN HAMMONTREE, HIGH SCHOOL PRINCIPAL

"Justine has helped to be a mentor and listening ear as I have worked through courageous conversations with my staff. Her facilitation of our culture cohorts has allowed from my staff to be insightful and reflective in ways in which they have not before. Justine is an expert at digging deep into difficult topics and asking driving questions to get to the root of an issue.

At this time, two cohorts of my teachers have been through training. I have witnessed many cohort members be more cognizant of the words they choose, the actions they take and the reflection that occurs afterward is powerful and useful."

DR. AMANDA LANDRUM, MIDDLE SCHOOL PRINCIPAL

OUR REFERENCES

We are happy to provide you with further contact details if you'd like to speak with someone who has worked with us.

Haneefah Abdul-Khaaliq, Esq.

Professor for Multicultural Courses, Pre-Service Teachers
Indiana University

Syed Ahmed

Assistant Principal
Chicago Public Schools

Brent Comer, Ph.D.

Assistant Superintendent
Mitchell Community Schools

Emil Ekiyor

National Director of Strategic Partnerships
GEO Charter Schools

Amada Landrum, Ph.D.

Middle School Principal
Kokomo School Corporation

Dr. Eva Merkel

Superintendent
Lakeland School Corporation

Tammy Miller

National Turnaround Consultant
Solution Tree

Steve Peterson

High School Principal
Washington Community Schools

Erin Stalbaum

Director of Transformation Zone in Kokomo School Corporation
Equitable Education Solutions