



Diversity Strategic Plan 2010 – 2015

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Diversity Strategic Plan 2010 – 2015

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Kentwood Public Schools Mission

Kentwood Public Schools, together with the parents and the community, will educate all students in a safe, secure environment. We are committed to excellence, equity, and diversity in education. Our goal is for each student to master and apply the essential skills to be successful, productive citizen.

Kentwood Public Schools Beliefs

We believe:

1. A child's education must utilize and involve families and the entire community.
2. Each student can learn and is entitled to a comprehensive, quality education that reflects the expectations and needs of society.
3. Every student should be given opportunities to reach their fullest potential in the mastery of skills, processes, and content.
4. In fostering an appreciation of diversity and providing a curriculum that affirms that diversity.
5. In providing a safe and secure environment for all students and staff.
6. In providing an equitable curriculum which includes a variety of environments and instructional methods.
7. In evaluating the mastery of essential skills, processes and content through a variety of assessments, responsibility for self, others, and the environment.

Overview

Executive Summary

In early 2009, the Superintendent and Assistant Superintendent for Student Services of Kentwood Public Schools (KPS) reflected on how much the district had changed and how KPS was (and is) truly a reflection of the diversity of its community. With 10 elementary schools, three middle schools, and one high school, the district has a total student population of 8,800, with more than 934 students coming from 63 countries outside of the United States, with 51 languages spoken within the district.

The diversity of the district is one of its strengths. KPS's commitment to diversity is evident in its mission statement: *We are committed to excellence, equity, and diversity in education*. Its commitment is exemplified through the numerous activities, programs, and staff development opportunities offered to both students and staff. However, as is often the case, with strengths come challenges.

The most significant challenges for KPS are:

- Preparing students to work and live in a global society
- Responding to the dramatic changes in student demographics
- Responding to the needs of an increasing ELL student population
- Ensuring that teachers develop the necessary skills and utilize effective instructional strategies to successfully transition students into mainstream classrooms
- Ensuring that the district's school/work environment is inclusive and welcoming to all
- Building cohesive diversity efforts to sustain student, staff, and administration's global community perspective

The district prides itself on strong academic achievement and firmly believes that student achievement is positively impacted by valuing and respecting students' sense of self, culture, and community.

To strengthen the district's core beliefs and commitment to diversity, the Superintendent charged the Office of Student Services with developing a five-year diversity strategic plan. This effort would be the first of its kind for KPS and would set them on a journey which would ultimately establish the district as a leader and model for diversity programming in a K-12 setting.

To accomplish the task, the Assistant Superintendent for Student Services began the process of researching and evaluating resources to create a solid foundation for the district. To support the development of this significant initiative, the district engaged La Fuente Consulting.

This diversity strategic plan is the result of the hard work, dedication, and commitment to diversity of not only the Superintendent and Office of Student Services, but the many students, staff, Board of Education (BOE) members, and community leaders (the development team) who collaborated on this project (see Exhibits A and E).

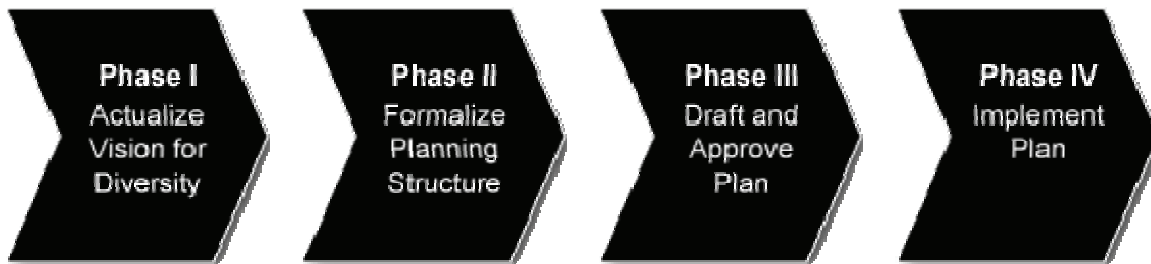
Project Approach

From the beginning of this project, the development team understood the need to bring focus to all the efforts that the district has exerted in the past. Though good progress has been made through past events and programs, KPS seems to have lacked a clear direction for its efforts. This plan will provide KPS with a deliberate road map to get the district to the next level.

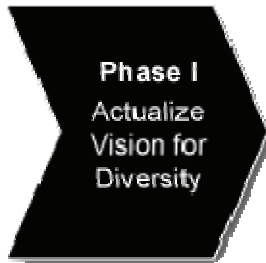
The development team has understood that this is a first-time effort and will represent a baseline for the district. They will learn much along the journey toward developing cultural competency and producing academically strong students who have cultural sensitivity.

It is important to note that KPS, in the past, has made significant efforts and those have been received well. The development team has been purposeful in ensuring that this initiative considers, incorporates and utilizes existing measures (as appropriate), key learnings and best practices of successful district programs to build capacity and be fiscally responsible. Programs like Capturing Kids Hearts and the Joyce Epstein Parent Engagement model were significantly discussed in the planning process.

The project development process was divided into phases for ease and measurement of progress and adherence to project timeline. The four phases are:



Phase I



To initiate the development of the diversity strategic plan, a Multicultural Advisory Committee (MAC), comprised of 13 members, was established (see exhibit A). Their role was to set the foundation for actualizing the vision for diversity. Through their eight-month involvement, the MAC drafted a diversity mission statement and diversity belief statements, reviewed and analyzed district, community, and county data (see Exhibit B), discussed the district's strengths, weaknesses, opportunities, and threats (see Exhibit C), and developed

five preliminary goals. After the preliminary goals were proposed, the Assistant Superintendent for Student Services initiated a series of meetings to present the foundational work to key district stakeholders groups and solicit their input and collaboration.

Diversity Mission Statement

Kentwood Public Schools will demonstrate through policies, practices, and sustainable process, a standard of inclusion and equity for all. We will create a culture that is conducive to building positive relationships and an enriched learning environment of culturally competent students and staff.

Diversity Belief Statements

We believe:

1. Diversity is a CORE value of Kentwood Public Schools
2. Diversity is an integral part of the academic excellence that Kentwood Public Schools embodies
3. A diverse school community is the essence of a strong community
4. Everyone deserves respect
5. It is our responsibility to model and assess culturally competent outcomes
6. The voices of our students, staff, parents, community, and business partners are integral to how we make decisions at Kentwood Public Schools
7. A rich and diverse environment will enhance the ability of our students and staff to participate in an increasingly complex and global society
8. Diversity results in empowerment and innovation for everyone

Diversity Strategic Plan Goals

- Goal #1:** Develop a framework for cultural competency training for all district staff, students, and BOE members that is aligned with the KPS diversity and belief statement.
- Goal #2:** Assess, update, and enhance KPS's curriculum and instructional strategies to ensure a multicultural perspective and alignment with the Multicultural Education Board of Education (BOE) policy.
- Goal #3:** Provide the necessary resources to support and sustain the diversity strategic plan.
- Goal #4:** Effectively distribute information on multicultural activities and events to all district stakeholders.
- Goal #5:** Develop and implement a framework for parent/guardian engagement that is inclusive and embraces the diversity of all parents in the district.

Alignment of Diversity Strategic Plan Goals with Board of Education Vision

Diversity Strategic Plan Goals	Board of Education Vision
1. Develop a framework for cultural competency training for all district staff and students and BOE members that is aligned with the KPS diversity and belief statement.	- Embrace diversity - Students are valued for their differences
2. Assess, update and enhance KPS's curriculum and instructional strategies to ensure a multicultural perspective and alignment with the Multicultural Education Board of Education (BOE) policy.	Establish higher levels of excellence
3. Provide the necessary resources to support and sustain the diversity strategic plan.	Exercise fiscal responsibility
4. Effectively distribute information on multicultural activities and events to all district stakeholders.	Technology will play a strong role
5. Develop and implement a framework for parent/guardian engagement that is inclusive and embraces the diversity of all parents in the district.	- Focus on parent involvement - Emphasis on community outreach and partnerships

Phase II

Phase II Formalize Planning Structure

With the foundational work completed in Phase I, Phase II focused on establishing a structure that would facilitate the refinement of goals, set goal objectives and define work plan activities. In order to continue the development process, five subcommittees were established, each with responsibility for one goal. The Office of Student Services and consultant ensured that participation came from a diverse and representative group of internal and external participants. It was critical for the success of the development process to engage individuals' expertise within the appropriate goal area. Subcommittees met according to a schedule (see Exhibit D) and developed their respective chart of work for each goal. Over 45 internal and external participants engaged in the diversity strategic planning process (see Exhibit E).

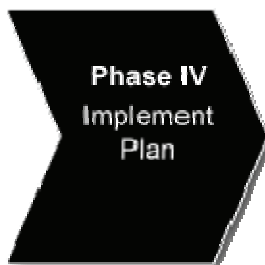


Phase III



Superintendent will review first draft of KPS diversity strategic plan (created in Phase II) and make changes as necessary. Diversity strategic plan will be finalized and a presentation of information will be created for the BOE. After BOE presentation, an overall communication plan will be created, approved, and launched.

Phase IV



Once the plan has been created, reviewed, and approved in Phases I through III, KPS will implement its diversity strategic plan. The Goal Development Chairs will establish Action Teams and set a schedule for action steps. Teams will complete tasks and sub-tasks laid out in the action plans for each of the five goals, meeting targeted milestones as they go along. The team will establish evaluation metrics, with reporting occurring as follows:

- Starting 60 days after implementation
- Quarterly reporting to the Assistant Superintendent for Student Services.
- Quarterly CO Team report by Assistant Superintendent for Student Services
- Quarterly BOE report by Assistant Superintendent for Student Services

We will actively evaluate and adjust the diversity strategic plan as necessary throughout the implementation to ensure it is best meeting the vision and needs of the district.

Goals and Objectives

Goal #1

Develop a framework for cultural competency training for all district staff, students, and BOE members that is aligned with the KPS diversity and belief statement.

Objectives

1. Develop a definition for diversity and cultural competency that exemplifies KPS diversity and belief statements.
2. Define what knowledge and essential skills are critical to demonstrating cultural competence/proficiency for students, staff, and BOE.
3. Adopt desired knowledge and skill levels of cultural competency for staff, students, and BOE.
4. Deliver training that addresses the specific cultural competency needs of the district.
5. Set appropriate cultural competency measures into performance evaluation process.

Goal #2

Assess, update, and enhance KPS's curriculum and instructional strategies to ensure a multicultural perspective and alignment with the Multicultural Education Board of Education (BOE) policy.

Objectives

1. Provide all staff with resources necessary for effectively teaching and engaging a multicultural student body.
2. Deliver curriculum and utilize materials that intentionally highlight and include a multicultural and global perspective where applicable.
3. Prepare students to be productive citizens in a global community.

Goal #3

Provide the necessary resources to support and sustain the diversity strategic plan.

Objectives

1. Ensure funding and resource support for sustainability of the plan over five year period

Goal #4

Effectively distribute information on multicultural activities and events to all district stakeholders.

Objectives

1. Ensure all stakeholders are informed about district-wide multicultural activities and events.
2. Utilize the most effective channels to communicate with each of the various groups in KPS's diverse community.
3. Create a presence on the KPS website that communicates information about the district's global community and its available multicultural events and activities.

Goal #5

Develop and implement a framework for parent/guardian engagement that is inclusive and embraces the diversity of all parents in the district.

Objectives

1. Utilize a common definition of parent/guardian engagement.
2. Ensure that all parents/guardians are aware of all opportunities in district's activities and are motivated to get involved.
3. Determine if and when parents/guardians can be involved in the district's decision-making process.
4. Ensure that district's communication of engagement opportunities is effectively delivered to all parents/guardians.

Goal # 1: <i>Develop a framework for cultural competency training for all district staff, students, and BOE members that is aligned with the KPS diversity and belief statement.</i>				
Objective	Strategies	Action Plan	Responsible For Oversight & Outcomes	Timeline Budget
1. Develop a definition for diversity and cultural competency that exemplifies KPS diversity and belief statements.	1. Gain input and direction from a cross section of KPS (including students) and formulate definition. 2. Ensure that definition is incorporated into district's communication where necessary and appropriate. 3. Communicate definition utilizing all available communication channels.	1. Determine who should be involved; convene meeting. 2. Review existing and widely used definitions as reference point. 3. Identify specific actions and behaviors where definitions are incorporated into district's day-to-day operations. 4. Identify all areas of district communication where the definition should be included. 5. Collaborate with appropriate individuals, departments, and buildings to ensure all appropriate areas are identified for inclusion. 6. Set expectation for utilizing common terminology. 7. Set timeline for completion.	TBD	TBD

Goal # 1: Develop a framework for cultural competency training for all district staff, students, and BOE members that is aligned with the KPS diversity and belief statement.				
Objective	Strategies	Action Plan	Responsible For Oversight & Outcomes	Timeline Budget
2. Define what knowledge and essential skills are critical to demonstrating cultural competence/ proficiency for students, staff, and BOE.	1. Evaluate available cultural competence/ proficiency best practices and models. 2. Determine what is most appropriate for KPS. 3. Ensure that skills feedback of planning process is incorporated. 4. Evaluate existing programs (i.e., Capturing Kids Hearts) for best practices.	1. Ensure these skills are aligned with diversity and belief statements. 2. Consider skills sets offered by Capturing Kids Hearts to ensure alignment and consistency. 3. Identify and build capacity within existing programs (i.e., World of Difference). 4. Collaborate with other areas of the district to ensure alignment and consistency of vision and direction.	TBD	TBD

Goal # 1: Develop a framework for cultural competency training for all district staff, students, and BOE members that is aligned with the KPS diversity and belief statement.					
Objective	Strategies	Action Plan	Responsible For Oversight & Outcomes	Timeline	Budget
3. Adopt desired knowledge and skill levels of cultural competency for staff, students, and BOE.	1. Ensure desired knowledge and skills are achievable for students, staff, and BOE. 2. Based on desired levels, determine current status of student, staff, and BOE relative to these levels.	1. Seek input from students and staff to understand what knowledge and skills are important to be culturally competent. 2. Assess student, staff, and BOE to determine current status relative to adopted desired knowledge and skill levels for cultural competency. 3. Based on results, conduct gap analysis and compare variance between current and desired state to formulate learning objectives. 4. Formulate learning objectives for student, staff, and BOE based on learning model (AKS) in developing training program.	TBD	TBD	TBD

Goal # 1: Develop a framework for cultural competency training for all district staff, students, and BOE members that is aligned with the KPS diversity and belief statement.				
Objective	Strategies	Action Plan	Responsible For Oversight & Outcomes	Timeline Budget
4. Deliver training that addresses the specific cultural competency needs of the district.	1. Set criteria for determining expertise, capability, and resources to develop, deliver, and meet the training needs of the district. 2. Determine whether KPS has the expertise, capability, and resources to develop, deliver, and meet the needs of the desired training. 3. Based on findings, evaluate external training resources against set criteria to ensure KPS learning and training needs are met.	1. Formulate the criteria for evaluation of resources, and collaborate with HR and others as appropriate. 2. Identify resources within the district that may meet criteria to provide training needs. 3. Evaluate external resources against set criteria to ensure that district needs will be met. 4. Secure external resource. 5. Set training calendar for all audiences. 6. Deliver training per established calendar. 7. Conduct evaluations as appropriate for each of the learning levels (AKS) after training to obtain feedback on effectiveness of training.	TBD	TBD

Goal # 1: *Develop a framework for cultural competency training for all district staff, students, and BOE members that is aligned with the KPS diversity and belief statement.*

Objective		Strategies		Action Plan		Responsible For Oversight & Outcomes		Timeline	Budget
5. Set appropriate cultural competency measures into performance evaluation process.	1. Outline desired behaviors that demonstrate understanding and application of cultural competence. 2. Evaluate staff to ensure they have acquired and are demonstrating desired cultural competency skills.	1. Evaluate current and best practices to assist KPS in establishing their own measures. 2. Collaborate with HR and Association, if necessary, to discuss what are appropriate measures and methods for evaluation and continued monitoring. 3. Review existing performance evaluation process to determine where measures can be incorporated. 4. Identify and provide opportunities for staff to gain confidence in demonstrating cultural competency skills.			TBD	TBD		TBD	TBD

Goal #2: Assess, update, and enhance KPS's curriculum and instructional strategies to ensure a multicultural perspective and alignment with the Multicultural Education Board of Education (BOE) policy.				
Objective	Strategies	Action Plan	Responsible For Oversight & Outcomes	Timeline Budget
1. Provide all staff with resources necessary for effectively teaching a multicultural student body.	1. Provide staff with cultural information about KPS's diverse student population to bridge communication and strengthen relationships. 2. Build teacher cultural competency skills through effective staff development opportunities. 3. Ensure that cultural competency staff development provides teachers with instructional strategies/methodologies to strengthen teacher/student learning process.	1. Identify opportunities where students can present their own cultures to increase cultural awareness. 2. Compile a list of multicultural events and activities being done in all the buildings (i.e., annual cultural event at Brookwood). 3. Ask ELL teachers to share their cultural knowledge, instructional strategies, and best practices with other teachers. 4. Develop a survey instrument to measure to what degree staff has increased the cultural knowledge of student population. 5. Seek outside resources like GVSU and link with ethnic communities to provide additional cultural and language information to increase awareness and knowledge.	TBD	TBD

Goal #2: Assess, update, and enhance KPS's curriculum and instructional strategies to ensure a multicultural perspective and alignment with the Multicultural Education Board of Education (BOE) policy.					
Objective	Strategies	Action Plan	Responsible For Oversight & Outcomes	Timeline	Budget
2. Deliver curriculum and utilize materials that intentionally highlight and include a multicultural and global perspective where applicable.	1. Enhance current curriculum, supported by instructional strategies, by adding a multicultural and global perspective in all subject areas wherever possible. 2. Provide teaching staff with a systematic approach and guidelines by which they can identify curriculum content areas to intentionally infuse a multicultural and global perspective. 3. Evaluate district assessment content at all grade levels to ensure balance and reflect what was taught.	1. Conduct a curriculum review for elementary (including ELL), middle, and high school. 2. Review textbook selection process and multicultural evaluation criteria and update as necessary to ensure relevancy for today's increasingly diverse classroom. 3. Conduct textbook review to ensure that books and materials utilized support a multicultural perspective. 4. Conduct a review of instructional strategies in all subjects. 5. Conduct survey to assess teacher needs and challenges faced in teaching a diverse student body. 6. Evaluate findings and utilize to customize skill building staff development opportunities.	TBD	TBD	TBD
3. Prepare students to be productive citizens in a global community.	1. Student will be provided opportunities and multicultural experiences.	TBD	TBD	TBD	TBD

Goal #3: Provide the necessary resources to support and sustain the diversity strategic plan.					
Objective	Strategies	Action Plan	Responsible For Oversight & Outcomes	Timeline	Budget
1. Ensure funding and resource support for sustainability of the plan over five year period	1. Ensure budget allocation for all development, delivery and monitoring of diversity and cultural competency training district wide	1. Prioritize plan activities 2. Evaluate costs 3. Identify internal and external funding sources 4. Re-allocation of budget resources as appropriate to implement activities while maintaining fiscal responsibility	TBD	TBD	TBD

Goal # 4: Effectively distribute information on multicultural activities and events to all district stakeholders.				
Objective	Strategies	Action Plan	Responsible For Oversight & Outcomes	Timeline Budget
1. All stakeholders are informed about district-wide multicultural activities and events.	1. Determine what processes and channels are in place to communicate district-wide information. 2. Evaluate those process and channels for inclusion of information on district's multicultural activities. 3. Ensure that all appropriate links are made to distribute multicultural activities and event information. 4. Inform all stakeholders of process to include and distribute multicultural activities and event information. 5. Communicate multicultural activities, events, and information using all available channels.	1. Collaborate with administration office to identify what is in place and what is in process. Inform stakeholders. 2. Establish a multicultural events calendar for the district. 3. Communicate with KPS buildings to solicit their activities and events for inclusion into the multicultural calendar. 4. Set criteria and timelines for inclusion of events and activities. 5. Determine who will be responsible for updating multicultural calendar. 6. Ensure that district is aware of their role and need for collaboration with buildings. 7. Link multicultural calendar to building calendars and KPS website. 8. Set timeline for launch of first multicultural calendar via all available communication channels.	TBD	TBD

Goal # 4: Effectively distribute information on multicultural activities and events to all district stakeholders.				
Objective	Strategies	Action Plan	Responsible For Oversight & Outcomes	Timeline Budget
2. Utilize the most effective channels and methods to communicate with each of the various groups in KPS's diverse community.	1. Determine which diverse population groups need to be communicated with. 2. Identify the best methods to communicate with KPS diverse population groups. 3. Ensure effective communication methods and channels are maintained. 4. Evaluate periodically to ensure latest technology and methods are current and sustainable.	1. Collaborate with administration to identify all KPS diverse groups. 2. Determine how KPS is currently communicating with them. 3. Assess effectiveness of current communication method. 4. Collaborate with ELL teachers to identify benchmark of which diverse groups are being communicated with and how. 5. Collaborate with Technology Manager to identify current methods and resources available for communication with KPS diverse groups. 6. Connect with community coalitions and partnerships to determine effective communication methods for diverse groups. 7. Based on findings, establish written process and procedure to communicate with diverse groups. 8. Employ the best methods for effective communication with KPS diverse groups.	TBD	TBD

Goal # 4: Effectively distribute information on multicultural activities and events to all district stakeholders.				
Objective	Strategies	Action Plan	Responsible For Oversight & Outcomes	Timeline Budget
3. Create a presence on the KPS website that communicates information about the district's global community and its available multicultural events and activities.	1. Publicize the existence of web presence, indicating what information can be found there. 2. Create links from within KPS website to the multicultural page(s).	TBD	TBD	TBD

Goal # 5: Develop and implement a framework for parent/guardian engagement that is inclusive and embraces the diversity of all parents in the district.				
Objective	Strategies	Action Plan	Responsible For Oversight & Outcomes	Timeline Budget
1. Utilize a common definition of parent/guardian engagement.	1. Define and communicate definition of parent/guardian engagement to all district constituencies and stakeholders.	1. Determine how the BOE policy for parent/guardian engagement is currently defined. 2. Evaluate whether it is appropriate for today's diverse environment. 3. Determine whether amendment, if necessary, is possible and how it can be done. 4. Add to the glossary of terms.	TBD	TBD
2. Ensure that all parents/guardians are aware of all opportunities in district's activities and are motivated to get involved.	1. Develop a parent recruitment process that ensures involvement and reflects the diversity of the district. 2. Maximize parent/guardian presence at any and all building and district activities by cross-promoting other available opportunities for parent/guardian engagement at every activity or event.	1. Ask principals to provide the following information about parent groups active in their buildings: ▪ name ▪ function/purpose ▪ formal/informal ▪ demographic composition 2. Compile a list of all activities that parents/guardians are participating in at building and/or district level. 3. Categorize activities into the following groups: ▪ academic ▪ extracurricular ▪ volunteer ▪ planning ▪ fundraising	TBD	TBD

Goal # 5: Develop and implement a framework for parent/guardian engagement that is inclusive and embraces the diversity of all parents in the district.					
Objective	Strategies	Action Plan	Responsible For Oversight & Outcomes	Timeline	Budget
3. Determine if and when parents/guardians can be involved in the district's decision-making process.	1. Assess district's current decision-making process and make recommendations for future parent/guardian input.	1. Seek input from administration to determine opportunities for parent involvement. 2. Create guideline for parental involvement at this level if necessary that outlines how and where they can participate.	TBD	TBD	TBD
4. Ensure that district's communication of engagement opportunities is effectively delivered to all parents/guardians.	1. Assess and evaluate how the district currently communicates engagement opportunities to parents/guardians. 2. Develop a process for the district to follow when communicating engagement opportunities to parents/guardians.	1. Compile a list of all the methods the district currently uses to communicate with parents/guardians at all levels. 2. Conduct an assessment to determine which current communication methods are most effective at reaching parents/guardians within the district and identify new ones if necessary. 3. Conduct a parent survey to find out what parents think about their relationship to and with the district. Areas of interest or concern may be: a. Expectations b. Amount of direction needed c. Best ways to communicate with them d. Do they understand the language	TBD	TBD	TBD

Launch and Implementation

Launch Communication Outline

Sender

- Superintendent

What is the message?

- The district prides itself on strong academic achievement and firmly believes that student achievement is positively impacted by valuing and respecting students' sense of self, culture and community.
- The district wants to better prepare all students to work and live in a global society.
- The district wants to live out its mission statement by strengthening commitment to diversity.
- Then > Now > Global

Why is KPS doing this?

- We are proactively responding to our changing community and addressing needed changes for the district.

Who is the audience?

- Community
- Board of Education
- Parents
- Superintendent
- C.O. Team
- Staff
- Students

How will it be delivered?

- Same message tailored to different audiences
- All communication platforms
- Multi-lingual

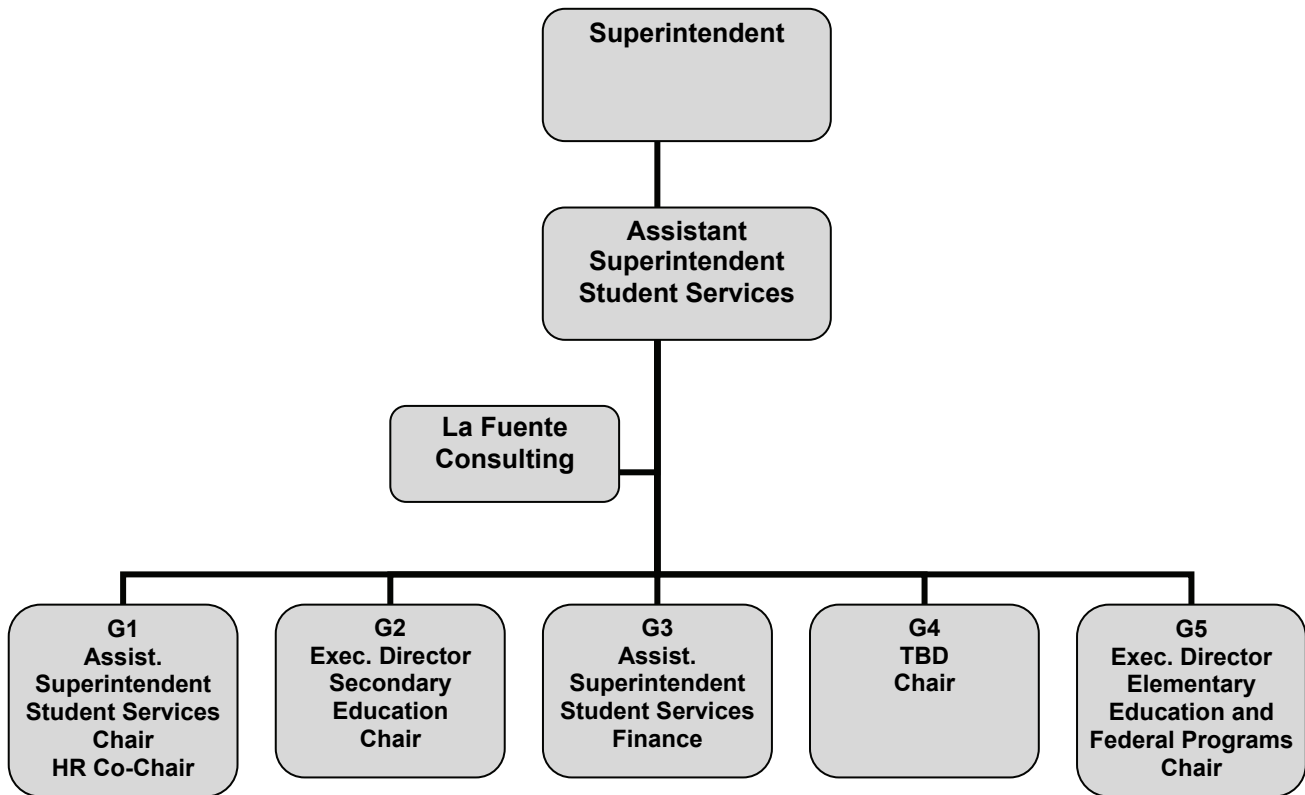
When will it be communicated?

- After presentation to the BOE in June 2010, by fall.

Desired outcome of message:

- Audiences to be receptive to information
- Audience buy-in, take ownership
- Guidelines for self development – change
- Opportunity to participate
- Advocate for change

Implementation Team (recommended)



Diversity Strategic Plan Goals

- Goal #1:** Develop a framework for cultural competency training for all district staff, students, and BOE members that is aligned with the KPS diversity and belief statement.
- Goal #2:** Assess, update, and enhance KPS's curriculum and instructional strategies to ensure a multicultural perspective and alignment with the Multicultural Education Board of Education (BOE) policy.
- Goal #3:** Provide the necessary resources to support and sustain the diversity strategic plan.
- Goal #4:** Effectively distribute information on multicultural activities and events to all district stakeholders.
- Goal #5:** Develop and implement a framework for parent/guardian engagement that is inclusive and embraces the diversity of all parents in the district.

Superintendent

- Sets the vision

Assistant Superintendent for Student Services

- Oversight responsibility
- Measure progress
- Update plan and direction as necessary
- Compile and present quarterly CO Team and semi-annual BOE reports

Goal Development Chairs

- Establish action teams and set schedule
- Complete task and sub-tasks in action plans
- Set evaluation metrics
- First report to Assistant Superintendent for Student Services 60 days after implementation
- Quarterly reporting to Asst. Superintendent for Student Services
- Assist with quarterly CO Team report
- Assist with semi-annual BOE report

Implementation Timeline

Goals	Academic Year 2010- 2011	Academic Year 2011-2012	Academic Year 2012-2013	Academic Year 2013-2014	Academic Year 2014-2015
1. Develop a framework for cultural competency training for all district staff, students, and BOE members that is aligned with the KPS diversity and belief statement.	1. Set definitions 2. Set criteria for cultural competency 3. Set metrics for success 4. Set training plan direction	1. Communicate and implement plan 2. Deliver training per plan schedule	1. Evaluate district on job performance 2. Conduct gap analysis 3. Adjust as appropriate	1. Continue training direction 2. Continuous evaluation for effectiveness	1. Evaluate and report success 2. Set new planning cycle
2. Assess, update, and enhance KPS's curriculum and instructional strategies to ensure a multicultural perspective and alignment with the Multicultural Education Board of Education (BOE) policy.	1. Review curriculum process 2. Review textbook selection process	1. Review curriculum subject English 2. Guidelines/ support for teacher implementation 3. Set measurement	1. Measure progress and adjust as necessary	1. Review curriculum subject Social Studies 2. Guidelines/ support for teacher implementation	1. Measure progress and adjust as necessary 2. Report progress
3. Provide the necessary resources to support and sustain the diversity strategic plan.	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
4. Effectively distribute information on multicultural activities and events to all district stakeholders	1. Communicate diversity strategic plan 2. Establish calendar 3. Establish KPS web site and intranet presence	1. Prioritize languages into all critical district info that will be distributed to parents 2. Set criteria for measuring success	1. Measure progress via survey and communicate results 2. Increase community partnerships and ensure flow of cultural/event information	1. Sustain through continued evaluation	1. Report success of efforts 2. Review plan, set goals, and implement

Goals	Academic Year 2010- 2011	Academic Year 2011-2012	Academic Year 2012-2013	Academic Year 2013-2014	Academic Year 2014-2015
5. Develop and implement a framework for parent/guardian engagement that is inclusive and embraces the diversity of all parents in the district.	1. Written process for P/E 2. Criteria for measuring success 3. Collaboration with Joyce Epstein/School Improvement	1. Communicate process to district and parents/guardians 2. Implement	1. Measure, evaluate, and adjust	1. Evaluate and sustain as necessary	1. Report success, continued effort for next planning cycle

Exhibit A

Multicultural Advisory Committee Members 3/2009 – 12/2009

1. Paul Doyle, KPS Board Member
2. Jay Eveland
3. Chellie Howard
4. Larry Johnson, Parent , Grand Rapids Public Schools Security Director
5. Devere Kelly
6. Dr. Kathy Large, Retired Grand Rapids Public Schools Multicultural Administrator, Community Service
7. Mimi Madden, KPS Board Member
8. Lea Tobar, Retired Community Activist
9. Le Tran
10. Carl Warfield
11. Skot Welch, KPS Parent, Global BridgeBuilders
12. Dr. Oliver Wilson, Parent, Grand Valley State University Multicultural Administrator (posthumous)
13. Eugene Wright

Exhibit B

Data Sets

1. KPS 2005 - 2008 Annual Reports
2. KISA/KCC/KISD Diversity Initiative Staff Assessment 2009
3. KPS/KISD Student Diversity Assessment
 - a. 8th, 10th, 11th grades, 2009
4. Word Up – Word Out
 - a. 9th grade, 2009
5. KPS Parent Survey 2009

Exhibit C

SWOT Analysis Summary

Strengths:

1. Diversity of the student population
 - a. Opportunity to interact with each other
 - b. KPS is mini-model for the real world
2. Caring staff, support (fundraising) from community, parents
3. Giving, respectful
4. Volunteerism, service-oriented
5. Invested in the community, KPS is the foundation for the community (since there is no downtown, focus is the school, district binds the community)
6. Strong external partnerships
7. Broad range of programs, academic, and extracurricular activities
8. Students are much more accepting overall
9. Success of students in academics and athletics
10. High expectations, high academic achievement, high academic rigor

Weaknesses:

1. We are not purposeful, intentional about developing culturally competent students
 - a. Not focused
 - b. Whatever happens, it is by chance, NOT intentional
2. Some buildings do not have strong leadership
3. Lack of support to help staff know what diversity is
4. Lack of deep thinking about what we do, who it impacts and what is the next step
5. Lack of talking openly about the issue (diversity), being comfortable to do so, we should be proactive not reactive
 - a. Good news
 - b. Must gain comfort
 - c. Sexual orientation – nobody talks about this
 - d. Need to get used to hearing the topic
6. Large staff (hard to reach everyone in a strong way regarding the diversity), size is an issue
7. Lack of responsibility at the leadership level for diversity (no point person), this needs to be someone's "core" job to handle for the district
8. How important is diversity – cultural competence
 - a. Disconnect between importance vs. resource

Weakness (continued)

9. Community members feel that this isn't the same place it was years ago
10. Curriculum not reflective of diversity
 - a. There are some pockets where there is opportunity
11. Trimester schedule
12. Parent engagement to encourage students to do homework
13. Equal availability of technology for students and teachers

Opportunities:

1. Starts with leadership at the top
2. Utilize influential leaders to spearhead this effort
3. Staff position to manage the diversity
4. Empower staff to feel comfortable to deal with issues as they come up
5. Maximize opportunity to create an honest environment to have deep and honest conversation around diversity
6. Bridging community, i.e., diverse parents
7. Getting knowledge from the 66 or so ethnic groups we have at KPS
8. NEED TO HEAR THE STUDENT VOICES
9. Reputation repair
10. Teachers talk/communication with students build cultural relationships
11. Everyone check themselves - what can I do better?
12. Build capacity about the role of culture in the teaching process

Threats:

1. Teachers and staff overwhelmed with current role
2. Some are resentful of diversity
3. Cohesiveness of district (i.e., freshman campus part of high school when it is convenient, different rules etc. issue is getting addressed)
4. Buildings have different populations and corresponding issues, not all buildings are the same or have the same leadership
5. KPS bad reputation (gangs not safe)
6. Staff being defensive about working for KPS
7. No P.R. person to help improve reputation
8. Participant engagement in training
9. Finding an accountable resource
10. Lack of training for staff and student – quality and depth for all

Exhibit D

Development Timeline By Phase

PHASE I	TASKS
2/09	Dr. Palczewski/Johnson have initial conversation which develops into Superintendent's vision for district. Superintendent charges Office of Student Services (OSS) with development of diversity strategic plan.
3/09	OSS convenes diverse, internal/external, cross functional, board and community advisory committee (Multicultural Advisory Committee [MAC]) – 13 members
3/09 – 6/09	Work begins to define guiding principals for diversity strategic plan – Diversity mission statement and belief statements
6/09 – 8/09	Compilation, analysis, and evaluation of available district, community, and county (current and historical) data to ensure needs sets are supported by data and serve as the foundation to formulate goals.
8/09 – 10/09	MAC begins work to define board-based goals. Preliminary goals vetted through the SMART Goals process.
10/09	Draft preliminary board-based goals; MAC completes role and is recognized for their efforts
11/09 – 12/09	Engage CO team as critical stakeholder for successful development and implementation of diversity strategic plan. Solicit Input from CO team.
12/14/09	OSS provides update to BOE. Initiative in process, key stakeholders groups will receive same update.
Jan. – Feb. 2010	Present diversity strategic plan initiative to all key stakeholder groups. PHASE I COMPLETE

Development Timeline By Phase, continued

PHASE II	TASKS
Mar. – May 2010	Formulate work plan structure.
	Establish five subcommittees; one for each goal. Ensure participation from a diverse and cross section of internal and external participants with relevant expertise and experience.
	Subcommittees meet according to schedule to re-evaluate preliminary goals, develop objectives, strategies and work plan.
	OSS and Consultant provide Superintendent with project status and confirm alignment of work to date with his vision and expectations.
5/31/10	Completion of all subcommittee work. PHASE II COMPLETE
PHASE III	TASKS
June 1 – 14, 2010	Superintendent reviews first draft of diversity strategic plan.
	BOE update presentation.
	Development of communication plan.
	Launch communication of diversity strategic plan. COMPLETION OF PHASE III
PHASE IV	TASKS
FALL 2010	Implement diversity strategic plan district-wide
	Goal chairs establish action teams, set schedule, complete tasks and sub tasks
	Set evaluation metrics
	First report to OSS 60 days after implementation
	Provide quarterly progress report to OSS.
	OSS provides quarterly progress report to CO Team
	OSS provide semi-annual progress report to BOE

Exhibit E

Goal Development Subcommittees (2/2010 – 5/2010)

Goal #1 – Framework for Cultural Competency Training:

1. Jock Ambrose
2. Anthony Gordon
3. Brandy Ghoston
4. Gary Harmon
5. John Keenoy
6. Kristen Outwater
7. Chelsea Slocum
8. Willie Taylor
9. Michelle Thomas
10. Lisa VanZegeren

Goal #2 – KPS Curriculum with Multicultural Perspective:

1. Omar Bakri
2. Lorenzo Bradshaw
3. Martha Dolan
4. Evan Hordyk
5. Debra McNally

Goal # 3 – Adequate Resources:

1. Finance
2. Office of Student Services

Goal # 4 – Multicultural Communication Channels:

1. Jay Eveland
2. Evan Hordyk
3. Scott Vugteveen

Goal # 5 – Parent Engagement:

1. Paul Doyle
2. Sharon McElvoy (Parent)
3. Mike Pickard