

**North Penn School District
Cultural Proficiency Action Plan
2018-2021**

GOAL 1:

Increase the knowledge, skill, and practices of all staff related to cultural proficiency/cultural responsiveness which will reduce the achievement gap/opportunity gap at the North Penn School District.

Action Item	Person(s) Responsible	Timeline	Measures of Implementation	Progress Notes
A. Objective: Investigate, adopt, and implement a framework for culturally responsive curriculum and instruction.				
1. Investigate and adopt a framework for culturally responsive instruction.	Goal 1 Committee Group Cadre Members	18-19	Creation of NPSD Culturally Responsive Framework	
2. Create a plan for implementation (of the framework) that is embedded within district curriculum efforts.	Goal 1 Committee Group Cadre Members	Fall 2019	Creation of a plan to utilize the Culturally Responsive Framework.	
3. Provide professional development to staff in culturally responsive teaching practices. <ul style="list-style-type: none"> • Including the creation of a K-12 PD Day 	Goal 1 Committee Group Cadre Members Administrative Team Learning Coaches Dept. Chairs	Ongoing	Collection and analysis of district professional development feedback. Completion of a minimum of two cultural proficiency modules each year.	
4. Develop exemplars of culturally responsive instructional practices in the district and create a platform to share resources among the district (i.e. videos, lesson plans, materials, etc.)	Goal 1 Committee Members Cadre Members Community Ed. Dept.	June 2019	District exemplars available for access.	

	Learning Coaches			
5. Each building will include a cultural proficiency goal within the school goal plan.	Building Principals Building Leadership Teams Cadre Members	Ongoing - annually beginning in August 2018	Building goal plans	Completed for the 2018-2019 school year.
<i>B. Objective: Increase the proficiency of staff in culturally responsive teaching practices from a baseline to be determined in 2018-2019 as measured by rubrics and observation.</i>				
1. Provide monthly professional development for administrators. On topics such as: <ul style="list-style-type: none"> • Cultural Proficiency Tools (Barriers, The Guiding Principles, Five Essential Elements of Cultural Competence & The Cultural Proficiency Continuum) • EQUITY FOR ALL (Including Racial Equity) • Culturally Responsive Teaching Practices (How does that look in a classroom?) 	Key Administrators Cadre Members Learning Coaches will be apart of these sessions	Ongoing (started Oct. 2018) Other Key Dates: Nov. 2018, Jan. 2019, March 2019, May 2019	Agendas, Feedback, Reflection Journals (Mid-year/ End of year - What is Different?)	
2. Select and implement an assessment tool to be used in conjunction with cultural proficiency professional development. Continue to administer (yearly) the Cultural Proficiency Planning Survey (participation must increase)	Goal 1 Committee Building Principals	Yearly	School Improvement Plans	
3. Review the results of the assessment tool and develop action sequences for each school to increase culturally responsive teaching practices.	Administrative Team	Yearly	Assessment Results & Action Sequences	

4. Embed the work of cultural proficiency within other training opportunities and initiatives, including professional development and coaching.	Curriculum Supervisors Learning Coaches		Professional Development Plans & Offerings	
5. Examine current curriculum frameworks in all levels and all subjects to include the connections to cultural proficiency. (“The How” including teaching practices).	Curriculum Supervisors	Yearly	Curriculum Frameworks	

Goal 2:

Reduce the number of Black, Hispanic, and Multiracial students who are disproportionately represented in special education programs and disproportionately suspended from school so that the risk ratio for these subgroups is no greater than 1.5 times more likely.

Action Item	Person(s) Responsible	Timeline	Measures of Implementation	Progress Notes
A. Communicate data trends in disproportionality to school psychologists, MTSS teams, and Child Study teams to increase awareness with referral patterns and over-identification.	Elementary, Middle School, and High School representatives	February- March 2019 Yearly Pull data in January 2019	Checklist that MTSS Core Team reviewed the data and further analyzed the data QFT protocol document responses	Met with the core team on 10/29/2018. Developed action plan around this item to begin to--compile the data for teams to review in buildings, use of the QFT protocol document was determined but working on developing this for teams and how it will be communicated.
B. Analyze current testing procedures and protocols used to assess students for special education and determine if they are culturally and linguistically sensitive tools. Make recommendations for revisions if needed.	School Psychologist, Inclusion Facilitator, Speech Therapist, English Language	May 2019-November 2019 Yearly	Checklist document which looks at-- data from action item A and look at the culturally diverse students tested;what tools they	

	Development representative		used to test, review of protocols administered to these subgroups and then determine if qualified or not and under what disability category. -Review of rating scales around culturally and linguistic sensitive tools.	
C. Review disproportionate discipline trends with building administrators. Communicate information with staff and develop an action sequence to reduce referrals.	Special Education Supervisor, PBIS team members, MTSS CORE Team	Initially review data in March 2019; Begin action plan in June 2019 Yearly Pull data in January 2019	-Google form that assesses discipline hierarchy -Collection of formal action plan	Met with the core team on 10/29/2018. Developed action plan around this item to begin to--compile the data for teams to review in buildings, use of the QFT protocol document was determined but working on developing this for teams and how it will be communicated.
D. Review data trends related to course placement of students of color and develop an action sequence to address areas of concern.	Curriculum Supervisors Asst Supt Sub-Committee Chairs	October 2018 - initial meeting	-Presentations -Course enrollment -Revisions to middle school curriculum	Recommendations made to middle school curriculum for November 2019 ECP to increase equity in science courses.
E. Review data trends related to identification of students of color in gifted education and develop an action sequence to address areas of concern.	Gifted Supervisor Director of Special Education	By June 2019	-Data analysis	
<i>Action steps from 1-A-1, 1-A-2, and 1-B-3 also support the realization of this goal.</i>				

Goal 3: Implement practices that promote an increased pool of diverse applicants for positions across all employee groups.

Action Item	Person(s) Responsible	Timeline	Measures of Implementation	Progress Notes
A. Develop promotional materials to recruit diverse candidates to North Penn.	<p>Director of Community Engagement</p> <p>Instructional Coaches</p>	November 2018-January 2019	<p>Distribution of promotional materials in recruitment process</p> <ul style="list-style-type: none"> ● Publish to Website and Social Media Outlets ● Job Fairs 	<p>Leverage NPTV/Communications</p> <p>Tying social media presence to promo videos</p> <p>Build the electronic footprint to be shared and re-shared</p>
B. Share promotional materials and develop partnerships with HBCUs (Historically Black Colleges and Universities), and other colleges with diverse students to recruit aspiring teachers.	<p>Cultural Proficiency Committee Members</p> <p>HR Specialist for Recruitment & Administrative Team</p>	Initial distribution in January 2019 with ongoing efforts yearly	<p>Communicate with and schedule meetings with colleges and universities</p> <p>Reciprocal supports</p> <ul style="list-style-type: none"> ● Mock Interviews ● Guest speakers ● District visits for theory to practice 	Initial contacts
C. Share promotional materials and develop partnerships with sororities, fraternities, and other diverse organizations to attract diverse North Penn applicants.	Cultural Proficiency Committee Members	Initial distribution in January 2019 with ongoing efforts yearly	Reaching out to local college and universities, phone and in-person.	
D. Continue to host and attend diverse job fairs.	Director of HR and HR Specialists/Staff	Yearly	<p>Registration and attendance at job fairs with screening and interviewing processes in follow-up to fairs</p> <p>Subscription to nationally based diverse</p>	Using promotional materials at job fairs ~ enlarge images for table set-up, informational handouts and direction to website/social media

			recruitment database for posting of positions.	
E. Investigate the development of a “Hire Your Own” program targeting diverse high school students	High School Principal, Curriculum Department, Director of HR, Assistant Supt for Secondary Learning	2019 - 2020 School year and beyond	Addition of EDU 100 Course at the HS with college credit opportunity	
F. Create a method to identify diverse highly qualified candidates to ensure applicants are not overlooked in the screening process.	Director of HR, Assistant Supt	Spring 2019		
G. Examine the placement of staff members in each building and develop staffing patterns that support placement of at least two diverse staff in every school.	Director of HR, Director of Elementary/Asst Supt for Secondary, and Building Principals	Yearly basis during hiring and enrollment transfer process (Spring) Initial review process to begin in February/March 2019	<ul style="list-style-type: none"> Initial review with plan to equalize staffing in conjunction with Spring hiring and transfer process (2019) Demographic data comparison of students and staff in each building 	
H. Investigate and implement implicit bias training for all supervisory staff and hiring managers.	Director of HR		Initial training and ongoing sessions prior to the hiring season in Spring 2019 Review of hiring policy	
I. Solicit feedback from current diverse staff members to determine factors that led to their employment in North Penn, and factors that have contributed or would contribute to their remaining in the district.	Cultural Proficiency Committee Members	November 2018	<ul style="list-style-type: none"> A survey will be sent out to staff. 	

Goal 4: All schools will increase student, staff and family engagement in cultural proficiency efforts from a baseline to determined in the 2018-2019 school year as measured by the [“Bridging Racial, Class and Cultural Differences” rubric.](#)

Action Item	Person(s) Responsible	Timeline	Measures of Implementation	Progress Notes
A. A clear vision and mission statement for the district’s cultural proficiency efforts will be developed and shared publicly via the district’s website and social media outlets.	Sub-Committee Chairs	Friday, November 2, 2018, 1:00 to 3:00 PM	Creation of a vision and mission statement	Vision and mission will be posted to website for feedback. Feedback will also occur at CARE Symposium.
B. The district will hold a CARE (Conversations about Race and Ethnicity) Diversity Symposium to gain feedback from students, parents, staff, and community members regarding cultural proficiency, and will adjust action plans as needed based on feedback.	Assistant Supt Director of School and Community Engagement	November 29, 2018	Completion of the Symposium and Feedback	Scheduled for 11/29/2018
C. A cultural proficiency survey will be developed around the “Bridging Racial, Class and Cultural Differences” rubric and be administered during the 2018-2019 school year.	Sub-Committee Chair	By June 2019	Existing data will be assessed prior to the creation and implementation of current survey	
D. Each school will review data from the cultural proficiency survey rubric and create an action sequence for improvement.	Sub-Committee Members	Annually	Delivered during Data Retreat	
E. Present to the Home and School Coordinating Council on cultural proficiency and encourage them to engage more diverse parents.	Sub-Committee Chair	By June 2019	Contact M. King (ECP) Parent Buddy System	
F. Increase explicit communication of district policies and practices, especially related to course selection, college readiness/applications, career awareness, etc.	Sub-Committee Members Director of School and	By February 2019 and ongoing	Taping ESL Night Course Selection Night-multiple languages Require BTS night Student translators (community service)	

	Community Engagement		ISF	
G. Utilize a survey to gain student input on their sense of belonging and engagement in academics and extra-curriculars.	Assistant Supt Sub-Committee Chairs	By June 2019	Ways to address activities fair Questions for Senior Survey	