

## Cultural Proficiency

### Cultural Proficiency Plan Description

The district is developing a culturally proficient learning community that is integrating and transforming knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services; thereby eliminating opportunity gaps.

DMPS is a majority-minority urban district that serves families from a variety of socioeconomic backgrounds, home languages and cultural experiences. As such, it is an expectation that district leaders, educators and related services personnel be aware and respectful of the values, beliefs, traditions, and customs of the children and families they serve. It is also expected that DMPS personnel be aware of the impact their own culture may have on interactions with and decisions regarding students and families. These factors must be taken into account when planning and delivering services to children and their families in order to ensure all DMPS students graduate with the knowledge, skills and abilities necessary to excel in life.

In an effort to ensure School Board and superintendent goals regarding culturally proficiency and educational equity are met, DMPS is actively working with The College of Education at Iowa State University and other partners in developing a district plan that fully embeds cultural proficiency and equity into our continuous improvement process. This plan includes specific goals, annual attainable benchmarks, and the development of district support structures and deliverables for schools to ensure the DMPS Systems of Support are viewed through a culturally proficient lens. Throughout the year, the District Office will be providing additional information, updates and supports regarding the integration of our commitment to Cultural Proficiency into our current systems.

### Cultural Proficiency Desired Results

1	Build an ethical and professional frame for effective cross-cultural communication and problem-solving.
2	Diagnose values and behavior that influence the policies and practices of the buildings.
3	Express personal and professional conduct that serve as a framework for intentionally responding to the academic and social needs of all cultural groups in the school and community.
4	Develop a coherent approach to educating all students in ways that honor and build on who they are as people and as members of complex and contradictory societies.

### Cultural Proficiency 2015-16 Benchmarks

1	Ensure all staff actions reflect an understanding of the four components of the Cultural Proficiency framework.
2	Ensure that school leadership teams include a diverse set of experiences and perspectives that represent the varying populations represented in the entire DMPS

	community as well as advocate for the expansion of the inclusion of these perspectives.
3	Conduct school level equity audits to include: teacher placement, program placement, building practices, curriculum implementation and achievement outcomes.
4	Continue to develop the capacity of school leadership teams in ongoing culturally responsive practices to support school staff, students, families and community.
5	Acknowledge and embrace various cultural milestones within the context of the community.

### Cultural Proficiency District Deliverables 2015-16

1	A system of support for decision makers to develop culturally proficient leadership.
2	Integrated research-based culturally responsive interventions.
3	A Guidance handbook containing common definitions, essential questions, and models of implementation.
4	Relevant and appropriate school level equity data and a district level equity audit to include: teacher placement, program placement, building practices, curriculum implementation and achievement outcomes.
5	Ongoing professional development around culturally proficient schools and communities.
6	Ongoing program evaluation of the DMPS cultural proficiency efforts.
7	Input and communication from marginalized and disaffected stakeholders.

### School Reflection for Cultural Proficiency 2015-16 Benchmarks

Benchmark 1	Ensure all staff actions reflect an understanding of the four components of the Cultural Proficiency framework.
Benchmark 2	Ensure that school leadership teams include a diverse set of experiences and perspectives that represent the varying populations represented in the entire DMPS community as well as advocate for the expansion of the inclusion of these perspectives.
School Reflection	<ul style="list-style-type: none"> <li>• Are the views of as many stakeholders as possible reflected in the leadership team?</li> <li>• Is there evidence of the diversity within and between cultures on decision making teams?</li> <li>• How do we ensure that decision-making is widely shared?</li> <li>• How do we ensure, when possible, that the views of members of the community and families are included on appropriate decision making teams?</li> <li>• Are the voices of those in the numerical minority still reflected in decisions?</li> </ul>

<p><b>Benchmark 3</b></p>	<p><b>Conduct school level equity audits to include: teacher placement, program placement, building practices, curriculum implementation and achievement outcomes.</b></p>
<p><b>Benchmark 4</b></p>	<p><b>Continue to develop the capacity of school leadership teams in ongoing culturally responsive practices to support school staff, students, families and community.</b></p>
<p><b>School Reflection</b></p>	<ul style="list-style-type: none"> <li>• Does building level professional development include specific opportunities related culturally responsive practices?</li> <li>• Are critical questions that ask “how might this decision impact students from ‘x’ experiences?” being raised during staff discussions and training?</li> <li>• Does school leadership have opportunities to engage in individualized or grouped professional development outside of district delivered materials?</li> <li>• Have practices and trainings been vetted to ensure they are culturally responsive, asset focused, researched based, or recognized as best practices?</li> </ul>
<p><b>Benchmark 5</b></p>	<p><b>Acknowledge and embrace various cultural milestones within the context of the community.</b></p>
<p><b>School Reflection</b></p>	<ul style="list-style-type: none"> <li>• Are demonstrations of school pride celebrated and shared via multiple student cultural experiences?</li> <li>• Are there learning opportunities to acknowledge, with care, events that may impact students’ cultural view of society?</li> <li>• Are the contributions of students, including those from marginalized groups, reflected in the building, including common spaces?</li> <li>• Does curriculum &amp; instruction avoid objectifying students of color and utilized in ways that do not detach students from there every day lives?</li> <li>• Is curriculum &amp; instruction delivered in a multicultural and gender fair approach?</li> <li>• Are multicultural and gender fair materials available in the school libraries and media centers?</li> <li>• Is there evidence that students of all backgrounds feel their voices are included and welcome as part of the school?</li> </ul>