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## Initiating, Monitoring, and Sustaining School Integration Projects: A Toolkit for New York State School Districts

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## About this Toolkit



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# Stage 1: Organizing Your Effort

From your organization, identify the key stakeholders who will be affected by your effort. This group should include all those who will be impacted by your effort, including those who will be directly involved in the effort, those who will be indirectly involved, and those who will be affected by the effort.

- 1.1. Assemble your preliminary team: Identify key stakeholders who will be directly involved in the effort.
- 1.2. Map your stakeholders: Map the relationships between the key stakeholders and the organization.
- 1.3. Revisit the composition of your team: Adjust the team composition as needed to ensure that all key stakeholders are represented.
- 1.4. Create working norms: Agree on the norms and standards that will govern the team's work.
- 1.5. Align on a Vision Statement: Develop a shared vision statement that will guide the team's efforts.

## Step 1.1: Assemble Your Team

Consider the key stakeholders who will be directly involved in the effort. This group should include all those who will be impacted by your effort, including those who will be directly involved in the effort, those who will be indirectly involved, and those who will be affected by the effort.



1. Possess diverse perspectives. I

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2. Possess the required expertise. I

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3. Ensure access to necessary resources. I



Atta tc

a rpa lpa ra slip





Approver	Senior Management
Co-Create	Partnership
Consult [External]	Stakeholder
Inform	Stakeholder

## Step 1.2: Map Your Stakeholders

Noting the importance of stakeholder engagement in the process of implementation, the following table provides a list of stakeholders and their potential impact on the project.



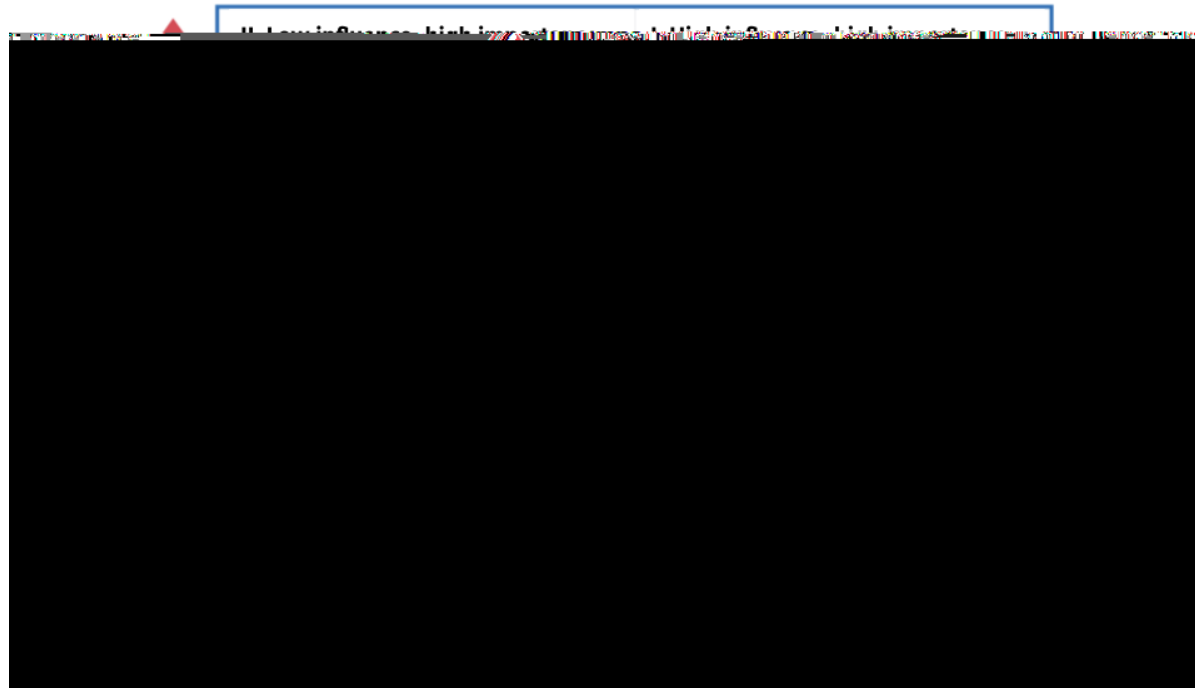
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sa ka ey sllor in te r e  
Cia kq ea th (g hri te ey r



Figure 1: Influence and Importance Matrix



### Step 1.3: Revisit the Composition of Your Team

- Having a team that is diverse in terms of background, experience, and skills is essential for success. It is important to ensure that your team has the right mix of people to tackle the challenges you face.
1. Determine the skills and experience needed for your team.
  2. Assess the current skills and experience of your team members.
  3. Identify the gaps in your team's skills and experience and develop a plan to address them.



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### Step 1.4: Create Working Norms

Brainstorm working norms

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**Purpose:**

**Equity:**

**Communication:**

**Dissent and debate:**



Engagement: What are the key stakeholders?

Decision-making: How are decisions made? Who has the authority?

Documentation: How are decisions and actions recorded?

Technology: What tools and systems are used to support the process?

As a result, the project team has identified key stakeholders and their interests. This information is used to develop a communication plan that ensures all stakeholders are kept informed and engaged throughout the project. The project manager also identifies potential risks and develops mitigation strategies to ensure the project stays on track.

### Interrogate your biases

Plan to identify and challenge your own biases. This involves recognizing your own preconceptions and assumptions that may influence your judgment. For example, you might have a bias towards certain types of people or organizations. By interrogating these biases, you can ensure that your decisions are based on objective information and not personal prejudices.

Make a list of the biases you identify. Write down each bias and how it might affect your decision-making. This list can be used as a reference point to check your thoughts and feelings as you work through the project.

Interrogate your biases  
Interrogating your biases is a critical step in the decision-making process. It allows you to identify and challenge your own preconceptions and assumptions that may influence your judgment. By doing so, you can ensure that your decisions are based on objective information and not personal prejudices. This process is often referred to as "interrogating your biases" (IAT) and is a key component of critical thinking and problem-solving.



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### Other resources

The following resources are available:  
[Avicenna's Canon of Medicine](#) (English translation by Dr. I. D. Jackson, 1930)  
[Basic Principles of Avicenna's Canon of Medicine](#) (English translation by Dr. I. D. Jackson, 1930)



Vision: Integrate the best of the world's knowledge and technology to create a new paradigm for learning and teaching.



## Stage 2: Mapping Your System & Strategy

At the beginning of the process, you will need to identify the current state of your system and the goals you want to achieve.

System (1) is the current state of the system, and the goal is to identify the current state of the system and the goals you want to achieve.

2.1. Examine the state of segregation within your district: Current state of segregation within your district.

2.2. Write a problem statement: Define the problem you are trying to solve.

2.3. Draft your goal statement: Establish the goal you want to achieve.

2.4. Analyze the causes of the identified issue: Current state of segregation within your district.

Identify the causes of the identified issue, such as housing, education, and employment.

Identify the causes of the identified issue, such as housing, education, and employment.

2.5. Conduct due diligence on integration strategies: Research integration strategies that are effective in your district.

2.6. Develop your high-level strategy: Develop a high-level strategy that addresses the identified issue.

Develop a high-level strategy that addresses the identified issue, such as housing, education, and employment.

2.7. Flesh out a detailed strategy: Develop a detailed strategy that addresses the identified issue.

Develop a detailed strategy that addresses the identified issue, such as housing, education, and employment.

### Step 2.1: Examine the State of Segregation Within Your District

Step 2.1: Examine the State of Segregation Within Your District. This step involves identifying the current state of segregation within your district, including the distribution of different racial and ethnic groups, and the impact of segregation on the community.











Please identify a real life example of  
Statistical Inference  
Hypothesis testing  
Hypothesis testing

**Problem statement:** In 1920, the  
Bureau of Census conducted a study to  
determine if the public was  
satisfied with the  
Bureau of Census.

The data collected from the  
study showed that 60% of the  
public was satisfied with the  
Bureau of Census. The  
Bureau of Census  
conducted a hypothesis test  
to determine if the  
percentage of the public  
satisfied with the  
Bureau of Census was  
different from 50%.



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a da b



**Goal statement:** Disic 925g a list  
La 100%  
ia ta 70% of is  
p an c  
talia ig a 0 -S Sta a g iic  
ca ta si Ba c  
ta 100% of  
ka da

Yoc ta sa is  
Bla dyc  
SMARTIE f a  
SMARTIE Goal S/Ma a g Fa ka d/100g  
ig a

**Strategic:** RE le  
C a p b  
sa rpa rth av toy a in-g iha c

**Measurable:** ic  
ha a g/ ha a ipc



Now that we have identified the issue, we can analyze the causes of the issue.

## Step 2.4: Analyze the Causes of the Identified Issue

Causes of the issue can be identified using a 5 Whys or Ishikawa Diagram. Go to the 5 Whys or Ishikawa Diagram section of the course to learn more about these tools.



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Why







2. Basic principles of the legal system
3. Origin and development of the legal system
4. With reference to the legal system of the United States
5. Administrative law

a of the legal system

a of the legal system

a of the legal system

a of the legal system



Figure 3: Fishbone Diagram

## Step 2.5: Conduct Due Diligence on Strategies to Address Segregation in Your District

Non-Traditional

as a separate entity

and



Risk of by a ic a ed -Sp c .in ty of CR

## Step 2.6: Develop Your High-Level Strategy

You are yc ty f ta ha ha Dty js a ty





Figure 4: Theory of Action for a Composition Initiative

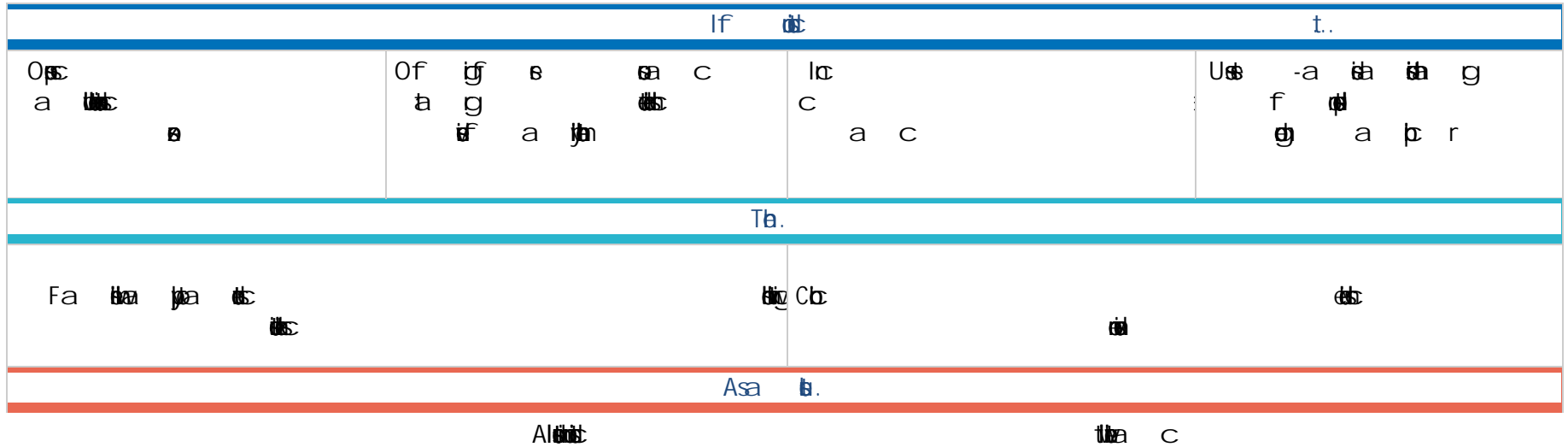


Table 2: Sample Logic Model

Actions	Outcomes	Impact
<p>HS Total by 2024, 90% of f a g a 10</p> <p>in a job</p> <p>Cost</p> <p>g a a d c -a i</p> <p>a g</p>	<p>By Ma y 2024, 90% of f a g a 10</p> <p>of c-50</p> <p>of a f a p f (10-50)</p> <p>of a f a p f (10-50)</p> <p>of a f a p f (10-50)</p>	<p>By 2028, 10</p> <p>of a r i g</p> <p>of a r i g</p> <p>of a r i g</p> <p>of a r i g</p>
<p>By Ma c</p> <p>f a a a i n -MISC</p> <p>O a i a g a g</p> <p>f a a r a</p> <p>p</p> <p>D92 b</p>	<p>By Ma c</p> <p>of a a f a c</p> <p>of a a f a c</p> <p>of a a f a c</p> <p>of a a f a c</p>	<p>By 2025, 10</p> <p>of a r i g</p> <p>of a r i g</p> <p>of a r i g</p> <p>of a r i g</p>
<p>By 2025, 98% of i c -g</p> <p>of a e</p> <p>of a e</p>	<p>By 2025, 6h -g</p> <p>of a e</p> <p>of a e</p>	<p>By 2025, 10</p> <p>of a r i g</p> <p>of a r i g</p> <p>of a r i g</p> <p>of a r i g</p>
<p>By Ma y 2025, a i a i a t e</p> <p>of a a i c a i p a i</p> <p>Dic</p> <p>of a i g</p> <p>of a i g</p> <p>of a i g</p> <p>of a i g</p>	<p>By Ag 2025, D92 i n h -g</p> <p>of a a i g a s</p> <p>of a a i g a s</p> <p>of a a i g a s</p> <p>of a a i g a s</p>	<p>By 2025, 10</p> <p>of a r i g</p> <p>of a r i g</p> <p>of a r i g</p> <p>of a r i g</p>









## Stage 3: Defining Your Measurement Framework

Next, we will define a set of indicators that will be used to measure the effectiveness of the program. We will use a set of indicators that will be used to measure the effectiveness of the program. We will use a set of indicators that will be used to measure the effectiveness of the program.



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e ya la da la da g  
fi an g a in g  
ga g y

an dirg dan b  
la ,c  
a in la la ya f dala g a da l  
e e

### Step 3.2: Identify Your Measures

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Tdi ya f ea c

hi ga g r la say b g

1. [Deces wDa6bd.001 T 10 BDC 1 g88.dstr/wstr/ws tr/wstrif0 Tc05 Ttrnt0 \(e\)1recqu/ws wDa/BDC/ 003 T T \(trif0 Tc05/MCID 10 BDCBDC 1](#)





en el día de la independencia, a las 10 de la mañana del día 20 de septiembre de 1948, en la ciudad de Bogotá, D.C., se reunieron los señores:

1. El señor Juan María Gutiérrez, presidente de la junta directiva de la Universidad de los Andes, y el señor...

2. El señor Juan María Gutiérrez, presidente de la junta directiva de la Universidad de los Andes, y el señor...

3. El señor Juan María Gutiérrez, presidente de la junta directiva de la Universidad de los Andes, y el señor...



4. Why \_\_\_\_\_ the \_\_\_\_\_ ?
5. How \_\_\_\_\_ the \_\_\_\_\_ ?
6. How \_\_\_\_\_ the \_\_\_\_\_ ?
7. Why \_\_\_\_\_ the \_\_\_\_\_ ?
8. How \_\_\_\_\_ the \_\_\_\_\_ the \_\_\_\_\_ ?

I'm going to \_\_\_\_\_ the \_\_\_\_\_  
 I'm going to \_\_\_\_\_ the \_\_\_\_\_  
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 I'm going to \_\_\_\_\_ the \_\_\_\_\_

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### Step 3.4: Set Performance Expectations

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The \_\_\_\_\_  
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The \_\_\_\_\_  
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Head of a Logic-System

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Knowledge  
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Table 4: Project Plan

Action Target	Tasks	Owner	Deadline	Status	Tools	Successes/Challenges
<p>High Quality</p> <p>2024</p> <p>Project</p> <p>Timeline</p> <p>Agile</p> <p>Team</p> <p>Communication</p> <p>Stakeholder</p> <p>Engagement</p> <p>Transparency</p> <p>Accountability</p> <p>Collaboration</p> <p>Flexibility</p> <p>Adaptability</p> <p>Proactivity</p> <p>Resilience</p> <p>Empowerment</p> <p>Ownership</p> <p>Accountability</p> <p>Transparency</p> <p>Collaboration</p> <p>Flexibility</p> <p>Adaptability</p> <p>Proactivity</p> <p>Resilience</p> <p>Empowerment</p> <p>Ownership</p>	<p>Project</p> <p>Timeline</p> <p>Agile</p> <p>Team</p> <p>Communication</p> <p>Stakeholder</p> <p>Engagement</p> <p>Transparency</p> <p>Accountability</p> <p>Collaboration</p> <p>Flexibility</p> <p>Adaptability</p> <p>Proactivity</p> <p>Resilience</p> <p>Empowerment</p> <p>Ownership</p> <p>Accountability</p> <p>Transparency</p> <p>Collaboration</p> <p>Flexibility</p> <p>Adaptability</p> <p>Proactivity</p> <p>Resilience</p> <p>Empowerment</p> <p>Ownership</p>	<p>Director</p> <p>Senior</p>	<p>8/31/2023</p>	<p>Completed</p>	<p>Online</p> <p>Tools</p> <p>(e.g.,</p> <p>Project</p> <p>Management</p> <p>Software)</p>	<p>Successful</p> <p>Project</p> <p>Completion</p> <p>Timeline</p> <p>Adherence</p> <p>Stakeholder</p> <p>Engagement</p> <p>Transparency</p> <p>Accountability</p> <p>Collaboration</p> <p>Flexibility</p> <p>Adaptability</p> <p>Proactivity</p> <p>Resilience</p> <p>Empowerment</p> <p>Ownership</p> <p>Accountability</p> <p>Transparency</p> <p>Collaboration</p> <p>Flexibility</p> <p>Adaptability</p> <p>Proactivity</p> <p>Resilience</p> <p>Empowerment</p> <p>Ownership</p>



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Sf̄ a c sa d̄ c ec  
R̄e n̄e -ta g if ic r̄e -a t̄a t̄a k a t̄a b̄  
ba n̄ d̄y t̄a k̄ f̄ e t̄y of ya t̄e  
Yon̄ ya n̄f̄ ya p̄a c ta j̄e tan̄ a  
t̄a n̄of̄ ta j̄e tan̄ a g t̄a k̄ on̄ a g t̄y  
t̄y a g a s  
Toc a t̄e t̄a n

1.



8. Be a good manager by using the following techniques:

1. Plan the work to be done.

### Step 4.2: Implement & Track Your Progress

Now you can begin to implement your plan. This is the most important part of the process. You should track your progress and adjust your plan as needed.





1. Cla f an ta da f da tsf ga nllgc -e tw rpa  
 dlf da ra sa ta df ds tan a g ep
2. Og a if en c da ga a sta dlf g a a y e  
 a dc a e g if f dv m
3. Na dy la a e b ylf f dy yd da g  
 lff ya pa ic -dyf dy a ta e yv dlf dy  
 dy a if f dy a ta e y
4. Eta lf dc da g dyb ta e y y
5. lf yf en c et pa tc
6. Ad c da da dyf a en dyd da n dy  
 ta g sRe dy e  
 it sa da tf a lb
7. Ad c da la dy a ic la dy  
 dc da g dyf dy a ta ra da e yf

Hea Pe en c, kv Rf an e hdy dyen of en c  
 a da dlf f ef o re dc -S ta e dy shf  
 dy a dlf en da a of da e y sTg g lla la tlf lly  
 a c g yf en cc -S ta e y yf en c dca dCR

**Step 5.2: Analyze & Act on Results**

Nof en c daRe dpa to jgdllo  
 ja a sa dy a ta e ylf f bAa ja a yc



by the... a... by... Ta... R...

Table 5: Performance Report Template Example

Priority Area:	Integration Strategy:	Outcome Targets:	Progress Towards Targets:	Explanation of WHY target was met, partially met, or not met:	How Results Inform Plans for Next Year:
IC Rig Sc	CB MBC	ByMa c of f a f a Sc the a sa by	Met	Target a g a c	Was a of c
	CB CB	ByAg f	2023, D f	9 (-3.9 (-9.1 (-9.1 (-8.86 (-9.2 (-4.1 (-4.2 (-9.1 (-8.86 (-9.1	





## Stage 6: Meaning-making & Spreading the Word



Cellar  
la ta en en tuga

ya a ya qh ya a f om en a ta th lav s

Ta kham es hif en iyc  
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Pa ig ben (e) g

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On ta re f ic

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sf dypata thif da b

la ta qh dha ya ig

.The ta thif ie e

ra ta m dya

la ths

ja da c

c

### Share your story

Ag ov yf ga rha da da qh da sa c  
ly blav ya c

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eg ra m a ia  
ten bla dv thg



The The dc  
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a g da ta ta day

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ta b



## Table 6: Actions to Help Sustain Your Initiative





Step 1: Reorganize your effort

Re la ta rA sA ia qn c      ta pa ben qn ts  
 ta la da jta rda ste      sa ya jpa qb  
 c      f f f f e      ta d  
 Reg a la obta ig      a da g ig      jn c  
 if f ef rdy      a ta ey      yU Sa g      d ta qb  
 ta ef f dy      ta saa dy      en

Step 2: Remap system & strategy

Up qf a c      ta dy ic  
 f en c      pa dAF tAC      ita jpa  
 la ta qn c      s  
 Ren qUp qn lya it      -a qdaz      pcam y  
 en rdy      ig hpa af qne p  
 Re qAp qh dy      f ya ta ruz      qdy is  
 qba in  
 Edf a c      ta dy f qn tdc lpa htd  
 jn c      ta dta c      tldm etc



### Step 3: Redefine your measurement framework

Up on the .Gaining if the a d  
f a tiff yig ic  
a typ c ac ic be the c  
Eden tiff yig ic the c  
a la t ta da

### Steps 4 & 5 Evaluate & Refine

a a Ad 001 Tc (C) (ra b) -4 (dc a d) Tc ))TJ2



3. Urgency: How much time do we have to complete the project?

4. Feasibility: Is it possible to complete the project within the given time and budget?

5. Interest: How much interest do we have in the project? Is it worth the effort and cost?

Stakeholders: Who are the stakeholders involved in the project? What are their interests and expectations? How can we manage their expectations and interests?

