



Culturally & Linguistically Responsive Initiatives

- School Action Plan –

School:	D'Youville Porter Campus School #3
Date:	12/1/19

<i>CLRI Team Members</i>	
Name	Title
Freddy Barrera	Principal
Kristy Giardina	Assistant Principal
Fred Sales	Assistant Principal
Melissa Farrell	Math Coach
Holly Cleary	School Psychologist
Sam Fritz	English Teacher
Natasha Mehta	Program Coordinator



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Guiding Questions:

<p><i>List the accomplishments your school has made in regards to culturally and linguistically responsive initiatives since attending the first set of District Disproportionality Trainings in the 2017-2018 school year</i></p>
<p>Restorative Circles are implemented each morning during homeroom time Restorative Circles may be used for problem solving situations among students New staff members attend the Restorative practice PD The school building has Spanish and English labels that indicate locations / places Inclusive environment is an expectation in each classroom The Celebration of the Hispanic Heritage month that hosted Hispanic speakers Major events (opening day, Saturday academies, etc.) must be aligned with CLRI PTO Newsletter implemented by teachers, students and students in both, English and Spanish</p>
<p><i>Which accomplishments can you grow and/or build upon?</i></p>
<p>We will continue to work on the inclusiveness (CLRI) of hallways and walls throughout the building and in the classrooms. Word walls to build academic vocabulary, in English and Spanish, throughout the building</p> <p>Cultural Celebrations- Currently limited to Latin(x) population, can be built upon to be a more culturally inclusive environment</p> <p>Restorative Practices</p> <ul style="list-style-type: none"> ▪ ODR data shared with staff • Administrative team created Restorative Circle Coaching tool to monitor and support daily meaningful restorative circles • Partnering with Buffalo State College’s Anne Frank Project to incorporate empathy-based story-telling activities into circle time <p>Increase communication and collaboration with families</p>
<p><i>What are the barriers and obstacles your school and its CLRI team face in implementing culturally and linguistically responsive initiatives?</i></p>
<p>Some of the barriers/obstacles that we have faced are...</p> <p>Limited funds to purchase multilingual signage and multicultural posters Limited time and coverage for embedded professional development for staff Shortage of bilingual certified teachers in grades with highest behavioral needs</p>



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*Review your school's data by race/ethnicity and list observations about the data.
(Consider suspension, attendance, special education, academic, and graduation data.)*

- Our ELL students and students with disabilities far underperform other subgroups (~85% Level 1 in ELA and ~93% Level 1 in Math NYS assessments)
- Special Education Enrollment is slightly higher for Hispanic and Black students when compared with the district
- Black students make up 17% of the school's population, but account for 33% of out-of-school suspensions

What supports can you put in place to reduce barriers with implementation and garner staff, student, and parent buy-in?

- Continued follow up at grade level/ data meetings
- Monitor the implementation of CLRI in the building, and classroom
- Renown Guest speakers to address students and faculty

What is the heart behind this work – why is this work important for the students in your school?

As a Buffalo Public School, putting our children and families first means making sure that they feel like they are the focus of the work in our school. Families need to see and hear themselves and their cultures reflected in the school. This includes accessibility, relatability, and communication in who and what they see and hear in our buildings. At D'Youville Porter Campus School #3, a bilingual school with a predominantly Latin(x) population (approx. 71%), inclusivity is part of our school's mission:

DP #3 - SCHOOL'S MISSION STATEMENT:

To establish an inclusive culture of excellence that incorporates data-driven planning, rigorous instruction, high expectations, accountability, and strong parent and community partnerships that ensure every student, under the whole child approach, will have the confidence, knowledge, thinking skills, character and hope to assume responsibility for his or her life and contribute to the lives of others.



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<p align="center">Action Steps (For each action step, make the District's High-Leverage CLRI Strategies it aligns to and the timeframe it will occur.)</p>	<p align="center"><i>C r e a t e a W e l c o m i n g E n v i r o n m e n t</i></p>	<p align="center"><i>R i g o r o u s I n s t r u c t i o n & H i g h E x p e c t a t i o n s f o r A l l</i></p>	<p align="center"><i>C u l t u r a l l y I n c l u s i v e C l a s s r o o m</i></p>	<p align="center"><i>C u l t u r a l l y a n d L i n g u i s t i c a l l y R e s p o n s i v e T r a i n i n g</i></p>	<p align="center">Responsible Persons</p>	<p align="center"><i>S e p t e m b e r 20 19 - J a n u a r y 20 20</i></p>	<p align="center"><i>F e b r u a r y 20 20 - A u g u s t 20 20</i></p>	<p align="center"><i>S e p t e m b e r 20 20 - J a n u a r y 20 21</i></p>	<p align="center"><i>F e b r u a r y 20 21 - A u g u s t 20 21</i></p>
<p>Welcome students by name as they enter the building and classroom.</p>	X				All staff	X	X	X	X
<p>Administrator will use the coaching tool. Teachers will be familiar with the tool.</p>		X			Administration Coaches Teachers	X	X	X	X
<p>Use culturally responsive resources (using district materials) and Spanish translated materials in the classroom.</p>			X		Teachers ENL department	X	X	X	X



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Use faculty meetings and GLMs to share best practices. Continued CLRI training.				X	Administration Coaches Teachers ENL	X	X	X	X
<p align="center">Action Steps (For each action step, mark (X) its alignment to the District's High-Leverage CLRI Strategies and the appropriate timeframe.)</p>	<i>C r e a t i v e E n v i r o n m e n t</i>	<i>R i g o r o u s I n s t r u c t i o n & H i g h E x p e c t a t i o n s f o r A l l</i>	<i>C u l t u r a l l y I n c l u s i v e C l a s s r o o m</i>	<i>C u l t u r a l l y a n d L i n g u i s t i c a l l y R e s p o n s i v e T r a i n i n g</i>	Responsible Persons	<i>S e p t e m b e r 20 19 - J a n u a r y 20 20</i>	<i>F e b r u a r y 20 20 - A u g u s t 20 20</i>	<i>S e p t e m b e r 20 20 - J a n u a r y 20 21</i>	<i>F e b r u a r y 20 21 - A u g u s t 20 21</i>
Announcements will continue to be made in English and Spanish - Morning announcements will include students and parents.	X				Community Navigator Students Parent Liaison	X	X	X	X



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<p>Action Steps (For each action step, mark (X) its alignment to the District's High-Leverage CLRI Strategies and the appropriate timeframe.)</p>	<p>Create a Welcoming Environment</p>	<p>Rigorous Instruction & High Expectations for All</p>	<p>Culturally Inclusive Classroom</p>	<p>Culturally and Linguistically Responsive Training</p>	<p>Responsible Persons</p>	<p>September 2019 – January 2020</p>	<p>February 2020 – August 2020</p>	<p>September 2020 – January 2021</p>	<p>February 2021 – August 2021</p>



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