



Culturally & Linguistically Responsive Initiatives

- School Action Plan -

School:	B.E.S.T. School #6
Date:	11.12.19

<i>CLRI Team Members</i>	
Name	Title
Karen Piotrowski	Principal
Amy Crans-Stafford	Psychologist
Molly Krug	Teacher (“Guardian of Equity”)
Mary Meshlovitz	Literacy Coach
Yssenia Ortiz	Parent Representative



*Culturally & Linguistically Responsive Initiatives
School Action Plan
School: 006*

Guiding Questions:

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

- Set up school committee
- Restorative Circle Time (Morning Meeting) were scheduled every day from 2018-2019 and 2019-2020
- Completed *Skillful Teacher* with an outside presenter during the 2017-2018 school year
- Completed some culturally and linguistically responsive activities
- Expanded school's focus on diversity, which is celebrated with our annual Multicultural Night
- Each classroom and school space is expanding its reflection of the diversity of the students and school community

Which accomplishments can you grow and/or build upon?

- Expanding school committee and its activities to faculty meetings
- Continuing to schedule SST supports once every month during grade level or common planning time
- Sharing how each teacher is expanding the reflection of the school community's diversity
- Creative additional opportunities for parent leadership and engagement

What are the barriers and obstacles your school and its CLRI team face in implementing culturally and linguistically responsive initiatives?

- Time for the committee to meet
- Time for staff professional development
- Funding for materials and professional development
- Balancing academic and social-emotional areas of need with CLRI activities
- Are there materials or pre-made activities that can be used to jump start faculty activities other than the ones learned during the 2018-2019 year?



Culturally & Linguistically Responsive Initiatives
School Action Plan
School: 006

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

School #6 NYS Assessment
 Cohort Growth by Grade

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
ELA 2017 (12%)	16%	16%	16%	8%	15%	4%
ELA 2018 (22%)	33%	21%	18%	17%	21%	19%
ELA 2019 (17%)	20%	26%	5%	15%	9%	30%
ELA Goal 2020 (26%)	30%	30%	36%	15%	25%	19%
Math 2017 (10%)	23%	14%	13%	5%	6%	0%
Math 2018 (17%)	32%	16%	20%	17%	7%	9%
Math 2019 (14%)	14%	19%	19%	9%	8%	16%
Math Goal 2020 (24%)	24%	24%	29%	29%	19%	18%



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School: 006*

**School #6 ELA – Percentage Point Change for
Subgroups by Race
2018 and 2019 Comparison**

	Levels 3+			Levels 2+		
	2018	2019	% Point Change	2018	2019	% Point Change
Black	19%	14%	-5	51%	42%	-9
White	12%	13%	+1	26%	33%	+7
Latino	16%	7%	-9	51%	37%	-14
Asian	42%	32%	-10	64%	58%	-6
Multiracial	8%	17%	+9	31%	34%	+3

**School #6 MATH – Percentage Point Change for
Subgroups by Race
2018 and 2019 Comparison**

	Levels 3+			Levels 2+		
	2018	2019	% Point Change	2018	2019	% Point Change
Black	14%	11%	-3	37%	34%	-3
White	16%	4%	-12	23%	34%	+11
Latino	16%	3%	-13	40%	26%	-14
Asian	26%	30%	+4	53%	56%	+3
Multiracial	17%	11%	-6	25%	22%	-3



Culturally & Linguistically Responsive Initiatives
School Action Plan
School: 006

▪ **Building Demographics: September 2019-November 2019**

- Total Population: 601
 - Asian: 99
 - Black: 347
 - Hispanic: 67
 - Indian: 1
 - Multi-Racial: 16
 - White: 71

- Special Education Students: 105
- ELLs: 230

▪ **Short Term Suspensions: September 2019-November 2019**

- Total: 17
 - Male: 14
 - Female: 3

 - Asian: 0
 - Black: 11
 - Hispanic: 4
 - Multi-Racial: 1
 - White: 1

- SpEd Students: 7
- ELLs: 3

- Economically Disadvantaged: 16

▪ **Long Term Suspensions: September 2019-November 2019**

- Total: 4
 - Male: 3
 - Female: 1

 - Asian: 0
 - Black: 3
 - Hispanic: 0
 - Multi-Racial: 1



Culturally & Linguistically Responsive Initiatives
School Action Plan
School: 006

- White: 0
- SpEd Students: 3
- ELLs: 0

- Economically Disadvantaged: 4

- **Attendance: September 2019-November 2019**
 - Overall Average: 92.17%
 - Male: 92.2 %
 - Female: 92.07 %
 - Asian: 92.98 %
 - Black: 93.03 %
 - Hispanic: 88.33 %
 - Multi-Racial: 90.21 %
 - White: 80.9 %
 - SpEd: 88.66 %
 - ELLS: 93.88 %

Observations:

B.E.S.T. School #6 is an early school that provides instructional services to Pre-Kindergarten to Grade 8.

- On the 2019 New York State (NYS) ELA and Math exams, B.E.S.T School #6 saw a decline in students achieving at levels 3 and 4. The decline was evident in the subgroups of Black, White, LatinX, and Multi-Racial in ELA and within all sub-groups, but Asian in Math.
- B.E.S.T School #6 did meet the 2019 NYS participation rate in both ELA and Math.

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

- Continue teacher and staff trainings
- Continue social emotional trainings with Second Step, Restorative Practices, and infuse CLRI
- Develop ways to communicate and inform parents of CLRI work



Culturally & Linguistically Responsive Initiatives
School Action Plan
School: 006

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

CLRI is important for the students in B.E.S.T. School #6 so that they realize that they are seen as individuals and are encouraged to excel academically and socially emotionally able so that they are fully prepared for future school and career goals.



Culturally & Linguistically Responsive Initiatives
School Action Plan
School: 006

Action Steps <i>(For each action step, make the District's High-Leverage CLRI Strategies it aligns to and the timeframe it will occur.)</i>	<i>Create a Welcoming Environment</i>	<i>Rigorous Instruction & High Expectations for All</i>	<i>Culturally Inclusive Classroom</i>	<i>Culturally and Linguistically Responsive Training</i>	Responsible Persons	<i>September 2019 – January 2020</i>	<i>February 2020 – August 2020</i>	<i>September 2020 – January 2021</i>	<i>February 2021 – August 2021</i>
Continue to implement and monitor daily Restorative Circles.	X		X		Administrative team; classroom teachers	X	X	X	X
Provide books, materials, images, and posters that reflect the diversity of B.E.S.T. students throughout the building.	X				Administrative team; classroom teachers; CLRI team	X	X	X	
Classroom teachers will have books and materials in every classroom that represent the students.	X				Administrative team; classroom teachers		X	X	X
Encourage and provide parents with training on District online programs, such as LEXIA and MobyMax		X		X	Mary Meshlovitz, Literacy Coach; Mrs. Ortiz, Parent Liaison		X	X	



**Culturally & Linguistically Responsive Initiatives
School Action Plan
School: 006**

Action Steps <i>(For each action step, mark (X) its alignment to the District's High-Leverage CLRI Strategies and the appropriate timeframe.)</i>	Create a Welcoming Environment	Rigorous Instruction & High Expectations for All	Culturally Inclusive Classroom	Culturally and Linguistically Responsive Training	Responsible Persons	September 2019 – January 2020	February 2020 – August 2020	September 2020 – January 2021	February 2021 – August 2021
Teachers will begin to incorporate materials provided by the District such as New Jersey Amistad, MyOn, Nearpod, Next Lesson, and enrichment field trips to allow all students to develop background knowledge of people and places around the world that have enriched humanity. Time during grade levels and CPT will be scheduled and agendas will document this work at least monthly.		X	X		Mary Meshlovitz, Literacy Coach; Classroom Teachers		X	X	X
Infuse CLRI professional development activities during faculty meetings, grade level meetings, parent nights, etc.			X	X	Administrative and CLRI team	X	X	X	X
Orient teachers and students to the use of the “Mindfulness Room”; begin using the room regularly for students				X	Administrative and SST team		X	X	X
Provide additional professional development and supports to teachers in the use of Restorative conferences; monitor the use of the conferences		X	X	X	Administrative and SST team		X	X	X



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<p>Continue to display and encourage student artwork posted that reflects their culture both in classrooms and school hallways</p>	X		X		Classroom teachers; Art teachers	X	X	X	X
<p>Monthly CLRI team debrief at faculty meetings regarding progress with Restorative Circles and its impact on student behaviors and academics, upcoming trainings, etc.</p>			X		Administrative and CLRI team		X	X	X