



*Culturally & Linguistically Responsive Initiatives
School Action Plan
School: Native American Magnet # 19*

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School:	Native American Magnet # 19
Date:	2019-2020

<i>CLRI Team Members</i>	
Name	Title
Michael Suwala	Principal
Rashida Walls	Assistant Principal
Kate Wendling	Assistant Principal
Catherine Donahue	Parent Facilitator
Bonnie General-Vazquez	Social Studies & MBK Teacher
Kaitlin McCluskey	Teacher & Guardian of Equity
Richelle Tordoff	School Psychologist
Debra Veronica	Literacy Coach

Guiding Questions:



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List the accomplishments your school has made regarding culturally and linguistically responsive initiatives since attending the first set of District Disproportionality Trainings in the 2017-2018 school year

- Host the District-wide Native American Culture Night.
- Our building now has a Restorative Reflection Room. The mural on our wall is the word LOVE created with different colored hands. We have canvases with pictures of our students and images with multicultural people in traditional dress. We have multicultural puppets and storybooks in the room, as well.
- Posters in halls and classrooms, depicting important places and objects, translated into the native languages of our students.
- MBK Program
- Native American murals, artifacts, and floor tiles.
- Ceiling tiles that students painted with flags of their home country.
- Restorative Practices, such as Community Building & Restorative Circles, Yoga, Mindfulness, and Restorative Conferences.

Which accomplishments can you grow and/or build upon?

- Raising school-wide awareness of Native American culture and history.
- Need for more photographs and artifacts that reflect the whole population.
- Expanding teacher/staff knowledge of Restorative Practices beyond Restorative Circles.
- Educating the staff on CLRI and finding the meaning of it within our building.
- Incorporating CLRI into instruction
- Student involvement in decision making on CLRI programming.

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

- Staff buy-in
- Time for PD as well as time to implement programs with students
- Funding for Materials and PD

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



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- Building Demographics: Total Population = 418 Male-211, Female 207
 - *Asian-89-21%
 - *Black-165-39%
 - *Hispanic-74-18%
 - *Indian (Native American)-32-8%
 - *Multi-Racial-16-4%
 - *Pacific Islander-0
 - *White-42-10%
 - *Special Education Students: Total Population = 83 (20% of building population) Male- 53, Female- 30
 - *ELLs: Total Population = 123 (29% of building population) Male-60, Female-63

- Suspensions Sept-Nov 2019: Total = 7 (4% of student population suspended are black)
 - *SPED = 3 (43%)
 - *ELL= 2 (29%)
 - *GEN ED = 2 (29%)

- Attendance Sept-Nov 2019: Overall =91.3%
 - *Asian- 94.76%
 - *Black-92.08%
 - *Hispanic- 86.27%
 - *Indian (Native American)-85.51%
 - *Multi-Racial-87.35%
 - *Pacific Islander-0
 - *White-88.13%
 - *SPED-86.66%
 - *ELLs-95.05%

- Academics: 2019 NYS ELA & Math

Students Scoring at a Level 3 and 4

	ELA	MATH
All students	22%	24%
Female	28%	23%
Male	17%	24%
Multiracial	27%	50%



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Indian (Native American)	11%	42%
Asian or Native Hawaiian/Pacific Islander	37%	42%
White	24%	25%
Black or African American	13%	11%
Hispanic	13%	24%
General Education	28%	29%
Students with Disabilities	4%	6%
Non-English Learners	30%	32%
English Language Learners	3%	4%
Non-Economically Disadvantaged	52%	52%
Economically Disadvantaged	20%	21%

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

- Increase collaboration with the Native American Resource Program.
- Staff- Continue Professional Development on classroom management and Restorative Practices to decrease short and long term suspensions, and increase student attendance.
- Staff-Engaging PD (modeling strategies, such as how to use QR codes to link to cultural images) that is relative to the population at School 19.
- Staff-CLRI Team members share what they learned, at the last Disproportionality PD, at each Faculty Meeting.
- Staff and Students-Whatever we choose to do, it needs to fit into what we are already doing in our curriculum and not make it a new add-on.
- Parent-We need for our Parent Facilitator to restart monthly Parent Meetings.
- Parent-Open lines of communication with parents. This will then allow us to begin to share the work that the CLRI Team is doing.
- Parent-A consistent schedule of office hours that parents know they can meet with the Parent Facilitator.

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

Our students are the heart of our work. We want students to feel welcome and accepted in our building. We want students not only to feel that they can become successful, but provide strategies and resources to help them become college & career ready, and a global citizen.



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<p align="center">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></p>	<p align="center"><i>Create a Welcoming Environment</i></p>	<p align="center"><i>Rigorous Instruction & High Expectations for All</i></p>	<p align="center"><i>Culturally Inclusive Classroom</i></p>	<p align="center"><i>Culturally and Linguistically Responsive Training</i></p>	<p align="center">Responsible Persons</p>	<p align="center"><i>September 2019 – January 2020</i></p>	<p align="center"><i>February 2020 – August 2020</i></p>	<p align="center"><i>September 2020 – January 2021</i></p>	<p align="center"><i>February 2021 – August 2021</i></p>
<p>The CLRI Team will support teachers in creating a more welcoming environment that is reflective of the students in the classroom. Teachers will submit student photographs to Mr. Suwala for printing on poster paper.</p>	x		x		CLRI Team, Teachers, Mr. Suwala		x	x	x
<p>Purchase Culturally Responsive books to create “Grab and Go” baskets for teachers to use in their classrooms. Each grade level will have access to a selection of appropriate books.</p>	x		x		Mr. Suwala	x	x	x	x
<p>Translate the language of the Character Counts pillars and the Behavior Matrix to the top 5 native languages of our students, including Seneca & Mohawk. These will be posted in all classrooms and hallways.</p>	x	x	x		Mr. Suwala, Cultural Resource Specialists		x		
<p>Students will create artwork reflective of their culture to be hung in the hallways.</p>	x		x		Art Teacher, Students, Mr. Suwala, Maintenance			x	x



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<p>Revive the Parent Organization. Monthly meetings should be held to inform parents about school happenings, problem solving, answering questions, community supports. Members of the Parent Organization can help to plan school events. Refreshments should be offered. *Hold during the school day, either at morning arrival or before dismissal.</p>	x			x	Parent Facilitators Administrators NACS and NARP		x	x	x
<p>Parent Facilitators will create a schedule for set office hours. The office hours will allow families to receive support from the Clothing Closet and other community organizations, such as Say Yes.</p>	x			x	Parent Facilitators		x	x	x
<p>Increase teacher capacity on Restorative Practices beyond Circles, during faculty meetings or grade level meetings.</p>	x			x	Richelle Tordoff Aimee Pytlik		x	x	x
<p>Create a full-day professional development opportunity to expose teacher to CLRI and to offer strategies and support within the classroom setting.</p>	x	x	x	x	CLRI Team		x	x	x



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<p>Plan and host a Multi-Cultural Evening. This could include food, games, crafts, music, dance, and art.</p>	x		x		CLRI Team Teachers Administrators Maintenance NARP and NACS		x	x	x
<p>CLRI Team will create a monitoring tool to track CLRI implementation within the building. Data will be shared amongst stakeholders. (Goals will be determined and monitored by Administration.)</p>		x	x		CLRI Team Administrators		x	x	x