



Culturally & Linguistically Responsive Initiatives

- School Action Plan -

School:	Bennett Park Montessori Center #32
Date:	November 2019

<i>CLRI Team Members</i>	
Name	Title
Jennifer Stockmeyer	Principal BPMC #32
Erika Lamar	Guardian of Equity, Teacher
Molly McDermott	School Psychologist
Lynn Tilton	Literacy Coach
Heather Carson	Support Reading Teacher
Tina Numez	Parent Liaison



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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

- Multi-lingual signage is displayed in the top 6 languages on each floor of the building.
- **Professional Development** embedded in grade level meetings, faculty meetings, and Saturday PD sessions.
-History Walk, Labels Activity, School to prison pipeline, Privilege walk)
- **Book Study** (Culturally relevant texts)
- **Restorative Practices**
 - Three tier system
 - Community Building Circles
 - Restorative conversations

Which accomplishments can you grow and/or build upon?

Restorative Practices

- Calibration of ODR criteria at the January faculty meeting.
- ODR Data for K – 8

BPMC #32 “TSI” status has helped to provide resources to help us meet our goal.

- Saturday PD
- Staffing
- Training

Montessori Methodology

- Accessible for all students
- Embedded “follow the child” practices
- Peace education, Social Justice, community outreach, and service learning

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

- Scheduling to practice restorative practices.
- Scheduling time to share ideas that are being implemented
- Guiding teachers to identify and recognize culturally responsive strategies they need to use to help all students become successful.



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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.)

	2016	2017	2018	Change	Target	Goal
ELA	13	14	19	+5	24	23
Math	5	7	13	+6	18	15
Science		43	39	-4	49	30
Attendance		92.00			93	
Suspensions	182	185		+3	167	129

ELA Data

Grade	2017	2018	2019	Change	Target	Goal
3	11	28	37	+9	40	40
4	27	22	29	+7	40	40
5	25	22	19	-3	34	34
6	5	25	34	+9	25	25
7	6	7	9	+2	40	40
8	2	6	5	-1	25	16
	12.7	18.3	22.7	+4	34	32.5

Math Data

Grade	2017	2018	2019	Change	Target	Goal
3	8	22	27	+5	30	30
4	15	11	13	+2	30	30
5	9	6	14	+8	25	22
6	4	20	21.7	+1.7	20	20
7	4	4	9	+5	26	30
8	0	9	4	-5	20	16
	6.7	12	15.1	+2	25.2	24.6



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Suspension Data:

	2018	2019	Change
Short Term	185	129	-56
Long Term	15	12	-3

2019 NYS Assessment Results (% Proficiency)	2020 NYS Assessment Goals (% Proficiency)	Increase Needed
344 Students Assessed		24 students
23% (78 students)	29.67% (102 students)	+6.67%



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NYS ELA Assessments					
	2015-2016	2016-2017	2017-2018 <i>*New Format</i>	2018-2019	Change (+,-)
Grade 3	28% (19/69)	10% (6/61)	27% (17/62) 29% (14/48)Gen 21% (3/14)Sped 16% (7/43) AA	37% (28/75)	+10%
Grade 4	23% (19/81)	27% (15/55)	22% (10/45) 26% (10/38)Gen 0% (0/7)Sped 11% (3/27) AA	29% (15/51)	+7%
Grade 5	6% (4/69)	25% (20/79)	22% (11/49) 34% (11/32)Gen 0% (0/17)Sped 26% (9/34) AA	19% (11/57)	-3%
Grade 6	9% (4/47)	5% (3/64)	25% (17/69) 31% (15/48)Gen 10% (2/21)Sped 20% (10/49) AA	34% (16/47)	+9%



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Grade 7	2% (1/64)	6% (3/47)	7% (4/58) 16% (4/25)Gen 0% (0/33)Sped 2% (1/41) AA <u>* More SWD tested than</u> <u>Gen Edu. students</u>	9% (5/58)	+2%
Grade 8	6% (2/35)	2% (1/47)	6% (3/48) 9% (3/34)Gen 0% (0/14)Sped 3% (1/39) AA	5% (3/56)	-1%



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NYS Math Assessments

	2015-2016	2016-2017	2017-2018 <i>*New Format</i>	2018-2019	Change (+,-)
Grade 3	12% (8/68)	8% (5/62)	21% (13/62) 22% (11/49)Gen 15% (2/13)Sped 12% (5/41) AA	27% (20/74)	+6%
Grade 4	9% (7/82)	15% (8/53)	11% (5/40)Gen 0% (0/7)Sped 4% (1/28) AA	13% (7/54)	-2%
Grade 5	3% (2/70)	9% (7/78)	7% (3/46)	14% (8/57)	+7%
Grade 6	2% (1/46)	3% (2/64)	20% (13/66)	22% (10/46)	+2%
Grade 7	2% (1/56)	4% (2/45)	4% (2/51)	9% (5/57)	+5%
Grade 8	0% (0/34)	0% (0/42)	9% (3/35)	4% (2/56)	-5%



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

- We have started to incorporate ODR data in faculty meetings and grade level meetings in grades K-to bring up ideas and strategies that all teachers can implement within their classrooms.
- We have Identified Level 2-3 students in Grades 3-8, creating and expanding the excel spreadsheet of “Not Yet” students.
- Prioritize students to participate in ELT in order to grow students’ proficiency in math and ELA.

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

At BPMC #32 we believe that all students should feel part of the leaning environment. We are a community of learners committed to our students and our families. We **are all in** when it comes to our students!



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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>	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
<p>Voluntary Professional Book Study: <i>Other People's Children</i> by Lisa Delpit This Literary Circle is designed for teachers grades PK-8 that are interested in learning how to be "cultural transmitters". This book delves into the ideas that many academic problems attributed to children of color are actually the consequence of miscommunication. Teachers and students struggle with the imbalance of power and the dynamics of inequality plaguing our society. In addition, the book discusses how teachers can strive to eliminate the bias and stereotypes that generate ineffective education.</p>	X	X	X	X	Lynn Tilton	X	X		
<p>Voluntary Professional Book Study: <i>Multiplication Is for White People</i> by Lisa Delpit This Literacy Circle is designed for teachers PK-8. This book investigates that there is no achievement gap at birth. There is a remarkable picture of the components of modern public education that conspire against the projections for poor children of color, creating a unrelenting achievement gap during the school years that has evaded several decades of transformation.</p>	X	X	X	X	Lynn Tilton			X	X



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<p align="center">Action Steps</p> <p><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</i></p>	<p align="center"><i>Rigorous Instruction &</i></p>	<p align="center"><i>Culturally Inclusive</i></p>	<p align="center"><i>Culturally and Linguistically</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>SIG Far West Teacher Center Network Poverty Simulation & Social Justice PLO Far West Teacher Center Network Poverty Simulation: Poverty is a reality for many individuals and families. But unless you have experienced poverty, it is difficult to truly understand. The Community Action Poverty Simulation (CAPS) bridges that gap from misconception to understanding. CAPS is an interactive immersion experience. It sensitizes community participants to the realities of poverty. The Far West Teacher Center Network continually provides support for lifelong learning and teacher excellence. Help you teachers reach the next level and develop the empathy, strategies and support they need to combat poverty in your community by hosting a Poverty Simulation in your District.</p> <p>Social Justice: This professional development session will introduce participants to creating culturally relevant lessons so that children see themselves in the curriculum through an affirmation of their history and culture resulting in increased student achievement, the closing of the achievement gap and the fostering of a commitment to social justice.</p>	X	X	X	X	<p>Jennifer Stockmeyer, Erika Lamar, Ikhia Moore</p>	X			



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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</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>
SBMT Meetings Principles of Culturally Responsive Education: <i>What is culture and what relevance does it play in schools aiming for equity?</i>				X	Jennifer Stockmeyer, Erika Lamar, Ikhia Moore				
Increase focus on Restorative Practices: beyond Circles,	X		X	X	All faculty and Staff	X	X	X	X
Student Research Project (1619 Project)		X	X		Admin Team, Teachers, Ltercay Coach,	X			
Checklist for Culturally Responsive Teaching evidence	X	X	X	X	CLRI Team, Admin Team		X		