



# **Culturally & Linguistically Responsive Initiatives**

## **- School Action Plan -**

<b>School:</b>	<b>#37 Futures Academy</b>
<b>Date:</b>	<b>December 9, 2019</b>

<b><i>CLRI Team Members</i></b>	
<b>Name</b>	<b>Title</b>
<b>Serena Restivo</b>	<b>Principal</b>
<b>Maureen Williams</b>	<b>Program Coordinator</b>
<b>Julia Shumaker</b>	<b>ENL Teacher</b>
<b>Dipti Czerniejewski</b>	<b>Literacy Coach</b>
<b>Lauren Etu</b>	<b>School Psychologist</b>
<b>Laken Andrews</b>	<b>Consultant Special Education Teacher and Guardian of Equity</b>
<b>Shauna McMahon</b>	<b>Supervisor of Multilingual Education/ENL</b>



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## **Guiding Questions:**

*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*

- Creation of the CLRI Team
- Community school events that are inclusive and welcome all members of the school and community
- MBK in our school for 2 years
- Girls Night In

*Which accomplishments can you grow and/or build upon?*

- Restorative practices
  - Be consistent with reviewing ODR data at grade levels
- Showcase teachers for using CLRI in the classroom
  - Bulletins, bulletin board, announcements, etc.

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

- Teacher buy-in
- Establishing a consistent meeting/planning time
- Constraints with coverage
- Identifying teacher leaders to join the CLRI team
- School-wide systems not in place (circles-set the expectations in stone)
- Creating an opportunity for girls that is like MBK.



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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.)*

**Building Demographics:**

Total Population: 519 (Male - 278, Female - 241)

- Black – 374 (72%)
- Hispanic – 68 (13%)
- Asian – 30 (6%)
- White – 29 (6%)
- Multiracial – 18 (3%)

Special Education Total Population: 98 (19%)

Black Male – 45	Black Female – 25
Hispanic Male - 8	Hispanic Female - 6
White Male - 6	White Female - 4
Asian Male – 3	Asian Female - 0
Multiracial Male –1	Multiracial Female –1

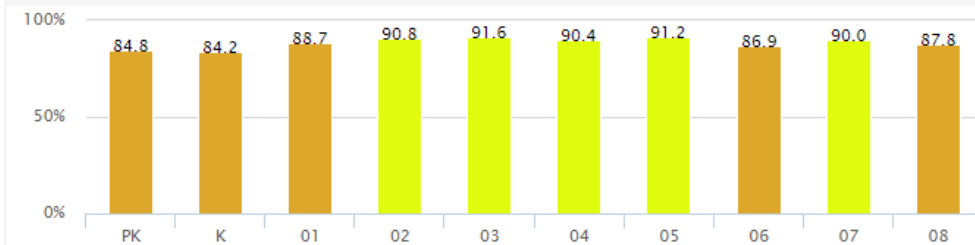
ENL Total Population: 80 (15%) (Male - 45, Female - 35)

**Attendance:**

Homeroom Attendance Pct - (2019-2020)

School	Attn Pct
District Total	89.57%
0037 Marva J. Daniel Futures Prep School	88.6%

Homeroom Attendance by Grade (2019-2020)



**Attendance by Demographic 9/6/19-12/9/19:**

Asian – 90.37%, Black – 89.87%, ENL – 93.26%, Hispanic – 83.07%, Multiracial – 88.81%, SPED – 86.89%, White – 83.85%



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**Percent Proficient on NYS Assessments 2019:**

DEMOGRAPHIC	ELA	MATH	SCIENCE
ALL	18.33	11.40	28.75
FEMALE	22.32	11.38	37.51
MALE	14.62	11.41	39.58
ASIAN	52.63	34.78	100
BLACK	14.68	7.74	32.26
HISPANIC	17.86	14.29	32.50
MULTIRACIAL	12.50	12.50	66.66
WHITE	16.67	16.67	75.00
ENL	0	6.98	8.33
SPED	5.71	1.43	33.33

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

- Educating the staff on CLRI and finding the meaning of it within our building.
- Incorporating CLRI into instruction
- Moving beyond restorative circles by giving teachers resources through Schoology and at Grade Level/Faculty Meetings
- Recording exemplars of CLRI in the classroom and sharing it on Schoology

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

- Students need this and so do teachers!
- Students need to be in an environment conducive to student learning and growth that is free of cultural bias.
- Improve relationship among school community



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<p align="center"><b>Action Steps</b> (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>Create a Welcoming Environment</i></p>	<p align="center"><i>Rigorous Instruction &amp; 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"><b>Responsible Persons</b></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>Model use of restorative circles.</p>	X			X	Guidance Counselors Social Worker	X	X	X	X
<p>Incorporate use of restorative justice in conferences with parents in lieu of suspension.</p>	X	X	X		Administration Guidance Counselors Social Worker		X	X	X
<p>CLRI team will meet during SBMT monthly meetings.</p>		X		X	CLRI Team	X	X	X	X
<p>Infuse NJ Amistad curriculum and 1619 Project.</p>			X	X	Guardian of Equity	X	X	X	X



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<p>Students will create artwork reflective of their culture to be hung in the hallways.</p>	X		X		Program Coordinator Guardian of Equity Coach Art Teacher		X	X	X
<p>Compile resources and strategies into a folder in the #37 Schoology group</p>	X	X	X		Administration Program Coordinator Literacy Coach CLRI team		X	X	X
<p>Increase teacher capacity on Restorative Practices beyond Circles, during faculty meetings or grade level meetings.</p>	X		X		Administration Program Coordinator Literacy Coach CLRI Team		X	X	X