



# **Culturally & Linguistically Responsive Initiatives**

## **- School Action Plan -**

<b>School:</b>	<b>#48@39</b>
<b>Date:</b>	<b>November 13, 2019</b>

<b><i>CLRI Team Members</i></b>	
<b>Name</b>	<b>Title</b>
<b>Miguel Medina</b>	<b>Principal</b>
<b>Cristina Petruzzo</b>	<b>Literacy Coach &amp; Reading Teacher</b>
<b>Robert Teixeira</b>	<b>General Education Teacher, Grade 1</b>
<b>Monika Harrigan</b>	<b>ENL Teacher, Kindergarten (Guardian of Equity)</b>



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## **Guiding Questions:**

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

- Multicultural committee activities in 2018-2019: Martin Luther King, Jr Celebration; Inquiry Based Learning Project: Dreamers Who Lead the Way (School #48 is housed on the School #39 campus, also known as the Dr. Martin Luther King Multicultural Institute. The project goal was to have learners explore the life work of Dr. Martin Luther King, Jr. and to discover similar efforts by others domestically as well as internationally.
- Professional Development provided to staff on building relationships with students.
- Staff is working towards properly pronouncing first names of learners.
- Elevated percentage of staff utilizing the whole child approach when working with learners to instill a sense of belonging.
- In 2019 – 2020, Restorative Circle time (Morning Meeting) placed into the instructional schedule.
- In 2019 – 2020, Restorative Circle practices modeled in every faculty meeting.
- In 2019 – 2020, SST has identified community partners to secure equipment and materials for a “Mindfulness Room.”

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

- Parent involvement in the CLRI team who represent all cultures the school serves.
- Additional turnkey training of specific CLRI strategies during Grade Level Meetings and Faculty Meetings with an emphasis on what it means to the population of learners.
- Improved utilization of District CLRI instructional materials and resources in instructional practice.
- Work towards making the school ecology more welcoming to the learners and families the school serves.

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

- Staff buy-in.
- The current District plan is to have School #48 advance a grade every year. This poses a challenge to train staff on CLRI practices and school goals.
- The current District plan is for School #48 and MST to merge when School #48 opens 5<sup>th</sup> grade in academic year 2021 – 2022. How will the two schools (upper and lower) integrate CLRI?
- Identifying time for PD.
- 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** *(from Edvantage Dashboard)*
  - Total Population = 404; Male = 201, Female = 203
    - Asian: 33 (8.16%)
    - Black: 186 (46.03%)
    - Hispanic: 148 (36.63%)
    - Indian (Native American): 2 (.05%)
    - Multi-Racial: 32 (7.92%)
    - Pacific Islander: 0
    - White: 148 (36.63%)
    - Special Education Students: Total Population = 53 (13.11% of building population) Male = 37, Female = 16
    - ELLs: Total Population = 122 (30.19% of building population) Male = 65, Female = 57
  
- **Suspensions – Sept. to Nov. 2019** *(from BPS Infinite Campus Data)*
  - Total = 9 (2.47% of student population)
    - Male = 8 (88.88%)
    - Female = 1 (11.11%)
    - Black = 3 (33.33%)
    - Hispanic = 5 (55.55%)
    - White = 1 (11.11%)
    - SPED = 3 (33.33%)
    - ELL = 5 (55.55%)
    - Economically Disadvantaged = 7 (77.77%)
  
- **Attendance – Sept. to Nov. 2019** *(from BPS Infinite Campus Data)*
  - Overall Average = 87.95%
    - Male = 220 (88.75%)
    - Female = 224 (87.16%)
    - Black = 170 (88.35%)
    - Hispanic = 164 (87.74%)
    - White = 49 (86.59%)
    - SPED = 59 (88.48%)
    - ELL = 130 (89.36%)
    - Economically Disadvantaged = 345 (88.45%)



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	<b>PK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>OVERALL</b>	<b>84.99</b>	<b>87.55</b>	<b>88.94</b>	<b>89.77</b>	<b>90.56</b>
<i>Asian</i>	<b>83</b>	<b>86.21</b>	<b>89.43</b>	<b>89.5</b>	<b>90.57</b>
<i>Black</i>	<b>87.98</b>	<b>87.54</b>	<b>89.12</b>	<b>88.32</b>	<b>90.27</b>
<i>Indian</i>	<b>82.61</b>	<b>0</b>	<b>0</b>	<b>82</b>	<b>0</b>
<i>Multiracial</i>	<b>85.33</b>	<b>87.5</b>	<b>90.55</b>	<b>92.36</b>	<b>94.24</b>
<i>Paclslander</i>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<i>Unknown</i>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<i>White</i>	<b>81.7</b>	<b>87.93</b>	<b>88.15</b>	<b>90.74</b>	<b>89.69</b>
<i>Hispanic</i>	<b>84.6</b>	<b>83.84</b>	<b>88.1</b>	<b>89.92</b>	<b>91.6</b>
<i>Non-Hispanic</i>	<b>85.17</b>	<b>89.12</b>	<b>89.49</b>	<b>89.65</b>	<b>90.13</b>
<i>ELL</i>	<b>0</b>	<b>87.91</b>	<b>89.95</b>	<b>90.21</b>	<b>89.97</b>
<i>SPED</i>	<b>90.84</b>		<b>87.11</b>	<b>88.67</b>	<b>92</b>

**Academic Data**



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Name of Test:

DIBELS: Next

**ELA Reading Scores**

Grade	Subgroup	Date of Test (DOT)	# Enrolled in Grade on DOT	# of Continuously Enrolled Students	% of students at Level 1 (on State assessment or performing in the percentile bands corresponding to Level 1 on NRT)	% of students at Level 2 (on State assessment or performing in the percentile bands corresponding to Level 2 on NRT)	% of students at Level 3 (on State assessment or performing in the percentile bands corresponding to Level 3 on NRT)	% of students at Level 4 (on State assessment or performing in the percentile bands corresponding to Level 4 on NRT)
K	All	5/30/2019	116	98	47%	21%	21%	10%
K	Asian	5/30/2019	14	14	29%	14%	43%	14%
K	Black	5/30/2019	43	36	42%	19%	22%	17%
K	Hispanic	5/30/2019	39	29	62%	24%	14%	0%
K	Multiracial	5/30/2019	4	4	25%	0%	50%	25%
K	White	5/30/2019	16	15	53%	33%	7%	7%
K	Econ Disadvantaged	5/30/2019	111	93	47%	22%	20%	11%
K	EFL	5/30/2019	39	34	62%	15%	18%	6%
K	SWD	5/30/2019	27	25	60%	20%	12%	8%
1	All	5/30/2019	102	95	49%	13%	14%	24%
1	Asian	5/30/2019	8	8	0%	13%	13%	75%
1	Black	5/30/2019	41	37	38%	11%	24%	27%
1	Hispanic	5/30/2019	33	31	71%	16%	0%	13%
1	Multiracial	5/30/2019	10	10	50%	20%	20%	10%
1	White	5/30/2019	10	9	67%	0%	11%	22%
1	Econ Disadvantaged	5/30/2019	99	92	51%	11%	13%	25%
1	EFL	5/30/2019	33	32	65%	19%	3%	16%
1	SWD	5/30/2019	16	16	88%	0%	6%	6%
2	All	5/30/2019	62	59	49%	8%	20%	22%
2	Asian	5/30/2019	8	6	0%	0%	67%	33%
2	Black	5/30/2019	28	27	48%	15%	15%	22%
2	Hispanic	5/30/2019	15	15	73%	0%	7%	20%
2	Multiracial	5/30/2019	5	5	40%	0%	20%	40%
2	White	5/30/2019	6	6	50%	17%	33%	0%
2	Econ Disadvantaged	5/30/2019	59	56	50%	7%	21%	21%
2	EFL	5/30/2019	16	15	40%	27%	27%	7%
2	SWD	5/30/2019	6	6	67%	0%	33%	0%



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Name of Test: Renaissance STAR Math

		<b>Math Scores</b>						
Grade	Subgroup	Date of Test (DOT)	# Enrolled in Grade on DOT	# of Continuously Enrolled Tested Students	% of students at Level 1 (on State assessment or performing in the percentile bands corresponding to Level 1 on NRT)	% of students at Level 2 (on State assessment or performing in the percentile bands corresponding to Level 2 on NRT)	% of students at Level 3 (on State assessment or performing in the percentile bands corresponding to Level 3 on NRT)	% of students at Level 4 (on State assessment or performing in the percentile bands corresponding to Level 4 on NRT)
K	All	5/30/2019	116	94	46%	15%	16%	23%
K	Asian	5/30/2019	14	12	33%	17%	0%	50%
K	Black	5/30/2019	43	33	46%	9%	29%	17%
K	Hispanic	5/30/2019	39	28	57%	29%	7%	7%
K	Multiracial	5/30/2019	4	4	25%	0%	0%	75%
K	White	5/30/2019	16	13	40%	7%	20%	33%
K	Econ. Disadvantaged	5/30/2019	111	90	44%	16%	17%	23%
K	ELL	5/30/2019	39	32	63%	13%	6%	19%
K	SWD	5/30/2019	27	23	40%	20%	16%	24%
1	All	5/30/2019	102	92	16%	23%	13%	48%
1	Asian	5/30/2019	8	7	14%	14%	0%	71%
1	Black	5/30/2019	41	35	9%	26%	14%	51%
1	Hispanic	5/30/2019	33	31	26%	26%	16%	32%
1	Multiracial	5/30/2019	10	10	20%	20%	10%	50%
1	White	5/30/2019	10	9	11%	11%	11%	67%
1	Econ. Disadvantaged	5/30/2019	99	89	17%	24%	12%	47%
1	ELL	5/30/2019	33	32	28%	31%	9%	31%
1	SWD	5/30/2019	16	16	38%	25%	13%	25%
2	All	5/30/2019	62	58	34%	19%	12%	34%
2	Asian	5/30/2019	8	6	17%	17%	17%	50%
2	Black	5/30/2019	28	26	35%	19%	8%	38%
2	Hispanic	5/30/2019	15	15	47%	20%	20%	13%
2	Multiracial	5/30/2019	5	5	20%	20%	0%	60%
2	White	5/30/2019	6	6	33%	17%	17%	33%
2	Econ. Disadvantaged	5/30/2019	59	55	35%	20%	11%	35%
2	ELL	5/30/2019	16	16	19%	31%	19%	31%
2	SWD	5/30/2019	6	5	60%	20%	0%	20%

**General Data Observations:**

It is important to note that School #48@39 is a late school, currently providing instructional services to Pre-Kindergarten to 3<sup>rd</sup> grade learners. The program is in its fourth year, with a grade added every year.

- To date, there have been 9 short term suspension.



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- There is an overrepresentation of males suspended (8).
- There is an overrepresentation of Hispanic males suspended (5).
- There is an overrepresentation of ELL's suspended (5).
- There is an overrepresentation of Economically Disadvantaged learners suspended (7).
- Of the 9 short term suspensions, 33% are SPED.
- Overall student attendance is approximately 88%, below the desired District goal.
- PK and K learners display the worst attendance of all grades.
- Academic data reveal:
  - ELA (DIBELS Next)
    - ✓ Steady incline in performance from grade to grade.
    - ✓ For all subgroups, Blacks performed best, having the greatest achievement in 1<sup>st</sup> grade.
    - ✓ Hispanics displayed the lowest achievement; however, increased achievement is displayed from grade K to 2.
    - ✓ ELL's performed best in 2<sup>nd</sup> grade.
    - ✓ SWD's performed best in 2<sup>nd</sup> grade.
    - ✓ White is the only subgroup displaying steady increase in performance from grade K to 2.
  - Mathematics (STAR Math)
    - ✓ First grade learners outperform other grades in all subgroups.
    - ✓ ELL's is only subgroup displaying steady increase in performance from grade K to 2.
    - ✓ SWD is only subgroup displaying steady decline in performance from grade K to 2.

Research indicates that culturally relevant practices have positive effects on the academic achievement of racially, ethnically, culturally, and linguistically diverse students. CLRI pedagogy and strategies have and will continue to positively impact the academic as well as the socio/emotional dimension of learners, however, students must be present in school to achieve the greatest overall impact. The following are several factors that affect student attendance:

- School #48@39 is a late school
- Pre-Kindergarten and Kindergarten are not mandatory
- Parent and caregiver schedules do not coincide with entrance and dismissal times of their learners elevating late entrance and early pickup greatly affecting academic achievement

Pre-Kindergarten and Kindergarten are foundational years that prepare learners for the academic rigor in first grade and later grades.

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



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- Identify opportunities for additional multicultural events.
- Utilize Talking Points app to communicate with parents.
- Continue implementation of Restorative Justice practices in the classrooms.
- Continue to model Restorative Circles in Faculty meetings.
- Present a timeline as a reminder of social and cultural injustice and work towards cultural competency and cultural sensitivity for our students.
- Continue to identify and schedule parent outreach events.

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

- Instill a sense of belonging.
- Multi-cultural/multi-ethnic awareness/understanding.
- Relevance/purpose of the CLRI curriculum.
- Elevate academic rigor.
- Improve relationships among faculty, staff, students, and families.
- Improve attendance.
- Reduce disciplinary referrals and suspensions.

<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>Implement more multicultural events for students and parents.</p>	x		x		Multicultural Committee		x	x	x





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Utilize Talking Points app to communicate with parents	x	x	x	x	Administration, Staff, and Teachers	x	x	x	x
Complete the “Mindfulness Room” for students	x	x		x	SST	x	x	x	x
Implement Restorative Justice practices in the classrooms	x	x	x	x	Administration, Staff, and Teachers	x	x	x	x
<b>Action Steps</b> (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</i>	<i>Rigorous Instruction &amp; High Expectations for All</i>	<i>Culturally Inclusive Classroom</i>	<i>Culturally and Linguistically Responsive Training</i>	<b>Responsible Persons</b>	<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 model Restorative Circles in Faculty meetings.	x	x	x	x	Administration, Staff, and Teachers	x	x	x	x



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Identify relevant CLRI articles, provide to staff, allow for discussion and reflection.		x	x	x	CLRI Team		x		
Present timeline as a reminder of social and cultural injustice and work towards cultural competency and cultural sensitivity for our students	x	x	x	x	CLRI Team and Administration	x	x	x	x
<b>Action Steps</b> <i>(For each action step, mark (X) its alignment to the District's High-Leverage CLRI Strategies and the appropriate timeframe.)</i>	<i>Create a Welcoming Environment</i>	<i>Rigorous Instruction &amp; High Expectations for All</i>	<i>Culturally Inclusive Classroom</i>	<i>Culturally and Linguistically Responsive Training</i>	<b>Responsible Persons</b>	<i>September 2019 – January 2020</i>	<i>February 2020 – August 2020</i>	<i>September 2020 – January 2021</i>	<i>February 2021 – August 2021</i>



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