



*Culturally & Linguistically Responsive Initiatives  
School Action Plan  
School: 53*

# **Culturally & Linguistically Responsive Initiatives - School Action Plan -**

<b>School:</b>	<b>53</b>
<b>Date:</b>	<b>November 22, 2019</b>

<b><i>CLRI Team Members</i></b>	
<b>Name</b>	<b>Title</b>
<b>Denisca Thompson</b>	<b>Principal</b>
<b>Shannon Moreland</b>	<b>Assistant Principal</b>
<b>James Thompson</b>	<b>Teacher</b>
<b>Katheleen Herdlein</b>	<b>Literacy Coach</b>
<b>Dwayne Ferguson</b>	<b>Parent Facilitator</b>
<b>Elyse Mangano</b>	<b>Psychologist</b>



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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***

- Staff are trained: Translanguaging, PTSD (students from other countries), introducing to SIOP model to accommodate ENL students.
- Turn Key of PD to staff
- Building better relationships with multilingual family: more multilingual parents are attending school/community events (ie: Saturday Academy, Open House, In-school assemblies)
- Culture of School is welcoming to all students. All students, including ENL students and SPED students are “bubble” students. All students work is displayed on classroom displays. Different languages are posted throughout the school.
- Teachers provide intervention based upon students’ needs
- School has made the list of the top three school in proficiency rates for NYSESLAT growth.
- Students are chosen for students of the month and all students are included as a general effort.

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

- To provide more Professional Development in Poverty and CLRI in the classroom with a focus on awareness and instructional strategies in the classroom
- Provide CLRI training (turn-key) to focus staff on the impact of incorporating cultural backgrounds in the school setting
- Continue to grow in our Character Counts program and monthly incentives and recognition for all students.
- Continue to utilize the Restorative Circles/Discipline, Check-In & Check-Out and other strategic strategies to help with positive behavior. Provide more opportunities focused specifically on the individuals self understanding/traditions/ learning expectations/goals.
- ENL teachers will continue to include images, symbols, artifacts displayed represent the diversity of the students being taught

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

- New teachers to the district and or school are in different stages of learning and implementing the CLRI Initiatives—training needs to be tiered for teachers both new and veteran.
- Students need to see more of their culture and a direct correlation to their lives throughout instruction and materials that are being taught
- SBB decisions regarding budgeting for CLRI initiatives and training
- Time is always an issue in ensuring that we have proper and effective time to turn key and explore CLRT at a deeper level.

***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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School 2019 YTD:

Suspension Data

- 9 suspensions
- 5 male, 4 female
- 7 black (77%), 1 Hispanic (14%), 1 white (14%)

Academic:

ELA Trend Data Sub-Groups Percentage of Students Scoring at Level 2+					
Group	2016	2017	2018	2019	Gain/Loss
ALL	26	28	37	44	+7
Black	27	27	33	36	+3
SPED	3	24	27	35	+8
ED	27	26	35	46	+6
ELL			32	52	+20
Hisp			44	60	+16
Asian			64	87	+20

Math Trend Data Sub-Groups Percentage of Students Scoring 2+					
Group	2016	2017	2018	2019	Gain/Loss
All	30	19	30	28	-2
Black	30	21	28	22	-6
SPED	7	6	16	26	+10
ED	30	19	29	28	-1
ELL			23	27	+4
Hisp			42	43	+1
Asian			45	57	+12



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- Data suggest that suspension data is not disproportionate.
- Academic data still shows a gap between black students and the overall student population.
- Special education students data reflect a negative gap between general education and the overall student population as a whole.

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

- Continued monitoring of classroom instruction
- Dedicated time for professional development to have teachers reflect on and implement CLRT strategies

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

- All students deserve to have the best shot at success. We don't want the Opportunity Myth to impact our students in a negative way as they begin to apply for high schools and enter into Regents level work.