



*Culturally & Linguistically Responsive Initiatives
School Action Plan
School: Dr. Charles R. Drew Science Magnet, PS#59*

Culturally & Linguistically Responsive Initiatives - School Action Plan -

School:	59
Date:	November 27, 2019

<i>CLRI Team Members</i>	
Name	Title
Mirlene Dere	Principal
Derek Swader	Assistant Principal
Mark Shoemaker	Assistant Principal
Emily Wright	Literacy Coach
Guardian- Amy Regian	Social Worker
Tracy Sylvia	Psychologist
April MacDonald	Psychologist
Sheila McGowan	Social Worker
Sarah Weiss	Reading Teacher
Jamie Cunningham	Parent



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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 the SIOP model to accommodate ENL students.
- Tac-D professional development for intended audience and turn-key to staff
- Multilingual languages of classroom items are labeled throughout the building
- Building better relationships with multilingual families: more multilingual parents are attending school/community events (ie: Saturday Academy, Open House, In-school assemblies)
- Culture of School is welcoming to all students. Student work, accomplishments and pictures are throughout the school. Growth mind set and character counts motivational signs and posters are throughout the school
- Teachers provide intervention based upon students' need
- Recipient of "Stem School on the Move 2019" Scholarship (November 2019)

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
- Provide CLRI training (turn-key) to focus staff on the impact of incorporating cultural backgrounds in the school setting
- Provide staff opportunities for self-reflection and learning how one's own cultural backgrounds affect their daily lives
- 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 strategies to help with positive behavior. Provide more opportunities focused specifically on students; self-understanding/traditions/learning expectations/goals.
- Kindergarten teachers had an initial turn-key training for Second Step Program and have begun implementing lessons. This is allowing students to feel a sense of belonging in the school and community.
- ENL teachers will continue to include images, symbols, and artifacts displayed that represent the diversity of the students being taught
- Utilize Talking Points as a multilingual communication tool to engage multilingual families and increase two way communication
- Provide a more structured approach to integrated co-teaching for ENL and SPED in which both members are equally facilitating and contributing to instruction

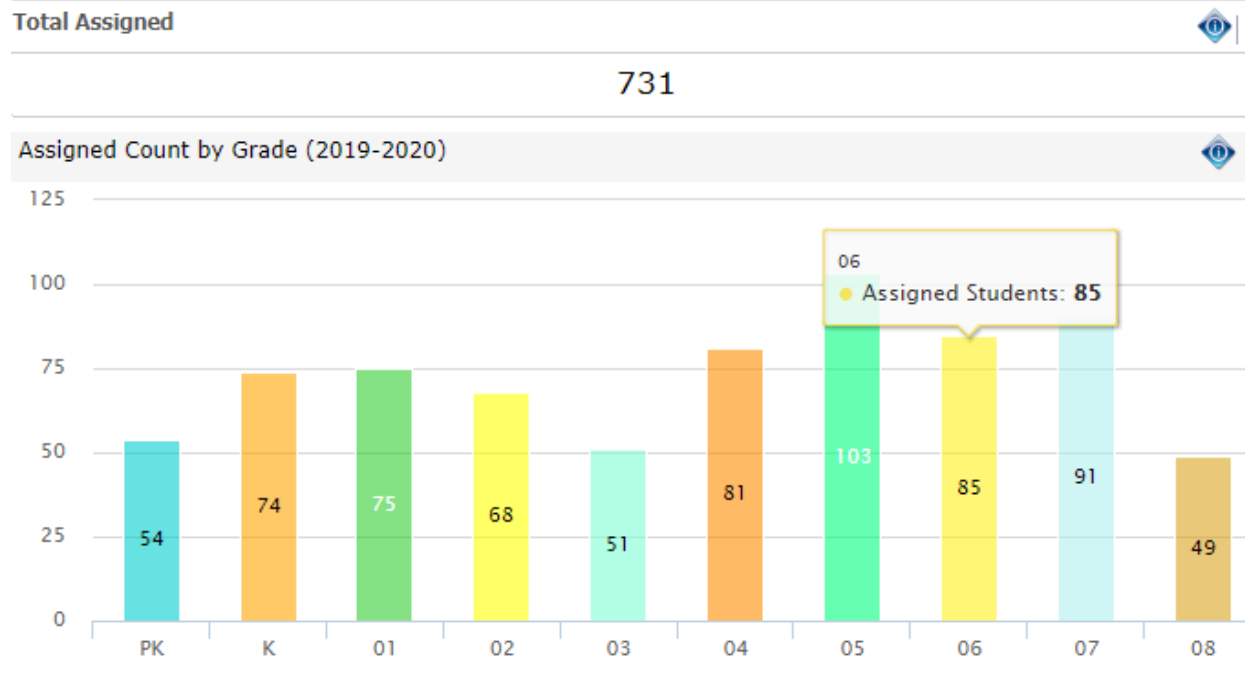
What are the barriers and obstacles your school and its CLRI team face in implementing culturally and linguistically responsive initiatives?



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- New teachers to the district and/or school are in different stages of learning and implementing the CLRI Initiatives—training will 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.
- School Based Budget decisions regarding funds for CLRI initiatives and training. Vote on recommendations at School Based Management Meetings.

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



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



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Set up a building based peer mentoring program in which new teachers are teamed with a veteran teacher so that they can turn-key any building and district specific information.

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

This plan is important to our school because students, staff, parents and all stakeholders will be represented and have a feeling of community and belonging in the school. The CLRI plan will allow us to promote cultural awareness and actions that allow for the school to become a community that is striving to be inclusive of all our families and their history.

<i>Action Steps</i> <i>(For each action step, make the District's High-Leverage CLRI Strategies it aligns to and the timeframe it will occur.)</i>	<i>Creating a Welcoming Environment</i>	<i>Rigorous Instruction & High Expectations for All</i>	<i>Culturally Inclusive Classroom</i>	<i>Culturally and Linguistically Responsive Training</i>	<i>Responsible Persons</i>	<i>Sept. 2019 – January 2020</i>	<i>Feb 2020 – August 2020</i>	<i>Sept. 2020 – January 2021</i>	<i>Feb. 2021 – Aug. 2021</i>
School-based CLRI team will meet on a monthly basis. The team will use the school's CLRI	X				Principal	monthly meeting/minutes	monthly meeting/minutes	monthly meeting/minutes	monthly meeting/minutes



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action plan to guide their work									
Action Steps (For each action step, make the District's High-Leverage CLRI Strategies it aligns to and the timeframe it will occur.)	Creating a Welcoming Environment	Rigorous Instruction & High Expectations for All	CLRT Classroom	CRT Training	Responsible Persons	Sept. 2019 – January 2020	Feb 2020 – August 2020	Sept. 2020 – January 2021	Feb. 2021 – Aug. 2021
Assemblies will be held monthly to recognize students who have exhibited the <i>character of the month</i> trait		X	X		Principal SBMT Members	Monthly Assemblies to honor character trait of the month "Caught Being Good" incentives weekly	Monthly Assemblies to honor character trait of the month "Caught Being Good" incentives weekly	Monthly Assemblies to honor character trait of the month "Caught Being Good" incentives weekly	Monthly Assemblies to honor character trait of the month "Caught Being Good" incentives weekly
Instruction and Curriculum will deliver CLRI components		X	X	X	Principal Teachers District Mentor Program	Professional Development based on the needs of the teachers during Faculty	Professional Development based on the needs of	Professional Development based on the needs of	Professional Development based on the needs of



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						Meetings and District PDs	the teachers during Faculty Meetings and District PDs	the teachers during Faculty Meetings and District PDs	the teachers during Faculty Meetings and District PDs
<i>Action Steps</i> <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 & High Expectations for All</i>	<i>Culturally Inclusive Classroom</i>	<i>Culturally and Linguistically Responsive Training</i>	<i>Responsible Persons</i>	<i>Sept. 2019 – January 2020</i>	<i>February 2020 – August 2020</i>	<i>Sept. 2020 – January 2021</i>	<i>February 2021 – August 2021</i>



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<p>Parental involvement will increase in school and community functions. Communication will continue to be translated by the district for home/school communication. Parent communication will be more personalized for school events.</p>	X	X			Principal Asst. Prin Teachers	<p>Monthly communication and/or school events that promote character education</p> <p><i>CC & Honors Assemblies (Quarterly)</i></p>	<p>Monthly communication and/or school events that promote character education</p> <p><i>CC & Honors Assemblies (Quarterly)</i></p>	<p>Monthly communication and/or school events that promote character education</p> <p><i>CC & Honors Assemblies (Quarterly)</i></p>	<p>Monthly communication and/or school events that promote character education</p> <p><i>CC & Honors Assemblies (Quarterly)</i></p>



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<p>Read2Succeed and My Brother's Keeper Implementation (based upon 2019 funding) This will promote cultural diversity and awareness by building relationships between student to student (MBK) and between student to adult (R2S)</p>		X	X		Principal Literacy Coach	Training of Staff	Implement ation	Implement ation	Implement ation
<p>Celebrating Heritage Month (Monthly Door Designs) to promote various cultures, religions and accomplishments throughout history. Oct, Nov, Dec, Jan, Feb., March, April, May</p>	X				Teachers	Teachers will create displays around school to recognize different heritages each month	Teachers will create displays around school to recognize different heritages each month	Teachers will create displays around school to recognize different heritages each month	Teachers will create displays around school to recognize different heritages each month



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<p>Vocabulary and Cultural Awareness Word of the week not in English – simple phrases displayed around the classroom and building wide (ENL and Lead grade level teachers would use pacing guides and curriculum to select words at each grade level and correlate them to the different languages--top 5)</p>	X				Teachers ENL	Vocabulary words aligned to Math & ELA curriculum	Vocabulary words aligned to Math & ELA curriculum	Vocabulary words aligned to Math & ELA curriculum	Vocabulary words aligned to Math & ELA curriculum
<p>The school-based instructional walkthroughs will be using the Coaching Tool to incorporate a CLRI “Look For” in the department of <i>Creating a Welcoming Environment</i> in</p>	X				Admin. Team	Monthly Walkthroughs with feedback	Monthly Walkthroughs with feedback	Monthly Walkthroughs with feedback	VMonthly Walkthroughs with feedback



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every instructional area									
Teachers will infuse NJ Amistad Curriculum Resources into existing 3 rd through 8 th grade curriculums.		X	X		Literacy Coach ELA/SS Teachers	NA	Refresher Training on NJ Amistad	Use throughout curriculum	Use throughout curriculum
The school will request to District leaders that it be part of the pilot program for multicultural libraries and resources.			X		CLRI District Leaders Admin Literacy Coach Lirbarian	NA	MC books ordered and delivered	implementa tion of lending library	implementa tion of lending library
Fieldtrips will include cultural excursions (both on-site and virtual) from the suggested list provided by the Office of CLRI in the District CLRI Strategic Plan.		X	X		Teachers & Coaches	NA	Planning for year 2020-2021	Field Trips Grades K-8 planned and approved	Field Trips Grades K-8 planned and approved



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(ie: Harriet Tubman House, Forest Lawn Cemetery, Forest Lawn History Walk)									
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