



# **Culturally & Linguistically Responsive Initiatives**

## **- School Action Plan -**

<b>School:</b>	<b>#064 Olmsted</b>
<b>Date:</b>	<b>11/13/19</b>

<b><i>CLRI Team Members</i></b>	
<b>Name</b>	<b>Title</b>
<b>Marquita Bryant</b>	<b>Principal</b>
<b>Joshua Freeburg</b>	<b>Assistant Principal</b>
<b>Barb Fassel</b>	<b>Literacy Coach</b>
<b>Song Rio</b>	<b>3<sup>rd</sup> Grade DL &amp; Guardian of Equity</b>
<b>Bennie Kyle</b>	<b>School Psychologist</b>
<b>Debbie Smith</b>	<b>ENL Teacher</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*

- Movement toward school-wide participation in Hispanic Heritage month through door decorating, bulletin boards, and *Hispanic Heritage Celebration* assembly with performers and speakers from the community
- Daily evidence of Spanish through the daily *Juramento a la bandera* (Pledge of Allegiance in SPA) on AM announcements, increase in bilingual signs and bulletin boards throughout the school
- The school has partnered with the BCSDs Multilingual Department (MD) in order to increase the fidelity of the Dual Language Program throughout the school. The MD administrators, support teachers and coaches to collaborate, plan, and create action plans with school administrators, teachers, coaches and families.
  - i.e.- DLI PD, data analysis, assessment supports (Las Links), monitoring and adjusting DL schedules to optimize the language allocation policy, coaching for teachers, modeling lessons, etc.
  - In addition, the MD, FLO #64 and FLO #156 have collaborated to ensure vertical alignment and address program needs. Building and district administrators have met with families and community members to address program concerns, questions and advocate for the program.
- Students, families and staff that are a part of the DL program have the option to attend a cultural field trip to Puerto Rico in the 3<sup>rd</sup> or 4<sup>th</sup> grade. School staff partners with the MD and the Hispanic Heritage Council to fundraise monies for the trip in order to provide more opportunities for Latino families to attend the trip.
- Building administrators have worked with the Central Registration Center and Intergovernmental Affairs in order to ensure equal opportunity and access for all students.
- 95%+ of all teachers and support staff have attended and participated in CLRT PD (district and/or building based).

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

- Ongoing PD in CLRT; ensure that instructional delivery and curriculum is culturally diverse and relevant.
- Continue to close achievement gaps within sub-groups.
- Increase parent-engagement within sub-groups.
- Increase school-wide awareness, celebration and inclusion of all subgroups (i.e.- awareness and celebration of all ethnic groups within the school)



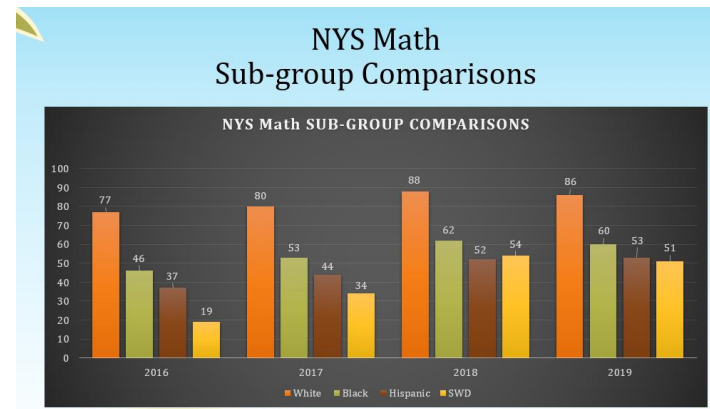
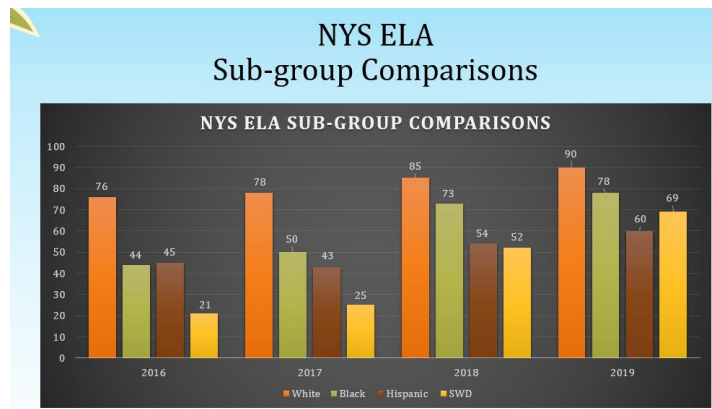
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***What are the barriers and obstacles your school and its CLRI team face in implementing culturally and linguistically responsive initiatives?***

- Developing a culture and community of openness and understanding to CLRI among the building. (i.e.- having courageous conversations, understanding biases, understanding perspective, etc.)
- Scheduling/time, curriculum reflective of student demographics (books, research, history, etc.)

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

- NYS ELA and Math data for grades 3 & 4



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

- Use time during faculty meetings, grade level meetings, and job embedded PD to provide staff with PD and to gain staff input.
- Look into grants and Donor's Choose to provide funds to purchase CLRI resources for the building.
- Collaborating with the district staff development department to provide CLRT PD, training, and support to meet the diverse and intricate needs of school #64.
- Use SBMT meetings as a platform for parents, students, staff, and community members to voice concerns and work as a team to address these concerns.



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

- The students. It is important for the students to be in an environment conducive to student learning and growth that is free of cultural bias.



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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>Students will create artwork reflective of their culture to be hung in the hallways.</p>	x		x		Art Teacher, Students, Mr. Freeburg, Maintenance		x	x	x
<p>Teachers are inclusive of all holiday traditions and history</p>	x		x		Librarian, teachers		x	x	x
<p>Include CLRI questions on parent survey</p>	x				Literacy Coach, Alyssa Menickelly			x	x
<p>Build resources/strategies in School #64 Schoology group</p>	x	x	x		Literacy Coach, school administration, teachers		x	x	x



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<p>Faculty meeting debrief and updates in regards to the CLRI trainings.</p>				x	Rio, Guardian of Equity		x	x	x
<p>Administrator will use the coaching tool. Teachers will be familiar with the tool.</p>		x			Administration Coaches Teachers		x	x	x



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