



Culturally & Linguistically Responsive Initiatives

- School Action Plan -

School:	North Park Academy
Date:	November 20, 2019

<i>CLRI Team Members</i>	
Name	Title
Kellie Bolden	Parent Liason
Lori Carbone	Instructional Coach
Katie Fruehauf	School Phycologist
Rose Schneider	Principal
Brooke Woods	Science Teacher- Guardian of Equity

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

Provided PD to the school community on CLRT:

- Excerpts from *Multiplication is for White People*: *Raising Expectations for Other Peoples Children*
- Excerpts from *For White Folks Who teach in the Hood...and the Rest of Y'all too*
- Implicit Association Test
- Privilege Walk
- Implementation of Restorative Circles (on the master schedule, every day for all students)



*Culturally & Linguistically Responsive Initiatives
School Action Plan
School: 66*

- History Walk (December Faculty meeting on 12.12)

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

- Finding time to provide students with CLRT initiatives while maintaining skilled fidelity in classroom instruction
- Lack of planning time for CLRT initiatives and activities
- Lack of confidence and comfort level among staff regarding sensitive issues about race

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

North Park Academy Special Education did not make progress on the math state assessment in relation to long-term goals and Measures of interim Progress (MIP).

2018-2019 Report Card Data

6 th ELA	Level 1	Level 2	Level 3	Level 4	Proficient
ALL Students	60%	23%	0%	17%	17%
General Ed	48%	30%	0%	22%	22%
SWD	100%	0%	0%	0%	0%
Black	58%	25%	0%	17%	17%

7 th ELA	Level 1	Level 2	Level 3	Level 4	Proficient
ALL Students	57%	23%	0%	17%	17%
General Ed	32%	30%	0%	22%	22%
SWD	88%	0%	0%	0%	0%
Black	58%	25%	0%	17%	17%

2018-2019 Report Card Data

6 th Math	Level 1	Level 2	Level 3	Level 4	Proficient
ALL Students	69%	24%	3%	3%	7%
General Ed	61%	30%	4%	4%	9%



**Culturally & Linguistically Responsive Initiatives
School Action Plan
School: 66**

SWD	100%	0%	0%	0%	0%
Black	74%	22%	0%	4%	4%

2018-2019 Repot Card Data

7 th Math	Level 1	Level 2	Level 3	Level 4	Proficient
ALL Students	61%	27%	12%	0%	12%
General Ed	32%	47%	21%	0%	21%
SWD	100%	0%	0%	0%	0%
Black	67%	29%	5%	0%	5%

North Park Academy students did not meet the New York State participation rate of 95% in Mathematics. 13% of the students did not take the mathematics assessment.

Suspension Rates/Attendance

Suspension	Short Term	Long Term
2018	45%	9%
2019	38%	5%
2020	19% (October)	3% (October)

Attendance	
2018	90%
2019	89%
2020	87% (October)

Student scored low on the math constructive response section (short answer and extended response) with a considerable negative gap to the district.

Students need to become proficient critical thinkers, allowing them to have deep conceptual understanding to be able to explain why and how they got their answer. This aligns to the District and School Instructional Priorities in Math, ALL Students Explain Their Thinking.



*Culturally & Linguistically Responsive Initiatives
School Action Plan
School: 66*

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

Provide time in CPTs for teachers to plan on how to effectively embed CLRT lessons within the district curriculum

Continue to turn-key readings and activities from Disproportionality training at CPTs, Faculty Meetings and as needed on an individual basis

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

Provide a culturally linguistic responsive learning environment where the atmosphere reflects the various cultures and backgrounds of every student.

Display current students work with corrective feedback to send a message that their work and their learning is important.



**Culturally & Linguistically Responsive Initiatives
School Action Plan
School: 66**

<p align="center">Action Steps (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 & 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">Responsible Persons</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>Teachers will participate in the history walk. (Faculty Meeting on 12.12)</p>				X	CLRT Team Members	X			
<p>Buddy System for CLRT: Teachers will form a relationship with a colleague that is cultural sensitive in order to provide non-judgmental guidance. (Faculty Meeting on 12.12)</p>			X		CLRT Team Members	X			
<p>Students will participate in creating bio-poems and other activities that celebrate their cultural differences. (December and ongoing)</p>	X		X		Faculty	X	X	X	X
<p>Weekly bulletin outlines and celebrates cultural diversity holidays.</p>			X		Administration: Mrs. Schneider	X	X	X	X
<p align="center">Action Steps (For each action step, mark (X) its alignment to the District's High-Leverage CLRI Strategies and the appropriate timeframe.)</p>	<p align="center"><i>Create a Welcoming Environment</i></p>	<p align="center"><i>Rigorous Instruction & 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">Responsible Persons</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>



**Culturally & Linguistically Responsive Initiatives
School Action Plan
School: 66**

CPTs, once a month, will provide culturally responsive professional development (Book Study: <i>Black Male-(d)</i>) Beginning January 2020	X			X	Instructional Coach: Mrs. Carbone	X	X	X	X
CPT agendas will include time for teachers to plan on how to effectively embed CLRT lessons within the district curriculum using skilled fidelity (January 2020- 2x a month)		X			Instructional Coach: Mrs. Carbone	X	X	X	X
Action Steps (For each action step, mark (X) its alignment to the District's High-Leverage CLRI Strategies and the appropriate timeframe.)	Create a Welcoming Environment	Rigorous Instruction & High Expectations for All	Culturally Inclusive Classroom	Culturally and Linguistically Responsive Training	Responsible Persons	September 2019 – January 2020	February 2020 – August 2020	September 2020 – January 2021	February 2021 – August 2021



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School Action Plan
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