



Culturally & Linguistically Responsive Initiatives

- School Action Plan -

School:	Discovery School #67
Date:	October 18, 2019

<i>CLRI Team Members</i>	
Name	Title
Jaye Hasan	Parent Engagement Liaison
Kristy Michalek	Teacher/Guardian of Equity
Luanne Martinek	Instructional Coach
Karen Murray	Principal
Danielle Patro	Literacy Coach
Sarah Parker	School Psychologist
John Paul Zeis	Assistant Principal



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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

- During GLM, the Disproportionality Team shared and discussed the article, “What is Missing When We Talk about Grit?”
- Purchased culturally diverse posters and displayed them throughout the school.
- During the October 2019 Faculty Meeting administration turn-keyed best practices related to CLRT.
- Multi-lingual signs are displayed in students’ home languages within the classroom and on the main floor of the building.
- Dual-language glossaries were provided to “Emerging” student in Grade 6 (Arabic to English translations) for math and ELA.
- Administrators discuss best practices specific to NYSUT Indicator IV.1.A during pre- and post-conferences.
- Restorative Circles were scheduled into the Master Schedule to build a more positive culture within classroom/school.
- Administration secured support from MTSS-B to build teachers’ capacity to facilitate restorative practices.
- Administration and teachers include restorative practices when responding to behavior infractions in an effort to reduce the number of suspensions.

Which accomplishments can you grow and/or build upon?

- Devote time during GLMs and Faculty Meetings to provide the opportunity for staff to share best practices related to CLRT.
- Administration will “shout out” staff that incorporate restorative and CLRT practices.
- Attempt to align CC! Word of the Week to individuals from diverse cultures who exhibit those traits.
- Provide additional opportunities for students of color and Special Education students to participate in accelerated courses at Discovery School #67.

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

- Time for staff to plan and secure resources to deliver CLRT effectively.
- Funding to acquire resources to improve CLRT in our school.
- Not all staff realize they need CLRT to plan/deliver content.
- The school’s “Good Standing” status has restricted staff from opportunities to participate in District training.

*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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Demographics

Race	School Enrollment Oct. 2, 2019	Special Education Classification Oct. 2, 2019	Suspension – Short Term 2018-2019	Suspension – Long Term 2018-2019	Attendance 2019-2020	NYS ELA Proficiency Rate 2019	NYS Math Proficiency Rate 2019
Black	75	38.67%	22	5	91.99%	20%	11%
White	439	20.5%	29	4	95.84%	52%	48%
Hispanic	77	22.08%	6	1	94.25%	30%	20%
Multiracial	42	19.05%	3	0	94.85%	43%	35%
Asian	13	7.69%	1	2	97.08%	50%	50%

Attendance

- Goal for 2018-19 was 96%, actual rate was 88.62 (21.62%) of students were Chronic/Severely Chronic

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

- Identify Level 2-3 students in Grades 3-5 and prioritize their ability to participate in ELT in order to grow students' mathematical capacities and increase the number of students meeting the Advanced Math criteria.

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

The **heart** behind the work is to make ALL students feel safe, loved and a vital member of the school community. The work is important because without a positive inclusive school culture, we will not reach our targets.



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Action Steps <i>(For each action step, make the District's High-Leverage CLRI Strategies it aligns to and the timeframe it will occur.)</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>	Responsible Persons	<i>September 2019 – January 2020</i>	<i>February 2020 – August 2020</i>	<i>September 2020 – January 2021</i>	<i>February 2021 – August 2021</i>
Assign all staff a bulletin board and ensure work is current and representative of the school's demographics.	X				Administration and staff	X			
Display student work and culturally diverse posters in all classrooms.	X		X		Teachers	X			
Allocate time during GLM and faculty meetings to build staff's understanding of disproportionality in order for CLR best practices to transfer to instruction.				X	Administration and the Disproportionality Team		X		
Instructional expectations and CLRT strategies are aligned to the priorities on the District Coaching Tools, as well as Discovery's Big Rocks.		X			Administration and staff	X			



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