



Culturally & Linguistically Responsive Initiatives

- School Action Plan -

School:	BPS #76
Date:	11-13-19

<i>CLRI Team Members</i>	
Name	Title
Mrs. Foy	Principal
Ms. Sara Rosenberry	Grade 2 teacher
Ms. Sonia Gomez	Grade 7/8 SPED
Ms. Meghan Mathewson	School Psychologist
Mrs. Shawna Durfee	ENL
Ms. Mary Pope	Program Coordinator



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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

- “Guardian of Equity” in place- M. Pope---1x per month – Root Cause
- Implementation of restoratives circles in all grade levels with consistency and fidelity
- Welcoming hallway environments with All About Me projects
- Multilingual ecology
- Bilingual daily morning announcements
- Parent Room fully established and parent communication via ROBO and ClassDOJO
- Monthly bilingual classroom newsletters
- Differentiated instruction in all subjects
- MBK Program 7/8 Grade Boys

Which accomplishments can you grow and/or build upon?

- Mobilizing our CLRI team at building level to support initiatives
- Continue to recruit parents and increase parent involvement
- Sharing information in Schoology
- Strengthen our Restorative Practices

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

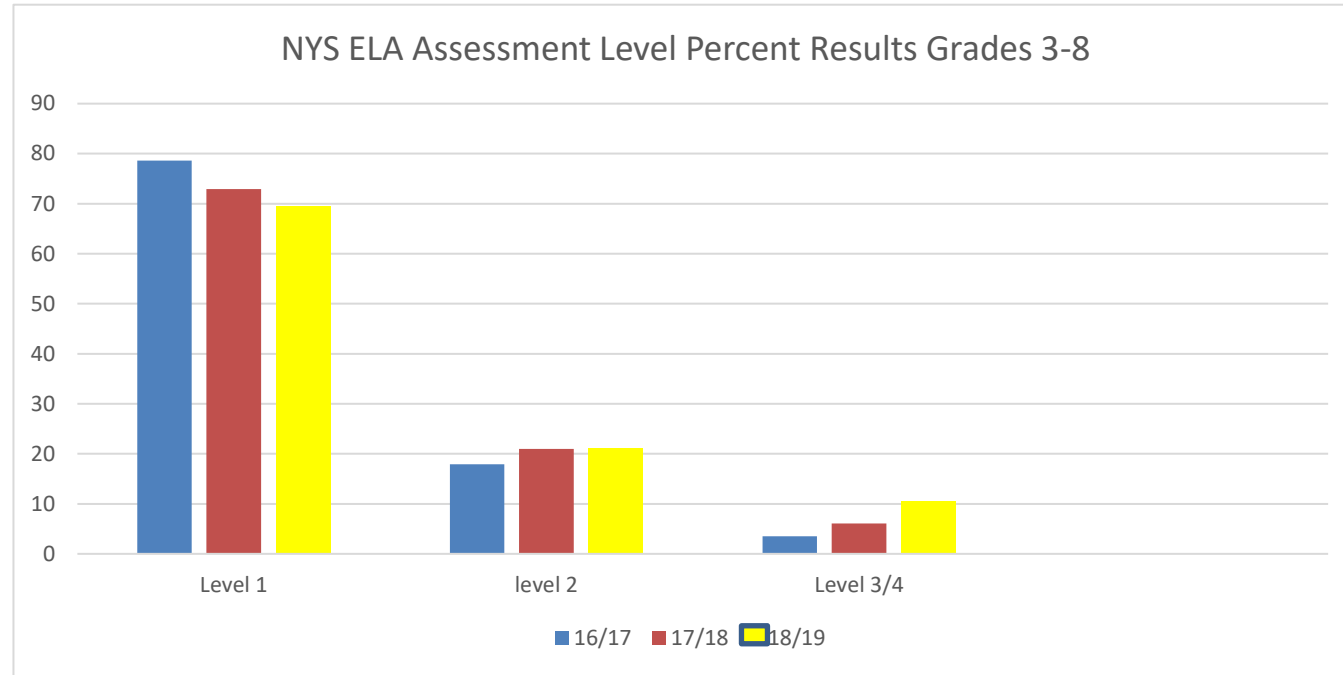
- Time to turn key to staff
- Meeting time for CLRI team
- Teacher buy in

*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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Grades 3-8: NYS ELA test results



The above data displays a decrease in level 1 scores over the three-year trend data. The decrease in level 1 began in 2016-2017 to 2017-2018 with 78 % of students’ scores at level 1 down to 73% of students at a level 1, a 5% decrease. The decrease continues in level 1 student scores from 2017-2018 to 2018-2019, with 73% of students at a level 1 in 2017-2018 to 69% of students at a level 1 in 2018-2019, a 4% decrease. Overall, HBBA students have decreased at a rate of 9% within level 1 for the NYS ELA Assessments in the given time frame.

SUBGROUPS ELA Assessment:

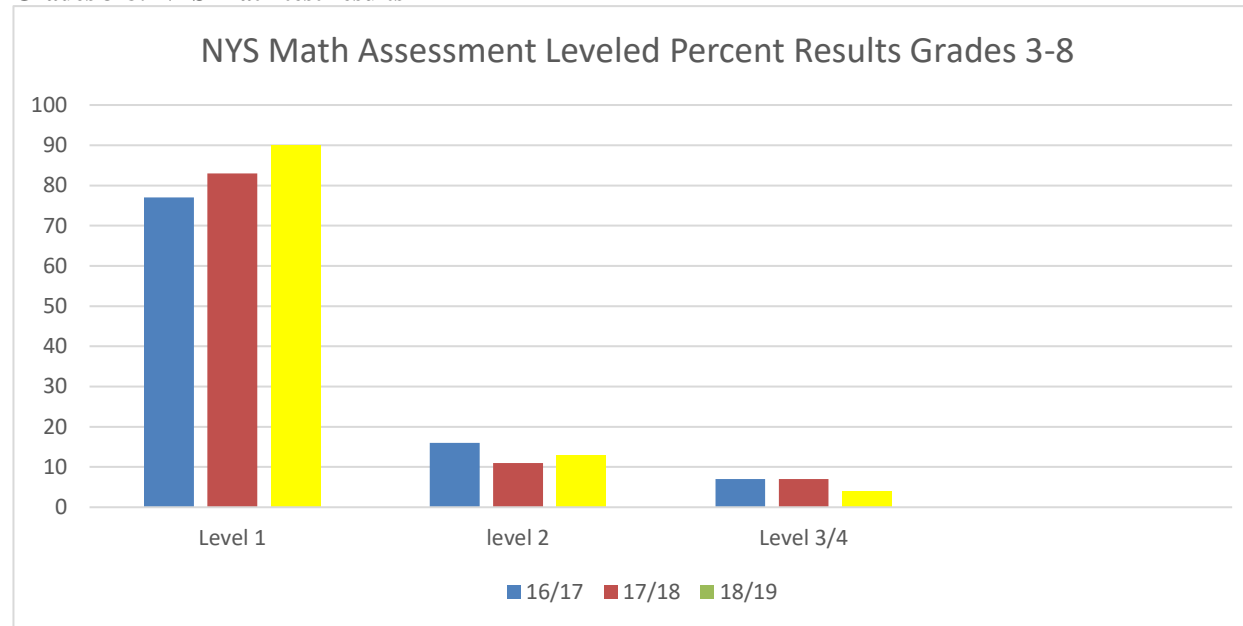
	Total Tested	% Proficient	Level 1	Level 2	Level 3	Level 4
Female	235	10%	66%	24%	7%	3%
Male	216	8%	73%	19%	7%	1%
White	12	42%	42%	17%	42%	0%
Black	32	19%	56%	25%	13%	6%
Hispanic	396	7%	72%	20%	5%	2%
Gen Ed	342	12%	64%	24%	9%	3%
SWD	109	1%	86%	13%	1%	0%
NON-ELL	170	21%	41%	38%	15%	6%
ELL	281	2%	87%	11%	2%	0%



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Source: <https://data.nysed.gov>

Grades 3-8: NYS Math test results



The above data displays an increase in level 1 scores over the three-year trend data. The increase in level 1 began in 2016-2017 to 2017-2018 with 77% of students' scores at level 1 up to 83% of students at a level 1, a 7% increase. The increase continues in level 1 student scores from 2017-2018 to 2018-2019, with 83% of students at a level 1 in 2017-2018 to 90% of students at a level 1 in 2018-2019, a 7% increase. Overall, HBBA students have increased at a rate of 14% within level 1 for the NYS Math Assessments in the given time frame.

SUBGROUPS MATH Assessment:

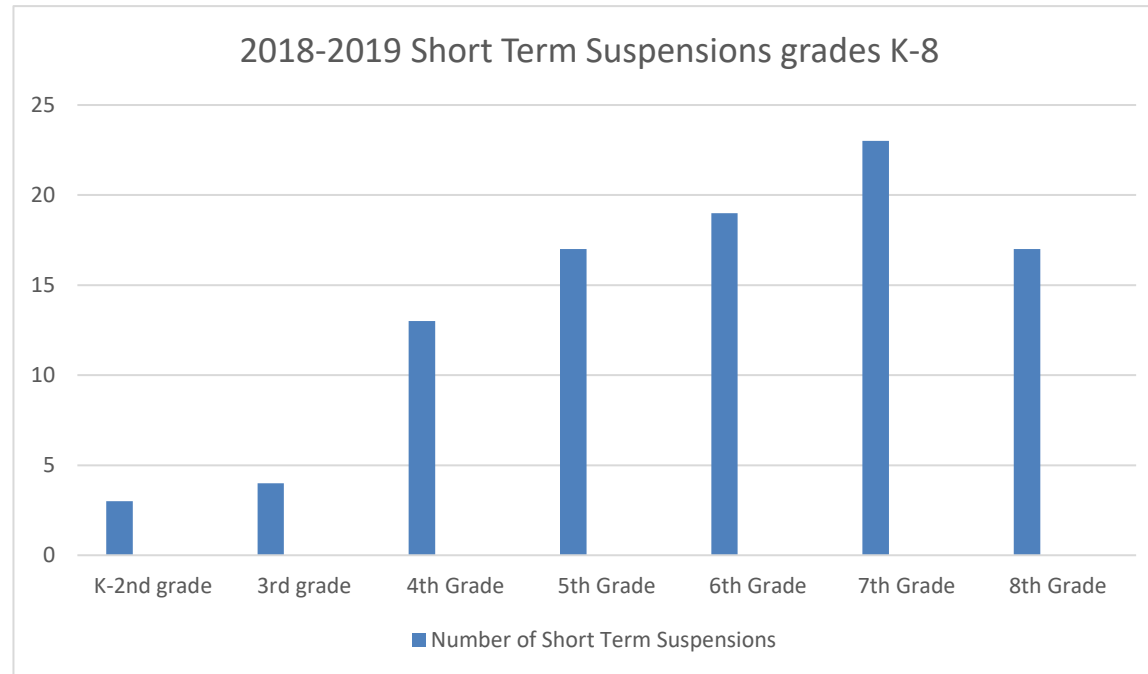
	Total Tested	% Proficient	Level 1	Level 2	Level 3	Level 4
Female	242	5%	79%	15%	5%	1%
Male	226	8%	81%	11%	7%	1%
White	11	18%	64%	18%	9%	9%
Black	31	26%	61%	13%	23%	3%
Hispanic	414	4%	83%	13%	4%	0%
Gen Ed	354	8%	77%	15%	6%	1%
SWD	114	3%	90%	7%	3%	0%
NON-ELL	167	13%	63%	24%	11%	2%
ELL	301	3%	90%	7%	2%	0%



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Source: <https://data.nysed.gov>

DISCIPLINE: Herman Badillo Bilingual Academy Equity Snapshot



The above data chart outlines the number of short term suspensions per grade level during the 2018-2019 school year. A total of 176 short term suspensions were reported and of the 176 short term suspensions, there was a total of 92 individual students reported. One grade 5 student received the most of the recorded suspensions with 9 total short term suspensions for the 2018-2019 school year. Grade 7 displays the most grade level suspensions with a total of 23 reported short term suspensions. Grades k-2 had the lowest recorded short term suspensions with one per grade for the 2018-2019 school year.

Hermán Badillo Bilingual Academy, BPS #76 Enrollment Demographic for 2019:

Enrollment	Total Number	Gender
	657	
Demographic		
Male	316	
Female	341	



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		Male	Female
Asian	9	1	8
Black	50	24	26
Hispanic	575	281	294
Indian	0		
Multiracial	12	9	3
Pacific	6	2	4
White	14	7	7

Infinite Campus SMS Support Website, BPS 2019

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

- Begin to provide training and time to educate our staff on this initiative.
- Time during faculty meetings – GLM-ELT
- Parent Workshops – Saturday Academy

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

- **To create a culture of inclusiveness for all our students that engages them in learning and prepares them for their future.**



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<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>
Create a CLRI team: As outlined on page 1 Timeline to meet: First Thursday of each month from 3:05-5:05 PM – January 2 nd , Feb 6 th , March 5 th FACULTY CLRI TRAINING AND PLANNING DAY, April 2 nd , May 7 th and June 4 th	X	X	X	X	Guardian of Equity – Pope	X			
Data analysis for school –attached in School data Curriculum planning – One time per month Turn key to staff and buy in to staff –February Faculty Meeting –Feb 10 th using (10-9 (1 hour) 11-13, 12- 11, January 8 th and Feb 5 th - CLRI training meetings as a guide				X	CLRI Team		X		
Sharing resources, lessons, implementation without giving teachers extra work-available on schoology BPS 76 Folder	X	X	X	X	CLRI Team Instructional Coaches			X	X
Parent Involvement –during Saturday Academy and ELT – Parent room webpage -resources	X	X		X	CLRI Team Announcements Community School Navigator Program Coordinator				X



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5) Monitor monthly-SBMT, faculty meeting, timeline	X	X	X	X	Shawna Durfee	X	X		
6) Mindfulness and restorative practices into CLRI	X	X	X	X	Meghan Mathewson	X	X		
<ul style="list-style-type: none"> -Puerto Rican Gallery -Student Leadership -Mindfulness Yoga 	X	X	X	X	Sonia Gomez	X	X		



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