



*Culturally & Linguistically Responsive Initiatives
School Action Plan
School: 80*

Culturally & Linguistically Responsive Initiatives - School Action Plan -

School:	80
Date:	December 10, 2019

<i>CLRI Team Members</i>	
Name	Title
Gayle Irving-White	Principal
Gregelle Fulcher	Assistant Principal
Marielle Foster	Assistant Principal
Suzanne Allen	Literacy Coach
Guardian- Ashley Elliott	Program Coordinator
Laruen Etu	Psychologist
Angela Beathley	Sixth Grade Co-Teacher



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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: in Disproportionality and implementation of CLRI
- CLRI professional development for intended turn-keying to staff
- Multilingual labels of classroom items were labeled throughout the building
- Building better relationships with families : more multilingual parents are attending school/community events (ie: Saturday Academy, Open House, In-school assemblies)
- Teachers provide intervention based upon students' needs
- School culture is welcoming to all students and parents
- My Brother's Keeper programming has been implemented in sixth, seventh and eighth grades to assist male students with socio-emotional and academic strategies to prepare students for college and beyond.
- Aligning school vision One Community, One Vision to the core values of CLRI.

Which accomplishments can you grow and/or build upon?

- To provide more Professional Development in CLRI in the classroom with a focus on awareness and instructional strategies in the classroom
- 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 town hall programs and monthly incentives and recognition for all students.
- Continue to utilize the Restorative Circles/Discipline, Check-In & Check-Out and other strategic strategies to help with positive behavior. Provide more opportunities focused specifically on the individuals' self-understanding/traditions/ learning expectations/goals.
- Pre-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.
- All teachers will continue to include images, symbols, artifacts displayed represent the diversity of the students being taught; becoming more intentional
- Aligning cultural successes with the curriculum; include the students' successes in the displays

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

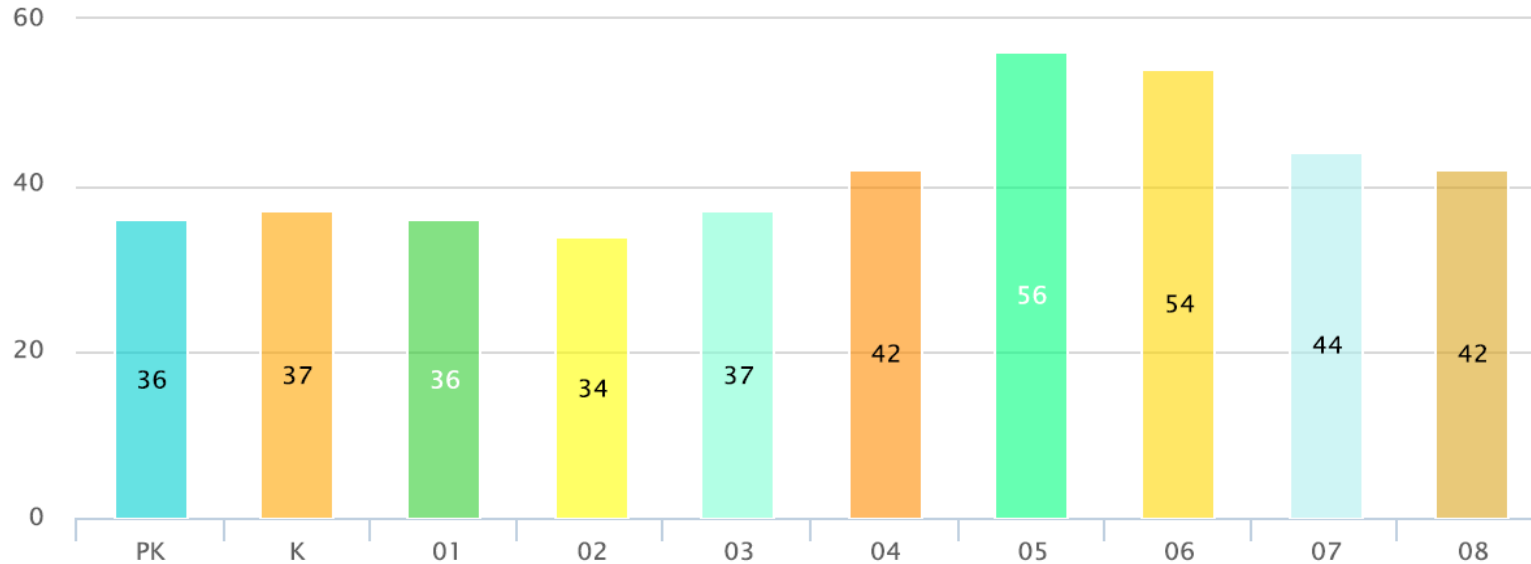


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- New teachers to the district and or school are in different stages of learning and implementing the CLRI Initiatives—training needs to be tiered for teachers both new and veteran.
- Students need to see more of their culture and a direct correlation to their lives throughout instruction and materials that are being taught.
- Site Based Budget decisions regarding budgeting for CLRI initiatives and training
- Changing mindset of staff members (beliefs); recognizing hidden biases

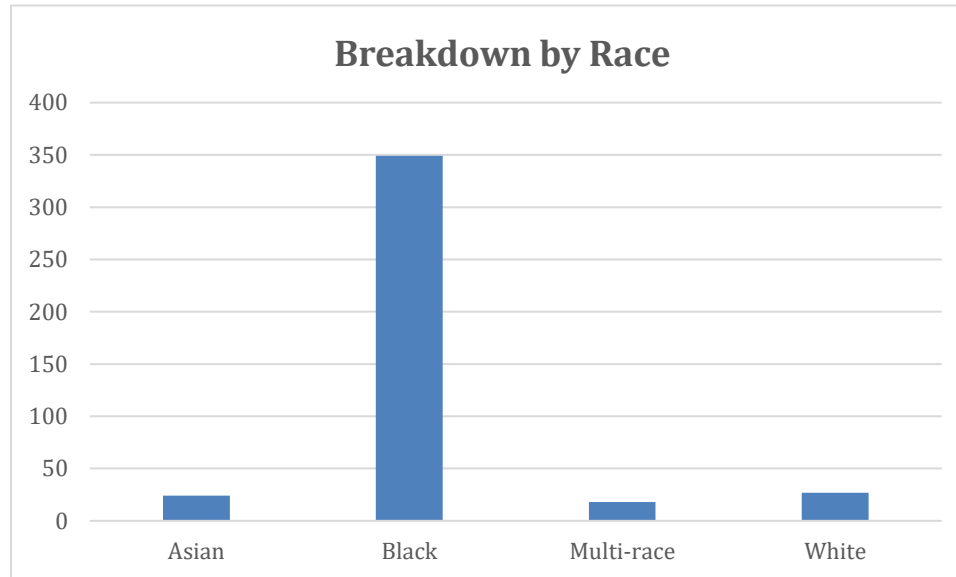
*Review your school's data by race/ethnicity and list observations about the data.
(Consider suspension, attendance, special education, academic, and graduation data.)*

Highgate Heights' Current Enrollment Data by Grade Level

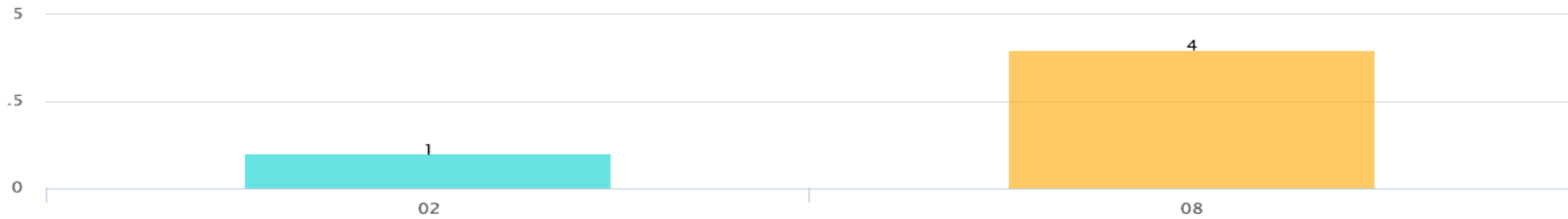




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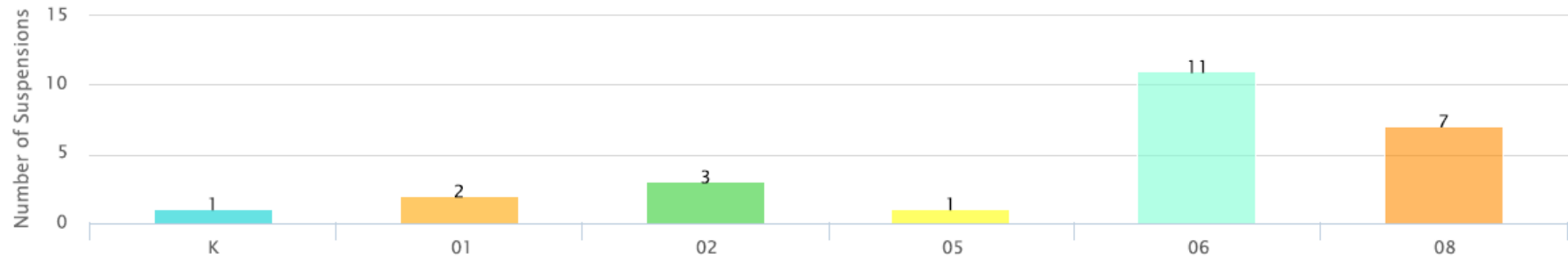
2019-2020 Long Term Suspension Data





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2019-2020 Short Term Suspension Data



Review data by race for suspension, attendance, special education identification, and NYS Assessment Scores; additional academic data may be included.



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

Provide culture responsive and linguistic resources to staff members and create an in-house lending library
Model expectations at grade level meeting, faculty meetings, etc.
Have staff members share ideas and examples at grade level meetings and faculty meetings.
CLRI Team should continue to have courageous conversations
Create opportunities for building events to promote buy in, such as speakers, (family members, students, theme based speakers,)

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

The work is important because students need to be a part of the classroom, it sends the message that they belong. Students will be more engaged in their work if they are represented, see representation of themselves in the learning and/or can relate the new knowledge to their life experiences. Students and families need to feel a sense of belonging and a part of the school community. Everyone has something to contribute; it is part of our job as educators to tap in and ensure that their knowledge is included in their learning.



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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>	Creating a Welcoming Environment	Rigorous Instruction & High Expectations for All	Culturally Inclusive Classroom	Culturally and Linguistically Responsive Training	Responsible Persons	Sept. 2019 – January 2020	Feb 2020 – August 2020	Sept. 2020 – January 2021	Feb. 2021 – Aug. 2021
School-based CLRI team will meet on a monthly basis. The team will use the school's CLRI action plan to guide their work.	X				Team	X	X	X	X
The principal will designate a "Guardian of Equity." The Guardian of Equity will be responsible for attending Disproportionality Workgroup Sessions and assist with turn-keying CLRI professional learning to school staff members.	X				Ashley Elliott G. Irving-White	X	X		
Disproportionality Team Members will attend the Disproportionality Workgroup Sessions.	X				Team	X	X	X	X
A parent representative will be included on the School CLRI Team and will attend the Disproportionality Workgroup Sessions.	X				G. Irving-White	X	X	X	X
CLRI Team will "pre-assess" including teachers in on Action Plans (look fors)	X	X	X	X	Team	X	X	X	X



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The School-based CLRI team will develop a school CLRI action plan. This plan will be used as a working document. It will be continually monitored, referred to, added to, and revised when necessary.	X	X	X	X	Team	X	X	X	X
Begin to establish in house CLRI resources to support the curriculum (movies, text, posters, etc.) to ensure that various cultures are included in the learning throughout the year	X	X	X	X	Team & Staff	X	X	X	X
The school leadership team will use the school's CLRI action plan, the District's High-Leverage CLRI Strategies, and the District instructional coaching tool with embedded CLRI look-fors to monitor school implementation of culturally and linguistically responsive initiatives.	X	X	X		Team & Staff	X	X	X	X
Celebrating Heritage Month What cultures/heritages? – Ensure that this aligns to the racial, ethnic, and cultural makeup of the school.	X		X		Team & staff	X	X	X	X



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My Brother's Keeper Male Academy will continued to be supported at Highgate Heights.	X			X	MBK Representatives	X	X	X	X
Parental involvement will increase in school and community functions. Parents will be invited to participate in school functions, Saturday Academy and encouraged to take a leading role.	X		X	X	Admin. Team CLRI Team	X	X	X	X
The school will inform parents of CLRI learning opportunities by the Office of Parent and Family Engagement.	X		X	X	Parent Liaison	X	X	X	X
The school will support the Parent Engagement Liaison (PEL) with sharing CLRI-based information to school families.	X		X	X	Parent Liaison	X	X	X	X



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Assemblies will be held monthly to recognize students who have exhibited the <i>positive character, behavioral expectations and academic performance.</i>		X	X		Admin. Team Staff	X	X	X	X
Students participate in Student Council Meetings to represent their classmates throughout the building. They share ideas about curricular and extra-curricular activities they would like to see included in the school.	X		X		Student Council Rep. Admin Team	X	X	X	X
The school will request to District leaders that it be part of the pilot program for multicultural libraries and resources.	X				Admin. Team	X	X	X	X
Teachers will infuse NJ Amistad Curriculum Resources into existing 3 rd through 8 th grade curriculums.	X	X	X	X	staff	X	X	X	X
Students in seventh grade will continue to participate in Global Scholars Program to expose students to other students and cultures around the world		X	X	X	Global Scholars Team	X	X	X	X



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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	Staff members Admin. Team	X	X	X	X
Instruction and Curriculum will deliver CLRI components to be incorporated into the academic lessons		X	X	X	CLRI Team Staff, District	X	X	X	X
The school CLRI team will facilitate a CLRI-focused book study or common CLRI article for staff to read and discuss at faculty meetings.	X	X	X	X	CLRI Team	X	X	X	X