



# **Culturally & Linguistically Responsive Initiatives**

## **- School Action Plan -**

<b>School:</b>	<b>PS #82</b>
<b>Date:</b>	<b>December 2019</b>

<b><i>CLRI Team Members</i></b>	
<b>Name</b>	<b>Title</b>
<b>Tracie-Michele Lewis</b>	<b>Principal</b>
<b>Kristin Mazur</b>	<b>Assistant Principal</b>
<b>Vera Andrew</b>	<b>Parent Facilitator</b>
<b>Amy Michaels</b>	<b>School Psychologist</b>
<b>Margaret Marino</b>	<b>Literacy Coach</b>
<b>Chelsea Bush</b>	<b>Instructional Coach</b>
<b>Iris Randle</b>	<b>Instructional Technology Coach</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*

- Student photos hanging on bulletin boards and in hallway/classroom displays
- Welcome banner of flags
- Black History Program
- Black History Facts posted throughout building
- Acknowledgment of Holiday's around the world
- Restorative Practices

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

- Educating the staff on CLRI and finding meaning and relevance of it within our building
- Incorporating CLRI into instruction
- Books that represent multiple races and cultures in classrooms and library

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

- Staff buy-in
- Time for PD for all staff
- Time to implement programs in the classrooms
- Funding for materials and PD

*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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Building Demographics: Total Population= 316 Male-181, Female-135

- Black- 253- 80.1 %
- White-15- 4.7%
- Hispanic-29-9.2%
- Asian-5-1.6%
- Mutli-Racial-14- 4.9%
- Special Education Students 76-24%
- ELL's 30- 9.5%

Suspensions September – October 2019: Total:1

- Black:1
- Male:1
- SPED:1

Attendance as of 12/9- 91.17%

- Asian-88.74%
- Black- 91.92%
- Hispanic-88.11%
- Multi-Racial- 89.79
- White- 89.04%
- SPED- 91.42%
- ELL- 88.55%

Academics 2019 ELA and Math

Students Scoring at a Level 3 and 4

	ELA	MATH
All Students	19%	16%
Female	30%	18%
Male	13%	14%
Multi-racial	-%	-%
Asian	-%	-%
White	40%	40%
Black	17%	11%
Hispanic	43%	43%
General Education	28%	22%



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Students with Disabilities	8%	6%
Non- English Learners	19%	14%
English Language Learners	2%	60%
Non-Economically Disadvantage	57%	25%
Economically Disadvantage	17%	15%

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

- Continue to inform and share out at grade level meetings
- Staff engaging PD that is relevant to the population and program at School 84. Whatever we choose to do it needs to fit into what we are already doing in our curriculum and not make it a new add-on

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

We acknowledge that at School #82 we have the role of shepherding the next generation through a set of passages so that they can attain adulthood with a full complement of the knowledge, skills, necessary to be contributing citizens.



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<b>Action Steps</b> <i>(For each action step, mark the District's High-Leverage CLRI Strategies it aligns to and the timeframe it will occur.)</i>	<b>Create a Welcoming Environment</b>	<b>Rigorous Instruction &amp; High Expectations for All</b>	<b>Culturally Inclusive Classroom</b>	<b>Culturally and Linguistically Responsive Training</b>	<b>Responsible Persons</b>	<b>September 2019 – January 2020</b>	<b>February 2020 – August 2020</b>	<b>September 2020 – January 2021</b>	<b>February 2021 – August 2021</b>
The CRLI Team will support teachers in creating a more welcoming environment that is reflective of the students in the classroom via resources, photos, posters and other artifacts.	X		X		CLRI Team Teachers Administrators		X	X	X
Students will create artwork reflective of their culture to be hung in the hallways	X		X		Art Teacher Students Administrators			X	X
Faculty meeting debrief and updates in regards to CLRI trainings				X	Chelsea Bush, Guardian of Equity		X	X	X
Staff PD to be held on ERD's and SCD's that encompass subjects such as microaggression, implicit bias, the use of restorative practice strategies among building staff and disability awareness	X	X	X	X	Administrators PD Presenters CLRI Team		X	X	X



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