



Culturally & Linguistically Responsive Initiatives
School Action Plan
School: BUILD Community School #92

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- School Action Plan -

School:	BUILD Community School
Date:	December 9, 2019

<i>CLRI Team Members</i>	
Name	Title
Tanika Shedrick	Principal
Elizabeth Dirr	Asst. Principal
Karen Gantz	Asst. Principal
Christopher Spence	Coordinator
Abigail Wolski	Instructional Coach
Dr. Rachel Joseph	Psychologist
John Alessandra	Guardian of Equity



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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 2018-2019 school year

- ✓ Professional Development Field Trip – Freedom Wall & Michigan Street Corridor
- ✓ Implementation and facilitation of morning meeting
- ✓ Implementation of restorative circles
- ✓ Implementation of high expectations for all students (increase instructional rigor)
- ✓ Implementation and facilitation of mediations (student-student and teacher-student)
- ✓ Decreased the number of disproportionate suspensions (male to female)
- ✓ Creation of culturally-relevant libraries in classrooms
- ✓ 7th & 8th grade – Culturally responsive teaching strategies and unit planning (during GLM)
- ✓ (Summer 2019) Professional development - implicit biases, microaggressions in the classroom, cultural competency, Labels survey, NYS Culturally – responsive-sustaining education framework

Which accomplishments can you grow and/or build upon?

- ✓ Decreasing the number of disproportionate suspensions – incorporated a reflection sheet to identify triggers and possible solutions prior to an office discipline referral (ODR)
- ✓ Providing dedicated professional development time for CLRI (Summer PD, faculty meetings)
- ✓ Growing the cultural awareness and competency of the staff
- ✓ Creating and implementing a belief system with staff and students rooted in cultural awareness

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

- ✓ Student discipline protocols
- ✓ New student training in restorative practices and mediation
- ✓ Staff self-reflection

*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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Suspensions

- ✓ When conducting the first quarter comparison of 18-19 to 19-20 school year, males were being disproportionately suspended in the 18-19 school year almost 7:1.

Discipline Report ~ First Quarter: September 6, 2019 – November 8, 2019

Month	Total Number of Students Suspended	Total Number of Long-Term Suspensions	Total Number of Short-Term Suspensions	Total Number of Males Suspended	Total Number of Females Suspended	Total Number of SPED Students Suspended
September	6	1	5	3	3	2
October	17	3	14	8	9	6
November	5	2	3	3	2	1

SUSPENSION REPORT (September 6, 2018 - November 9, 2018)

Month	Total Number of Suspensions (Long & Short)	Number of Males suspended	Number of Females suspended	Number of SPED Students suspensions	Number of Students with more than one incident
September	7	6	1	2	4
October	17	15	2	9	
November	9	7	2	2	

Attendance:

- ✓ When analyzing attendance, it was found that the largest attendance issues reside in the following grade levels K, 2nd and 6th grade
- ✓ 1st quarter analysis of attendance revealed the following attendance rates of: 91.03% African Americans; 85.38% Hispanics; 90.04% Caucasians; 90.89% Males; 90.69% Females; 89.58% SPED; 89.31% Homeless.

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



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- ✓ Continue professional development of cultural awareness and biases.
- ✓ Conduct book studies, and analysis of district and building data relevant to disproportionality.
- ✓ In collaboration with UB, continue to implement a new student/mediation training.
- ✓ Increase culturally relevant resources in classrooms through donations from local black bookstores, online donates and allocate additional funds for purchase.
- ✓ Revamped student discipline protocols to be more restorative rather than punitive for age appropriate behaviors or incidents.
- ✓ Incorporate more time for staff reflection during professional developments linked with CLRI.
- ✓ Use the Culturally Responsive Sustaining Educational Framework as a guide for professional development.
- ✓ Provide support to our neediest families to eliminate barriers in their home life that might spill over into the school.

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

This work is important for both the students and staff of the school because we are trying to continue the legacy of BUILD Academy. BUILD Academy was known for educating inner city students and empowering them with the cultural awareness, skills, and strategies that were required to be a thriving member of a rapidly changing society. We are trying to build a culture and climate needed to reignite the confidence of the students that would impact student achievement.



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<p align="center">Action Steps <i>(For each action step, mark the District's High-Leverage CLRI Strategies it aligns to and the timeframe it will occur.)</i></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>Continue professional development of cultural awareness and biases.</p>				<p align="center">X</p>	<p align="center">CLRT Team – Faculty Meeting</p>	<p align="center">X</p>	<p align="center">X</p>	<p align="center">X</p>	<p align="center">X</p>
<p>Analyze district and building data relevant to disproportionality to identify areas in need of support in the building.</p>				<p align="center">X</p>	<p align="center">Administration, CLRT Team – Faculty Meeting SBMT – SBMT Meeting</p>	<p align="center">X</p>		<p align="center">X</p>	
<p>Continue professional development and support concerning instructional rigor – questioning, objectives, success criteria.</p>		<p align="center">X</p>			<p align="center">Administration, Coaches - GLM</p>	<p align="center">X</p>	<p align="center">X</p>	<p align="center">X</p>	
<p>In collaboration with UB, continue to implement a new student/mediation training.</p>					<p align="center">UB (Dr. DeLucia)</p>	<p align="center">X</p>		<p align="center">X</p>	



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Increase culturally relevant resources in classrooms through donations from a local black bookstore, online donations and allocate funds.			X		Administration	X		X	
Action Steps (For each action step, mark (X) its alignment to the District's High-Leverage CLRI Strategies and the appropriate timeframe.)	<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>
Revamped student discipline protocols to be more restorative rather than punitive for age appropriate behaviors or incidents.	X								
Incorporate more time for staff reflection during professional developments linked with CLRI.			X	X	CLRT Team – Faculty Meetings		X	X	
Use the Culturally Responsive Sustaining Educational Framework as a guide for professional development.	X	X	X	X	Administration, SBMT – SBMT, SLT Meetings	X	X	X	X



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<p>Provide support to our neediest families to eliminate barriers in their home life that might spill over into the school.</p>									
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