



Culturally & Linguistically Responsive Initiatives

- School Action Plan -

School:	PS #99
Date:	December 2019

<i>CLRI Team Members</i>	
Name	Title
Jennifer Mohorter	Assistant Principal
Celena Taylor	Parent Liason
Keilka Salsbury	School Psychologist
Natasha Marciano	Instructional Coach
Amanda Spears	Support Math Teacher
Diedra Coleman	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 2017-2018 school year

- Community Circles and Restorative Practices implemented daily
- Main hallway displays flags of 65 different countries
- Winter Celebration celebrating various holidays celebrated by our students
- Bulletin boards in the main hall displaying student photos, cultures, and work
- African Infusion Program developed and put on by our Village Elders in the month of February.
- African Read-In during Black History Month
- Three book studies: Culturally and Linguistically Responsive Teaching and Learning by Sharroky Hollie; Engaging Students with Poverty in Mind by Eric Jensen; Explicit Direct Instruction for English Learners by John Hollingsworth and Silvia Ybarra
- for all staff
- Our students learn Mandarin Chinese starting in Pre-Kindergarten and learn about Chinese culture

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?

- Time for meeting with staff regarding CLRT initiatives
- Funding for PD and resources
- Staff buy-in
- Time in classroom schedules for CLRT initiatives



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

Building Demographics: Total Population= 744, Male – 397, Female - 347

- Black - 63%
- White-7.5%
- Hispanic-10.5%
- Asian/Pacific Islander-14%
- Multi-Racial-5%
- Special Education Students 29%
- ELL's 11%

Suspensions September – December 10, 2019: Total:24

- Black males: 12
- Black females: 6
- White males: 1
- White females: 1
- SPED: 12
- Hispanic: 5

Attendance as of 12/9- 91%

- Asian-91%
- Black- 91%
- Hispanic-90%
- Multi-Racial- 92%
- White- 92%
- SPED- 91%
- ELL- 93%

Academics 2019 ELA and Math

Students Scoring at a Level 3 and 4

	ELA	MATH
All Students	25%	15%
Female	30%	13%
Male	21%	17%



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Multi-racial	-%	-%
Asian	48%	44%
White	14%	14%
Black	24%	11%
Hispanic	21%	17%
General Education	32%	19%
Students with Disabilities	12%	8%
Non- English Learners	26%	15%
English Language Learners	22%	19%
Non-Economically Disadvantage	42%	23%
Economically Disadvantage	24%	14%

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

- Parent Liason will share out information from Disproportionality Trainings at parent meetings and SBMT meetings
- Guardian of Equity will share out Disproportionality information to school staff when possible

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

As a community, Stanley Makowski Early Childhood Center recognizes, respects and celebrates diversity. As an International Baccalaureate Primary Years Program, we develop the whole child as an inquirer at our school and beyond. We develop students’ academic and social-emotional well being, focus on international mindedness, and strong personal values. We also incorporate local and global issues into our curriculum.



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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>	Create a Welcoming Environment	Rigorous Instruction & High Expectations for All	Culturally Inclusive Classroom	Culturally and Linguistically Responsive Training	Responsible Persons	September 2019 – January 2020	February 2020 – August 2020	September 2020 – January 2021	February 2021 – August 2021
Create a CLRI Team to support school staff, students and community in creating a welcoming environment.	X				CLRI Team Administrators	X			
Continue book study on Culturally and Linguistically Responsive Teaching and Learning during faculty meetings.	X	X	X	X	CLRTL leaders Administrators Teachers	X	X		
Faculty meeting debrief and updates in regards to CLRI trainings				X	Jennifer Mohorter	X	X	X	X



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