



Culturally & Linguistically Responsive Initiatives School Action Plan

School:	MST High School #197
Date:	2019-2020

<i>CLRI Team Members</i>	
Name	Title
Dr. Kevin Eberle	Principal
Danielle Womack	Assistant Principal
Sarah Cosgrove	Assistant Principal
Catrice Huff	Instructional Coach
Lois Cobb	Teacher & Guardian of Equity
Mark Mecca	School Psychologist



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Guiding Questions:

List the accomplishments your school has made regarding culturally and linguistically responsive initiatives since attending the first set of District Disproportionality Trainings in the 2017-2018 school year

- Posters in halls and classrooms, depicting important places and objects, translated into the native languages of our students.
- Restorative Practices, such as Community Building & Restorative Circles, Yoga, Mindfulness, and Restorative Conferences are implemented in classrooms to engage the students.
- Clubs have been created that appeal to the students such as the Henna Club.
- Hallways are decorated with student work. Bulletins displays are relevant to the content that the students are learning in class.
- Differentiation is evident in ALL content areas, addressing the various needs of all students.
- An ENL representative conducts monthly PD for staff during Common Planning Time in order to meet the needs of English Language Learners.
- A Parent room has been established and communication is through ROBO messages from the school.

Which accomplishments can you grow and/or build upon?

- Raising school-wide awareness of the many cultures present in the building.
- Creating a gallery walk depicting the timeline of slavery (before, during, and after). This will be presented in the hallway by the cafeteria where all students will be able to view it at their leisure.
- Expanding teacher/staff knowledge of Restorative Practices beyond Restorative Circles
- Increasing student involvement through voice and choice in decision making on CLRI programming.
- Making our Black History Month program a priority and informative for our students.

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

- Staff buy-in and participation.
- Time to meet, train, and engage the students on all CLRI initiatives in the building.
- Funding for Materials and Professional Develop for teachers, staff, and students.

*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 = 402, Male- 189, Female- 213

Asian- 6.2%

Black-77.3%

Hispanic- 9.8%

Indian (Native American)- 0.9%

Multi-Racial- 1.3%

Pacific Islander-0 %

White- 4.6%

Suspensions:

Total – 441

Male – 46.2%

Female – 53.7%

Black – 71.8%

Hispanic – 9.3%

White – 5.9%

SPED – 48.9%

ELL – 9.9%

Economically Disadvantaged =

Attendance:

Overall Average - 75.4%

Male – 75.5%

Female – 75.4%

Black – 74.1%

Hispanic – 74.4%

White – 73.7%

SPED – 75.4%

ELL- 80.7%

- After examining the data on the NYSED website, and Infinite Campus, the vast majority of our student population is of African American decent. It is important that we strive to recognize and relate to all of students through an equal lens. Planning programs, activities, and multicultural content is imperative to encourage an environment of equality, and security for our students.
- Chronic absenteeism continues to be a struggle in our building as students are arriving to school late, cutting classes, or not showing up to school at all. This leads to lowered student academic achievement and ability.
- We have a high percentage of students in special education. 99 students total out of 402 which makes 24.6% of our student population.



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- 9.7% of the student population are ELL students

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

- Identify opportunities for additional multicultural events.
- Staff- Continue Professional Development on classroom management and Restorative Practices to decrease short and long term suspensions, and increase student attendance.
- Staff-Engaging PD (modeling strategies, such as how to use QR codes to link to cultural images) that is relative to the population at MST
- Staff-CLRI Team members share what they learned, at the last Disproportionality PD, at each Faculty Meeting.
- Staff and Students-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.
- Parent-Open lines of communication with parents. This will then allow us to begin to share the work that the CLRI Team is doing.
- Parent-A consistent schedule of office hours that parents know they can meet with the Parent Facilitator.

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

Our students are the center of our work. We want students to feel welcome, accepted, and safe in our building. We want students not only to feel that they can become successful but provide strategies and resources to help them become college & career ready, and a global citizen.



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<p style="text-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 style="text-align: center;">Create a Welcoming Environment</p>	<p style="text-align: center;">Rigorous Instruction & High Expectations for All</p>	<p style="text-align: center;">Culturally Inclusive Classroom</p>	<p style="text-align: center;">Culturally and Linguistically Responsive Training</p>	<p style="text-align: center;">Responsible Persons</p>	<p style="text-align: center;">September 2019 – January 2020</p>	<p style="text-align: center;">February 2020 – August 2020</p>	<p style="text-align: center;">September 2020 – January 2021</p>	<p style="text-align: center;">February 2021 – August 2021</p>
<p>The CLRI Team will support teachers in creating a more welcoming environment that is reflective of the students in the classroom.</p>	x		x		CLRI Team, Teachers, Mrs. Cobb, Ms. Huff		x	x	x
<p>Continue to use district materials and follow district priorities but embed CLRI so that students have opportunities to interact with grade level text</p>	x		x		All Teachers, ITC Coach, Instructional Coach	x	x	x	x
<p>Provide culturally relevant literature in the library for all students to enjoy.</p>	x	x	x		School Librarian		x		
<p>Students will create artwork reflective of their culture to be hung in the hallways.</p>	x		x		Mr, Scaglione (Art Teacher), Students, Mrs. Cobb, Maintenance			x	x



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<p>Increase teacher capacity on Restorative Practices beyond Circles, during faculty meetings or grade level meetings.</p>	x			x	SST Team, Administrative Team		x	x	x
<p>Create a full-day professional development opportunity to expose teacher to CLRI and to offer strategies and support within the classroom setting.</p>	x	x	x	x	CLRI Team		x	x	x
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CLRI Team will create a monitoring tool to track CLRI implementation within the building. Data will be shared amongst stakeholders. (Goals will be determined and monitored by Administration.)		x	x		CLRI Team Administrators		x	x	x