



Culturally & Linguistically Responsive Initiatives

- School Action Plan -

School:	#357 @ 307
Date:	December 12, 2019

<i>CLRI Team Members</i>	
Name	Title
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*Culturally & Linguistically Responsive Initiatives
School Action Plan
School: #357 @ 307*

Guiding Questions:

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

- Multicultural committee activities in 2018-2020 include:
- DIA DE LOS MUERTAS: a closing activity on “day of the Dead” for our Hispanic celebration
- 2 DAY TRAINING FROM Kim DeGeorge on Restorative practices.
- Utilizing restorative practices with staff and students alike
- Professional Development provided to staff on building relationships with students.
- Elevated percentage of staff utilizing the restorative approach along with circle time.
- In 2019 – 2020, Restorative Circle time placed into the instructional schedule.
- In 2019 – 2020, Restorative Circle practices modeled in many faculty meetings.
- In 2019 – 2020, SST has identified community partners to secure equipment and materials for a “Mindfulness Room.”

Which accomplishments can you grow and/or build upon?

- Additional turnkey training of specific CLRI strategies during Grade Level Meetings and Faculty Meetings with an emphasis on what it means to the population of learners.
- Improved utilization of District CLRI instructional materials and resources in instructional practice.
- Work towards making the school environment more welcoming to the learners and families the school serves.

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

- **Staff buy-in.**
- **The current district plan is for #357 and Virtual Pathways @307 to assume the same beds codes, enrollment and data. How will the two schools integrate CLRI?**
- **Identifying time for PD between both staffs.**
- **Funding for materials and PD.**
- **Integrating new staff into the overall plan**

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



Culturally & Linguistically Responsive Initiatives
School Action Plan
School: #357 @ 307

- **Building Demographics** *(from Edvantage Dashboard)*
 - Total Population = 168; Male = 114, Female = 54
 - Asian: 0(%)
 - Black: 132 (79%)
 - Hispanic: 28(17%)
 - Indian (Native American): 2 (.05%)
 - Multi-Racial: 32 (7.92%)
 - Pacific Islander: 0
 - White: 10 (5%)
 - Special Education Students: Total Population = 53 (32% of building population) Male = 37, Female = 16
 - ELLs: Total Population = 12(7% of building population) Male = 9, Female = 3

- **Suspensions – Sept. to Nov. 2019** *(from BPS Infinite Campus Data)*
 - Total = 60 (35% of student population)
 - Male = 48(29%)
 - Female = 12 (7%)
 - Black = 48 (80%)
 - Hispanic = 6 (10%)
 - White = 6 (10%)
 - SPED = 28 (47%)
 - ELL=4 (6%)
 - Economically Disadvantaged = 60(100%)

- **Attendance – Sept. to Nov. 2019** *(from BPS Infinite Campus Data)*
 - Overall Average = (73) %
 - Male = (68%)
 - Female = (77%)
 - Black = (70%)
 - Hispanic = (75%)
 - White = (72%)
 - SPED = (79%)
 - ELL= (72%)
 - Economically Disadvantaged = (73%)



Culturally & Linguistically Responsive Initiatives
School Action Plan
School: #357 @ 307

- There is an overrepresentation of males suspended (48).
- There is not an overrepresentation of Hispanic males suspended (12).
- There is not an overrepresentation of ELL's suspended (4).
- There is an overrepresentation of Economically Disadvantaged learners suspended (60).
- Of the 60 short term and long term suspensions, 46% are SPED.
- Overall student attendance is approximately 73%, which is slightly below the desired District goal.
- Academic data reveal:
 - ✓ Steady incline in performance from grade to grade.
 - ✓ For all subgroups, Blacks performed best, having the greatest achievement.
 - ✓ Hispanics displayed the lowest achievement; however, increased achievement is displayed from grade.
 - ✓ ELL's performed best in 9th grade.
 - ✓ SWD's performed best in 10th grade.
 - ✓ White is the only subgroup displaying steady increase in performance from grade to grade.
 - ✓ ELL's is only subgroup displaying steady increase in performance.
 - ✓ SWD is only subgroup displaying slight decline in performance..

Research indicates that culturally relevant practices have positive effects on the academic achievement of racially, ethnically, culturally, and linguistically diverse students. CLRI pedagogy and strategies have and will continue to positively impact the academic as well as the socio/emotional dimension of learners, however, students must be present in school to achieve the greatest overall impact. The following are several factors that affect student attendance:

- Parent and caregiver schedules do not coincide with entrance and dismissal times of their learners elevating late entrance and early pickup greatly affecting academic achievement

Pre-Kindergarten and Kindergarten are foundational years that prepare learners for the academic rigor in first grade and later grades.

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.
- Utilize Talking Points app to communicate with parents.
- Continue implementation of Restorative Justice practices in the classrooms.
- Continue to model Restorative Circles in Faculty meetings.
- Present a timeline as a reminder of social and cultural injustice and work towards cultural competency and cultural sensitivity for our students.
- Continue to identify and schedule parent outreach events.



**Culturally & Linguistically Responsive Initiatives
School Action Plan
School: #357 @ 307**

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

- Instill a sense of belonging.
- Multi-cultural/multi-ethnic awareness/understanding.
- Relevance/purpose of the CLRI curriculum.
- Elevate academic rigor.
- Improve relationships among faculty, staff, students, and families.
- Improve attendance.
- Reduce disciplinary referrals and suspensions.

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>	<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>
Implement more multicultural events for students and parents.	x		x		Multicultural Committee		x	x	x
Utilize Talking Points app to communicate with parents	x	x	x	x	Administration, Staff, and Teachers	x	x	x	x



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School Action Plan
School: #357 @ 307**

Complete the “Mindfulness Room” for students	x	x		x	SST	x	x	x	x
Implement Restorative Justice practices in the classrooms	x	x	x	x	Administration, Staff, and Teachers	x	x	x	x
Action Steps <i>(For each action step, mark (X) its alignment to the District’s High-Leverage CLRI Strategies and the appropriate timeframe.)</i>	<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>
Continue to model Restorative Circles in Faculty meetings.	x	x	x	x	Administration, Staff, and Teachers	x	x	x	x
Identify relevant CLRI articles, provide to staff, allow for discussion and reflection.		x	x	x	CLRI Team		x		



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School Action Plan
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Present timeline as a reminder of social and cultural injustice and work towards cultural competency and cultural sensitivity for our students	x	x	x	x	CLRI Team and Administration	x	x	x	x
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