

Buffalo Public Schools

***Culturally & Linguistically
Responsive Initiatives***



***Strategic Plan
2019-2021***

Office of Culturally & Linguistically Responsive Initiatives

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Office of Culturally & Linguistically Responsive Initiatives

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Vision Statement

The vision of the Office of Culturally and Linguistically Responsive Initiatives (CLRI) is that all staff support schools in establishing a community that embraces, values, and infuses culturally and linguistically responsive teaching and learning for all students.

Mission Statement

The mission of the Buffalo Public Schools' Office of CLRI is to share the value and best practices of culturally and linguistically responsive practices in order to support and respond to the growing needs of our diverse student population. The Office of CLRI will provide supports, resources, exemplars, and a framework for stakeholders to receive lifelong meaningful learning experiences that inform, train, and support systemic culturally and linguistically responsive practices.

Theory of Action

If we implement culturally and linguistically responsive instructional programs, strategies, policies, and practices, then we will create meaningful, equitable learning outcomes that embrace diversity, academic rigor, relevant learning opportunities, and foster strong relationships amongst all stakeholders that lead to academic success for all scholars in the Buffalo Public Schools.

Executive Summary

The Office of Culturally and Linguistically Responsive Initiatives (CLRI) is committed to working collaboratively with all stakeholders to support schools and classrooms in establishing a community that embraces diversity, and values and infuses culturally and linguistically responsive curriculum via an emancipatory pedagogy. Based upon well documented research in the field of educational equity and culturally relevant teaching, we are committed to developing educational structures, curriculum, and opportunities for all students that place their cultural backgrounds, heritage, and unique histories at the center of all teaching and learning in the Buffalo Public Schools. The CLRI Strategic Plan is informed by the key research of Ladson-Billings (2009), *The DreamKeepers: Successful Teachers of African American Children*; Lisa Delpit (2012), *“Multiplication is for White People”*: *Raising Expectations for Other People’s Children*; Howard (2001, 2014), *Black Male(d): Peril and Promise in the Education of African American Males*; Christopher Emdin (2016), *For White Folks Who Teach in the Hood and the Rest of Y’all Too*; and Johnson, Uline, & Perez (2019), *Teaching Practices From America’s Best Urban Schools*, to name a few. Ladson-Billings posits culturally relevant teaching as a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge and develop skills. The cultural referents themselves become curriculum to build academic rigor and assist in developing scholars’ critical thinking skills and understanding. In the work of Johnson, Uline, and Perez, their research indicates that the most highly effective teachers in urban elementary schools are those teachers who consistently use culturally responsive practices, designing lessons featuring challenging academic concepts in ways that are relevant, rigorous, and responsive to the cultural differences of students. The CLRI Strategic Plan has as its foundational purpose, the idea of creating equitable learning outcomes for all students by implementing a pedagogy of liberation that builds upon the innate gifts that students bring to the classroom, along with positioning their cultural, linguistic, and historic backgrounds into the mainstream curriculum to enhance learning outcomes for all scholars. This approach is based upon the notion of consistent rigorous instruction that bridges and builds relationships from the home to the classroom, using cultural, linguistic, and other differences as asset-based learning.

The CLRI Strategic Plan has purposefully aligned the tenets of the New York State Education Department’s Culturally Responsive-Sustaining Education Framework (2019) to the District’s Education Bargain. This alignment provides a focus for our work which leverages educational equity for our scholars, families, and the District community. As a priority, the CLRI Strategic Plan ensures that the premise of the Education Bargain is at the forefront of our equity work, which is to provide a high-quality education as a civil right to every student in our District, that guarantees pathways to opportunity that will lead to achievement and success in exchange for the hard work, commitment, and collaboration of our students and parents. In supporting our teachers in delivering a pedagogy of liberation and infusing culturally and linguistically responsive curriculum and practices, we have the ability to eliminate status quo racial inequalities and biases in the classroom that lead to the “School to Prison Pipeline,” that disproportionately impacts scholars of color, and particularly, males of color. Hence, the CLRI Strategic Plan represents and suggests that the “fierce urgency of now” is upon us as a collective District community in implementing the CLRI Strategic Plan with fidelity. The principles of the NYS Culturally Responsive-Sustaining Education Framework are informed by the Buffalo Public Schools’ high leverage strategies for culturally and linguistically responsive initiatives, and support the priorities of the Education Bargain

and the CLRI Strategic Plan as it posits the following guiding principles for its framework (<http://www.nysed.gov/common/nysed/files/programs/crs/culturally-responsive-sustaining-education-framework.pdf>):

- Welcoming and Affirming Environment
- High Expectations and Rigorous Instruction
- Inclusive Curriculum and Assessment
- Ongoing Professional Learning

These four high leverage strategies developed and implemented in our very own District will continue to be major guiding tenets of the CLRI Strategic Plan and will serve as key levers to engage and enhance educational opportunities that lead to equitable outcomes for our scholars. Moreover, the New York State CR-S Framework helps educators create student-centered learning environments that: affirm racial, linguistic and cultural identities; prepare students for rigor and independent learning; develop students' abilities to connect across lines of difference; elevate historically marginalized voices; and empower students as agents of social change (p.12).

The Office of Culturally and Linguistically Responsive Initiatives' platform for equity in this regard brings into focus the importance of a pedagogy of liberation and an emancipatory curriculum. Such an approach to pedagogy and curriculum is a requirement as we attempt to address generational status quo inequalities and racialized outcomes that have disproportionately negatively impacted the achievement levels and success outcomes for so many children of color and children in poverty in our District and in our nation for generations. Given the historical marginalization of scholars of color in our schools, the curriculum, and in the local community as related to employment, healthcare, housing, economics, and access to basic resources needed for survival, it is imperative that this plan is effective in delivering equity-based instructional strategies and supports to students, parents, teachers, and school leaders. The CLRI Strategic Plan is in essence a plan that supports community building and the recognition that students of color have had their voices and their history and culture silenced in textbooks, classrooms, curriculum, and instruction. This plan also holds as a presupposition that we have the capacity through our curriculum delivery, pedagogy, and daily interactions of student empowerment, to unearth the historical brilliance of scholars of color, their families, and communities. Why? Because culture matters. "Culture, it turns out, is the way that every brain makes sense of the world" (Hammond, 2015). Consistently using a culturally responsive pedagogy that is relevant, sensitive, and responsive to the cultural differences of students will not only dismantle historical disproportionate outcomes but will render generations of citizens that can not only make sense of the world but advocate for a better world.

As a District of 34,277 students, students of color make up the majority of student enrollment. Black and Latinx students represent two-thirds of our student population (45% Black and 20% Latinx), and 17% of the population is represented by multilingual learners. However, data points for these subgroups point to a stark contrast between District overall data. With the District's 2019 four-year June Graduation rate at 62%, Black students have a rate of 58%, Latinx students realize a rate of 55%, and multilingual learners have a rate of 31%. Each of these subgroups are at least 15 percentage points below the graduation rate of White students (73%). In regard to high school academic performance, Black and Latinx students are at least 15 percentage points below the proficiency rate of White students on the Regents Common Core English Language

Arts (ELA) III and Algebra I, June 2019 exams. Similarly, the proficiency rate for multilingual learners stands at 40% on both exams, which was nearly half of that of White students (85% on the ELA III exam and 74% on the Algebra I exam). These data trends indicate the need for teaching practices that address literacy and numeracy skills for Black, Latinx, and Multilingual Learners by providing instructional scaffolds and interventions that meet their learning needs. It is also important that instructional practices allow for students to see themselves in the curriculum, build on students' gifts in an asset-approached methodology, and address the reality that many students' lived cultural experiences are different from the teachers and administrators that are charged with ensuring their academic success.

Data points for special education, suspension, and attendance, are equally disconcerting, and also reinforce the urgent need for a CLRI Strategic Plan which addresses the instructional needs of our scholars of color. Special education rates for Latinx students are higher than any other subgroup, with a rate of 25%. Latinx students also have the lowest attendance rate at 85%. In regard to suspension data, the 2018-2019 short-term suspension rate for Black students (19%) was 2.7 times higher than that of White students (7%), and the suspension rate for Latinx students (12%) was 1.7 times higher than Whites.

There is significant data to support a strong focus on the history and culture of the African American, Latinx, Native American, and multilingual scholars. Qualitative data was gathered at the 2016 Urban Forum of the Buffalo Public Schools, where students narrated their lived experiences related to curriculum engagement, understanding of personal and cultural identity, linguistic inclusion and validation, and their connectedness to schools. Students also demonstrated limited understanding of national current events, teacher expectations, and the impact of their daily interactions with staff and other students.

Overwhelmingly, students of color perceived a lack of inclusion of their historical backgrounds in the taught curriculum, as well as a lack of understanding of how they are positioned as people, in the historical context of the United States, New York State, and the city in which they live, Buffalo. As a result of these findings, there has been a concerted effort on the part of the Buffalo Public Schools to engage in culturally and linguistically responsive teaching practices that infuse into the State mandated curriculum, diverse perspectives and histories representative of the student populations served. Teacher, administrator, and parent training has been a critical component which drives the District wide implementation of the culturally and linguistically responsive initiatives.

We are thoroughly convinced that achievement gaps in performance occur as a result of our students not seeing themselves historically within the implemented curriculum, and a lack of access to culturally relevant learning opportunities where the unique historical backgrounds of students are centered within the curriculum and are both nurtured and valued. In sum, the diverse student populations in our District require a pedagogy and curriculum that simultaneously attends to the cultural and linguistic needs of students of color and are inclusive of their cultural backgrounds. Our presupposition is that teaching students of racially, ethnically, and linguistically diverse backgrounds will require a different approach to curriculum and instructional delivery than that which is offered in our current, traditional classroom settings. This culturally and linguistically responsive approach will allow for maximum opportunities for students to access the curriculum through scaffolds, interventions, high leverage cultural excursions, and learning opportunities and inclusion of their historical backgrounds and cultures in daily classroom instruction.

In the following pages of the CLRI Strategic Plan, you will find culturally and linguistically inclusive curriculum programs, practices, strategies, professional development, and action steps that bring us closer to the goal of embedding CLRI practices so deeply into the tissues of our instructional, civic, and socialization practices that we will no longer need a CLRI Strategic Plan. As these practices, curriculum, literature, exposure, opportunities, and programs become so ingrained in the very fibers of our District operations, they will become a normal occurrence of what we do. Until such time, the Office of CLRI will continue to raise the voices of the marginalized and create pathways to success that engage cultural inclusion and equity for all scholars, and particularly the scholars of color who far too often do not have a voice at the table. The Office of CLRI is committed to this work and committed to the 34,000 plus students who are counting on us to deliver a pedagogy of emancipation and a curriculum of inclusion.

The success of the plan will be measured by school and District levels of implementation of CLRI action steps as data is gathered from the CLRI “look fors” on the District instructional tool. Additionally, it will also be measured by increasing graduation rates and attendance rates and decreasing suspension rates and special education rates for Black and Latinx students, as compared to the baseline data provided on page 9 of the CLRI Strategic Plan. The goals are aligned to the School Board’s goals for the District. June 2021 goals will be developed to be in alignment to the School Board’s June 2021 goals for the District. The June 2020 goals are as follows:

The four-year cohort June 2020 graduation rate will increase by 5 percentage points:

- Black students – an increase from 58% to 63%
- Latinx students – an increase from 55% to 60%
- Multilingual learners – an increase from 31% to 35%

The number of all short-term suspensions will decrease by 20% from 8,671 to 6,937.

- Black students – a decrease of 20% from 5,770 to 4,616 short-term suspensions
- Latinx students – a decrease of 20% from 1,577 to 1,261 short-term suspensions

The number of all long-term suspensions will decrease by 15% from 1,324 to 1,125.

- Black students – a decrease of 15% from 905 to 769 short-term suspensions
- Latinx students – a decrease of 15% from 229 to 195 short-term suspensions

A reduction in the special education rate by 5 percentage points:

- Black students – a decrease from 21% to 16%
- Latinx students – a decrease from 25% to 21%

CLRI High Leverage Strategies	
Create a Welcoming Environment	<ul style="list-style-type: none"> ▪ Staff members know students' names and can pronounce them correctly ▪ Images, symbols, artifacts, and role models displayed represent the diversity of the students being taught ▪ Multilingual labels of classroom items
Rigorous Instruction & High Expectations for All	<ul style="list-style-type: none"> ▪ The teacher provides opportunities for all students to engage in developmentally appropriate lessons ▪ The teacher provides enrichments and interventions based upon students' needs ▪ The teacher values and encourages the use of students' home languages (translanguaging)
Culturally Inclusive Classroom	<ul style="list-style-type: none"> ▪ The teacher makes connections between the cultures and backgrounds of the students and the curriculum being taught ▪ Culturally and linguistically relevant teaching resources and materials are infused into lessons (i.e. diverse literature, articles, and perspectives are incorporated into lessons)
Teacher and Administrator Training on Culturally Relevant Pedagogy	<ul style="list-style-type: none"> ▪ Staff members actively participate in District professional development on Culturally Responsive Education ▪ Opportunities are provided during common planning time for teachers to discuss culturally and linguistically responsive practices and strategies ▪ Staff members enrich their understanding of Culturally Responsive Education by participating in District-led book studies, workshops, and/or participating in other informative opportunities related to the backgrounds and cultures of the diverse student population served

CLRI Alignment	
Education Bargain	<ul style="list-style-type: none"> ▪ New Relationship with Our Teachers ▪ A high-quality education is every child’s civil right
Student Success Plan	<ul style="list-style-type: none"> ▪ 1d. Deliver high-quality instruction and student supports ▪ 2a. Enhance programming for multilingual and special education ▪ 2b. Provide all students with access to rigorous curricula through CLRT and other initiatives ▪ 2d. Meet the instructional, social, emotional, and wellness needs of all students through intervention, enrichment ▪ 2e. Improve communication with students, parents, and community stakeholders ▪ 3d. Develop and support delivery of instruction and programming that meets the needs of all students ▪ 3e. Cultivate family and community engagement in the work ▪ 4b. Foster a culture of high expectations to support college and career readiness for all students ▪ 4e. Increase opportunities for student success
DTSDE	<ul style="list-style-type: none"> ▪ 1e. Equity ▪ 2b. Ensures a Culture and Climate of Success ▪ 3c. Relevance, Challenge, and Enjoyment ▪ 4a. Environment of Respect and Rapport ▪ 5b. Ensuring a Supportive Environment ▪ 6c. Systems for Cultivating Relationships and Bridging Differences
NYSUT Rubric	<ul style="list-style-type: none"> ▪ I.1 Teachers demonstrate knowledge of child and adolescent development, including students’ cognitive, language, social, emotional, and physical developmental levels. ▪ I.2 Teachers demonstrate research-based knowledge of learning and language acquisition theories and processes. ▪ II.2 Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem-solving related to real world contexts. ▪ II.5 Teachers design relevant instruction that connects students’ prior understanding and experiences to new knowledge. ▪ III.3 Teachers set high expectations and create challenging learning experiences for students. ▪ IV.1 Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.

Data										
	DISTRICT ENROLLMENT October 2, 2019	GRADUATION 4-Year June 2019	SUSPENSION – SHORT <i>(unduplicated students)</i> % of Subgroup Population School Year: 2018-2019	SUSPENSION - LONG <i>(unduplicated students)</i> % of Subgroup Population School Year: 2018-2019	ATTENDANCE RATE School Year: 2018-2019	SPECIAL EDUCATION CLASSIFICATION % of Subgroup Population October 2, 2019	NYS ELA (gr. 3-8) Proficiency Rate – 2019	NYS MATH (gr. 3-8) Proficiency Rate – 2019	REGENTS CC ELA III Passing Rate – June 2019	REGENTS CC ALGEBRA I Passing Rate – June 2019
ASIAN	11% 3682	68%	2%	0.3%	92%	6%	39%	34%	69%	69%
BLACK	45% 15422	58%	19%	5%	90%	21%	18%	13%	66%	48%
LATINX	20% 6940	55%	12%	3%	85%	25%	18%	14%	70%	47%
MULTIRACIAL	4% 1411	79%	11%	3%	90%	20%	34%	30%	84%	69%
NATIVE AMERICAN	1% 203	71%	14%	3%	87%	15%	39%	37%	82%	60%
WHITE	19% 6619	73%	7%	2%	89%	21%	40%	38%	85%	74%
MULTILINGUAL LEARNERS	17% 5709	31%	7%	2%	86%	19%	9%	5%	40%	40%
Data Sources										
<ul style="list-style-type: none"> ▪ District Enrollment – Infinite Campus – OSA (10/2/19) ▪ Graduation – L2RPT – OSA (10/1/19) ▪ Suspension – OSA (10/1/19) ▪ Attendance – WNYRIC Data Warehouse - OSA (9/30/19) ▪ Special Education – Infinite Campus – OSA (10/2/19) ▪ NYS ELA & Math – data.nysed.gov (9/4/19) ▪ Regents ELA III & Algebra I – WNYRIC Data Warehouse – OSA (9/30/19) 										

Observations from the Data

- The subgroup populations with a 4-year June 2019 graduation rate above 70% are:
 - Multiracial students (79%)
 - White students (73%)
 - Native American students (71%)
- The 4-year June 2019 graduation rates for the following subgroup populations by race/ethnicity are at least 15 percentage points below White students:
 - Black students (58%) – 15 percentage points below
 - Latinx students (55%) – 18 percentage points below
- The 2018-2019 short-term suspension rate for Black students was 2.7 times higher than White students.
- The 2018-2019 short-term suspension rate for Latinx students was 1.7 times higher than White students.
- The subgroup populations with a 2018-2019 attendance rate below 90% are:
 - White students (89%)
 - Native American students (87%)
 - Multilingual learners (86%)
 - Latinx students (85%)
- Latinx students had the highest 2018-2019 special education rate at 25%.
- Asian students had the lowest 2018-2019 special education rate at 6%.
- The NYS ELA and Math 2019 proficiency rates for Black and Latinx students are less than half of those for Asian, Multiracial, Native American, and White students.
- Black students had the lowest passing rates on the Regents Common Core (CC) ELA III, as compared to the other subgroup populations by race/ethnicity.
- Black and Latinx students had the lowest passing rates on the Regents Common Core (CC) Algebra I, as compared to the other subgroup populations by race/ethnicity.
- The 4-year June 2019 graduation rate, NYS ELA and Math 2019 proficiency rates, and Regents CC ELA III and CC Algebra I June 2019 passing rates for Multilingual Learners are well below those of the other subgroup populations.

Goal I:

**Creating a Culturally and Linguistically Responsive
Culture in the District and Schools**

Goal: Creating a Culturally and Linguistically Responsive Culture in the District and Schools						
<i>Action Steps</i>	<i>Cabinet-Level</i>	<i>District-Level</i>	<i>School-Level</i>	<i>Responsible Departments & Persons</i>	<i>2019 – 2020</i>	<i>2020 - 2021</i>
1) The District’s CLRI team will meet monthly. The team will use the District’s CLRI strategic plan to guide their work. Team meetings will focus on monitoring the District’s CLRI strategic plan and planning for District-based CLRI initiatives.	X	X		District CLRI Team	X	X
2) A school-based CLRI team will be established in each school. This team should be comprised of the school’s Disproportionality Workshop Session members and additional members that the school sees fit.			X	School CLRI Team	X	
3) Each school-based CLRI team will meet monthly. The team will use the school’s CLRI action plan to guide their work. Team meetings will focus on reviewing data, monitoring the school’s CLRI action plan, and planning for next steps.			X	School CLRI Team	X	X
4) Principals in each school will designate a current staff member to be the school’s “Guardian of Equity.”			X	Principal	X	
5) Each school’s Guardian of Equity will attend the District’s Disproportionality Workgroup Sessions and other professional learning opportunities that enhance their ability to be responsible for turnkey training professional development at common planning times, grade level meetings, and faculty meetings.			X	Principal Guardian of Equity	X	X
6) The Office of CLRI will develop a District CLRI strategic plan. Stakeholder feedback on the plan from principals, teachers, parents, and district leaders will be solicited during the October Disproportionality Workgroup Session. A formal introduction and overview of the District’s CLRI strategic plan will occur during the November Disproportionality Workgroup Session.	X	X	X	Office of CLRI	X	

<i>Action Steps</i>	<i>Cabinet-Level</i>	<i>District-Level</i>	<i>School-Level</i>	<i>Responsible Departments & Persons</i>	<i>2019 – 2020</i>	<i>2020 - 2021</i>
7) The District’s CLRI strategic plan will be used as a working document. This plan will be continually monitored, referred to, added to, and revised when necessary.	X	X		Office of CLRI	X	X
8) Each school, with guidance from the school’s CLRI team, will develop a school CLRI action plan. This plan will be aligned to the District’s CLRI strategic plan and the District’s four high leverage CLRI strategies. School CLRI Action Plan due at the December 2019 Disproportionality Workgroup Sessions.			X	School CLRI Team	X	
9) Each school’s CLRI action plan will be used as a working document. These plans will be continually monitored, referred to, added to, and revised when necessary.			X	School CLRI Team	X	X
10) The Office of CLRI, in collaboration with the Office of School Leadership and the Chief Academic Officer, will embed CLRI “look fors” into the District’s Instructional Coaching Tool.	X	X		Office of CLRI Office of School Leadership Chief Academic Officer	X	
11) CLRI school-based instructional walkthroughs will be conducted using CLRI “look fors” and the school’s CLRI action plan, in collaboration with the Office of School Leadership.	X	X	X	Office of CLRI Office of School Leadership	X	X
12) The Office of CLRI will collaborate with Student Support Services to ensure there is culturally responsive implementation of the District’s Code of Conduct.	X	X		Office of CLRI Student Support Services	X	
13) The Office of CLRI, in collaboration with Student Support Services, will provide professional development related to culturally responsive implementation of the District Code of Conduct and culturally responsive approaches to student discipline.	X	X		Office of CLRI Student Support Services		X

<i>Action Steps</i>	<i>Cabinet-Level</i>	<i>District-Level</i>	<i>School-Level</i>	<i>Responsible Departments & Persons</i>	<i>2019 – 2020</i>	<i>2020 - 2021</i>
14) The Special Education Department’s Assistant Superintendent, Directors, Supervisors, and Teacher Leaders will support and partner with the Office of CLRI in delivering Disproportionality Training and providing resources that support eradicating disproportionate special education enrollments for students of color.	X	X		Office of CLRI Special Education Department	X	X

Goal II:

Infusing Culturally Responsive Resources and Lessons into the Curriculum

Goal: Infusing Culturally Responsive Resources and Lessons into the Curriculum						
<i>Action Steps</i>	<i>Cabinet-Level</i>	<i>District-Level</i>	<i>School-Level</i>	<i>Responsible Departments & Persons</i>	<i>2019 – 2020</i>	<i>2020 - 2021</i>
1) The Assistant Superintendent of Multilingual Education and the Supervisor of Library Services, in collaboration with the Associate Superintendent of CLRI, will create multicultural classroom libraries in 7 th and 8 th grade ELA classrooms in 2019-2020 for a set of pilot schools (schools TBD), and District-wide in 2020-2021.	X	X		Associate Superintendent of CLRI Assistant Superintendent of Multilingual Education Supervisor of Library Services	X	X
2) Diverse literature will be infused into 9 th , 10 th , 11 th , and 12 th grade ELA curriculums: <ul style="list-style-type: none"> • 7th – 12th Grade: <i>1619 Project</i> • 9th grade: <i>The Other Wes Moore – Wes Moore</i> • 10th grade: <i>Fences – August Wilson</i> • 12th grade (Participation in Government): <i>1619 Project</i> • A compendium of literary resources will be provided, which will include: <ul style="list-style-type: none"> • <i>City of the Beast – Isabel Allende</i> • <i>The House of the Spirits – Isabel Allende</i> • <i>How the Garcia Girls Lost Their Accents – Julia Alvarez</i> • <i>I Know Why the Caged Bird Sings – Maya Angelou</i> • <i>The Pact: Three Young Men Make a Promise and Fulfill a Dream – Drs. Sampson Davis, George Jenkins, and Rameck Hunt</i> • <i>A Raisin in the Sun – Lorraine Hansberry (grade 8)</i> • <i>The River Niger – Joseph A. Walker</i> • <i>The Warrior Tradition Native American Curriculum Resource</i> • <i>When I Was Puerto Rican – Esmeralda Santiago</i> 		X		ELA Department	X	X

<i>Action Steps</i>	<i>Cabinet-Level</i>	<i>District-Level</i>	<i>School-Level</i>	<i>Responsible Departments & Persons</i>	<i>2019 – 2020</i>	<i>2020 - 2021</i>
3) The Office of CLRI will collaborate with the Division of CAI and the Division of Multilingual Education in 2019-2020 to provide culturally responsive resources for Kindergarten through 8 th grade in a set of pilot schools (TBD), and District-wide in 2020-2021.	X	X		Office of CLRI Division of CAI Division of Multilingual Education	X	X
4) English Language Arts, Reading, and Social Studies Departments and curriculum committees will infuse NJ Amistad Curriculum Resources into existing 3 rd through 12 th grade curriculums. Teachers will infuse the NJ Amistad Curriculum Resources into their English Language Arts, Reading, and Social Studies instruction.		X	X	ELA Department Reading Department Social Studies Department	X	X
5) Mathematics and Science Departments and curriculum committees will infuse NJ Amistad Curriculum Resources into existing 3 rd through 12 th grade curriculums. Teachers will infuse the NJ Amistad Curriculum Resources into their mathematics and science instruction.		X	X	Mathematics Department Science Department		X
6) The ELA and Social Studies Department, in collaboration with the Office of CLRI, will roll out curriculum resources and materials for The 1619 Project, which will be implemented at grades 7, 8, 11, and 12.	X	X		Social Studies Department ELA Department Office of CLRI	X	X
7) The IT Department, in collaboration with the Office of CLRI, will identify CLRT MyOn and develop curriculum to be used during reading instruction at grades K-6.	X	X		IT Department Office of CLRI	X	X
8) The Supervisor of Library Services, in collaboration with the Office of CLRI, will develop culturally responsive reading and media resources in all schools.	X	X		Supervisor of Library Services Office of CLRI	X	X
9) The Elementary Education Department and Reading Department, in collaboration with the Office of CLRI	X	X		Elementary Education Department Reading Department	X	X

will identify culturally diverse reading materials for implementation at Pre-K and Kindergarten.				Office of CLRI		
<i>Action Steps</i>	<i>Cabinet-Level</i>	<i>District-Level</i>	<i>School-Level</i>	<i>Responsible Departments & Persons</i>	<i>2019 – 2020</i>	<i>2020 - 2021</i>
10) The Director of Arts and Supervisor of Music, in collaboration with the Office of CLRI will ensure there are culturally and linguistically responsive musicals, plays, and fine arts opportunities available District-wide.	X	X		Director of Arts Supervisor of Music Office of CLRI	X	X
11) The Office of CLRI will collaborate with the Division of CAI and the IT Department (for virtual tours), to develop a list of recommended cultural excursions, which will include: <ul style="list-style-type: none"> • Grades K-12: Broderick Park • Grades K-12: The Niagara Falls Underground Railroad Heritage Center • Grades K-12: The Seneca National Museum • Grades 4-12: Michigan Street Corridor • Grades 4-12: The Harriet Tubman House • Grades 7-12: Forest Lawn History Walk • Grades 7-12: National Smithsonian Museum of African American History and Culture (Washington, DC) • Grades 9-12: National Memorial for Peace and Justice (Montgomery, Alabama) • Grades 9-12: Puerto Rico Excursion 	X	X		Office of CLRI Division of CAI IT Department	X	X

Goal III:

Raising the Voices of Scholars

Goal: Raising the Voices of Scholars						
<i>Action Steps</i>	<i>Cabinet-Level</i>	<i>District-Level</i>	<i>School-Level</i>	<i>Responsible Departments & Persons</i>	<i>2019 – 2020</i>	<i>2020 - 2021</i>
1) The Office of CLRI will establish the Scholars for Social Justice. Each high school principal will choose two student representatives.	X		X	Office of CLRI	X	
2) The Scholars for Social Justice will attend District Disproportionality Workgroup Sessions, as well as trainings and cultural excursions geared to their roles and responsibilities as social justice advocates in their school communities. The Scholars for Social Justice will engage in paid internship opportunities at Buffalo State College (Summer 2020), where they will continue to read and write for social justice.	X	X	X	Office of CLRI Scholars for Social Justice	X	X
3) The MBK Male Academy and Our Story Project programs will be expanded to additional schools.		X		MBK Male Academy Our Story Project	X	X
4) A high school level of the MBK Male Academy will be created.	X			Associate Superintendent of CLRI Director of CLRI		X
5) The Big Sister Little Sister Dialogue Program will be implemented at each high school, representing high school females. The Little Sisters will receive nurturing, guidance, mentoring, learn soft skills, and participate in cultural excursions. High profile women of colors will serve as mentors.	X	X	X	Office of CLRI	X	X
6) The Global Scholars Program, in collaboration with the IT Department, will be expanded to additional schools.		X		IT Department Global Scholars Program	X	X
7) The Office of CLRI and the ELA Department will lead the District's participation and representation in the August Wilson Monologues Regional and National Competitions.	X	X		Office of CLRI ELA Department	X	X

Goal IV:

Integrating Technology with Culturally and Linguistically Responsive Practices

Goal: Integrating Technology with Culturally and Linguistically Responsive Practices						
<i>Action Steps</i>	<i>Cabinet-Level</i>	<i>District-Level</i>	<i>School-Level</i>	<i>Responsible Departments & Persons</i>	<i>2019 – 2020</i>	<i>2020 - 2021</i>
1) The IT Department will continually collaborate with the Office of CLRI to create and keep updated a CLRI website that is easily accessible from the District’s home page. The website will include information on the following: <ul style="list-style-type: none"> • Big Sister Little Sister Dialogues • CLRI Curriculum Resources • CLRI Parent Engagement • CLRI Professional Development • CLRI Recommended Reading • Global Scholars • MBK Male Academy • Multilingual Education Resources • Office of CLRI Publications • Office of CLRI Social Media • Office of CLRI Staff Members’ Information • Our Story Project • Scholars for Social Justice 	X	X		IT Department Office of CLRI	X	X
2) The IT Department will provide support for Discovery Learning in the MBK Male Academy and Our Story Project programs, as well as ensuring CLRI alignment.		X		IT Department MBK Male Academy Our Story Project	X	X
3) The IT Department will create an embedded “Tech Squad” within the MBK Male Academy, Our Story Project, and Scholars for Social Justice programs.		X		IT Department Tech Squad MBK Male Academy Our Story Project Scholars for Social Justice	X	X
4) The IT Department will support the Office of CLRI in developing Nearpod CLRT curriculum modules at grades 7–9.		X		IT Department	X	X

<i>Action Steps</i>	<i>Cabinet-Level</i>	<i>District-Level</i>	<i>School-Level</i>	<i>Responsible Departments & Persons</i>	<i>2019 – 2020</i>	<i>2020 - 2021</i>
5) The IT Department will create discussion boards, as well as developing teaching guidelines and discussion questions, that teachers can use to engage students in academic discussions around culturally responsive literature, using a technological platform.		X		IT Department	X	X
6) The IT Department will conduct virtual tours and Skype sessions to be used to engage students in culturally responsive field excursions and opportunities. Discussion boards will also be created to support these learning opportunities.		X		IT Department	X	X
7) The IT Department will work with teachers and students to support them in developing Workplace Live videos during major District events.		X	X	IT Department	X	X

Goal V:

Raising the Voices of Parents

Goal: Raising the Voices of Parents						
<i>Action Steps</i>	<i>Cabinet-Level</i>	<i>District-Level</i>	<i>School-Level</i>	<i>Responsible Departments & Persons</i>	<i>2019 – 2020</i>	<i>2020 - 2021</i>
1) The Office of CLRI will raise the voices of parents through their participation in District CLRI Stakeholder meetings, including Disproportionality Workgroup Sessions.	X			Office of CLRI	X	X
2) The Office of CLRI will facilitate meetings that may include updates, training, and supports to the Parent Congress, as well as the individual parent groups in the District.	X			Office of CLRI Parent Congress	X	X
3) The Office of Parent and Family Engagement will facilitate learning sessions and MBK family sessions, in partnership with the Office of CLRI, at the BPS Parent Centers.	X	X		Office of Parent and Family Engagement Office of CLRI	X	X
4) The Office of Parent and Family Engagement will infuse culturally and linguistically responsive literature and other resources into the BPS Parent Center Lending Libraries. This Office will support in delivering the District-wide book study to parents each year.		X		Office of Parent and Family Engagement	X	X
5) The Office of Parent and Family Engagement will partner with the Office of CLRI and the BPS Parent Congress to identify additional opportunities to actively engage parents in CLRI.	X	X		Office of Parent and Family Engagement Office of CLRI Parent Congress	X	X
6) The Office of Parent and Family Engagement will work with the Office of CLRI to facilitate meetings for BPS Parent Engagement Liaisons (PELs) that include CLRI updates, training and supports. PELs will share information learned with their school-based parents.	X	X	X	Office of Parent and Family Engagement Office of CLRI Parent Engagement Liaisons	X	X

<i>Action Steps</i>	<i>Cabinet-Level</i>	<i>District-Level</i>	<i>School-Level</i>	<i>Responsible Departments & Persons</i>	<i>2019 – 2020</i>	<i>2020 - 2021</i>
7) The Office of Parent and Family Engagement will work with the Instructional Technology Department to establish a link on the OPFE webpage to provide parents direct access to the Office of CLRI webpage.		X		Office of Parent and Family Engagement IT Department	X	X

Goal VI:

Ongoing Professional Learning

Goal: Ongoing Professional Learning						
<i>Action Steps</i>	<i>Cabinet-Level</i>	<i>District-Level</i>	<i>School-Level</i>	<i>Responsible Departments & Persons</i>	<i>2019 – 2020</i>	<i>2020 - 2021</i>
1) The Office of CLRI, in collaboration with the Staff Development Department, Division of CAI, Division of Multilingual, and the Special Education Department, will continue to facilitate Disproportionality Workgroup Sessions to school-based teams.	X	X		Office of CLRI Staff Development Department Division of CAI Division of Multilingual Education Special Education Department	X	X
2) The Staff Development Department, in collaboration with the Office of CLRI, will continue to plan for and facilitate teacher and administrator CLRT professional learning opportunities.	X	X		Staff Development Department Office of CLRI	X	X
3) The Office of CLRI will provide CLRI professional development to Cabinet and Division-Heads.	X			Office of CLRI	X	X
4) The Office of CLRI will continue to facilitate parent and community stakeholder meetings and trainings focused on CLRI.	X	X		Office of CLRI	X	X
5) The Office of CLRI, in collaboration with the Staff Development Department, will provide CLRI training to other departments and organizations that work in and with the District (e.g. security officers, community based organizations).	X	X		Office of CLRI Staff Development Department	X	X
6) The Office of CLRI will develop a plan for infusing a CLRI focused Speaker Series into District-wide professional development.	X	X		Office of CLRI	X	X
7) The Office of CLRI will continue to facilitate learning opportunities around the District’s featured book study read. (2019-2020: <i>Black Male(d) – Tyrone Howard</i>)	X	X		Office of CLRI	X	X

<i>Action Steps</i>	<i>Cabinet-Level</i>	<i>District-Level</i>	<i>School-Level</i>	<i>Responsible Departments & Persons</i>	<i>2019 – 2020</i>	<i>2020 - 2021</i>
8) The District CLRI Team, under the leadership of the Office of CLRI, will collaborate with the Staff Development Department, to plan for and facilitate the District’s yearly Urban Forum.	X	X		Office of CLRI District CLRI Team Staff Development Department	X	X

Appendix A: Glossary

Big Sister-Little Sister Dialogues – A program servicing high school female scholars that aims to empower young women of color by pairing them with a female mentor from the community. Scholars will identify and be supported with educational, personal, and future aspirational goals. They will participate in mentoring opportunities, job shadowing, college tours, and field excursions to cultural institutions.

BPS – Buffalo Public Schools

CAI – Division of Curriculum, Assessment, and Instruction

CLRI – Culturally and Linguistically Responsive Initiatives

CLRT – Culturally and Linguistically Responsive Teaching

Culturally Relevant Teaching (CRT) – Defined by Gloria Ladson-Billings as when “teachers create a bridge between students’ home and school lives, while still meeting the expectations of the district and state curricular requirements. Culturally relevant teaching utilizes the backgrounds, knowledge, and experiences of the students to inform the teacher’s lessons and methodology.”

Disproportionality – Defined by the US Department of Education as “the over-representation of a specific group in special education programs or disciplinary outcomes relative to the presence of the group in the overall student population, and/or the underrepresentation of a specific group in accessing intervention services, resources, programs, rigorous curriculum, advanced placement courses, and instruction relative to the presence of the group in the overall student population. Disproportionality is calculated using: composition index, risk ratio, and relative ratio of a group.”

Disproportionality Workgroup – Each school is represented by a team consisting of the building principal, literacy/instructional coach(es), school psychologist, teacher leader (guardian of equity), and parent. School teams receive training in culturally responsive education, root cause analysis, disproportionate academic and behavior outcomes, implicit biases, research and book study activities from experts in the field, and the school-to-prison pipeline. Team members also serve on the school’s CLRI team.

Global Scholars – An international digital exchange program that connects students ages 10 to 13 in cities around the world. Guided by their teachers, scholars participate in a project-based curriculum and engage with international peers in an interactive e-classroom. They investigate the world and develop global competency skills for the 21st century—cross-cultural and digital communication, critical thinking, and collaboration. Scholars broaden their perspectives by discovering common experiences and exploring issues through personal, local, and global lenses.

Guardian of Equity – A designated staff member from each school that will serve as the liaison between the District-led work around CLRI and school-based initiatives.

IT – Integrated Technology Department

MBK – My Brother’s Keeper; a federal initiative initiated under the Obama Administration

MBK Male Academy – An afterschool and Saturday program for 7th and 8th grade male scholars. A culturally and linguistically responsive teaching curriculum serves as the framework for this program. Through this method of teaching, scholars learn about their own history, social justice, and are able to see themselves in the curriculum. Culturally relevant field excursions and college tours provide the scholars with opportunities for experiences outside of their local communities. Hip-hop literacy and technology integration are also embedded into the program to promote scholars’ voices in advocating for social justice and 21st century skills. Scholars also take part in leadership development and learn about civic responsibilities through mentoring relationships and community service activities.

Our Story Project – An afterschool and Saturday program for 9th, 10th, and 11th grade male and female scholars. A culturally and linguistically responsive teaching curriculum serves as the framework for this program. Through this method of teaching, scholars learn about their own history, social justice, and are able to see themselves in the curriculum. Culturally relevant field excursions and college tours provide the scholars with opportunities for experiences outside of their local communities. Hip-hop literacy and technology integration are also embedded into the program to promote scholars’ voices in advocating for social justice and 21st century skills. Scholars also take part in leadership development and learn about civic responsibilities through mentoring relationships and community service activities.

Parent Engagement Liaisons (PEL) – The person responsible for assisting the school with enhancing parent involvement and engagement initiatives that focus on improving student achievement.

Scholars for Social Justice (SSJ) – A program for 11th and 12th grade scholars. These scholars will serve as student leaders and social justice advocates for culturally and linguistically responsive initiatives in their schools, District, and communities. Scholars will participate in Disproportionality Workgroup sessions and receive focused training on raising their voices around this work.

Appendix B: Recommended Reading

- ❖ **City of the Beast** – *Isabel Allende*
- ❖ **The House of the Spirits** – *Isabel Allende*
- ❖ **How the Garcia Girls Lost Their Accents** – *Julia Alvarez*
- ❖ **I Know Why the Caged Bird Sings** – *Maya Angelou*
- ❖ **The Pact: Three Young Men Make a Promise and Fulfill a Dream** – *Drs. Sampson Davis, George Jenkins, and Rameck Hunt*
- ❖ **A Raisin in the Sun** – *Lorraine Hansberry*
- ❖ **The River Niger** – *Joseph A. Walker*
- ❖ **The Warrior Tradition Native American Curriculum Resource**
- ❖ **When I Was Puerto Rican** – *Esmeralda Santiago*
- ❖ **Basic Call to Consciousness** – *Native Voices*
- ❖ **Exiled in the Land of the Free** – *Oren Lyons & John Mohawk*
- ❖ **Brother Eagle, Sister Sky, Message from Chief Seattle paintings** – *Susan Jeffers (K-5)*
- ❖ **The History of the Five Indian Nations**– *Cadwallader Colden*
- ❖ **In the Time of the Butterflies** – *Julia Alvarez*
- ❖ **Love in the Time of Cholera** – *Garcia Marquez*
- ❖ **Hundred Years of Solitude** – *Garcia Marquez*
- ❖ **Beloved**– *Toni Morrison*
- ❖ **The House on Mango Street**– *Sandra Cisneros*