CULTURAL PROFICIENCY ACTION PLAN

Welsh Valley Middle School

2013-14

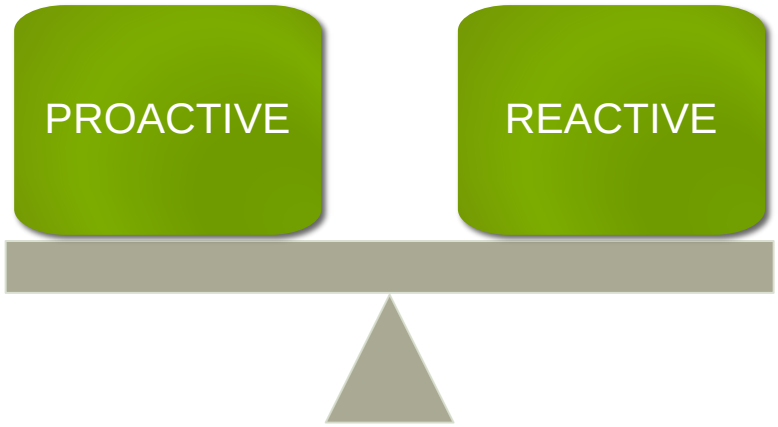
LMSD MISSION STATEMENT

Committed to excellence and continuous improvement, LMSD strives to ensure that all students achieve their highest level of critical thinking and creativity, that they value themselves and the diversity of others, and that they are knowledgeable, contributing citizens capable of excelling in a rapidly changing world; this is accomplished by individuals engaging in innovative, active experiences tailored to myriad ways of learning and in partnership with our community.

WV CULTURAL PROFICIENCY GOALS

- **Goal #1:** To advance the LMSD mission by deepening our understanding of the impact of race and culture on a child's academic, social and emotional growth.

- **Goal #2:** To identify and collaboratively address issues of race and culture that have the potential to interfere with our ability to carry out the LMSD mission.



Cultural Proficiency Action Plan 2013-14

DELIVERY

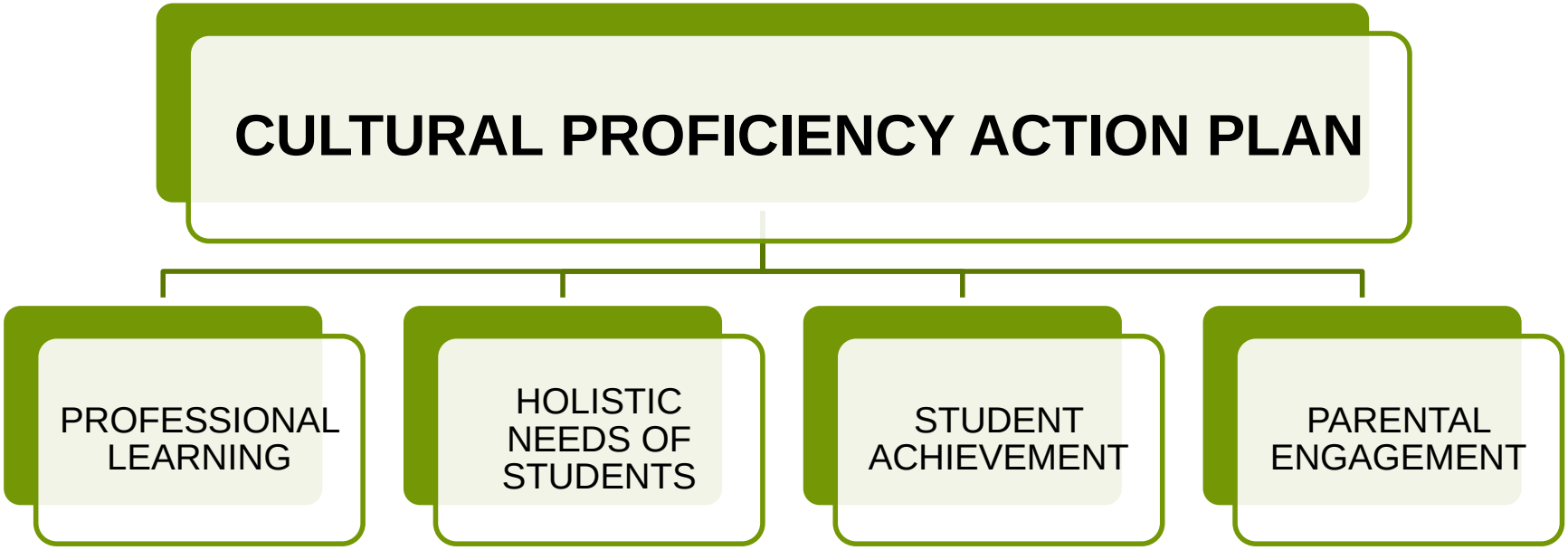
"How are we going to get there?" –.

District/School Team: WVMS	Lead Person(s): Chris Hall, Principal; Staff: Scott Weinstein, Sarah Stout, Gail Infield, Bernice Shippen, Charles Gleich, Kristina Butler, Hamirah Mobley, Beth Cooke. Parents: Kim McGregor	Date: 2013-14

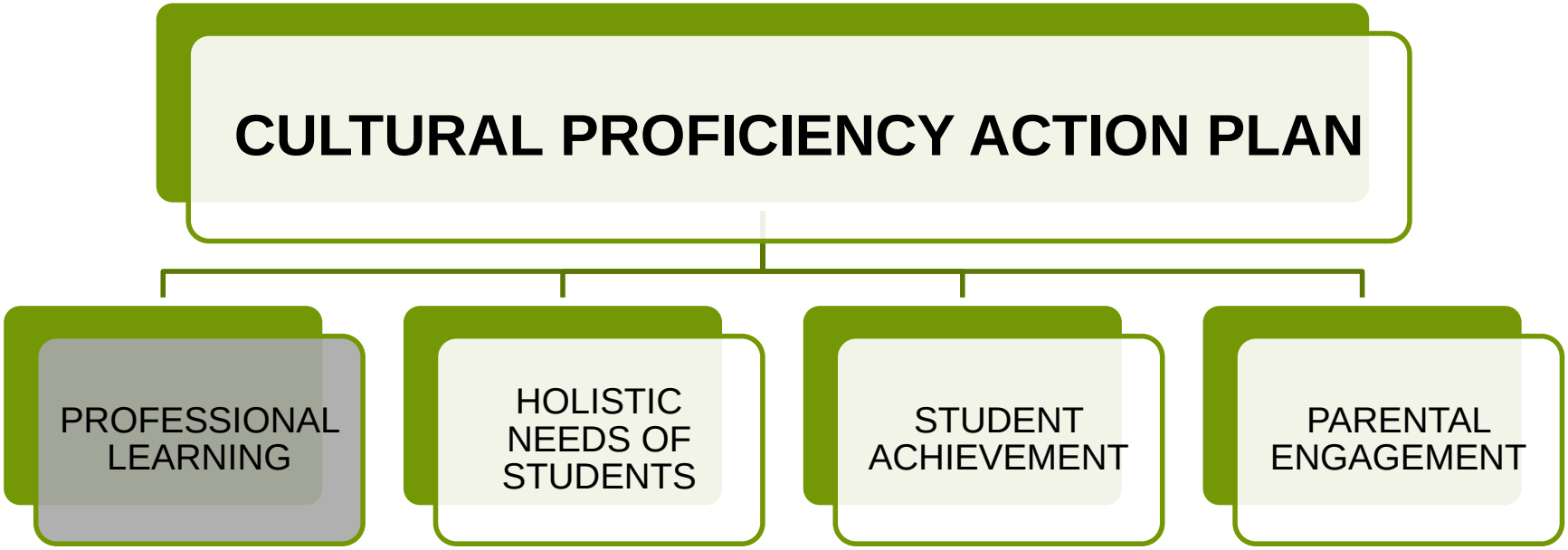
Goal 1: All stakeholders will achieve cultural competence and continually strive for cultural proficiency in their daily practice as defined and measured by the cultural proficiency continuum, guiding principles and essential elements. Staff will know the impact of race on a child's academic, social and emotional growth and adapt their practices to mitigate its effect.

What needs to be done?	By When?	By Whom?	With What?	Evidence of Effectiveness?	Done? ✓
1. Convene monthly Building Cadre meetings. Building Cadre meetings will provide faculty and parents with an opportunity to learn about the impact of race on a child's academic, social and emotional growth and recommend adaptations to program/practices to mitigate its effect.	June 2014	Faculty & Parents	-*Beyond the Bake Sale* -Building Cadre Meetings	Parent feedback	
2. Engage faculty in dialogue about the impact of race and culture on learning at interdisciplinary team meetings by proactively reading/discussing articles/media resources of relevance and reactively capitalizing on opportunities to apply knowledge gained as we action plan for individual students.	June 2014	Admin. Team in consultation w/Building Cadre members	-readings -videos	Teacher feedback	
3. Administer a school climate survey to collect feedback on the affective dimensions of the experience of students, staff and parents.	December 2013	Admin. Team	NSCC School Climate Survey	Survey Data	
4. Analyze school climate survey data to deepen our understanding of the experience of various stakeholders including students and parents of students of color.	March 2014	Admin. Team in collaboration w/Faculty Leadership Council	NSCC School Climate Survey	Teacher feedback	

CULTURAL PROFICIENCY ACTION PLAN



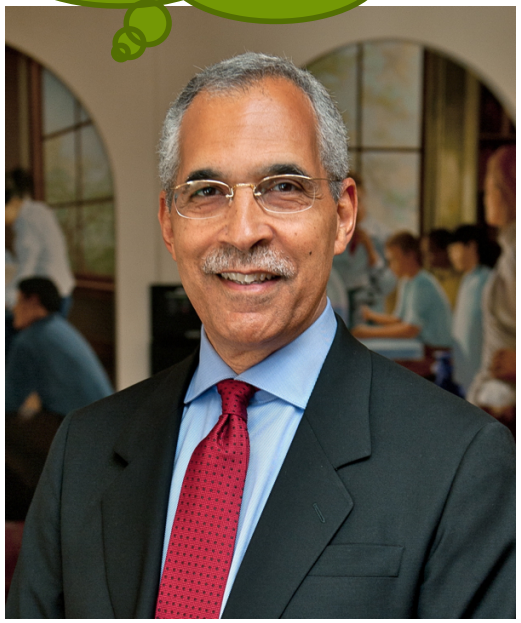
CULTURAL PROFICIENCY ACTION PLAN



GOAL 1: PROFESSIONAL LEARNING

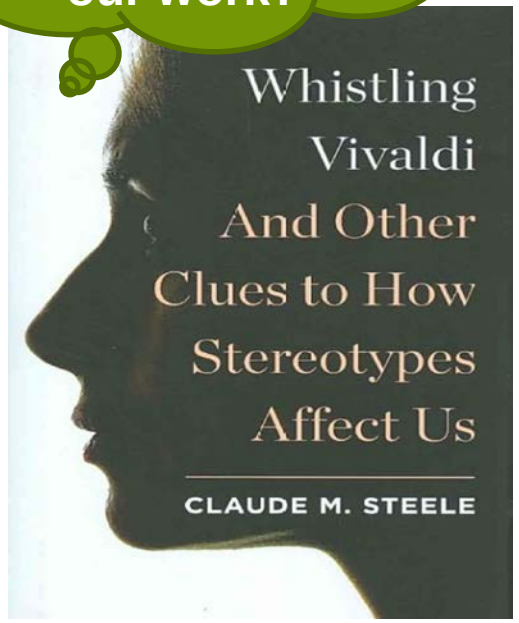
1. Monthly Building Cultural Proficiency Cadre Mtgs.

What is stereotype threat?



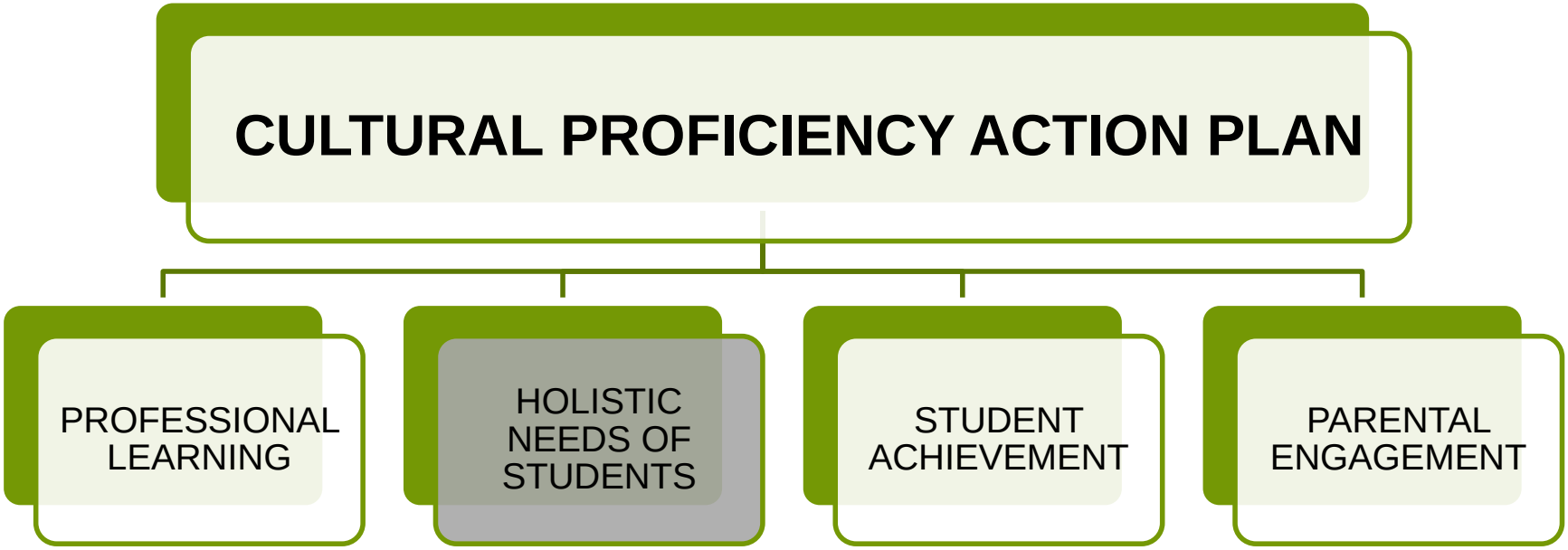
VIDEO LINK

What are the implications of its existence for our work?



2. Engage Faculty in Discourse @ Team Meetings.

CULTURAL PROFICIENCY ACTION PLAN



GOAL 2: HOLISTIC NEEDS OF STUDENTS

1. Student Mentoring Program-Cheryl Langdon & Caryn Williams.
2. Administer School Climate Survey:

The 12 Dimensions of School Climate Measured

Dimensions	Major Indicators
Safety	
1 Rules and Norms	Clearly communicated rules about physical violence; clearly communicated rules about verbal abuse, harassment, and teasing; clear and consistent enforcement and norms for adult intervention.
2 Sense of Physical Security	Sense that students and adults feel safe from physical harm in the school.
3 Sense of Social-Emotional Security	Sense that students feel safe from verbal abuse, teasing, and exclusion.
Teaching and Learning	
4 Support for Learning	Use of supportive teaching practices, such as: encouragement and constructive feedback; varied opportunities to demonstrate knowledge and skills; support for risk-taking and independent thinking; atmosphere conducive to dialog and questioning; academic challenge; and individual attention.
5 Social and Civic Learning	Support for the development of social and civic knowledge, skills, and dispositions including: effective listening, conflict resolution, self-reflection and emotional regulation, empathy, personal responsibility, and ethical decision making.
Interpersonal Relationships	
6 Respect for Diversity	Mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
7 Social Support—Adults	Pattern of supportive and caring adult relationships for students, including high expectations for students' success, willingness to listen to students and to get to know them as individuals, and personal concern for students' problems.
8 Social Support—Students	Pattern of supportive peer relationships for students, including: friendships for socializing, for problems, for academic help, and for new students.
Institutional Environment	
9 School Connectedness/Engagement	Positive identification with the school and norms for broad participation in school life for students, staff, and families.
10 Physical Surroundings	Cleanliness, order, and appeal of facilities and adequate resources and materials.
Staff Only	
11 Leadership	Administration that creates and communicates a clear vision, and is accessible to and supportive of school staff and staff development.
12 Professional Relationships	Positive attitudes and relationships among school staff that support effectively working and learning together.

GOAL 2: HOLISTIC NEEDS OF STUDENTS

3. Building an Inclusive and Connected School Community.

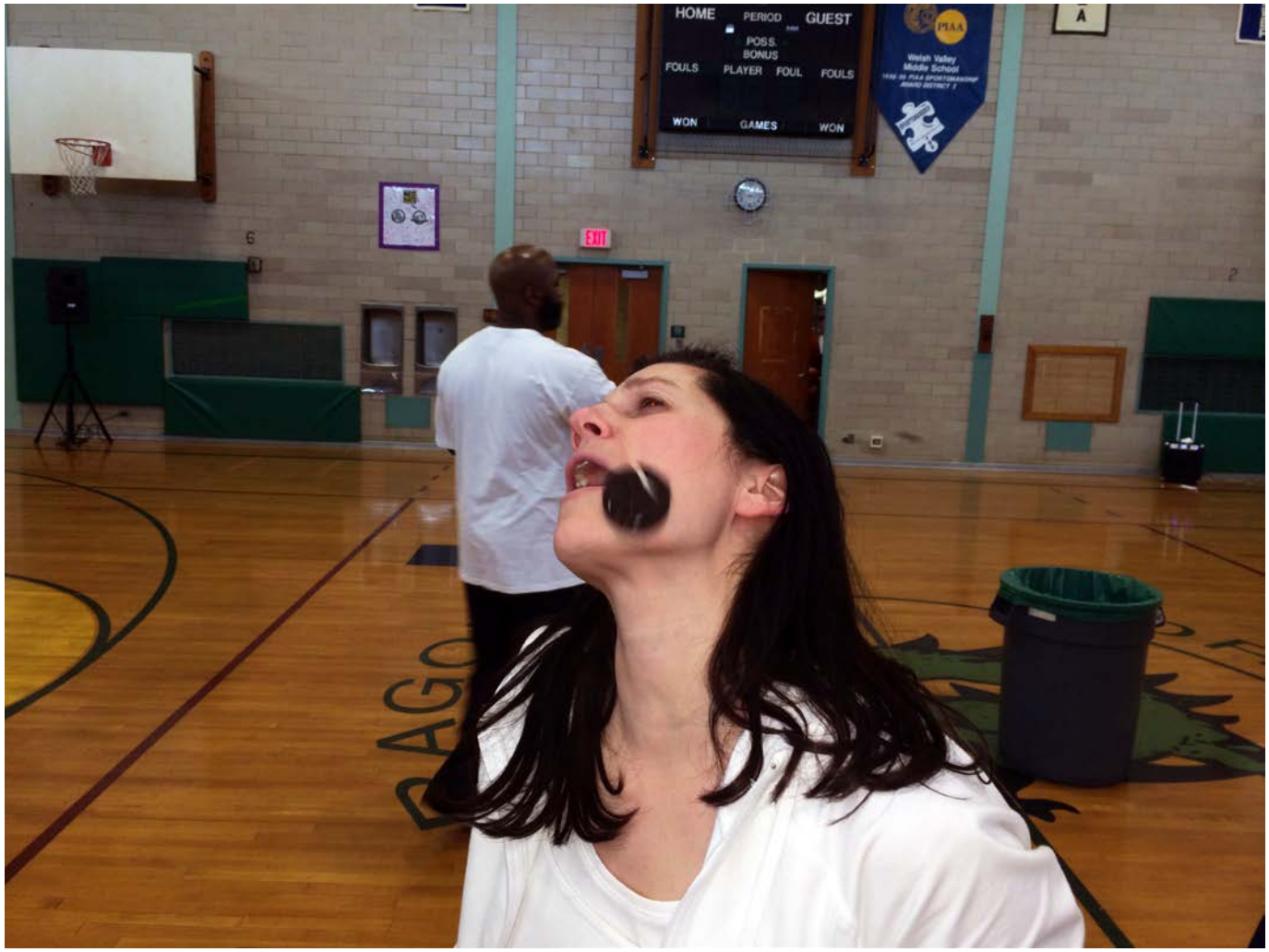
“Bring Yourself in a Bag”

- **Choose 3 different items that represent you:**
  - 3 administrators modeled this on morning TV announcements
  - Teachers modeled this for students

- **Benefits**
  - Allows us to personally reflect upon who we are and our influences
  - Allows us to learn about each other (cultures/interests/values)
  - Learning about each other makes it less likely that we will treat each other poorly and makes it more likely students will feel valued.

Community Building for Professionals

Community Building for Professionals



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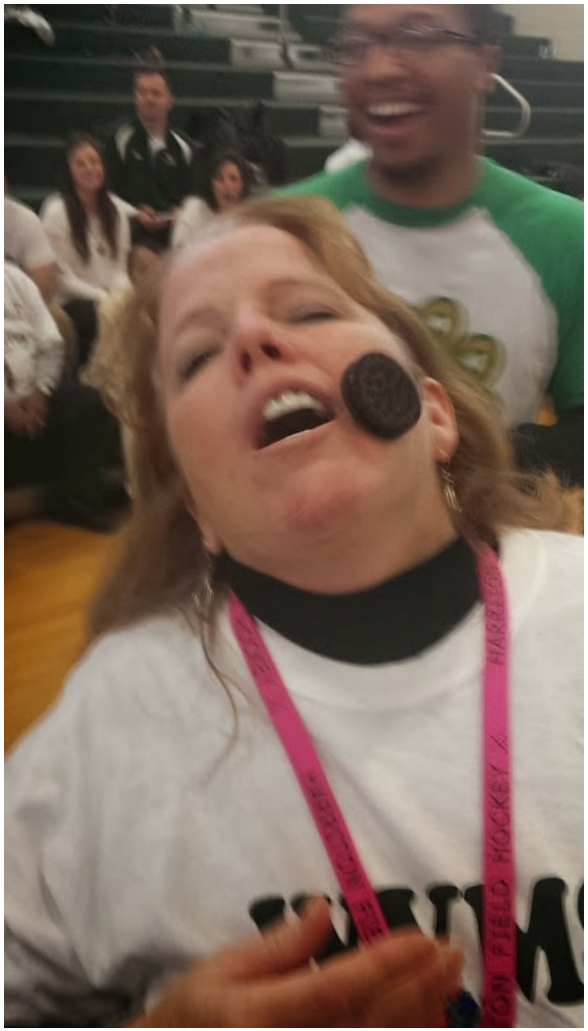

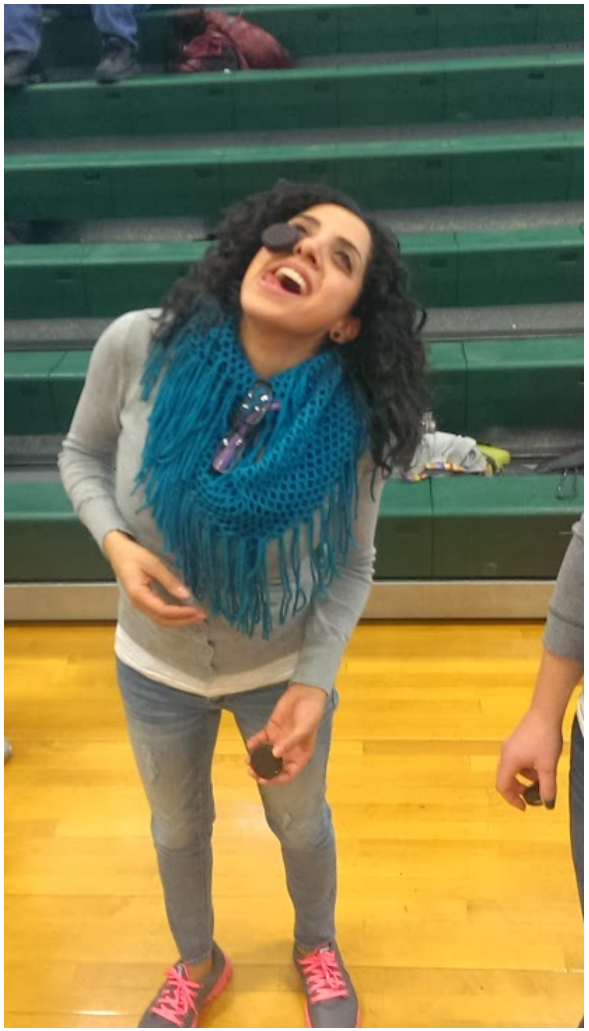

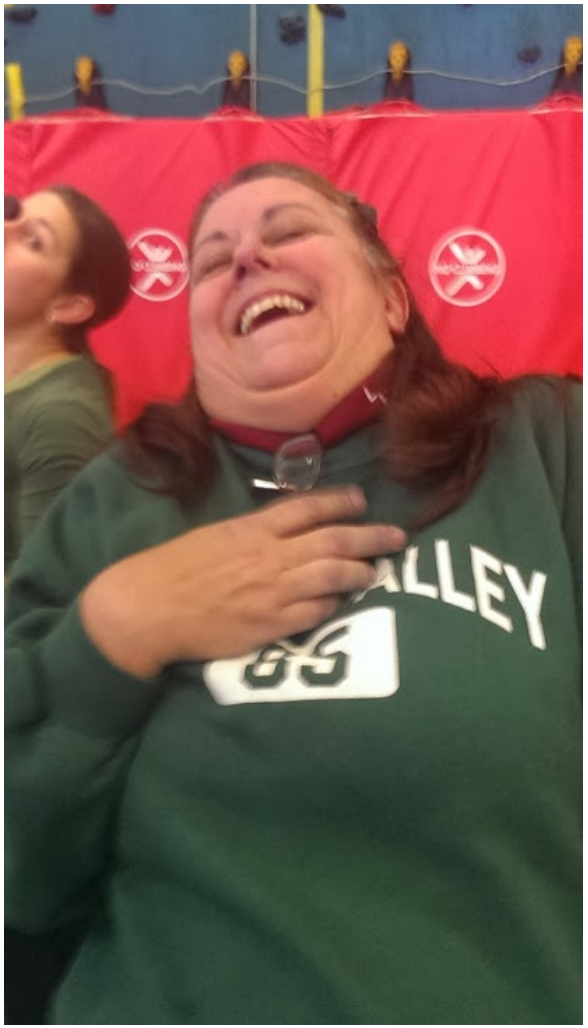

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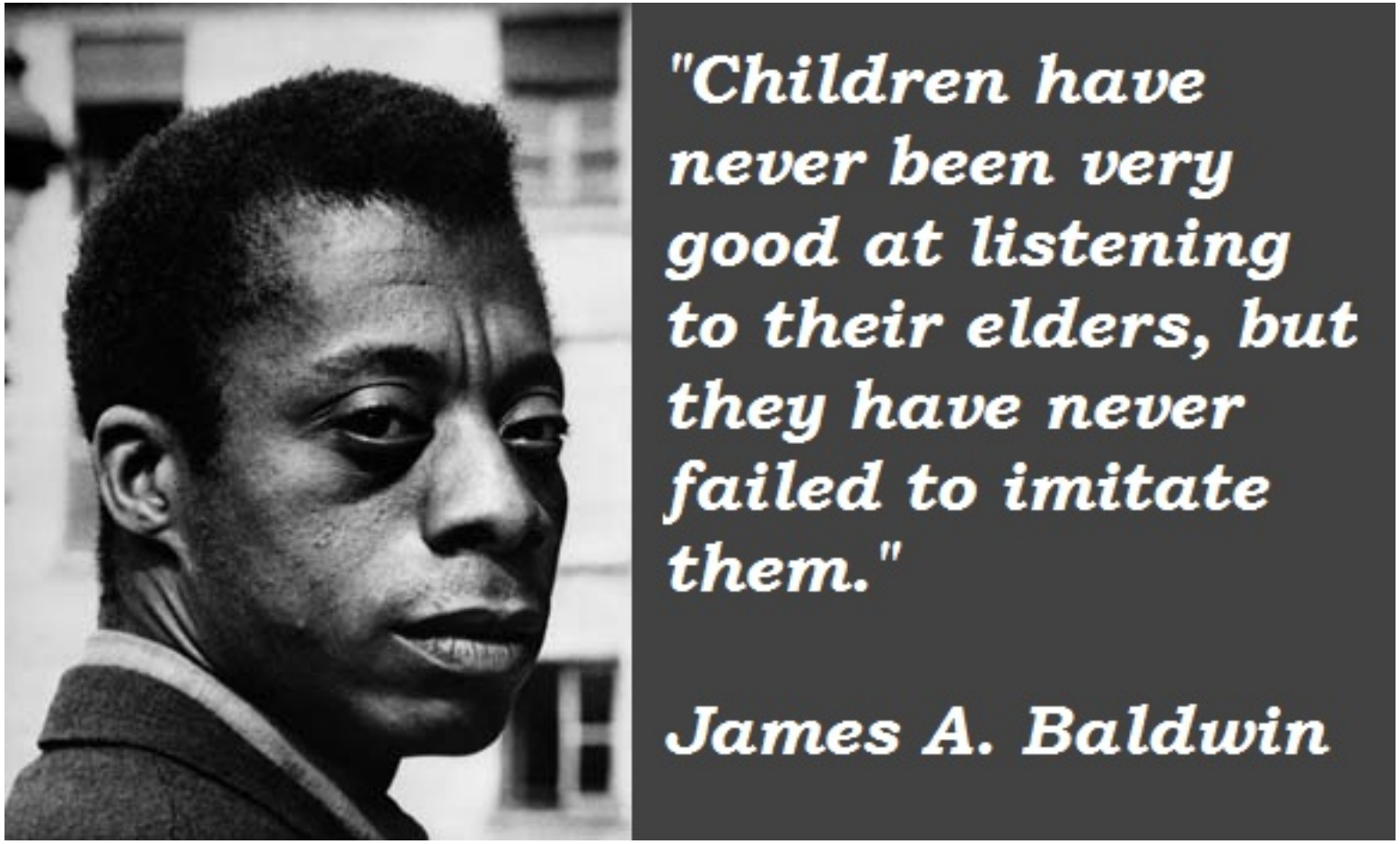
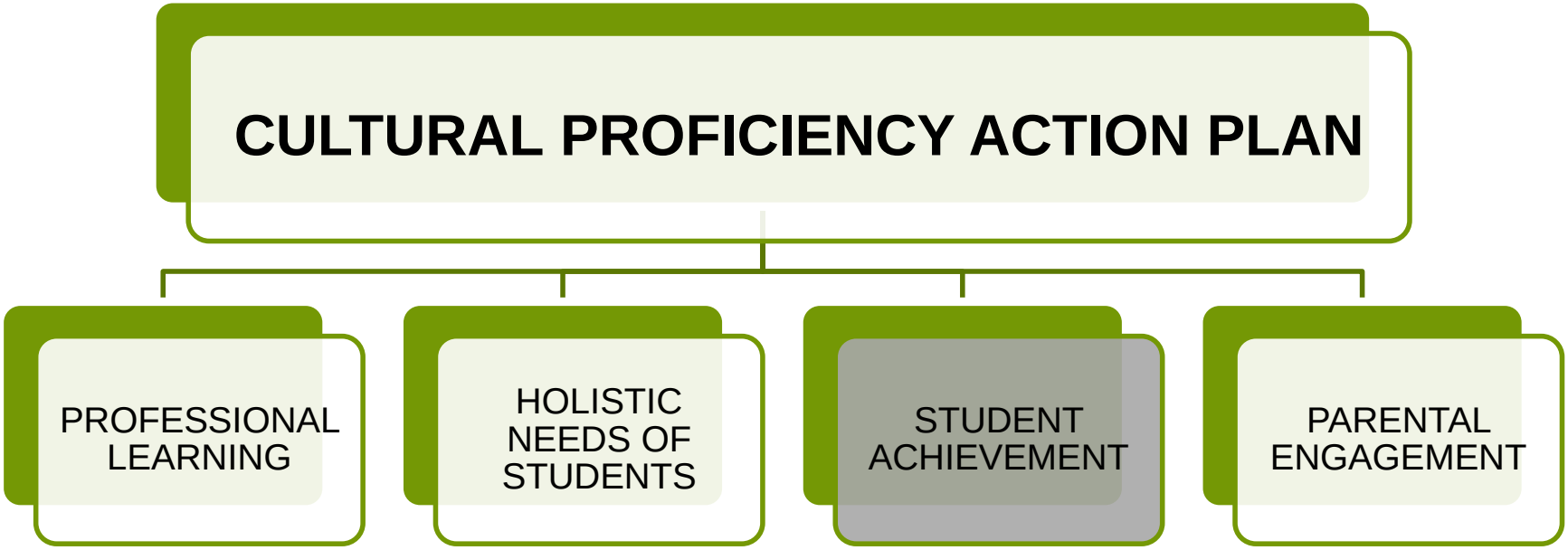


CULTURAL PROFICIENCY ACTION PLAN



GOAL 3: STUDENT LEARNING

- **PROFESSIONAL LEARNING COMMUNITIES**

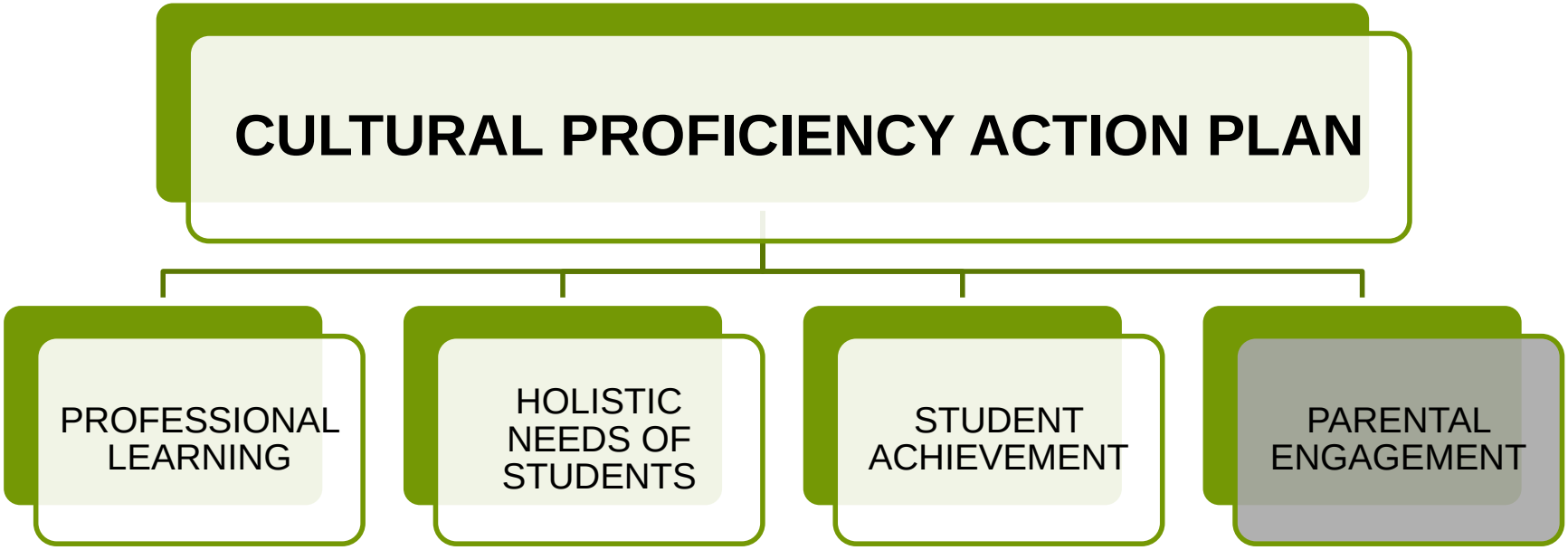
What is a PLC?

- A group of educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better student learning results for the students they serve (DuFour, DuFour, Eaker, & Many, 2006).

WHAT DO PLCs COLLABORATE ABOUT?

1. **What do we want our students to learn?**
   (unpacking state standards, learning targets)
2. **How will we know they are learning?**
   (frequent, team-developed, common formative assessments)
3. **How will we respond when they don't learn?**
   (timely, directive, systematic intervention)
4. **How will we respond when they do learn?**
   (timely enrichment and extension)

CULTURAL PROFICIENCY ACTION PLAN



GOAL 4: PARENTAL ENGAGEMENT

1. Analyze School Climate Survey results to develop action plan.
2. Utilize *Beyond the Bake Sale* as a resource to develop a “Partnership School.”

1 Challenge:
How can we engage more families with our building CP Cadre?

3. International Night Potluck Dinner on March 28th.

Cultural Proficiency Action Plan 2013-14

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CULTURAL PROFICIENCY ACTION PLAN

Merion School
Cultural Proficiency Update

February 20, 2014

The fool speaks, the wise man listens.
~ Ethiopian proverb

Goal 1: Cultural Proficiency

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- Core group of staff are reading Lisa Delpit's *Multiplication is for White People: Raising Expectations for Other People's Children*. Sharing and discussions are occurring at monthly staff meetings as well as in the book discussion group. Modeling strategies with staff/application to classroom.
- Examples: Silent mind mapping (Chap 1.) and Jigsaw activity- matching of core ideas (Chap. 3 and 4) to the Danielson Framework for Teaching.
- CP /SCI planning group meet monthly to coordinate and communicate efforts of staff members who attend CARE, one of the Cultural Proficiency Cadres or the school based Book review.

- Staff took survey to assess level of cultural competence.
- Viewed and discussed TED video from Rita Pierson (Every Kid Needs a Champion). Staff also previously viewed Danger of a Single Story.

Goal 2: Minority Students

To establish a mentor program for Merion students in grades 3-5 in order to provide coaching, support, guidance and role models for our African American, Latino and ELL students.

- Established a partnership with Bryn Mawr College students to support our increasing numbers of ESL students.
- Notify parents of students/establish schedule for visits. College students speak English and are fluent in Chinese Korean or Turkish, our greatest level of need.
- Establish a mentor program for African American students in grades 3- 5, partnering with Lower Merion High School Students and members of our HR committee.

- Continue to use school family leaders and other staff to coach and support students in further development of academic progress and proficiency on PSSA.

Goal 3: Family Engagement

- Establish a Human Relations Committee e-board for communication to families on the topics that were of interest based on the inquiry conducted in 2013 when families of African American, Latino and ESL students were surveyed.
- Held 3rd annual International night in October. 31 Countries represented including Egypt, Nigeria, Eritrea, Korea, China, Japan, Malaysia, Turkey. Attendees (over 500) learned about different cultural traditions.
- Human Relations committee meets monthly and includes eight staff members as well as parent representatives from every grade level including grade level parents from our African American and Asian Families.

- Utilizing parents who are fluent in multiple languages to translate documents for parents whose first language is not English.
- Provide translation services for families so that conferences and regular communication can be facilitated. (Language line)

Challenges

- Continuing to extend professional development opportunities for staff and to engage new staff members as well as staff who have not yet been part of a Cadre.

- Creating more opportunities for families of our African American, Latino and ESL to visit classrooms, share expertise with children and network with other families.

Suggestions or feedback is most welcome.

Cultural Proficiency Action Plan Update

Bala Cynwyd Middle School

Goal 1: All stakeholders will achieve cultural competence and continually strive for cultural proficiency in their daily practice as defined and measured by the cultural proficiency continuum, guiding principles and essential elements. Staff will know the impact on race on a child's academic and social and emotional growth and adapt their practices to mitigate its effect.

- Faculty Collaboration: Personal reflections and the effect of the summer events
- Faculty Collaboration: Parent/Staff Personal Experiences
  - Recognize that race and culture play a role in the experiences of our students and their families.
  - Recognize that each student's experience may effect his or her ability to perform in an academic setting.
- Faculty Collaboration: Connecting personal stories/experiences to their impact on learning and instruction
- Implicit Study: Identifying Individual Bias
- Practice: Change in communication from staff with parents
- Mini-Observations: Identify Culturally Relevant Teaching Practices

Goal 2: Minority Students – Identify the skill gaps of students of the non-dominant culture who have not yet achieved success as defined by standardized assessments and develop action plans that clearly identify interventions and progress monitoring of performance in the identified skill areas.

- Identified students of non-dominant culture who have not yet met success.
- Identified skill gaps of the students based on performance data over multiple years.
- Continue to monitor the progress of students in specific skill areas (reading & math) through collection of assessment data used in class.
- Grade Level Content PLC: Collaborate to identify best practices and classroom interventions.

Goal 3: Family Involvement- To further develop the communication from the school to parents by increasing the amount of communication specific to the instructional program and by developing new means by which communication is disseminated; as well as increasing the opportunities for parents/families to participate in groups and/or activities at the school.

- Parent Recommendations:
  - Distribution of standard course syllabus to students and placed on teacher eboards with specific grading information.
  - Monthly newsletters distributed by team to inform parents of instructional program.
  - Parent Workshop: Navigating Parent Portal and eBoards
- Continuation of BCMS Cultural Proficiency and Socio-cultural Leadership Cadre focused on moving staff along the continuum and engaging parents.
- Continuation of Parent Advisory Council to further develop communication and activities for families.
  - First Annual Potten Luck Dinner/Family Game Night
  - Participation in Faculty Collaborations
  - Building Connections Program for selected 6th grade students and parents
  - Presentation at Bethel Academy…TBD

We are each burdened with prejudice; against the poor or the rich, the smart or the slow, the gaunt or the obese. It is natural to develop prejudices. It is noble to rise above them.

- Author Unknown –

Harriton High School

Cultural Proficiency Action Plan

2013-2014

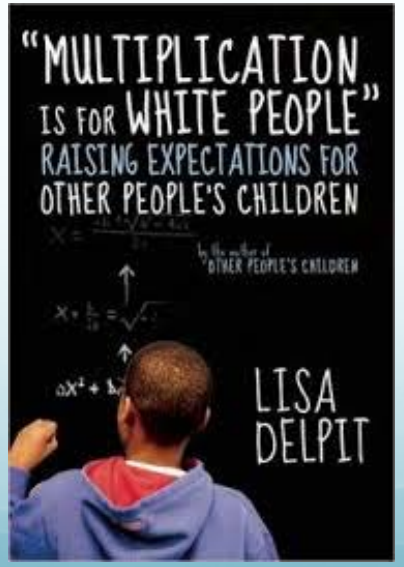
Goal: Family Involvement, Student Achievement, Access

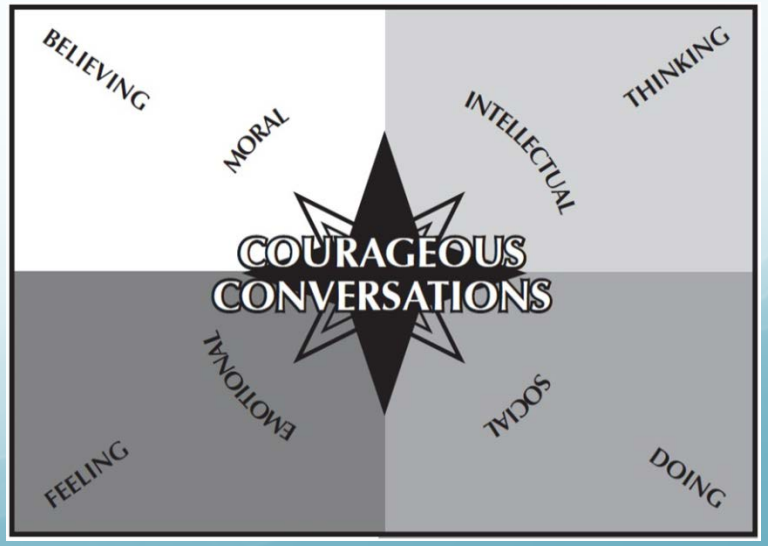
- Chat and Chew
- PAC Meetings
- POWER Program
  - Access
  - Achievement

Goal: Cultural Competence

- First Faculty Meeting
- Faculty Reading and Facilitated

  Department Discussion
- Faculty Dialogue re: quotes
  - Sonia Nieto
  - Lisa Delpit
  - Theresa Perry





Goal: Cultural Competence

- Student Personalization through Teaming
  - Beginning of the year activities with students
  - Teams having vertical conversations about students

BHM at Harriton

- Daily Announcements by Students
- Student Made Presentations on TV's looped
- Displays
- Class Projects

- Cafeteria (Grilled chicken with North African spice paste, West African Jollof rice, African peanut soup)
- College Visits and Student Trips

NSBE
NATIONAL SOCIETY of BLACK ENGINEERS

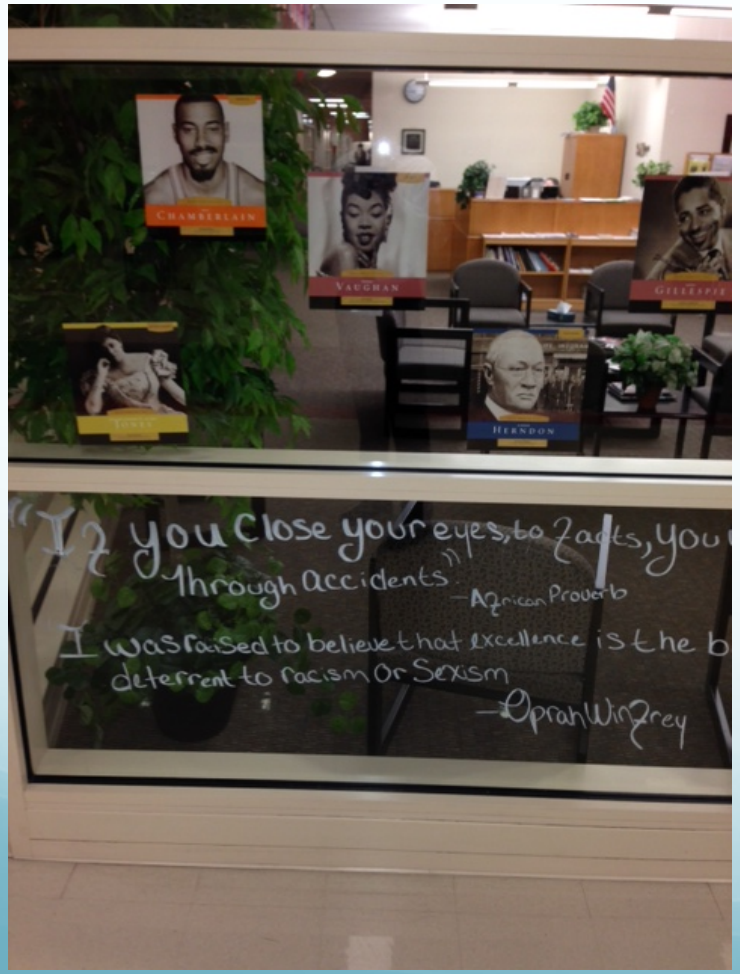
HOWARD UNIVERSITY
1867

Black HISTORY MONTH

HARRITON HIGH SCHOOL
OF LOWER MERION

BLACK HISTORY MONTH

Black HISTORY MONTH

HARRITON HIGH SCHOOL
CARPE DIEM
OF LOWER MERION

BLACK HISTORY MONTH