CULTURAL PROFICIENCY ACTION PLAN

Welsh Valley Middle School
2013-14
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

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CULTURAL PROFICIENCY ACTION PLAN

- Professional Learning
- Holistic Needs of Students
- Student Achievement
- Parental Engagement
CULTURAL PROFICIENCY ACTION PLAN

- PROFESSIONAL LEARNING
- HOLISTIC NEEDS OF STUDENTS
- STUDENT ACHIEVEMENT
- PARENTAL ENGAGEMENT
GOAL 1: PROFESSIONAL LEARNING

   - What is stereotype threat?
   - What are the implications of its existence for our work?

2. Engage Faculty in Discourse @ Team Meetings.

[VIDEO LINK]
CULTURAL PROFICIENCY ACTION PLAN

- Professional Learning
- Holistic Needs of Students
- Student Achievement
- Parental Engagement
GOAL 2: HOLISTIC NEEDS OF STUDENTS

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

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<th>Dimensions</th>
<th>Major Indicators</th>
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<tr>
<td>Safety</td>
<td></td>
</tr>
<tr>
<td>1 Rules and Norms</td>
<td>Clearly communicated rules about physical violence; clearly communicated rules about verbal abuse, harassment, and teasing; clear and consistent enforcement and norms for adult intervention.</td>
</tr>
<tr>
<td>2 Sense of Physical Security</td>
<td>Sense that students and adults feel safe from physical harm in the school.</td>
</tr>
<tr>
<td>3 Sense of Social-Emotional Security</td>
<td>Sense that students feel safe from verbal abuse, teasing, and exclusion.</td>
</tr>
<tr>
<td>Teaching and Learning</td>
<td></td>
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<td>4 Support for Learning</td>
<td>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.</td>
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<td>5 Social and Civic Learning</td>
<td>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.</td>
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<tr>
<td>Interpersonal Relationships</td>
<td></td>
</tr>
<tr>
<td>6 Respect for Diversity</td>
<td>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.</td>
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<td>7 Social Support—Adults</td>
<td>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.</td>
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<tr>
<td>8 Social Support—Students</td>
<td>Pattern of supportive peer relationships for students, including: friendships for socializing, for problems, for academic help, and for new students.</td>
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<tr>
<td>Institutional Environment</td>
<td></td>
</tr>
<tr>
<td>9 School Connectedness/Engagement</td>
<td>Positive identification with the school and norms for broad participation in school life for students, staff, and families.</td>
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<tr>
<td>10 Physical Surroundings</td>
<td>Cleanliness, order, and appeal of facilities and adequate resources and materials.</td>
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<tr>
<td>Staff Only</td>
<td></td>
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<tr>
<td>11 Leadership</td>
<td>Administration that creates and communicates a clear vision, and is accessible to and supportive of school staff and staff development.</td>
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<tr>
<td>12 Professional Relationships</td>
<td>Positive attitudes and relationships among school staff that support effectively working and learning together.</td>
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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
Community Building for Professionals
"Children have never been very good at listening to their elders, but they have never failed to imitate them."

James A. Baldwin
CULTURAL PROFICIENCY ACTION PLAN

- Professional Learning
- Holistic Needs of Students
- Student Achievement
- PARENTAL ENGAGEMENT
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

- Professional Learning
- Holistic Needs of Students
- Student Achievement
- Parental Engagement
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?

### Cultural Proficiency Action Plan 2013-14

**DELIVERY**

“How are we going to get there?” –

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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
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.

- 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

"Children learn best when they like their teacher and they think their teacher likes them."
- Gordon Neufeld

Great teachers empathize with kids, respect them, and believe that each one has something special that can be built upon.
- Ann Lieberman
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
Black History Month

HARRITON HIGH SCHOOL
OF LOWER MERION

MOMENT OF INTEGRATION

Barack O
Change will not come if we wait for some other person or if we wait for some other time. We are the ones we have been waiting for. We are the change that we seek.