THE TALE OF TWO RACES:

HOW TO GIVE STUDENTS OF COLOR A COICE, WHILE NORMING THE CONVERSATION AROUND RACE AND EQUITY

Crystal Bonds, Cahn Fellow
Sean Dolcy, Cahn Ally

High School for Math, Science and Engineering at the City College of New York
240 Convent Avenue
New York, NY 10031
05M692

ABSTRACT

The High School for Math, Science and Engineering at the City College of New York is a very high achieving school with a history of a community of multicultural representation. In recent years this hidden gem, once buried in the heart of Harlem has risen high and shines brightly in its neighborhood. With this light comes change. Our population is ever changing and we see some demographic representations in flux- particularly our Latino and Black students. At a quick glance our student data boasts high pass rates far above city averages, 96+% attendance rates, 99-100% on average graduation rates and college acceptances. The traditional data analysis leaves little room for investigation. However, when peeling back the layers in our qualitative and quantitative data, trends quickly emerged to our awareness.

Across the board in most content areas exists an academic achievement gap for Black and Latino males when compared to other groups. Our Black and Latino males have expressed they feel less represented in the school community and less prepared from their middle schools. Their voice needed a space to be heard and their story needed to exist in the chapters of the history of HSMSE. We set forth to author the true story of our community and to take action to control the ink that writes our future. This work entailed addressing the academic achievement gap as well as ushering in courageous conversations about race.

We tried to balance the importance of giving our Black and Hispanic males voice while simultaneously isolating race when having discussions with staff. We sought to empower our young Black and Hispanic men and equip them to tell their story. This modeling of owning their truth and working to be part of the change in the school required time, planning and courage.

Our work evolved in three umbrellas of effort - Student Voice, Equity Task Force and Professional Development. A three-pronged solution to our re-worked vision. Reaching the exactness of the actions was difficult as we worked through the difficulties with staff discomfort, timing and overall community apprehension.

Our results revealed that the student academic achievement gap was achievable to reduce, once we found the data that spoke more clearly to our community of teachers. It was easy to look at school-wide Regents data and make the assumption that because the school's student population is small, a few outliers will skew the data and that we did not have race as a concern in our community, which eventually became a point of contention.   Conducting a data dive that showed that there was also an achievement gap with class grades, revealed that we do in fact have a concern here for particular groups. This was a pivotal moment which brought more ownership for student progress.

The discussions about race also revealed the level of uncomfortability when discussing race among adults. This was a first year of introducing the race conversation to the community, setting norms and protocols for discussions, and including student voice in the conversation. Striving to new goals we hope to use this same framework to drive the need for change into our 2019-2020 school year.

Administratively, our Cahn partnership grew together as a team. We felt stretched to capacity. Using theory-based protocols, learning to be better listeners, and being able to depend on each others skill set to balance us was how we survived this year. We introduced race discussions, which brought tremendous resistance. There were a lot of changes this year (new Department of Education leadership, new school leadership, new school and citywide initiatives) which also added to the opposition. We had to find the capacity to continue with our myriad of daily tasks, while building allies in this equity work. We had to remain focused on carrying out the district initiatives while cultivating this discussion.   We found one of the hardest parts of this journey was enduring time...this was not a discussion that was a one or two time topic, or check-off the list type of discussion, but rather it was the beginning of marathon work. People wanted answers as to how to fix it, and were looking for solutions, when in fact eradicating race permanently, may never be achieved. However, it is our hope that listening to one another, seeing a different perspective and fostering culturally responsive teaching will assist our student population.

This report is a story of our journey and our learnings. It identifies the steps we marched and the goals we continuously reviewed and rewrote. Explore how personal stories and life experiences have propelled our vision and opened our eyes to our truths. Learn how a mission of change often is wrought with hidden challenges and see how sought after the research and found support within each other and our colleagues to light our path of discovery.
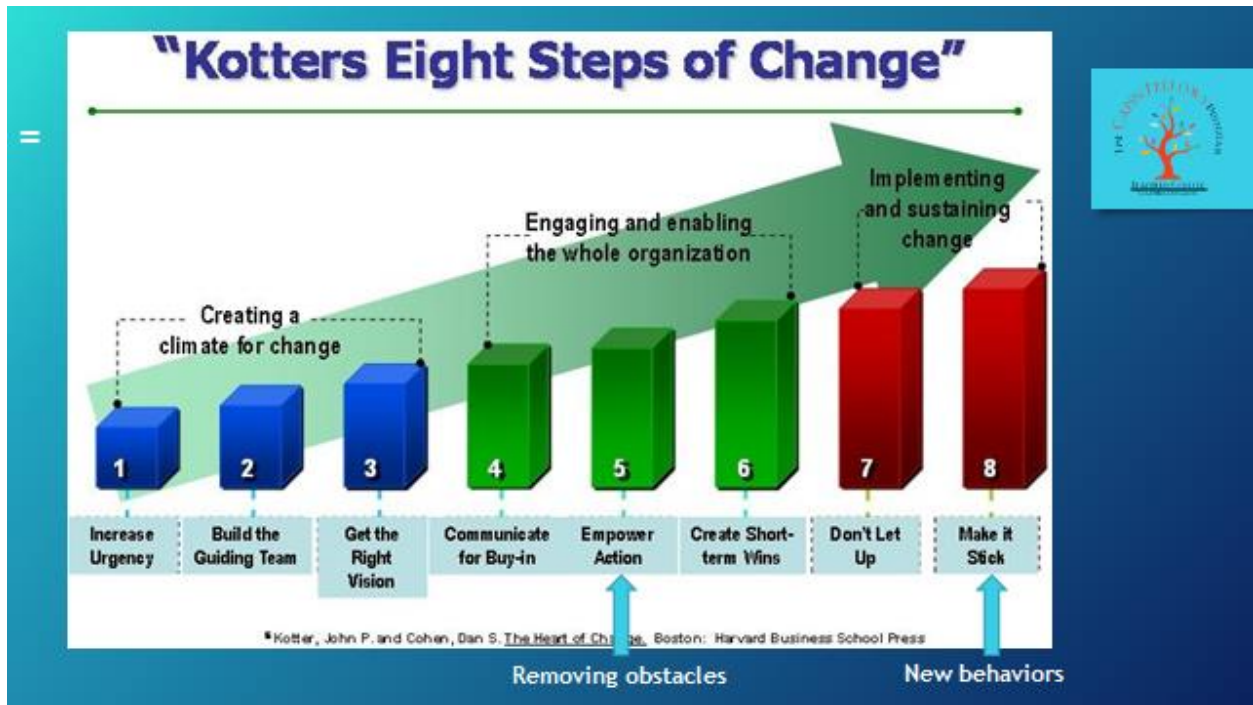
INTRODUCTION

The High School for Math Science and Engineering is one of the eight specialized high schools in NYC with an entrance exam as the admissions criteria, with 99% graduation rate and college acceptances. *US New and World Repo*rt recognized HSMSE as one of the top high schools in the nation (#26) and ranked HSMSE among the top high schools in New York City (#3) and New York State (#3). In 2012, the *New York Times* recognized HSMSE as the most diverse public school in New York City. In light of gentrification and the rising rankings of the school, HSMSE student population has become less diverse. Additionally, after a deep data dive we unveiled that our Black and Hispanic males have the largest achievement gap.

In striving for excellence, we must focus on meeting the demands of the whole child (academic, social and emotional) and as such identify areas of needed growth in our administrative practices and faculty expectations that serve the successful preparation of college preparedness and social sophistication required for life long success as a citizen.

NYC Department of Educations School Chancellor, Richard Carranza invested 23 million dollars for Implicit Bias training for all members working in the Department. The districts initiative of introducing Courageous Conversations about race, while closing the achievement gap for Black and Latino males, was also initiative given to schools in our district.

Although I felt that over my tenure as principal, there was trust built between administration, faculty, and staff, I also felt apprehension about the delivery of the race dialogue and properly framing the narrative. Going to trainings to learning about ways to introduce the conversation to your school community was modeled. I felt I was capable of executing the task but there was a variable that wasn't considered. To be transparent, my personal trepidation to lead this work came with apprehension as a leader of color leading a faculty of a predominantly Caucasian faculty. I was concerned about the way I would show up with positional power and a woman of color. I lamented the possibility of communicative tension and social sensitivities which may have made the discussion volatile, hence my hesitation with execution.

Having a supportive community through the Cahn Fellows and the theory-based protocols learned throughout the program helped us to understand the breakdown in communication, learn from our mistakes and pivot to move the work forward. Kotters Eight Steps of Change helped us to refocus on our goals and not to get caught up in distractors. We implemented Stage I, Creating a Climate for Change. Phase II, Engaging and Enabling the Whole Organization in order to remove obstacles is where we identified was the breakdown in communication.

"Kotters Eight Steps of Change"

*Kotter, John P. and Cohen, Dan S. The Heart of Change. Boston: Harvard Business School Press

My fears about this work stifled me with communicating for buy-in. When the disequilibrium happened and people were uncomfortable, angry, feeling blamed and unheard, there was an eruption. I stood before my community and stated, I felt the trust we built over the past eight years, the relationships that were built, began to break down with race discussion. I was no longer Crystal or the school leader…. instead I was viewed as the, ABW (Angry Black Woman), who was disenfranchised as a child trying to force my ideologies on them.   Needless to say. It was a sad and painful time for our community.

In the next parts of this report you will see the problem statement we identified to tackle the data we found, followed by the Action Plan and Methods that tell the story of our work. Last you will see the compilation of our results and a reflection of the problem we addressed as well as my personal reflection on the School's Work, My Ally's Partnership and My Personal Reflection on my Growth and My Story.

STATEMENT OF THE PROBLEM

HSMSE data shows that Black and Latino male students on average perform lower, academically, overall when compared to all subgroups and are less engaged relative to their male peers.

We will aim to:

1. Reduce the academic achievement gap for Black and Latino males

2. Create groups for social and emotional discussion to welcome and increase the presence of voice for Black and Latino males

3. Create an equity team and train entire faculty and staff centered on implicit bias to foster culturally responsive teaching and a community

<div align="center">

METHODS
Part 1 - Telling Our Framework Goals/Doing our Work
Part 2 - Telling Our Story - The Biggest Challenge
Part 3 - Achieving Our Second Round of Success
Part 4 - Reviewing Our Work

</div>

Part 1 - Creating a Framework to Achieve our Goals

1. *Reduce the academic achievement gap for Black and Latino males*

- Highlight the academic gap with district provided data
- Provide professional development addressing targeted individual student needs
- Present teacher classroom data based on historic grading trends specific to their classes
- Inform instructional strategies in department meetings encouraging dialogue with best practices among team members
- Created and reviewed teacher written Equity Goals for the year to create a space for teacher's ownership of the work needed. Goals were centered on the approach to their classroom instruction or other pedagogical practices such as routines and procedures with lateness, communicating work or discussing expectations.

2. *Create groups for social and emotional discussion to welcome and increase the presence of voice for Black and Latino males*

- Boy's Mentoring Group - Established with a partnership and collaboration with Admin, Guidance and Teacher Support. A group consisted of 30-40 boys mixed with our targeted population and a voluntary population of male students. The group met weekly and engaged in a series of dialogue and projects aimed at understanding the challenges Black and Latino males face in our community and in identifying approaches and mindset to achieve success in life while through group support in learning about your identity and the ways you can use your strengths to speak to the identity you own and strive to own.
- B.A.M. (Boys Action Movement) - Established a bi-monthly consortium of young men to meet for the discussions of redefining what it means 'to be a Man' in today's society. Conversations are lead by an outside partnership with an inspirational speaker imparting different goals from his methodologies of striving to redefine the Male persona and discussing ways men can learn from one another to be a better version of themselves. Discussions give an open space for young men to feel free to ask questions related to gender of societal norms and engage with peers and facilitators on topical statements.

3. *Create a school Equity Task Force (equity team) and engage faculty, staff and students on implicit bias training to foster a culturally responsive classroom and community*

- Equity Team - A group of students, staff, faculty and administrators was established. The group met once bi-monthly. The group began by sharing their own personal story and then dove into the history of racism in this country and in New York City. The group created, dispersed and then reviewed results of a student and staff survey about race in the community. The group continues to plan for new goals around the work of equity for the next school year and is collecting personal accounts of feedback from all stakeholders on the work done this school year.
- Equity Circle - This group meets bi-monthly alternating with Equity Task Force and is an open invitation to all students and faculty that wish to join conversations about race and inequities and hear the stories individuals want to share with the group. The body acts as both a support group and a safe space for discussion around sensitive issues of race and gender inequities.
- District Boys Representatives - Aligned to district goals a pair of young Black and Hispanic males speak at a district meeting to engage with other males from schools across the city regarding the work of equity in the city and in their schools.
- Welcoming School Climate (WSC) Advisory Board - Students of color representing the school for the Chancellor's Office to discuss the climate of the specialized high schools and ideas that could make the school more welcoming.
- Professional Development - Faculty has Monday after school professional development (90 minute sessions) throughout the school year. This year, we engaging in Courageous Conversations about race. We merged our city-wide, district-wide (Strategic Instructional Action Plan - SIAP), school-wide (Comprehensive Educational Plan) and Cahn Project discussions to focus on the overarching goal of equity and conversations about race relations. Some of the work included article readings and discussions about Racial Disparities in the Classroom (3 sessions); TedTalks and Monologues Regarding Race and Group Discussions (4 sessions); Department Meetings Addressing Equity Goals and Team Share-Outs (2 Sessions); Grade-wide Meetings Addressing Needs of Black and Latino Males- Sweet Sixteen (4 sessions); Admin Dialogue About Shared Personal Experiences and Stories (3 Sessions); Mindfulness Workshops Centering and De-stressing (2 sessions);
- Full Day Faculty Trainings - Outside professional and trainers in Implicit Bias (IB) engaged with the entire faculty in January for a full day PD. The second PD will be half a day on June 3rd.
- Equity Team Member IB Trainings - Identified team members of the Equity Task Force have engaged in monthly all-day workshops of implicit bias training.

- Faculty professional development on Mindfulness and Social Emotional Learning took place in the fall and spring.

Part 2 - Telling Our Story - The Biggest Challenge

The work we set out to do had multiple actions and teams of people to support the missions as explained in detail in Part 1 above. Around February we began to see much success in providing our men of color a voice to be heard and a safe space to share as well as a mid-year report identifying a diminishing academic gap. However, our observations regarding faculty alignment to our goals in addressing implicit bias and having race conversations did not speak similarly in the direction of immediate results.

Instead, the work dovetailed. The work in its duality demanded giving the male students of color a voice while having the race conversation. There was a belief that as a school we did not have the same race challenges as the rest of the city. We have no jurisdiction as to how the students are admitted, so when they arrive, we support all students no matter the background.

I (Crystal) began the year telling my "WHY" for my passion in education. As learned in summer district meetings, telling our WHY, grounds us in our work and keeps us motivated. It also helps others to see through your lens. It appeared as if it was received well and gave the community food for thought of telling their WHY. I decided due to the nature of the work, it was a just-cause to invite an expert in to lead this work with the entire community. I remained hesitant about doing the work but begrudgingly pushed forward. When the workshops began to dig deeper I removed myself once again and looked to the work I had to do as a leader, absent of a perspective specific to my skin color and driven to engage conversation and dialogue. After all, since we ALL have bias, this conversation goes hand in hand, right?

So, I tackled the issue by stating that there are challenging problems in this world for our men of color and this school is part of that world, and those challenges will exist in our walls too. Overall the faculty response and words seemed to reveal a supportive tone - teachers agreeing that there was a need to address inequities in this <u>world</u>. However, when I spoke about the '<u>work that our community needs to do</u>' the staff quickly showed their anger, tension and resistance. It was apparent my staff was immediately defensive and had a lot of discomfort. It was very confusing to me and it made me also feel that I was under some level of attack.

I blurted out an honest statement that I had to own. I said before everyone in my predominantly white staff, I felt like you have taken away my name, my title, and the person whom you know, and labeled me as, an Angry Black Women (A.B.W), forcing my ideologies upon you.

This point was my truth and there was no turning back. The work is personal and I was not going to continue trying to separate it. I owned the journey and project in a different way and the passion and personal experiences became a drive. And so, the other work began.

Part 3 - Achieving our Second Round of Success - Staff Buy-In and Awareness of Implicit Bias

To readdress our goals and revisit a different depth into this work I reflected on Kotter's Eight Steps of Change Theory.

Step 1 Increase urgency. I told my story of WHY, shared data about the Black and Hispanic males.

Step 2 Build the guiding team. We built a task force team (guidance counselor, teacher, student, programmer, parent coordinator) with IB training, and to implement equity circle discussions for the school community.

Step 3 Get the right vision. As a result of my inner apprehension about isolating race it undergirded my delivery in framing the discussion.

The professional development piece was not moving as positively forward. Restructuring and re-centering our work regarding Professional Development and opening eyes of the faculty to Implicit Bias needed to be addressed with a different and more direct approach.

<div align="center">

RESULTS
Part 1 - Summarized Actions
Part 2 - Obstacles and Achieved Goals
Part 3 - The New Work after the Reset Button
Part 4 - AHA Moments

</div>

Part 1 - Summarized Actions
1. Formed an Equity Team Task Force
2. Conducted equity circles with the school community
3. Hosted single gender meetings
4. Hosted meetings for males of color
5. Meetings with allies who went for training-building capacity for the work
6. Being authentic and very vulnerable about my fears and deal with the
7. Getting out of my own way and partnering with allies to lead the work….it takes a village
8. Setting norms and using text and videos to lead the conversation
9. Student and staff surveys unearthed the qualitative data about our staff
10. Recognizing unconscious biases

Part 2 - Identifying Our Obstacles and Achieving our Goals:

In order to achieve our goals we had to identify the obstacles. We engaged in five PDSA cycles that began in September. From the Five cycles we determined that the work lived in three areas - Student Feedback, Professional Development and a Regulating Team of Consultations. We evolved these three areas to become 'Student Voice', 'Professional Development' and 'Equity Task Force/Circle'. Below find a list of actions that took place in this three-pronged approach.

I. Professional Development (Goal: To increase awareness of personal, implicit bias and encourage the work needed to address invisible problems amidst a divided staff) - Weekly Teacher meetings (80 minutes) addressing Implicit Bias, Race Conversations, Data Analysis around Black and Latino Males, Designing Personal Equity Goals, Unearthing Blind Bias in classroom practices, Reviewing Curriculum for Equity Gaps, Communicating the Missing Student Voice, Encouraging difficult dialogue, reviewing resources and articles, Inviting outside experts to lead Courageous Conversations and Workshops, Surveying Teacher Feedback. Faculty were all expected to be present and attendance was monitored at weekly professional development meetings.

II. Task Force (Goal: Provide a space to recognize our truth, develop our mission and discuss actions and next steps to guide the work of the school community)- Designed a group of teachers, students and administrators to lead the work and discuss the challenges of racial disparities and inequities in our building. Meets monthly and still continues.

III. Student Voice (Goal: Give a voice to Black and Latino males) - We invited in Black and Hispanic males to participate in the Task Force, Equity Circles, BAM, Boys Mentoring and District Student representations. We encouraged teachers to focus their student grade-wide goals around the needs that arise specifically with their Black and Latino Male students. We created two groups for Men. The Male Mentoring Group Meets once a week on Wednesdays and works with an outside colleague who addresses real-life problems in active lectures that encourage male conversations about race in today's world and about obstacles and individual goals needed to traverse this world. We created a second, larger group that meets once a month called BAM (Boys Action Movement) that serves to teach all young men about the role they should own in redefining a male and masculinity. The group discussions address appropriate actions when dating, maturity in conversation and having an ever-growing understanding of what a male presence should mean in light of respect to others and setting good examples.

IV.   Resources and Articles:
We bought text for all of our staff and faculty to highlight specific excerpts in PD. We also have been pulling articles from online and engaging the staff in collegial discussions using our Text Use Protocol. Lastly, we have asked faculty to watch a few TedTalk videos about racial inequities that we found very powerful.

V.   Consultations with Experts:
We utilized the Strategic Instructional Action Plan from our superintendent and modeled it through the Cahn Fellow study session advisements and action plan work. We invited in a speaker for NYU for an all-day Professional Development on Racial inequities and addressing Cultural Responsiveness.

VI.   Observational Feedback and Data Collection:
Teacher feedback has been collected at various PD meetings and in discussions about current Equity Goals which each teacher has established in October 2018. Data has been compiled regarding our subgroup and testing scores, GPA and college acceptances. Trends have been reviewed and data groups to continuously measure have been pulled for reflection throughout the year. Our programmer compiles the data and additionally is engaging with the superintendent's team on the same project goals at a PD where they were identifying how the data is reviewed.

We focused on boys of color because it was the only data trend that was across the board underperforming in all subject areas. While the gap was small, the consistency was alarming. In a school where the test data is, for all of our students, generally less than challenging state requirements, for there to exist one specific group that consistently was in the lowest average ranks of performance, says we had a problem to investigate.

VII.   Data Inquiry is at the core of our end of year and beginning of year school-wide planning – we reflect on the data while looking at all of the school categories of administration (i.e. Academics, scheduling, parents, teacher reflections, Professional Development). This year specifically, we were encouraged to use a district pathway with prescribed Theory of Action steps – in our specific case we highlighted subgroups or student minority groups. The groups were Black and Latino Males, Lowest third Academically, Socio-Emotionally Anxious students and IEP students. You can imagine, with so many subgroups to focus on, we would quickly have a project that makes us Jack of All Trades Master of None. So, we had to peer deeper and ask which subgroup does not have a staple in our administrative meetings, staff meetings and academic reviews.

The answer was clear and powerful, our Black and Latino male community not only was not addressed in any detail but ALSO had no voice or representation in the building. This reality changed the course of much of the work we did moving forward.

Part 3 - The New Work after the Reset Button
When we presented to Cahn colleagues we heard overwhelming agreement both in the mindfulness approach as well as in needing to address the subgroups of black and Latino males.

We realized in talking with our Cahn Peers that we needed to own our challenges to really address our truth. The following Challenges began to lead the work we have done since and are still engaging with:

- Teachers Discomfort Discussing Race - In our Chancellor's Day PD's and our Fall Professional Development Series on Race and Implicit Bias less than 40% of staff directly participated in discussion. There were a group of teachers who appeared to be disengaged and appeared less involved. When asked about the workshops and their feelings they replied 'We just don't understand why we need to have these conversations because our data shows that we do not have problems in our classes regarding Black and Latino males, this is not our story. Just tell us what you are asking us to actually do. Can we see more data and see what the kids themselves are saying? We just do not understand how this disparity exists here, because we do not see it.' Teachers expressed a lot of disappointment in the work.

- Teacher Resistance -   Teachers were resistant to seeing error in their own practice but will agree that a problem existed [3] – During Professional Developments we discussed data trends with Black and Latino males, solely in the area of content. One department felt compelled to make sure we addressed that their department was the only department that did not have that subgroup as below the average. As a result, administration took a deeper data dive and changed the data we reviewed to not only focus on State exams, but instead, to look at teacher assigned grades from their online gradebook. When we shared this data, teachers were quite silent at first, because it became very clear that they themselves had given the lower grades to Black and Latino males in their classrooms, not just the state assessments. For some, this was the first noticing or this trend in their classes. This was a turning point in realization. The next week however, teachers informed us that they revisited the data and found that the demographics were slightly incorrect for some of the targeted students in the Black and Latino groups. The groups classified as multiracial and other group has grown changing our demographic breakdown, questioning if there was any reason to look into the area

13

of Black and Latino males in the classes. It was discussed also discussed that some of our Black and Latino males were outliers and if we removed just the two or three students our numbers would change.

- ● Implicit Bias Acceptance/The Single Story - Our PD surveys indicated an average feedback rating of 2.7 out of 5 for our workshops where we discussed implicit bias and approached the topics of racial disparities and personal accountability
- ● Time - Know the audience, develop the courage, create allies, move initiative forward. We needed to unpack more and spend more time knowing our audience. Moving a group to meet your intended goal is easy to do when you have dedicated time to address it. However, the separation of weekly PD's makes the need to create and revisit the mindful and safe space difficult and makes goal-oriented work increasingly more challenging
- ● Observational Practices in Domain 2 of Danielson's Framework of Learning – Teachers all have an equity goal and are in active communicative check-ins with their direct supervisors following standard informal observations [1]. Equity Goals were embedded into our beginning of the year supervisor – teacher Initial Planning Conferences. These conferences are set to discuss goals of observations and personal goals for professional growth. This year we added that a goal should also center around equity as it was part of our school-wide initiative. Teachers were given freedom to choose any interpretation of their equity goal and at the conference it was discussed and adapted with conversation. For example, one teacher expressed a goal to use more urban names in math problems. I advised them that this goal is a direct and clear action, which is great and more of a technical goal. What could they do differently that could shed some light on their own unconscious implicit bias. This teacher said then that they could consider reviewing their assessments and looking at how Black and Latino students performed with respect to the class and then where disparities existed, ask some questions, beyond the obvious content, that also could be at play in that grade. Many teachers found the goals a little difficult to express and did not seem prepared to look at the possible implicit bias on their end and reverted to technical goals that were date driven and easily measured.

Part 4 - AHA Moments

When we were discussing racial inequities at an all-day workshop we had three Asian faculty point out that all the conversations really centered around how people generally handle and work with black and white issues and that as an Asian teacher who is also a minority, knowing where they fit into this discussion was both difficult and sometimes upsetting. This was extremely important because it made us review our work and

realize that our work was primarily about misunderstanding white privilege and aiming to ensure white faculty could see the work needed with our Black and Hispanic males. So, while we focused attention to see and uncover the challenges in addressing needs of our Black and Latino community of students we inadvertently alienated another subgroup – our Asian teacher population. To address this we incorporated TedTalks and Other Videos that brought in a perspective of the Asian Community and the Implicit Bias students and teachers feel. This also led us to see why the work we do in subgroups has to be so clear. While we thought our message was clear 'Let's look into the challenges of finding a representation of voice for Black and Latino males and uncover our implicit bias towards them'…. What we saw was heard by some staff members was, 'We only see a problem with our Black and Hispanic Community of students and only will address them'. This AHA moment shed light on the multiple layers of perception and our need to continuously readdress this ONE goal of many versus this ONE ONLY GOAL.

Another crucial moment of discovery was when we owned the vocabulary we were so uncomfortable using, 'white fragility'. Throwing my sensitivities aside I boldly addressed white fragility, its existence in the country, the city and within the walls of our building. While this moment truly opened up a clearer understanding of the dynamics of race it also lead me to see that there was an area of 'positionality' I had to think about in this work. With discussions in our Equity Teams, members shared the need to run some professional development, with the absence of administration. We agreed to this and the feedback we were provided stated that more teachers shared out and overall more voices gave more detailed feedback and concerns. This also helped teachers to realize positionality when discussing having race talk between students and teachers.

Teachers felt there a positional dynamic with administration in the room which made them feel uncomfortable. It was felt that a supervisor could use responses about equity against them at another time, so they were uneasy about being authentic. We did not have any intentions with that sort of behavior, but we listened and wanted teachers to feel comfortable in their discussion. We utilized our allies in the work (teachers who believed in this mission and who went for training) to lead PD; it went very well. It became evident that not everyone was resistant to the work, and that we had more allies but they were silent supporters. It was a defense mechanism not to feel vulnerable. The below survey unveils true feelings of our faculty.

What words would describe your primary emotions when having discussions about race?

it's important but feel a little left out of it
frustration
sad   introspective
curious   privilege
impotence   caution interested
impatience
challenging   understanding   despair
uncomfortable
sadness   divided defensive   hesitant a little scared
good intentions   hesitancy   not again

REFLECTIONS

Reflections on the Work with my Ally, Reflections on the Work with Myself and Reflections on The Work with the School Community,

Cahn Ally Reflections - Sean Dolcy

The program was extremely engaging and expanded my base of knowledge in working with my principal and in seeing the changes I could adapt in my own growth. I was very eager to be involved in the program as we started. As we got into the heart of the project however, I was becoming anxious and hesitant. Seeing that the project had so many areas to revisit, modify and change while managing all of the daily work and routines of the school started to feel overwhelming. The success was how well my principal and I were able to work as a team and use each other's schedule to communicate in our free times and via the use of emails and google docs. My principal entrusted me with many tasks and we really worked as a team through this project. Feeling the confidence she had in my work and my input really helped me grow to see the strengths needed to be a successful principal.

As I look to complete my Assistant Principal Tenure Binder the work from this year helps me close that chapter reflectively. In 'Change Leadership: A Practical Guide to Transforming Our Schools' I found Sharing Accountability for Solving a Common Problem a support in our early establishment of building allies in our work with creating the Equity Task Force. Highlighting the necessities of all to take ownership of the problems addressed and it paving the way to 'a collective mindset [that] shifts to a deeper level of engagement (Wagner, Change Leadership, P.

140). Later in the year I was working closer with teachers on the sensitivities of their Equity goals and in my department meetings discussing race and equity.

> *'Working through differences in frank and respectful ways ultimately enables the collective problem solving and decision making required for successful change. Where there is growing trust, the quality of discourse increases, again helping stimulate greater engagement and real collaboration.' (Wagner, Change Leadership, p.149)*

I chose a direct approach and shared my experiences as a teacher and provided the change I saw having to take on as a white male working in a predominantly Black and Hispanic school. I discussed my reality working in an area that was not reflective of my life experiences. Talking to the teachers in this manner, frank, honest and personal had positive changes. Soon after the meetings teachers re-wrote their goals and began having more conversations about the work they are doing in their classrooms.

I also liked reflecting on the work provided from Carolyn Riehl. Something that I found to be an interesting tool that I would like to utilize with group changes within the STEM disciplines next year is the ORID Questioning. The step by step approach encourages working through addressing what the problems are and having more connection to what the work and inquiry should become.

Personal Reflections: The Work with my Ally

NBI – It was interesting to learn about my preferred and secondary thinking style. My Ally and I were able to see how some of our quadrants overlapped showing our compatibility, while other quadrants varied greatly, this showed that where either of us were not as strong, the other has stronger traits in that area, hence why we work so well together.   This became evident in the challenge project. This was a difficult year. WE were able to lean on each other to focus on the work at hand.

Through ways of knowing I've recognized how it shapes all objects of our identity. Additionally, how we differentiate our ways of knowing helps make up who we are. Going through the interactive case exercise helped me and my ally speak about our work relationship, how we could improve upon it, and how we could develop others. We were very honest about what we thought of each other's approaches in different scenarios and we were able to learn from it. For instance, Sean's strengths resided in applying scientific methods and rigid structures to problem solving:

Step 1 - Identify the Problem

Step 2 - Identify the Needs and Supports

Step 3 - Write Goals and Action Plans

Step 4 - Review the Work and Give Feedback

Step 5 – Close Gaps and Share Results

Regarding the supports and programs for the boys, this methodology worked, and it worked well: Two boys groups were created and continue to meet and give boys a voice and platform to speak freely. Data to inform the existence of an academic gap was found, provided and discussed. Equity Teams and a Task Force were created and met with regularity. Surveys were made and distributed. We effectively made changes and put change into motion to continue.

However, in terms of the faculty and the necessary approach to address implicit bias and understanding race, Sean's mindset was solution-oriented. We felt this strategy limited the capacity of getting to the heart of the problem. The Science to our work was following protocol or creating Strategic Goals; the Challenge of our work was addressing the heart of the problem, and that work takes time to investigate each beat, each palpitation and each clogged artery.

We worked together to develop a more holistic approach - find the problem, talk to people, observe, think, revisit, give it more time, talk to people more and finally come back to the table with some ideas. Working with people is like tending to a garden. You can only cultivate crops when you've planted the right seeds, determined the best season, and given space for nourishment- good soil and proper sunlight.

Steps of Cultivation

Step 1 - Identify why some teachers are afraid to talk (Determine the Season)

Step 2 - Gather information to better know the temperature (Planting the Seeds)

Step 3 - Address the findings directly with the staff (Proper Sunlight)

Step 4 - Identify next steps and actions (Good Soil)

Step 5 - Maintain Patience with Perseverance (Rain, Sun, Repeat)

The challenge for me was to get to the heart of the staff's issues around the implicit bias conversations and to ensure that my Ally (Sean) was seeing the importance in the patience and perseverance of a building-wide initiative.

Personal Reflections:
Three quarters of the way into the year and this project I had to press the reset button. I redirected efforts and utilized the support from allies in this work from other staff members who were also trained and charged to address these challenges. This work cannot be done alone. As Sean and I worked together, we needed to build capacity within the school to make the work sustainable.

Through Cahn Fellows we discussed Capacity Building for School Improvement. This theory was extremely useful when the race discussion erupted. We knew there were allies and silent supporters in this work that could help build a bridge to others. There were several people who were sent out for training and willing. The meeting where I stood before the faculty with allies, then stepped back so they could step forward. It was symbolic in showing that we stand together and we can work together. We have several teachers and students empowering themselves to take actions and be part of the change process. This brings me immense pride and satisfaction with the team of teachers and students we have here in this building. It was a difficult decision to admit we had a bigger problem and that we had to readdress our course of action. As a leader these moments can bring us to our most frustrating days. However, in facing the real challenge, I made clear our movements and our needs. It was no longer going to be a leadership fully inclusive, every step of the way, because this process needed a direct approach and had to come from a more personal, observed place. My expectations were made clear of what we would do as a school and what we were going to address. While confidence is not an area foreign to my skill set, bringing my race and my experience into my job certainly was a hurdle I had to jump. I had to own this challenge and not be fearful of how I would show up. The work was about supporting our students. This taught me a lesson I already knew but needed to perhaps see re-kindled - Your passion is your persona in truth, to own your truth is to embody your passion.

Quotes from our School Community - Outcomes of the work around equity:

"We might need to create a better reflection tool. For example, asking teachers to maintain a journal throughout the year with specific questions to answer, authentically, and to possibly allow them to pair with a partner they trust to help them delve into this work, without fear of punitive perceptions". - A.P. Kim Contreras (April, 2019)

"I wonder what the questions are that will drive our continued work going forward? How do we do this work without making our staff, and community feel attacked?... Or is the better question, how do we soften the language so it is received with its good-intention? Is the solution, compromise? Where can we agree and where do we push? -A.P. Dolcy (May 2019)

"The female group has an average 5 points below the class average. More significantly, the male group has an average 9 points below the class average. A third of these students has IEP or 504 statuses. The finding is aligned with the school's data that jump started one of our SIAP.
Course planning modifications:
· Pairing targeted student with classmate that is willing and able to help.
· Constant encouragement that builds confident.
· Scaffolding ideas and questioning techniques." (Teacher, May 2019)

"In regards to young men of black backgrounds one of the conversations that I had was with _____ about his commute time to HSMSE. In our sweet 16 meetings for the 10th graders some of us had heard he had a really long commute and attributed part of his lower grades to it but we weren't sure if it was true. After talking to him he told me he has a 1.5 hour commute every day from out of state (I think from Connecticut). He's been evasive about it, but I also think he'll be transferring to another school next year." (Teacher, May 2019)

"In Biology my students and I strive for kindness to all, truth, and justice. A recent example was a student seeing a phrase on the back cover of a neurosurgeon's memoir the student elected to read -- the publisher's blurb mentioned "black humor" and we had a nice little discussion, agreeing unanimously it should instead have called it "morbid" humor or "medical" humor or perhaps nothing at all." (Teacher, April 2019)

Outcomes and Steps for Continuing the Work:
As a leader I found the overall climate regarding discussions of inequity to be rather sluggish and negative. It was met with hesitation, angst and push back. There were many successes as seen above, but to look forward I see that the work next year will begin at setting new expectations and giving teachers more space free of my position of power, with the trained staff supporting the work in the absence of administration.

Teacher quotes above show that there was an impact on their work through goals, student conversations and in changes to curriculum for some teachers. Regarding students, I am so happy to see the evolution of the two different groups for boys to have a voice and representation. We plan to partner with these organizations again next year and continue the meetings.

APPENDIX

Appendix A - Teacher Anecdotal Responses to Inquiry Work

Feedback
1) Regarding men of black and Hispanic origin in my class I cannot comment much about. The two Hispanic boys in my class have been very active and engaged in class discussions from the beginning, namely A____ and B____. In case of B____ there was a very specific personal case that required attention. It was perfectly handled by school health team and Sinai CEYE office, coordinated by yourself. On another note, I really did not find the data to be relevant in this case or any other cases in my class. 2) The target group in my class were in fact black and Latina females. They were less open to express their opinions in group from the beginning of the course. I actively focused on the group to improve the situation, first by observing the group dynamic and then start conversations with individuals who were more in leading roles in the group. The group of 5-6 girls start to open up and take a more active role in discussions by receiving personal encouragement and support, using methods of quick quiz taking that I learned from you during post-visit discussions greatly helped. I have to also mention that the level of confidence visibly increased in some of the members of this group after laboratory placement. It took more time for the last two members of this group, more personal attention and engagement of parents. It seems that they are responding to being closely monitored, personally supported, and parental engagement in the process. I can discuss them in a separate communication if you like me to. Please let me know if this response was what you were looking for and what you think. Sorry it is much longer than what you asked.
Total students 62, 14 (23%) male and 10 (16%) female with Hispanic or Black background. Black and Hispanic male and female students are in bold. The female group has an average 5 points below the class average. More significantly, the male group has an average 9 points below the class average. A third of these students had IEP or 504 status. The finding is aligned with the school's data that jump started one of our SIAP. Course planning modifications: · Pairing targeted student with classmate that is willing and able to help. · Constant encouragement that builds confident. · Scaffolding ideas and questioning techniques. · Flexible in grading and homework policies. · Constant communication with parents/ guardians. Attendance is a big factor in student's success. I find that class size has a significant effect in implementing the above plans.
In regards to young men of black backgrounds one of the conversations that I had was with O____ about his commute time to HSMSE. In our sweet 16 meetings for the 10th graders some of us had heard he had a really long commute and attributed part of his lower grades to it but we weren't sure if it was true. After talking to him he told me he has a 1.5 hour commute every day from out of state (I think from Connecticut). He's been evasive about it, but I also think he'll be transferring to another school next year.

In Biology my students and I strive for kindness to all, truth, and justice. A recent example was a student seeing a phrase on the back cover of a neurosurgeon's memoir the student elected to read -- the publisher's blurb mentioned "black humor" and we had a nice little discussion, agreeing unanimously it should instead have called it "morbid" humor or "medical" humor or perhaps nothing at all.

1. Mr. Pelligrino and I have been working on item analysis and comparing Regents results for Black and Hispanic males in comparison with the rest of the class.

2. In my geometry class I have extended more opportunities and solicited more engagements in class discussions from our Black and Hispanic male cohorts.

I always make it a point to place the weakest students in the front of the classroom and peer them up with a strong math student. When I was here in the summer during Discovery, I was able to get some experience working with the kids and knowing their weaknesses and strengths. Based on that, I purposely placed Victor and Jacob (both are Hispanic males) and Sam (Black male) in the very front of the class and for most of first semester tried to tutor them outside of class, usually during lunch, about once a week.

My goal was to track the GPA of my Black and Hispanic male students compared to their peers in the same class. I found that some Black and Hispanic males underperformed but also some overachieved. The range was large and there was no one general pattern.

Appendix B - Student Stories

Student T
  ○ Didn't attend Middle School in the U.S. Started preparing the SHSAT 2 weeks before the exam. Learned about the HS from the brothers (attended the CCNY).

English was hard for him. Math was saved him from a lot of things. English 3 helped him a lot. Transition: Bought the Barons book (self-taught).
- ○
- ● Student J
  - ○ Parents were very involved, strict. Gathered information by attending meeting. Mother in PTA. For his grades, parents wanted him to get 90s but since entered HS lowered grade standards to 85s because HSMSE is so rigorous.
  - ○ Parents immigrated. Born here. Spanish is first class. Went through Dual language for the first 8 years.
  - ○ Thought it was easy in his Spanish class
  - ○ Studied with paid school provided-program, Kaplan. He was "special" so he attended for free.
  - ○ Younger siblings; thinks will have a better advantage. Sister is 8, is doing

- ● Student J2
  - ○ Hispanic, raised by white mother. Went to same private K-8 school found out about SHSAT thru mother 5 months before test from friends. Took prep class from August to begin of Sept. Confidence about test. Very prepared
  - ○ Mother grew up in States, went to Michigan. Wants the best for him. Doesn't want him to miss any opportunities.
  - ○ Went to HSMSE adapted to work and time management. Self discipline from mother. Mother very active in academic career, on top of deadlines for his work.
  - ○ Doesn't have pressure to get high grades from mother. Easy commute so gets sleep.
  - ○ When came to HSMSE it was all the same for him. Knew how to study.

- ● Student K
  - ○ Immigrant parents, not really involved but very supportive of her decisions. Strict parents about grades from 1-8. Cared about product not process. 7th grade learned about the SHSAT from mom from her friends. Prep for the test 1 month before the actual exam. Depressed from several issues, long commute, new friends, family issues. Very uptight about her grades. Realized that grades are no the main things, did more extracurricular activities. Matured through fresh, sophs year. Not a stereotypical family "Tiger parents" (Chinese)
  - ○ Still learning her way. Doesn't know the importance of the SHSAT

- ● Student J3
  - ○ Hispanic, raised by parents who are immigrants. Found out about SHSAT in 7th grade through friends that would talk about it. Went to DREAM program for preparation. Scored right below the cutoff score for HSMSE but was eligible for the Discovery program.
  - ○ Parents are not very involved and did not know much about the education system in the U.S. Did not expect high grades and were satisfied with passing grades.

- ○ Transition was rough due to the carefree and simple way of living he had when he went to middle school and was introduced to a more rigorous curriculum that actually made him have to study for class for the first time
  - ○ Learned how to study effectively and manage time to get as much work done in the shortest amount of time possible. Learned that completing assignments ahead of time gave him more time to study the things he needed to know to prepare for assessments.
  - ○ Did not know about the SAT and its significance until his junior year

- ● Student G
  - ○ Asian Immigrant parents that did not understand how U.S education works.
  - ○ Was in ESL classes till 4th grade.
  - ○ Parents learned about SHSAT from friends and learned about in 7th grade.
  - ○ Also was put into a SHSAT after school program during 7th grade, the actual time of prepping was 8th grade when schedule of afterschool changed to Monday to Friday being 3-7 PM that completely destroyed sleep schedule creating the need to have time management skills due to a 30-minute commute as well.
  - ○ Regents teachers in middle school would call students to do questions which made it a class that made students be more attentive.
  - ○ Had older sibling and more expectations were put on him that later just created an attitude toward grades as just a requirement.
  - ○ Also had SYEP experience before high school that prepared him for being on time for class by being early to school.
  - ○ Transitioning to high school felt the same due to a long schedule that already existed and being forced to pay attention in class.
  - ○ Was not aware of the existence of SAT subject tests or ACT's until beginning of Junior yea

Appendix C - School SIAP (Strategic Instructional Action Plan

HIGH SCHOOL FOR MATH, SCIENCE AND ENGINEERING @ CCNY
Crystal Bonds, Principal

Problem of Practice (POP)	POP: HSMSE data shows that Black and Hispanic Males students on average perform lower academically, relative to their other male peers. Because we believe that not all Black and Latino males are as engaged as they should be we will: • reduce the academic achievement gap for Black and Latino males • create structures for social and emotional training to de-escalate occurrence reports • create an equity team and train entire faculty and staff centered on implicit bias to foster culturally responsive teaching and a community Data suggests the following: • Black and Latino males consistently perform lower than their peers on state exams (June 2018 Regents Score Reports) • The GPA's of Black and Latino males are consistently lower than their peers (STARS and ATS reports by Programmer) • Black and Latino males are cognizant of their peers' preparation of rigor prior to school (Qualitative Anectdotes) • Student and teacher relationships have room for growth, especially with Black and Latino male subgroups (perception survey 2017; Advisory Surveys 2018) Data Points 1. Learning Environment Survey - Supportive Environment 80% 2. Perception Survey - Classroom Engagement 57% Teacher-Student Relationship 69% Classroom climate 77% **INSTRUCTIONAL FOCUS: STUDENT ENGAGEMENT**
Theory of Action	If we collaboratively engage in inquiry with an Equity Task Force comprised of all stakeholders, with aligned Professional Development including qualitative and quantitative data collected, THEN we will identify the problems to be unveiled with our black and Hispanic males and create a framework to interact with our community.
Strategy Statement	In order to identify our problems, we will record and analyze feedback and data collected from: 1. Surveys and anecdotal notes from Black and Hispanic Males (Provide space for student voice to be heard and collected) 2. Monthly Action Plan Meetings by grade addressing the achievement gap 3. PD on Social Emotional Learning and Cultural Responsiveness 4. Bi-Monthly Equity Task Force Meetings

Highlighted Subgroup	Black and Latino Males

Objective #1: INSTRUCTIONAL CORE

By June 2019, we will identify some contributing factors to the predictive racial achievement gap between males (average male verses Black and Latino Male) grade point average by marking period (exploration).

By June 2019, 100% of teachers will meet to devise a plan of action by grade teams to address the low achievement of our Black and Hispanic male population (action).

*By June 2019, we will decrease the gap by 2% or ¾ point of the gap

VIA
The school will review curriculum in all subjects to gain multiple perspectives and weave in issues related to diversity and equity.
Teachers will use curricula that considers the needs of all students.
Students will have access to classrooms where their teachers have high expectations of them and they can find their voice.

Based on 2017 term 2 transcripts (simple average)
Non-Black and non-Hispanic males = 241
Black and Hispanic males = 67

Non-Black and non-Hispanic males average = 89.7
Black and Hispanic male average = 84.5

Gap 5.2 Percentage 5%
*By June 2019, we will decrease the gap by 2% or ¾ point of the gap

Objective Goal (How will results be measured?):
Marking period grades, Student Attendance, Level of Participation in Academics Interventions, and grades

Action Steps	Implementation	Monitoring System	Reflect: What are the results?
1. Teachers will meet via	1. Devise Action Plan by Student	Student Attendance	Review curriculum to ensure that it is inclusive

grade teams to determine Sweet 16 group by grade 2. Identify students in the subgroup 3. Determine Academic Interventions inside and outside of the classroom. 4. Establish mentors for each student in the subgroup 5. Provide professional development 6. Deliver concepts in once a month Advisory sessions	2. Create Student Programs to fit their intervention into their needs 3. Utilize mentoring programs 4. MSY- Alumni program pairing 5. Instructional Leads assist to implement 6. Select meeting times, locations and intervention action plans 7. Designate teachers and counselors for targeted students and provide a worksheet or online document to use for communicating about the student	Level of participation in academics and/or extracurricular activities Marking period grades Updates and completion of Intervention Action Plan by student Record attendance Include domain 2E (classroom environment) in teachers individual goals	i.e. Humanities: English and history curriculum has readings and novels of diverse cultures STEM varies in delivery, modality and learning styles.

Objective #2: SYSTEMS AND STRUCTURES:

By June 2019, 100% of faculty and staff will be trained in social and emotional learning.
By June 2019, the percentage of positive responses for Supportive Environment on the NYC School Survey will increase by 2 points from 80%.

VIA

Training will include discussion on discipline systems that support growth and there are no disproportional suspensions by race or class.

To evoke school culture there is an active commitment to not only recognize, but challenge systematic forms of racism in the school and the larger community.

Leaders will articulate WHY diversity and equity initiatives are being put into place

73 on line occurrences
49 out of 73 are non-Black and non-Hispanic (67%) 2/3
24 out of 73 black and Hispanic occurrences (33%) 1/3
Non-Black or non-Hispanic males 241
Black and Hispanic males 67 (24 out of 67) 35.82
Non black or Hispanic males receiving discipline 49 of the 241 (20.33%)
Gap is 1/3

Objective Goal (How will results be measured?):

Appendix D - Professional Development Calendar

HSMSE Professional Learning 2018-2019

What Is New	What Remains
• Full PD for 85 minutes (No more confusing 20 minutes, 55 minutes, 10 minutes structure)	• 2:15 – 3:40 time frame
• Faculty/Department Meetings first Monday of every month 45 minutes/45 minutes	• Department and Faculty meetings will occur but outside of the PD series time
• Each month will be themed with an overarching topic	• Professional Learning Team will still meet and communicate additions to the PL calendar and collaborations
• Each month will consists of either all discipline or all grade-wide 2 – 3 week PD series. This will cycle every other month	• Topics circling back to and reflecting on cross-discipline, content maps and student work protocol
• Teacher preference for requests of speakers or other researched PD on Monday time slots	

PL Calendar at a Glance

Mondays		Team/Teachers	Topics/Area of Focus	Facilitators	Materials	Objectives	Deliverables
1	9/17	Faculty	Academic Policy IEP/ 504/ Extended Time Protocol Initial Planning Conferences Protocol Wellness Center Referrals	Crystal Bonds Sean Doky Kimberly Contreras Tori Scurti	Agendas, Laptops, Folders,	Identify the needs for the school year. Address compliance concerns and interventions	Faculty Reflectic and requested material submis
2	9/24	Faculty	Principals Expectations Students with Disabilities Grading Policies	Crystal Bonds Candi Patterson Sean Doky Kimberly Contreras	Agendas, Laptops, Folders, Chancellor's Regulations Reference Document	To convey adequate understanding of guiding principles regarding SWD and grades	Uniform grading Presentation by Guidance Implementation instruction
3	10/1	Grade wide	School Finance Policies and Procedures Sweet 16 by Grade wide meetings	David Coloumbe Sean Doky, Kimberly Contreras, Candie Patterson	Agendas, Faculty PPT, Intervention Folders	To inform faculty and staff of school wide and district policy regarding finances To identify six students in each grade level in need of academic and/ or social and emotional intervention	Adequate interv with identified students; integr of interventions into courses, unit plans, and lessons
4	10/15	Grade-wide	Chancellors Regulations Trip Protocols	Admin. Team	Agendas, Sample Trip Form	To ensure adequate understanding	Handout of Check Off Docur

5	10/22	Grade-Wide	Sweet 16 Form 2018-2019 sweet 16 group	Admin. Team	Agendas, Folders, Intervention Forms	To ensure the continual progression of support and interventions for students in need.	Intervention Forms		
6	10/29	Department Meeting	Department / Discipline Meetings	Sean Dolcy Kimberly Contreras	Agendas, Grading Policies, Educational Articles	To ensure collective decision making of departmental concerns and the alignment of work	Reading of articles Discussion of articles Integration of uniform grading policies and procedures in disciplines		
8	11/6 Election Day	Full faculty and staff	Implicit Bias Training	NYU Presenter	Presenter, PPT, Scholarly articles, Room in NAC	To ensure the understanding and work of Equity is fully integrated into the culture, life, and work of the school	-Series of Equity Trainings -Equity Team Meetings -Integration of Equity into every Facet of the school		

9	11/19	Group PD Part I	Mindfulness ELMO Document Camera SMART Board Training	Hudson, Coloumbe, Cedano	Agendas, Presenter, PPT ELMO Technology	To receive continuous training in areas such as: Technology and Mindfulness for Awareness	Incorporate training Into the classrooms Merge principles of Mindfulness into Teaching and the Culture of the school		
10	11/26	Group PD Part II	Mindfulness ELMO Document Camera SMART Board Training	Hudson, Coloumbe, Cedano	Agendas, Presenter, PPT ELMO Technology	To receive continuous training in areas such as: Technology and Mindfulness for Awareness	Incorporate training Into the classrooms Merge principles of Mindfulness into Teaching and the Culture of the school		
12	12/3	Faculty / Department	Danielson	Admin. Team - Crystal Bonds , Sean Dolcy, Kimberly Contreras	Agendas, Danielson Rubrics, Prior Observations, Video Clips regarding sample classrooms denoting the criteria of ineffective, developing, effective, and	To explore, observe, and integrate the principles and practices of Danielson into instruction to promote: -student centered learning and classrooms -inquiry	Measured growth through observations Fully integrate principles and practices of rubric into lesson plans and execution of instruction while demonstrating measurable growth on observations as the year progresses		

					highly effective	- cognitive challenge - academic achievement			
1 3	12/10	Grade-Wide	Fostering Positive Relationships with Students by Developmental Ages and Grades Part I	Crystal Bonds Sean Dolcy Kimberly Contreras Candie Patterson	Agendas, Scholarly Articles, Preferably by Chip Woods regarding Developmental Stages of Learning	To explore and integrate a variety of methods to foster positive student-teacher relationships	-Reflection Logs -Intervention Logs -Grade Level Team Meetings to Support Students in need of Interventions -Referrals to Guidance -MSY Program -High Bridge Partnership		
1 4	1/7	Faculty / Department	Reading Across the Curriculum in Science Reading Across the Curriculum in Humanities (Part I)	Scholastic Presenter	Agendas, Scholarly Articles, Presenter from Scholastic	To integrate developmental reading skills to navigate complex texts in a variety of disciplines	-Integration of more Informational texts into All Disciplines -Interdisciplinary Project Based Learning		

15	1/14								
16	1/28 Chancellor's Day	Faculty	Implicit Bias Training	NYU Trainer	Agendas, PPT, Technology Support from Alex, Courageous Conversations Novel	To ensure the continuous understanding and work of Equity is fully integrated into the school in order teach acceptance	Series of Equity Trainings -Equity Team Meetings -Integration of Equity into every Facet of the school		

SPRING   2019

1	2/4	Faculty / Department	Using Data to Inform Instruction from the first Semester	Crystal Bonds Sean Dolcy Kimberly Contreras				
2	2/11	Discipline	Differentiated Instruction and Strategies Part I	Instructional Leads				
3	2/25	Discipline	Differentiated Instruction and Strategies Part II	Instructional Leads				

31

4	3/4	Faculty / Department	Student Wellness and Identifying the Needs of Students	Sean Dolcy Kimberly Contreras				
5	3/11	Department	Equity Goal Discussion					
6	3/18	Department	Implicit Bias and Courageous Conversations training					
7	3/25	Full Faculty	Calibration of data for Equity discussion Data Dive					
8	4/1	Full Faculty	Data Walk Equity Talk Learning Environment Survey					
9	4/8	Faculty	Calibration for remainder of year PD Data Implicit Bias SEL SIAP					

10	4/15	Faculty (Prom Boutique)	Instructional Core Aligning Tasks with Lesson Plans					
11	4/29	Discipline	Grounding in Protocols Text Discussion on Equity					
12	5/6	Faculty / Department	PTA Presentation Preparation for PTC AP Testing Final Concerns Sweet 16 - BLM Subgroup					
13	5/13	Grade-Wide	Sweet 16 BLM subgroup action summation and plan for next school year					
14	5/20	Grade-Wide						
15	6/3	Faculty / Department	Global Regents Exam Full Faculty Implicit Bias Training Reflection on Student Voice Panel Discussion					
16	6/5	Faculty	Training for new on-line grading system					

17	6/10	Faculty	Calibration and planning for next school year					

1 - Sample Agenda

THE HIGH SCHOOL FOR
MATH, SCIENCE AND ENGINEERING
AT THE CITY COLLEGE OF NEW YORK

Ms.Crystal Bonds, Principal 240 Convent Avenue, Baskerville Hall, New York, NY 10031 tel: 212-281-6490   fax: 212-281-6918   www.hsmse.org

Equity Team Task Force

May 22, 2019

1. Welcome

2. Recap of past year

3. Ideas for next year

4. Student Panel Discussion

2- Four Agreements of Courageous Conversations

Four Agreements of Courageous Conversations

1. Stay engaged
Remaining morally, emotionally, intellectually, and socially involved in the dialogue

2. Experience discomfort
Acknowledges that discomfort is inevitable, especially, in dialogue about race, and that participants make a commitment to bring issues into the open. It is not talking about these issues that create divisiveness. The divisiveness already exists in the society and in our schools. The healing and change begin through dialogue, even when uncomfortable.

3. Speak your truth
This means being open about thoughts and feelings and not just saying what you think others want to hear.

4. Expect and accept non-closure
This agreement asks participants to "hang out in uncertainty" and not rush to quick solutions, especially in

Appendix F - Sample Teacher Equity Goals

Discipline	Equity Goal	How you know you will have achieved your goal
Science	1.Provide equal opportunities for students from low socioeconomic families 2.Equal opportunities for visible minority students 3.Gender Equality	• Periodic assessment and providing feedback to improve confidence and self-esteem of students who speak languages other than English • Providing a safe and supportive environment for female students to express their opinions in the classroom without being judged • Communicating with parents/guardians to assess the impact of home/family situation on school performance and vice versa
Discipline	Equity Goal	How you know you will have achieved your goal
Engineering/Architecture	1-Establish appropriate measures to monitor and follow up the achievement gap that may exist on diverse learners population. 2-Create, implement and monitor learning environments to ensure that they are racial and cultural inclusion and free of racial and gender bias and hostility.	• By using data regularly and plan strategies to close the gap. Possible strategies: Revise lesson plans, monitor students classwork more during class to provided extra help to students. • 2- Revising my presentations to make sure I have included different cultural and way of living of different racial groups
Discipline	Equity Goal	How you know you will have achieved your goal
Engineering and Math	School-wide initiative to support a common platform of communication	Able to locate parent/guardian contact information. Able to log and search communication records

Discipline	Equity Goal	How you know you will have achieved your goal	Updates, Comments Feedback
Science	Continue to assist parents in providing access to educational software as a means of providing additional academic support outside the classroom. Monitor progress of student populations that have been struggling academically based on prior information and provide additional support as needed.	Students accessing adaptive learning software in class and outside of the classroom in preparation for AP and SAT2 exams. Documented academic progress for students who have been struggling academically.	**How have your goals evolved to show the changes and considerations you have implemented regarding our school-wide equity focus and sub group of black and Hispanic males?
Discipline	Equity Goal	How you know you will have achieved your goal	Updates, Comments Feedback
Math	I diversified my seating chart, paired weak with strong students, I have weak students sit in the front.	Created a seating chart. Tracking my black and hispanic male students and comparing their progress with their peers.	**How have your goals evolved to show the changes and considerations you have implemented regarding our school-wide equity focus and sub group of black and Hispanic males?
Discipline	Equity Goal	How you know you will have achieved your goal	Updates, Comments Feedback
Engineering	Understand where each student is at in terms of their learning and provide the instruction needed for them to achieve better grades by focusing on IEP students.	By following students' progress in certain gap areas to determine their growth in the class.	**How have your goals evolved to show the changes and considerations you have implemented regarding our school-wide equity focus and sub group of black and Hispanic males?

Appendix G - Sweet Sixteen Protocol and Intervention Plan Template

Sweet Sixteen Protocol, Data and Administrative Reflection on the Initiative

SWEET 16 PROTOCOL – Facilitators please follow the protocol below for the duration of each session:

1. Teams are grouped by grade according to the schedule provided. Facilitators begin by identifying a teacher as the time keeper. Facilitators will ask teachers to group themselves in a circle.

2. The facilitator will ask one teacher to begin by listing the four students' names they have brought to the PD and their explanations as to why they chose the four names. Time keeper is responsible for ensuring only this teacher is speaking and that each is provided no more than 2 ½ minutes. Use a timer, from your phone, to keep the process smooth.

3. After the end of the teacher's 2 ½ minutes, the facilitator calls the next teacher in the circle. There is no discussion about any teacher's input until every teacher has shared.

4. During this process, the facilitator records each student's name and marks under which category(s) they fall.

5. Facilitator reviews the list with all the teachers and the room ranks and discusses the greatest need. Be sure to look column by column and consider possible names that the room did not mention.

6. Team decides which four students they will administer the Response to Intervention Plan (RTI).

1. Problem Statement - Write this based on the evidence you gathered and discussed which lead you to the concerning statement you wish to address. Write the statement of concern.

Student A is struggling academically as seen by low grades and also appears to be quieter than normal and withdrawn from class discussion.

2. Developed Goal - Write a goal you hope the student will achieve.

*** Academically, Student A will increase grades to an average of 80 or better by the end of Semester 1. Socially, Student A will show an increase engaging with others in the classroom and in volunteering answers in classroom discussion***

3. Previously Observed Intervention - Ask if any present teachers have already worked with the student whether it was successful or defeated. Providing this as evidence of previous support assists in deciding what interventions should be considered.

*** Last school year Student A was actively involved in Saturday School as part of the ANA student groups.***

4. Intervention 1 - Teacher Intervention - This intervention should include a teacher action, program, structure or use of time in the class that specifically address the goal desired.

*** Teachers will focus on setting Sally into group roles when possible that require talking. Teachers will also be mindful to include Sally in class discussion and dialogue.***

5. Intervention 2 - Teacher/Outside Intervention - This can be another teacher intervention or outside area to address with other faculty or parents.

Teachers will set time in class to review recent assessments (2 - 3 minutes) with Sally and offer next steps to follow. Sally is expected to write these next steps into a journal for her to have discussion with a guidance intern once a week for her academic follow-up

6. Intervention 3 - Teacher/Outside Intervention -(GUIDANCE INTERN) This can be another teacher intervention or outside area to address with other faculty or parents.

Sally will meet with a guidance intern once a week to review Engrade grades and assignments. The intern will provide supports where social needs present themselves and assist in providing Sally the independent practices needed for success in college

7. Follow Up Dates: Choose two dates where the student will come up in conversation with others or that the assigned mentor teacher will review the current status of the students.

*** December 11 and January 9th Ms. Kasi will review the student grades and talk with the guidance intern and share the review of the RTI at the last PL for the semester.***

Please review and update all of your RTI plans today to follow the examples provided above.

INTERVENTION PLAN

Student Grade:_____ Student Name:_____ Mentor Teacher:_____

Parent/Guardian Names and Contact information:

```



```

Developed Problem Statement:

```


```

Developed Goal:

```


```

Teacher Intervention:

```
Each teacher of this student will…

```

Second Intervention

```
The _____ will work with the student by…

```

Third Intervention

```
The _____ will work with the student by…

```