

# THE BRONX STRATEGY

Building and Sustaining Culturally Responsive School Environments



**BRONX  
BOROUGH EXEC  
AND BCO**



**DISTRICT OFFICE**



**INCUBATOR  
SCHOOLS**



**ALIGNED  
PARTNERS**

Jennifer Joynt, CSD 8 Superintendent  
Hesham Farid, CSD 8 Principal MS 301 Paul L. Dunbar  
Denise L. Williams, BCO Instructional Lead for Equity



**Meisha Porter**  
NYC Chancellor

# Across the Borough...

Establishing Equity Teams

Building Knowledge

Engaging in Root Cause Analysis

Building equity literacy in service of leading for equity.



Engaging teams in analyzing data through a disproportionality lens.



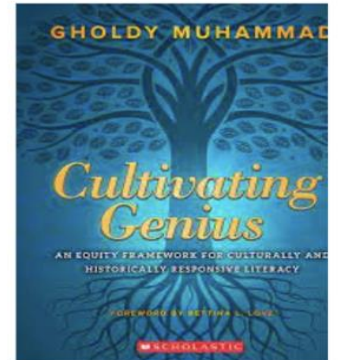
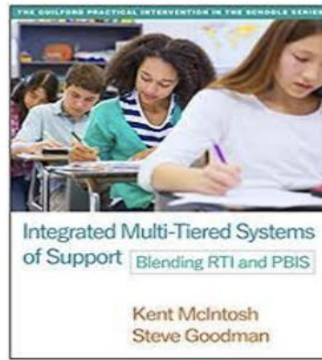
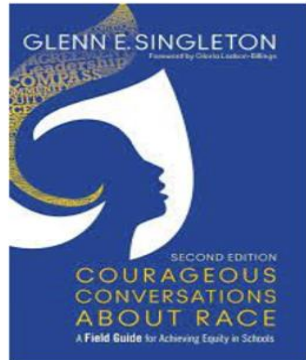
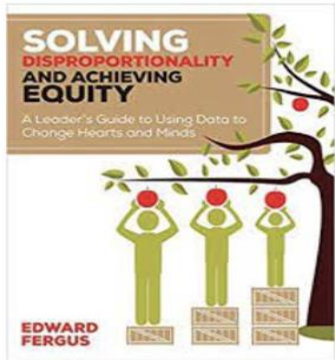
Analyzing artifacts, beliefs and key processes to uncover possible gaps and key levers contributing to disparities.



# Where it all started in District 8

Our work began with the analysis of disproportionality data by subgroups including race, ethnicity, gender, English language learners, and students with disabilities. We used this data to unpack the policies and practices that allowed for the disparities to exist with the goal of rebuilding more equitable practices. We began this work with school leaders as the lever for change in creating equitable and antiracist schools, including creating Equity Teams in all schools across the District.

## Key Resources in District 8



# In District 8...

District 8's work around Culturally Responsive Education is multi-faceted as we work to braid initiatives to achieve educational equity.

- ❑ Formed a District Equity Team with multiple stakeholders to engage diverse perspectives around the work
- ❑ Increased DET equity literacy through various texts such as Dr. Gholdy Muhammad's Cultivating Genius
- ❑ Trained District Equity Team members as facilitators so that we can engage the district at-large
- ❑ Engaged school-based equity teams in creating literacy legacies for our young people, designing CRSE focused lessons with the 5 Pursuits in mind, and conducting equity audits of our classroom libraries to foster identity development and a culture of inclusiveness
- ❑ Our multi-tiered system of support, involving instructional, behavioral, special education, and multilingual support, asks school teams to work to engage all students across the full range of learning needs.
- ❑ Participated in the citywide equity serves as research grounds for scaling up CR-SE work across the city.



# At Paul L. Dunbar...

Located in the Morrisania Section of the South Bronx

- ❑ Examine disproportionality data, relative risk data in service of developing the equity lens of faculty and staff to provide positive outcomes for all students with a special focus on young men of color
- ❑ Provide professional learning led by the school equity team leads to teacher/staff heightened awareness of potential biases (including colorblindness, deficit thinking, poverty disciplining) and how those factor into classroom decision making
- ❑ Implement instructional practices that center student identities to foster self-actualization
- ❑ Engage in collaborative curriculum text audits to increase representation and inclusiveness of our instructional resources and materials





# Impact Throughout the District

## Changing hearts and minds alongside policies and procedures



- Raise the critical consciousness of all stakeholders
- Equity teams as a vehicle for school improvement
- Focus on examining disproportionality and relative risk ratio
- Decrease in suspensions and referrals
- Culturally Responsive PBIS
- Review of school-based and District-wide practices (i.e. school psychologists, turning 5 procedures)
- District-wide and school-wide goals set around Equity