



# **Culturally & Linguistically Responsive Initiatives**

## **- School Action Plan -**

<b>School:</b>	<b>Hamlin Park Academy #74</b>
<b>Date:</b>	<b>12/5/19</b>

<b><i>CLRI Team Members</i></b>	
<b>Name</b>	<b>Title</b>
<b>Patrick Cook</b>	<b>Principal</b>
<b>Ryan Gant</b>	<b>Grade 5 Teacher</b>
<b>Brian Johnson</b>	<b>Grade 5 Teacher</b>
<b>Sara Spence</b>	<b>Social Worker</b>
<b>Chanelle Wallace</b>	<b>Program Coordinator- Guardian of Equity</b>
<b>Desiree Williams</b>	<b>School Psychologist</b>



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## Guiding Questions:

*List the accomplishments your school has made in regards to culturally and linguistically responsive initiatives since attending the first set of District Disproportionality Trainings in the 2017-2018 school year*

- Small group roll out session of CLRT Reading during Grade Level Meetings
- Use of Saturday Academy to bring in Culturally Responsive guest speakers (mentoring experiences)
- History Walk Faculty Meeting (Posters accessible to visitors in auditorium)
- Distribution of Black Male(d) reading materials
- School bulletin boards and classrooms reflect the diversity of the students and school community

*Which accomplishments can you grow and/or build upon?*

- Teacher buy-in, getting staff on board
- Continue to build upon the following initiatives: MBK, College Mentoring, Character Counts, Restorative Practices and Parent Engagement.
- Continue discussions at grade level and faculty meetings on topics and readings that are relevant to the social-emotional and academic impact of students of color.
- Turnkey training of specific CLRI strategies during Grade Level Meetings and Faculty Meetings.
- Utilization of District CLRI instructional materials and resources in instructional practice.

*What are the barriers and obstacles your school and its CLRI team face in implementing culturally and linguistically responsive initiatives?*

- Time and transportation for parent attendance
- Lack of planning time and scheduling for CLRT initiatives and activities
- Coverage
- Funding for resources
- Staff buy-in
- Grade and age appropriate initiatives

*Review your school's data by race/ethnicity and list observations about the data.  
(Consider suspension, attendance, special education, academic, and graduation data.)*



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- **Building Demographics** *(from Edvantage Dashboard)*
  - a. Total Population = 476; Male = 246, Female = 230
    - Asian: 27 (5.67%)
    - Black: 380 (79.83%)
    - Hispanic: 26 (5.46%)
    - Indian (Native American): 3 (0.63%)
    - Multi-Racial: 26 (5.46%)
    - Pacific Islander: 0
    - White: 40 (8.4%)
    - Special Education Students: Total Population = 88 (18.49% of building population) Males= 55 Females=33
    - ELLs: Total Population = 34 (7.14% of building population) Male = 16, Female = 18
  
- **Suspensions – Sept. to December, 2019** *(from BPS Infinite Campus Data)*
  - a. Total= 10 Short Term= 9 Long Term= 1 (2.1% of student population)
    - Male = 5 (50%)
    - Female = 5 (50%)
    - Black = 10 (100%)
    - Hispanic = 0
    - White = 0
    - SPED = 5 (50%)
    - ELL= 0
    - Economically Disadvantaged = 8 (80%)
  
- **Attendance – Sept. to Dec. 2019** *(from BPS Infinite Campus Data)*
  - a. Overall Average = 88.42%
    - Male = 263 (88.02%)
    - Female = 246 (88.84%)
    - Black = 393 (88.32%)
    - Hispanic = 29 (86.87%)
    - White = 33 (91.41%)
    - SPED = 96 (88.03%)
    - ELL= 40 (92.23%)
    - Economically Disadvantaged = 433 (88.28%)

ELA Proficiency = 20.6%

Math Proficiency= 18.9%



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*What supports can you put in place to reduce barriers with implementation and garner staff, student, and parent buy-in?*

- Use time during faculty meetings, grade level meetings, and common planning time to provide staff with PD and to gain staff input on CLRI initiatives.
- Look into grants and additional funding to purchase CLRI resources for the building.
- Collaborating with the district staff development department to provide CLRT PD, training, and support to meet the diverse needs of the students.
- Use SBMT meetings as a platform for parents, students, staff, and community members to voice concerns and work as a team to address these concerns.

*What is the heart behind this work – why is this work important for the students in your school?*

- It is important for our school to provide a culturally linguistic responsive learning environment where the climate reflects the various cultures and backgrounds of every student.



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<p align="center"><b>Action Steps</b>            (For each action step, make the District's High-Leverage CLRI Strategies it aligns to and the timeframe it will occur.)</p>	<p align="center"><i>Create a Welcoming Environment</i></p>	<p align="center"><i>Rigorous Instruction &amp; High Expectations for All</i></p>	<p align="center"><i>Culturally Inclusive Classroom</i></p>	<p align="center"><i>Culturally and Linguistically Responsive Training</i></p>	<p align="center"><b>Responsible Persons</b></p>	<p align="center"><i>September 2019 – January 2020</i></p>	<p align="center"><i>February 2020 – August 2020</i></p>	<p align="center"><i>September 2020 – January 2021</i></p>	<p align="center"><i>February 2021 – August 2021</i></p>
<p>Grade Level Meetings and/or Faculty Meetings once a month, will provide culturally responsive professional development</p>				<p align="center">X</p>	<p align="center">Guardian of Equity (C. Wallace)</p>	<p align="center">X</p>	<p align="center">X</p>	<p align="center">X</p>	<p align="center">X</p>
<p>Grade Level/Faculty meeting agendas will include time for teachers to plan on how to effectively embed CLRT lessons within the district curriculum using skilled fidelity</p>	<p align="center">X</p>	<p align="center">X</p>	<p align="center">X</p>	<p align="center">X</p>	<p align="center">Administration, Coaches, and Teacher</p>	<p align="center">X</p>	<p align="center">X</p>	<p align="center">X</p>	<p align="center">X</p>
<p>Teachers participated in the History Walk (November Faculty Meeting)</p>				<p align="center">X</p>	<p align="center">CLRI Team</p>	<p align="center">X</p>			
<p>Continue to monitor the incorporation of Restorative Justice practices in the classrooms and SST.</p>	<p align="center">X</p>	<p align="center">X</p>	<p align="center">X</p>	<p align="center">X</p>	<p align="center">Administration, Staff, and Teachers</p>	<p align="center">X</p>	<p align="center">X</p>	<p align="center">X</p>	<p align="center">X</p>



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School bulletin boards and classrooms reflect the diversity of the students and school community (posters, images, and current student work posted)	X	X	X	X	Administration, Staff, and Teachers	X	X	X	X
Administrators and coaches use Instructional Coaching Tool for Literacy and Mathematics	X	X	X	X	Administration and Coaches	X	X	X	X
Black History Month Collaboration Production	X	X	X		Faculty and Students		X		
Collaborate with community partners to engage students and families during After School and Saturday Academy	X		X	X	Staff and Community Organizations	X	X	X	X



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