



*Culturally & Linguistically Responsive Initiatives  
School Action Plan*

**School: Olmsted #156**

# **Culturally & Linguistically Responsive Initiatives**

## **- School Action Plan -**

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|----------------|--------------------------|
| <b>School:</b> | <b>Olmsted #156</b>      |
| <b>Date:</b>   | <b>December 11, 2019</b> |

| <b><i>CLRI Team Members</i></b> |                                    |
|---------------------------------|------------------------------------|
| <b>Name</b>                     | <b>Title</b>                       |
| <b>Michael Gruber</b>           | <b>Principal</b>                   |
| <b>Allyson LaRuffa</b>          | <b>Psychologist</b>                |
| <b>Robert Maulucci</b>          | <b>Instructional Coach</b>         |
| <b>William Merriman</b>         | <b>Teacher – Special Education</b> |
| <b>Christopher Meszaros</b>     | <b>Teacher – Social Studies</b>    |
| <b>Kimberly Zaffram</b>         | <b>Teacher – Dual Language</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*

- Made conscious decisions to make the school a more welcoming place for students and adults of all backgrounds by posting flags, maps, welcome signs (in various languages) and pictures to represent the races, languages and cultures represented by the students within the school.
- To bring various readings to either faculty meetings or CPT. These readings have included those given out during TAC-D. Currently all CPT groups are reading and discussing The Opportunity Myth.
- Highlighting Hispanic Heritage Month, Black Heritage Month and Native American Month
- The librarian collection was expanded by the purchase of books focusing on other cultures.

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

- Continue to be inclusive to all racial and cultural groups represented within the school and work to take what has been done in the halls and focus on classrooms so students as well as adults see what is in the halls carried over into the classroom.
- To continue reading and discussing articles brought back from Disproportionality sessions.
- To embed and celebrate the holidays and customs of all groups at various times throughout the school year. (Ramadan
- Highlighting various races and cultures by letting students know the resources we have within the school library for them to read.

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

- Time is the first barrier – making the time to do an in-depth job of embedding CLRT into our school and not just surface activities.
- Resources whether books, posters etc. for classrooms
- To ensure all teachers attend CLRT and implement what they have learned during these professional development sessions.
- Lack of awareness

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

- The school's current racial breakdown is 40% African American, 8% Asian, 14% Hispanic/Latino, 4% Multiracial 32% White, 1% Pacific islander and 1% Native American. Students from 19 different countries attend Olmsted 3156.
- During the 2018-2019 school year there were 8 long-term suspensions. All suspensions were for students of color – 6 Black, 1, Hispanic and 1 multiracial. Five of suspensions were received by females.
- During the 2018-2019 school year there were 39 short-term suspensions – 31 suspensions were for students of color and 8 were white students.



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

- To prioritize what we hope to accomplish as it pertains to CLRT and then set an agenda as to when it will be accomplished.
- In the school newsletter to highlight CLRT.

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

- Within the school community the heart is the pride felt by members of the school community in how diverse the school is and the why is that all people are unique and have value and steps have to be taken to ensure that uniqueness is maintained and acceptance is fostered.

| <p align="center"><b>Action Steps</b><br/><i>(For each action step, mark the District's High-Leverage CLRI Strategies it aligns to and the timeframe it will occur.)</i></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> |
|--|---|---|---|--|--|--|--|--|--|
| <ul style="list-style-type: none"> <li>▪ Honor and celebrate more of the holidays represented by various cultures represented within the school</li> </ul>                   | X   |   |   |  | Catherine Dulak (AP) and Michael Gruber (P)      | X  | X  | X  | X  |



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| <ul style="list-style-type: none"> <li>Read and discuss the Opportunity Myth at CPT meetings</li> </ul>  |                                       | X   |                                       |  | School administrators and Instructional Coach | X                                    | X                                  |                                      |                                    |
| <ul style="list-style-type: none"> <li>Prioritize strategies to implement CLRT from December – June – administrative meetings and CPT</li> <li>Highlighting the resources within the school that foster CLRT and make them more accessible to teachers and students</li> <li>Brainstorm ideas at CPT to make classrooms more culturally responsive by the artifacts within them</li> </ul> |                                       |   | X                                     |  | Administrators<br>Teachers                    |                                      | X                                  | X                                    |                                    |
| <ul style="list-style-type: none"> <li>Provide a set of CLRT resources for teachers on Schoology for teachers</li> <li>Ensure parents are aware of what is happening within the school and through School Messenger calls share resources with parents.</li> </ul>   |                                       |   |                                       | X  |   |                                      | X                                  | X                                    | X                                  |
| <p align="center"><b>Action Steps</b><br/>(For each action step, mark (X) its alignment to the District's High-Leverage CLRI Strategies and the appropriate timeframe.)</p>  | <i>Create a Welcoming Environment</i> | <i>Rigorous Instruction &amp; High Expectations for All</i> | <i>Culturally Inclusive Classroom</i> | <i>Culturally and Linguistically Responsive Training</i> | <b>Responsible Persons</b>                    | <i>September 2019 – January 2020</i> | <i>February 2020 – August 2020</i> | <i>September 2020 – January 2021</i> | <i>February 2021 – August 2021</i> |





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