



Culturally & Linguistically Responsive Initiatives

- School Action Plan -

School:	City Honors
Date:	11/25/2019

<i>CLRI Team Members</i>	
Name	Title
Dr. Kresse	Principal
Mrs. Van Remmen	School Psychologist
Ms. Cammarata	Instructional Coach
Ms. McDow	Assistant Principal
Dr. Mistretta	Parent
Kaylani Williams	Student
Amaya Sonubi	Student



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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

- Carefully monitoring discipline consequences- ensuring they are equitable and restorative techniques/practice
- Suspensions are not just focused on a certain group
- Advocate for student placement policies reflective of students in the district
- Mental Health Day
- Diverse groups have opportunity to work in Pelion Garden for community services
- Transgender awareness for teachers (rights, regulations)
- 5th - 9th grade curriculum- modules are more culturally diverse
- The Hate You Give movie field trip
- August Wilson monologue competition (Paul Robeson theatre)

Which accomplishments can you grow and/or build upon?

- Staff awareness
- Student awareness
- Greater cultural awareness incorporated in Mental Health activity day

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

- Funding
- Attitude of urgency and importance
- Changing the mindset, changing perceptions, getting over defensiveness (focus on how information is presented to students and staff)
- All staff on the same page when it comes to CLRI
- Current focus tends to be toward the negative aspects of one's culture



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

- 1083 Total Students
- 45% of students are Black, Latinx, Asian, Native American (does not include Middle Eastern)
- 1% American Indian/Alaskan Native, 13% Asian, 16% Black, 8% Hispanic/Latinx, 6% Multiracial, 55% White
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- **Special Education:** 124 students receive SPED; 8-Asian, 44-Black (2 Hispanic), 5- Multiracial (1 Hispanic), 67- White (11 Hispanic)
- **Attendance:** 894 Students absent during the 2018-2019 school year; 7.5% were considered “chronic” or “severe” absences
- Asian- 12% of absences, 3% chronic or severe
- Black- 17% of absences, 8% chronic or severe
- Multiracial- 7% of absences, 11% chronic or severe
- White- 63% of absences, 7.8% chronic or severe
- **Graduation data:** 2018-2019 school year: 97% of students graduated
- Composition of graduating cohort (class of 2019): 8% Asian, 17% Black, 5% Multiracial, 70% White

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

- Explanation behind the change
- CLRI team provide information at a PTSCO meeting and at faculty meetings
- Slow exposure of facts and information
- Be real

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

- Creating a welcoming/comfortable environment
- A shift has to be made, “change the narrative” one step at a time
- Allows adults to recognize their own internal biases
- Learning about other cultures (backgrounds) and incorporating that knowledge in the classroom/curriculum



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Action Steps <i>(For each action step, mark the District's High-Leverage CLRI Strategies it aligns to and the timeframe it will occur.)</i>	Create a Welcoming Environment	Rigorous Instruction & High Expectations for All	Culturally Inclusive Classroom	Culturally and Linguistically Responsive Training	Responsible Persons	September 2019 – January 2020	February 2020 – August 2020	September 2020 – January 2021	February 2021 – August 2021
Present CLRI fast facts and information to students through the use of Schoology (student opinion poll), announcements, school newspaper			X	X	Dr. Kresse		X	X	X
Highlighting cultural assets of students within the school building through posters/art work	X			X	Guardian of Equity, Student Scholars, Art Teachers			X	
Purchase and install welcome banner in front hallway (all languages represented)	X				Dr. Kresse	X			
Take CLRI to PTSCO				X	CLRI Team	X			



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<p align="center">Action Steps (For each action step, mark (X) its alignment to the District’s High-Leverage CLRI Strategies and the appropriate timeframe.)</p>	<p align="center"><i>Create a Welcoming Environment</i></p>	<p align="center"><i>Rigorous Instruction & 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">Responsible Persons</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>Take CLRI to faculty- present at faculty meeting (explain CLRI and the work through students point of view)</p>			X	X	CLRI Team	X			
<p>Take CLRI to faculty- provide CLRI articles to staff (allow for discussion and reflection)</p>		X	X	X	CLRI Team		X		
<p>Print and hang “400 years of Inequality” banners</p>				X	CLRI Team		X		