



Culturally & Linguistically Responsive Initiatives

- School Action Plan -

School:	Riverside Academy High School #208
Date:	November 2019

<i>CLRI Team Members</i>	
Name	Title
David Hills	Principal
Nicole Dugan	Guidance Counselor
Tonya Davis	Guardian of Equity
Madonna Wilburn	Teacher
Ayan Malek	Scholar for Social Justice
Deborah Bellevue	Scholar for Social Justice



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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

- Established CLRI team – monthly meetings planned. All roles filled except parent.
- Welcoming environment – signs in multiple languages, culturally responsive posters in halls, door decorating contests (Hispanic Heritage, African American, Multicultural themes),
- Student voices are shared via the student council, as well as through our Scholars for Social Justice.
- Advisory Groups – mindfulness, foster relationships between students and teachers, restorative circles
- 3 students attending Big Sister/Little Sister program
- Suicide prevention training is scheduled this December for all staff
- Dual-language glossaries have been provided to all entering and emerging ELLs (including grade 11, which we provided ourselves)
- The Daily announcements include the Pledge of Allegiance in both Spanish and English

Which accomplishments can you grow and/or build upon?

- Will offer trainings on Trauma Informed Care, Restorative Practices, and CLRT
- Want to hold a multicultural event later in the year as well as a Career Day (featuring culturally diverse speakers)
- ENL teachers use Talking Points app to communicate with parents in the home language. Need to encourage the classroom teachers to also use the app. Request access for Admin and Guidance.

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

- Difficult to find time to turn-key information
- Need resources and materials (like History Walk posters, etc) or money for resources and materials
- Staff buy-in (staff needs to understand why and how to include CLRT in their lesson delivery)



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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.)***

- We have created a spreadsheet with ODR and Suspension Data that we can review and analyze regularly to monitor equitable discipline consequences
- Observations:
The number of suspensions for November have gone down in comparison to November of last year, we believe it is because we have instituted an ISS room.
ODRs have been mostly from classroom incidents.
Long-term suspensions were all directly related to code of conduct offenses and required suspension.

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

- We need a full time SST team and Attendance Teacher in our building
- Continue to inform and share out at faculty meetings and CTMs
- SBMT meetings include CLRI topics
- Make CLRI resources from District Trainings available to the building staff

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

- The heart behind our work is described in our mission statement:
“We at Riverside Academy value engagement, exploration, and excellence. Our goal is that each student will practice the problem solving, critical thinking and communication skills necessary to succeed academically, professionally, and socially. We are dedicated to high quality leaning that demands persistence and excellence to inspire hopes and dreams.”
- We also believe that:
“One voice can change a room, and if one voice can change a room, then it can change a city, and if it can change a city, it can change a state, and if it can change a state, it can change a nation, and if it can change a nation, it can change the world. Your voice can change the world.”
- The mission statement is posted around the school building and referred to in each school-wide town hall meeting.
The “One Voice” statement is shared every day on the morning announcements.



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<p align="center">Action Steps <i>(For each action step, make 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 & 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>Include more visuals (signs, bulletin boards, etc) around the building that showcase diversity and languages. Have school-home communications translated</p>					<p>CLRI Team SSJ</p>	x	x		
<p>Look into having a mindfulness room Use Donors Choose to furnish room</p>					<p>CLRI Team (Guardian of Equity, SSJ, and Say Yes Navigator and SST)</p>		x		
<p>Speaker Series Aim to have two speakers this year #1 – Emmanuel Kulu “I am Pharoah” #2 – TBA</p>					<p>CLRI Team</p>	x	x		
<p>Offer trainings on CLRT, Trauma Informed Care, Restorative Practices.</p>					<p>Adminstration Coaches</p>		x		



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Career Day (featuring a culturally diverse group of speakers)					CLRI Team, Say Yes Navigator, Wheeler		X		
Use January Faculty meeting for History Walk					CLRI Team	X			
Use some time in CTMs to share CLRI information					CLRI Team Coaches	X	X		



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