



Culturally & Linguistically Responsive Initiatives

- School Action Plan -

School:	Leonardo da Vinci High School
Date:	December 11, 2019

<i>CLRI Team Members</i>	
Name	Title
Gregory A. Lodinsky	Principal
Lizzy C. Crispin	Assistant Principal
Ndekezi Ndeze	Social Studies/Guardian of Equity
Ramona Adams-Franklin	CTE
Lisa Santos - Trode	English Teacher
Bethany McKee	Parent Liaison
Dahan Bandera Ramirez	Student
Badrunnesa Tanjuma	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

- Team developed and meets regularly (twice a month)
- Provided training for staff in 2 faculty meetings.
- Restorative practices such as restorative circles, uniform guided questions for circles, and crisis situations posted in all classrooms.
- Diverse representation on school walls in posters.
- Students home languages represented in various locations in the building.
- Culturally themed events and activities for select months

Which accomplishments can you grow and/or build upon?

- Monthly culturally responsive activities (lesson)
- Inform faculty of the 1619 project and timeline in order to utilize it as a resource
- Continue to expand current multicultural events around in evidence in the school.
- Infusing culturally responsive music, art and movement in curriculum (share resources and links).
- Include and highlight authors backgrounds that are inclusive in the current curriculum.
- Students create PowerPoints regarding their cultural identity to introduce themselves to each other
- Teachers hang student photos on bulletin boards and in classrooms
- Create a bulletin board as a central hub for CLRT resources and monthly cultural awareness.
- Recognizing students for various cultural activities/holidays

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



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- Teacher’s concern that “additional work” to infuse culturally responsive material may take time from curriculum aligned instruction
- Lack of resources within the building.
- Teacher recognize and understand their implicit bias towards students
- Lack of training for those teachers not on the CLRT team

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

- **Building Demographics:** Total Population - (392) 29% Male & 71% Female
 - Hispanic/Latino – 21%
 - Asian – 18%
 - Black or African American – 34%
 - White – 24%
 - Two or more races – 2%
- **Suspension September 2019 to November 2019:** Total 22 suspensions
 - White - 3
 - Black - 9
 - Multi-racial - 0
- **Attendance September 2019 to October 2019:** Overall-
 - SAT – 46%
 - Risk – 21%
 - Chronic – 21%
 - Severe – 12%
 - Asian – SAT 44% Risk 25% Chronic 21% Severe 10%
 - Black or African American – SAT 48% Risk 17% Chronic 23% Severe 11%
 - White – SAT 48% Risk 27% Chronic 16% Severe 8%
 - Hispanic – SAT 44% Risk 12% Chronic 24% Severe 18%
 - Two or more races – SAT 37% Risk 50% Chronic 12% Severe 0

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



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- CLRI team will do the “heavy lifting” of going through the curriculum and indicating where culturally responsive materials can be embedded. Depending on content area, the level of infusion will differ.
- CLRI team will build resources that can be posted Schoology that can be easily accessed by teachers.
- CLRI Team will develop regular initiatives to foster community building, allowing teachers to become familiar with their students’ backgrounds.

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

- As an educational village, we must understand that it is important for students to have a sense of pride by having their culture represented in the curriculum.
- Teachers are often uninformed about the history of their students of color, therefore, students receive misinformation of their own cultures and how their cultures have contributed to American society due to teachers’ implicit biases and incorrect information in school provided materials and text books.
- It is important for students to be aware of their cultural pride each day, not only during special occasions/holidays
- It is important for teachers to familiar with and communicate to students their own sense of cultural identity.

<i>Action Steps</i> <i>(For each action step, make the District’s High-Leverage CLRI Strategies it aligns to and the timeframe it will occur.)</i>	<i>Create a Welcoming Environment</i>	<i>Rigorous Instruction & High Expectations for All</i>	<i>Culturally Inclusive Classroom</i>	<i>Culturally and Linguistically Responsive Training</i>	<i>Responsible Persons</i>	<i>Sept. 19 – Jan. 20</i>	<i>Feb. 20 – Aug. 20</i>	<i>Sept. 20 – Jan. 21</i>	<i>Feb. 21 – Aug. 21</i>
Upload links to Schoology for culturally responsive music, art.	X		X		Art Department		X		
Create and share culturally responsive circles topics and openers during da Vinci Day	X		X		All staff	X			



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Expand fine arts night to include artists and works of various cultures.	X				Schroeder, Horsmon Hart		X		
Develop “Holidays Around the World” and “Multicultural Day”	X				Grine	X			
<i>Action Steps (For each action step, mark (X) its alignment to the District’s High-Leverage CLRI Strategies and the appropriate timeframe.)</i>	<i>Create a Welcoming Environment</i>	<i>Rigorous Instruction & High Expectations for All</i>	<i>Culturally Inclusive Classroom</i>	<i>Culturally and Linguistically Responsive Training</i>	<i>Responsible Persons</i>	<i>September 2019 – January 2020</i>	<i>February 2020 – August 2020</i>	<i>September 2020 – January 2021</i>	<i>February 2021 – August 2021</i>
Review social studies curriculum for appropriate implementation of culturally responsive resources.		X			Ndeze, Nichols, Connors Hacker			X	
Teachers post student photos on bulletin boards and in classrooms (world map in classroom)	X				Hacker		X		



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Create a bulletin board as a central hub for CLRT resources and monthly cultural awareness.	X				Crispin, Said	X			
Inform staff of 1619 project and timeline in order to utilize it as a resource		X		X	CLRI team		X		