



Culturally & Linguistically Responsive Initiatives

- School Action Plan -

School:	Hutchinson Central Technical High School
Date:	11/14/19

<i>CLRI Team Members</i>	
Name	Title
Dr. Gabrielle Morquecho	Principal
Katie Rozek	ENL Teacher/Guardian of Equity
Elizabeth Brandjes	Instructional Coach
Dr. Kevin Duffy	School Psychologist
Haylee Upper	Senior
Jayseana Jackson	Senior
Nina Smith	Parent
Kara McGuire	Parent



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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

- 1) All Core Content Area Teachers have attended the full day Phase One and Two of the CLRT Professional Development sessions, with the exception of teachers who are new to the building. All of the Core Content Area, PE/Health teachers participated in the Restorative Justice trainings for two years as part of the district's cohort one. Teachers who were unable to attend have been offered several additional opportunities to attend the Restorative Justice training.
- 2) Full faculty meetings and Common Planning Time meetings have addressed 4 high leverage strategies for CLRT: 1) Create a Warm and Welcoming Environment; 2) Rigorous Instruction/High Expectations for ALL; 3) Culturally Inclusive Curriculum; 4) Teacher and Administrator Training on Culturally Relevant Pedagogy.
- 3) We created a conceptual framework at the school to provide a visual representation of our goals. It is called the **Tech Success Blueprint**, and areas such as rigor and high expectations, creating a culture of care, strategies for increased student engagement, and a building wide focus on STEAM literacy are all part of the blueprint. The blueprint was updated based on teacher feedback and is displayed in every room and throughout the building and teachers refer to it when teaching and during pre/post observations to demonstrate how their lessons fit into the inclusive, rigorous and supportive culture of our school. The Blueprint encompasses the 4 high leverage CLRT strategies mentioned in number 2 above.
- 4) Building on the work of the TACD, we have created a CLRI Team consisting of teachers, administrators, parents and students. Beliefs, Policies, and Practices of various school features and how these work together to create a particular school climate is work that will continue. CLRI work will be aligned with all other action planning documents such as our DTSDE, Growth Plan, and district and building Instructional Priorities. Turnkey trainings and conversations among stakeholders will continue.
- 5) Instructional and Math Coaches have begun to implement the Coaching Tool (District Instructional Priorities) into Common Planning meetings, grade level meetings and one to one work with teachers. Coaches have helped teachers to be on pace, to use district approved materials, and to use data to inform differentiation for all students, especially our ENL students, and students with 504/or IEPs. This year, instructional coaches and CLRI team will examine performance of race/ethnicity subgroups. Our ENL Teacher (and Guardian of Equity) has presented to each CPT team about the classification, services, and cultural norms of our ENL population.
- 6) In the fall of 2019, we worked with a representative from the Office of School Climate to review how teachers can use Restorative/Academic Circles in their classrooms, with their sports teams, or clubs.



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Which accomplishments can you grow and/or build upon?

Referring to the accomplishments as numbered above, the following represents ideas for growth:

- 1) Audit of all teachers new Hutch Tech to determine gaps in CLRT and Restorative Justice Professional Development sessions.
- 2) Build upon addressing the high leverage strategies with the teachers who do NOT have Common Planning Time.
- 3) n/a
- 4) The CLRI Team will meet regularly to plan turn-key trainings.
- 5) Continue to support all teachers, using the coaching tool and instructional priorities, in the implementation of the four high leverage strategies. CLRI team and CPT meetings will examine YRBS and Ed Climate data, in addition to test data.

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

- The absence of Common Planning Time for our CTE and PE/Health Teachers. There are 20 such teachers in our school, representing 18% of the faculty. Have CTE and PE/Health teachers received Phase One and Two CLRT? Inconsistency in time to plan and integrate CLRT practices and inconsistent knowledge and training impacts school climate. Also, acclimating 15-20 new adults/teachers in the school to our climate will be challenging this year.
- Low parent involvement in the school is also a barrier. All adults in the lives of our students (teachers, parents, administrators) need to be on the same page with expectations related to CLRI. Opportunities for parents to be involved exist, but need to be communicated or structured differently to increase involvement. 88% of our students are eligible for free or reduced lunch, meaning that it is probably difficult for parents to attend school events due to work schedules, transportation, health issues, and language and cultural barriers.
- The ratio of professional mental health counselors to students is inadequate. 1200 students, 1 Social Worker, 1 School Psychologist, and 3 Guidance Counselors! No Say Yes Family Support Specialist, no attendance teacher, no CSE Chairperson. These teachers previous led the Tier 1 Intervention and SST meetings and documentation. Currently, these groups need to be reconfigured.



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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.)***

- See appendix (ESSA Data)

The Demographics at Hutch Tech are similar to the district. In looking at our ESSA Data all students are CCR except 2 subgroups: Hispanic and SWD. For ELA, Hutch Tech had a 93% proficiency overall. For math, we had 79% proficient. Aside from race, our SWD are struggling with 43% proficiency in math and 56% for ELA. ESSA data shows chronic absences are a concern for all subgroups.

	BPS	Hutch Tech	ELA	Math
African American	46.4	38.1	91%	74%
Hispanic	19.6	15.5	85%	69%
Asian	9.4	13.1	97%	95%
White	20.2	30.6	95%	82%
Multi-Racial	3.8	1.3	---	---
Native American	.7	1.5	---	---

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

We have discussed expanding our Tier I intervention team to include more teachers and the instructional coaches. The team may work with small groups of students, in circle, occasionally, to help them become more cognizant of how their actions are impacting their learning and the learning of their peers. This team will communicate with teachers about what has worked for particular students and will help teachers to regularly use restorative circles to build positive classroom environments which may prevent misbehavior or failure.

Modeling during faculty meeting and CPT.

Set time a few times a year for extended homerooms

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

LOVE, EQUITY, SOCIAL JUSTICE, HAPPINNESS, SAFETY, RESPECT, SUCCESS, BELONGING, EQUALITY



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<p align="center">Action Steps (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 & 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>Celebrate the diversity of our student, faculty, and staff populations in regular ways.</p> <ul style="list-style-type: none"> • Increase awareness and build community through morning and afternoon announcements. • Cultural Awareness Week/Month • African American History Month celebration (daily trivia, Drama Club performance) • Bulletin boards 	X		X	X	<ul style="list-style-type: none"> • Administrators • World Languages Department, first week of March • Drama Club Advisor; ELA Teacher; Instructional Coach • Students 	X	X	X	X
<p>CLRI Turnkey training</p> <ul style="list-style-type: none"> • Faculty meetings • Technology Fridays • CPT 	X	X	X	X	<p>CLRI Team: Dr. Morquecho Dr. Duffy Mrs. Rozek Mrs. Brandjes Parent and Student Reps</p>	X	X	X	X



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Increase Family Engagement	X				Teachers Administrators SBMT Guidance Counselors Social Worker School psychologists Parent Representatives Tier One Intervention Team	X	X	X	X
Use District Coaching Tool to assist teachers with BPS Instructional Priorities in Literacy and in Math, particularly ALL students do grade level work and ALL students Explain their Thinking/Write: student engagement.	X	X	X	X	Principal Assistant Principals Instructional Coach Math Coach Teacher Peer Groups Students	X	X	X	X