

Culturally & Linguistically Responsive Initiatives

- School Action Plan -

School:	Middle Early College High School
Date:	December 9, 2019

<i>CLRI Team Members</i>	
Name	Title
Susan Doyle	Principal
David Potter	Assistant Principal
Reggie Roberts	School Psychologist
Vivian Ojumu	Parent Facilitator
Jacqueline Johnson	Student
Rashid James	Student
Pamela Brown	Social Worker

Guiding Questions:

List the accomplishments your school has made regarding culturally and linguistically responsive initiatives since attending the first set of District Disproportionality Trainings in the 2017-2018 school year

- Discussed options and ordered class sets of culturally and linguistically responsive materials for students to utilize for ELA AIR Book Projects – “Dear Martin” and “The Hate You Give”
- Tier 2 team meets twice monthly to review office discipline referral data in order to implement interventions for students requiring additional support in an effort to avoid suspensions.
- Restorative conversations are held in response to office discipline referrals and conflict resolution needs on a regular basis.
- Students participate in door decorating and bulletin boards that reflect themselves and future possibilities.
Students participate in “Our Story”.

Which accomplishments can you grow and/or build upon?

Continue building a culture of CLRI awareness.
Further develop KATS Connect – a peer to peer mentoring initiative.
Increase diversity of staff.
Build more student and parent input into CLRI initiatives.

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

Time to turnkey information from CLRI training days to faculty.
Time for CLRI team to meet.
Funding for activities and materials.

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

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- Use of Common Planning time to turnkey training info to faculty

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

- Our students deserve a safe, welcoming, secure environment in which to learn and thrive as individuals.

<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>Infuse CLRI data, articles, and small group activities into Common Planning Time.</p>	X	X	X	X	CLRI Team	X	X	X	X
<p>10th Grade Focus” Diversity” Curriculum to be adapted to include 10 sessions of articles, discussion points, and activities from the CLRI trainings.</p>		X	X	X	Administration CLRI Team		X		
<p>400 Years Timeline Activity – To be printed, shared with faculty, and embedded in the 11th grade US History curriculum for students.</p>		X	X	X	CLRI Team Social Studies Team		X	X	X
<p>Scholars of Justice Students to share Book Study “Black Male(d)” information and activities with CLRI team and Team to discuss and decide how to share out with larger student body.</p>			X	X	CLRI Team		X	X	X