



# **Culturally & Linguistically Responsive Initiatives**

## **- School Action Plan -**

<b>School:</b>	<b>Research Laboratory High School #366</b>
<b>Date:</b>	<b>11/12/19</b>

<b><i>CLRI Team Members</i></b>	
<b>Name</b>	<b>Title</b>
<b>Angela Cullen</b>	<b>Principal</b>
<b>Jessica Wilcox</b>	<b>Teacher, Guardian of Equity</b>
<b>Abdi Muktar</b>	<b>Student, Scholar for Social Justice</b>
<b>Suzan Habtezion</b>	<b>Student, Scholar for Social Justice</b>



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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***

- All staff have been trained in Restorative Practices; most staff have been trained in Trauma Informed Care.
- Through weekly talking circles, we have focused time on building relationships with our students, ie. getting to know them.
- We have begun to explore the culturally responsive lessons available in Nearpod.
- We offer AP courses to all students.
- We developed a Senior Champions program where every senior student has a mentor who follows their progress throughout the year and supports them.

***Which accomplishments can you grow and/or build upon?***

We are on our second year of regularly scheduled social emotional circles and this year we added academic circles – both offer our staff and students the opportunity to speak and to listen, leading to stronger relationships. This year, we are working with our students in Inter High to have them develop and run social emotional circles in the spring.

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

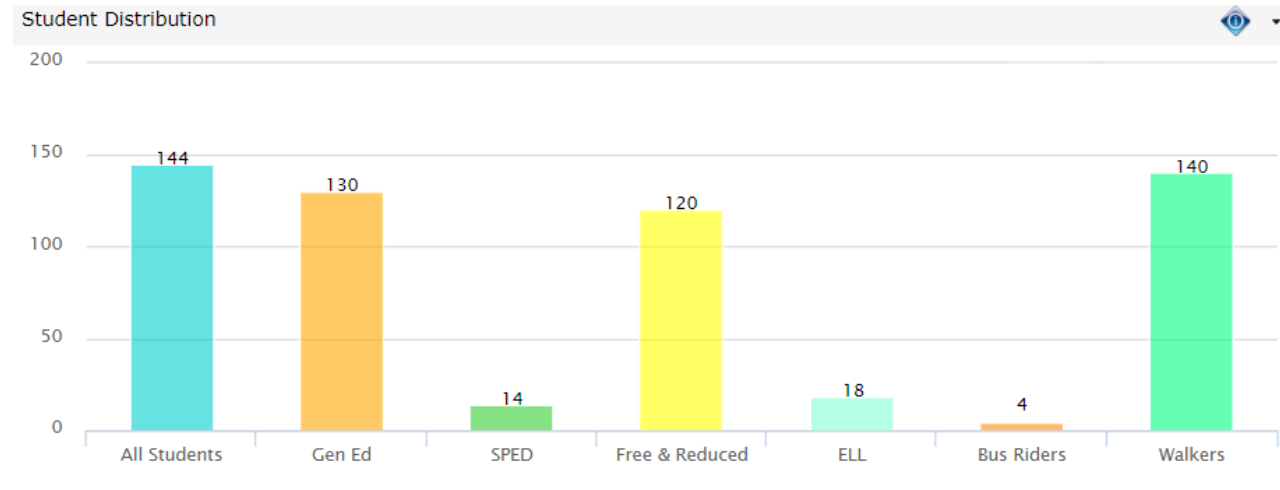
One of the barriers we face is helping the staff to understand that CLRI is not just another “thing” we have to do. CLRI is more than just a few culturally relevant lessons to add to our curriculum. CLRI is a way of thinking and that changes into a way of being which manifests in the way we look at our students, the way we talk to our students and their families, the lessons that we develop to grow our students academically and ultimately, our expectation that all of our students will succeed.

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



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Overall Student Distribution: minority = white, majority = black, Hispanic, Asian, Pacific Islander, multi-racial, Indian, unknown:  
 All students - 11 majority (8% of student population) / 133 minority (92% of student population)  
 SpEd – 0 majority / 14 minority  
 Free & Reduced – 11 majority / 109 minority  
 ELL – 2 majority / 16 minority



Attendance:

ADA for white students (includes Hispanic) – 86.79%  
 ADA for black students – 90.90%

Suspension:

Long Term Suspension  
 YTD – 0 majority / 3 minority

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

Through talking circles, we are building relationships and creating safe and supportive environments. We are also using restorative circles for problem solving, to address some discipline issues, and return from suspension conferences.



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

As a school with a 92% minority population, CLRI is absolutely necessary. CLRI recognizes the importance of including students' cultural references in all aspects of learning, enriching classroom experiences and keeping students engaged. Students need to see themselves, their friends, and their family in the curriculum to make it relevant to them. Purposefully developing lessons that are relevant to our students will increase overall engagement. More importantly than just the curricular changes is changing our mindset as educators, that all of our students are capable, all of our students are worthy, and by building relationships and getting to know our students and their stories, we will increase their buy in for the whole educational process.

**Some of the characteristics of culturally responsive teaching are:**

- Positive perspectives on parents and families
- Communication of high expectations
- Learning within the context of culture
- Student-centered instruction
- Culturally mediated instruction
- Reshaping the curriculum
- Teacher as facilitator



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<p align="center"><b>Action Steps</b> (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"><b>Create a Welcoming Environment</b></p>	<p align="center"><b>Rigorous Instruction &amp; High Expectations for All</b></p>	<p align="center"><b>Culturally Inclusive Classroom</b></p>	<p align="center"><b>Culturally and Linguistically Responsive Training</b></p>	<p align="center"><b>Responsible Persons</b></p>	<p align="center"><b>September 2019 – January 2020</b></p>	<p align="center"><b>February 2020 – August 2020</b></p>	<p align="center"><b>September 2020 – January 2021</b></p>	<p align="center"><b>February 2021 – August 2021</b></p>
Build CLRI elements into our monthly restorative circles.	X				Kira Mioducki	X			
Complete history walk-through during Faculty meeting				X	Jessica Wilcox, Guardian of Equity	X			
Add CLRI as a standing agenda item for SBMT and PTO meetings.	X				Mrs. Cullen, Principal	X	X	X	X
Implement new curriculum in ELA and Social Studies			X		English and Social Studies Teachers	X	X	X	X



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<p>Identify and prepare students for the August Wilson Monologues Competition</p>			<p align="center">X</p>		<p align="center">Laurie Ann Mertens (Advisor)</p>	<p align="center">X</p>	<p align="center">X</p>		
<p>Identify students for the Seal of Biliteracy and meet with them regularly to ensure they are on target to meeting the requirements for the achievement</p>		<p align="center">X</p>			<p align="center">Jessica Wilcox</p>	<p align="center">X</p>	<p align="center">X</p>		