

Diversity Initiatives for West Mercer Elementary School

Commitment	Activities	Description	Completion
Creation of School Diversity Team	Recruit staff and develop school plan	The school diversity team’s charge is to guide the implementation of initiatives outlined in the School Commitment to Diversity, Equity and Inclusion document	Initial team created Sept, 2015. Step one was to recruit staff. Next step is to define and solicit parent participation beginning with the 2017-2018 school year.
Continuous staff development around issues of diversity, equity and inclusion	<p>1. Article Study; “Simple Interventions Boost Self-Esteem” and “The Caring Teacher’s Manifesto” from <u>Educational Leadership</u>, March 2015’s Culturally Diverse Classrooms edition.</p> <p>2. Professional development through guest presenters</p>	<p>Through the reading and discussion of books and articles, participants are made aware of current practices, research, and trends, as well as able to examine their own preferences, biases and professional practices</p> <p>Invitation to Ben Ibole, WEA diversity trainer, to conduct a staff workshop on Culturally Responsive Instructional Strategies.</p> <p>Dr. Caprice Hollins presented to all MISD teachers, August 2016. She will be returning to West Mercer in January 2017, and then two additional times in the spring.</p> <p>Ben Ibole will be presenting to the West Mercer Staff in Winter 2017.</p> <p>District parents to present at West Mercer staff meeting about cultural awareness.</p>	<p>Continuous</p> <p>(Awaiting confirmation, Spring 2017)</p>

	<p>3. Professional Book Studies</p> <p>4. GLAD</p>	<p>“Whistling Vivaldi”, “The Reason I Jump”, “Fostering Resilient Learners”</p> <p>Training an initial cohort of teachers in Guided Language Acquisition Design that supports/addresses the academic language of all students</p>	<p>2016-2017 school year</p> <p>Initial training, Fall 2016</p>
Collection of pertinent diversity-related data	1. Collect and examine demographic information to examine trends as they related to diversity and equity	<p>Use survey data from yearly Educational Effectiveness Survey (EES) and district/state/national as a springboard for discussion and possible action steps. Present and discuss with staff and parents.</p> <p>Data from OSPI</p>	Continuous
Identified School wide action items	1. Develop school wide welcome practices for new students and families	<ul style="list-style-type: none"> ● Create consistent welcome practices for new students and their families. For example: new family ambassadors, clear classroom routines, etc. ● Share and train all staff in these new practices. ● Documents printed in different languages ● Access to interpreters for conferences, meetings, etc. ● Access to Chinese PTA (Lakeridge) ● Welcome Coffee for all new families to West Mercer 	<p>Winter 2016</p> <p>Spring 2016</p> <p>Fall 2016</p>

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Classroom Activities	<ul style="list-style-type: none"> ● Artwork reflecting diverse cultures ● Potlatch celebrations ● Name/Identity Poems ● Explorer reports ● Women in History Reports ● Black History Month Reports ● Family Time-lines and Traditions ● Lessons about Communities ● Culture Projects 	Throughout the school year, students will learn about and reflect upon cultures, traditions, their own uniqueness and other aspects of diversity through artwork, writing, technology, personal presentations and other classroom projects.	Continuous
Curriculum that addresses diversity issues	<ul style="list-style-type: none"> ● K-5 Mondo Literacy ● 2nd Step ● Music ● P.E. ● World Language (Spanish) ● Kelso's Choice 	Our new literacy curriculum contains stories and units of study that embrace diversity (e.g. 4 th grade unit on Traditions). 2 nd Step teaches skills for social and academic success including lessons on empathy, anti-bullying, understanding different perspectives, listening, and respecting similarities and differences. In music, students learn songs and musical genres of various languages and traditions (e.g. Spanish, gospel) and play instruments that are indigenous to other world locales (African ----drums, steel drums and ukuleles). We are piloting a new P.E. Curriculum, <i>Exemplary Physical Education Curriculum</i> (EPEC). Included in the curriculum is a module on personal and social skills where children are taught and practice social behaviors	Continuous

		that show respect for self and others during physical activity settings. During the <i>Compassion for Others</i> lessons, students practice encouraging students who might be challenged in a physical activity.	
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Commitment	Activities	Description	Completion
Curriculum that addresses diversity issues	<ul style="list-style-type: none"> ● Library ● Classroom book collections 	<p>We are piloting a new P.E. Curriculum, <i>Exemplary Physical Education Curriculum</i> (EPEC). Included in the curriculum is a module on personal and social skills where children are taught and practice social behaviors that show respect for self and others during physical activity settings. During the <i>Compassion for Others</i> lessons, students practice encouraging students who might be challenged in a physical activity.</p> <p>Our library and classrooms continues to grow their book collections through the purposeful acquisition of picture books and novels that reflect, through illustrations and text, the demographics of our society and student body while addressing age appropriate issues of diversity, equity and social justice.</p>	Continuous

ELL

Supporting students who are multilingual in their home schools