



*Culturally & Linguistically Responsive Initiatives  
School Action Plan*

**School: \_17\_ Due December 10th**

# **Culturally & Linguistically Responsive Initiatives**

## **- School Action Plan -**

<b>School:</b>	<b>ECC #17</b>
<b>Date:</b>	<b>10.31.19</b>

<b><i>CLRI Team Members</i></b>	
<b>Name</b>	<b>Title</b>
<b>Alexis Abbate</b>	<b>Guardian of Equity</b>
<b>Jennifer Peck</b>	<b>Psychologist</b>
<b>Tara Lesniak</b>	<b>Literacy Coach</b>
<b>Doris Smith</b>	<b>Parent Engagement Liaison</b>
<b>Bonnie Pendergast</b>	<b>Parent Engagement Liaison</b>
<b>Marianna Cecchini</b>	<b>Principal</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***

- We selected and read 2 chapters from *Multiplication is for White People* by Lisa Delpit in GLMs (Both classroom and encore teachers attended.)
- Two parents are now in attendance at the District's monthly Disproportionality meetings (This is up one from the 2018-19 school year.)
- We continue to ensure that Restorative Circles are on master schedules, so students can express themselves daily
- We have calming areas in every classroom in alignment with Restorative Practices. We have had the SST work with teachers on this and have also had Chris Heim come to each GLM to help with this initiative
- Our Guardian of Equity shared a video and some ideas for CLRI during the October 2019 Faculty Meeting
- We read, "School to Prison Pipeline" and followed with a faculty restorative circle for the December 2019 Faculty Meeting.
- Translated materials are sent out / provided when possible
- An ENL liaison was coming monthly to support teachers, however, as of 2019-20 she comes every Thursday (on a weekly basis) – she also presented during a Saturday professional development opportunity

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

- Delving deeper into conversations around CLRI (We are committed to having CLRI as a part of every school-based Faculty Meeting agenda.)
- Providing extended time for grade 4 circles (Since this grade is departmentalized, every Friday they will transition back to homeroom 20 minutes early in order to build a greater sense of community and develop relationships with their students.)
- Providing support to families from a school team approach, as a problem-solving type of meeting, to put steps into place to help students get on the right track (Individual family support meetings have currently been held for 6 identified students, we would like to see this increase.)
- Increasing CLRI awareness and training through the SBMT (report / summary from TAC-D was provided to members, a circle was conducted w/guardians and students during the November meeting – *Share an accomplishment that you are proud of / thankful for this school year.*)
- The School Leadership team has suggested adding activity stations (arts n crafts, African drumming, etc) and a restorative circle to our conference night so that families feel as though the visit is value - added.
- Creating a school based CLRI team with vertical team members that would meet monthly to plan building initiatives along with the District team

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



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- Time when we are all together that is not designated for other initiatives (Topics for Faculty Meetings/GLM have been dedicated to District mandates and school priorities.)
- Lack of parent participation during monthly PTO/SBMT meetings
- Home language barriers

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

The data reflected below was collected from 9/6/19 - 10/31/19:

Attendance - Average Daily Attendance Rate (ADA%) Totals:

**Total Students 396**  
**Satisfactory Sat% 182 45.96%**  
**At Risk At Risk% 103 26.01%**  
**Chronic Chronic% 71 17.93%**  
**Severe Severe% 40 10.10%**  
**ADA% 92.39%**

Suspensions: We have 0 listed and what is labeled as 100% Un-suspension Rate

grade	TotGr	M	F	A	MA	EA	B	MB	FB	H	MH	FH	I	MI	EI	Mit	MMit	FMit	P	MP	FP	W	MW	FW
<b>0017 Early Childhood Center</b>																								
PK	53	28	25	8	3	5	32	17	15	4	1	3	0	0	0	2	2	0	0	0	0	7	5	2
K	67	26	41	8	2	6	46	19	27	8	4	4	0	0	0	2	0	2	0	0	0	3	1	2
01	68	32	36	7	4	3	39	18	21	13	4	9	0	0	0	2	2	0	0	0	0	7	4	3
02	88	46	42	9	7	2	46	18	28	17	12	5	0	0	0	4	1	3	0	0	0	12	8	4
03	49	29	20	4	4	0	30	18	12	6	3	3	0	0	0	1	0	1	0	0	0	8	4	4
04	60	25	35	1	1	0	45	22	23	8	2	6	0	0	0	2	0	2	0	0	0	4	0	4
<b>Total:</b>	<b>385</b>	<b>186</b>	<b>199</b>	<b>37</b>	<b>21</b>	<b>16</b>	<b>238</b>	<b>112</b>	<b>126</b>	<b>56</b>	<b>26</b>	<b>30</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>5</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>41</b>	<b>22</b>	<b>19</b>
<b>All:</b>	<b>385</b>	<b>186</b>	<b>199</b>	<b>37</b>	<b>21</b>	<b>16</b>	<b>238</b>	<b>112</b>	<b>126</b>	<b>56</b>	<b>26</b>	<b>30</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>5</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>41</b>	<b>22</b>	<b>19</b>



## Our Special Education Classrooms

<b>6:1:1</b>	<b>6:1:1 (Autism)</b>	<b>Integrated co-teaching</b>
• Grades: K, 1, 2, 4	• Grades: 1, 2, 3	• Grades 2, 3, 4

(General education classrooms have an average of 22 students).

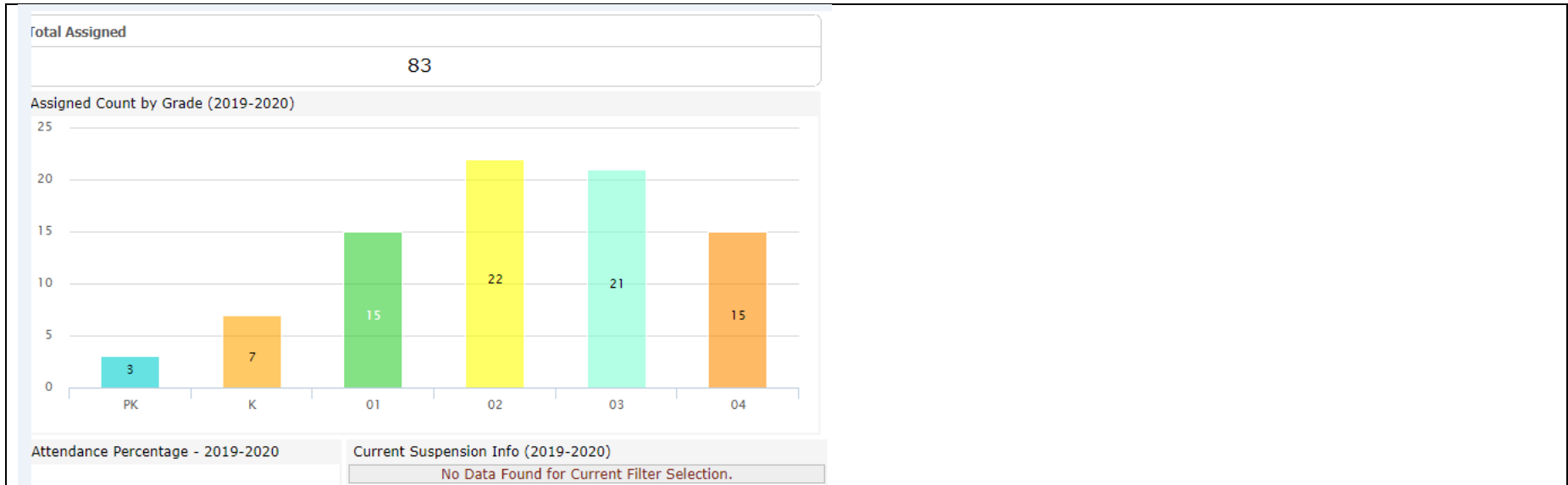
388 Total Students

- 84 have IEP's
- 6 have 504's



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**Observations:**

The highest number of students with IEPs are in grade 2 and grade 3.

We did not have any suspensions September or October, but we did start with 9 students on CICO and had 2 students in SAIG and 16 with FBAs by October.

We have six classes of 6:1:1s and many of those students have BIPS, which we update regularly.

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

- Begin meetings (Faculty, PTO, SBMT) with a circle to open a dialogue among various stakeholders
- Use of the District ENL liaison, Joanna Fogarassi to help with culturally relevant strategies
- Implementation of the monthly District initiative – Examples: Digital Citizenship (Oct.) and Native American (Nov.)
- Continue to send home correspondence in multiple languages where applicable (Ex. Applications for exiting 4<sup>th</sup> graders were translated and sent to parents.)
- Students are present at monthly PTO/SBMT meetings so that parents who attend can spend time with them and experience what they are learning in the classroom
- Classrooms have been encouraged to host at least one family event to build on home-school relationships
- Expanding Conference Night to include family activities such as drumming, restorative circles, cooking, etc.

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



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- For students to feel important, to develop a sense of belonging, and an overall enjoyment for learning
- For parents to partner with our school and feel that they are a valued member of the ECC 17 community, ultimately contributing to the success of our students



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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"><i>Create a Welcoming Environment</i></p>	<p align="center"><i>Rigorous Instruction &amp; 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"><b>Responsible Persons</b></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>
We completed the ENL All about Me Project	x		x		Teachers/ENL	x			
We advertised and pushed to get Dads to Bring their Child to School, and got over 100 dads to participate this September	x		x		Admin	x			
Teachers are ensuring student photos, goals, and conversations are the norm	x	x	x		Teachers	x			
Circle prompts that go deeper than character development	x	x	x		Admin/teachers	x			



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Deeper book dives		x		x	Admin/Staff				
School-based CLRI monthly meetings	x	x		x	Established school-based team Disproportionality members				