



Culturally & Linguistically Responsive Initiatives

- School Action Plan -

School:	18
Date:	11.13.19

<i>CLRI Team Members</i>	
Name	Title
Aakta Patel	Principal
Kelly Critoph	Psychologist
Susan Sadkin	ENL teacher
Lisa Sanders	Coach



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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

- International Night – Held annually
- Holiday’s Across the world – Math/ELA Title I night
- Restorative Practices –
 - Three tier system –
 - Community Building Circles
 - Restorative conversations
 - Use Restorative Conversation data to implement MTSS-B

Which accomplishments can you grow and/or build upon?

- Restorative Practices
 - ODR grade levels for K – 6
 - Discussion of Prevent, Teach, Reinforce
 - Teachers assist each other in ideas to help with problem behaviors to decrease data sets
- Creating opportunities for teachers to recognize CLRI practices

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

- Not enough time to practice restorative practices.
- Not enough time to share ideas that are being implemented
- Help teachers identify and recognize the practices they are using to help students succeed. I.e. students standing at their desks to learn.

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

- 25 suspensions
 - 20 male
 - 5 female
 - 15 unduplicated
 - 4 Hispanic
 - 21 Black
 - 23 Special Education



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- Attendance – 93.48%
- Special Education – 23%
- ENL students – 33%
- Special Education and ENL students – 3%
- Math State Assessment – 20% proficiency
 - Black Students – 15%
 - Hispanic Students – 8%
 - Special Education – 3%
- ELA State Assessment – 17% proficiency
 - Black Students – 11%
 - Hispanic Students – 5%
 - Special Education – 2%

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

We have started to infuse ODR grade levels in grades K-6. Our hope is that these grade levels will bring up ideas and strategies that all teachers can implement within their classrooms.

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

Why do we do what we do? The heart behind this work is our diverse student population. We want all our students to feel like they belong, have autonomy, as well as feel competent and capable. We will continue to grow our restorative practices to repair any harm done and work with teachers to move from punishment to changing behaviors.



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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>
Purchase Culturally Responsive books to create “Grab and Go” baskets for teachers to use in their classrooms. Each grade level will have access to a selection of appropriate books.	x		x		Coaches		x	x	x
Students will create artwork reflective of their culture to be hung in the hallways.	x		x		Art Teacher, Students, Teachers, Maintenance			x	x
Increase teacher capacity on Restorative Practices beyond Circles, during grade level meetings – ODR grade level – specifically PTR implementation to recognize and identify behaviors we can predict and plan for in the classroom	x		x	x	Jessica Emmerson, Kelly Critoph, and District Support	x	x	x	x
Continue International night with parents that bring in food. Hosted by the ENL teachers in the building.	x		x		ENL team, parents, engineers, teachers, students		x		x



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Create Holiday Game Night across the World – Title 1 night with students that research holidays across the world and display that work in the cafeteria. Games will be played by parents and students that can be taken home in ELA and math.	x	X	x		Coaches, parents, engineers, teachers, students	X		x	



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