



*Culturally & Linguistically Responsive Initiatives  
School Action Plan*

**School: 30**

# **Culturally & Linguistically Responsive Initiatives**

## **- School Action Plan -**

<b>School:</b>	<b>30</b>
<b>Date:</b>	<b>11/13/19</b>

<b><i>CLRI Team Members</i></b>	
<b>Name</b>	<b>Title</b>
<b>Rafael Perez</b>	<b>Principal</b>
<b>Holly Hudson</b>	<b>Program Coordinator</b>
<b>Daniel Farrell</b>	<b>Psychologist</b>
<b>Yuliya Yamolenko-Nixon</b>	<b>ENL Teacher</b>
<b>Sally Tay</b>	<b>ENL Coach</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*

- Saturday PD sessions (Training)
- Faculty Meetings (Training)
- Dual Languages Classrooms Pre-K - 3
- Labels in English and Spanish
- Multicultural Ecology

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

- Continue and expand upon the turnkey disproportionality training that we have given on a Sat. PD at school #30
- Continue to beautify our school with artifacts and cultural displays
- Consistency among classrooms to create a welcoming environment for students of culturally diverse backgrounds

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

- Money
- Time
- Materials
- Staff Buy In

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

- Data showed suspensions of Hispanic vs. other populations were proportionate



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

- Training
- Psychologically Safe Space for teachers to have honest conversations
- Teachers engaging and joining in on restorative circles

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

- **Student Success = Family and Community Success**

<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>C r e a t i v e W e l c o m i n g E n v i r o n m e n t</i></p>	<p align="center"><i>R i g o r o u s I n s t r u c t i o n &amp; H i g h E x p e c t a t i o n s f o r A l l</i></p>	<p align="center"><i>C u l t u r a l l y I n c l u s i v e C l a s s r o o m</i></p>	<p align="center"><i>C u l t u r a l l y a n d L i n g u i s t i c a l l y R e s p o n s i v e T r a i n i n g</i></p>	<p align="center"><b>Responsible Persons</b></p>	<p align="center"><i>S e p t e m b e r 20 19 – J a n u a r y 20 20</i></p>	<p align="center"><i>F e b r u a r y 20 20 – A u g u s t 20 20</i></p>	<p align="center"><i>S e p t e m b e r 20 20 – J a n u a r y 20 21</i></p>	<p align="center"><i>F e b r u a r y 20 21 – A u g u s t 20 21</i></p>
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<b>Multilingual Ecology</b> <ul style="list-style-type: none"> <li>● library</li> <li>● cafeteria</li> <li>● hallways</li> <li>● classrooms</li> </ul>	X				School #30 CLRI Team	X	X	X	X
<b>Multilingual Labels (Spanish/English)</b> <ul style="list-style-type: none"> <li>● Red Spanish</li> <li>● Blue English</li> </ul>	X				School #30 CLRI Team	X	X	X	X
<b>Staff Members should Learn and pronounce each students name correctly.</b> <ul style="list-style-type: none"> <li>● Name story (present at the faculty meeting, require all classrooms to do it).</li> </ul>	X				(All Staff) Admin and CLRI Team	X		X	
<b>Multi Cultural Night in May - share food, customs and traditions of the cultures in our building.</b>	X			X	Sally Tay Yuliya Yarmolenko-Nixon		X		X
<b>Action Steps</b> <i>(For each action step, mark (X) its alignment to the District's High-Leverage CLRI Strategies and the appropriate timeframe.)</i>	<i>C r e a t e W e l c o m i n g E n v i r o n</i>	<i>R i g o r o u s I n s t r u c t i o n &amp; H i g h E x p e c t a t i</i>	<i>C u l t u r a l l y I n c l u s i v e C l a s s r o o m</i>	<i>C u l t u r a l l y a n d L i n g u i s t i c a l l y R e s p o n</i>	<b>Responsible Persons</b>	<i>S e p t e m b e r 2 0 1 9 - J a n u a r y 2 0 2 0</i>	<i>F e b r u a r y 2 0 2 0 - A u g u s t 2 0 2 0</i>	<i>S e p t e m b e r 2 0 2 0 - J a n u a r y 2 0 2 1</i>	<i>F e b r u a r y 2 0 2 1 - A u g u s t 2 0 2 1</i>



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	<i>m e n t</i>	<i>o n s f o r A l l</i>		<i>s i v e T r a i n i n g</i>					
Translanguaging (Teacher values and encourages the use of students' home language)		<b>X</b>			<b>Admin/Coaches/ENL Teachers</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
Language objectives are an expectation for Math and ELA. Scaffolds and support to allow all students access to the material.		<b>X</b>			<b>Admin/Teachers</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
Culturally relevant literature utilized with fidelity in the classrooms during instruction		<b>X</b>			<b>All Staff</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
DDI to provide enrichment and intervention based on student need		<b>X</b>			<b>All Staff</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>



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<b>Action Steps</b> <i>(For each action step, mark (X) its alignment to the District's High-Leverage CLRI Strategies and the appropriate timeframe.)</i>	<b>C</b> <b>r</b> <b>e</b> <b>a</b> <b>W</b> <b>e</b> <b>l</b> <b>c</b> <b>o</b> <b>m</b> <b>i</b> <b>n</b> <b>g</b> <b>E</b> <b>n</b> <b>v</b> <b>i</b> <b>r</b> <b>o</b> <b>n</b> <b>m</b> <b>e</b> <b>n</b> <b>t</b>	<b>Ri</b> <b>g</b> <b>o</b> <b>r</b> <b>o</b> <b>u</b> <b>s</b> <b>I</b> <b>n</b> <b>s</b> <b>t</b> <b>r</b> <b>u</b> <b>c</b> <b>t</b> <b>i</b> <b>o</b> <b>n</b> <b>&amp;</b> <b>H</b> <b>i</b> <b>g</b> <b>h</b> <b>E</b> <b>x</b> <b>p</b> <b>e</b> <b>c</b> <b>t</b> <b>a</b> <b>t</b> <b>i</b> <b>o</b> <b>n</b> <b>s</b> <b>f</b> <b>o</b> <b>r</b> <b>A</b> <b>l</b> <b>l</b>	<b>C</b> <b>u</b> <b>l</b> <b>t</b> <b>u</b> <b>r</b> <b>a</b> <b>l</b> <b>l</b> <b>y</b> <b>I</b> <b>n</b> <b>c</b> <b>l</b> <b>u</b> <b>s</b> <b>i</b> <b>v</b> <b>e</b> <b>C</b> <b>l</b> <b>a</b> <b>s</b> <b>s</b> <b>r</b> <b>o</b> <b>o</b> <b>m</b>	<b>C</b> <b>u</b> <b>l</b> <b>t</b> <b>u</b> <b>r</b> <b>a</b> <b>l</b> <b>l</b> <b>y</b> <b>a</b> <b>n</b> <b>d</b> <b>L</b> <b>i</b> <b>n</b> <b>g</b> <b>u</b> <b>i</b> <b>s</b> <b>t</b> <b>i</b> <b>c</b> <b>a</b> <b>l</b> <b>l</b> <b>y</b> <b>R</b> <b>e</b> <b>s</b> <b>p</b> <b>o</b> <b>n</b> <b>s</b> <b>i</b> <b>v</b> <b>e</b> <b>T</b> <b>r</b> <b>a</b> <b>i</b> <b>n</b> <b>i</b> <b>n</b> <b>g</b>	<b>R</b> <b>e</b> <b>s</b> <b>p</b> <b>o</b> <b>n</b> <b>s</b> <b>i</b> <b>b</b> <b>l</b> <b>e</b> <b>P</b> <b>e</b> <b>r</b> <b>s</b>	<b>S</b> <b>e</b> <b>p</b> <b>t</b> <b>e</b> <b>m</b> <b>b</b> <b>e</b> <b>r</b> <b>2</b> <b>0</b> <b>1</b> <b>9</b> <b>-</b> <b>J</b> <b>a</b> <b>n</b> <b>u</b> <b>a</b> <b>r</b> <b>y</b> <b>2</b> <b>0</b> <b>2</b> <b>0</b>	<b>F</b> <b>e</b> <b>b</b> <b>r</b> <b>u</b> <b>a</b> <b>r</b> <b>y</b> <b>2</b> <b>0</b> <b>2</b> <b>0</b> <b>-</b> <b>A</b> <b>u</b> <b>g</b> <b>u</b> <b>s</b> <b>t</b> <b>2</b> <b>0</b> <b>2</b> <b>0</b>	<b>S</b> <b>e</b> <b>p</b> <b>t</b> <b>e</b> <b>m</b> <b>b</b> <b>e</b> <b>r</b> <b>2</b> <b>0</b> <b>2</b> <b>0</b> <b>-</b> <b>J</b> <b>a</b> <b>n</b> <b>u</b> <b>a</b> <b>r</b> <b>y</b> <b>2</b> <b>0</b> <b>2</b> <b>1</b>	<b>F</b> <b>e</b> <b>b</b> <b>r</b> <b>u</b> <b>a</b> <b>r</b> <b>y</b> <b>2</b> <b>0</b> <b>2</b> <b>1</b> <b>-</b> <b>A</b> <b>u</b> <b>g</b> <b>u</b> <b>s</b> <b>t</b> <b>2</b> <b>0</b> <b>2</b> <b>1</b>
						Present CLRI at faculty meetings regularly, to be mindful of opportunities to include culturally diverse teaching strategies and making it relevant to the child's experiences. (Making text to self connections/academic circles)			<b>X</b>
Engaging parents and families to share and celebrate their cultures. Create a welcome environment to do so.			<b>X</b>		<b>All Staff</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>



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All about me activity to include country of origin, language, phonetic pronunciation of their name, and the story of their name.			<b>X</b>		<b>All Staff</b>			<b>X</b>	
Ensure that all staff receive the district provided CLRI training. Sharing the plan with the staff				<b>X</b>	<b>Admin/CLRI Team</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>