



*Culturally & Linguistically Responsive Initiatives*  
*School Action Plan*  
**School:** \_\_\_\_\_

# **Culturally & Linguistically Responsive Initiatives**

## **- School Action Plan -**

<b>School:</b>	<b>45</b>
<b>Date:</b>	

<b><i>CLRI Team Members</i></b>	
<b>Name</b>	<b>Title</b>
<b>Lynn Piccirillo</b>	<b>Principal</b>
<b>Marie Schmitt</b>	<b>Literacy Coach</b>
<b>Allison Suriani</b>	<b>School Psychologist</b>
<b>Kristin Condino</b>	<b>Teacher</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*

- International Festival- Held annually
- PTO Nights with culturally relevant activities and speakers
- Flags displayed around the first floor of our building for various countries
- Culturally relevant morning music played daily
- “Welcome” displayed in various languages in front foyer
- Journeys End interpreters’ weekly
- CLRI grade level meetings and faculty meetings
- Correspondences sent home in various languages

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

- Cultural ecology building wide
- Infusing more culturally relevant activities into PTO nights
- Using restorative circles for more meetings

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

- Lack of time to turn key information
- Lack of resources
- 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.)*

Overall population: 1102  
-400 Black (36.2%)  
-417 Asian (37.8%)  
-248 White (22.5%)  
-106 Hispanic (9.6%)  
-142 Special Education (12.8%)



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- >100 males
- > 45 Black males
- >22 Hispanic males
- 502 ELL students (45.5%)
- >42 ELL and Sped

- Attendance overall: 90.89%
- Black: 91.77%
  - Black males: 91.49%
  - Sped students: 93.46%

- Suspensions: 56 overall incidents between 26 students
- 16 male (30 incidents)
  - 10 female (26 incidents)
  - 15 Sped students (41 incidents) 73% of all incidents
    - > 9 Black Sped students (27 incidents) 48% of all incidents
    - > 5 Black male sped students (16 incidents) 28.5% of all incidents
  - 2 Asian
  - 17 White
  - 1 ELL (male)
  - 37 Black, 66% of all incidents
    - > 23 males
    - > 14 females
  - 8 Hispanic
    - > 4 male
    - > 4 female

- Assessments:
- Overall ELA Proficiency 20%
    - > Black students 10%
    - > Black males 12%
    - > Hispanic students 11%
    - > Sped students 8.5%
    - > ELL students 0%
  
  - Overall Math Proficiency 14%
    - > Black students 9%



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- > Black males 10%
- > Hispanic students 6%

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

We will allow more time for CLRI topics during grade level and faculty meetings with current data to support our need for training.

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

We are the International School with a large population of refugee and immigrant families from over 70 countries.



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<p align="center"><b>Action Steps</b> (For each action step, mark 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>
Set up a team and meet monthly	X	X	X	X	CLRI Team Members		X	X	X
Set up a plan to turn-key trainings for grade level meetings and faculty meetings	X	X	X	X	CLRI Team Members		X	X	X
Continue to include multilingual ecology in classrooms. (Display books, provide translanguaging templates for environmental print, etc.)	X		X		CLRI Team Members Classroom Teachers		X	X	X
Use of coaching tools by administrators with particular focus on CLRI components	X	X	X		Administrators		X	X	X



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Trainings on curriculum resources and review instructional pacing guides including virtual tours found in Nearpod, to incorporate more CLRI		X	X	X	CLRI Team Members Classroom Teachers Technology Coach Literacy and Math Coaches		X		
Create videos in various languages for newcomers to become familiar with school community procedures and routines	X	X	X		CLRI Team Members Technology Coach		X		
Continue to improve the International Festival to include as many cultures as possible	X		X		CLRI Team Members Members of International Festival Committee Classroom Teachers		X		



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