



*Culturally & Linguistically Responsive Initiatives
School Action Plan*

School: Lorraine Elementary #72

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- School Action Plan -

School:	Lorraine Elementary #72
Date:	11/20/19

<i>CLRI Team Members</i>	
Name	Title
Jeffrey Banks	Principal
Sarah Vittoria	Assistant Principal
Jenna Black	Assistant Principal
Kristin Connolly	Math Coach
Kristen Riccio	Literacy Coach
Rebecca Tuori	School Psychologist
Kathy Jordan	ENL teacher



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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

- Heightened level of awareness at faculty meetings and GLM
- Recruited more ENL students
- CLRI monthly share out at faculty meetings
- Looking at data; identify subgroups, share data, identify bubble students

Which accomplishments can you grow and/or build upon?

We are working on adding more CLRI signage within the building as a whole and in individual classrooms.
Utilize more district CLRI materials.
Monitor the student subgroup data on school wide bubble sheets.

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

Some of the barriers/obstacles that we have faced are lack of funds to purchase multicultural signs, need for professional development for staff, manpower, and time to implement.

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

- We have reviewed our race/ ethnicity data and identified our subgroups that need additional monitoring and support.
- Those subgroups are being monitored on our school wide bubble sheet (African American students, ENL students, and special education students)
- Suspension reduction is on-going, with a focus on parent involvement and parent and community partnerships.



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

- Continued follow up at grade level meetings
- Check in with teachers.
- Guest speakers

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

The heart of this work is our students. We realize the importance of our students being seen and feeling welcome into our school. All students should receive the same rigorous education and high expectations.



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<p align="center">Action Steps <i>(For each action step, make the District's High-Leverage CLRI Strategies it aligns to and the timeframe it will occur.)</i></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>
<p>Welcome students by name as they enter the building and classroom.</p>	X				All staff				
<p>Administrator will use the coaching tool. Teachers will be familiar with the tool.</p>		X			Administration Coaches Teachers				
<p>Use culturally responsive resources (using district materials), utilize IRLA.</p>			X		Teachers ENL department				
<p>Use faculty meetings and grade level meetings to share best practices. Encourage staff to attend district trainings.</p>				X	Administration Coaches Teachers ENL				



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