



Culturally & Linguistically Responsive Initiatives

- School Action Plan -

School:	Grabiarz School of Excellence #79
Date:	

<i>CLRI Team Members</i>	
Name	Title
Marlon Lee	Principal
Leslie Johnson	Building Math Teacher/ Guardian of Equity
Holly Velasquez	Teacher
Sadie Conway	School Psychologist
Lisa Maksymik	Parent Liason



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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

- Dedicated CIRCLES time in each classroom
- Multicultural week celebrations and heritage night
- School wide parent communication in native languages
- Monthly dedication to heritages of our student population
- Display national flags of our student population
- Labeling of locations, items, and directions in various native languages throughout the school
- Incorporated restorative circles

Which accomplishments can you grow and/or build upon?

- Staff-wide training in CLRI
- Monitor CIRCLES time so that the dedicated time is being used fully and with fidelity
- Small-group work sessions with staff to allow for more courageous conversations

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

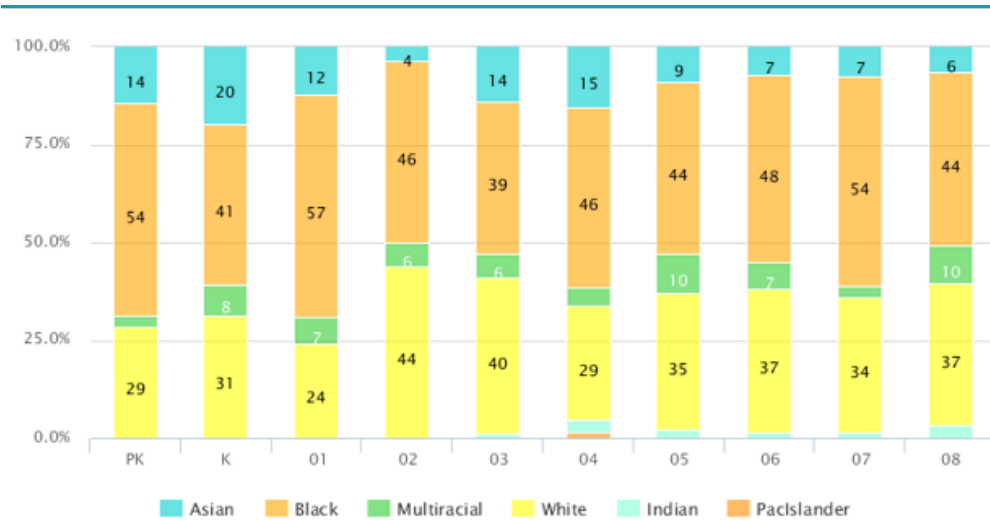
- Staff does not feel open to having courageous conversations among large groups
- CLRI team owning the work of turn-key training staff
- Dedicated time for the CLRI team to meet regularly to plan-out “next-step” initiatives and turn-key training
- Staff buy-in

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



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▪ **Building demographics:** (from Edvantage)



~African American students are the largest sub-group at every level, with one exception.
~White students are the second largest sub-group.

▪ **Suspensions**

~Long Term Suspensions: 3 (100%-Male; African American-2, Asian-2)
~Short Term Suspensions: 2 (50% Male, 50%-Female; African American-1, Hispanic-1)



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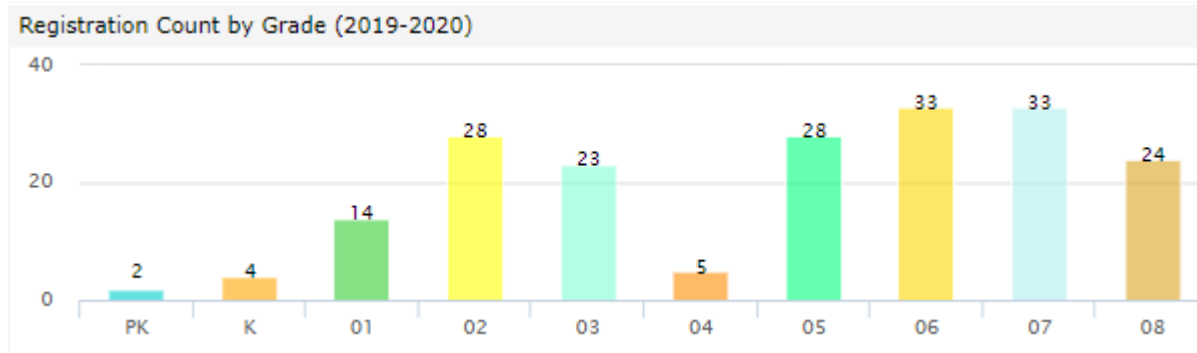
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▪ **Attendance** (From 09/06/19 to Present)

Attendance List Summary							
Absent Days	Exempt Absences	Days Present	Membership Days	Attendance Percent	Start Date	End Date	Assigned Students
1911	63	26280	28191	93.22%	09/06/2019	12/06/2019	472

- ~African American students were present 92.83% of the time.
- ~White students were present 93.82% of the time.
- ~Asian students were present 92.57% of the time.
- ~Indian students were present 87.3% of the time.
- ~Multiracial students were present 94.8% of the time.
- ~Pacific Islander students were present 98.36% of the time.

▪ **Special Education:**



- ~24.1% of Grade 1 students are classified as receiving Special Education services.
- ~34.15% of Grade 2 students are classified as receiving Special Education services.
- ~27.06% of Grade 3 students are classified as receiving Special Education services.
- ~31.46% of Grade 5 students are classified as receiving Special Education services.
- ~46.48% of Grade 6 students are classified as receiving Special Education services.
- ~49.25% of Grade 7 students are classified as receiving Special Education services.
- ~38.09% of Grade 8 students are classified as receiving Special Education services.



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

- Staff input regarding training and their needs to have courageous conversations
- Schedule time during GLMs to have CLRI conversations in a smaller setting where staff feels comfortable
- Ensure staff that this is training is not accusatory but for personal and professional growth

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

- Reduce disciplinary referrals and suspensions
- Giving staff a greater awareness of underlying issues with some of our students
- Multicultural awareness and understanding of students of color
- Make students feel that their school is where they belong



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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>
Utilize Talking Points app to communicate with parents	x	x	x	x	Administration, Staff, and Teachers	x	x	x	x
Notify parents of monthly schoolwide events via the newsletter and robo calls.	X		X		Administration, Staff, and Teachers	X	X	X	X
Provide support to parents for barriers that prohibit daily attendance.		X	X	X	Administraion and Attendance Teacher	X	X	X	x
Hold parent/community events that are both social and academic in nature: Welcome Back Picnic, Fall Fest, Multi-Cultural Night, Holiday Sing-Along, Black History Programs, Awards Ceremony, Math/ELA Night,etc.	X	X	X	X	Administration, Staff, and Teachers	X	X	X	x



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<p>Identify relevant CLRI articles, provide to staff, allow for discussion and reflection as well as turn-key CLRI trainings to the staff.</p>		x	x	x	CLRI Team	X	X		
<p>Improve upon use of internal resources within PBIS/MTSSB to reduce ODRs (code of conduct, etc).</p>	X	X	X	X	Administration, Staff, and Teachers	X	X	X	X
<p>Continue to monitor the implementation of Circles in the classroom.</p>	X		X	X	Administration	X	X	X	X



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