



Culturally & Linguistically Responsive Initiatives

- School Action Plan -

School:	#198: I-Prep
Date:	11/14/19

<i>CLRI Team Members</i>	
Name	Title
Ella Dunne	Principal
Amy Chase	Assistant Principal
Jackie Mistretta	School Psychologist
Jennifer Russell	Instructional Coach
Eziquel Ruiz	Teacher (Guardian of Equity)
Sara Kattan	Student (SSJ)
Areeb Khan	Student (SSJ)
Michele Davis	Parent Liaison
Bettie Foster	Parent Liaison



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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

- Becoming an EOS School
- Presenting information to staff
- Having uncomfortable conversations around instruction and race
- Student check-in during homerooms
- Heightened level of awareness at faculty meetings
- August Wilson monologue competition

Which accomplishments can you grow and/or build upon?

- Conversations around instruction (using walk through tool and feedback)
- Utilize more district CLRI materials
- Devote time during CPT and Faculty meetings to provide opportunity for staff to share best practices related to CLRI
- Administration and teacher “shout outs” for faculty that incorporate CLRT practices
- Staff and student awareness

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

- Teacher buy in
- Lack of time to share ideas for implementation and practice restorative practices
- Mandates
- Team composition
- Lack of funds to purchase CLRI materials
- Professional development for staff

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

- Lower economical students perform lower than middle/high class students
- High male and African American males in Special Ed



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

- Guardian of Equity
- Check in with teachers
- Guest speakers
- Turn-key readings and activities from CLRI trainings at CPT and Faculty meetings

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

- Making students feel that they can accomplish things that they are told/feel that they can't accomplish.
- Give students confidence



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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>	Create a Welcoming Environment	Rigorous Instruction & High Expectations for All	Culturally Inclusive Classroom	Culturally and Linguistically Responsive Training	Responsible Persons	September 2019 – January 2020	February 2020 – August 2020	September 2020 – January 2021	February 2021 – August 2021
Assign all staff a (monthly) bulletin board and ensure work is representative of the school's demographics	X				Administration and staff	X	X		
Display student work and culturally diverse posters throughout the school. Hang flags in hallways that represent students country of origin.	X		X		Staff	X	X		
Students will create murals reflective of their culture throughout the school shown in the hallways such as the piece signs along the walls	X		X	X	Art teachers, Students, Teachers, Maintenance	X	X	X	X
Implement more multicultural events for students and parents such as the student fashion show and "Journey's" project done in ENL	X		X		Staff, Administrators, ENL teachers	X	X	X	X



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<p align="center">Action Steps (For each action step, mark (X) its alignment to the District's High-Leverage CLRI Strategies and the appropriate timeframe.)</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>Implement restorative justice practices in the classrooms</p>	X	X	X	X	Administration, Staff and Teachers		X	X	X
<p>Identify relevant CLRI articles to provide to staff and allow for discussion and reflection.</p>		X	X	X	CLRI Team		X	X	X
<p>Welcome students by name as they enter the building and classroom.</p>	X				All staff	X	X	X	X
<p>Administrator will use the coaching tool and teacher will be familiar with the tool.</p>		X			Administration and Teachers	X	X	X	X



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<p>Use culturally responsive manners (using district materials) such as IRLA</p>			<p align="center">X</p>		<p align="center">Teachers, ENL Dept</p>	<p align="center">X</p>	<p align="center">X</p>		
<p>Use CPT time and faculty meetings to share best practices</p>				<p align="center">X</p>	<p align="center">Administration, Coaches, Teachers</p>	<p align="center">X</p>	<p align="center">X</p>	<p align="center">X</p>	<p align="center">X</p>