



**Kelly Elementary School
Accelerated Improvement Plan
2020 - 2021**



Overarching Goal: *What are you trying to achieve?*

SY20-21: Kelly School Scholars will become “expert learners” who develop the knowledge, skills, and agency to progress into the school’s sphere of success and, over time, to engage with the world on their terms.

Theory of Action:

IF we, as adults at the Kelly School, develop a deeper collective awareness of the ways in which patterns of bias, privilege, and power play out in our classrooms, school, community, and country, and we build shared will and collective skill to identify and interrupt those patterns, THEN we will be able to capitalize on the opportunity of Caminos Expansion to more fully become an equitable learning community that empowers the students and families we serve.

Rationale: *Why this, why now? Why is this the right work for the Kelly School in SY20-21?*

The Kelly School is in the early stages of a transformation from a “traditional school with a dual-language strand” to a fully bilingual learning community. That program expansion, with all the technical and adaptive changes that will come with it, is being guided by a separate Caminos Expansion Strategic Plan, which includes transformational work including updating our mission and core values to increase representation of biliteracy and cultural responsiveness in our work. It will also more clearly define the vision of a Kelly School graduate, united by a shared set of beliefs regarding bilingual teaching and learning. The fruits of this Caminos Expansion Strategic Plan will be our road-map for the next five years.

However, as we plan for a school year like no other, three factors shape the narrower scope of this one-year Accelerated Improvement Plan:

1. With one-third of the school still teaching and learning exclusively in English, the instructional focus of this year’s AIP must be equally relevant to learners in both monolingual and bilingual classrooms.
2. As we return from emergency school closures in Spring 2020, we have an imperative to respond to the impacts of COVID-19 on our students’ SEL and academic needs by: fostering a strong sense of community and connection, restoring a “more balanced learning diet” that addresses modes under-represented during emergency remote learning, and addressing foundational skill gaps while providing instruction in grade-level standards with targeted, just-in-time gap-filling.
3. We have a moral imperative as a school and as individuals to learn about and act on our responsibility to become more anti-racist educators, working intentionally to become aware of and to interrupt patterns of privilege and power, in order to more fully “welcome and educate all” - particularly students, families, and staff who may have experienced bias, marginalization, or oppression based on their social identity.

The goal and two strategies of this one-year AIP respond to each of these three factors, and will support the longer-term trajectory of the Caminos Expansion Strategic Plan.



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<p>Proposed Solution/Strategy 1: <i>What is the first focus of our work? What is one strategic initiative to address our problem?</i></p>	<p>Adult-Learning Focus: Through a year-long mix of shared and differentiated PD, all Kelly School staff will progress on their <i>individual</i> journeys towards <i>more anti-racist teaching</i> by examining their racial and social identities and biases through self-reflection, education and allyship with our BIPOC students, staff and families.</p> <p style="padding-left: 40px;">We recognize that we, particularly white educators, will be better able to ultimately empower students' voices if we <i>first</i> listen, learn, and reflect <i>before</i> taking action.</p>																				
<p>Desired Impact of Solution/ Strategy 1: <i>What are we trying to change? (Lag)</i></p>	<p>Over time, formal policies/structures and informal interactions/messages at the Kelly School actively and explicitly convey a shared belief among staff, students, and families that BIPOC students can and will learn and achieve at high levels in two languages at the Kelly School.</p>																				
<p>Identified Challenges: <i>What caused you to choose this strategy and what data supports the need for it?</i></p>	<p>Staff data: Almost 80% percent of our teachers identify as white while just 21% percent of our teaching staff identify as Black, Indigenous, or People of Color (BIPOC); 95% of our students are Hispanic (91%) or Black (4%). While data is harder to obtain, many of our staff also benefit from additional dimensions of social privilege such as being native-born, raised in an economically stable household, etc. With no prior work as a staff to unpack dimensions of social identify, bias, and justice, we lack a common lens and language to recognize and address microaggressions, patterns of what has been privileged and marginalized, and underlying mindsets or practices that perpetuate inequitable experiences and outcomes for our scholars.</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="709 1055 1165 1404"> <p style="text-align: center;">Percent of Kelly School Teachers</p> <table border="1"> <caption>Percent of Kelly School Teachers</caption> <thead> <tr><th>Race</th><th>Percentage</th></tr> </thead> <tbody> <tr><td>White</td><td>79%</td></tr> <tr><td>Hispanic</td><td>18%</td></tr> <tr><td>Black</td><td>3%</td></tr> <tr><td>Asian</td><td>0%</td></tr> </tbody> </table> </div> <div data-bbox="1249 1055 1705 1404"> <p style="text-align: center;">Percent of Kelly School Students</p> <table border="1"> <caption>Percent of Kelly School Students</caption> <thead> <tr><th>Race</th><th>Percentage</th></tr> </thead> <tbody> <tr><td>Hispanic</td><td>91%</td></tr> <tr><td>Black</td><td>4%</td></tr> <tr><td>White</td><td>5%</td></tr> <tr><td>Asian</td><td>0%</td></tr> </tbody> </table> </div> </div>	Race	Percentage	White	79%	Hispanic	18%	Black	3%	Asian	0%	Race	Percentage	Hispanic	91%	Black	4%	White	5%	Asian	0%
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	<p><u>Staff survey data</u></p> <ul style="list-style-type: none"> • “I see adults working at the Kelly School treat all students fairly and respectfully regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or homelessness.” - Only 41% of staff “strongly agree.” (92% say “agree” or “strongly agree” but 7% “disagree” or “strongly disagree.”) • I feel that all dimensions of my OWN identity are safe, respected, and welcomed at the Kelly School (including my race, color, sex, gender identity, religion, national origin, English proficiency, sexual orientation, disability, etc). - Only 69% of staff “strongly agree” - 14% say “disagree or “strongly disagree” <p><u>Student survey data:</u></p> <ul style="list-style-type: none"> • “The adults working at my school treat all students respectfully.” -- 72.5% in June 2019 and 73.9% in winter 2020 say “always” • “Adults at my school are respectful of student ideas.” -- 68.9% in Winter 2020 say “always” • “I feel like I belong in my school community.” -- 67.8% in winter 2020 and “I feel like I am an important part of my class or school community” 61.4% in June 2019 say “always” • “I read books in class that include people who are similar to me (for example, we look the same, speak the same, or live in similar neighborhoods).” Students rating “always or sometimes” = 39.5% and 15.1%
<p>Resources/Assets: <i>What are the strengths of the school and/or district and supports available to the school to implement this strategy?</i></p>	<ul style="list-style-type: none"> • Well-attended series of staff conversations in June 2020 built momentum and collective will. • Numerous staff with basic and several with advanced Circle training. • School leaders with the will to commit to adaptive change process and recent relevant study of equity issues in school settings. • Initial Caminos work groups surfaced some findings that will guide collective reflection on patterns of what voices/perspectives have been centered and marginalized here. • Caminos Strategic Planning process happening in parallel will offer continuing opportunities to both surface patterns of marginalization and opportunities to improve.
<p>Measures of Change of Solution/Strategy 1: <i>What outcome indicators do we use to measure success throughout the year?</i></p>	
<p>Students: <i>What & when?</i></p>	<ul style="list-style-type: none"> • <u>Kelly School students’ responses on survey measures of school belonging will increase:</u> <ul style="list-style-type: none"> • “The adults working at my school treat all students respectfully.” -- Students rating “always” will increase from 72.5% in June 2019 and 73.9% in winter 2020 to at least 75%. • “Adults at my school are respectful of student ideas.” -- Students rating “always” will increase from 68.9 in Winter 2020 to at least 72%. [Potentially add questions that get at whether teachers make kids feel ‘seen’ and ‘really listened to.’] • “I feel like I belong in my school community.” -- Students rating “always” will increase from 67.8% in winter 2020 to at least 72%. “I feel like I am an important part of my class or school community” 61.4% in June 2019 to 66%. • “I read books in class that include people who are similar to me (for example, we look the same, speak the same, or live in similar neighborhoods).” Students rating “always or sometimes” will increase from 39.5% and 15.1% to at least 66% combined.



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	<ul style="list-style-type: none"> • [Potentially add items such as “I feel like at the Kelly School it is safe / okay to speak my truth/perspective without fear of others judging me.” or “I feel comfortable speaking up for myself or for others when I see someone being treated unfairly or unkindly.” <p><i>NOTE: These items have been on the CPS Safe and Supportive Schools survey used in SY18-29 and 19-20, so we have a baseline to compare against. Final survey items will be confirmed once the new CPS staff/student survey tool for use in SY20-21 is available. If that tool does not include similar/relevant items, we may opt to create a school-based survey for certain grades.</i></p> <ul style="list-style-type: none"> • <u>Anecdotal data collection</u> will show increasing evidence of Kelly School students demonstrating the will and age-appropriate skill to speak up for themselves or for others when they recognize someone is being treated unfairly or unkindly.
<p>Adults: <i>What & when?</i></p>	<ul style="list-style-type: none"> • Each Kelly School staff member will be able to identify and reflect on some of our own socially constructed beliefs about race, including implicit biases and white privilege; analyze ways in which those impact the experience of students, colleagues, and families we work with; and recognize microaggressions. • Kelly teachers gain increased awareness of the layers/levels of culture and are able to identify specific examples of their own culture and their students’ and how they interact in a learning environment (measured by likert survey as well as narrative reflections from teachers). • Anecdotal/narrative data will show increasing evidence of Kelly School staff members demonstrating the will and skill to speak up to interrupt microaggressions or to advocate for a more equity-focused action. • Artifact analysis comparing artifacts from SY19-20 and before with those from SY20-21 and beyond will show that over time, both as part of our Caminos Expansion Strategic Plan and beyond, Kelly School staff will take thoughtful action steps to interrupt or un-do patterns of systematic bias, marginalization, or oppression in our school <ul style="list-style-type: none"> ○ (e.g., centering Spanish texts, curriculum, and PD; diversifying the representation of BIPOC authors and characters in classroom texts; more consistently and explicitly convey a “culture of achievement” and a counternarrative that LatinX and Black students can and will learn and achieve at high levels at the Kelly School) • Kelly School staff responses on End of Year (Title I) survey measures of school equity will increase: <ul style="list-style-type: none"> • “I see adults working at the Kelly School treat all students fairly and respectfully regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or homelessness.” -- Percent of staff who “strongly agree” will increase from 59.5% in June 2019 and 41% from June 2020 to ____% and those who “strongly disagree” will decrease from 18.9% in June 2019 and 7% in June 2020 to ____% by June 2021 • “Kelly school students have equal access to opportunities regardless of [several dimensions of their social identity].” -- Percent of staff



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	<p>who “strongly agree” will increase from 40.5% in June 2019 and 41.5% in June 2020 to ____% and those who “strongly disagree” will decrease from 16.2% and 10.3% to ____% by June 2021</p> <ul style="list-style-type: none"> • “I feel that all dimensions of my OWN identity are safe, respected, and welcomed at the Kelly School”-- Percent of staff who “strongly agree” will increase from 67.6% in June 2019 and 69% in June 2020 to ____% and those who “strongly disagree” will decrease from 16.2% and 14% in June 2020 to ____% by June ‘21 • NOTE: If the new CPS staff/student survey for SY20-21 has relevant items, we may also include.
<p>Measures of Implementation of Solution/Strategy 1: <i>How do we hold ourselves accountable for the work and outputs? what & when (frequency)? What are the data structures that need to be in place?</i></p>	<p>By September, an Equity Leadership Team will have been formed.</p> <ul style="list-style-type: none"> • Begin to seek outside, experienced facilitators to guide the leadership team on the school’s journeys. • Draft enduring understandings, essential questions, and key experiences to build adult learners’ path to desired outcomes. <p>By October, ELT and ILT teams will approve a PD calendar/plan that:</p> <ul style="list-style-type: none"> • Is backward-mapped from desired outcomes and includes some enduring understandings and essential questions, as well as key experiences. • Is designed to build staff members’ self-awareness, social awareness, and relationship skills (see CASEL competencies), as well as common language and frameworks to understand: dimensions of socially constructed identity; privilege, power, implicit bias, microaggression, and marginalization; patterns of institutional racism; and anti-racism and social justice in a school setting. • Offers a mix of shared and differentiated PD formats including book clubs, text-based discussions, community circles, student/family focus groups, facilitated sessions, individual reflection and application, and shared analysis of “current state” at the Kelly School and action-planning to achieve our “desired state.” • Incorporates regular routines in PLTs and/or FM to engage all staff at least once a month in a regular cycle of inquiry: reading, discussing, reflecting, and applying learning in practice. This will involve a system for setting small personal practice goals and tracking their attainment. <p>November to January:</p> <ul style="list-style-type: none"> • ELT undertakes pilot cycles of inquiry (about language patterns within classrooms and) to build muscle for teams’ cycles Jan-June • Staff engages with “What are dimensions of my social identity? How do our social identities affect how we show up in school? How does that impact my students’ sense of belonging, their learning, and their vision of themselves as achievers?” • Staff practice creating safe spaces in PLT and FM for adult-to-adult discourse about social identity, bias, and justice.



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- Staff, led by the ELT ([with supportive resources](#)), make intentional choices of read-aloud texts and begin to practice using circles or community meetings to create safe spaces for adult-and-student and student-to-student discourse about social identity, bias, and justice.

January to June:

- ELT facilitates staff members' cycles of inquiry related to language patterns (within classrooms, adult language about student)
- Staff engages with "How do we work to actively center and listen to the voices of BIPOC students (and families, and colleagues)? How do we listen and learn across lines of difference?"
- ELT works with Caminos Vision & Values group and Caminos Strategic Planning Team to integrate learning and identify fruitful lines of inquiry, and immediate "low-hanging fruit" actions (for example, finding ways to represent our school vision and beliefs about bilingualism in school spaces).
- May-June AIP Planning: ELT and Caminos Strategic Planning Team

Action Steps/Measures of Implementation:

- Teachers will study whiteness (white supremacy, white fragility, white privilege, etc.)
- History of the disenfranchised (Black, Latinx, etc.) (*possibly including history of systematic oppression through public schooling*)
- Self-Reflection
 - Integrate your own position
 - Understand the impact of systemic oppression
 - Acknowledge racial trauma
- Examining our pedagogical practices (from [Steps Towards Anti-Racism](#))
 - Language we use
 - Texts and materials we present to ur students
 - The curriculum we build to see how we can change them to be culturally inclusive, responsive, and anti-racist.

Proposed Solution/Strategy 2:

*What is the second focus of our work?
What is our second strategic initiative to address our problem?*

Instructional Focus: Through thoughtfully designed in-person and remote learning interactions, all Kelly School students will expand their range and control of expressive language in all content areas and languages of instruction.



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	<p>In addition, primary grades will provide focused literacy instruction in order to establish a strong foundation in both Spanish and English, and to empower students as biliterate readers, thinkers, speakers, and writers.</p>
<p>Desired Impact of Solution/Strategy 2: <i>What are we trying to change? (Lag)</i></p>	<p>Over time, Kelly School scholars will develop the academic knowledge, the expressive language skills, and the sense of voice/agency to engage with the world on their own terms.</p> <p>Our younger scholars' language and literacy skills will accelerate from their post-COVID starting point, with the goal of most students growing at least one year and developing into Type 3/4 readers by the end of 2nd grade and showing growth in their ability to express themselves as scholars.</p>
<p>Identified Challenges: <i>What caused you to choose this strategy and what data supports the need for it?</i></p>	<ul style="list-style-type: none"> • CVT ratings for both element 6 Instructional Strategies and element 8 Higher-order Thinking declined from September to February of SY19-20 and in comparison with our June 2019 baseline. • The Kelly School invested deeply in Academically Productive Talk (APT) in SY15-16 and SY16-17 but with many teachers new that year or since, the consistency of practice has been difficult to maintain without additional PD focus. • Emergency remote learning last spring thrust teachers and kids into online video-based instruction where it's much more difficult to do, supervise, and listen in on turn and talks, small group conversations, etc.
<p>Resources/Assets: <i>What are the strengths of the school and/or district and supports available to the school to implement this strategy?</i></p>	<ul style="list-style-type: none"> • The Kelly School invested deeply in APT in SY15-16 and SY16-17 and have numerous resources to help teachers integrate and embed academically rigorous expressive language in daily classroom practice. • ELE, SpEd, and classroom teachers have experimented with ways to promote expressive language (and feedback on it) in a remote learning format, so we can build on that experimentation this year.
<p>Measures of Change of Solution/Strategy 2: <i>What outcome indicators do we use to measure success throughout the year?</i></p>	
<p>Students: <i>what & when?</i></p>	<p>Students at every grade level -- particularly students who have been outside the school's sphere of success -- will express their feelings and ideas with increasing control and complexity at the sentence, paragraph, and discourse levels -- as evident in evidence of 1) frequency of opportunity, 2) quality of language, and 3) use of feedback to improve.</p> <ul style="list-style-type: none"> • <u>Observational data:</u> Tallies of student expression in sampling of classrooms observed, in the context of both content and SEL instruction (e.g., count of students responding with single-word, phrase, full-sentence, or extended oral responses during instruction); observational data about the frequency and extent of student-to-student discourse. • <u>Analysis of student work from tasks requiring expressive language</u> (oral or written, from remote or in-person



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	<p>instruction)</p> <ul style="list-style-type: none"> ○ Growth in the control and complexity of student written expression at the sentence paragraph, and discourse levels, rated using ELE rubrics ○ Growth in the “communication” domain of math performance task rubrics from Fall baseline to Task 3 / 4 ○ Growth in rubric scores of on-demand writing tasks from Fall baseline to Task 3 or 4 ○ Increase in scores on productive language rubric that can be used across the subjects and in English and Spanish, to measure students uses of precise, academic vocabulary, syntax and discourse ● <u>Evidence of students giving good feedback to peers, and making use of peer and/or teacher feedback to improve their work.</u>
<p>Adults: <i>what & when?</i></p>	<p>Adults working with kids in every grade level and content area will provide instruction and design tasks that provoke and support students’ increasing control and complexity of oral and written language, in all languages of instruction.</p> <ul style="list-style-type: none"> ● <u>In classroom observations:</u> <ul style="list-style-type: none"> ○ CVT Instructional Strategies indicator 6 will increase back to our baseline (and target) of 75% at 4s and 100% at 3s or 4s. ○ CVT Feedback indicator 10 will increase toward the target of 65% 4s and 82% 3s or 4s. ● <u>In observations and artifacts</u> we are seeking evidence that adults give good (i.e., clear, constructive, actionable, motivating) feedback to kids on their expressive language, <u>and</u> create opportunities for meaningful peer feedback and application. ● <u>Analysis of tasks</u> will show increase in those demanding use of expressive language (oral or written, from remote or in-person instruction) and appropriately supporting/scaffolding increasing control and complexity
<p>Measures of Implementation of Solution/Strategy 2: <i>How do we hold ourselves accountable for the work and outputs? what & when?</i></p>	<p>By September, ILT and AIP teams will approve a PD calendar/plan that includes regular and on-going shared and differentiated PD on topics including:</p> <ul style="list-style-type: none"> ● Intro/refresher on Academically Productive Talk ● Educate staff on the importance of gradually reducing scaffolds and providing strategies for knowing when and how to do it. ● Applying APT in a SEL context through the use of restorative justice circles, morning meetings, and community building.: CASEL-aligned framework for talking about feelings ● Implementing APT effectively in remote-learning settings ● Giving high-impact feedback on expressive language in both traditional and remote learning settings



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- Effective instruction to develop students' control and complexity of vocabulary, syntax, conjunctions, transition words, discourse-level moves -- in monolingual and dual-language settings
- Leveraging the interactions between expressive and interpretive language (reading-speaking/writing connections)
- Helping students “bridge” control of expressive language in their stronger language into all languages of instruction
- Powerful use of technology tools to support expressive language in both in-person and remote settings
- By October, Kelly School ELE team will work with the ILT to create and train teachers to make use of teacher- and student-friendly versions of the Expressive Language Rubric

Required Appendices for SIP requirements:

- 1) Core Values/Mission - Work on at the Summit
- 2) Professional Development Plan - Work on at the Summit
- 3) Parent Involvement Plan - Work on at the Summit
- 4) Teacher induction and Mentoring Activities - Provided by Christine and Sarah
- 5) District Program Models and Approaches that Ensure Progress for ELs - Provided by Victoria and Sarah