



**Rachel Carson
Elementary School**



**Chicago
Public
Schools**

Pathways to Inclusion:
*Empowering Literacy in
Multilingual Communities*






PRESENTER

Javier Arriola-Lopez

Javier Arriola-Lopez has been the proud principal of Rachel Carson Elementary School for the last seventeen years, leading one of the over forty dual language schools in Chicago. A native of Mexico who immigrated to the United States when he was 16, he became the first person in his family to graduate from college. As a principal, Javier Arriola-Lopez has provided many opportunities for his students by bringing programs that enhance their academic experience. Additionally, in 2015, Chicago Public Schools (CPS) launched the first cohort of Independent School Principals. That year, Javier Arriola-Lopez was selected to be part of CPS' Independent School Principal (ISP) program. The ISP program allowed experienced, high-performing principals to run their schools with less oversight from the Central Office and greater flexibility to innovate.

The image shows the exterior of a two-story brick school building. A long, curved, dark-colored awning with a red trim runs along the front of the building, covering a paved walkway. The building has numerous windows with dark frames. To the right of the building is a green lawn with a large, leafy tree. In the background, a playground with blue and red equipment is visible. A white text box with blue and green text is overlaid on the bottom right of the image.

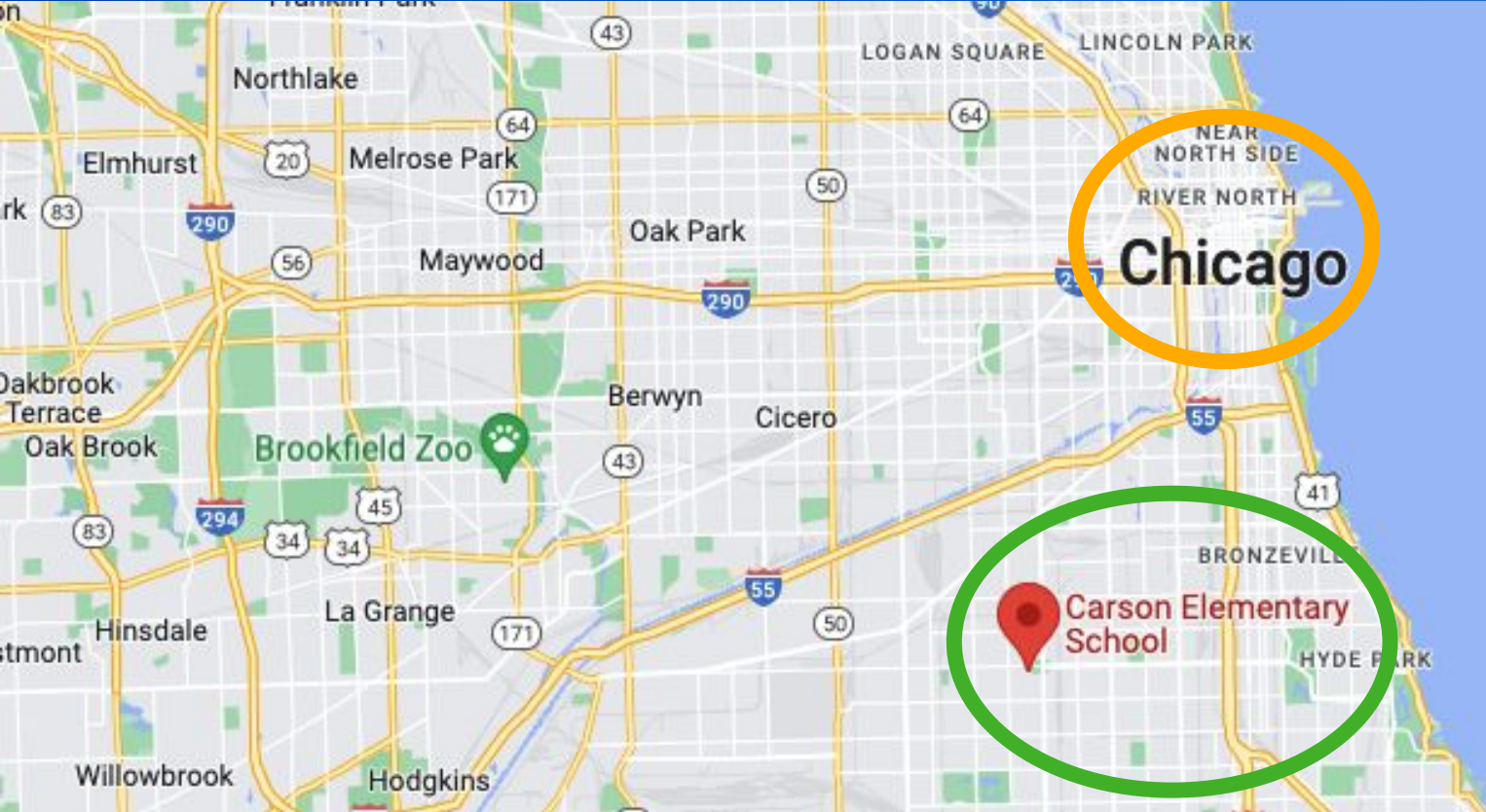
Carson's Dual Language Program

El programa dual de Carson



Rachel Carson Elementary

- Rachel Carson school is an Independent School Principal and a **neighborhood school**
- 804 PK-8 Students
- Over 90% Economically Disadvantaged
- 70.6% English Language Learners
- 8.9% Special Education
- Latino -95.8 & Black - 3.1%
- Level 1+ School
- PK-8 **Dual Language** Education Program -
- One Way Dual Language



Where Are We?

My Own Journey

- My own writing struggles:
 - High School**
 - College**
 - Postgraduate Education**
- Writing Program Time Issue
- K-5 Opinion Writing to 6-8 Argumentative Writing
- Ongoing Teacher Professional Development
- New State Standards and Assessment

Chicago's Response to the Arrival of Newcomers

District's Initiatives

- Immediate enrollment
- Consider newcomers as Student in Temporary Living Situations
- Coordinated matriculation of students across the city. Asked schools of the number of spaces available
- Central Office became the advocate of all newcomers while working with the Networks and Schools
- Deployed bilingual specialists when there was no bilingual education
- Provide bilingual positions if needed

Framing as a Community Growth Opportunity VS “A Problem”

How does opportunity look like at Carson?

- PK-8 - Coding
- Over 80 Band Students & weekly private lessons
- Bilingual Curriculum
- Biliteracy Pathway
- From opinion to argumentative writing in both languages
- Robust literacy and math interventions: College tutors and parent workers
- Teacher Leaders and Mentors
- ILT in Action
- Dual Language Teacher Committee
- MTSS Committee
- Climate & Culture COmmittee:
 - Second Step
 - Calm Classroom School
 - Conscious Discipline

110 Newcomers this year at Carson!

The Newcomers!

- Bilingual Faculty and Staff Members
- Begin the inclusive approach by enhancing vocabulary from across the Latin American Countries
- Large numbers of students, yet diverse - The cultural similarities and Spanish serve as a conduit to connect
- Newcomers are ready to connect
- Parents were surprised school personnel spoke Spanish
- Held special meetings to explain the school uniform, expectations and the importance of attendance - mainly 6-8 grade students.
- Immediate registration and provide school uniforms

Parent Book Club & Other Parent Support

Connecting with Parents as Well as Elevating their Contributions!

- Weekly Principal Book Club to improve parent reading comprehension and vocabulary development
- Parent Monthly Meetings: BAC, ESSA, LSC
- Monthly PK-8 bilingual newsletter: What students are learning, Student Recognition, the importance of attendance, etc.
- University and Community Institution Partnerships: Nutrition Classes, Community Safety, Immigration, Mental Health, Vaccination, Asthma Van

Monthly Family Nights

Family Nights allow teachers and staff members to share with parents various learning methods used during daily instruction.

- Literacy - **Lectoescritura**
- Math - **Matematicas**
- Technology - **Tecnologia**
- Science - **Ciencias**
- Wellness - **Bienestar**
- Fine Arts - **Bellas Artes**
- Dual Language - **Programa Dual**
- Multicultural Literacy - **Lectoescritura Multicultural**
- Social Emotional Learning - **Aprendizaje Socio-Emocional**

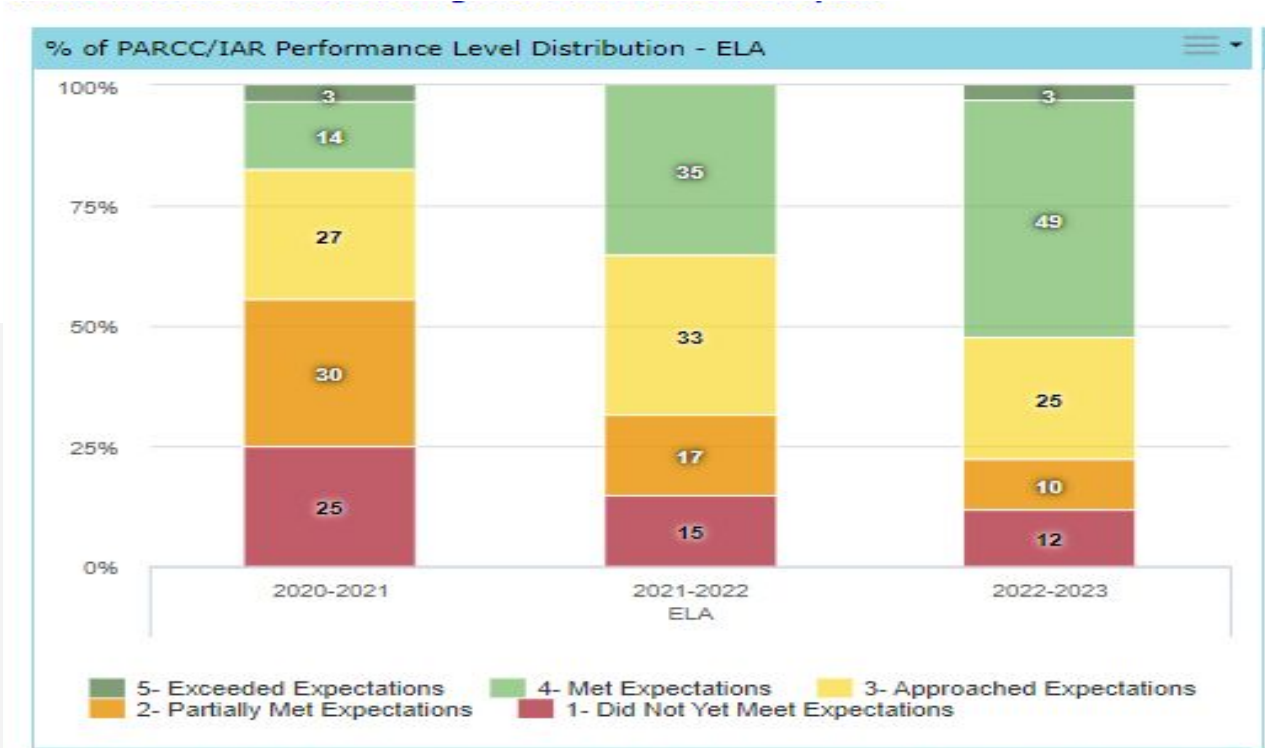
Teachers are paid 1 hr to plan the event. Then they are paid 1.5 hours the day of the event.

The Role of the Principal

**If you do not think of
solutions, problems will
take over!**

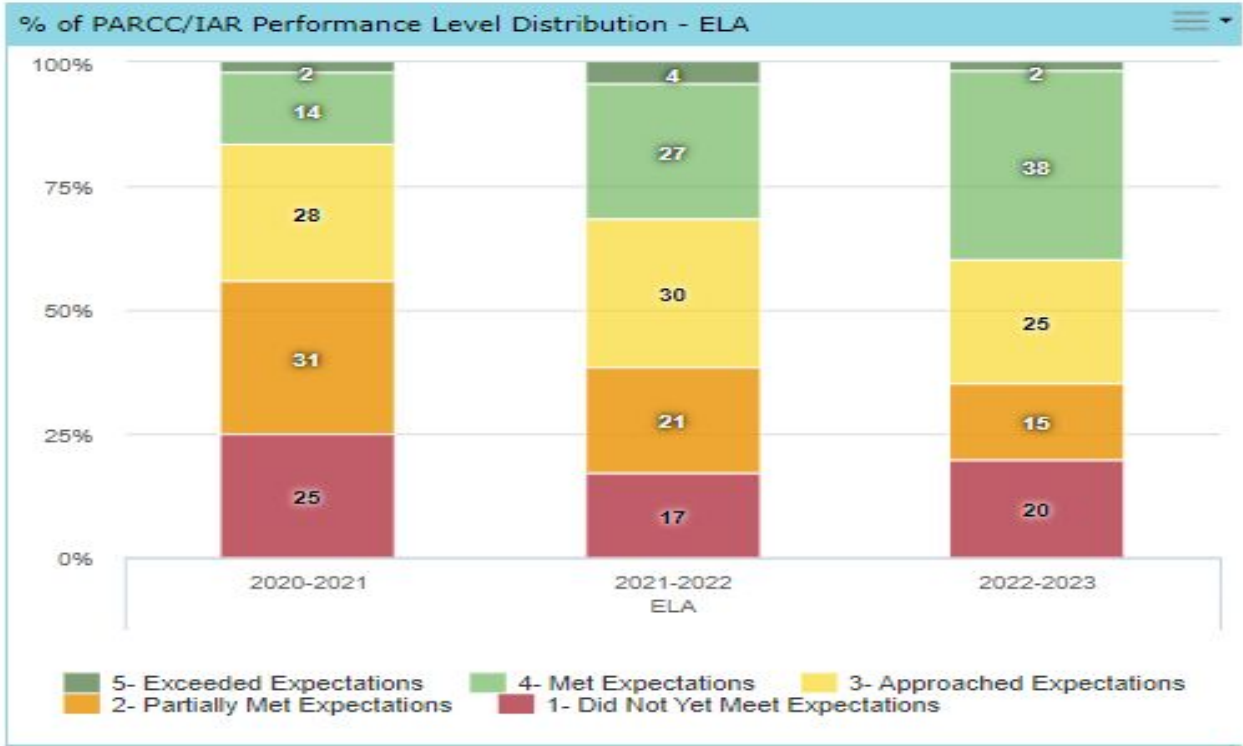
- Make a big and positive deal of the new change happening in the school!
- Check in with teachers to assure them that we ARE READY
- Connect with students as much as possible
- Ask the clerk to let you know when a new family enrolls. For many parents seeing the principal is a BIG deal
- Reach out to bilingual organizations or bilingual parents to support
- Dual language program are becoming mainstream.

Carson's 2023 Illinois Assessment of Readiness (IAR) - 6th Grade



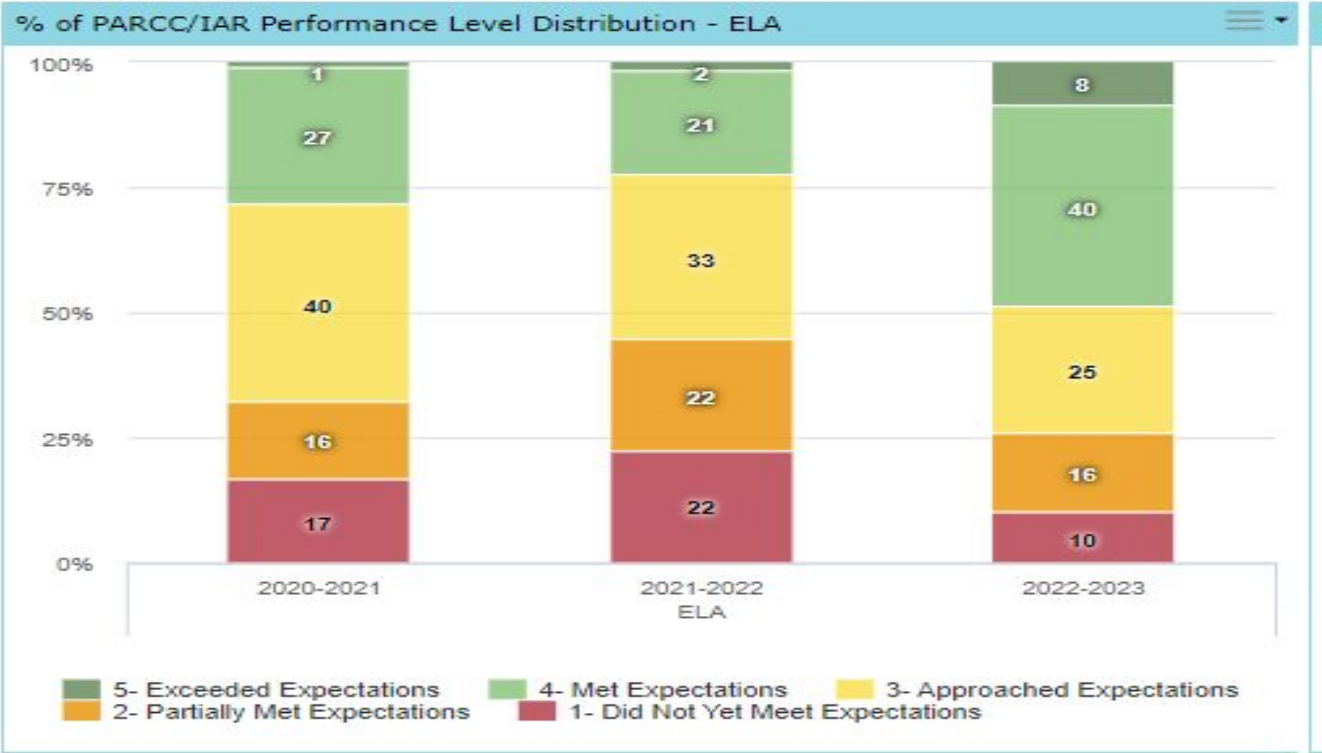
CPS - Meet & Exceed - 24%

Carson's 2023 Illinois Assessment of Readiness (IAR) - 7th Grade



CPS - Meet & Exceed - 30%

Carson's 2023 Illinois Assessment of Readiness (IAR) - 8th Grade



CPS - Meet & Exceed - 31%



Q&A

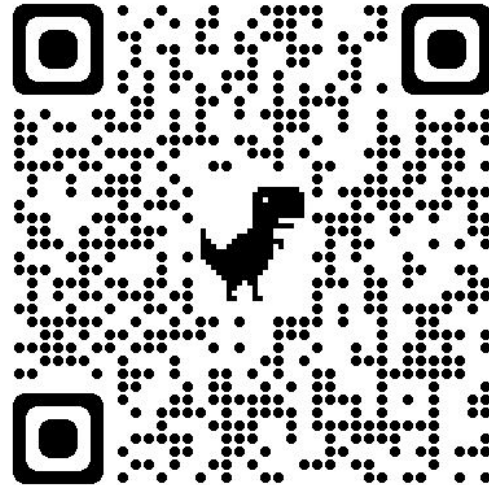
**Get in
touch!**

Current Partners

Contact your School Success Manager.

New to ThinkCERCA?

Schedule a demo during a time that fits with your schedule.





Identifying an Issue

- In the United States, research shows that anywhere from 40 percent to 60 percent of first-year college students require remediation in English, math, or both (National Center for Public Policy and Higher Education, 2010)

Partnered with ThinkCERCA

- Shared the same vision of providing authentic writing opportunities for all students.
- Loved that:
 - Worked on literacy naturally
 - We could pick the topics; they would find the articles
 - Built in support for English learners
 - Type the writing
 - Argumentative Style – no wrong answer as long as the answer has supporting evidence

At the Same Time

- According to a recent study, 56 percent of African American students and 45 percent of Latino students enroll in remedial courses nationwide, compared with 35 percent of white students (Complete College America, 2016)

How It Fits Into Student Life at Rachel Carson



Writing Approach at Carson

7th Grade – Think Tank

- Focuses on SEL Lessons
- Mindfulness
- Self Awareness
- Empathy
- Communication

8th Grade - CCR

- Endorsements
- Career Clusters
- Informational Texts
- Author's Purpose
- College Entrance Exams
- Professional Skills

Teacher Buy In

- They love it!
- Resources easy to use/plan
- Vocabulary
- Sentence stems
- Data for teachers
- Feedback
- No push back from kids

A Plan for Growth

ThinkCERC

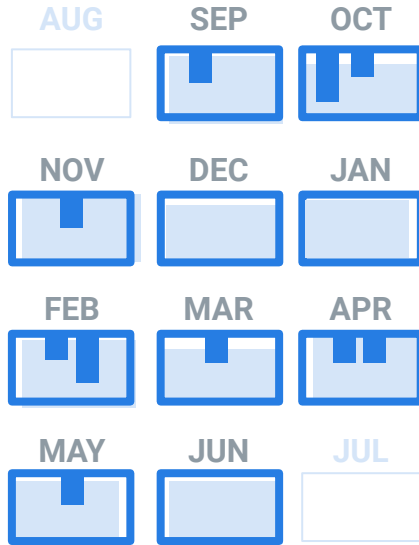
A Supports

- In-text vocabulary support
- Audio support
- Writing scaffolds and sentence stems
- Online rubrics with dropdown menu for feedback comments
- CERCA
 - Ready-made, interactive lessons with teacher and student guides

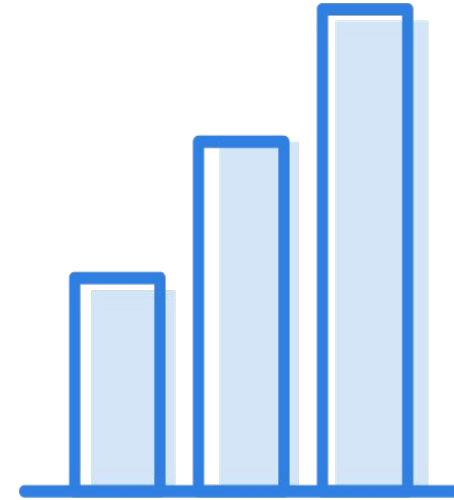
Benefits

- Benefits of ThinkCERCA + increase writing for your students
- Benefit 1
- Benefit 2
- Benefit 3
-

A Plan for Growth



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7+ Close Reading and Writing Lessons

per student alongside **skills practice**,
collaboration, and **feedback**

Predictable Growth

(1.5 - 2.5 years in **reading gains**,
according to recent studies)

Literacy at Rachel Carson Elementary

**Visual for how it fits into student
schedules/existing curriculum**

Middle School Programming

7th
grade

8th
grade

High School Programming

9th
grade

10th
grade

Literacy at Rachel Carson Elementary

Required Course



90 Minutes Every
Other Day

90
Minutes

100%

of 7th/8th Graders
Receive Additional
Literacy Programming

Sample Lessons

Semester 1

Quinceañeras Often Symbolize Family's Hard Work, Success: **7.RI.2, 7.W.1**



WRITING LESSON

Does the author present both sides of the debate about whether or not it is wise for families to provide their children with lavish celebrations of milestones in their cultures?

PERFECT 10 MINDFUL SKILLS

Desire to improve self and awareness of strengths/limitations

Management of emotional intelligence

SKILLS FOCUS

Self Awareness, Self Management

Semester 1

First Encounters with Racism: **8.RI.4, 8.W.1**



WRITING LESSON

How do each of these four stories help to inform a readers' thinking about the impact of encounters with racism on an individual's sense of safety, well-being, and belonging?

PERFECT 10 MINDFUL SKILLS

Capability to interact with others in a positive manner

SKILLS FOCUS

Social Awareness

Semester 1

The Danger of a Single Story and Teaching Kids to Avoid Stereotypes: **6.RI.4, 6.W.1**



WRITING LESSON

Are stories an effective way or an ineffective way to end stereotypes?

PERFECT 10 MINDFUL SKILLS

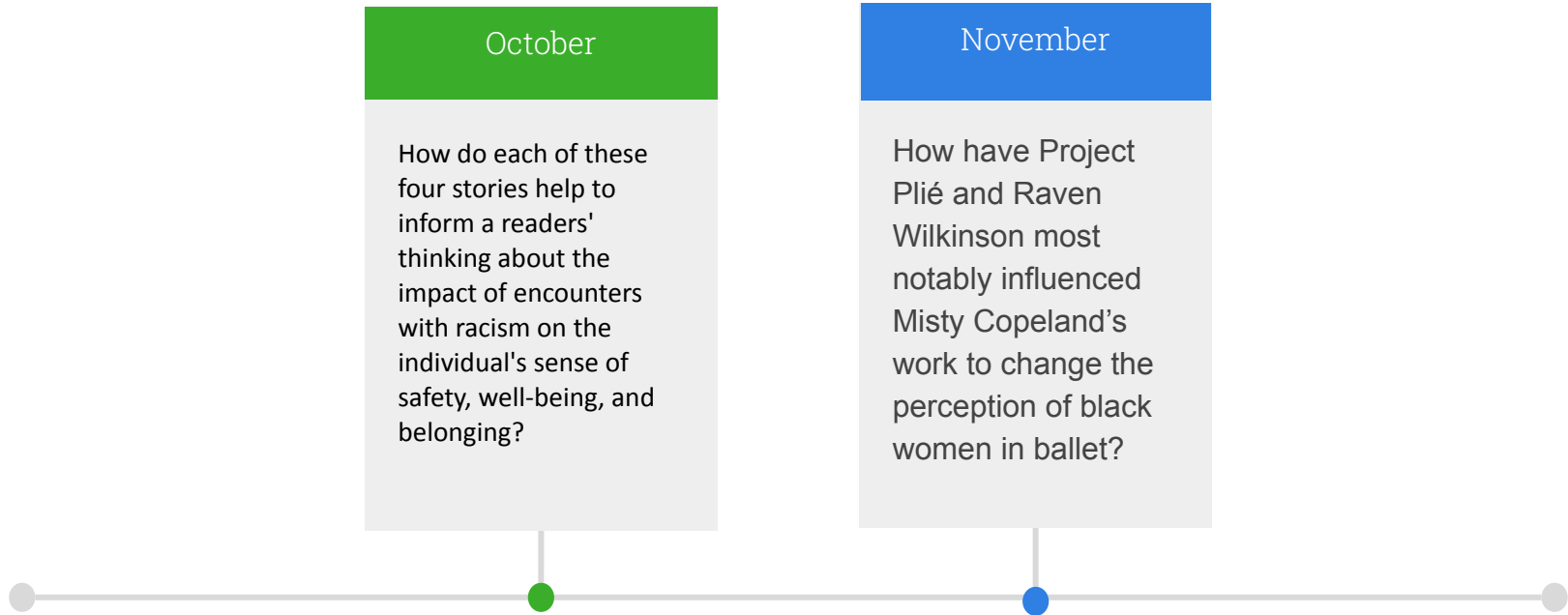
Make caring for others a priority, help children develop self-control and manage feelings effectively

Reinforce active listening, ask open-ended questions, use tasks and activities that foster critical thinking.

SKILLS FOCUS

Empathy, Communication

What does student writing progress look like?



First Encounters with Racism

What these stories relate is the common theme of racism.

racism is defined as discrimination against a group of people.

Jose's story is most convincing because bc there are a lot of games with different racism not just Salvadorans.

One thing I learn from the story is they think Salvadorans do drugs or drink bc there are a lot of gangs there but Salvadorans are not the only gangs u have much more

from the story it says they think Salvadorans are bad
the evidence shows a white couple walks past Jose that Salvadoran and started to whisper bad things about them but they ignore it.

The Danger of a Single Story and Teaching Kids to Avoid Stereotypes

Ms. Adichie believes children who don't live in Africa think Africa consists of poor people. The people from social media portray African negative light. Stories are ineffective because they only give you facts on what they get online.

Stories are ineffective because they only give you facts on what they get online.

One thing about stories is they aren't always right because they can give facts about stuff they see online.

One example is, 'What stories are told and untold about your communities? What — and whose — stories are missing?

This shows, 'they are poor. they are bad people. they are ghetto. missing is galena park stories.'

Another idea about stories is that they can give bad information about some ways people live.

Another example, '
.

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Another idea about stories is that they can give bad information about some ways people live.

Another example, 'The author asks what parents, teachers, and caregivers can do to avoid stereotypes. What can children do?'

This also shows teaching children about other countries can give them an idea of how to help them.

in conclusion, stories are in effect because they can also give facts.

we know this from the news, media.

8th Grade Student Writing Progress, Cont.

Which Degree Is a Better Option?

if you have a master degree you get a good job

its been proven and over again getting a college degree of any pays off earning a master even more

earning a master degree pays off because it provides him with I lot oportunties

finally, a master degree can allow Javier to have an increased education

as result you can become a better problem solver and more tackie by earning a master degree you continue upon a wealth of knowledge preparing you for a life of constant learning

constant learning is important because when you get older it can help you in many things

other may say that an associate degree is the best option for Javier because it is cost less the man master degree.

the best option for Javier is a master degree

one reason why the master degree is better is that you make better money

the article states the median starting saying for an engineer with a masters degree 59500 a year

so they can get home and you can have a budget and information and all of that good thing

if you have a master degree you get a good job6

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Student State Writing Outcomes?

October

