

Keller Elementary

School Improvement Plan

Annual Update: 2021-22

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.¹

SCHOOL OVERVIEW

Description: Helen Keller Elementary School is a K-5 school located in Kirkland WA, nestled into a well-established neighborhood in the Juanita region. Students who attend Helen Keller move on to Kamiakin Middle School and graduate from Juanita High School. Our core values can be summarized with the acronym GRIP: Growth: developing intellectual abilities and social skills; Respect: treating others how you would like to be treated; Integrity: striving to make the right choices Perseverance: working hard and trying your best. We continue to see great strides toward progress and are confident that scores will increase as we continue working as a PLC and focus on the outcomes provided through the SBA interims, progress monitors, and end of year assessments.

Helen Keller has a wonderful staff who use research-based practices mixed with fresh ideas. All our educators work in collaborative teams, meeting weekly to develop common assessments, align curriculum, evaluate instructional strategies, and review and respond to student common assessment data. We believe that authentic and timely feedback about our instructional practice will further our own professional growth and best support student learning. Our school also provides intensive support via Learning Centers, which serve district students K-5 with developmental needs. In addition, we are one of a few schools who independently provide meal support to families in need through our Backpack Program which also runs throughout the summer months. Our school also houses extra-curricular enrichment activities including drama, sewing, jump rope, chess, Legos, jazzercise and visual arts (Many of these are currently on hold due to COVID safety restrictions, but we look forward to returning to them when possible).

Helen Keller Elementary School has a strong community partnership that involves local businesses, families, and neighbors. The school has become a community hub thanks to the staff and volunteers who provide opportunities including math and reading nights, the ice cream social, music programs, and the talent show to gather our families together. While COVID safety has required us to pause some of these activities temporarily, we look forward to their full return. Our staff has increased our focus around equity by engaging in activities and reflection of our own biases and those in our society. We have used many data points such as test scores, grade report marks, attendance rates, and discipline to identify areas of concern for historically marginalized students. We have a strong Equity team that includes parent members as well as staff members.

The Pandemic has required us to shift some focuses and do things differently that we do at time. To respond to the needs of the current climate, we have increased our focus on Social Emotional Learning as well as Positive Behavior Supports. Each classroom does daily lessons on Social Emotional Learning, using curriculum that includes: Second Step program, Zones of Regulation, Purposeful People and daily class meetings as well as periodic classroom visits by the school counselor. We will continue to foster important life skills that make Helen Keller a safe and happy place to learn, take risks, and achieve greatness! We

¹ LWSD School Board Approval on <insert date>

also continue to support students learning at high levels while also addressing some of the unfinished learning created by the remote learning earlier in the pandemic.

Mission Statement: *The mission of Helen Keller Elementary is to collaborate with the community to empower students to reach rigorous, yet attainable, academic and social goals.*

Demographics:²

		2017-18	2018-19	2019-20	2020-21
Student Enrollment (count)		369	337	312	306
Racial Diversity (%)	American Indian/Alaskan Native	0.8%	0.9%	0.3%	0.0%
	Asian	8.1%	8.3%	9.6%	10.1%
	Black/African American	2.7%	3.9%	2.6%	2.3%
	Hispanic/Latino of any race(s)	15.2%	15.4%	15.7%	14.7%
	Native Hawaiian/Other Pacific Islander	0.5%	0.3%	0.0%	0.0%
	Two or more races	15.4%	13.6%	15.7%	17.3%
	White	57.2%	57.6%	56.1%	55.6%
Students Eligible for Free/Reduced Price Meals (%)		26.0%	25.8%	24.0%	20.9%
Students Receiving Special Education Services (%)		18.7%	18.7%	21.5%	19.9%
English Language Learners (%)		13.0%	12.2%	10.6%	13.4%

² Enrollment and racial diversity based on annual October 1 headcount and includes any Preschool-Gr 12 enrollment. Students included in program count (FRL, SpEd, EL) if enrolled on October 1 and receiving services at any time during that school year.

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

Priority #1		
Priority Area	English Language Arts/Literacy	
Focus Area	Reading	
Focus Grade Level(s)	K-5	
Desired Outcome	By Spring 2022, 85% of K-5 students will score at or above standard as measured by Fastbridge (K-5) and the ELA Smarter Balanced Assessment (3-5).	
Alignment with District Strategic Initiatives	MTSS	
Alignment with Characteristics of Effective Schools	High Standards and Expectations for All Students	
Data and Rationale Supporting Focus Area	Data analysis of our SBA scores from the past three years (2017-2019) indicates that the area needing most attention is in the Reading claim, specifically in the areas of Language Use and Text Structures & Features. This was a trend across the grade levels.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	K-5 teachers teach Wonders curriculum with fidelity.	End of unit assessments.
	K-5 teachers integrate SIOP and CRT strategies with Wonders curriculum.	% of classrooms that have and regularly use a focus wall.
	Safety Net and ELL provides push-in and pull-out services.	Master schedule includes scheduled times for services.
	Use mentor texts for writing and genre-specific work.	% of classrooms use the writing curriculum's recommended mentor texts.
	K-2 students create their own books with text features.	Incorporate this into informational writing once per year.
	K-5 students will use authentic texts to highlight text features.	% of teachers having students identify text features in texts
	Function Academics Curriculum continues to be used as well as Wonder Works, SIPPS, and Miss Marnie videos.	Embedded within IEP goals and progress reports.
	Interventionists and Specialists connect with general education teachers to connect instruction.	Grade level teams will share learning goals with specialists. In Winter 2022 Specialists will explore how best to communicate with families.

Timeline for Focus	Fall, 2019 - Spring, 2022
Method(s) to Monitor Progress	<ul style="list-style-type: none"> • Wonders weekly assessments. • SBA Interims for mid-year progress monitoring. • End of year SBA results. • WA-Aim test results for students with developmental disabilities. • Note: SBA did not occur in Spring 2020 due to the COVID pandemic. Students took shortened version of Spring 2020 assessment in Fall 2021 and will take in Spring 2022. • Fastbridge Universal Screening.

Priority #2

Priority Area	Mathematics																			
Focus Area	Concepts & Procedures																			
Focus Grade Level(s)	K-5																			
Desired Outcome	By Spring 2022, 78% of 3-5 students will score at or above standard as measured by the Math Smarter Balanced Assessment.																			
Alignment with District Strategic Initiatives	MTSS																			
Alignment with Characteristics of Effective Schools	High Standards and Expectations for All Students																			
Data and Rationale Supporting Focus Area	Data analysis of our SBA scores from the past three years (2017-2019) indicates that the area needing most attention is in the Concepts & Procedures claim, specifically in the areas of multiplication and fractions.																			
Strategy to Address Priority	<table><tr><th>Action</th><th>Measure of Fidelity of Implementation</th></tr><tr><td>K-5 Math Talks.</td><td>% of teachers implementing math talks within the classroom.</td></tr><tr><td>Integrate SIOP and CRT strategies within math instruction.</td><td>% of classrooms have and regularly use a focus wall.</td></tr><tr><td>3-5 Connect fractions to the multiplication & division units. New Illustrative Mathematics curriculum places fractions earlier in curriculum for grades 3-5 and ties them more to multiplication and division.</td><td>% of teachers connecting fractions to the multiplication & division units.</td></tr><tr><td>K-5 Intentional use of manipulatives.</td><td>% of teachers using manipulatives.</td></tr><tr><td>K-2 Students work on accurately and fluently solving addition and subtraction problems.</td><td>Unit assessments.</td></tr><tr><td>LC continues to use Functional Academics Curriculum as well as Touch Math, Rocket Math, modified Illustrative math, and Miss Marnie video resources.</td><td>Embedded within IEP goals and progress reports.</td></tr><tr><td>Implement new curriculum, Illustrative Mathematics with fidelity, remaining focused on using visuals and curricular resources to enhance student learning.</td><td>% of teachers using visuals and curriculum resources with fidelity.</td></tr><tr><td>Engage in professional learning around mathematical practices</td><td>% of teachers using new curriculum with fidelity.</td></tr></table>		Action	Measure of Fidelity of Implementation	K-5 Math Talks.	% of teachers implementing math talks within the classroom.	Integrate SIOP and CRT strategies within math instruction.	% of classrooms have and regularly use a focus wall.	3-5 Connect fractions to the multiplication & division units. New Illustrative Mathematics curriculum places fractions earlier in curriculum for grades 3-5 and ties them more to multiplication and division.	% of teachers connecting fractions to the multiplication & division units.	K-5 Intentional use of manipulatives.	% of teachers using manipulatives.	K-2 Students work on accurately and fluently solving addition and subtraction problems.	Unit assessments.	LC continues to use Functional Academics Curriculum as well as Touch Math, Rocket Math, modified Illustrative math, and Miss Marnie video resources.	Embedded within IEP goals and progress reports.	Implement new curriculum, Illustrative Mathematics with fidelity, remaining focused on using visuals and curricular resources to enhance student learning.	% of teachers using visuals and curriculum resources with fidelity.	Engage in professional learning around mathematical practices	% of teachers using new curriculum with fidelity.
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Timeline for Focus	Fall, 2019 - Spring, 2022		
Method(s) to Monitor Progress	<ul style="list-style-type: none"> • District assessments • SBA Interims for mid-year progress monitoring • End of year SBA results • Fastbridge Universal Screening • WA-Aim test results for students with developmental disabilities. • Note: SBA did not occur in Spring 2020 due to the COVID pandemic. Students took shortened version of Spring 2020 assessment in Fall 2021 and will take in Spring 2022. 		

Priority #3

Priority Area	Social and Emotional	
Focus Area	School Safety	
Focus Grade Level(s)	3-5	
Desired Outcome	By Spring 2022, an average of 75% of 3-5 students will respond favorably to the combined emotion regulation questions on the Panorama Survey.	
Alignment with District Strategic Initiatives	MTSS	
Alignment with Characteristics of Effective Schools	Supportive Learning Environment	
Data and Rationale Supporting Focus Area	Comparing and analyzing results from the Panorama Survey taken in Fall 2018 and again in Spring 2019, there was an overall decline in student emotion regulation, with a combined average of 51% responding favorably to the questions on emotion regulation. With the onset of the pandemic, this has become an area of even more need. In Fall 2021, we returned to full in-person with 41% of students responding favorably in this category. This decline is minored in schools across the district and makes this an area of immediate need.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Teach Second Step lessons.	Use allocated SEL time.
	Peace Coach program. 2021 Update: this program is currently paused due to COVID safety plans, but we hope to bring it back in Spring 2022.	Counselor tracks frequency of peace coaches supporting students with issues identified as small problems on the playground.
	Teachers commit to class meetings, discussions, debrief SEL books and stories.	Use allocated SEL time.
	Check-in/Check-out.	% of teachers identifying more respectful behavior as a result of the Check-in/Check-out.
	Explicitly teach emotional regulation strategies that can be used.	Use of allocated SEL time.
	Create Calm Down corners in every classroom, that includes, tools, strategies and use of zones of regulation. 2021 Update: We have identified 3 areas needs to support the advancement of this action item. 1. Educate new staff members on these tools and support the	100% of teaching spaces have a Calm Down corner.

	<p>creation of calm down corners in their classrooms.</p> <p>2. Order materials for new teachers.</p> <p>3. Order materials to replenish existing calm down resources.</p>	
	Provide whole class opportunities for mediation and calming.	% of teachers who utilize time in the day to mediate or do calming strategies.
	Teach Zones of Regulation and Kelsos Choices as supplemental programs to support emotional regulation learning.	% of teachers who utilize this language in their lessons to students.
	All classes will include 30 minutes of SEL instructional time daily, built into master schedule.	% of teachers who teach daily SEL lesson
Timeline for Focus	Fall, 2019 - Spring, 2022	
Method(s) to Monitor Progress	<ul style="list-style-type: none"> • Panorama Surveys twice per school year (October and May/June results). • GRIP Note system. • Notice Note system. • Teacher reported data 	

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to “integrate technology literacy and fluency” in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within instruction.
Core instructional technologies include Microsoft tools, SMART Technologies, and classroom footprint technologies.
2. Utilizing digital tools to enhance the learning process and ensure access to content.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) and Technology Integration Specialist to identify training needs based on the TIF program goals. The BIT plan identifies year-long goals and plans for providing professional learning to meet training needs. Beginning and end of year Technology Integration survey data informs the personalization of individual school plans in alignment with strategic efforts.

Based on Spring Technology Integration staff survey data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

- ☐ Digital Citizenship
- ☐ Integrating core instructional technologies within instruction
- ☐ Utilizing digital tools to enhance learning and ensure student access to content
- ☐ Applying Ed Tech Learning Standards across content areas

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2019. During that year, the participation rate was met.

Strategies the school is using to meet participation requirements include:

- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school's date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

COMMUNITY ENGAGEMENT PLAN

As a district of doers, learners, and believers, our “why” drives us. We do this all-important work because we want all of our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.³ The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	PTA Meetings	Quarterly
	Coffee Talk	Monthly
	Parent Survey	Beginning of school year
	Added parents to our equity team. Team meets monthly to identify and implement equity goals for the school.	Monthly; Review SIP yearly in January with Equity team lens.
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Principal/PTA Coffee Talk	February
	Post the SIP on our school website in several languages.	Every January
	School newsletter	Share SIP in January School newsletter
	Create and provide list of resources for translating documents to teaching staff to promote the translating of more school communications to multiple languages.	Winter 2022

³ LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>