



Keller Elementary School

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

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: trusting 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 wonderful staff filled with research-based practices mixed with fresh ideas. All of 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 serves 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. 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. 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. Four times a year the staff organize spirit assemblies where we acknowledge and celebrate students in our school for academic and life skill success. These assemblies, in which parents are invited, are also an opportunity where we can emphasize the teachings of the Second Step program, used in every classroom and reinforced through daily class meetings and specialized 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!*

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:¹

	2016-17	2017-18	2018-19
Student Enrollment (count)	395	367	337

¹Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Other demographic measures based on May headcount.

Racial Diversity (%)	American Indian/Alaskan Native	0.5	0.0	0.9
	Asian	11.9	8.2	8.0
	Black/African American	3.5	2.7	3.9
	Hispanic/Latino of any race(s)	14.7	15.0	15.4
	Native Hawaiian/Other Pacific Islander	0.5	0.0	0.3
	Two or more races	13.4	15.3	13.7
	White	55.4	57.5	57.9
Students Eligible for Free/Reduced Price Meals (%)	21.4	23.6	25.7	
Students Receiving Special Education Services (%)	17.2	16.5	21.1	
English Language Learners (%)	13.3	13.6	10.2	
Students with a First Language Other Than English (%)	24.9	21.4	18.1	
Mobility Rate (%) ²	9.6	8.2	11.3	

² Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

ACADEMIC PERFORMANCE DATA: LITERACY

READING: By Grade Level, DIBELS Assessment³

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
Kindergarten	79	76	82
1 st Grade	67	83	76
2 nd Grade	72	70	76

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3 rd Grade	72	74	67
4 th Grade	78	86	89
5 th Grade	65	70	78

READING: By Group/Program, DIBELS Assessment⁴

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	93	94	92
Black/African American	-	-	-
Hispanic/Latino	48	63	60
Two or more races	80	65	85
White	74	82	82
English Learner	53	71	61
Low Income	43	57	57
Special Education	40	43	44

ELA: By Group/Program, Smarter Balanced Assessment⁵

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	69	-	73
Black/African American	-	-	-
Hispanic/Latino	50	62	55
Two or more races	73	83	87
White	79	79	82
English Learner	24	38	27
Low Income	56	51	56
Special Education	13	20	35

ACADEMIC PERFORMANCE DATA: MATH

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3 rd Grade	77	67	72
4 th Grade	72	79	77
5 th Grade	52	61	55

ACADEMIC PERFORMANCE DATA: SCIENCE

SCIENCE: By Grade Level, WCAS⁶

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5 th Grade	n/a	78	75

MATH: By Group/Program, Smarter Balanced Assessment⁵

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	65	-	73
Black/African American	-	-	-
Hispanic/Latino	29	45	40
Two or more races	81	87	70
White	74	71	73
English Learner	28	42	27
Low Income	50	41	44
Special Education	13	17	25

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	-	-
Black/African American	n/a	-	-
Hispanic/Latino	n/a	45	-
Two or more races	n/a	90	-
White	n/a	87	84
English Learner	n/a	-	-
Low Income	n/a	53	31
Special Education	n/a	-	-

↘ = Cohort Track

³ Based on DIBELS Next Assessment, End-of-Year Benchmark.

⁴ Grades K-2 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons. "American Indian/Alaskan Native" and "Native Hawaiian/Other Pacific Islander" not included in report due to fewer than 10 students in all categories.

⁵ Grades 3-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

⁶ WCAS = Washington Comprehensive Assessment of Science. Given only to 5th grade at the elementary level. Assessment first given in 2017-18.

ATTENDANCE DATA

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Kindergarten	87	94	83
1 st Grade	91	92	91
2 nd Grade	92	97	90
3 rd Grade	94	92	94
4 th Grade	95	92	95
5 th Grade	89	98	97

ATTENDANCE: By Group/Program⁷

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	77	83	81
Black/African American	--	77	92
Hispanic/Latino	95	98	88
Two or more races	94	96	92
White	92	96	94
English Learner	86	94	86
Low Income	88	92	86
Special Education	83	85	76

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY⁸

	All Students	Asian	Black/African American	Hispanic/Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	74	70	-	53	80	80	30	54	33
Math Proficiency Rate (%)	67	65	-	35	81	72	32	43	30
ELA Median Student Growth Percentile ⁹	57	59	-	57	49	58	64	59.5	40
Math Median Student Growth Percentile	46	49	-	41	42	51	42.5	42.5	28
EL Progress Rate (%)	69	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	94	83	-	95	96	96	94	93	91

↘ = Cohort Track

⁷ Grades K-5 combined. Student/Program groups with less than 10 students marked as "--" and data not displayed due to privacy reasons.

⁸ Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as "--" and not displayed due to privacy reasons.

⁹ Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

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 DIBELS (K-2) and the ELA Smarter Balanced Assessment (3-5)	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)	
Data and Rationale Supporting Focus Area	Data analysis of our SBA scores from the past three years indicates that the area needing most attention are 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 text
	K-2 students create their own books with text features	Incorporate this into informational writing once per year
	3-5 Students use newsmagazines to highlight text features	% of teachers using newsmagazines
	K-2 and all SN students use Lexia	Lexia online reports indicate students meeting minimum number of minutes
	LC Using Functional Academics Curriculum emphasizing high frequency words Using the sight words in other activities (different contexts)	Embedded within IEP goals and progress reports
Specialists connect with general education teachers to sync instruction	Weekly communication	

Timeline for Focus	Fall, 2019 - Spring, 2022
Method(s) to Monitor Progress	Wonders weekly assessments SBA Interims for mid-year progress monitoring End of year SBA results

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	Multi-Tiered Systems of Support - Academics (MTSS-A)	
Data and Rationale Supporting Focus Area	Data analysis of our SBA scores from the past three years indicates that the area needing most attention are in the Concepts & Procedures claim, specifically in the areas of multiplication and fractions.	
Strategy to Address Priority	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
	K-5 regularly use Dreambox	Dreambox reports indicate usage for district recommended number of minutes per week
	3-5 Safety Net students use ALEKS	Reports indicate daily use
	Math SN before school, and push-in and pull-out during the day	Master schedule includes scheduled times for services
	3-5 Connect fractions to the multiplication & division units	% 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	Topic assessments (K-1) and timed tests (2 nd)
	LC Using Functional Academics Curriculum	Embedded within IEP goals and progress reports
Timeline for Focus	Fall, 2019 - Spring, 2022	

Method(s) to Monitor Progress	District assessments SBA Interims for mid-year progress monitoring End of year SBA results
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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	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)	
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.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Teach Second Step lessons	Use allocated SEL time
	Peace Coach program	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	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 allocated SEL time
	Create Calm Down corners in every classroom, that includes, tools, strategies and use of zones of regulation.	100% of teaching spaces have a Calm Down corner.
	Provide whole class opportunities for mediation and calming	% of teachers who utilize time in the day to mediate or do calming strategies.
Timeline for Focus	Fall, 2019 - Spring, 2022	
Method(s) to Monitor Progress	Panorama Surveys twice per school year (October and May/June results) GRIP Note system Notice Note system Big 5 lunch note system	

Priority #4

Priority Area	High Standards and Expectations for All Students	
Focus Area	All students are consistently challenged by rigorous material	
Focus Grade Level(s)	K-5	
Desired Outcome	By Spring 2022, 85% of participating staff members will indicate that they believe all students are consistently challenged by rigorous material as measured by the Nine Characteristics Survey	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)	
Data and Rationale Supporting Focus Area	Our Nine Characteristics Survey results	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Provide professional development opportunities geared toward classified staff members (including Equity)	Monthly classified staff meetings
	Communication in staff newsletter regarding high expectations for all	Weekly email
	Clear messaging from admins regarding high expectations for all	Verbal and written communication with staff
Timeline for Focus	Fall, 2019 - Spring, 2022	
Method(s) to Monitor Progress	Nine Characteristics survey (administered EOY yearly)	

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 teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
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) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Fall data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

- Digital Citizenship
- Integrating core instructional technologies
- Utilizing digital tools to enhance learning
- Applying Ed Tech Learning Standards
- Embedding digital citizenship & media literacy

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 2018. During that year, the participation rate was not met for ELA and not met for mathematics.

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.¹⁰ 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	
	Coffee Talk	Beginning of school year
	Parent Survey	Beginning of school year
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Principal/PTA Coffee Talk:	
	Post the SIP on our school website in several languages	Every January
	School newsletter	

¹⁰ LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r>