

Keller School District

Equity Tool KSD OSSI Equity Tool

May 2021

Washington Academic and Student Well-being Recovery Plan

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High-Priority Goal #1: Assessments. “A” Create a safe school climate that focuses on improving abilities across all the subjects measured by a large same of assessment tools.

High-Priority Goal # 2: Curriculum B – Create a safe school climate that focuses on developing strength in all areas of curriculum and a re-focus of back to the basics.

High-Priority Goal #3: Expected Behavior C – Create a safe school climate that focuses on expected behavioral response by all students in all situations.

Furthermore, the Keller School District uses a host of support groups to help fill gaps in the areas of student well-being, student and family voice, professional learning, recovery and acceleration, diagnostic assessments community partnerships. The Keller Elementary is a school with 36 K-6 grades. They have 3 teachers in the building. Classes are divided up into the following: K-1, 2-3, 4/5/6.

- **Student Well-being:** The Keller School District has a nurse and a school counselor in the building one day a week. The school counselor works weekly with student groups on behavioral skills such as attitude towards authority, getting along with classmates, bullying, harassment, cyber bullying and many other issues that we try to remain proactive on addressing.
- **Student and Family Voice:** Throughout the summer and at the beginning of the year teachers, principal and secretary reached out to our parents in several ways. Late in the spring we called parents and surveyed them on the phone on how distance learning was going. What we could do to help their efforts at home and what we need to continue to provide. In addition, we started in-person learning in September 2020. We felt as a school district it was key to meet with each parent of each student at every grade level to discuss how distance learning went in the spring of 2020. We also had a large list of items we introduced to the parents, and student on how are school year would look in September of 2020. Items such as PPE, social distancing, hand washing, screening forms at school and when they boarded the bus. Along with these discussion parents and student were able to offer feedback, ask questions to help prepare them for back to in-person leaning.
- **Professional Learning:** The Keller School District met weekly through the summer of 2020 for 4 hours each Monday on a Zoom meeting with the superintendent principal and teachers to discuss the upcoming school year. In addition, staff had Trauma training, and in depth i-Ready training in our building a representative from i-Ready. The training included math and ELA. In addition, Steve Schreiner from ESD 101 trained our staff using the Google Classroom platform online and offline. Lake Roosevelt Community Healy Center also purchased new Chromebooks for all our students K-6 and they are used daily in the classroom and 4/5/6 uses them on distance learning days also at home.

- **Recovery and Acceleration:** Helping students coming back in to in-person learning was a time-consuming process of discussion this past summer. Many ideas were discussed and the conclusion was to assess the students and start their learning activities to match the level they were at. Not only were we concerned with their academic level but more importantly their social and emotional level. Many activities were done to help students begin interacting with their peers in a safe social distancing manner. To our surprise students adjusted very quickly to being back in the building and as of April 30, 2021 the Keller Elementary has 5 perfect attendance days.
- **Diagnostic Assessments:** During September the kindergarten was assessed using WA-Kids, Dibels, and Ed.com assessment tool. Grades 2-3 used i-Ready math and ELA and MAP's Math, ELA. Grades 4/5/6 used i-Ready math and ELA and MAP's Math, ELA. Testing was done in September, January and May. We have a minimum of 6 data points for math and 6 data points for reading. As a school district we have seen steady increase learning all year long. In our view it was critical to get our student back in the classroom as soon as possible with the main focus of keeping our students, staff and community members safe. In our view students learn much more efficiently in-person then distance learning.
- **Community Partnerships:** For a small school district such as Keller Elementary it is imperative to have the support of our community. We work closely with the Keller Boys and Girls Club. The boys and girls club are open 9-5 daily and allows students an area to study, meet with peers and do projects. Internet is available along with staff and tutors. Our JOM group who meets periodically throughout the school also provides funding for snacks, group activities such as drumming and supplies such as shoes, etc. for sports. We also have tremendous support from the Colville Confederate Tribe, Rural Resources, Lake Roosevelt Community Health Center and Boys and Girls Club.

Following is the equity statement from the Keller School District:

The Keller School District seeks to disrupt and eliminate predictable patterns of inequity based on race, class, culture, ability, gender, sexuality, citizenship, and other group-based identities. Race continues to be the most persistent predictor of student performance. This is in direct conflict with our collective belief that all students have limitless potential and that together, we can create the conditions for all students to succeed and graduate prepared for the next step in their education, career, and life.

As part of our commitment to eliminating systemic disparities, ensuring systemic equity and implementing and monitoring a race and equity plan, we are committed to directly naming and confronting the ways inequity currently operates, allocating resources and access to address those inequities, centering the needs of the students. Following are four priorities of the Keller School District Race & Equity plan:

Leadership

Power and responsibility has often been centered in a few key positions and roles and exercised in a top down approach. Leading for equity and excellence requires collectively transforming interactions and instructional practices in ways that disrupt structural inequities and historical systems of power. We will:

- Model and engage others in critical and continuous self-reflection in ways that reveal how our identity, biases, and positionality reinforce educational inequities and the extent to which changes in practice may interrupt them.
- Examine and eliminate policies and practices that contribute to disproportionate outcomes in discipline, academics, post-secondary opportunities, and life.
- Recruit, employ, support, and retain a workforce that includes racial, gender, and linguistic diversity as well as culturally competent administrative, instructional, and support personnel.
- Generate, allocate, and lead the management of resources to disrupt institutional and structural inequities.

Teaching and Learning

Inequities in teaching and learning exist in instructional practices, curriculum, educational materials, data use practices, and limited pathways for student success. To create and sustain excellence in each school so that every student—without exception—learns at high levels, we will:

Policy: 3208 Students

- Provide a guaranteed, viable, and culturally responsive curriculum that includes diverse local and global perspectives.
- Utilize evidence-based culturally responsive instructional practices, educational materials, resources, and technology for 21st century, global learning.
- Routinely collect, display, disaggregate, and analyze existing and new forms of data to improve student learning and adult practice in the service of educational equity.
- Provide multiple pathways for success in order to meet the diverse needs of our student body and encourage, support, and expect high academic achievement of all students.
- Utilize equitable identification processes that eliminate the over- or under- representation of any particular student group in intervention, enrichment, and advanced course offerings.

Partnerships

Our schools and school systems have often prioritized the needs of individuals and organizations with resources and power. Equitable partnerships that improve learning environments and outcomes require collaborating with students, families, and communities, especially those historically and currently marginalized by our school system. To create and sustain these partnerships, we will:

- Seek and prioritize culturally responsive partners with demonstrated expertise in meeting the needs of diverse learners—including families, government agencies, institutes of higher learning, early childhood education organizations, community-based organizations, businesses, and the community in general.
- Share power in decision-making across multiple voices – educator, family, community, and students, with particular attention to those voices that have been historically left out.
- Partner with families through regular two-way communication in ways that value their unique understanding of their children.
- Reduce and eliminate barriers to engaging key partners (families and community organizations).

Climate and Culture

Schools are often disconnected from the diverse communities and populations they serve. In order to provide a safe, equitable, accessible, and inclusive environment for students, families, and staff, we will:

- Allocate resources to nurture, celebrate, and support the cultures and identities of our students, staff, families, and community and infuse respect for diversity into all aspects of the school programming.
- Connect students to social emotional and extra-curricular learning opportunities that strengthen relationships between students and between students and the school.
- Foster positive relationships and connections between students, staff, and families to define, build, and sustain a strong sense of community within each school.

Policy: 3208 Students

The Board directs the Superintendent to develop and implement a system-wide racial equity plan with clear accountability and metrics, which will result in measurable improvements in academic, social emotional health, safety, and belonging for Keller School District students and staff. The Superintendent shall regularly report progress on the plan and outcomes.