

# Keller School District #3

## Academic and Student Well Being Recovery Plan

### May 2021

#### Part I:

LEA: Keller School District

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**Grade Levels Served:** Grades K-6

#### Part II:

**Name of Equity Tool Used:** Keller School District Consolidated School Improvement Plan

1. Keller School District attest that the Keller School Board approved this plan on Wednesday, May 19 @ 5:15 PM. Keller School District used webpage for public comment and are planning on an end of year survey for our families of our students.
2. Keller School District attests that an equity analysis tool was used in developing this plan. (Since the Keller Elementary is on a level 3 *School Improvement Plan*, we use many tools and methods to develop equity throughout the K-6. Our high priority goals are as follows:

**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:

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- 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 21<sup>st</sup> 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.

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.

3. [www.keller.k12.wa.us](http://www.keller.k12.wa.us) Click on SIP Equity Tool updated: May 20,2021  
[www.keller.k12.wa.us](http://www.keller.k12.wa.us) Click on KSD Academic and Student Well Being Recover Plan updated: May 20, 2021

## **Part III:**

### **Universal Supports for All Students:**

4. Common Assessments  
Mastery Learning/Project-Based learning  
Multi-tiered System of Supports  
Professional Learning  
Transition Supports (Pre-k-Elem; 2/3-4/5/6/.

## **Part IV: Diagnostic Assessments:**

### **5. Academic Diagnostic Assessments:**

- |           |  |
|-----------|--|
| 1-6:      | Accelerated Reader (AR)  |
| K:        | Dibels, WA-Kids, Teacher Made Assessment/Classroom Based Assessment, Teacher Recommendation.                             |
| Grade: 1: | iReady, MAP Math Teacher Made Assessment/Classroom Based Assessment, Teacher Recommendation.                             |
| Grade 2:  | iReady, MAP Math, MAP Reading, Star Reading, Teacher Made Assessment/Classroom Based Assessment, Teacher Recommendation. |
| Grade 3:  | iReady, MAP Math, MAP Reading, Star Reading, Teacher Made Assessment/Classroom Based Assessment, Teacher Recommendation. |

- Grade 4: iReady, MAP Math, MAP Reading, Star Reading, Teacher Made Assessment/Classroom Based Assessment, Teacher Recommendation.
- Grade 5: iReady, MAP Math, MAP Reading, Star Reading, Teacher Made Assessment/Classroom Based Assessment, Teacher Recommendation.
- Grade 6: iReady, MAP Math, MAP Reading, Star Reading, Teacher Made Assessment/Classroom Based Assessment, Teacher Recommendation.

**Well-Being Diagnostic Assessments:**

- K: WA-Kids, Teacher Made Assessment/Classroom Based Assessment, Teacher Recommendation.
- Grade: 1: Teacher Made Assessment/Classroom Based Assessment, Teacher Recommendation.
- Grade 2: Teacher Made Assessment/Classroom Based Assessment, Teacher Recommendation.
- Grade 3: Teacher Made Assessment/Classroom Based Assessment, Teacher Recommendation.
- Grade 4: Teacher Made Assessment/Classroom Based Assessment, Teacher Recommendation.
- Grade 5: Teacher Made Assessment/Classroom Based Assessment, Teacher Recommendation.
- Grade 6: Teacher Made Assessment/Classroom Based Assessment, Teacher Recommendation.

**6. Academic Diagnostic Assessments:**

Assessment	Grade(s)	Once per school year	Multiple times per school year
Teacher Made Assessment Classroom Based Assessment Teacher Recommendation:	K-6		X
Accelerated Reader:	1-6		X
Dibels:	K		X
WA-Kids:	K		X
iReady Math:	1-6		X
i-Ready Reading:	2-6		X

Map Reading	2-6	X
Map Math	2-6	X

**7. Well-Being Diagnostic Assessments:**

Assessment	Grade(s)	Once per school year	Multiple times per school year
WA-Kids: Teacher Made Assessment	K		X
Classroom Based Assessment Teacher Recommendation:	K-6		X

**Part V:**

**8. Student and Family Voice:**

Interviews  
Conference (in-person and or virtual)  
Advisory Groups

**Part VI:**

**9. Strategic Supports for Students:**

American Indian/Alaskan Native  
White

**Part VII:**

**10. Strategic Supports for Identified Student Groups**

Additional Instructional Time Before or After School  
Building Relationships  
Common Assessments  
Mastery Learning/Project-Based learning  
Multi-tiered System of Supports  
Student Voice and Perception

**11. Strategic Supports for Identified Student Groups**

	Student Group(s)
Additional Instructional Time Before or After School	K-6
Building Relationships	K-6
Common Assessments	By grade level
Mastery Learning/Project-Based learning	By grade level
Multi-tiered System of Supports	By grade level
Student Voice and Perception	K-6

## 12. Strategic Supports for Identified Student Groups

	<b>Student Group(s)</b>	<b>Grades</b>
Additional Instructional Time Before or After School.	White/American Indian	K-6
Building Relationships	White/American Indian	K-6
Common Assessments	White/American Indian	1-6
Mastery Learning/Project-Based learning	White/American Indian	By grade level
Multi-tiered System of Supports	White/American Indian	By grade level
Student Voice and Perception	White/American Indian	K-6

## Part VII:

### 13. Monitoring Student Progress

Our district meets at least 3 times a year with our OSSI coach and discuss our progress.

Below are the results of our mid-year meeting:

# *OSSI School Improvement Plan Mid-Year Implementation Progress Review Winter 2021*

## Overview

The development and mid-year progress monitoring of School Improvement Plans are required by the Every Student Succeeds Act (ESSA) for schools identified for supports under Tiers II and III. It is important to provide meaningful feedback to inform schools in the revision of their School Improvement Plans (SIPs) due in June 2021. This review is a living document and will be uploaded to SharePoint and **viewable to schools** and Coordinated Support Teams toward that end.

*\*For schools not utilizing the OSPI Optional Consolidated School Improvement Plan Template, please note the italicized instructions for each item in the tool below.*

## School and District Information

ESD: 101

School District Name: Keller School District

Building Name: Keller Elementary School

Reviewer Name(s): Steve Jantz, Dolly Brudevold, Tom Lutz, Debbie Clark, and Vickie Kennedy

## Plan/Do: Analysis Checklist (Sections 13, 14, and 15a)

Conduct a quick review of Sections 13, 14, and 15a of the SIP and complete the following checklist (a-d) to indicate elements present.

*\*Refer to the “Plan and Do” sections of the SIP you are reviewing and identify goals/priorities and activities in the plan. After identifying activities, look for alignment to goals/priorities and for measures that align with activities.*

Checklist Question		Yes	No	Not able to determine
a.	Is there a direct connection between the populations for which the building is identified for supports and the goal/priority statements?	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Is there a direct connection between the goal and the action steps/activities?	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Is there a direct connection between the action steps/activities and evidence collected to monitor the improvement work?	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Is there a direct connection between the evidence collected and the goal/priority?	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Study (Section 15b)

Considering Section 15b and the Guiding Questions below, use the criteria presented in the following rubric to evaluate rubric items (a. Monitoring Process, b. Measurements, and c. What Worked and Adjustments Needed) on a scale of Incomplete/Not Present to Clear Evidence and High Level of Detail.

*\* After identifying activities, look for alignment to goals, then for the measures to align to activities. Complete the “Study” feedback rubric below using evidence provided in the uploaded Mid-Year SIP Implementation Progress Review.*

### Guiding Questions:

- What evidence or data was collected?
- How was the data used?
- Were schools able to articulate, reflect, identify, or explain what was working and what needs adjustment(s) based off the data and evidence collected?

	Incomplete/Not Present	Beginning Evidence with Limited Detail	Developing Evidence and Detail	Clear Evidence and High Level of Detail
a.	<input type="checkbox"/> No monitoring process or limited process is identified for the goals	<input type="checkbox"/> A limited process for measuring the goals is identified	<input type="checkbox"/> The monitoring process <b>OR</b> links to goals are clearly defined	X <input type="checkbox"/> The monitoring process is clearly defined <b>AND</b> linked to the goals
b.	<input type="checkbox"/> No metrics are included	<input type="checkbox"/> Only 1 metric is included	<input type="checkbox"/> 2–3 metrics are used to measure outcomes	X <input type="checkbox"/> 4 or more metrics are used to measure outcomes, all aligned for each goal and strategy
c.	<input type="checkbox"/> No explanation about the work and adjustments provided	<input type="checkbox"/> Minimal analysis of what worked and what needs adjustment	<input type="checkbox"/> Evidence of analysis of what worked and/or what adjustments are needed	X <input type="checkbox"/> Well-articulated analysis of what worked and what adjustments need to be made

## Adjust (Section 16a)

Considering Section 16a and the Guiding Questions below, use the criteria presented in the following rubric to evaluate rubric items (a. Adjustments Implemented and b. Data Informing Adjustments) on a scale of Incomplete/Not Present to Clear Evidence and High Level of Detail.

*\*Look for evidence of adjustments (or non-adjustments) made based on evidence gathered through identified and articulated measures. Complete the “Adjust” feedback rubric below using evidence provided in the uploaded Mid-Year SIP Implementation Progress Review.*

### Guiding Questions:

- What adjustment(s) to goals, activities, and/or measures are being made?
- Are the adjustments being made based on examining the results as evidenced in the “Study” section of the PDSA (15b)?
- If no adjustments are being made, does the evidence examined support that decision?
- How are the adjustments aligned to overall SIP goals/priorities, activities, and/or measures?

	<b>Incomplete/Not Present</b>	<b>Beginning Evidence with Limited Detail</b>	<b>Developing Evidence and Detail</b>	<b>Clear Evidence and High Level of Detail</b>
<b>a.</b>	<input type="checkbox"/> No evidence of adjustment(s) or alternative	<input type="checkbox"/> An adjustment(s) or alternative has been identified but not described	<input type="checkbox"/> Adjustment(s) or alternative has been identified and acted upon but is minimally described or not aligned with goals	x <input type="checkbox"/> Adjustment(s) or alternative has been identified, acted upon, and is robustly described and aligned with goals
<b>b.</b>	<input type="checkbox"/> No evidence of adjustment(s) or alternative	<input type="checkbox"/> The adjustment(s) or alternative is loosely supported or informed by 1 piece of data	x <input type="checkbox"/> Adjustment(s) or alternative supported or informed by 2 or more pieces of data	<input type="checkbox"/> Adjustment(s) or alternative supported or informed by 3 or more pieces of data

## Feedback for Equity

Using the Guiding Questions from Items 2 and 3 detailed above in this review—or other important observations—provide two pieces of high-leverage feedback to share with the school in the fillable comment boxes on page 4 below. Feedback should be framed in a way that encourages growth, uses the analysis engaged with in this review tool, and may be used to strengthen the June SIP revision.

Please incorporate specific feedback surrounding equitable planning that focuses on growing and supporting better academic, behavioral, and social-emotional outcomes for those students most at risk of encountering disproportionate opportunity gaps. Please consider using questions, where appropriate, to generate self-reflection and improvement.

**1.** An opportunity gap that has had a strong adverse effect for most students in the Keller School District is a lack of home internet access. This district has been diligent in searching for technology resources to provide home internet access for students' homes. Due to the geographic terrain within the district, this continues to be a daunting challenge. As a result, this district has purchased chrome books for all students and uses thumb drives with lessons that can be loaded onto the chrome books for at-home use. When students are engaged in distance learning (sometimes due to hybrid model), teachers spend many hours preparing highly motivating packets of work to do at home. In addition, the intermediate teacher (whose students are enrolled in the hybrid model) spends hours planning, delivering, and recording instructional lesson using Zoom and then downloading the lessons on individual thumb drives for the students. This teacher is also preparing individual study Science Content instructional units students can work on at home. Next, she will be preparing individual study Math Content instructional units for the math curriculum units that the class will not be able to get to this spring due to this shortened/unusual school year.

**2.** A second equity issue that the staff at Keller is addressing is the home to school connection. Due to the fluidity of whether school is in-person or distance learning precludes increasing communication with parents. The teachers contact the parents of all their students before changes are made to help with understanding the instructional delivery changes as well as checking with the families to see how they are doing and if they are in need of additional resources. In addition, understanding how disruptive it can be for students to do some work at school and some work at home and the likelihood of instructional materials being left behind, the school purchased backpacks for all students to carry their chrome books, textbooks, library books, and organizational folders of printed packets. The district has continued to provide grab and go lunches for students/families when doing distance learning.

## **Part VIII:**

**14. Three strategies/intervention Keller Elementary has implemented or is planning to implement in which your LEA has the knowledge, skills and capacity to mentor another LEA:**

- “Behavior Menu of Best Practices and Strategies” for discipline
- Technology based curriculum to assist students with mixed abilities to succeed.
- School wide character-building program. PAWS. This has been on hold this year due to COVID-19 but we are looking forward to once again incorporate this program back into our school.

**15. Three strategies/intervention Keller Elementary needs more support:**

- Continue to develop skills for our students to use the MSFT Office Suite
- Using our Chromebooks more effective when students are not at school and have no Internet.
- Continue to create a strong basis for vocabulary development.

Updated 5-28-21 2:00 pm