



# KELLER

## ELEMENTARY SCHOOL

# **Introduction**

-Keller Journey

-Praise and Gratitude

-Welcome

# **School Improvement Efforts**

- Social-Emotional Well-Being
- Curriculum, Assessment, and Instruction
- Technology
- Collaboration and Communication

# Social-Emotional Well-Being

## Mindful Monday!

I am enough.



My mistakes help me  
learn and grow.

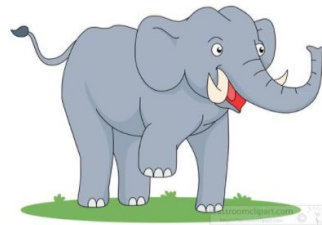
It's a great day to be a  
Keller Kid!

*Positive  
Thinking!*

I am a leader.

*I can make a  
difference.*

## Wellness Wednesday!



ANIMAL FITNESS



## Core Value Thursday!

Student Name	Core Value Displayed	Teacher
Varun	Caring	Mrs. Paulhus
Charlotte	Caring	Mrs. Bergeron
Haley	Intelligent	Miss. Fishman
Lorelai	Intelligent	Miss. Zeilor
Declan	Intelligent	Mrs. Cook
Alyssa	Inclusive	Mrs. Hammel
Syncere	Unique	Mrs. Rogers

**CONGRATULATIONS TO THIS GROUP OF STUDENTS WHO WERE RECOGNIZED  
AS BEING A ROLE MODEL!**

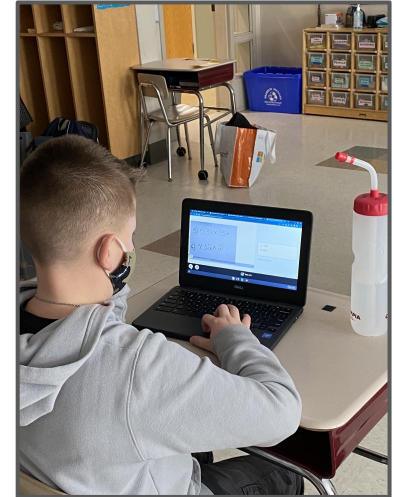
# Curriculum, Assessment, and Instruction

## Helen Keller Elementary School

### Department/Staff Meeting Agenda

November 18, 2021, 3:10-4:10

-Grade levels/departments will engage in **structured collaborative planning**





# Technology



# Collaboration and Communication

REACT TO SCHOOL OPENING - APPROVE/IMPROVE PROTOCOL



## Helen Keller Elementary School

School Council Update - January 2021

January 11, 2021

Dear Keller School Parents/Guardians,

This summer/fall, our school-based reopening task force/implementation team consisting of parents and school staff worked tirelessly to reimagine every aspect of teaching and learning at Keller. In addition, this group focused on what needed to be done from a logistical standpoint, with health and safety practices/precautions at the forefront of our planning.

In November, I shifted the function of this team to the School Council (and other structures) in order to continue to provide an opportunity for parents/guardians to share their perspectives around new procedures, suggestions for revisions, and address needs that surface.

### Illness

***Q. Do a lot of people at Keller have the Coronavirus?***

*A. Some Keller Kids and teachers have been sick. However, they are healthy now or are getting better. Sometimes you will see your teacher working from home. This does not mean they are sick. They may have been close to someone who was sick. They could also be taking care of someone who is sick. They may have to stay home for a little while. If you or someone in your family gets sick, doctors and nurses will help you to feel better. Again, if this happens you may have to stay home for a little while and that is OK. Wearing a mask, washing our hands, and keeping distance between ourselves and others will help to keep everyone healthy.*



# **Core Values School Improvement Goal**

-Rationale

-Goal



FPS  
Theory of Action

FPS Strategic  
Objectives

FPS Portrait  
of a  
Graduate

Keller School's Core Values

## **FPS Theory of Action**

If we nurture a safe, supportive, inclusive, and collaborative learning environment; provide children with an engaging and rigorous curriculum with exemplary instructional practices that support and challenge students to reach their full potential through personalized learning opportunities; and engage the community in effective two-way communication in order to support student learning, then each Franklin student will develop the necessary social-emotional, academic, and career skills to be a productive citizen in an ever-changing world.

# FPS Strategic Objectives

## **Social-Emotional Well-being of Students and Staff**

To help students develop connections to school, support positive behaviors, and increase academic achievement, the Franklin Public Schools will enhance programs and practices, while promoting the well-being of staff, to enable each student to acquire the knowledge, attitudes, and skills associated with the core competencies for social-emotional learning.

## **Engaging and Rigorous Curriculum**

To ensure that students are provided with rigorous learning opportunities that foster the development of the knowledge, skills, and dispositions they will need in their future college, career, and civic endeavors, the Franklin Public Schools will offer an engaging and rigorous curriculum that focuses on preparing students for a rapidly changing, technologically advanced, globally interdependent future.

## **High-Quality Instruction to Meet the Academic and SEL Needs of Each Learner**

To ensure that each student is supported and challenged to reach their full potential, the Franklin Public Schools will align curriculum, instructional practices, and varied assessment opportunities to personalize learning and meet individual needs.

## **Effective Two-Way Communication to Support Student Learning**

To ensure that all stakeholders are engaged with the school community in support of student achievement, the Franklin Public Schools will enhance opportunities for two-way communication between and among all students, families, staff, administrators, and the community.

# FPS Portrait of A Graduate



## **What Has This Work Looked Like (For Administrators)?**

- Leveraged Grade Level Morning Meetings
- Developed Core Value Statements (Essential Questions)



## **What Has This Work Looked Like (For K-2 Students)?**

- Participated in Grade Level Morning Meetings
- Identified Current Meanings

# Caring

Keller Kids said caring means:

Showing kindness

- Saying, you are my friend.

- Asking, are you OK?

Helping others

## **What Has This Work Looked Like (For 3-5 Students)?**

- Participated in Grade Level Morning Meetings
- Discussed Core Value Statements
- Contributed to Expanded Meanings

---

# INCLUSION

Inclusion is not just inviting  
someone to come and sit with  
you at lunch.

---



**KELLER**  
ELEMENTARY SCHOOL

---

# INCLUSION

The work of including others doesn't end if you ask a student to sit or play with you and they say "no".

---



**KELLER**  
ELEMENTARY SCHOOL



---

# INCLUSION

Choosing or not choosing teammates for a recess activity based on skills and or friendship breaks our core value of inclusion.

---



**KELLER**  
ELEMENTARY SCHOOL

---

# UNIQUE

Keller Kids understand  
differences and the importance  
of equality.

---



**KELLER**  
ELEMENTARY SCHOOL

---

# INTELLIGENCE

All Keller Kids are  
intelligent.

---



**KELLER**  
ELEMENTARY SCHOOL

---

# CARING & INCLUSIVE

Initiating a playdate with someone you haven't before is evidence of more than one core value.

---



**KELLER**  
ELEMENTARY SCHOOL

## **What Has This Work Looked Like (For School Council)?**

- Communicated the Portrait of a Graduate Visual and Skills
- Identified Skills
- Aligned Skills with Core Values



The district's strategy for improvement includes a theory of action that reads in part, *If we nurture a safe, supportive, inclusive, and collaborative learning environment...* and when connected to our school improvement efforts, we focus on this question.

***What evidence do we have that supports Keller being a safe, supportive, inclusive, and collaborative learning environment for all?***

Through our work this year we seek answers to this question and to **create alignment between the district's Portrait of a Graduate, strategy for improvement, theory of action, school improvement plan, and educator goals.**

**A big part of this work involves the analysis and expansion of our core values.**

We want to bring parents into this work and ask you to:

- Review the Portrait of a Graduate visual and read the essential skills
- Note the words and phrases that resonate with you (with respect to the skills students should be practicing and developing)
- In the core values table, sort the keywords and phrases

Caring	Inclusive	Intelligent	Unique
<ul style="list-style-type: none"> <li>-listens with an open mind</li> <li>-Contributes to teamwork and builds relationships</li> <li>-Recognizes and manages emotions</li> <li>- applies ethical reasoning and acts with care and integrity.</li> </ul>	<ul style="list-style-type: none"> <li>-demonstrates social awareness through inclusivity</li> <li>- analyzes, evaluates, and synthesizes relevant info from multiple perspectives</li> <li>- employs self-reflection while being courageous.</li> </ul>	<ul style="list-style-type: none"> <li>-develops and applies content knowledge, skills, and literacies</li> <li>- accurately assess and identifies one's strengths and interests</li> <li>- demonstrates resilience</li> <li>- asks inquiry-driven questions</li> <li>- selects appropriate modes of communication</li> <li>- contributes to teamwork</li> <li>- identifies and analyzes problems from multiple perspectives</li> <li>- designs, proposes, and iterates goal-oriented and forward-thinking solutions</li> <li>- apply technologies as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>-Express oneself creatively</li> <li>- identifies one's strengths, interests, needs, and areas for growth.</li> </ul>

# Outcomes of This Work

To be caring, Keller Kids can:

- Build relationships with others
- Help others
- Listen to others with an open mind
- Be culturally aware
- Point out others strengths to make them feel good about themselves
- Consider various perspectives
- Be empathetic
- Self-reflect

# Next Steps

## This Year

- Further Alignment and Teaching
- Advance Cultural Proficiency Work

## Next Year

- Analyze Davis Thayer's Core Values
- Emphasize Respect

*“No one can do everything,  
but everyone can do something.”*

*Meena Harris*

**THANK YOU!**