



Rockwell 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: Nestled in a bustling international neighborhood, Norman Rockwell Elementary is a high performing elementary school in the Redmond region, serving students in grades Kindergarten through Five. Rockwell students matriculate forward to Redmond Middle School and Redmond High School, along with other choice schools and programs. With a focus on empathy, kindness, equity, and inclusion, Rockwell is guided by both the Lake Washington School District mission and vision, as well as our school vision statement: “Every student at Rockwell will develop the knowledge, skills, and personal attributes needed to become successful members of our community and the world.”

Innovation and technology are integral components of the Rockwell instructional program, and we work daily to provide our students with collaborative, rigorous learning opportunities rooted in instructional Best Practice and the efficacious use of technology. We incorporate numerous state-of-the-art technological tools into daily instruction, including Smart Boards, which may be found in every classroom and instructional space, and 1:1 devices, assigned to every Rockwell student. In 2018, Rockwell was awarded a Lake Washington School District Innovation Grant to build an “Outdoor Education Classroom” for interactive, hands-on science lessons. Students throughout our school now use this learning space on a regular basis.

Our diversity is a source of strength, and we take great pride in serving students and families from across the globe. Currently, there are 32 different languages spoken at Rockwell (in addition to English) on a daily basis. As our student population continues to become more diverse, we are engaging in professional learning as a staff in order to meet needs of all students in our classrooms. This year, we continue our work in the area of Culturally Responsive Teaching (CRT), a pedagogical approach centered on relationship building, climate, and the use of students’ cultural referents as assets to guide instructional practices. Additionally, we are engaged as a staff in work around Inclusion and Universal Design for Learning (UDL) in order to provide support and instructional access for every learner we serve. We are proud to partner with the Lake Washington School District Special Services team, the University of Minnesota TIES Center, and the University of Washington Haring Center for Inclusive Education in this important work. Many of the innovations in inclusive practices we are piloting will be replicated in school sites across our district.

This spirit of inclusion extends toward promoting student and family voice as well. Student leaders collaborate with teachers and school administrators on service and community projects throughout the year. Further, Rockwell was one of three schools nationwide in 2019 to be awarded the prestigious Phoebe Apperson Hearst Family-School Partnership Award of Merit by the National PTA. Rockwell received this award as a result of collaborative work performed by the Rockwell PTA, Rockwell staff, and school

¹ LWSD School Board Approval on <insert date>

administration geared toward making our school a welcoming and inclusive community for all students and families.

Mission Statement: *We will prepare every student at Norman Rockwell for their future. We commit to:*

** Believing in the potential of every child.*

** Creating a learning environment that supports and motivates each student.*

** Providing rigorous, challenging curriculum and instruction.*

** Empowering students to become thoughtful, compassionate members of a diverse society.*

Demographics:²

| | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|--|--|---------|---------|---------|---------|
| Student Enrollment (count) | | 636 | 570 | 543 | 520 |
| Racial Diversity (%) | American Indian/Alaskan Native | 0.0% | 0.2% | 0.0% | 0.2% |
| | Asian | 45.9% | 42.3% | 44.0% | 47.5% |
| | Black/African American | 0.6% | 1.2% | 1.5% | 2.1% |
| | Hispanic/Latino of any race(s) | 6.3% | 8.4% | 8.1% | 6.9% |
| | Native Hawaiian/Other Pacific Islander | 0.0% | 0.2% | 0.2% | 0.2% |
| | Two or more races | 7.5% | 7.9% | 9.6% | 9.2% |
| | White | 39.6% | 39.8% | 36.6% | 33.8% |
| Students Eligible for Free/Reduced Price Meals (%) | | 4.2% | 4.2% | 5.5% | 5.2% |
| Students Receiving Special Education Services (%) | | 8.6% | 10.2% | 10.3% | 9.2% |
| English Language Learners (%) | | 20.8% | 18.8% | 21.5% | 21.5% |

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 | |
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| Priority Area | English Language Arts/Literacy |
| Focus Area | Phonics, Foundational Skills, Reading Comprehension |
| Focus Grade Level(s) | Kindergarten – 2 nd Grade |
| Desired Outcome | 92% (270 of 293) of K-2 students will be at or above standard using End of Year Dynamic Indicators of Basic Elementary Literacy (DIBELS) data in Spring 2020. 92% (201 of 219) of K-2 students will be at or above benchmark standard using End of Year FastBridge data in Spring 2022. |
| Alignment with District Strategic Initiatives | MTSS |
| Alignment with Characteristics of Effective Schools | Curriculum, Instruction and Assessment Alignment |
| Data and Rationale Supporting Focus Area | <p>Reading fluency and comprehension are foundational skills necessary for success across the academic spectrum. While Rockwell’s primary-age readers generally perform strongly on the DIBELS End of Year measure (90.2% of K-2 students scored at or above standard in Spring of 2019), there are opportunities for growth for sub-groups of learners within our school, including our primary-grade Multilingual Learners who, by contrast, scored at 86.4% at or above standard as a constituent group on the End of Year DIBELS measure. Further, a discrepancy exists for our students receiving Specially Designed Instruction (SDI): 52% of students in this group scored at or above standard on the 2019 End of Year DIBELS measure. This area of focus will also serve the cohort of students on the cusp of DIBELS proficiency, our “emerging readers” who will move to standard as a result of the strategies outlined below. An examination of DIBELS Pathway Achievement data also supports a focus in this area: 15% of Rockwell K-2 student experienced below or well-below growth over the course of the 2018-2019 academic year.</p> <p>Upon reviewing our students’ DIBELS and Smarter Balanced Assessment (SBA) performance data as staff, we observed a longitudinal trend of a precipitous drop in assessment performance between the 2nd and 3rd grade years, pointing to foundational skills in fluency and burgeoning skills in reading comprehension. This data point is further borne out by classroom-based measures, including formative assessments and Common District Student Assessments (CDSA’s).</p> <p>These data points support a continued focus on reading comprehension and reading fluency for our primary-level learners.</p> |

| Strategy to Address Priority | Action | Measure of Fidelity of Implementation |
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| | Use of Intervention Blocks (“Beagle Blocks”). | Differentiation to meet the needs of all learners: students will receive ‘just right’ instruction based on current and emerging needs. |
| | Focus on Foundational Skills. | Teachers will administer inventories to determine students’ specific skill needs. Teachers will provide direct instruction around phonemes and graphemes, and will use connected texts to reinforce key concepts. |
| | Use of Lexia. | Teachers will regularly use Lexia to provide individualized practice and instruction and to collect data that will inform instruction and the development of small groups. |
| | Use of Words Their Way (WTW) student groupings. | Teachers will monitor WTW performance and adjust groupings quarterly to ensure students are grouped at their appropriate levels of performance. |
| | Use of Read Naturally passages to support emerging readers. | Teachers will maintain running records of Read Naturally data to monitor growth over time. |
| | Use of Wonders End-of-Unit Assessments. | Teachers will administer Wonders End-of-Unit Assessments quarterly and discuss performance data in grade level and cross-grade level groups. |
| | Use of Fountas and Pinnell Resources. | Teachers will administer Fountas and Pinnell benchmark assessments quarterly and discuss performance data in grade level and cross-grade level groups. |
| | K-2 teams will align their PGE goals to Reading Standards to promote the mastery of foundational reading skills. | Analysis of FastBridge assessments for levels of growth. Examination of student performance on classroom assessments, including CDSAs, Wonders Assessments, and Fountas and Pinnell assessments. |
| | Push-In and Pull-Out Multilingual Learner, Safety Net, and Special Education support aligned with instruction in grade-level classrooms. | Classroom and Multilingual Learner, Safety Net, and Special Education teachers will meet regularly to discuss current curricula and academic work. As part of our Inclusion pilot work, Intervention Blocks (“Beagle |

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| | | Time”) will be implemented in Fall of 2021, and Special and General Education teachers will plan collaboratively throughout the year. |
| | Teachers will use UDL strategies to support students with emerging English skills during literacy instruction. | 100% of teachers will use UDL strategies during reading instruction by Spring 2022. |
| Timeline for Focus | Fall, 2019 - Spring, 2022 | |
| Method(s) to Monitor Progress | <ul style="list-style-type: none"> • DIBELS End of Year Assessments: Spring, 2020 • FastBridge End of Year Assessments: Spring, 2021; Spring, 2022 • DIBELS Retell Assessments: Spring, 2020 • Read Naturally passages • Wonders Assessments • Fountas and Pinnell Benchmark Assessments: Fall, 2019 and Spring, 2020; Fall 2020 and Spring 2021; Fall 2021 and Spring 2022 | |

Priority #2

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| Priority Area | Mathematics | |
| Focus Area | Concepts and Procedures | |
| Focus Grade Level(s) | 3 rd Grade – 5 th Grade | |
| Desired Outcome | 80% (14 of 18) of 3-5 grade students qualifying for Multilingual Learner services will be At or Above Standard on the Mathematics SBA in June 2020. 88% (18 of 21) of 3-5 grade students qualifying for Multilingual Learner service will be at or above standard on the Mathematics SBA in June 2022. | |
| 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 | A review of our trending data over the past four academic years shows that our students receiving Multilingual Learner (ML) services have historically performed below their non-ML peers on the Mathematics SBA. This can be illustrated by our 2019 Mathematics SBA performance: while 87.9% of all Intermediate students performed at or above average on the test, ML students in 3 rd , 4 th , and 5 th grades performed at rates of 78%, 78%, and 60% respectively. Further, we have a cohort of recently exited ML students (seven) who could benefit from added mathematics support. As a staff, we would like to elevate our practice to meet the needs of our ML students. | |
| Strategy to Address Priority | Action | Measure of Fidelity of Implementation |
| | Grade level teams focus on lower target strands from the 2018 and 2019 tests, where students are underperforming, and develop a plan to enrich instruction. | 3 rd Grade: <ul style="list-style-type: none"> • Target A: Represent and solve problems involving multiplication and division. • Target G: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. 4 th Grade: <ul style="list-style-type: none"> • Target A: Use the four operations with whole numbers to solve problems. • Target L: Draw and identify lines, angles, and classify shapes by properties of their lines and angles. |

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| | | <p>5th Grade:</p> <ul style="list-style-type: none"> • Target H: Represent and interpret data. • Target J: Graph points on the coordinate plane to solve real-world and mathematical problems. |
| | Use of Intervention Blocks (“Beagle Blocks”) | Differentiation to meet the needs of all learners: students will receive ‘just right’ instruction based on current and emerging needs. |
| | Instructional team will engage in Professional Learning related to Sheltered Instruction Observation Protocol (SIOP). | Instructional team will engage in three Leap Professional Learning Sessions related to SIOP each academic year. SIOP teacher leads will serve as consults and work with teachers and teams as requested. |
| | Teams will utilize SBA Interim Assessments | Interim assessments will be administered twice or more yearly. |
| | Additional Math instruction will be integrated into other content areas (science). | Classroom teachers will emphasize and reinforce mathematical skills, vocabulary, and concepts through practical application during science instruction. |
| | Push-in and pull-out ML support aligned with instruction in grade-level classrooms. | Classroom and ML teachers will meet regularly to discuss current curricula and academic work. |
| | Differentiated math groups in grades 3-5. | Teachers will differentiate groups for math rotations in grades 3-5. This may be done in concert with Intervention blocks (“Beagle Time”). |
| | Special Education mathematics pull-out sessions will occur during appropriate times (i.e., not during mathematics instruction). | Resource Room and Inclusion Program teachers will collaborate with classrooms teachers to design SDI/group schedules that take place outside of mathematics instruction. |
| | Accessing of building personnel and resources (e.g., Safety Net, Special Education, Highly Capable) to support mathematics work. | Classroom teachers will meet with interventionists and Special Educators to discuss student needs and available resources. The principal will ensure time during Leap sessions for collaboration in this area. |
| Timeline for Focus | Fall, 2020 - Spring, 2022 | |
| Method(s) to Monitor Progress | <ul style="list-style-type: none"> • SBA Interim Assessments – administered twice or more, yearly. | |

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| | <ul style="list-style-type: none">• SBA Mathematics Assessment: Spring, 2020; Spring 2021; Spring 2022.• SBA Fall Assessment: 2021. |
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Priority #3

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| Priority Area | Family Engagement | |
| Focus Area | Parent and Family Access/Professional Learning | |
| Focus Grade Level(s) | Kindergarten-5 th Grade | |
| Desired Outcome | We will increase parent voice and access to the schoolhouse during the 2020-2021 and 2021-2022 academic years. Further, we will renew our standing as a National PTA School of Excellence for an additional two-year period. | |
| Alignment with District Strategic Initiatives | Equity | |
| Alignment with Characteristics of Effective Schools | High Levels of Family and Community Involvement | |
| Data and Rationale Supporting Focus Area | <p>The Norman Rockwell Elementary staff prides itself on creating a school environment in which families are welcomed and supported. This is achieved through a variety of means, including (a) providing families' with access to teachers, administrators, and other staff members through an open-door policy, (b) partnering with families in collaborative student-support processes, such as Guidance Team, (c) leading professional learning sessions with families on topics including student and family rights and Inclusion, (d) providing and intentionally using translated materials and translators during family meetings as needed, and (e) creating intentional ways in which for families to offer feedback to the school team. The prescience of this work and focus area has been made even more clear by our current Covid-19 realities.</p> <p>Through school-facing systems and events, as well as through our partnership work with our Parent-Teacher Association (PTA), we will increase parent voice and access to our school, and renew our standing as a National PTA School of Excellence in August, 2021.</p> | |
| Strategy to Address Priority | Action | Measure of Fidelity of Implementation |
| | The administration/counseling team will develop and implement a parent/family needs survey that will be delivered in Fall, 2020, and again in Winter, 2021. | At least 80% of Rockwell families will respond to the survey. The administration/counseling teams will develop an action plan based on these responses. |
| | A Curriculum Night and Open House will Be Provided for Families in August, 2020 and September, 2021. | The administrative and teacher teams provided an Open House and Curriculum Night on August 27, 2020, and September 9, 2021, via Microsoft Teams. |
| | Rockwell teachers will hold check-in meetings with each family during the first three weeks of the 2020-2021 school year. | 100% of families will meet with their student's teacher via Microsoft Teams or telephone by September 30, 2020. |

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| | <p>The Principal will hold “Coffee with the Principal” events monthly throughout the 2020-2021 and 2021-2022 academic years.</p> | <p>The Principal will plan, promote, and lead monthly coffee sessions with families that will include both a professional learning topic and opportunity for input.</p> |
| | <p>The Rockwell administrative team and PTA will offer opportunities for families to provide survey feedback on multiple aspects of their school experience as part of our collaborative School of Excellence work.</p> | <p>The Rockwell administrative team and PTA will offer opportunities for families to provide survey feedback on multiple aspects of their school experience as part of our collaborative School of Excellence work.</p> |
| <p>Timeline for Focus</p> | <p>Spring, 2020 - Summer, 2022</p> | |
| <p>Method(s) to Monitor Progress</p> | <ul style="list-style-type: none"> • Excel tracking sheet to monitor monthly feedback from Coffee with the Principal sessions. • Administrator/counselor survey offered twice during the academic year. • Family School of Excellence feedback survey offered twice during the academic year. | |

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 Fall 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:

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| Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP | Action | Timeline |
| | Qualitative and quantitative data collected from both “Coffee with Mr. Clark” parent input sessions and PTA General Membership meetings. | September 2019 – June 2022 |
| | Feedback gathered during ML School-Family Partnership team events. | September 2019 – June 2022 |
| | National PTA School of Excellence pre- and post- surveys administered to families. | October, 2020 and May, 2021; October, 2021 and May, 2022 |
| | Feedback gathered from parents/family members during check-in meetings. | September 1, 2020 – September 30, 2020 |
| Strategy to Inform Students, Families, Parents and Community Members of the SIP | Opportunities provided for parent/family input and feedback on the Rockwell School Improvement Plan during Rockwell’s “Dog Day” school business day. | August 27, 2019 |
| | Action | Timeline |
| | Formal introduction of our School Improvement Plan (SIP), along with periodic updates, at parent meetings. | September 2019, 2020, and 2021 – Introduction of SIP process and document. January 2020, 2021, and 2022 – Formal Presentation of SIP plan. |
| | Opportunities provided for parent/family input and feedback. on the Rockwell School Improvement Plan during Rockwell’s “Dog Day” school business day. | August 27, 2019 |
| | Information about Rockwell’s School Improvement Plan shared in the School Newsletter and PTA Beagle Bugle. | January 2020, 2021, and 2022 |
| National PTA School of Excellence pre- and post- surveys administered to families. | October, 2020, and May, 2021; October, 2021, and May, 2022 | |

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