



Norman Rockwell Elementary

School Improvement Plan

Annual Update: 2023-24

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.¹

SCHOOL OVERVIEW

Description: Located on Education Hill in an international neighborhood, Norman Rockwell Elementary is a neighborhood elementary school in Redmond, serving students from kindergarten through fifth grade. Rockwell feeds into Redmond Middle School and Redmond High School. Guided by the Lake Washington School District mission and vision, as well as our school vision statement, Rockwell emphasizes empathy, kindness, equity, and inclusion. Our vision is: “Every student at Rockwell will develop the knowledge, skills, and personal attributes needed to become successful members of our community and the world.”

At Rockwell, we strive to provide our students with collaborative, rigorous, and meaningful learning opportunities. We also focus on building students’ social skills to enable them to solve problems, develop or deepen friendships, and contribute positively to our community. Our diversity is a strength, and we take great pride in serving students and families from across the globe. As our student population continues to diversify, we are engaging in professional learning as a staff to meet the needs of all students in our classrooms. We also promote student and family involvement. Community members and staff collaborate on service and community projects throughout the year. Rockwell is recognized as a National PTA School of Excellence. We are currently in the design phase for a new school, set to open in the 2026-27 School Year. The School Construction Input Team is working to design a school that will serve the community, enhance accessibility, increase energy efficiency, and promote collaborative environments for students and staff.

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.*

2023-26 PRIORITIES AT A GLANCE			
Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	ELA: Reading Fluency	K-2	86% of K-2 students will be At or Above Standard in Reading Fluency OR demonstrate strong growth in Reading Fluency
2	ELA: Reading Comprehension	3-5	87% of 3-5 students will be At or Above Standard on the English Language Arts (ELA) SBA or demonstrate strong growth in Reading Comprehension on the aReading FastBridge

¹ LWSD School Board Approval on <insert date>

3	Emotional Regulation	K-5 (with Panorama data collected from our 3rd, 4th and 5th graders)	55% of 3-5 students will report Emotional Regulation as an area of strength or high strength on the Panorama Climate Survey
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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 Fluency	
Focus Grade Level(s) and/or Student Group(s)	Kindergarten – Second Grade	
Desired Outcome	<p>86% of K-2 students will be At or Above Standard in Reading Fluency OR demonstrate strong growth* in Reading Fluency.</p> <p>We will use the spring FastBridge measures earlyReading (K) & CBMreading for 1st & 2nd grade.</p> <p>Our baseline is 81% of students meeting this criterion in the Fall of 2023</p> <p>*Strong growth is indicated by those in the top two categories of growth as measured on the FastBridge Assessments).</p>	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	<p>Phonics and fluency are foundational skills necessary for success across the academic spectrum. Rockwell’s primary-age readers are at 81% in Beginning of Year FastBridge measures. There are opportunities for growth for students to develop the foundational skills through the intentional use of literacy supports: Intervention block for all students, Safety net supports, ML supports, SDI and Hi-Cap supports for students who qualify for those services.</p> <p>Each grade level will use Heggerty to support phonemic awareness. All teachers are engaged in intentional explicit phonics instruction. Fluency is taught through Wonders fluency passages, Read Naturally, choral reading, modeling, and frequent check ins on fluency. Students are monitored through the Wonder’s fluency passages, FastBridge Assessments (3x) and other resources used by individual teachers.</p> <p>Ensuring that our K-2 students have phonics and fluency skills supports their academic progress throughout their time at Rockwell, establishing a foundation for success.</p>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Use of Intervention Blocks (“Beagle Blocks”) and Needs-Based Small Group Instruction	Differentiation to meet the needs of all learners: students will receive ‘just right’ instruction based on current and emerging needs.

	<p>Focus on Foundational Skills</p> <p>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. Grade level use of Heggerty routines supports phonemic awareness.</p>
	<p>Use of Lexia</p> <p>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.</p>
	<p>Use of Read Naturally passages to support fluency with targeted students.</p> <p>Teachers will maintain running records of Read Naturally data to monitor growth over time.</p>
	<p>Use of Wonders End-of-Unit Assessments and Fluency Passages.</p> <p>Teachers will administer Wonders End-of-Unit Assessments quarterly and discuss performance data in grade level and cross-grade level groups.</p>
	<p>K-2 teams analyze data to promote the mastery of foundational reading skills.</p> <p>Analysis of FastBridge assessments for levels of growth. Examination of student performance on classroom assessments, including district assessments and Wonders Assessments.</p>
	<p>Push-In and Pull-Out Multilingual Learner, Safety Net, and Special Education support aligned with instruction in grade-level classrooms.</p> <p>Classroom and Multilingual Learner, Safety Net, and Special Education teachers will meet regularly to discuss current curricula and academic work. Students of concern are discussed and monitored through the MTSS process and by classroom teachers.</p>
	<p>Teachers will use UDL strategies to support students with emerging English skills during literacy instruction.</p> <p>All teachers use UDL strategies during reading instruction.</p>
Timeline for Focus	Fall, 2023 - Spring, 2026
Method(s) to Monitor Progress	<ul style="list-style-type: none"> • Wonders Phonics & Fluency Assessments • FastBridge Benchmark Assessments (3x per year) • Read Naturally passages • Wonders Unit Assessments • Words Their Way Inventories • LWSD Foundational Skills Assessments (with Targeted Groups)

Priority #2

Priority Area	English Language Arts/Literacy	
Focus Area	Reading Comprehension	
Focus Grade Level(s) and/or Student Group(s)	Third Grade – Fifth Grade	
Desired Outcome	<p>87% of 3-5 students will be At or Above Standard on the English Language Arts (ELA) SBA</p> <p>or</p> <p>demonstrate strong growth in Reading Comprehension on the aReading FastBridge measure on yearly spring assessments.</p> <p>Our baseline for students At Standard in FastBridge aReading is 82% in Fall of 2023.</p>	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	<p>Almost 1 in 5 students in grades 3-5 are performing below standard on standardized assessments for reading. For our upper grades with the shift from learning to read to reading to learn, we focus on students being able to understand and analyze a wide variety of texts in order to engage in conversation about ideas, discuss literature, or gather source material for persuasive writing.</p>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	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.
	Small Group Instruction	Instructional team will engage in professional learning and collaboration around small group instruction.
	Additional Math instruction (focusing on academic language and reading comprehension) 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.
	Use of parent volunteers to support reading for focus students	Parent support in the classroom or at the grade level of small group rotations, Read Naturally program, book studies and vocabulary building.
	Push-in and pull-out ML and SDI supports aligned with instruction in grade-level classrooms.	Classroom and ML teachers will meet regularly to discuss current curricula and academic work.
	Special Education literacy and mathematics SDI sessions will	Classroom teachers will meet with interventionists and Special

	occur during appropriate times (i.e., not during core curricula instruction).	Educators to discuss student needs and available resources.
	Utilization of Lexia	Lexia and other differentiated tools will be planned for as grade level teams structure small group work
Timeline for Focus	Fall, 2023 - Spring, 2026	
Method(s) to Monitor Progress	<ul style="list-style-type: none"> • SBA ELA Assessment, 2024, 2025, 2026 • WIDA, Spring 2024, 2025, and 2026 • Wonders Unit Assessments • FastBridge aReading Scores, Fall, Winter and Spring 2024, 2025, and 2026 	

Priority #3

Priority Area	Social and Emotional	
Focus Area	Emotional Regulation	
Focus Grade Level(s) and/or Student Group(s)	Third – Fifth Grade	
Desired Outcome	<p>55% of 3-5 students will report Emotional Regulation as an area of strength or high strength on the Panorama Climate Survey.</p> <p>We have a baseline of 42% of 3rd – 5th grade students reporting this as an area of strength or high strength in Fall of 2023.</p>	
Alignment with District Strategic Initiatives	Inclusion	
Data and Rationale Supporting Focus Area	<p>This fall we saw a substantial dip in students reporting Emotional Regulation as an area of strength or high strength on the Panorama Survey. (42% of students reported this as an area of strength, down 10% points from Spring 2023)</p> <p>The district average for 3-5th grade students reporting Emotional Regulation as an area of strength is 52% in the Fall of 2023.</p> <p>The implications of this are felt in our classrooms and on our playground. We believe that the ability to recognize emotions and be able to regulate them is conducive for learning, reduces conflicts, and creates an environment where community trust and relationships are built.</p>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Doing now: Calm down kits; talk with counselor; breaks; zones of regulation; counselor lessons; morning meetings	<p>Counselor classroom lessons tailored to emotional regulation strategies (Zones).</p> <p>Check for student level of understanding following lessons taught.</p> <p>Counselor schedule for targeted lessons in each grade.</p>
	Work towards: Structured teacher check-ins	<p>Increase in counselor groups in primary grades (full grade level emotional regulation and social skills in K)</p> <p>Counselor schedule for targeted groups in each grade.</p>
	Distraction strategies	<p>Learning spaces each include a calming or break area/zone for all students to access.</p> <p>Check for completion during 22/23 school year & continued.</p>
	Feeling/trigger identification	<p>Use of weekly SEL routines in each class:</p> <ul style="list-style-type: none"> - Second Step/Kelso curriculum - Circle Routines <p>Confirming weekly goal use with staff- (100 minutes)</p> <p>30 minutes per week on master schedule for SEL lesson (Second Step)</p>

	Staff understand and reference “Zones of Regulation” with students following yearly class lesson with counselor.	Confirm staff and student “Zones” introduction during 24/25 school year.
	Classified staff training to support student emotional regulation.	Confirm multiple professional learning experiences.
	School prioritization of social-emotional instruction and support based upon school-wide and grade level Panorama Student Survey data.	Yearly FIA (Fidelity Integrity Assessment) survey review by BLT
	Counselor and MTSS facilitated connection meetings between students and staff members.	Counselor will track and record check-ins and lead family communication
Timeline for Focus	Fall, 2023 - Spring, 2026	
Method(s) to Monitor Progress	<ul style="list-style-type: none"> • Fall and Spring Panorama Survey Results • Review of goals and progress by Rockwell’s Culture Committee 	

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.

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.² 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
	Qualitative data collected from parent conversations, complaints and suggestions	Yearly in the Fall, September - December
	National PTA School of Excellence pre- and post- surveys administered to families.	Yearly, October and May
	Feedback gathered from parents/family members during Family Connection Meetings and parent conferences.	September 2023 and January 2024
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Formal introduction of our School Improvement Plan (SIP), along with periodic updates, at parent meetings.	Yearly in January, Presentation of SIP plan in school Newsletter
	School Improvement Plan will be posted on the Rockwell website and shared with families.	Winter 2024 – Spring 2026
	National PTA School of Excellence pre- and post- surveys administered to families.	Yearly, October and May

² LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>