

Continuous Improvement Process Plan

Norman Rockwell Elementary

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2017 -
2018



Principal Michael C. Clark
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Lake Washington School District
2017 - 2018

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DESCRIPTION OF SCHOOL

Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

Rockwell Elementary is a high performing elementary school nestled in a thriving international neighborhood. Rockwell serves 638 students in grades Kindergarten through Five, and we pride ourselves on providing our learners with the skills necessary to become successful, kind, and productive members of our school and the larger, global community. Our Vision Statement, crafted by the 2011 staff, embodies this aim: “Every student at Rockwell will develop the knowledge, skills, and personal attributes needed to become successful members of our community and the world.”

Rockwell has consistently performed well on measures of student achievement including DIBELS, SBA, and the science MSP. We are honored to have been recipients of Washington Achievement Awards for the past six years, this past year in the areas of English Language Acquisition, Special Recognition for ELA Growth, High Progress, and Overall Excellence.

We take great pride that our school community includes learners and their families from all across the globe. Presently, there are 38 different languages, in addition to English, spoken by our students and their families. As our student population has become more diverse, we have seen the needs in the classroom change as we strive to ensure that access to instruction is available to all students. This year, our staff is engaging in professional learning in the area of Culturally Responsive Teaching as part of work toward making our curriculum equitable and accessible to all learners. Additionally, our ELL teachers will continue their parent partnership work initiated in Fall of 2016 designed to understand the needs of families as they first arrive to our school, and how best to meet these needs as a school community.

This spirit of inclusion extends to activities involving our Student Leadership team as well. Student leaders from the intermediate grades will collaborate with the school administration and our counseling department on our “Rockwell United” campaign during Unity Week in October, in which students will engage in learning and activities around making Rockwell as inclusive and “kind” as possible. Further, Rockwell Elementary will collaborate with the Rockwell PTA on becoming a national PTA “School of Excellence.” The focus of this work will be around physical and emotional safety, and it will serve as a way in which to incorporate parents and our community in the important work of making our school more inclusive and welcoming to every family we serve.

DISTRICT PERFORMANCE TARGETS

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance	Current Performance	Target Performance
		2014-15	2016-17	2018
		District	District	District
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	89.6%	95%
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	78.6%	79.8%	91%
	% of 3 rd graders meeting or exceeding state standards in Math	80.5%	82.2%	92%
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	84.1%	82.7%	92%
	% of 5 th graders meeting or exceeding state standards in Math	72.7%	75.8%	90%
	% of 5 th graders meeting or exceeding state standards in Science	86.9%	86.7%	95%

- **Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.**
- **Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**
- **Grade 5 Science Data based on the Measurements of Student Progress (MSP) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**

Process to determine District Performance Targets:

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

SCHOOL PERFORMANCE OVER TIME

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	90.6%	92.8%	88.9%				
		1 st	91.3%	96.0%	92.9%				
		2 nd	90.7%	92.7%	93.5%				
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		90.7%	80.7%	90.9%				
	% of 3 rd graders meeting or exceeding state standards in Math		88.9%	85.4%	94.5%				
4th Graders on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		93.1%	92.0%	84.9%				
	% of 4 th graders meeting or exceeding state standards in Math		89.6%	86.5%	85.3%				
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		94.6%	≥95%	88.3%				
	% of 5 th graders meeting or exceeding state standards in Math		90.2%	87.5%	85.5%				
	% of 5 th graders meeting or exceeding state standards in Science		≥95%	94.9%	92.2%				

- **Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.**
- **Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**
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CIP REFLECTION: EVALUATE OUTCOMES

2016-17 CIP Goals and 2017 Outcomes:

Data:

	Goal	Achievement <small>(Achievement Level Descriptor)</small>
Literacy: K-2 Reading	89% (275 of 309 students) will be at or above standard using End of Year DIBELS data.	Goal was met: 91% (294 of 320 students) were at or above standard using End of Year DIBELS data.
Literacy: 3-5 ELA	81% (268 of 330) students will be at or above standard using SBA data measurements.	Goal was met: 88% (286 of 324 students) met or exceeded standard using SBA data measurements.
Math: 3-5 Math	86% (284 of 331 students) will be at or above standard using SBA data measurements.	Goal was met: 88% (294 of 333 students) met or exceeded standard using SBA data measurements.
Science: 5th Science	85% (89 of 105 students) will be at or above standard using SBA data measurements.	Goal was met: 92.2% of students met or exceeded standard on the Science MSP.
Achievement Gap	69% of ELL students (18 of 26 students) who take the ELA SBA will be at or above standard.	Goal not met: 52% of ELL students who took the ELA SBA scored at or above standard.
School Effectiveness:	Professional development activities are aligned with school goals (68% to 75%).	Goal met: Survey results indicate 92% agreement that professional development activities were aligned with overall school goals.
Attendance and Discipline:	<p>Attendance: Students missing school for family trips (5 or more school days) will decrease from 45 (7% of students) in December to 10 or fewer (1.5% of students) in May, 2017.</p> <p>Discipline: Office referrals for physically or verbally aggressive behaviors (shoving, hitting, spitting, threatening, taunting) will reduce from 19 in November, 2016, to 10 or fewer in May, 2017.</p>	<p>Attendance: Goal was just shy of being met: 13 students missed school for family trips in May, 2017, for 5 or more school days.</p> <p>Discipline: Goal not met: There were 33 office referrals for physically or verbally aggressive behaviors (shoving, hitting, spitting, threatening, taunting), in May, 2017.</p>

Narrative Reflection:

Narrative Reflection	
Process:	<p>In the Summer and Fall of 2016, the Rockwell team examined student data from the previous school year from a variety of sources to determine baseline information pertaining to areas of strength and opportunities for growth. This information was used to set goals in each area of the CIP. Data sources utilized in this review and planning work included End of Year DIBELS scores for students exiting Kindergarten, First, and Second grades, and SBA ELA and Mathematics scores for students in grades Three and Four. Data measures for the current year were also considered, including classroom-based assessments and Beginning of Year DIBELS data.</p> <p>A variety of activities were employed throughout the academic year to support the implementation and monitoring of our CIP goals. At the primary level, there was a concerted focus on phonemic awareness and practice. Students engaged in a variety of practice modalities including whole group, small group, and 1:1 work with teachers and Instructional Assistants.</p> <p>Grade level teams engaged in weekly planning meetings to align instruction and examine student data. At the Fifth grade level, these collaborative meetings also included twice monthly formal planning sessions designed to adjust pacing and align the use of instructional strategies across the team.</p> <p>All students were offered daily reading instruction, both in whole and small groups. Students received one-on-one reading conferences with their teachers, informed by the results of running records and Read Naturally passages. Additionally, students engaged in Words Their Way formative assessments and were expected to collaborate with their families in reading homework.</p> <p>Students were also empowered with tools to positively impact their instructional growth. Students were tasked with monitoring their growth on certain assignments, and were provided the opportunity to engage in metacognitive self-reflection and goal-setting. A premium was placed on giving students clear verbal and written directions on assignments, and larger assignments and projects were broken into smaller steps to aid in planning and increase ability of achievement.</p>
Literacy: K-2 Reading	<p>K: In past years, Rockwell Kindergarteners have typically reached benchmark for each section of DIBELS testing. After Kindergarten pre-assessments in August, as well as working with students during the beginning weeks, we have noticed that our general population of students is not at the standard of previous-year cohorts. Based on this data, we believe we will have more students scoring at either strategic or benchmark this year.</p>

	<p>1st: We were surprised at the high growth four of our level 1 English Learners made. We were also surprised by the lack of growth that 1 EL learner made, as she came early in the year. The 74 students who scored above benchmark was higher than expected. 93% of our students are at or above benchmark in literacy! We celebrate each student’s personal success in literacy even if it is not shown in the DIBELS data. Through team collaboration, we have seen every student make growth in one or more aspects of literacy.</p> <p>2nd: 93.5% of second grade students were at or above standard as measured using End of Year DIBELS data. The team will focus on the following aspects of literacy in the year to come: (a) fluency practice with poetry and partner reading, (b) small group reading, (c) conferring, and (d) practice with “Just Right” books.</p>
<p>Literacy: 3-5 ELA</p>	<p>3rd: Student success was extremely high, only four “below standard” scores were given for the entire grade. We noticed that we had many fours, more than we anticipated. We are very happy that only two students were in the red for writing, especially since that was our PGE goal, and we worked really hard to use the new writing curriculum. Our PGE goal helped students increase their skill in non-fiction writing along with writing stamina. We think that since our community is so rich with different languages, that the focus needs to continue to be on ELs and supporting them using the SIOP model.</p> <p>4th: 85% of students in this cohort were at or above standard in ELA per the SBA. Given the particular needs and strengths of this cohort, including a high number of IEPs, 504s, and ELLs, and in addition to large classes in general, the overall level of achievement in ELA was higher than expected. However, their scores in the evidence aspect of the writing claim were lower than we anticipated, particularly given the amount of time we spent on this subject throughout the year. Students that consistently scored 4s on in class assignments did not generally achieve those scores on this assessment. The level of achievement in general is cause for celebration, though our goal will be a higher percentage this year. Scores particularly exceeded expectations in the aspects of reading claim and listening claim. The evidence and research aspect of the writing claim was not as consistently impressive, and so this aspect ought to be a specific focus in 4th grade.</p> <p>5th: 88.3% of Fifth grade students met or exceeded standard for literacy in the 2016-17 school year. The team celebrates the 65% of students who scored at a level 4 and 23% of students at standard. Two aspects of literacy will require specific focus in the upcoming year: (a) improving student vocabulary (specifically targeting ELL students), and (b) differentiating between useful and non-useful information when it comes to picking out text evidence.</p>
<p>Math: 3-5 Math</p>	<p>3rd: Again, we had only 4 students scoring “below standard” in math. We had 95% of students passing. We were not expecting our students to score as high on data analysis. That could be because we taught it sooner than in the sequence. Problem solving and communication</p>

	<p>scores in math were extremely high, and we think this has to do with our PGE goal. Our EL students did really well on the math portion as well! Explaining in thinking will still need to be a focus, because it is in all aspects, also answering the parts of the question with examples and showing [student] thinking.</p> <p>4th: 85.3% of students in this cohort were at or above standard in Math per the SBA. Given the particular needs and strengths of this cohort, including a high number of IEPs, 504s, and ELLs, without any Safety Net support in math, and in addition to large classes in general, the overall level of achievement in Math was higher than expected. We saw no 2s in the aspects of Communicating Reasoning Claim, and Problem Solving Modelling. The 1s in this field belonged to students for whom the SBA could not provide a meaningful analysis of their abilities. The aspect of Concepts and Procedures saw the lowest scores, and so we ought to focus on this aspect for overall school growth.</p> <p>5th: 85.5% of Fifth grade students met or exceeded standard for Mathematics in the 2016-17 school year. The team celebrates the fact that 70.1% of students received a score of 4, and 15.3% of students achieved a Level 3 on the SBA. Four aspects of Mathematics will require specific focus in the year to come, including: (a) analyzing patterns and relationships in math, (b) representing and interpreting data, (c) converting measurements, and (d) graphing.</p>
<p>Science: 5th Science</p>	<p>Our goal for this year was an 85% pass rate and the actual pass rate was 91%. The team celebrates the fact that 76% of students received a level 4 on the test. Two aspects of science will require specific focus for overall school growth: (a) interpreting data (writing conclusions), and (b) the process of the scientific method (specifically writing out procedures).</p>
<p>Achievement Gap</p>	<p>We did not meet our goal of 69% of Els who take the ELA SBA being at or above standard, however the team celebrates the fact that over half of the English Learners at Rockwell were at or above standard on the test. There were 4 students who qualified in EL and Special Education. Of the 4 students, 1 was at standard, 1 was below standard, and 2 were well below standard. There were 8 students who exited from EL services over the course of the year. Of the 8 students, 3 were above standard, 3 were at standard, 1 was below standard, and 1 was well below standard. The focus for school growth would be to increase reading and writing understanding through grade level standard and English Language Proficiency standards.</p>
<p>School Effectiveness:</p>	<p>Results from the Nine Characteristics survey administered in Spring, 2017, state that 92% of respondents were in agreement or strong agreement that professional development activities during the 2016-17 academic year were aligned with schoolwide goals (n=15). This is due in large part to the collaborative approach that is taken in planning and implementing professional learning activities at our school. The staff works together to determine professional development needs and calls upon in-building resources and experts to present this learning as</p>

	<p>much as possible. This approach will continue in the 2017-18 academic year.</p>
<p>Attendance and Discipline:</p>	<p>Rockwell engaged in parent education regarding extended absences and their impact on school performance during the 2016-17 school year. While we did not meet our CIP goal in this year, we were close: 13 students missed school for family trips for five days or more in May, 2017 (our goal was 10 students or fewer). We will continue our goal work and education campaign efforts in this area in the year to come. Information on the importance of school attendance will be shared in articles in the new Rockwell school newsletter, and it will be a topic for discussion during several “Coffee with Clark” parent dialogue sessions throughout the year. We will also utilize attendance information resources developed by Director Gillingham and the Communications team.</p> <p>Our discipline goal offers the greatest opportunity for growth in the Rockwell CIP. Reducing office referrals for physically and verbally aggressive behaviors to 10 or fewer in May, 2017, was the Discipline focus of the 2016-17 CIP, however a review of Think Sheet data from that period actually reflects an uptick in referrals for these behaviors, with over 30 instances of students being referred for aggressive behaviors including shoving, hitting, spitting, threatening, or taunting. The data, however, also offers insights into how best to respond to these behaviors. Notes from the Think Sheets indicate that many these choices were the result of disagreements, interpersonal conflicts, and peer-to-peer problem solving utilizing a limited repertoire of tools (often physicality). This area will remain the discipline focus of the 2017-18 CIP, and in the year to come, we will engage our students in learning around peer-to-peer problem solving and conflict mediation using resources from the new Second Step counseling curriculum, as well as through a focus on “Kelso’s Choices” at the primary level.</p>

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	88% (269 of 307 students) will be at or above standard using End of Years DIBELS data.
Literacy: 3-5 ELA	86% (285 of 329 students) will be at or above standard using SBA data measurements.
Math: 3-5 Math	87% (286 of 329 students) will be at or above standard using SBA data measurements.
Science: 5th Science	80% (96 of 120 students) will be at or above standard using WCAS data measurements.
Achievement Gap	46% of ELL students (13 of 28 students) who take the ELA SBA will be at or above standard.
School Effectiveness:	The percent of staff members who agree or strongly agree that professional development activities are aligned with school goals will maintain or exceed 92% with 40 respondents or higher.
Attendance:	Students missing school for family trips (5 or more school days) will decrease from 39 (6% of students) in December, 2017, to 9 or fewer (1.4% of students) in May, 2018.
Discipline:	Office referrals for physically or verbally aggressive behaviors (shoving, hitting, spitting, taunting, threatening) will reduce from 14 in October, 2017, to 7 or fewer in May, 2018.

Annual School Goals: Academic

In August and throughout Fall of the current academic year, the certificated team analyzed data from the previous school year and beginning of this year to discern current strengths and opportunities for growth. A variety of data sources were examined to establish this year’s SMART goals, including End-of-Year DIBELS data for students exiting Kindergarten, First, and Second grades, as well as SBA scores in Mathematics and English/Language Arts for students exiting grades Three and Four. A data examination protocol was employed in our review of SBA scores to look at specific targets and claim information for our learners at a more granular level. Additionally, grade-level teams reviewed classroom assessments and Beginning-of-Year DIBELS scores at the primary level. These data sources guided us in setting target scores for our students in the current academic year. Supports and interventions will be offered in a variety of ways, including Classified team support, leveled groups, Safety Net, ELL program supports, and Special Education.

Annual School Goals: Achievement Gap

Rockwell is a school community with an ever-increasing number of English Learners, with currently 19.6% of students qualifying for ELL instruction. Many of these students struggle with accessing the skills needed (and measured) on the SBA assessments. Our EL teachers are flexible and responsive in their service delivery model in order to best

meet the needs of our learners, and the staff is engaged in ongoing professional learning around SIOP and the ELPs in order to meet these students' individual learning needs in class. While we have celebrated the exponential growth over the past several years in the number of our English Learners who have met or exceeded standard on the SBA, this number dropped in the 2016/2017 academic year, with only 52% of ELL students who took the SBA meeting or exceeding standard. We will continue to focus on this group of students, working closely to provide vocabulary and language supports in order to assist our ELL students in accessing their learning and demonstrating proficiency via multiple measures throughout the year. It is important to note that this year's goal of 46% of English Learners at Rockwell meeting or exceeding standard on the ELA SBA is reflective of the higher percentage of our Els who are at level 1 and are just beginning their journey toward English acquisition.

Annual School Goals: School Effectiveness

In 2016/2017, Rockwell moved to a professional learning model designed to provide individualized classes and Leap sessions based on expressed interest and need that is planned and delivered in a way that accesses the skills and expertise of our staff. This model will continue in the current academic year, with the Building Leadership Team and Administrative teams planning and leading learning based on staff input and an examination of student learning needs. Our hope is that through continuing to utilize our Building Leadership Team as a conduit through which professional learning needs are communicated and coordinated, we will see a continued increase in the perceived alignment between building goals and professional learning opportunities.

Annual School Goals: Attendance

While we have very few issues with unexcused absences at Rockwell, we continue to have a substantial number of families who pull students from school for extended absences. The vast majority of these trips are to other countries, but they are sometimes for other reasons, such as vacations or trips to other states for championships and tournaments. These extended trips have a deleterious effect on classroom performance, as these learners miss essential curriculum and instructional experiences that cannot be made up as homework assignments or when the students return.

In the current academic year, we will continue our parent education efforts around the importance of regular school attendance, utilizing current research and materials created by Director Gillingham and the Communications team. We were just shy of meeting our 2016/2017 SMART goal in this area, and it our hope that through this continued information campaign we may continue to reduce the number of students missing classroom instructional time due to extended trips and absences.

Annual School Goals: Discipline

Over the past several years, Rockwell has made great strides in reducing the number of aggressive recess behaviors resulting in referrals to the office. This has been due in large part to the work of our student anti-bullying committee and the addition of a brief, third recess in the afternoon designed to help our students "reset" and take a break from the cognitive demands of the classroom.

While these supports have decreased office referrals for aggressive behaviors over the past several years, Rockwell saw an uptick in said behaviors in Spring of 2016, with 33 students being referred for verbally or physically aggressive behaviors, such as shoving,

hitting, and taunting. As such, this will remain our Discipline focus for the current academic year. In addition to the aforementioned supports, the student will receive counseling lessons in the classroom (using Second Step materials) on topics ranging from empathy and prosocial behaviors to conflict resolution and problem-solving. Our hope is that by engaging our student in intensive learning around social-emotional topics and skills, we will continue to see a trajectory toward a marked reduction in the number of office referrals for aggressive playground incidents throughout the year.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	Continued training and collaboration by the ELL team, frequent assessment and monitoring of instruction and interventions by individuals and PGE teams, Safety Net, Special Education, individualized and small-group support.
<i>Professional Learning needed</i>	Professional learning (such as SIOP and ELP training) to support English Language Learners, professional learning in the area of Culturally Responsive Teaching, presentations and training by Writing Coaches at Leap sessions and staff meetings throughout the year.
<i>Resources needed</i>	Continued responsive professional learning through new building PL model to meet the differing needs of the teams.
<i>Responsible individual or team</i>	Building Leadership Team, Administrative team, Writing Coaches.

Goal Area	Math
<i>Strategy to support goals</i>	Mathematics professional learning presented by committee of primary and intermediate teachers, frequent assessment and monitoring of instruction and interventions by individuals and PGE teams, piloting of SBA interim assessments, piloting of new computer adaptive mathematics program: Dreambox, Special Education, individualized and small-group support.
<i>Professional Learning needed</i>	Professional learning sessions using Stanford Math resources and SBA interim assessment materials, professional learning in the area of Culturally Responsive Teaching, professional learning around the implementation of DreamBox.
<i>Resources needed</i>	Continued responsive professional learning through new building PL model to meet the differing needs of teams,
<i>Responsible individual or team</i>	Building Leadership Team, Administrative team, staff mathematics coaches.

Goal Area	Attendance
<i>Strategy to support goals</i>	Parent communications on the topic in bi-weekly school newsletters, sharing of materials around the importance of school attendance developed by Director Gillingham and the Communications team with Rockwell families, direct conversations with families during “Coffee with Michael” sessions and at PTA meetings.
<i>Professional Learning needed</i>	None.
<i>Resources needed</i>	Resources prepared by Director Gillingham and the Communications team, research around school attendance and its correlation to school performance.

<i>Responsible individual or team</i>	Administrative team (Principal and Associate Principal).
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Goal Area	Discipline
<i>Strategy to support goals</i>	Continued addition of a third recess period in the afternoon, preparation of recess strategy flipcharts for recess teachers, conflict resolution training for paraeducators and Instructional Assistants, Kelso’s Choice and Second Step instruction by counselor and supported by teachers and Instructional Assistants.
<i>Professional Learning needed</i>	Kelso’s Choice and problem solving/conflict resolution through Second Step curriculum, Restorative Practices professional learning for new members of the Classified team.
<i>Resources needed</i>	Classroom resources for teachers, including Kelso’s Choice posters, training and release time for Classified team members, Second Step lessons and materials presented by school counselor.
<i>Responsible individual or team</i>	Administrative team, counselor, teachers, and Classified team.

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process
Parent and community input is garnered through a variety of means, including Rockwell PTA meetings (both executive board and general membership meetings), “Coffee with Michael” and “Hors D’oeuvres with Michael” family conversation sessions, and ELL family events throughout the year. Additionally, feedback has been gathered via informal conversations during school events and at conference time, and data has been sought from staff member who are both employees and parents of students in the Rockwell community.
Strategies to inform parents, families, and the community about the Continuous Improvement Process
Goals are shared with Rockwell families and the community through a variety of means, including direct mailings and newsletter articles by the Principal, PTA events, “Coffee with Michael” and “Hors D’oeuvres with Michael” family conversation sessions, and through the Rockwell Annual Report.