



## Continuous Improvement Process Plan 2018-2019

Norman Rockwell Elementary School

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Redmond, WA 98052-2676

<https://rockwell.lwsd.org>

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# I. Description of School

Nestled in a bustling international neighborhood, Norman Rockwell Elementary is a high performing elementary school in the Redmond Learning Community that serves 572 students in grades Kindergarten through Five. Upon completing Fifth grade, Rockwell Beagles advance to Redmond Middle School and ultimately to Redmond High School. With a focus on empathy, kindness, and equity, 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 are currently piloting two state-of-the-art technological tools: Smart Boards, which may be found in every classroom and instructional space, and DreamBox, a computer adaptive Mathematics program based on the Common Core standards and rooted in the principles of gamification in learning. Further, we were recently awarded a Lake Washington School District Innovation Grant to build an “Outdoor Education Classroom” for interactive, hands-on science lessons. Students throughout our school 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 Sheltered Instruction Observation Protocol (SIOP) to support our learners with emerging English skills. While designed with English Learners in mind, the instructional practices at the heart of SIOP will benefit all students at our school.

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, such as Unity Day, held on October 24. Further, Rockwell was recently awarded the prestigious distinction of being named a National PTA School of Excellence as result of collaborative work performed by the Rockwell PTA, Rockwell staff, and school administration geared toward making our school a welcoming and inclusive community for all students and families.

## II. District Performance Targets

	<b>Indicators</b> <i>Note: Indicators based on state assessments</i>	<b>Baseline Performance</b> <b>2014-15</b>	<b>Current Performance</b> <b>2017-18</b>	<b>Target Performance</b> <b>2018</b>
		District	District	District
<b>Early Literacy Development</b>	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	86.4%	95%
<b>3<sup>rd</sup> Graders on Track for Success</b>	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy	78.6%	81.1%	95%
	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math	80.5%	79.9%	95%
<b>5<sup>th</sup> Graders on Track for Success</b>	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy	84.1%	84.4%	95%
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Math	72.7%	75.7%	95%
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Science	86.9%	81.9%	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 starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) 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.

### III. School Performance Over Time

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Early Literacy Development</b>	% of K-2 at benchmark on End-of-Year Literacy assessment	K	90.6%	92.8%	88.9%	77.6%			
		1 <sup>st</sup>	91.3%	96.0%	92.9%	92.5%			
		2 <sup>nd</sup>	90.7%	92.7%	93.5%	91.0%			
<b>3<sup>rd</sup> Graders on Track for Success</b>	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy		90.7%	80.7%	90.9%	81.5%			
	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math		88.9%	85.4%	94.5%	82.6%			
<b>4<sup>th</sup> Graders on Track for Success</b>	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Literacy		93.1%	92.0%	84.9%	86.2%			
	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Math		89.6%	86.5%	85.3%	92.7%			
<b>5<sup>th</sup> Graders on Track for Success</b>	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy		94.6%	≥95%	88.3%	85.8%			
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Math		90.2%	87.5%	85.5%	80.9%			
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Science		≥95%	94.9%	92.2%	85.8%			

- 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 starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

## IV. CIP Reflection: Evaluate Outcomes of 2017-18 Goals

Description of Process used to Evaluate Outcomes and develop Narrative Reflection:

In Summer and Fall of 2018, the Rockwell instructional and administrative teams examined student data from the previous academic 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 Rockwell Continuous Improvement Process Plan (CIP). Data sources utilized in this review and planning work included End-of-Year Dynamic Indicators of Basic Early Literacy Skills (DIBELS) scores for students exiting Kindergarten, First, and Second grades, and Smarter Balanced Assessment (SBA) ELA and Mathematics scores for students in grades Three and Four. Data measures for the present academic year were considered as well, including classroom-based assessments and Beginning-of-Year DIBELS data.

A variety of activities were employed throughout the prior academic year to support the implementation and monitoring of our CIP goals. At the primary level, teachers continued their 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. Further, the Fifth grade team piloted the use of SBA Interim Assessments to monitor student mastery of Common Core standards and guide instructional moves throughout the course of the year. Grade level teams also engaged in weekly planning meetings to align instruction and examine student data. These weekly planning meetings were augmented by a half-day release for each team to undertake an intensive review of student data in order to plan both short-term and long-term instructional supports for their learners.

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 record and Read Naturally passages. Additionally, students engaged in Words Their Way formative assessments and were expected to collaborate with their families in reading homework.

Rockwell students were also empowered with tools to positively impact their instructional growth. Our learners were tasked with monitoring their growth on certain assignments and were provided opportunities 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. Students across grade levels also engaged in social-emotional learning around self-regulation and problem solving, and “break baskets” were created for every classroom, with the goal of helping students stay in the classroom and remain engaged in instruction as much as possible.

<b>2017-2018 Goal</b> <i>(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)</i>	<b>Achievement Outcome</b> <i>(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)</i>
Literacy: K-2 Reading Goal:	Outcome:

<p>88% (269 of 307 students) will be at or above standard using End-of-Year DIBELS data.</p>	<p>Goal was nearly met: 87.1% (267 of 307 students) were at or above standard using End-of-Year DIBELS data.</p>
<p><b>Narrative Reflection:</b>  <b>K:</b> 80 students out of 103 ended at or above standard on the spring DIBELS test. Students that were below standard seemed to be a higher percentage than we anticipated. We celebrate that 74% of our English Language Learner students were above standard (31 students)! Based on this year's results, we will incorporate more blending and nonsense word practice. In addition, we will work with the Safety Net teacher to support our emerging students.</p> <p><b>1<sup>st</sup>:</b> Gathered from Power BI, we note the following data - 108 students (40 EL, 5 SPED): (a) 96 Above Benchmark (~88%), (b) 4 At Benchmark (~4%), (c) 4 Below (~4%), (d) 4 Well Below (~4%). Our goal was 89% of students at or above benchmark. After getting to know our students, we were not surprised that we surpassed this goal. We are pleased to acknowledge the growth our English Language Learner students made. We believe that the work we did pertaining to high frequency words recognition, phonological awareness, and overall reading fluency led to student growth. Comprehension is an aspect of literacy that needs to be focused on for overall school growth. Even though 92% of students were at or above benchmark, a high percentage of students were below benchmark for DORF retells.</p> <p><b>2<sup>nd</sup>:</b> We have very high achievement in literacy based on DIBELS data. We have 91% of students at or above standard. We have 9 students below or well below standard. Data was as anticipated. Our students receiving special education in reading did not achieve benchmark (yet). English Language Learner newcomers did not meet benchmark. We celebrate that almost all students in 2nd grade were at or above standard including 87% of our ELL students.</p>	
<p><b>Literacy: 3-5 ELA Goal:</b>  86% (285 of 329 students) will be at or above standard using SBA data measurements.</p>	<p><b>Outcome:</b>  Goal not met: 84.6% (278 of 329 students) met or exceeded standard using SBA data measurements.</p>
<p><b>Narrative Reflection:</b>  <b>3<sup>rd</sup>:</b> As a whole, we did well in identifying message, finding the message, reason and evidence, drawing conclusions, analysis within or across, reasoning and evidence for informational reading, and word meanings and central ideas. For writing, we did well in composing full texts in narrative and opinion. Our scores for reading and writing about key details were lower than expected since that was our PGE goal. However, our informational reading scores were high, which possibly was helped by our PGE activity using non-fiction texts. We are surprised that they did not do well in informational writing, we think this is because informational is at the beginning of the year, or that students interpreted the question as a short response. Informational reading was high and opinion and narrative writing was high, which are lessons taught later in the year (yay)! We will focus on the following aspects of literacy based on our student data: (a) Reading Target 1: Key details Making inferences, (b) Target 14: non-literal words and</p>	

phrases and connection between words and meanings, (c) Narrative: Target 1: not revising work, (d) Informational: Target 4: did not complete writing. We are specifically looking for a new way to show students to make informational writing. We think that students are not remembering or cannot create their own outlines when prompted.

**4<sup>th</sup>:** Our overall achievement 71% at 4, 16% at 3, giving us 87% at or above standard. ELL students were 40% met or exceeded standard. The data is what was expected. This was a high achieving group. 2/3 (66%) of students receiving specially designed instruction passed, which is higher than expected. Writing was a strength. Research and inquiry was a little low as was listening.

**5<sup>th</sup>:** Out of 120 students, 52.5% (63 students) were at level 4. 33% (40 students) were at level 3. 9.17% (11 students) level 2. 5% (6 students) were level 1. Total 85.8% met or exceeded the standard. The target performance was 92% at or above standard and we attained 86%. As a team, we anticipated English Language Learner students and students receiving specially designed instruction to struggle with the standardized test due to the language-intensive nature of the test. The performance outcomes were not surprising. Several new students were added and data for these students was not available at the time we created the goal. We believe the percentage of students who met or exceeded the standard in these categories was a positive outcome and a reflection of the efforts placed into helping them attain proficiency. A focus on academic vocabulary is important in order to help all students. Additionally, purposeful collaboration between the ELL, Special Education, and General Education teams will assist in the scaffolding for these groups of students.

**Math: 3-5 Math Goal:**  
87% (286 of 329 students) will be at or above standard using SBA data measurements.

**Outcome:**  
Goal not met: 85.4% (281 of 329 students) met or exceeded standard using SBA data measurements.

**Narrative Reflection:**

**3<sup>rd</sup>:** Data that was different than anticipated: perimeter and area – they did well, which we were not expecting. Representing and interpreting data showed improvement, but still needs more work. Time and measurement (mass, volume, etc.) we know is always a struggle and needs to be looked at more closely. Based on student data, we will focus on time, and elapsed time. We need to figure out a way to teach this better (even though the curriculum doesn't touch on it). It is a weakness every year, and it is something we need to directly address. Measurement is also part of that.

**4<sup>th</sup>:** 68% of students scored a level 4, and 24% scored a level 3. 92% of students met or were above standard. Our English Language Learners performed unexpectedly well at 75% passing and students receiving Special Education services at 66.6%. The overall pass rate (92%) is a cause for celebration. Communicating reasoning (explaining your answer) will require focus for overall school growth.

**5<sup>th</sup>:** Out of 121 students, 80.9% were at or above standard. 73 students (60.33%) were at level 4. 25 students (20.66%) were at level 3. 15 students (12.4%) were at level 2. 8 students (6.61%) were at level 1. The number of English Language Learner students who

passed the test were higher than anticipated. The number of students receiving specially designed instruction who passed was expected as most if not all students qualified for math instruction. We feel the number of ELL students who passed was awesome! As a team, we spent quite a bit of time using best practice math instruction to help all students. A focus on academic vocabulary is important in order to help all students. Additionally, purposeful collaboration between the ELL, Special Education, and General Education teams will assist in the scaffolding for these groups of students. Additional push-in instruction could also help.

Science: 5<sup>th</sup> Science Goal:  
80% (96 of 120 students) will be at or above standard using WCAS data measurements.

Outcome:  
Goal was met and exceeded: 85.8% (103 of students 120) met or exceeded standard on the Science WCAS.

Narrative Reflection:  
5<sup>th</sup>: Out of 120 students, 85.8% were at or above standard. 57 students (57.5%) were at level 4. 46 students (38.33%) were at level 3. 10 students (8.33%) were at level 2. 7 students (5.83%) were at level 1. Since this was the first year this test was given, we did not have an anticipated outcome. We were pleasantly surprised to see the high performing levels. The number of students who passed the test was great! Especially given the fact that the test focused on new standards, and the curriculum used did not address all standards. A focus on academic vocabulary is important in order to help all students. Additionally, purposeful collaboration between the ELL, Special Education, and General Education teams will assist in the scaffolding for these groups of students. Additional push-in instruction could also help. As a team, we also feel like there is a great amount of reading that goes into science and more emphasis on scientific reading will be placed this year.

Achievement Gap Goal:  
46% of ELL students (13 of 28 students) who take the ELA SBA will be at or above standard.

Outcome:  
Goal was met: 46.1% of ELL students who took the ELA SBA scored at or above standard.

Narrative Reflection:  
The English Learners overall achievement was as we expected based on our work with students' data. We worked on being flexible and response to meet the needs of the students, and we had more students who were at the emerging level so we worked toward growth goals. We analyzed each student's ELPA level and scores when we made the goal, and the data was as we expected. The goal was that 46% of English Learners who take the ELA SBA will be at or above standard, and this goal was met, 46.1% of the students met the goal. We need to continue to focus on differentiating instruction for each student. It will be beneficial to continue to use their ELPA data in speaking, writing, reading and listening as well as classroom data and observations to target instruction for their language needs.

School Effectiveness Goal:

Outcome:

<p>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.</p>	<p>Goal percentage rate met / respondent rate not met: Survey results indicate 100% of respondents agree that professional development activities were aligned with overall school goals, N = 20.</p>
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**Narrative Reflection:**  
 The Rockwell Administrative team is elated to share that 100% of respondents reported on the 2017-18 Nine Characteristics survey that they agreed or strongly agreed with the statement that “professional development activities are aligned with school goals.” In reflecting upon these results, the team avers this is due to two major factors: (a) team members were provided a high level of input and voice in the planning of these activities, and (b) professional learning sessions were frequently presented by teacher leaders within our school, calling upon the expertise and strengths within our building. While the unanimity of these results are to be celebrated, they reflect a N of 20, and the goal was for the results to reflect a N of 40 or higher. This will be addressed in the current academic year by providing an opportunity for all staff members to complete next Nine Characteristics survey together during the June, 2019 staff meeting.

<p><b>Attendance Goal:</b>          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.</p>	<p><b>Outcome:</b>          Goal was met: 8 students missed 5 or more school days in May, 2018.</p>
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**Narrative Reflection:**  
 May is a busy time of the school year, with most of the DIBELS assessments being given to grades K-2 students, as well as all of the SBA assessments being given to grades 3-5 students. In essence, it is the one month of the year when each Rockwell student can be expected to show what they know in one or more subject areas. To reduce extended absences during this month helps student achieve, because anxiety is inherently reduced when taking assessments with your peers, as opposed to having to make up the assessment at a later date. The work of encouraging regular attendance is a school-wide affair, with office staff at the front lines when they ask that parents complete an online form documenting the absence. Teachers also assisted in this work by encouraging attendance in their regular newsletters, as well as by generally promoting good attendance as an indicator to future success in school. Community newsletters sent by the principal also encouraged regular attendance.

<p><b>Discipline Goal:</b>          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.</p>	<p><b>Outcome:</b>          Goal not met: There were 13 office referrals for physically or verbally aggressive behaviors (shoving, hitting, spitting, threatening, taunting) in May, 2018.</p>
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**Narrative Reflection:**

While we did not meet our goal in this area, there is still much to be celebrated. Careful monitoring of Think Paper/office referral data throughout the year resulted in a focus on social-emotional learning and problem solving across grade levels in the second half of the year. Our school counselor provided classroom lessons in these areas to students in all grades and provided newsletter articles and informational sessions to parents as well. Further, “calm down” baskets were created for all classrooms, which were used actively around the school. Instructional Assistants also received resources and professional learning around de-escalation strategies and were given visuals to use at recess based on the Kelso’s Choice and Second Step curricula. Although we exceeded our goal of 7 or fewer office referrals for physically or verbally aggressive behaviors, a longitudinal examination of the data shows we are moving in the right direction: the 13 referrals for these behaviors in May, 2018, is far fewer than the 33 referrals received for these behaviors in May, 2017.

**Reflection on 2017-2018 Strategies for Parent, Family and Community Involvement:**

2017-18 Strategies to involve parents, families and the community in the CIP process: As noted in our 2017-18 CIP: 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.

**Reflection on Outcome:**

Great gains were made in this area during the 2017-18 academic year. School administration and the Rockwell Parent Teacher Association (PTA) worked collaboratively throughout the year toward the goal of becoming a National PTA School of Excellence, and Rockwell received this prestigious distinction in August, 2018. A major component of this work included fostering parent and family voice in the school community and instructional program, and multiple opportunities were provided for parents to offer input into the planning of the CIP document, notably during “Coffee with Michael” parent input sessions and during PTA general membership meetings. In the year to come, the principal will include a “meet the principal” booth at the August back-to-business day, so every family will have an opportunity to provide voice and input into the CIP as part of the registration process.

2017-18 Strategies to inform parents, families and the community in the CIP process: As noted in the 2017-18 CIP: 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.

Reflection on Outcome:

As noted above, Rockwell school administration and our PTA worked together toward becoming a National PTA School of Excellence. In addition to the emphasis placed on parent and family voice in the school community and instructional program, an additional emphasis was placed on effective and varied communication with the families we serve. As a result, the CIP was communicated regularly with our school community through mediums including: (a) our biweekly school newsletter, (b) “Coffee with Michael” sessions, and (c) Rockwell PTA general membership meetings (notably during a “State of the School” presentation by the principal in January, 2018).

## V. Annual School Goals, Strategies, Resources and Progress Monitoring for 2018-2019

### 2018-2019 SMART Goals, Strategies and Resources

Literacy: K-2 Reading SMART Goal:

89.5% (262 of 292 students) will be at or above standard using End of Year DIBELS data.

Process used to determine goal:

**K:** Students will be tested using the DIBELS assessment.

**1<sup>st</sup>:** To determine this year's goal, we used Beginning-of-Year (BOY) DIBELS as a reference point to calculate students who are below, at, or above standard. We then used professional judgement and current progress monitoring assessments to make realistic predictions about End-of-Year (EOY) achievement.

**2<sup>nd</sup>:** We looked at kids below benchmark and estimated which ones we thought could be at benchmark by the end of the year. We based this on their current score, other programs they are being served by (ELL, Safety Net), projected language development, home support and motivation.

Responsible individual or team:

**K:** Members of the Kindergarten team, our Safety Net teacher, and other staff who work with our students.

**1<sup>st</sup>:** The First grade team: Jaclyn O'Leary, Meghan Whitestone, Molly Linnell, Toni Gibson, and Meredith Rapp.

**2<sup>nd</sup>:** Members of the Second grade team, Megan Johnson (Special Education), Joleen Komlodi (Safety Net), and Lynette Friesen (ELL).

Strategy/ies that will be implemented to support goal:

**K:** Whole group lessons, small group work, and one-on-one support will be implemented to support the goal. We will also implement fun games and activities to work on letter naming fluency, sound fluency, and nonsense words. Instructional Aid support will be implemented to those students who are below standard and need additional support to

make standard. We will be collaborating with the ELL Instructional Assistants to plan appropriate interventions for our students receiving ELL support.

**1<sup>st</sup>:** To support these students, we are partnering with our ELL, Safety Net, and Special Education teachers. We will also continue our Words Their Way (WTW) program, Read Naturally passages for fluency practice, and differentiated small reading groups within the classroom. We are using IAs and parents to support individual or small group differentiated activities.

**2<sup>nd</sup>:** Fluency practice with poetry, fluency practice with partner reading, Safety Net, ELL Support, Special Education services, small group reading, conferring, practice with just right books, Readers Theatre to help improve fluency, individualized reading activities from DIBELS next, LEXIA - Safety Net.

How challenge and rigor will be ensured for all students:

**K:** Students who are above standard will be working on advanced skills within small groups at their level. Example: If students have first sound fluency mastered, they will work on middle and end sounds within a word. Students who have already mastered these skills will move on to instruction in digraphs and blends.

**1<sup>st</sup>:** Based upon formal and informal assessments, students are grouped to best fit their learning needs. Within these groups, students are challenged accordingly. In regards to WTW, students are assessed periodically throughout the year to determine best placement for literacy needs. Students are tasked with practicing spelling and phonics to increase their foundational reading skills.

**2<sup>nd</sup>:** Just right books, needs based groups, leveled small groups, poetry choral reading, Safety Net - for those in Safety Net, Readers Theater.

How necessary interventions will be determined:

**K:** Interventions will be determined based on students' scores beginning with the first test given and twice more throughout the year.

**1<sup>st</sup>:** Interventions will be determined in a variety of ways: (a) Frequent individual reading conferences, (b) various Wonders assessments, (c) DIBELS, WTW assessments, (d) input from ELL, Safety Net, and Special Education teachers.

**2<sup>nd</sup>:** Ongoing assessments - conferring, running records, DIBELS.

Any professional learning needed:

**K:** Our team would like to attend Literacy professional development opportunities.

**1<sup>st</sup>:** None at this time.

**2<sup>nd</sup>:** Dyslexia strategies, SIOP.

Any resources needed and plans to obtain them:

**K:** There is an instruction tab that is a new feature on DIBELS Next which has specific lessons designed to support students' individual needs which will be a helpful tool.

**1<sup>st</sup>:** Differentiated guided reading texts, digital resources to support students at home--- Research programs available through the district.

**2<sup>nd</sup>:** Dyslexia classes for strategies - district classes or Wednesday LEAPs, SIOP - district classes or Wednesday LEAPs.

Timelines and Progress Monitoring Plans:

**K:** DIBELS assessments throughout the course of the academic year.

**1<sup>st</sup>:** September: (a) DIBELS BOY, (b) WTW assessment for initial placement, October: (c) PGE initial assessment and goal setting, December: (d) PGE progress monitoring, January: (e) DIBELS MOY, WTW assessment for regrouping, February/March: (f) PGE progress monitoring, April: (g) WTW assessment for regrouping, (h) PGE post-assessment and goal evaluation, May: (i) DIBELS EOY. In addition to these assessments, various other assessments are given to progress monitor.  
**2<sup>nd</sup>:** Ongoing running records, DIBELS Testing - BOY, MOY, EOY.

**Literacy: 3-5 ELA SMART Goal:**  
82% (222 of 270 students) will be at or above standard using SBA data measurements.

**Process used to determine goal:**

**3<sup>rd</sup>:** We met as a team and each looked over our current students and the benchmark data we have collected in ELA and made predictions on how much growth we think they will see over the course of the year.

**4<sup>th</sup>:** Examining the SBA data for the 3<sup>rd</sup> grade class in 2017-2018, our current 4<sup>th</sup> grade classes, we see that the ELA proficiency for non-low income students was 83%, while the overall proficiency level, including low-income students, was 81.5%. We would like to eliminate this achievement gap.

**5<sup>th</sup>:** Review of SBA ELA (in total and by sub-group), review of SBA Interim assessments, examination of current classroom assessments.

**Responsible individual or team:**

**3<sup>rd</sup>:** Members of the Third grade team: Adrienne Biglow, Rebecca Breier, Shelby Yasuda, and Cari Raffel.

**4<sup>th</sup>:** All members of the Fourth grade team: Ben Corey, Heather Hein, Sarah Ianni, and Denise Long.

**5<sup>th</sup>:** All members of the Fifth grade team: Julian Cortes, Debbie Conklin, Kim Honkawa, and Mary Kay Weinmeister.

**Strategy/ies that will be implemented to support goal:**

**3<sup>rd</sup>:** (A) Small groups based on ability to enrich and supplement, (b) introducing more opportunities to read different formats to prepare for SBA computer tool, (c) pairing reading and writing skills together to prepare for SBA, (d) PGE goal ties to preparing students to read and respond in both fiction and non-fiction, (e) SBA pilot tests as practice.

**4<sup>th</sup>:** The strategies used to bring all of our student to proficiency in this area will serve as the foundation of our efforts towards this goal: (a) Differentiated learning, (b) direct instruction, (c) monitoring fluency, (d) anchor charts, (e) graphic organizers, (f) novel studies, (g) SIOP Strategies, (h) sentence stems, (i) comprehension strategies, (j) close reading strategies, (k) word roots; vocabulary strategies, (l) cross-curricular connections; integrated subjects, (m) teacher read alouds – listening strategies, (n) SBA interim assessments.

**5<sup>th</sup>:** To support this goal, we will focus on main idea and using key details to support it. We will also focus on strategies for finding text evidence. The kids will be provided with

various strategies such as graphic organizers, small group instruction, one-on-one instruction, visual aids, multiple opportunities for practice, whole group sharing and discussions. We will also implement the interim SBA exams to get kids familiar with the assessment before having to take the final SBA.

How challenge and rigor will be ensured for all students:

**3<sup>rd</sup>:** Challenge and rigor will be ensured through leveled literature circles, compatible writing partners, and other opportunities for enrichment given on an individual basis.

**4<sup>th</sup>:** Differentiated instruction, enrichment activities, levelled readers and assessments, differentiation and freedom of choice in regards to the subject matter based upon novel studies, differentiation in regards to book reports.

**5<sup>th</sup>:** Based on the SIOP model, we will be providing scaffolding and modifications of delivery and assessment, and will NOT be modifying the content to ensure all students receive the same level of rigor and challenge.

How necessary interventions will be determined:

**3<sup>rd</sup>:** Necessary interventions will be determined through small group work with the teacher and assessments.

**4<sup>th</sup>:** We assess for reading comprehension on a monthly basis, focusing specifically on the ability to discern main idea and key details. These assessments, along with other work, provide us sufficient data to determine who would benefit from additional interventions. I.e., those students not demonstrating sufficient growth on those assessments will be provided additional interventions.

**5<sup>th</sup>:** We will be analyzing assessment scores to determine the appropriate interventions for students. Additionally, students receiving specialized instruction will continue to do so in order to better support their individual needs. To support students receiving specialized instruction as well as students in the ELL program, we will define key academic terms and implement authentic vocabulary usage along with realia and context.

Any professional learning needed:

**3<sup>rd</sup>:** We are always looking for opportunities to take classes that give ideas for both interventions and increasing rigor in the curriculum.

**4<sup>th</sup>:** The Fourth grade team is currently engaged in a professional learning course around the book Whistling Vivaldi, which speaks directly to acknowledging achievement gaps based upon stereotype pressure, something shown to affect low income students.

**5<sup>th</sup>:** The whole fifth grade team is enrolled in the CCSS ELA cohort offered by the school district, to gather and improve on our literacy education.

Any resources needed and plans to obtain them:

**3<sup>rd</sup>:** We rely heavily on the Wonders Curriculum and we utilize chapter-books for book-studies.

**4<sup>th</sup>:** We have the necessary resources.

**5<sup>th</sup>:** Part of our grade-level grant money will be spent on purchasing visual dictionaries as well as visual math dictionaries. We will also attend all in-building SIOP trainings. We will also work with the ELL teachers to create and implement subject-specific vocabulary instruction and support, which includes push-in instruction and resources for the content.

Timelines and Progress Monitoring Plans:

**3<sup>rd</sup>:** Our weekly team meetings, ELA based PGE activities, and our weekly assignments/tests.

**4<sup>th</sup>:** Our monthly assessments are the foundation of our progress monitoring.

**5<sup>th</sup>:** We will be focusing on these strategies from September 2018 to June 2019, and will monitor progress through topic, chapter, and unit assessments.

Math: 3-5 Math SMART Goal:

84% (227 of 270 students) will be at or above standard using SBA data measurements.

Process used to determine goal:

**3<sup>rd</sup>:** We met as a team and each looked over our current students and the benchmark data we have collected in math and made predictions on how much growth we think they will see over the course of the year.

**4<sup>th</sup>:** Examining the SBA data for the 3<sup>rd</sup> grade class in 2017-2018, our current 4<sup>th</sup> grade classes, we see that the Math proficiency for non-low income students was 84.3%, while the overall proficiency level, including low-income students, was 82.6%. We would like to eliminate this achievement gap.

**5<sup>th</sup>:** Review of SBA ELA (in total and by sub-group), review of SBA Interim assessments, examination of current classroom assessments.

Responsible individual or team:

**3<sup>rd</sup>:** Members of the Third grade team: Adrienne Biglow, Rebecca Breier, Shelby Yasuda, and Cari Raffel.

**4<sup>th</sup>:** All members of the Fourth grade team: Ben Corey, Heather Hein, Sarah Ianni, and Denise Long.

**5<sup>th</sup>:** All members of the Fifth grade team: Julian Cortes, Debbie Conklin, Kim Honkawa, and Mary Kay Weinmeister.

Strategy/ies that will be implemented to support goal:

**3<sup>rd</sup>:** (a) Changed the sequence of lessons taught to better support success (data analysis earlier in the year), (b) folded in different opportunities to review skills that needed reviewing, (c) supplementing curriculum to fill gaps between CCSS and SBA questions, (d) small group work for student who need extra assistance, (e) math games and extension to enrichment and supplement, (f) introducing more opportunities to do math on different formats to prepare for SBA computer tool, (g) SBA pilot tests as practice, (h) piloting the DreamBox online program with students spending approximately 60 minutes/week using the computer-adaptive program (in-class with home access), (i) implementation of Math-Tile Manipulative Skill Practice Sheets.

**4<sup>th</sup>:** The strategies used to bring all of our student to proficiency in this area will serve as the foundation of our efforts towards this goal: (a) use of concrete materials, manipulatives, etc., (b) small group opportunities, independent and partner work, (c) explicitly discuss strategies, including alternative approaches, (d) offer differentiated work, (e) DreamBox and other gamification strategies, (f) Interim assessments, (g) communication with families about topics covered in class, (h) SBA interim assessments.

**5<sup>th</sup>:** To support the goal the kids will be provided with various strategies such as (a) graphic organizers, (b) small group instruction, (c) one-on-one instruction, (d) visual aids,

(e) multiple opportunities for practice, (f) whole group sharing and discussions. We will also implement the interim SBA exams to get kids familiar with the assessment before having to take the final SBA. We will also implement various strategies gathered from the math cohort. Additional practice opportunities will be provided by using fluency games, “3 Acts Math,” and youcubed.org.

How challenge and rigor will be ensured for all students:

**3<sup>rd</sup>:** We have leveled math groups, number sense manipulatives, and DreamBox incorporated in daily math rotations. We also offer other enrichment opportunities and interventions when appropriate for individuals.

**4<sup>th</sup>:** Differentiated instruction, enrichment activities, independent progression via DreamBox and other programs, one-to-one conferencing, communications to home, peer to peer collaboration.

**5<sup>th</sup>:** As a team, we provided consistent challenges in math such as problems of the week, Tangy Tuesday, Number Talks, problem of the day, Marcy Cook math challenges. We also provide a plethora of math games and stations. Based on the SIOP model, we will be providing scaffolding and modifications of delivery and assessment and will NOT be modifying the content to ensure all students receive the same level of rigor and challenge.

How necessary interventions will be determined:

**3<sup>rd</sup>:** Data will be collected from: CDSAs, Math Quick-Check Quizzes, Topic Tests using the Envision Curricula, Formative Assessment (exit-tickets, discussion, etc.).

**4<sup>th</sup>:** Regular assessments and assignments provide the necessary data to determine who would benefit from additional interventions.

**5<sup>th</sup>:** We will be analyzing assessment scores to determine the appropriate interventions for students. Additionally, students receiving specialized instruction will continue to do so in order to better support their individual needs. To support students receiving specialized instruction as well as students in the ELL program, we will define key academic terms and implement authentic vocabulary usage along with realia and context.

Any professional learning needed:

**3<sup>rd</sup>:** We are regularly looking for professional development classes offered through the District to enrich and support Math Instruction.

**4<sup>th</sup>:** The Fourth grade team is currently engaged in a professional learning course around the book Whistling Vivaldi, which speaks directly to acknowledging achievement gaps based upon stereotype pressure, something shown to affect low income students.

**5<sup>th</sup>:** Team members are enrolled in the K-5 highly capable math class and the math cohort inquiry cycle. This information will be brought back to the team and will be implemented to meet best practice standards.

Any resources needed and plans to obtain them:

**3<sup>rd</sup>:** Reproductions of Math-Tile Skill Cards.

**4<sup>th</sup>:** We have the necessary resources.

**5<sup>th</sup>:** Part of our grade-level grant money will be spent on purchasing visual dictionaries as well as visual math dictionaries. We will also attend all in-building SIOP trainings. We will also work with the ELL teachers to create and implement subject-specific vocabulary

instruction and support, which includes push-in instruction and resources for the content.

Timelines and Progress Monitoring Plans:

**3<sup>rd</sup>:** Team meets weekly and regularly discuss assessment results and action-needed to support learning and enrichment.

**4<sup>th</sup>:** The current curriculum provides that timeline.

**5<sup>th</sup>:** We will be focusing on these strategies from September 2018 to June 2019, and will monitor progress through topic, chapter, and unit assessments.

Science: 5 Science SMART Goal:

77% (75 of 98 students) will be at or above standard using WCAS data measurements.

Process used to determine goal:

Our team based the goal-setting using a couple of different factors. We looked at the performance levels of students last year. We also took into consideration the performance levels of our current students in areas of ELA. This is due to the fact that the science test involves large amounts of reading comprehension.

Responsible individual or team:

All members of the Fifth grade team: Julian Cortes, Debbie Conklin, Kim Honkawa, and Mary Kay Weinmeister.

Strategy/ies that will be implemented to support goal:

To support the goal the kids will be provided with various strategies such as graphic organizers, small group instruction, one-on-one instruction, visual aids, multiple opportunities for practice, whole group sharing and discussions. Additionally, the students will receive frequent opportunities for implementing the scientific process and writing scientific conclusions from each Sci-Fri we do as a grade-level.

How challenge and rigor will be ensured for all students:

Based on the SIOP model, we will be providing scaffolding and modifications of delivery and assessment and will NOT be modifying the content to ensure all students receive the same level of rigor and challenge. We will also provide common science experiments in our "Sci-Fri" days and have two field trips scheduled which focus on the science standards taught.

How necessary interventions will be determined:

We will be analyzing assessment scores to determine the appropriate interventions for students. Additionally, students receiving specialized instruction will continue to do so in order to better support their individual needs. To support students receiving specialized instruction as well as students in the ELL program, we will define key academic terms and implement authentic vocabulary usage along with realia and context.

Any professional learning needed:

We will be receiving district training on the newly adopted Next Generation Science Standards (NGSS).

Any resources needed and plans to obtain them:

Part of our grade-level grant money will be spent on purchasing visual dictionaries as well as visual math dictionaries. We will also attend all in-building SIOP trainings. We will also work with the ELL teachers to create and implement subject-specific vocabulary instruction and support, which includes push-in instruction and resources for the content.

Timelines and Progress Monitoring Plans:

We will be focusing on these strategies from September 2018 to June 2019, and will monitor progress through topic, chapter, and unit assessments.

Achievement Gap SMART Goal:

50% (4 out of the 8 English Learners who are at Progressing level on the ELPA in 2018) will be at or above standard on the ELA SBA.

Process used to determine goal:

There are 14 English Learners in 3rd-5th grade, and 13 who will take the ELA SBA. We based our goals on the students' ELPA scores, previous SBA scaled scores, and classroom data. 5 of these English learners were at an emerging stage on the ELPA in 2018 and so those students are still at the beginning stages of language acquisition and will not be ready to interact with the SBA at grade level. Of the 8 English learners that are at the progressing level of English, there are 4 of them that, with instruction and intervention, will be at or above standard.

Responsible individual or team:

The ELL team: Lynette Friesen and Rosina BellGames.

Strategy/ies that will be implemented to support goal:

In partnership with the classroom teachers and the instructional assistants, the English teachers will differentiate support for each English Learner. We have structures and routines to collaborate to provide different levels of in-class support, intervention groups, co-teaching, and co-planning.

How challenge and rigor will be ensured for all students:

There are 14 English Learners who are in grades 3-5. Of those, 13 of the students will take the SBA based on their enrollment date in the United States. These students participate in all general education instruction, with support from the English Learning department to help students achieve their grade level goals.

How necessary interventions will be determined:

Students who need extra support with their content, vocabulary, and English skills can receive both in-class support and an intervention group. The English Learning teachers work together with the classroom teachers in order to target students who are not able to achieve grade level work and put supports into place such as pre-teaching vocabulary, and extra reading instruction in content areas. If students are able to achieve grade level goals at grade level standards, then the English learning teacher will continue to touch base with the classroom teacher and the students in class to maintain continued growth.

They will connect with families in order to work together to help students meet their goals.

Any professional learning needed:

The teachers at Rockwell Elementary are in the process of being trained in SIOP (Sheltered Instruction Observation Protocol). This will benefit all students, but specifically give teachers the tools to support English learners with guidance in lesson preparation, comprehensible input, and how to give students strategies and guide peer interactions.

Any resources needed and plans to obtain them:

Research based curriculum and technology are used as resources for implementation in the classroom as a whole as well as small groups or one-on-one.

Timelines and Progress Monitoring Plans:

Classroom observations and progress monitoring using informal and formal assessments will be used to progress monitor students in the classroom.

School Effectiveness SMART Goal:

By May of 2019, staff agreement to the statement that “the school provides ample information to families about how to help students succeed in school” will increase from 80% combined "agree mostly" and "agree completely" responses to 90% "agree mostly" and/or "agree completely" as measured by survey data collected from the 2018-2019 Nine Characteristics Survey and the 2019 National PTA School of Excellence survey.

Process used to determine goal:

The team reviewed Nine Characteristics survey data from 2017-2018, as well as National PTA School of Excellence survey data from May, 2018.

Responsible individual or team:

Multiple constituencies will be responsible for the success of this goal, including the Administrative/Office team, classroom teachers, and members of the Rockwell Building Leadership Team (BLT).

Strategy/ies that will be implemented to support goal:

A variety of strategies will be employed, including: (a) Regular monthly articles from the Principal, (b) presentations by the Principal, Associate Principal, and Administrative Intern at PTA meetings with parents, and (c) presenting resources and materials to staff that can be shared, for example, via class newsletter, emailed home, etc.

How challenge and rigor will be ensured for all students:

Challenge and rigor will be ensured for all students by (a) providing resources to parents for extending learning from school to the home, and (b) providing resources to parents/families translated into home languages.

How necessary interventions will be determined:

We will continue to monitor data using tools like the October 2018 School of Excellence survey. Additionally, the Principal will regularly consult with teachers and families.

Any professional learning needed:  
Best practices for communicating with families.

Any resources needed and plans to obtain them:  
Several resources will be employed, including: (a) the use of bi-weekly Market Volt school newsletters to families, (b) use of teacher newsletters, and (c) time and meetings with parents (at PTA meetings, "Coffee with Michael" sessions, etc.).

Timelines and Progress Monitoring Plans:  
Progress will be monitored at multiple points throughout the year, including through: (a) the Pre/Post School of Excellence surveys planned for October, 2018, and May, 2019, (b) regular check-ins with teachers throughout the year, (c) check-ins with parents during monthly coffees with the Principal to determine needs and interests, and (d) regular communications emailed home by Principal.

Attendance SMART Goal:  
Kindergarten students missing school for over 18 days in the school year (18 or more school days) will decrease from 20 (16% of students) for the 2017-2018 school year, to 10 or fewer (10% of students) in June, 2019.

Process used to determine goal:  
A Skyward report was run to determine the number of Kindergarten students who missed school for more than 18 days during the 2017-2018 school year.

Responsible individual or team:  
Our attendance secretary, Kindergarten team, and Associate Principal are responsible for tracking the goals, as well as supporting families in educating them about the importance of good attendance as early as Kindergarten.

Strategy/ies that will be implemented to support goal:  
It is important to note that of the 20 students absent over 18 days last year, 8 of those students had extended overseas family trips. While families have a variety of reasons to take their children out of school for these extended times, we will educate families about the importance of regular attendance.

How challenge and rigor will be ensured for all students:  
All families will be educated about the importance of school attendance.

How necessary interventions will be determined:  
Monthly reports will be run to determine absences throughout the year, and families will be contacted individually if absences approach the 10% chronically absent amount.

Any professional learning needed:  
No professional learning needed at this time.

Any resources needed and plans to obtain them:  
No additional resources are needed at this time.

Timelines and Progress Monitoring Plans:  
Attendance reports will be run monthly, and families communicated with.

Discipline SMART Goal:  
Instances of suspension for students receiving Specially Designed Instruction (SDI) will reduce from 17 during the 2017-2018 academic year to 9 or fewer during the 2018-2019 academic year.

Process used to determine goal:  
The full staff, as well as a special team comprised of Interventionists, Special Education teachers, and administrators reviewed suspension data in Skyward for the 2017-2018 academic year.

Responsible individual or team:  
Multiple constituencies will be responsible for the success of this goal, including the Administrative/Office team, Special Education team, and Counseling team.

Strategy/ies that will be implemented to support goal:  
Strategies employed will include: (a) problem solving skills taught through classroom counseling lessons in grades K-5, (b) social skills and social stories created around potential triggers or conflicts that will be used with students receiving specially designed instruction, (c) collaborative discussions between special education team and office team members around effective responses to student behaviors, (d) alternative consequences, including restorative justice practices, (e) providing staff with education and professional learning around needs of students with social-emotional goals, including strategies and interventions to try.

How challenge and rigor will be ensured for all students:  
Challenge and rigor will be ensured through a variety of means, including: (a) writing IEP goals that are appropriate to the needs and challenges of every student receiving SDI, and (b) learning and implementing positive behavior choices as part of our roll-out of schoolwide PBIS.

How necessary interventions will be determined:  
We will be monitoring suspension and discipline data monthly to look for trends and patterns.

Any professional learning needed:  
As a team, we will: (a) provide staff education and professional learning around the needs of students with social-emotional goals, including strategies and interventions, and (b) continue our work as a staff around PBIS and Equity.

Any resources needed and plans to obtain them:

The Administration, Special Education, and Counseling teams will meet quarterly to review data and refine interventions and practices. We will also share IEP-at-a-glance and additional information from IEP case managers on student-specific strategies with school staff. Further, we will continue to research and implement effective responses from the PRIMS manual.

**Timelines and Progress Monitoring Plans:**

The Administration, Special Education, and Counseling teams will meet quarterly to review data and refine interventions and practices. We will be monitoring suspension and discipline data monthly to look for trends and patterns.

## VI. Parent, Family and Community Involvement Strategies for 2018- 2019

2018-19 Strategies to involve parents, families and the community in the CIP 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 will be 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.

### Timelines and Progress Monitoring Plans:

Qualitative and quantitative data will be collected from both “Coffee with Michael” parent input sessions and PTA General Membership meetings. Additionally, the Rockwell Administrative team and school PTA will examine data from the National PTA School of Excellence pre- and post-surveys to monitor and address parent feedback regarding the efficacy of school communication and the availability of opportunities to offer input about the Rockwell instructional program.

2018-19 Strategies to inform parents, families and the community in the CIP process: CIP Goals and progress 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.

### Timelines and Progress Monitoring Plans:

Formal presentations on our CIP will occur at regular intervals throughout the year, including: (a) at Curriculum Night, (b) during “Coffee with Michael” parent input sessions, and (c) during a “State of the School” presentation at our PTA General Membership meeting in January, 2019. As noted above, the Rockwell Administrative team and school PTA will examine data from the National PTA School of Excellence pre- and post-surveys to monitor and address parent feedback regarding the efficacy of school communication and availability of opportunities to offer input about the Rockwell instructional program.