Coronavirus Pandemic
Site Plan 2020-2021

Annual Working Site Plan

School: Rock Creek Elementary

Area of Focus:
- Climate and Culture: Supporting social emotional needs of the learning community during remote learning
- Student Growth and Achievement: Improving the implementation of best instructional practices in service of student growth

1. **Our school is in the following year of implementation:**

   Year 1 ☒   Year 2 ☐   Year 3 ☐

2. **We have updated the following components of our plan and attached the updates:**

   ☒   Achievement Goals

   ☒   Data Collection Plan

   ☒   Work Plan including Professional Learning

3. **Our plan incorporates an emphasis on the following success criteria for Effective Schools (check all that apply):**

☒ Clear and Shared Focus ☒ High Standards and Expectations ☒ Effective School Leadership ☒ High Levels of Collaboration and Communication ☒ Curriculum, Instruction and Assessment Aligned with Standards	☒ Frequent Monitoring of Teaching and Learning Focused Professional Development ☒ Supportive Learning Environment ☒ High Level of Community and Parent Involvement

Site Plan Review by Building Leadership Team: December 2, 2020 and December 16, 2020

Site Plan Review by Staff: December 9,2020

Site Plan Review with Building Board Rep: December 17, 2020

Site Plan Review by T&L: December 28, 2020

**Site Plan Presentation to Board:**   January 5, 2021

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Establishing Positive School Climate and Culture

[Aligned to Board Goal: Promote positive learning-focused cultures with shared responsibility for all students by increasing positive responses to the annual climate/culture surveys]

School culture gets at our core beliefs in what we believe and value. Culture is a product of the relationship history in a school while climate is a function of how people perceive those relationships in the present. School climate involves many aspects of students', parents', and staff's daily experience. A positive school climate is the product of a school's attention to fostering safety; promoting a supportive academic, disciplinary, and physical environment; and encouraging and maintaining respectful, trusting, and caring relationships throughout the school community no matter the setting. Establishing and continuing to nurture a positive school climate aligned to the core beliefs of the school and district is the foundation upon which effective learning happens. We address climate & culture from the student, parent, and staff perspective in this site plan.

Whether in remote learning, hybrid learning, or being back full-time face-to-face student attachment to school and learning has a foundation in the school and classroom climate and culture. Relationships have never been so important, nor so challenging, to build, nurture, and maintain.
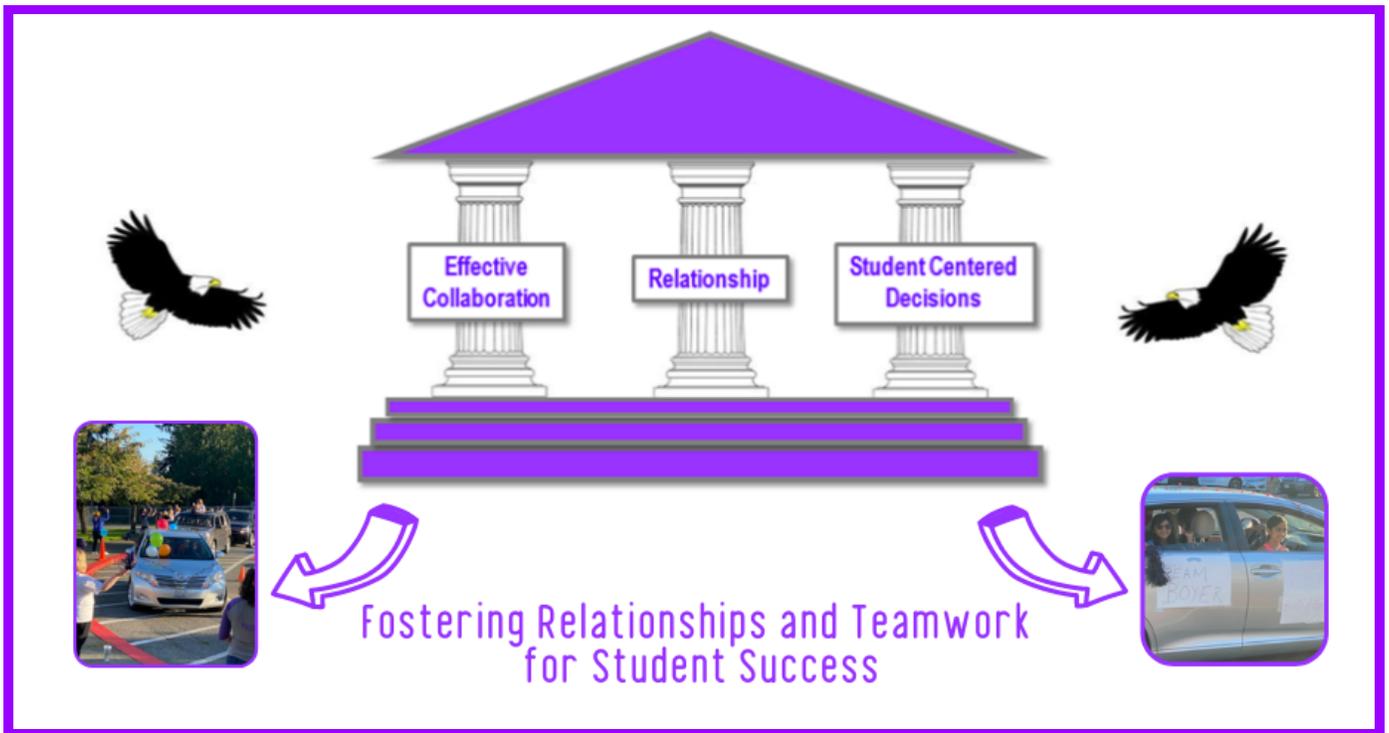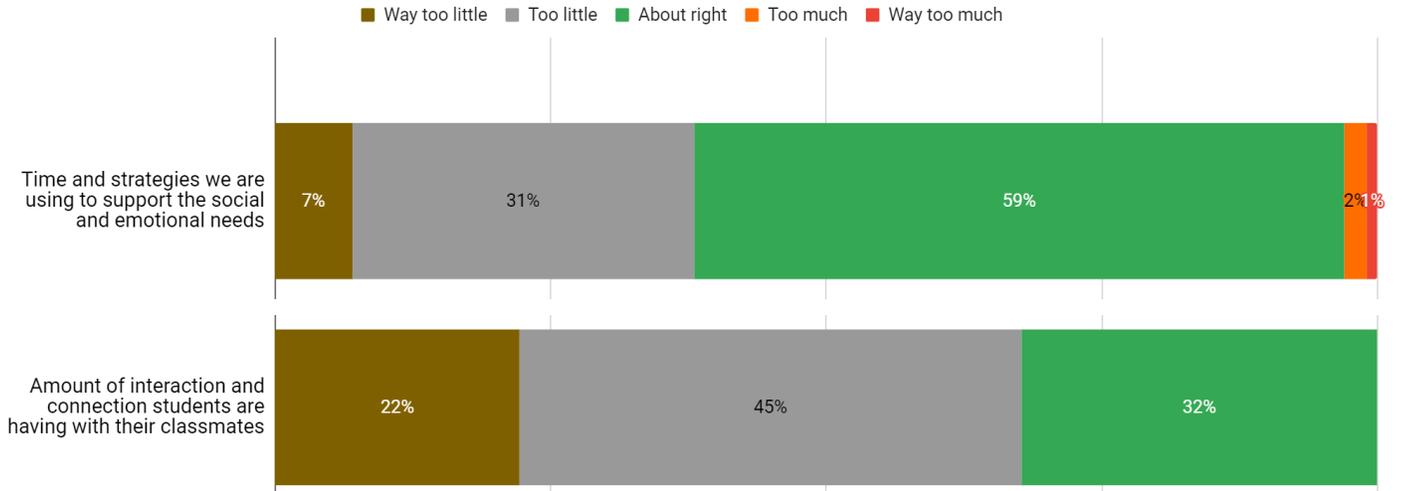
Student Climate/Culture

Climate / Culture: Building Relationships

Since we moved to remote learning in March, we have worked to problem solve in ways we build and maintain caring relationships with our students, parents and staff. Our focus to stay connected during unconnected times has produced opportunities to promote equity within the Rock Creek family.

Data Collected and Reviewed

Q3 - We are wondering how the balance is feeling to parents/staff around the following:

Elementary Family Pulse Survey:

Legend: ■ Way too little ■ Too little ■ About right ■ Too much ■ Way too much

Time and strategies we are using to support the social and emotional needs	7% / 31% / 59% / 2% / 1%
Amount of interaction and connection students are having with their classmates	22% / 45% / 32%

Elementary Parent Pulse Survey Results, November 2020

Elementary Staff Pulse Survey:

Legend: ■ Way too little ■ Too little ■ About right ■ Too much ■ Way too much

Time and strategies we are using to support the social and emotional needs	3% / 31% / 62% / 3%
Amount of interaction and connection students are having with their classmates	20% / 57% / 23%
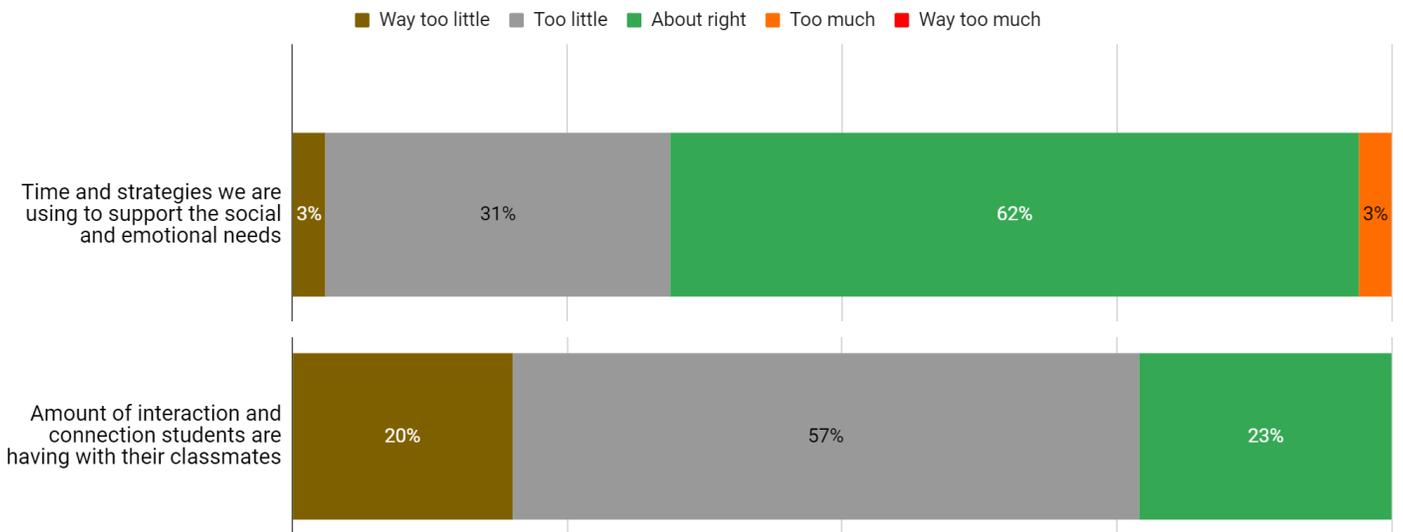
Elementary Staff Staff Survey Results, November 2020

Focus
- Supporting our students' social and emotional well-being during remote learning is a need. The Family Pulse Survey in the fall showed that 38% of families are feeling their students need additional SEL strategies and support. 34% of staff felt the same.
- Providing more opportunities for our students to interact with one another is a need. 67% of families indicated they believe their students need more student to student interaction on the Family Pulse Survey issued in the fall. 77% of staff felt the same.

Goals
- To increase the time and strategies we are using to support social and emotional needs of students. We know we will have been successful if we increase the percentage of families who feel time and strategies for emotional support for students is "about right" from 59% to 77% or more in a spring survey (May or June).
- To increase the percentage of staff who feel time and strategies for the emotional support of students is "about right" increases from 62% to 79% or more in a spring survey (May or June).
- To increase the percentage of families who feel the opportunities for students to interact with one another is "about right." We know we will have been successful if we increase the "about right" percentage from 32% to 60% in a spring survey (May or June). In addition, our goal is to move families who feel that student interaction opportunities are "way too little" to a more favorable response- from 22% to 15% or less.
- To increase the "about right" percentage of staff who feel the opportunities for students to interact with one another from 23% to 56% or more. In addition our goal is to move staff who feel that interaction opportunities are "way too little" to a more favorable response-from at least 20% to 15% or less.

Work Plan

To increase the time and strategies we are using to support social and emotional needs, we will do the following activities:

Activity	Timeline	Responsibility
Weekly Announcements Reinforcing Student Expectations and Future Ready Skills, and Student Recognition via Eagle Feathers http://www.viewpure.com/xHD6D8YILac?start=0&end=0	Weekly throughout the 2020-21 School Year	Chris Thomas, John Schuster, Robin Lawler, Staff
Student Recognition of FRS Students of the Month and Presentation of Awards	Monthly throughout the 2020-21 School Year	Classroom Teachers, Chris Thomas, John Schuster, Shawna Wagner (RCES FRS Coordinator)
Virtual Spirit Assemblies to teach FRS skills and recognize student achievement in a fun community-centered way.	December 2020 Spring 2021	PBIS Sub-committee, John Schuster
SEL Student Check-ins	Daily throughout the 2020-21	Jennifer Taylor, Korena Payne,

	School Year	John Schuster
Social-emotional support provided to students based on student screener and/or teacher input	Throughout the 2020-21 School Year	Cece Guyette
SEL Report meetings to discuss SEL student check-ins	Throughout the 2020-21 School Year Meet every Monday to discuss student progress on Tier ⅔ Student Tracker	John Schuster, Cece Guyette, Jen Taylor, Korena Payne
Problem Solving Team development of interventions for struggling students	Throughout the 2020-21 School Year Meet every Tuesday, 2 students per meeting usually	Cece Guyette and the PST Team including homeroom teacher
SEL Training to provide staff time and resources to implement SEL practices into their remote learning spaces	November 12, 2020 January 7, 2020 February 4, 2020 Individual and team time in between dates set by teams	John Schuster, PBIS TEAM, and certificated staff
Identification of GenEd students struggling during Remote Instruction	December 2020	John Schuster, Chris Thomas, Cece Guyette, Jennifer McPherson
Social Skills Groups, serving all students who want to attend Average of 25 kids a session 1 session a week per grade level combos (K/1, ⅔, ⅘) SEL activities	Weekly throughout the 2020-21 School Year	Cece Guyette, Jennifer Taylor (SEL Para), Korena Payne (SEL Para)
Lunch Bunch Groups, serving all students who want to attend during their lunch Average of 6 kids a session 1 session a week per grade level (K-5) SEL activities	Weekly throughout the 2020-21 School Year	Cece Guyette, John Schuster, Jennifer Taylor, Korena Payne
Development of remote learning expectations for students to understand the expectations for learning remotely, increasing their comfort levels as well their likelihood of success in their virtual classrooms- RC3s ONLINE *On-time and prepared*	September 2020	PBIS Sub-committee, PBIS Team

Needed materials are ready *Learning space calm and* *distraction-free* *I am ready to learn* *Number 0 voice (mute) when* *entering the classroom* *Enthusiastic and encouraging* [https://docs.google.com/presentatio n/d/1UHpjuTHhqfj7f2Xq4LQCmJ63i -RFLEjUQvH8NtZb3Zc/edit?usp=sh aring](https://docs.google.com/presentation/d/1UHpjuTHhqfj7f2Xq4LQCmJ63i-RFLEjUQvH8NtZb3Zc/edit?usp=sharing)		

To increase the amount of opportunities students have to interact with one another, we will do the following:

Activity	Timeline	Responsibility
Social Skills Groups, serving all students who want to attend Average of 25 kids a session 1 session a week per grade level combos (K/1, ⅔, ⅘) SEL activities	Weekly throughout the 2020-21 School Year	Cece Guyette, Jennifer Taylor (SEL Para), Korena Payne (SEL Para)
Lunch Bunch Groups, serving all students who want to attend during their lunch Average of 6 kids a session 1 session a week per grade level (K-5) SEL activities	Weekly throughout the 2020-21 School Year	Cece Guyette, John Schuster, Jennifer Taylor, Korena Payne
Bully Prevention Project - students made compliments for one another and shared them in class as well as in shared word cloud posters to promote kindness	October 2020	PBIS Team John Schuster
Student Talk professional development to give teachers strategies and resources to increase student talk in the virtual classroom	November 18, 2020	Emily Coleman (Instructional Coach), Chris Thomas
TPEP observations and feedback aligned to student talk in the virtual classroom	Throughout the 2020-21 school year	Chris Thomas, Emily Coleman

Increase student to student interaction during class meetings	Throughout the 2020-21 school year	Teachers, ILT, Emily and Chris

Other Strategies to keep students connected to school include:

Activity	Timeline	Responsibility
Beep and Greet ● Community event to bring a car parade of parents and students to school to see Rock Creek staff from a distance	October 2020	Rock Creek Staff
Spirit Wear	January 2021	PTO
Specialists visit classrooms to make connections with students	Throughout the 2020-21 school year	Specialists
RCNN (Rock Creek Network News) Student-created news https://drive.google.com/file/d/1DnYeIF5qOf2zU5-b46qew6UDMgzT6bsY/view?usp=sharing	Throughout the 2020-21 school year Monthly shows beginning in November	Eddie Martinez and John Schuster

Measures and Monitoring

Measure	Timeline	Responsibility
Eagle Feather Winner Tracking	Weekly throughout the 2020-21 School Year	Robin Lawler
Identification and SEL referral of students struggling to show the RC3 ONLINE	Throughout the 2020-21 school year	Staff, Cece Guyette, John Schuster, Chris Thomas
SEL Student Referral and Evaluation/Tracking Tier 2/3 Students	6 weeks from start of plan	SEL Team with student's homeroom teacher
Student SEL Screener	Surveys sent out on 11/17/20. Check-ins with families by counselor followed	Cece Guyette, School Counselor
Student-to-Student Talk Frequency Survey	Baseline: December 2020 Post: March 2021	Emily Coleman
Parent Pulse Survey	Baseline: October 2020 Post: March 2021	Dawn Wakely, Chris Thomas
Elementary Staff Pulse Survey	Baseline: October 2020 Post: March 2021	Chris Thomas

Staff Climate/Culture

Data Collected and Reviewed
Elementary Tiny Pulse (Spring 2020)

Focus
We know that remote learning is taking a toll on most people in our learning community including staff. 23% of district staff rated their mental health as "fair" or "poor" on the Social Emotional Wellness/Mental Health survey done in Spring 2020. Based on anecdotal information during conversations with teachers, this is also a reflection of what we are hearing from Rock Creek staff. We recognize mental health is complex, involving many factors. We know that many of those factors that staff are struggling with, including uncertainty and stress, are outside of our ability to control or impact. We also know that feeling connected to each other and the school, as well as having strong relationships, allow staff to weather these difficult times. Therefore, we are focusing on connection among staff members and within the school. We want all of our staff to feel connected so that our students feel connected and have the best possible learning experiences.

Goal
● We know we will have been successful if 90% or more of staff rate their mental health either "good", "very good" or "excellent" in a spring Social Emotional Wellness/Mental health survey (May or June).

Work Plan

Activity	Timeline	Responsibility
Implement staff screener for all staff to determine social-emotional well-being and provide support	Throughout the 2020-21 school year	Cece Guyette
Gratitude Jar ● Place for staff to share gratitude during this time ● Read at staff meetings ● Sent out to staff periodically throughout the year	September 2020 Throughout the 2020-21 school year	Danielle Heitman PBIS Team John Schuster
Feast Fridays to bring staff together, properly socially distanced	Once a month	Chris Thomas and PTO

Beep and Greet planning meeting for whole staff prior to Beep and Greet	October 2020	John Schuster
"Thankful for my teacher!" ● Slips sent home to families unbeknownst to the certificated teachers ● Compiled into books prior to Thanksgiving	November 2020	RCES Recess/Supply Distribution Team
"Thankful for our classified staff!" ● Words and sentences compiled into a poster for each of our three classified units: paras, office staff, and custodial	November 2020	John Schuster
Book studies ● Individuals are encouraged to lead a book study to bring staff together ● Books provided for those who participate	September-October 2020 Throughout the 2020-21 school year	PBIS Any staff member
Staff Connection Activities using Digital Tools ● Thankful BINGO - a focus on gratitude based activities ● Flipgrid Shoutouts - staff share messages with each other via a digital platform	Throughout the 2020-21 school year	Emily Coleman

Measures and Monitoring

| Measure	Timeline	Responsibility
Staff Wellness Screener	October 2020	Cece Guyette
Staff Climate Survey	Spring 2021	Chris Thomas

Parent/Family Climate/Culture

Data Collected and Reviewed
Family Pulse Survey (October 2020)
Q1: How well is remote learning working overall for your elementary student?

Q1 - How well is remote learning working overall for your elementary student? 16 to 106
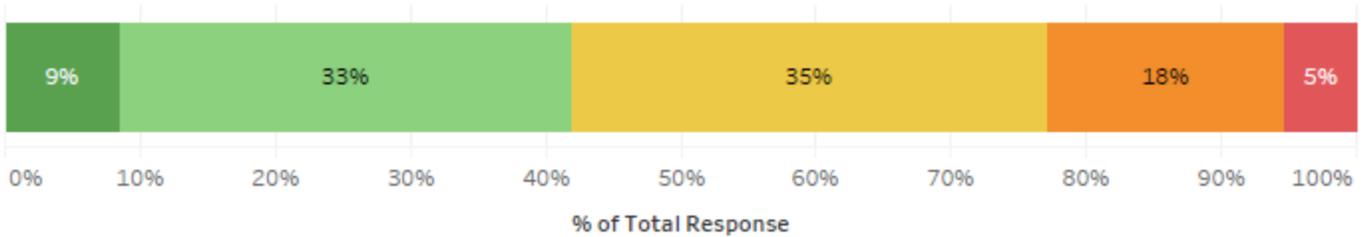
Elementary Parent Pulse Survey Results, November 2020

Focus
Based on the parent pulse survey in late fall, 23% of families responded that remote learning was going "terrible" or "not great." This along with anecdotal information from parents illustrates the need to address this.

Goal
- To learn about families' needs during remote learning and provide group and individualized support when and where needed. We know we will have been successful if we increase the percentage of parents who responded that remote learning is going "good" or "excellent" from 42% to 67% or more. The measurement will take place in a spring survey (May or June).
- We also will know we have been successful if we move one half or more of the parents who responded that remote learnings was going "okay", "not great" or "terrible" in the fall survey to a more favorable response in the spring survey (35% to 17%, 18% to 9%, 5% to 2%...)

Work Plan

Activity	Timeline	Responsibility
Ongoing communication with: • Principal • Dean • Counselor to support students and families	Throughout the 2020-21 school year	Chris Thomas, John Schuster, Cece Guyette
Principal updates at PTO Meetings	Monthly	Chris Thomas
Beep and Greet social distanced school-community event planning meeting	October 5, 2020	PBIS Team
Supply Distribution - staff	Twice a month	Recess Team, John Schuster,

connection with parents as they pick up their child(ren)'s supplies		Chris Thomas
Weekly newsletter *Eagle Up!* to provide information and updates to families	Weekly	Chris Thomas, Robin Lawler
Parent Connection meetings with teachers	September and November 2020	Classroom teachers
Parent-Teacher Conferences	January 25-27, 2021	Classroom teachers
Attendance conferences with parents for students struggling with attending during Remote Instruction to provide support for students	Throughout the 2020-21 school year	John Schuster, Ana Susan (Registrar), and Barb Kennedy (District Attendance Liaison)
Plan to increase synchronous teaching in writing more oftenly	January-June.	Elementary Principals, T and L, Teachers

Measures and Monitoring

Measure	Timeline	Responsibility
Feedback from parents via email and phone communication	Throughout the 2020-21 school year	RCES staff
Parent Remote Learning Survey	May or June 2021	Chris Thomas
PTO meetings	Monthly	Chris Thomas
Information collected during Parent Connection meetings and Parent-Teacher Conferences	September and November 2020; January 20-22, 2021	Classroom Teachers
Action plans created between parents and dean to increase attendance	Throughout the 2020-21 school year	John Schuster

Student Growth and Achievement

[Supports Board Goal: Accountability for increasing student growth and achievement, including the state achievement index and district report card]

Data Reviewed
Based on TPEP Fall Conferences (Fall 2020)
Top Three Instructional Goal Areas selected by teachers:
- 2.3 - Student Talk
- 3.3 - Differentiation
- 6.3 - Quality of Formative Assessment Methods

Stakeholder Perceptions: We are wondering how the balance is feeling around the amount of interaction with classmates.

Elementary Pulse Survey (November 2020)

Stakeholder	Way too little	Too little	About right	Too much	Way too much	Too little to way too little
Parents (n=355)	22%	45%	32%	0%	0%	67%
Staff (n=43)	20%	57%	23%	0%	0%	77%

Elementary Parent Pulse Survey Results, November 2020
Elementary Staff Staff Survey Results, November 2020

Focus
Instructional strategies are as important as they have ever been. Many of these strategies are difficult to implement in a virtual setting. As a staff, we are learning together how to implement strategies to provide the best learning experience for students. The strategies we will be focusing on based on feedback from families and staff are Student Talk, Differentiation, and Assessment.

A focus on the implementation of these three instructional areas allow students to make meaning through talk, and teachers to assess student progress, as well as provide individualized support. With our continued collaboration and support with staff, we can continue to improve student growth and achievement as measured by Student Growth Goals.

Please note we decided to collect data on student-to-student talk because of the implication to the whole child regarding connectedness and relationships, as well as academic success, and the importance that our parents and staff placed on student interaction from a social and academic standpoint. In the winter/spring we will also focus our PD on differentiation and formative assessment for student success.

Goal
We will know we have been successful if:

- Increase the amount of times per week that teachers provide student to student talk discussions 3 or more times a week in the core subject area related to their SGGs. In December, 30% of teachers were providing student to student talk discussions in math 3 or more times a week. 36% of teachers were providing student to student talk discussions in ELA 3 or more times a week. Our goal is 100% of

teachers will provide student to student talk discussions three or more times a week in the core subject area of their student growth goal, as measured in a staff survey in the spring (May or June).
- All our teachers meet their student growth goals by the spring of 2021.

Work Plan

Activity	Timeline	Responsibility
Increasing **student-to-student talk** in the virtual setting ● Focused PD around addressing student talk challenges virtually ● Using learning platforms to leverage student talk ● One-on-one and small groups ● Focus on powerful practices ● Coach support, inquiry cycles	November - February 2 One Hour PD Ongoing support: Staff Meeting Updates, Individual Inquiry Cycles, Optional Sync Collaboration Sessions, Coach Communication	Chris, Emily, RCES ILT
Differentiation - Recognizing individual student learning needs and developing strategies to address those needs ● Using learning platforms to leverage differentiation ● One-on-one and small groups ● Focus on powerful practices ● Coach support, inquiry cycles	March - May 15-30 minute PD Sessions Ongoing support: Individual Inquiry Cycles, Optional Sync Collaboration Sessions, Coach Communication	Chris, Emily, RCES ILT
Formative Assessment - Using multiple student data elements to modify and improve student learning ● Use data to make instructional decisions and next steps ● Student reflection, evaluation and analysis of work ● Setting goals ● Focus on powerful practices ● Coach support, inquiry cycles	March - May 15-30 minute PD Sessions Ongoing support: Individual Inquiry Cycles, Optional Sync Collaboration Sessions, Coach Communication	Chris, Emily, RCES ILT

PD Summary

When?	Instructional Practice	# participants
September	- Technology/Start with the Heart - Cross Grade Level Collaboration by Content - K-2 and Hybrid return to school Models	All K-5 teachers
October	- K-2 and Hybrid return to school Models	All K-5 teachers, by grade level band
November	- Increasing student-to-student talk in the virtual setting - Social Emotional Professional Development	All Certificated Staff
December	- Increasing student-to-student talk in the virtual setting - Equity Professional Development with Caprice Hollins	All Certificated Staff
January	- Increasing student-to-student talk in the virtual setting - Social Emotional Professional Development	
February	- Increasing student-to-student talk in the virtual setting - Equity PD with Caprice Hollins - Social Emotional Professional Development	
March	- Equity PD with Caprice Hollins - Differentiation-Recognizing individual student learning needs and developing strategies to address those needs - Assessment for learning-Using multiple student data elements to modify and improve student learning	
April		
May		

Inquiry Cycles

	Q1 Sep-Nov	Q2 Nov-Jan	Q3 Jan-March	Q4 March-June
Topic	Goals Conferences	- Increasing student-to-student talk in the virtual setting - Based on instructional practice goals or self-identified topics	- Increasing student-to-student talk in the virtual setting	- Recognizing individual student learning needs and developing strategies to address those needs - Using multiple student data elements to modify and improve student learning
# participants	41	4		

Measures and Monitoring

Measure	Timeline	Responsibility
Teacher/Staff Input ● ILT Minutes ● ILT Team Communication ● Coach Communication	● Monthly ● Ongoing ● Ongoing, around PD experiences	Chris, Emily, RCES ILT
Student Growth Goals	Baseline: Fall Post Assessment: Spring	Chris, Emily, RCES Teachers
Reading Scores Running Records and report cards marks for reading levels all students reviewed for rank order RAP only - monitoring assessments	Oct 2020 Jan 2020 June 2021	Natalie Stumpges
Math Scores Math unit assessments and report card scores for all students reviewed for rank order MAP only - monitoring assessments Math running records	Oct 2020 Jan 2020 June 2021	Tiffaney Martin
Teacher/Staff Input ● ILT Minutes ● ILT Team Communication ● Coach Communication	● Monthly ● Ongoing ● Ongoing, around PD experiences	Chris, Emily, RCES ILT

Student Growth Goals

Grade	Content - Goal Focus
K	By April 2021 80%+ kindergarten students at Rock Creek Elementary School will move at least one level up on the Kindergarten Reading Report Card Rubric for sight word recognition. Rubric: 1 0-15 2 16-19 3 20-30 4 31-60 5 61+ words and students are reading sight words in context during guided reading and running records
1	Students will increase their sight word knowledge by at least 60 words from September to December 2020. Team will review the growth of students from September to December. Based on data, the team will develop and implement a SGG plan January-March.

2	Students will improve in two of the four comprehension strategies (making connections, visualizing, inferring and predicting) as demonstrated through written and/or verbal responses. For students already at standard in three areas, they will show growth in the fourth area. For those students getting four out of four on the pre-assessment, they will show growth in comprehension by improving two or more points in comprehension based on their running record score.
3	Math-Students will be able to demonstrate an understanding of multi-step word problems by explaining their solution with accompanying evidence.
	ELA Team Teacher-Students will refer to details in a text to support their inferences and explanations from a nonfiction piece: answer the question and cite evidence from the text. Students will increase 17% or more (equivalent to 1 or more points). Students at 100% will remain at 100% with increased rigor.
4	ELA Team Teacher-Students will increase their skill level by one grade level in the areas of organization and elaboration in writing an opinion essay. *W.4.1a-Students will introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
	Math Teachers- Students will communicate their reasoning through planning and demonstrating solution pathways rather than jumping into a solution attempt, monitoring and evaluating their progress, and changing the course if necessary. Students will communicate their reasoning and justify their solution when solving complex problems. Students will increase 2 points (Based on the 12 point rubric), understanding, plan, and solve (each worth 4 points).
5	Students will refer to details in a text to support their inferences and explanations from a nonfiction piece of text. Students will increase by one or more points (4 point scale). Students already meeting the goal will continue to do so with increased rigor.
PE	By April of 2021, all students will increase their understanding of the four main categories of wellness. More specifically, they will increase one point or more in demonstrating a more accurate knowledge in applying healthy habits into their daily lives.
STEM	By April 2021, 90% or more of students (second grade) will increase their score by one rubric level or more, demonstrating a more accurate knowledge base and application of the engineering design process (research, plan, design)
Art	Students will be able to apply the characteristics and terms within the art element of color. Terms will include the color wheel, primary, secondary, tertiary, warm, and cool colors. By the spring assessment in April of 2021 90% or more of students who completed the fall or winter assessment will increase their color understanding by scoring two more points on the summative assessment compared to their pre-assessment score.
FRS	By April 2020, all students (fourth grade) will increase their score by one (or more) rubric level, demonstrating a more accurate self-knowledge base and applying Future Ready Skills and social-emotional learning skills into their daily lives.
K-2 Resource	By April, Students (second grade) will display an average of 45% (or more) growth in sight words.
3-5 Resource	By April 2021, Students (fourth and fifth grades) will increase 40% (or more) in their mastery of sight words.

SAILS	Students all have IEP goals about identifying letters from a field of 10. By April of 2021, all students will identify 26/26 letters.

Interventions Supporting our Struggling Students

RAP - Reading Assistance Program

		Gr K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5
Sept-Jan	**# students served**	4	24	3	5	5	8
	% of all Level 1	4/4 100%	24/24 100%	3/3 100%	1/1 100%	0/0	4/4 100%
	% of all Level 2	0/4 0%	0/5 0%	0/3 0%	4/5 80%	5/11 45%	4/14 29%
Feb - June	**# students served**						
	% of all Level 1						
	% of all Level 2						

Brief program description in remote learning
- 1:1 remote tutoring format
- Thirty minutes, two times per week lessons
- Four reading instructors
- Lessons are scheduled by families, or with family input, at times that accommodate both students' academic and family schedules
- Lesson content is based upon Common Core standards and learning targets follow a progression of reading skills that support classroom reading instruction in both phonics and comprehension, while also differentiating for individual student needs
- Research-based best practices
- Visual, verbal and interactive engagement strategies
- Attendance is tracked on a daily basis through classroom teachers
- Teachers, parents, and administrator partnerships with families and staff to engage students in learning
- Fall data reliability is limited
- Capacity of the program is smaller in our remote setting

Parent Partnership
- Parents are partnering with reading instructors to support their student's reading lessons and growth.
- Lesson structure facilitates high levels of communication between families and RAP instructors
- Models of how to talk about books with children about books are provided
- Guides and written question stems in the RAP Handbook

Celebrations
- High levels of family engagement and communication
- Families express continuing appreciation!
- 1:1 setting has fostered focus on individual student needs, while simultaneously supporting and uplifting student strengths
- Stigma attached to leaving class for intervention has been removed
- We have updated program processes and procedures

MAP - Math Assistance Program

		Gr K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5
Sept-Jan 15 Students	**# students served**	0	3	1	0	6	5
	% of all Level 1	N/A	1/1 100%	0/0 100%	0/0 100%	5/6 83%	4/6 67%
	% of all Level 2	N/A	2/7 29%	1/1 100%	0/4 0%	1/10 0%	1/22 .05%
Feb - June	**# students served**						
	% of all Level 1						
	% of all Level 2						

Brief program description in remote learning-
- MAP services are currently offered for thirty minutes, twice a week in a 1:1 setting
- 1 full, and 1 part-time MAP paraeducator at Rock Creek
- Lesson schedules accommodate student's academic and family schedules
- MAP instruction is data-driven and focuses on the Common Core standards, building a strong number sense foundation, flexible thinking, and using best practices to meet student needs
- Differentiating lessons allow students opportunities to actively engage in mathematics and fosters a growth mindset
- Hands-on and visual modeling provides students with scaffolds for growth
- Teachers monitor attendance on a daily basis partnering with administrators to engage students and families in learning

Parent Engagement-
- Parents are partnering with math specialists and MAP instructors to support their student's math growth
- Parents are provided extra math games, fluency resources, models, and manipulatives that help guide their student with practice at home
- Parent Engagement - Title 1 Parent Information meeting for RAP/MAP/ELL held on October 28th

Celebrations-
- Families are grateful for the opportunity for MAP support!
- Parents are active partners in their child's math growth and are often able to engage in lessons with their students
- Students feel comfortable taking risks and growing as math learners in the 1:1 setting