



**Rockburn Elementary School**  
**RES School Profile**



**SCHOOL IMPROVEMENT PLAN AT A GLANCE**  
**2024-2025**

**[SCHOOL NAME]: VISION & MISSION**

**Vision:** Rockburn Elementary commits to ensuring all students learn and succeed in a safe and nurturing environment that values diversity and inclusion.

**Mission:** The mission of Rockburn is to create an inclusive and positive environment, where students feel a sense of belonging in order to achieve academic excellence.

**HCPSS EQUITY FRAMEWORK**

**Belonging:** All students, staff, and families experience belonging; and each person’s physical, social, and emotional needs are met.

**Opportunity & Access:** All students, staff, and families can access pathways that expose them to high-quality learning experiences.

**Instructional Excellence:** All students and staff are provided with the resources necessary to deliver and experience high-quality instruction.

**Engaged & Inspired Learners:** All students and staff are empowered to shape their teaching and learning experiences.

**HCPSS FIVE FOCUS AREAS**



**SCHOOL STRATEGIES, COMMITMENTS, & ACTION STEPS**

**Reading Strategy:** Implementing all components of literacy instruction including providing Tier 1 instruction and Tier 2 and 3 supports when necessary

**Statement of Commitment:** We commit to implementing all components of literacy instruction while providing Tier 1 instruction so that students will have the optimum amount of instructional time with Tier 1 and Tier 2 or 3 when necessary.

**Action Steps:** Engage in collaborative planning to ensure consistency of literacy instruction and teaching the intent of the standards.

- Engage in professional learning with the literacy coach on the science of reading and effective instructional strategies. Apply learning to instructional practice.
- Use entrance and exit criteria to identify Tier 2 and 3 supports
  - Monitor and catalog student progress aligned with systemic expectations for tiered supports
  - Use the data to refine interventions
  - Exit students who meet progress benchmark

**Mathematics Strategy:** Engaging students in mathematical learning that fosters agency and self-efficacy

**Statement of Commitment:** We commit to meaningfully engaging students in mathematics learning that fosters student agency and self-efficacy so that students will develop productive learning behaviors and dispositions that support their understanding and mastery of content.

**Action Steps:** Provide opportunities for students to make sense of the mathematics throughout the lesson by:

- Engaging in collaborative planning and/or professional learning to deepen understanding of content and pedagogy.
- Structuring lessons so that students have opportunities to do and discuss mathematics before explicit instruction takes place
- Selecting and sequencing student work for purposeful sharing to build understanding

**Attendance Strategy:** Communicating with families about student attendance

**Statement of Commitment:** We commit to engaging in regular attendance meetings and in timely communication with families regarding student attendance so that each student and family will be more informed about their own student’s attendance and system policy.

**Action Steps:** Begin positive relationships with families from the start of school (e.g. welcome phone call, back-to-school night).

- Recognize good and improved attendance.
- Ensure attendance team meetings are occurring at least monthly.
- Follow [attendance procedures](#) to communicate with families including the initial Call of Care and Concern procedure and follow up letter; generate & send attendance letter based on the attendance data. Begin the process at the classroom level.

**Discipline Strategy:** Creating a positive and restorative school culture that prioritizes healthy relationships and grows a culture of belonging for all students

**Statement of Commitment:** We commit to creating a positive school culture that prioritizes healthy relationships and grows a culture of belonging so that students will experience less exclusionary discipline as evidenced by overall suspension rates.

**Action Steps:** Designated staff will engage in the monthly discipline discussion

- Implementation of school culture and climate initiatives with a focus on belonging, relationships, cultural responsiveness with dignity, respect, & mutual concern (PBIS, SEL, trauma-informed strategies, conflict resolution)
- Monitor staff actions to cultivate Belonging, including:
  - Demonstrating Proficiency or above of Domain 2 Components
  - Welcoming and greeting students daily
  - Acknowledging that absent students were missed
  - Celebrating attendance and well-being

