Open House/ Parent Café

November 11, 2025

Agenda

By the end of this meeting we will:

- Review Rockwell's Vision & Mission
- Share MD Report Card data & next steps
- Highlight components of the CKLA & Eureka curriculums
- Identify Zones of Regulation and how they support students

Lois P. Rockwell VISION

At Rockwell Elementary, we strive to create a nurturing, respectful, and inclusive community where every child is valued and diverse learners are celebrated. Rooted in equity, collaboration, and high expectations, we work together—students, families, and educators—to inspire a love of learning, nurture curiosity, and promote critical thinking. We empower all students to grow into confident, compassionate, and lifelong learners, prepared to contribute meaningfully to our ever-changing world.

Lois P. Rockwell MISSION

At Rockwell Elementary School, we are dedicated to:

- **Building strong relationships** with students, staff, and families through open communication, collaboration, and trust.
- **Providing rigorous, engaging instruction** that meets the needs of diverse learners in an inclusive environment.
- **Using data to drive results** and support continuous growth for all students.

We work together to ensure a learning environment where every student feels safe, valued, challenged, supported, and where every child can thrive.

MD Report Card

NEWS RELEASE

Maryland

STATE DEPARTMENT OF EDUCATION

MSDE Releases Annual Maryland School Report Card

2024-2025 Maryland School Report Card

HOW DID THIS SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

INDICATOR	POSSIBLE POINTS	EARNED POINTS*	ANNUAL TARGET	IMPROVEMENT
Academic Achievement	20.0	11.5 ↓ (.5)	✗	✗
Academic Progress	35.0	21.9 ↑ (6.8)	na	✓
Progress in Achieving English Language Proficiency	10.0	5.9 ↓ (2.6)	✗	✗
School Quality and Student Success	35.0	27.2 ↑ (0.1)	na	✓
TOTAL POINTS:	**100.0**	**66.5**		

Total Earned Points: **66.5** / Total Points Possible: **100.0** = **66.4%** TOTAL EARNED PERCENT

62.8% in 2023-2024

Next Steps for Rockwell

Instructional Focus in Reading:

K-2: Increase active participation and literacy skills through explicit, systematic language-based skills and code-based skills (fluency, phonics, phonological awareness, conventions of print) instruction

3-5: Increase engagement through structured academic discourse, incorporating language domains (speaking and writing) in lesson design

Instructional Focus in Math:

K- 5 Elevate discourse and written responses around modeling and reasoning through structured discourse using Eureka Instructional Routines and differentiated instruction

Reading Curriculum

Amplify

Core Knowledge Language Arts

CKLA

Reading Curriculum

Montgomery County Public Schools

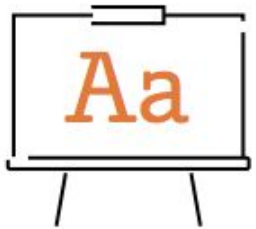
How it Works

CKLA is built on the science of how kids learn to read.

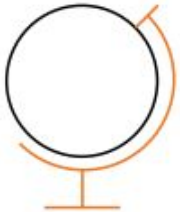
SKILLS x KNOWLEDGE = SKILLED READING

How it Happens

Instructional Design



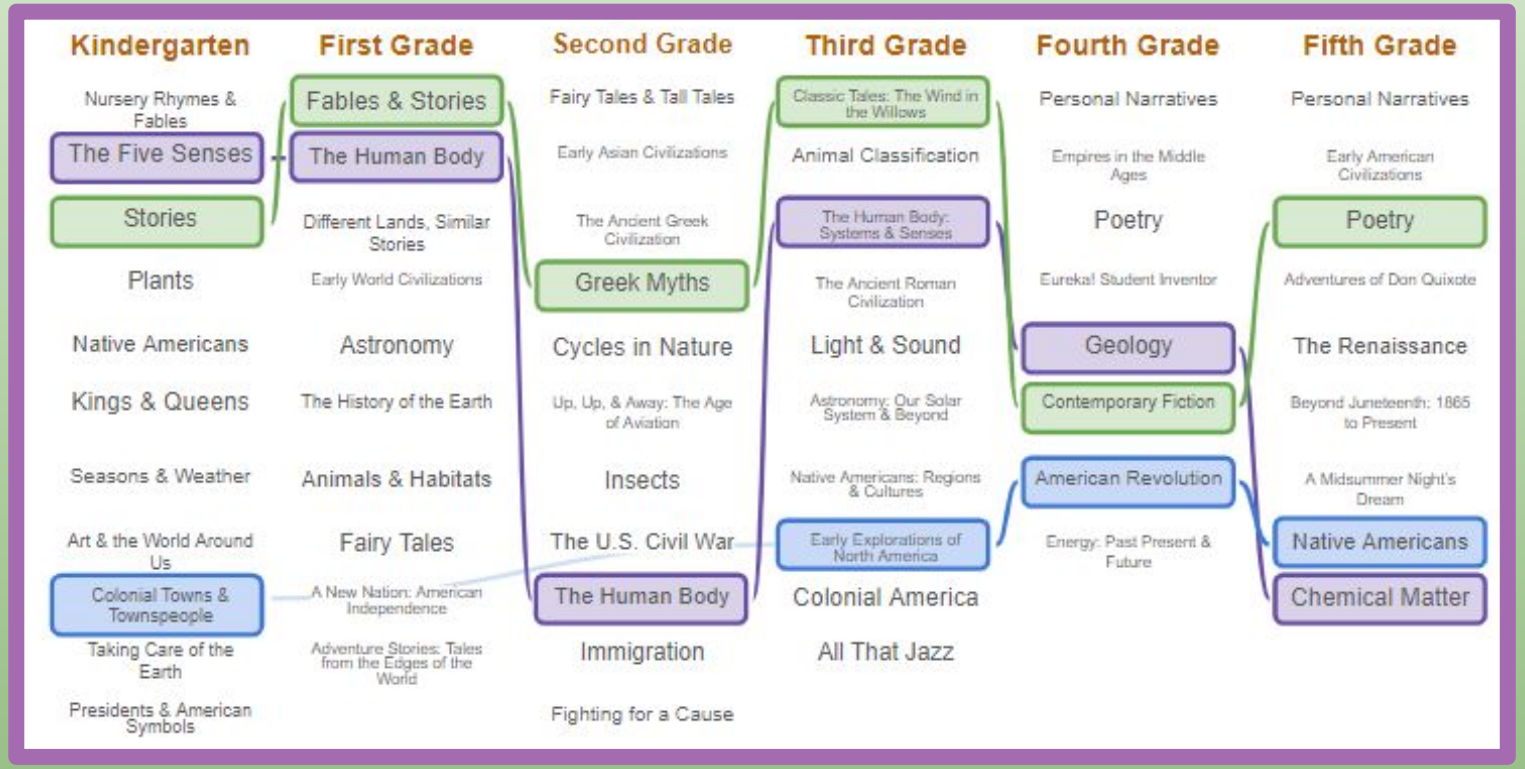
Strong skills foundation



Deep content knowledge

Authentic, diverse texts

Program Design: CKLA Strands



How it Happens

Integrated Literacy Instruction

Speaking and Listening

Reading

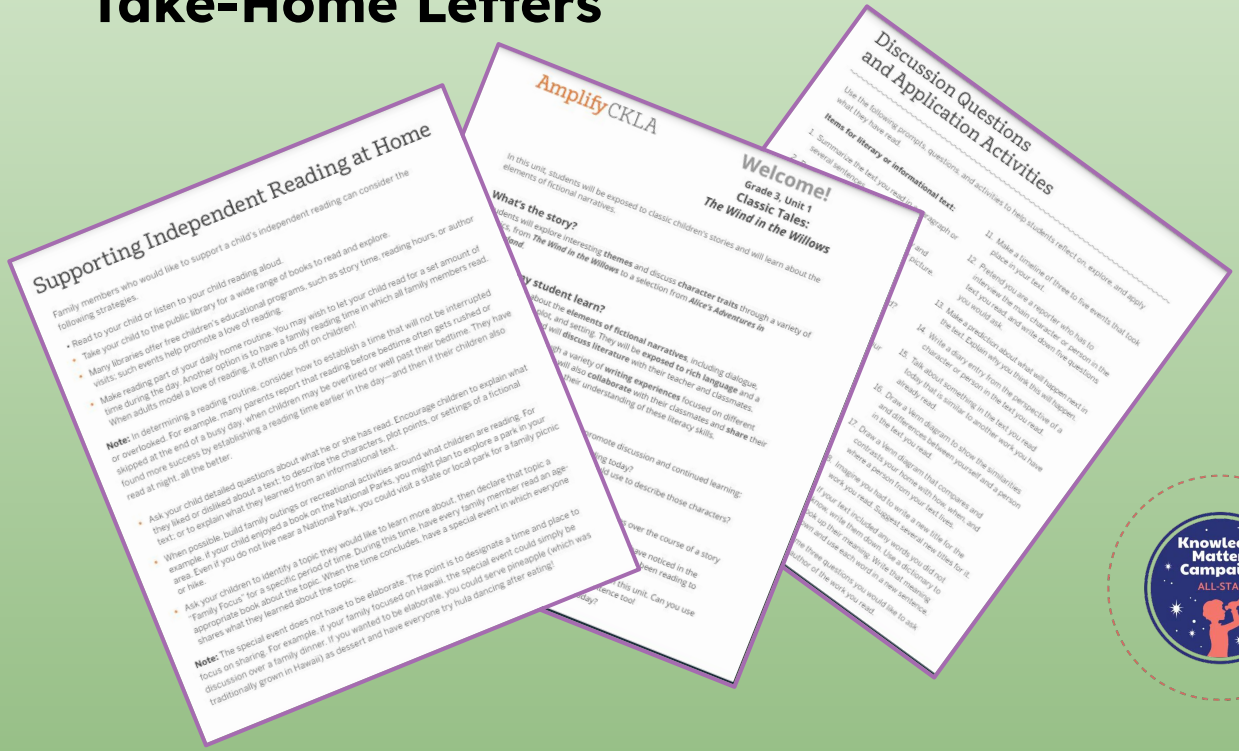
Writing

Language

Focused Instructional Time

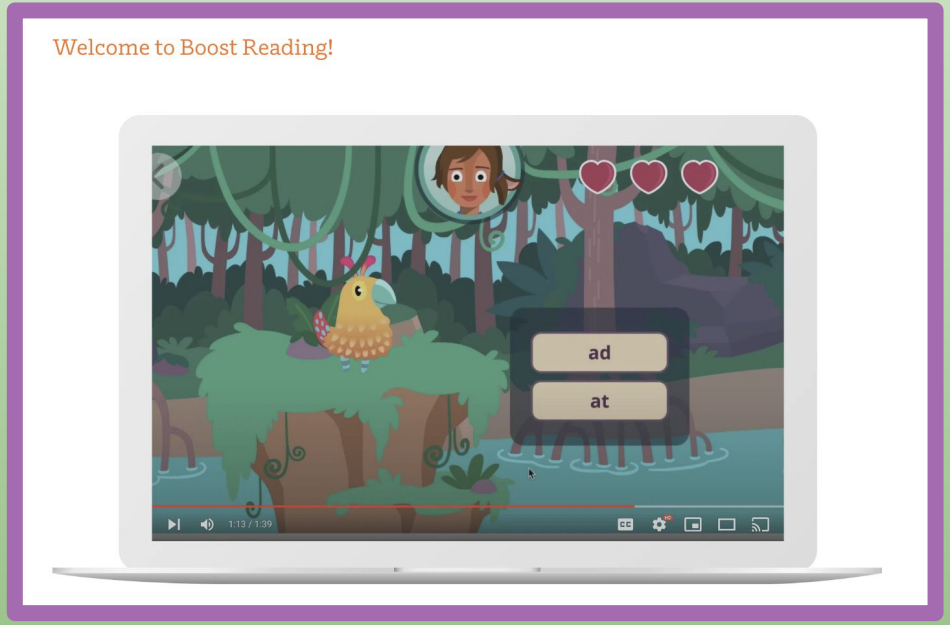
Caregiver Resources

Take-Home Letters



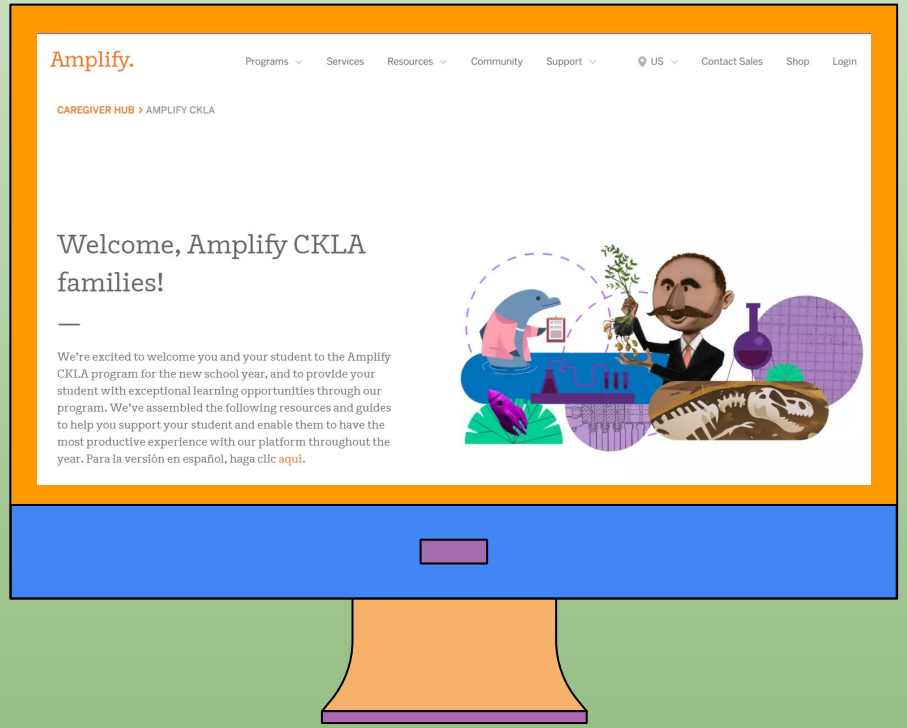
Amplify CKLA: Boost Reading

- ✓ Personalized Instruction
- ✓ Practice @ Home
- ✓ Acceleration & Remediation
- ✓ Adaptive Technology



Amplify CKLA: Caregiver Hub

A one stop shop for resources and guides in both Spanish and English!



English

español

Amplify CKLA

Math Curriculum

EUREKA MATH

Procedural Skill & Fluency

Students develop efficiency and accuracy in computations.

Conceptual Understanding

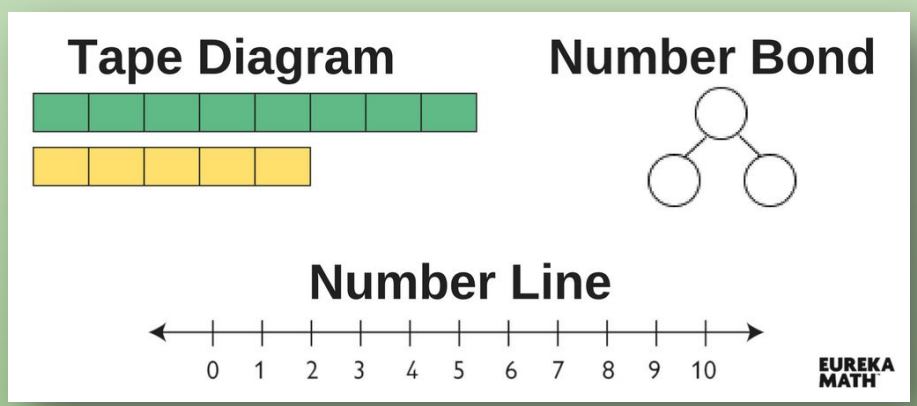
Students build a deep understanding of the how and why of mathematics.

Application

Students identify the appropriate concepts and skills to tackle novel problems and tasks.

Mathematical Models - A Toolbox

Teaching Multiple Math Strategies Builds Deeper Understanding



Giving Students a Choice of Tools to Solve Math Problems

EUREKA MATH

At Great Minds®, we receive many questions from parents asking why their child needs to learn more conceptual math and multiple strategies for solving problems. Some parents suggest that simply learning the traditional method for solving a math problem (e.g., 2 + 2 = 4 or 6 × 8 = 48) is enough.

We agree that students need to learn traditional methods for computation. Often, they're the best tool for the job.

However, sometimes students need more options—they need more tools in their toolbox. If students learn multiple math strategies, not only can they solve more kinds of problems more efficiently, but they also gain a deeper understanding of mathematics and how to use it in daily life.

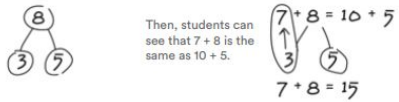
Consider the following three examples.

NUMBER BONDS

Add 998 and 337.

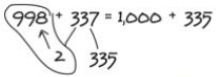
To solve a problem such as 998 + 337 with a traditional method, students must learn a complex series of steps. But using number bonds makes this problem simple.

First, students learn to break numbers into small, manageable units.



Then, students can see that 7 + 8 is the same as 10 + 5.

Once students understand the concept of number bonds and how to use them in computation, they can quickly solve a more complex problem, such as 998 + 337. As above, the first step is to make 998 a more manageable number. Notice that 998 is close to 1,000; we just need to add 2. We can get the 2 from 337 by using a number bond: 337 – 2 = 335.



The two numbers are now 1,000 and 335, which even young students can quickly add to get 1,335, the same sum as 998 + 337. This method is faster, and the student gains practice in conceptual math.

Parent Support

- ➔ Grade Roadmaps
- ➔ Family Tip Sheets
- ➔ Homework Helpers

https://bit.ly/3JMkjko

Here are just a few examples of how students will develop and use their understanding of place value in grade two.

Grade One Mathematics	Grade Two Mathematics	Grade Three Mathematics
• Understand that 10 can be thought of as a bundle of ten ones—called a "ten"	• Understand that 100 can be thought of as a bundle of ten tens—called a "hundred"	• Use place value understanding to round whole numbers to the nearest 10 or 100
• Understand that the two digits of a two-digit number represent amounts of tens and ones (place value)	• Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (place value)	• Quickly and accurately add and subtract numbers through 1000
• Add and subtract numbers through 100 using what students have learned about place value	• Add and subtract numbers through 1000 using what students have learned about place value	• Use place value understanding to multiply and divide numbers up through 100
		• Multiply one-digit whole numbers by multiples of 10 between 10 and 90. For example, 9×80 or 5×60

Students learn that 250 = 2 hundreds and 5 tens, 25 tens, or 250 ones.

250 = 2 (hundreds) + 5 (tens) + 0 (ones)

Students apply their understanding that 5 tens + 5 tens = 10 tens, or 1 hundred, that can then be added to the hundreds place.

2 5 0 + 2 5 3 = 5 0 3
(hundreds tens ones) + (hundreds tens ones) = (hundreds tens ones)

EUREKA MATH™ TIPS FOR PARENTS

GRADE 3 | MODULE 2 | TOPIC E | LESSONS 18–21

KEY CONCEPT OVERVIEW

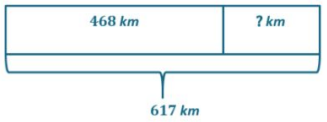
In Lessons 18 through 21, students focus on subtracting two- and three-digit numbers. They learn how to prepare the top number before they subtract (as shown in the Sample Problem below).

You can expect to see homework that asks your child to do the following:

- Add and subtract numbers.
- Estimate **differences** by rounding (e.g., 43 mL – 29 mL ≈ 40 mL – 30 mL = 10 mL).
- Solve word problems involving subtraction or addition by using the **standard algorithm**.

SAMPLE PROBLEM *(From Lesson 19)*

David is driving from Los Angeles to San Francisco. The total distance is 617 kilometers. He has 468 kilometers left to drive. How many kilometers has he driven so far?



$$\begin{array}{r} {}^{5}\not{6}\,{}^{10}\not{1}\,{}^{17}\not{7} \\ -\ 4\ 6\ 8 \\ \hline 1\ 4\ 9 \end{array}$$

David has driven 149 kilometers so far.

A STORY OF UNITS — Lesson 12 Homework Helper 5•3

1. Subtract.

I can subtract these mixed numbers using a variety of strategies.

a. $3\frac{1}{4} - 2\frac{1}{3}$

I can rename these fractions as twelfths in order to subtract.

Method 1:

I can subtract the whole numbers. $3 - 2 = 1$

$3\frac{1}{4} - 2\frac{1}{3}$
$= 1\frac{1}{4} - \frac{1}{3}$
$= 1\frac{3}{12} - \frac{4}{12}$
$= \frac{15}{12} - \frac{4}{12}$
$= \frac{11}{12}$

I can rename the fractions with a common unit of 12. $1\frac{1}{4} = 1\frac{3}{12}$ and $\frac{1}{3} = \frac{4}{12}$.

I can't subtract the fraction $\frac{4}{12}$ from $\frac{3}{12}$, so I can rename $1\frac{3}{12}$ as a fraction greater than one, $\frac{15}{12}$.

15 twelfths − 4 twelfths = 11 twelfths

Method 2:

Or, I could decompose $3\frac{1}{4}$ into two parts with a number bond.

$3\frac{1}{4} - 2\frac{1}{3}$

3 and $\frac{1}{4}$

Now, I can easily subtract $2\frac{1}{3}$ from 3. $3 - 2\frac{1}{3} = \frac{2}{3}$

After subtracting $2\frac{1}{3}$, I can add the remaining fractions, $\frac{2}{3}$ and $\frac{1}{4}$.

$= \frac{2}{3} + \frac{1}{4}$
$= \frac{8}{12} + \frac{3}{12}$
$= \frac{11}{12}$

I can rename these fractions as twelfths in order to add. $\frac{2}{3} = \frac{8}{12}$ and $\frac{1}{4} = \frac{3}{12}$.

The sum of 8 twelfths and 3 twelfths is 11 twelfths.

ZONES of Regulation

A research-based, cognitive behavioral approach to self-regulation

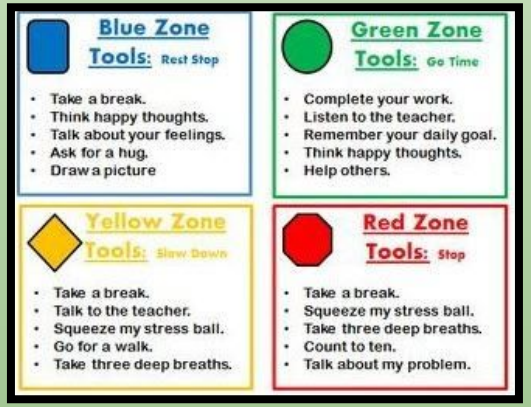
- A framework designed to teach self-regulation skills
- Program that equips students to:
  - become more aware of, and independent in, controlling their emotions and impulses
  - manage their sensory needs
  - improve their ability to problem solve conflicts
- School-wide approach to teach/promote emotional regulation

There are 4 colors, each matching a feeling. Each feeling has a set of tools and strategies that help students get back in (or stay in) the “green zone.”

Zones*/Feelings

*no zone is a “bad” zone

Coping Strategies



Classrooms will be equipped with a regulation station (Rocket Refueling Stations) where students are encouraged to self-regulate and self-reflect without having to leave the classroom.

Components of regulation stations are comfortable, private space or nook in the classroom. Students will use a timer and self-regulate for roughly 5/10 minutes using various items (breathing ball, fidgets, mindfulness task cards, SEL books, coloring pages, etc).