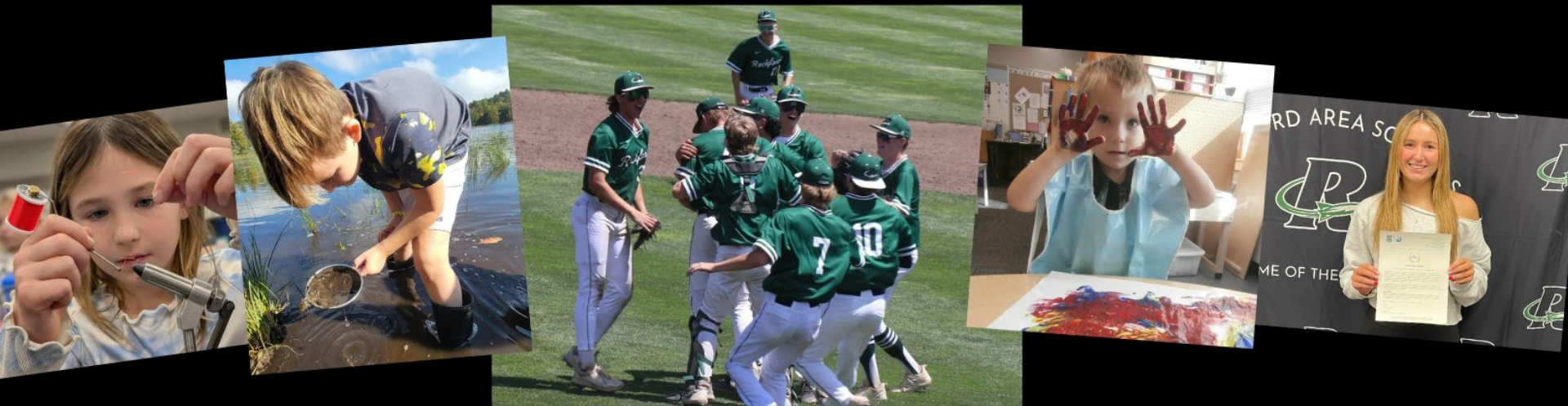




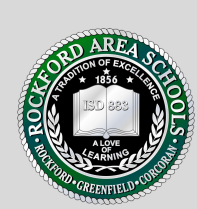
# Rockford Area Schools

*Presented by*  
***Paul Menard, Rockford High School Principal***

*June 16, 2025*



*In partnership with our communities and families, Rockford Area Schools provides challenging opportunities to engage, inspire, and educate globally minded citizens.*



# Rockford High School General Updates



# General Updates

- NHS Induction & Senior Awards
- 108th Commencement Exercises
- Curriculum Mapping, Curricular & Instructional Framework
- Intervention work at Tier 1 & 2 (push in/pull out), AVID work
- Events
  - Baseball, Softball, and Track Conference Champions!
  - All teams played deep into the playoffs, including state representation for Track
  - Rocket Block Kickball Tournament
  - IB "Testing Season" & Final Exams
  - Resource Training & Solutions CTE Innovation Grant



# Rockford High School

## 2024-2025

### Goal Setting



# Student Achievement & Growth

- **A common syllabus will be created, published, and followed.**
- We will abide by the RHS formative (30% or lower) vs. summative balance (70% or higher), IB policies, and other categories.
- Gradebooks will be set up to reflect this practice. This alignment will assist with the district instructional roadmap to map out standards, learning targets and assessments.

## Progress:

- It's so much more than syllabus and grading
- 90 day plans (adaptation of AVID model)
- Real to Ideal roadmap for AVID CCR
- Intense intervention discussions
- [Comprehensive interventions as Tier 1 student support](#)
- Student Achievement Plans implemented
- Zeroed in on students in 40-60% range, Rigor discussion tabled until Fall 2025

## Up Next:

- Define Rigor
- Develop strategic framing of gradual release and insisting on rigor
- Map 'Level 2' work on assessment, learning targets, and standards (alignment, support, audibles)
- Grading practices form and discussion (PLC)
- Engagement, Alignment, & Student Support (RAS Instructional Roadmap)



# Healthy & Supportive Environment

- **Through student-created (SLT) and adult supported (me) Josten's Renaissance challenges, creation and monitoring of expectations, and the student connectedness survey 95% of students will identify a trusted adult in the school.**

Current Data (from November):

Yes - 292 (89%)

No - 35 (10%)

New Data (from May):

Yes - 120 Agree or Strongly Agree (95.2%)

No- 6 Disagree or Strongly Disagree (4.8%)

Progress:

- MySAEBRS
- RAS Student Connectedness Survey (x2)
- Monthly Renaissance Challenges
- Cross-reference involvement in SLT, activities, clubs, community, average daily attendance
- Explored more community-building events, including an academic pep fest (potentially this spring)
- Student study through SLT, Renaissance Leadership Video series
- Identity study complete; sample slogan "What it means to be a Rocket"
  - Engage in Learning. Ignite Curiosity. Launch Your Future.

Up Next

- Engage SLT earlier next year
- Map out events/challenges for the semester
- Partner more closely with counselors, yearbook staff
- Take students to local Renaissance events



# Community, School, & Family Partnerships

- **Establish Community Partnerships to enhance and expand CP offerings, real-world connections**
- Continue to provide certification, articulated and college credit options and IB performance-credit options.
- Provide at least six career pathways for students (or as many as budget allows) by 25-26 school year

## Current Data:

6 CP Candidates

MN Grant calls for 2 additional pathways by 26-27 school year (we have identified at least 15 additional pathway options)

## Progress:

- Career Fair - expanded vendors
- Curricular connections with local businesses (Tuffy's/The Spot, interest forms at Career Fair)
- Data study on DP scores - summer '24 and ongoing in Curricular Framework/Magnet Meetings
- Data study on CIS credits - summer '24 and ongoing each spring
- Explore articulated credit/concurrent enrollment opportunities - provides college credit opportunities for students and certification requirements for CP program -Working on a partnership with UMD to offer additional math credit and a new Intro to education course to offer college credit
- Curriculum Fair presentations for families (December) and ongoing meetings with Full Diploma and Career pathway students after registration
- CTE survey indicates desire to expand across more career fields (matched with MN Career Clusters)

## Up Next:

- Develop comprehensive "Launch Your Future" campaign for early college and career preparation
- Expansion of CP programs



# Community, School, & Family Partnerships



## Current and Proposed Pathways:

### Arts, Communication, & Information Systems

- Communication Arts (IB Lang & Lit)
- Film Production (IB Film)
- Graphic Design (Photoshop Cert)
- Theater Production/Performance (IB Theater, Hennepin Arts Trust)
- Music Production (IB Music)

### Engineering, Manufacturing, & Technology

- Leadership and Organizational Management (Google Cert)
- Engineering Fundamentals (IB Physics)

### Health Science Technology

- Certified Nursing Assistant (CNA Exam)
- Athletic Training & Officiating (CPR, First Aid Cert)

### Human Services

- Educational Foundations (CIS Education & ParaPro Exam)
- Spanish Interpreter Services (External Exam for Cert)

### Business, Management, & Administration

- Business Management (IB Business Management)
- Hospitality & Tourism Management (ProSource Exam)

### Agriculture, Food & Natural Resources

- Veterinary Assistant (VA Exam)
- Craftsmanship (OSHA Safety Cert)
- Culinary Arts (ProStart Exam)





# Community, School and Family Partnerships

## *Spring International Baccalaureate Magnet Programs Updates*

### Middle Years Program (MYP)

- 144 10th grade students completed Personal Projects
- Personal Project showcased their products at our March Conferences
- Students explored DP and CP options for next year, registered for DP and elective courses accordingly

### Diploma Program (DP)

- 2 Full Diploma candidates for 2025 (results in July)
- 65 students took 125 IB external exams (over \$200,000 in tuition savings)
- 125 DP External Exams begin April 29 and last through May 21.
- 7 Junior Full Diploma Candidates have begun planning for their extended essay.
- All 10th and 11th grade Full DP candidates have had individual meetings with IB Coordinator

### Career Pathway Program (CP)

- 6 CP candidates for 2025
- New IB Career Pathway Curriculum for Fall 2025 school year
- Continuation of the State IB grant through 2026.
- **Conceptual design has begun for “Launch Your Future” Early College & Career Readiness for Fall 2025**



# Culture of Collective Purpose

- **Incorporate AVID strategies. (Fall: Focused Note-Taking; Spring: Support and Rigor)**
- When teachers purposefully frame and instruct note taking strategies, and students can demonstrate strong note taking, revision, and review skills, the student success rate will rise.
- This will be measured by comparing the student failure rate at each grade check (semesters) in the 24-25 school year vs. the rate in the same time frame as 23-24.

## Current Data:

### Fall 23:

# of F's - 281

# of students with F - 90

### Fall 24:

# of F's - 104 (63% dec)

# of students with F - 49  
(46% dec)

## Progress:

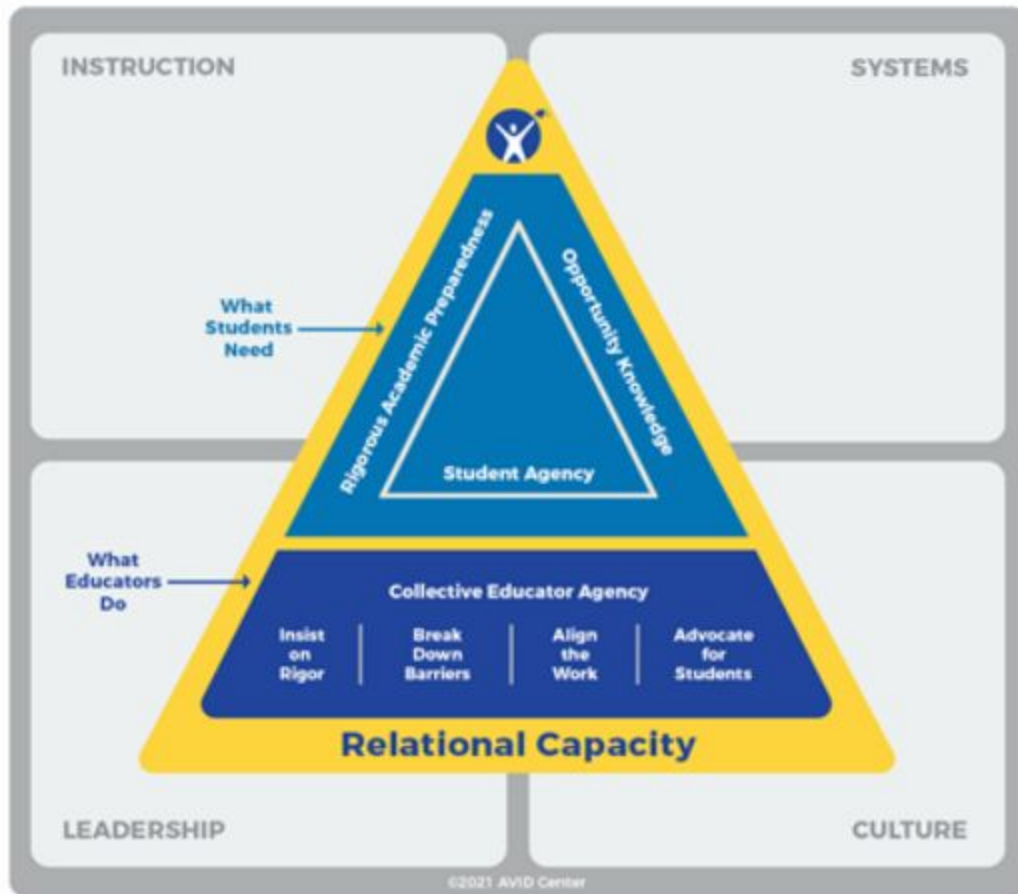
- Plan at BILT, Purpose at Staff Meetings (Wednesdays), Product shown at PLC (Thursdays); Product shared with staff (following Wednesdays)
- Meet with new teachers on select Wednesdays
- Student FNT Survey
- Exemplars of student notes
- Teacher testimonials surrounding note taking strategies implemented and correlation with student engagement
- Sept-Nov: Focused Note Taking
- Nov-Jan: Grading interventions for S1

## Up Next:

- Jan-March: Relational Capacity & Advocate for Students
- March-June: Insist on Rigor
- Additional 90 day plans will be implemented in the 25-26 school year as time and competing initiatives allow in order to further operationalize the AVID CCR at Rockford High School



## AVID College & Career Readiness Framework





# Stewardship of Resources

- **Closely monitor spending, staffing allocations, and budgets to remain within total budget projection outlook for RHS in FY25.**

## Progress:

- Monthly budget review with Olivia
- Department meetings to determine CADR offset by IB course offerings
- Pathway planning for CP
- Section projection meetings and staffing plans
- Budget transfers and careful review of orders
- Access to SMART Systems; eliminated old tracking system
- Elective prioritization process, rotation, and budget impact proposal development
- Prioritize potential elective staffing based upon student registration
- Working with CFO and Superintendent to strategically staff according to student need
- Working with CFO and Superintendent to monitor and adjust future building budget lines
- Coordinating with district directors regarding building, program, and equipment needs to support curriculum (Perkins & Equipment Grant)

## Up Next:

- Adjusting budgets to reflect changing needs (CP, grant access, etc.)



# RHS School Improvement Plan (SIP)

## ● Standards, Learning Targets, & Assessments

- Each team and individual will increase by a minimum of one level on the standards [learning scale](#) as measured in October, January, and May.
- Overall increase across all levels at RHS (October to January):
  - Standards: from 1.40 to 2.38
  - Learning Targets: from 1.36 to 2.43
  - Assessments: from 1.52 to 2.57
- Standards, Learning Targets, & Assessments will be the foundation for “Level 2” work next year

	No Evidence	Beginning	Progressing	Mastering	Excelling
	0	1	2	3	4
Standards	<b>are not linked to the class</b> , documented, or used/referenced.	<b>are linked to the class</b> and teachers are aware of what they are.	<b>are aligned to class instruction, and documented</b> in the RAS curricular map.	<b>are aligned, documented</b> and <b>include power/essential standards</b> along with standards bundles.	<b>regularly referenced</b> in monitoring, adjusting instruction both within teams and across teams (vertically). Documents are <b>go-to for new staff</b> .
Learning Targets	<b>are not linked to the class</b> , documented, or used/referenced.	<b>are linked to the class</b> and teachers are aware of what they are.	<b>are aligned to standards, constructed</b> in the RAS format, and <b>documented</b> in the RAS curricular map.	<b>are aligned, constructed effectively, documented</b> and <b>communicated</b> to students reliably in a predictable structure.	<b>are referenced throughout the lesson</b> such that student achievement and growth is impacted.
Assessments	<b>are not aligned to the standards</b> .	<b>are aligned to the standards</b> .	<b>are aligned to the standards, documented clearly</b> , and implemented as common assessments where applicable.	<b>are aligned, documented</b> , and <b>implemented effectively</b> as a way to monitor student achievement and growth on an ongoing basis.	<b>are aligned, documented</b> , and <b>implemented effectively</b> as a way to monitor student achievement and growth on an ongoing basis. Assessments are also varied to support student achievement with different assessment structures.



# RHS School Improvement Plan (SIP)

## ● Student Connectedness

- Through student-created (SLT) and adult supported (me) Jostens Renaissance challenges, creation and monitoring of expectations, and the student connectedness survey 95% of students will identify a trusted adult in the school.
  - Events reinforcing community, Say Something implementation, informal data collection (hallways, lunchroom, classroom visits)
  - Spring Student Connectedness Survey yielded a 95.2% positive response (limited number of students participated)

## ● Q-Comp Site Goal

- 30 students will show growth by decreasing their risk level (or showing significant growth within the high risk category) from Fall 2024 to Spring 2025 on the aReading test.
- 20 students will show growth by decreasing their risk level (or showing significant growth within the high risk category) from Fall 2024 to Spring 2025 on the aMath test.
  - While, statistically, the goal was met, there is some concern with stagnant scores or students 'falling backwards'
  - Further studying will occur with regard to the cut scores from Fall to Winter to Spring
  - Incentivize students who demonstrate "On Track" by allowing them not to test in future sessions



# QComp Progress Update

## FAST Reading

30	35	31	Moved UP
	28	35	Moved DOWN
	186	194	Stayed the SAME

## FAST Math

20	50	33	Moved UP
	40	33	Moved DOWN
	207	183	Stayed the SAME





**Thank You.**