



**ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION**

Building a Community for Life-long Learning

**Agenda for February 11, 2021
4:30 PM
Teleconference**

- 1. **CALL MEETING TO ORDER**
 - A. Pledge of Allegiance
 - B. Board Roll Call
- 2. **APPROVAL OF AGENDA**
- 3. **Strategic Road Map Session** **2**
- 4. **BOARD AND SUPERINTENDENT UPDATES AND ANNOUNCEMENTS**
 - A. Regular Meeting of the Board of Education: Wednesday, February 17, 2021 at 6:30 pm via teleconference. There will also be a work session at 5:30 pm on this date.
- 5. **ADJOURNMENT**

Our Building a Community for Life-Long Learning

Mission:

Our Vision: Provide a respectful learning environment in which all students achieve their highest potential for a changing world.

Rockford Board of Education

Brady Anderson
Eric Gordee
Jenny Kneeland

Amy Edwards
Jessica Johnson
Beth Praska

Superintendent Rhonda Dean



ROCKFORD AREA SCHOOLS

A Tradition of Excellence, One Student at a Time

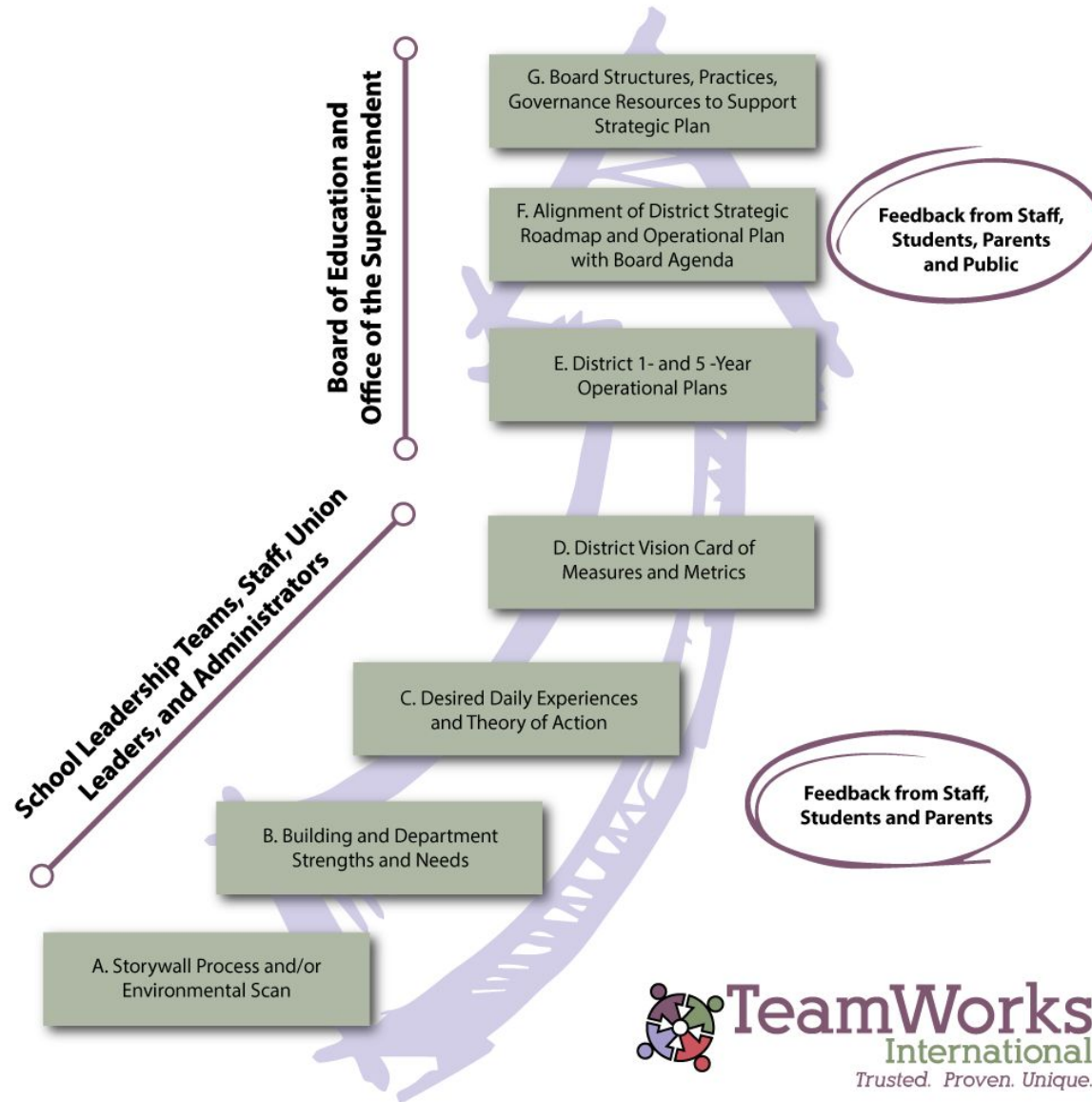
Strategic Roadmap and Plan *Board Worksession*

February 11, 2021

In partnership with



Classroom to Boardroom Strategic Planning Process





District Strategic Roadmap

Draft

<p>District Mission <i>Our Core Purpose</i></p> <p>Building a Community for Life-Long Learning</p>	<p>Core Values <i>Drivers of Our Words and Actions</i></p> <ul style="list-style-type: none"> ● Visionary leadership encourages continuous improvement ● Managing by facts, focusing on results, and creating value ● Valuing faculty, staff, students and partners ● Communicating openly and consistently with all stakeholders ● Learning-centered education
<p>Vision: <i>What We Intend to Create</i></p> <p>Rockford Area Schools will provide a respectful environment in which all students achieve their highest potential for a changing world.</p>	<p>Strategic Directions: <i>Focus of Our Improvement Efforts</i></p> <ul style="list-style-type: none"> A. Improving our educational programs and partnerships B. Aligning and developing proactive training and response protocol for increased safety and security C. Improving supports for students and their learning D. Strengthening instructional practices, processes, curriculum and assessment E. Improving parent, community and staff awareness and engagement

District Strategic Roadmap

~ sample ~

<p>District Mission <i>Our Core Purpose</i></p> <ul style="list-style-type: none"> ● To Partner <i>with our families, staff, and communities,</i> ● To Prepare <i>our students for full and productive lives,</i> ● To Become <i>empowered citizens here and around the world</i> 	<p>Core Values <i>Drivers of Our Words and Actions</i></p> <ul style="list-style-type: none"> ● Achieve <i>We strive for our best</i> ● Inspire <i>We believe in ourselves and others</i> ● Community <i>We respect our similarities and differences</i> ● Fairness <i>We provide what is right for what one needs</i>
<p>Vision: <i>What We Intend to Create</i></p> <p>XXX Community Schools intends to:</p> <ul style="list-style-type: none"> ● Create an engaging, rigorous and collaborative learning environment for our students and employees ● Develop social and emotional well-being within the entire school community ● Maintain safe and supportive partnerships with out many communities 	<p>Strategic Directions: <i>Focus of Our Improvement Efforts</i></p>

District Strategic Roadmap

~ other district samples ~

District Mission

Our Core Purpose

- XXXXXXXX Schools excels in connecting our students’ academics and learning with their natural and social environments in a nurturing community setting.

Core Values

Drivers of Our Words and

Actions

- **Integrity:** *Align actions and words with values and beliefs while respecting differences.*
- **Excellence:** *High expectations, high achievement through purposeful personal improvement. Be our best, expect our best.*
- **Students First:** *A safe, healthy environment to challenge, engage and inspire all students.*
- **Collaboration:** *Partnerships across our communities.*
- **Innovation:** *Finding new ways to excel in our communities, classroom and profession.*

Vision:

What We Intend to

Create

- XXX Public Schools will be a school district that:
- Stands apart as the leading choice in the area, one in which our communities are proud and actively involved with effective and efficient use of district resources of time, talent and finances.
- Provides each learner a safe, equitable and respectful learning environment in which one thrives with confidence, fosters excellence and a sense of belonging while honoring differences.
- Recognizes that we are all lifelong learners and thus will provide each learner with a high quality, personally relevant instruction enhanced by all members of the learning community.
- Assures each learner meets rigorous academic standards and is prepared for the future learning and success in an ever-changing society and community.

Strategic Directions:

Focus of Our Improvement

Efforts

Vision ~ What We Intend to Create

Culture

- If you talk with a neighbor or a parent on the sideline, what will you be saying about RAS academics?
- What will student to student relationships be like? Student and staff? Staff and family?
- In 2025, what will you be most proud of in RAS schools?

Work

- What will be a premier program that people will be talking about in RAS?
- What resources or instruction will you see in the classroom that will prove RAS is serving the Desired Daily Experiences of students, staff, families?
- Walk through the future facilities plan for 2025 – what will make you smile?
- What will staff say about their work and professional development?

Organization

- What are 3 words that describe how the board is supporting the academic model?
- What will communication about academics be like between school and home?
- What great things will be said internally about the academic focus of the schools?
- What will the external community and realtors say about the school's academics?

REVISED VISION STATEMENT

-

Core Values ~ Drivers of Our Words and Actions

WHAT'S THE DIFFERENCE BETWEEN BELIEFS AND VALUES?	
BELIEFS	VALUES
Beliefs don't need proof	Values stem from our beliefs
Beliefs are assumptions we make about others and ourselves	Values govern the way we behave and interact with others
Beliefs grow from what we experience and think about	Values are things we deem important
Beliefs affect our morals	Values affect behaviour and character

Robyn Roste - "What's the Difference between Beliefs and Values?"

Additional Examples

Accountability:	<i>To fulfill one's roles and responsibilities and be responsive to the results.</i>
Adaptability:	<i>engaging in flexible, continuous and purposeful change grounded in data</i>
Collaboration:	<i>working together for common goals</i>
Collaboration:	<i>operating with a preference and capacity for partnership across our community</i>
Community:	<i>it's about all of us, all the time</i>
Compassion:	<i>to show empathy, generosity, kindness, patience and sensitivity</i>
Courage:	<i>facing challenges with hope & persistence</i>
Courage:	<i>to do what is right and to support each other in courageous thought and action</i>
Courtesy	<i>Doing and saying the right thing at the right time in the right way despite challenges, adversity, or conflicting self interests.</i>
(Appreciation of) Diversity:	<i>to recognize and honor the dignity of each individual; to celebrate differences among culture, gender, ability; to work cooperatively with others and to resolve conflicts.</i>
Equity	<i>utilizing the strength found in a diverse world for high quality learning</i>
Engagement:	<i>showing up fully present with a Mission-focus and Values-driven attitude</i>
Excellence:	<i>to be our best, expect our best</i>
Excellence:	<i>high expectations for all and in all we do</i>
Excellence:	<i>to be inspired daily to become the very best we can be</i>

Excellence:	A relentless and intentional effort in continuous improvement.
Expectations:	<i>I will set a high bar for myself and others in learning, behavior, commitment to do one's best and service to others and community</i>
Innovation:	<i>finding new way to excel</i>
Innovation:	<i>Purposeful, courageous, continuous improvement through research and action.</i>
Integrity:	<i>I will do the right thing...even when no one is looking</i>
Integrity:	<i>by staying true to our convictions in all that we say and do even when no one is watching</i>
Integrity:	<i>Doing the "right thing" at all times with honesty and authenticity</i>
Integrity:	<i>Always aligning our actions with our values and beliefs.</i>
Joyful Learning and Joyful Work:	<i>unlocking human potential through joyful expression in our daily work and learning</i>
Kids First:	<i>Students' diversity and needs drive decisions and actions</i>
Knowledge:	<i>Skilled in accessing, navigating and using a broad array of facts and viewpoints from a global perspective</i>
Learning:	<i>Continuous, meaningful, and challenging effort that results in student success.</i>
Partnership:	<i>I will engage in relationships and action which empowers learning for ALL</i>
Partnership:	<i>Together, we achieve more than alone</i>
Respect:	<i>I will honor the uniqueness of myself and others, treating others as we wish to be treated</i>
Respect:	<i>pride in who we are, accepting of our differences</i>
Respect:	<i>in thought and action for the individual, for humanity and for the global community we all share</i>
Responsibility:	<i>Shared stewardship of and accountability for our words, acts, choices and results</i>
(Shared) Responsibility:	<i>Working together interdependently and collaboratively, learning from one another, entrusting one's self interest to another, and taking ownership for our individual and collective actions and decisions.</i>
Stewardship:	<i>Care and responsibility for our natural and social environments</i>
Wisdom:	<i>using our knowledge and experience to elevate our contributions for the benefit of students, staff and community</i>

REVISED CORE VALUES



Mission ~ Our Core Purpose

1. Who do you serve?
2. What do you specifically do for those you serve?
3. Why do you do what you do?
4. How do you do what you do?

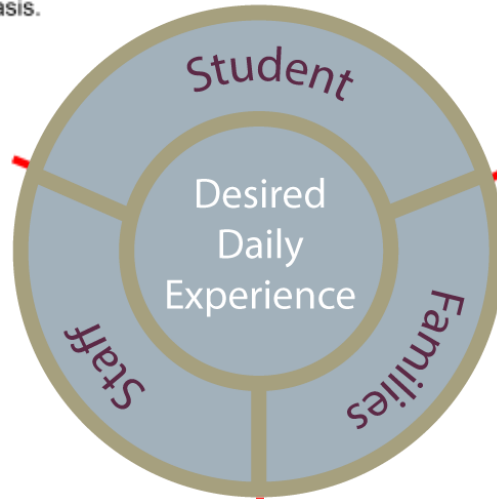
REVISED MISSION STATEMENT



Desired Daily Experiences

1. I am supported and cared about by staff and have open communications.
2. My teacher appreciates working for Rockford Area Schools and arrives ready and eager to engage in the process of teaching and learning.
3. I am challenged and held to high expectations in my efforts, both academic and personal.
4. I am engaged and actively learning relevant content for my future and I enjoy it.
5. I have opportunities to solve problems individually and collaboratively know and feel that I am improving and growing.
6. I feel that I belong, I am safe, I am valued, and I am respected.
7. I am a part of a safe learning environment that allows me to take risks and make mistakes by fostering my voice and providing choice whenever possible.
8. I am afforded the opportunity to demonstrate school spirit on a regular basis.

1. I am supported by colleagues, administrators, and families.
2. I have access to professional development opportunities, resources, and training, which allow me to improve as a professional.
3. I am empowered and supported to take calculated risks.
4. I have the tools to positively impact students everyday.
5. I am engaged with my work which leads me to feel fulfilled.
6. I have a clear understanding of what my role is in influencing student success.
7. I am provided honest and consistent feedback.
8. I have consistent access to communications and transparency in decision making process.
9. My contributions are recognized and my input matters.
10. I am part of a safe and welcoming environment that promotes collaboration, positive collegial relationships, and inclusive team dynamics.
11. I am allotted time to develop continuing goals to serve students effectively.
12. My diverse background, opinions, and strengths are valued.



1. I am informed, welcomed, and valued.
2. I trust staff, teachers and administration.
3. Digital and print resources help me remain connected to my student's progress and school happenings and know how to access them.
4. My student develops social skills through creative and collaborative activities.
5. My student develops problem-solving skills and life skills through a purposeful emphasis on relevant, real-world application ensuring they are college and career ready.
6. My student is excited to attend school and is able to engage in their learning.
7. My student is appropriately challenged and supported through enrichment and intervention programs.
8. My student has the access and opportunity to participate in a variety of extracurricular activities.
9. My student is: valued, known, respected, safe, and supported academically, socially, and emotionally.
10. I believe the school and district has cohesion, consistent messaging, and a vibrant culture.

Theory of Action

If we	Hold students to high expectations and support them through the use of flexible, personalized, and persistent strategies across multiple settings	and
If we	Create inclusive environments where students and families feel safe being themselves, feel like they belong, feel valued, and have a voice	and
If we	Respond to adversity with calm determination and engage in collaborative problem-solving to teach our learners that they can be resilient	and
If we	Create a culture where staff and students are challenged and empowered to take calculated risks	and
If we	Ensure a curriculum that represents real-world applications and skill building demonstrable of adult experiences to emphasize college and career readiness	and
If we	Support the social, emotional, and academic growth for students, staff, and families through a culture of collaboration, trust, and safety	and
If we	Ensure transparency, collaboration, and effective communication	and
If we	Give students a voice and some choice in their learning	and
If we	Engage students in active learning that uses relevant content for their future	
Then	We foster a system of teaching and learning in which all learners thrive, know their worth, and contribute to their workplace, families, and communities as global citizens.	



District VisionCard

~ DRAFT ~

Area	Measure	Wt. %	Level 1 Intervention 1.0 – 1.9	Level 2 High Concern 2.0 – 2.9	Level 3 Minimally Acceptable 3.0 – 3.9	Level 4 Progressing 4.0 – 4.9	Level 5 Vision 5.0 +
S T U D E N T S	Students report feeling safe and respected			60% of students feel safe and report feeling respected based on surveys			>90% of students feel safe and report feeling respected based on survey
	Students are actively involved in their school community		<39% of students are involved in co-curricular and/or extra-curricular activities	40% of students are involved in co-curricular and/or extra-curricular activities	50% of students are involved in co-curricular and/or extra-curricular activities		>85% of students are involved in co-curricular and/or extra-curricular activities
	Students are encouraged to take risks and challenge themselves to advance their learning			40% of students take advantage of challenging assignments, enrichment classes, advanced course work or highest level on standard-based rubric			>85% of students take advantage of challenging assignments, enrichment classes, advanced course work or highest level on standard-based rubric
	Students report that learning is enjoyable, relevant, and challenging (engaging) on a daily basis.			>60% of students report that learning is enjoyable, relevant and challenging on daily attendance			>90% of students report that learning is enjoyable, relevant and challenging based on daily attendance.

S T A F F	Staff report being engaged, including feeling 1) supported, 2) empowered, 3) and recognized, through engagement interviews / surveys.	<60%	60-69% of staff report being engaged.	70-79% of staff report being engaged.	80%-90% of staff report being engaged.	>90% of staff report being engaged.
	Staff attending offered PD opportunities	<30%	30-45%	45-60%	60-75%	>75% of staff attend one or more PD opportunities
	Cyclical use of performance evaluations, Q Comp, and SMART goals.	<60% of leaders utilize cyclical performance evaluations and goals.	60-69% of leaders utilize cyclical performance evaluations and goals.	70-79% of leaders utilize cyclical performance evaluations and goals.	80%-90% of leaders utilize cyclical performance evaluations and goals.	>90% of leaders utilize cyclical performance evaluations and goals.
	Cyclical and time sensitive District and department communications and updated online centralized resources.	<60%	60-69% of departments develop and deliver at a minimum quarterly staff communications.	70-79%	80%-90%	>90% of departments develop and deliver at a minimum quarterly staff communications.
	Number of policy violations, injury reports, school climate complaints.	Baseline incidence number is not reduced	Reduce baseline incidence number by 5%	Reduce baseline incidence number by 10%	Reduce baseline incidence number by 15%	Reduce baseline incidence number by 20%
F A M I L Y	Attendance at all school events <ul style="list-style-type: none"> ● Family/Teacher Conferences ● Fine Arts Events ● Sporting Events ● Academic Events ● Open Houses 	<20% attend n=student*1	20-40% attend n=student*1	41-69% attend n=student*1	70-79% attend n=student*1	>80% attend n=student*1
	Ongoing yearly data: student grades, CRI, grad rates, enrollment, enrichment offerings, intervention needs, college and career acceptance, MCA/MTAS/ACT, and individual attendance	Downward data trend of >5% in any data area	Downward data trend in any data area	Flat-line trend data in individual data areas	Upward trend in data of at least 3 percent in individual data areas	Upward trend in data of > 5% in any data areas
	Social media & communications analytics-measure by "likes?", "engagements?", "shares?"	<40% active readership and social engagement weekly	30-40%+ active readership and social engagement weekly	41-59% active readership and social engagement weekly	60-69% active readership and social engagement weekly	>70% active readership and social engagement weekly
	Annual satisfaction survey: academic experience, safety, cultural acceptance, and district/building communications	<44% approval rating in each area	45-54% approval rating in each area	55-64% approval rating in each area	65-74% approval rating in each area	>75% approval rating in each area

Rockford Area Schools
District 3 Year Operational Plan DRAFT
 January 2021

Strategic Directions:	2021-22 SY	2022-23 SY	2023-24 SY
A. Improving our educational programs and partnerships	Learning Work Initiatives <ul style="list-style-type: none"> ● RMS-CES: Greenhouse and curric. ● Change to Chill Grant ● Culturally Responsive Classrooms ● Distance Learning option 	Learning Work Initiatives <ul style="list-style-type: none"> ● 	Learning Work Initiatives <ul style="list-style-type: none"> ●
	Implementation Work Initiatives <ul style="list-style-type: none"> ● IB Career Program Rigorous & Relevant Learning <ul style="list-style-type: none"> ○ Reflective Project ○ External Presentation ○ Pathway Mentor ● RHS Partners: RiverWorks, Bankwest, Global MN ● District Wide Benchmark Tests 	Implementation Work Initiatives <ul style="list-style-type: none"> ● RMS-CES: Greenhouse and curriculum ● Change to Chill Grant ● Culturally Responsive Classrooms 	Implementation Work Initiatives <ul style="list-style-type: none"> ●
	Standard Work Practices <ul style="list-style-type: none"> ● IB ● OJT at RHS ● Reading - REAMS ● REAMS Magnet Partners and Arts experiences ● RMS-CES: Baker Park, U of M, Deep Portage, Three Rivers Parks, Wright Co. Soil and Water ● RMS-CES Planner 	Standard Work Practices <ul style="list-style-type: none"> ● REAMS Magnet Partners ● RMS-CES: Baker Park, U of M, Deep Portage, Three Rivers Parks, Wright Co. Soil and Water ● IB Career Program Rigorous & Relevant Learning <ul style="list-style-type: none"> ○ Reflective Project ○ External Presentation ○ Pathway Mentor 	Standard Work Practices <ul style="list-style-type: none"> ● REAMS Magnet Partners ● RMS-CES: Baker Park, U of M, Deep Portage, Three Rivers Parks, Wright Co. Soil and Water ● IB Career Program Rigorous & Relevant Learning <ul style="list-style-type: none"> ○ Reflective Project ○ External Presentation ○ Pathway Mentor

	<ul style="list-style-type: none"> ● NWSISD & Regional Centers of Excellence (RCE) ● RMS-CES: Makerspace ● STRIVE ● WEB & LINK 	<ul style="list-style-type: none"> ● RHS Partners: RiverWorks, Bankwest, Global MN ● RMS-CES: Makerspace ● District Wide Benchmark Tests ● STRIVE ● WEB & LINK ● RMS-CES Planner 	<ul style="list-style-type: none"> ○ EL Model of service ● RHS Partners: RiverWorks, Bankwest, Global MN ● RMS-CES: Makerspace ● RMS-CES: Greenhouse and curric. ● District Wide Benchmark Tests ● Change to Chill Grant ● STRIVE ● WEB & LINK ● Culturally Responsive Classrooms ● RMS-CES Planner
B. Aligning and developing proactive training and response protocol for increased safety and security	Learning Work Initiatives <ul style="list-style-type: none"> ● New hire safety and security training ● After School safety and security model ● Cyber security initiative and audit 	Learning Work Initiatives <ul style="list-style-type: none"> ● 	Learning Work Initiatives <ul style="list-style-type: none"> ●
	Implementation Work Initiatives <ul style="list-style-type: none"> ● Active shooter ● Crisis TEAM Training 	Implementation Work Initiatives <ul style="list-style-type: none"> ● 	Implementation Work Initiatives <ul style="list-style-type: none"> ●
	Standard Work Practices <ul style="list-style-type: none"> ● Reunification ● Crisis Plan ● Return to Work Process ● Crisis TEAM Protocol 	Standard Work Practices <ul style="list-style-type: none"> ● 	Standard Work Practices <ul style="list-style-type: none"> ●
C. Improving supports for students and their learning	Learning Work Initiatives <ul style="list-style-type: none"> ● Student led communications ● RHS Rocket Block (intervention, enrichment, IB core) ● Credit Recovery for RHS students ● SEL curriculum 	Learning Work Initiatives <ul style="list-style-type: none"> ● Increase school spirit ● 	Learning Work Initiatives <ul style="list-style-type: none"> ●
	Implementation Work Initiatives <ul style="list-style-type: none"> ● Title 1 ● Infer 	Implementation Work Initiatives <ul style="list-style-type: none"> ● RHS Rocket Block (intervention, enrichment, IB core) 	Implementation Work Initiatives <ul style="list-style-type: none"> ●

	<ul style="list-style-type: none"> ● PBIS 	<ul style="list-style-type: none"> ● Credit Recovery for RHS students ● SEL curriculum 	
	<p>Standard Work Practices</p> <ul style="list-style-type: none"> ● SEL training - At staff and admin retreats ● Equity for safe belonging ● REAMS and RMS level 3 Sped program ● iTeam 	<p>Standard Work Practices</p> <ul style="list-style-type: none"> ● SEL curriculum 	<p>Standard Work Practices</p> <ul style="list-style-type: none"> ● Credit Recovery for RHS students ● RHS Rocket Block (intervention, enrichment, IB core) ● SEL curriculum
<p>D. Strengthening instructional practices, processes, curriculum and assessment</p>	<p>Learning Work Initiatives</p> <ul style="list-style-type: none"> ● EL Model of service ● Data Analysis 	<p>Learning Work Initiatives</p> <ul style="list-style-type: none"> ● Review Teacher Evaluation Practices 	<p>Learning Work Initiatives</p> <ul style="list-style-type: none"> ●
	<p>Implementation Work Initiatives</p> <ul style="list-style-type: none"> ● Staff Development ● Standards Based Grading-RMS 	<p>Implementation Work Initiatives</p> <ul style="list-style-type: none"> ● K-12 Math curriculum ● EL Model of service ● Data Analysis 	<p>Implementation Work Initiatives</p> <ul style="list-style-type: none"> ● K-12 Science curriculum
	<p>Standard Work Practices</p> <ul style="list-style-type: none"> ● Teacher Evaluations ● Benchmark testing ● PLC ● Differentiated and continual Technology PD ● 1:1 Devices 	<p>Standard Work Practices</p> <ul style="list-style-type: none"> ● Standards Based Grading-RMS 	<p>Standard Work Practices</p> <ul style="list-style-type: none"> ● EL Model of service ● Data Analysis
<p>E. Improving parent, community and staff awareness and engagement</p>	<p>Learning Work Initiatives</p> <ul style="list-style-type: none"> ● Develop marketing and communications plan <ul style="list-style-type: none"> ○ Communication for parent and staff ● Community Expo 	<p>Learning Work Initiatives</p> <ul style="list-style-type: none"> ● Diversity Parent training (CPEO) ● Engagement Survey Cyclical Action Planning ● Review Staff Performance Evaluations 	<p>Learning Work Initiatives</p> <ul style="list-style-type: none"> ●
	<p>Implementation Work Initiatives</p> <ul style="list-style-type: none"> ● Job description review & benchmark 	<p>Implementation Work Initiatives</p> <ul style="list-style-type: none"> ● Communications position 	<p>Implementation Work Initiatives</p> <ul style="list-style-type: none"> ●

		<ul style="list-style-type: none"> ● Identify, attract and retain high quality, diverse staff 	
	<p>Standard Work Practices</p> <ul style="list-style-type: none"> ● Strategic planning ● Social media ● District website review and update ● District staff awareness and procedures ● Technology infrastructure update plan ● Campus Security ● Job descriptions update ● Staff recognition ● Negotiations and benefits ● Staff Performance Evaluations 	<p>Standard Work Practices</p> <ul style="list-style-type: none"> ● 	<p>Standard Work Practices</p> <ul style="list-style-type: none"> ●

District ActionCard

January 2021

Name of Project or Initiative:
Owner/Coordinator of Project:

Strategic Direction:

Vision of Project or Initiative Completed (Narrative and Numbers)

Steps	By When	By Whom	In-Place Barriers or Delays

Current Reality (Narrative and Numbers)

Rockford Area Schools
District and School Standard Work
(Recent Initiatives and Improvements now completed)

Elementary	Secondary	District
•	•	•
<u>What Needs to Leave</u>		
Work, Resource, Services	Organizational Structure, Practices, Protocol	Cultural Beliefs, Assumptions, Identity
•	•	•

Rockford Area Schools
School Board Work Plan 2021-22 to 2023-24 SYs
 January 2021

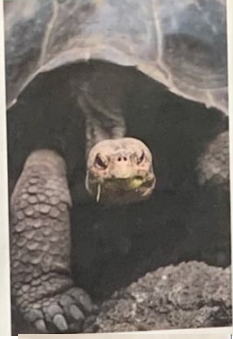





School Board Roles of:	2020-21	2021-22	2022-23	2023-24
District Policy	●	●	●	●

Operations Oversight - Annually	●			
Operational Oversight - Unique	●	●	●	●

School Board Roles of:	2020-21	2021-22	2022-23	2023-24
Board Governance	●	●	●	●
Supt Relations	●	●	●	●
Public Engagement - Annual	●			
Public Engagement - Unique	●	●	●	●

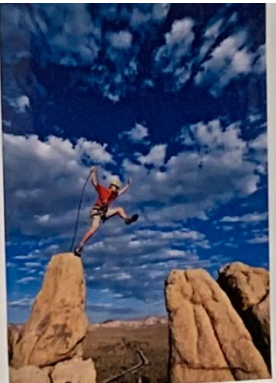
Appendix

StoryWall

Period	Major Events/Actions of Rockford Area Schools	Observations/Characteristics	Lifecycle(s)
1988 To 1997	<ul style="list-style-type: none"> ● Al Moen, superintendent era <p>1988 – 1990</p> <ul style="list-style-type: none"> ● Terry Stansfield as ES Principal (began Fall 1986) ● Harold Greseth – MS Principal ● Persona as drug school ● No air conditioning (AC) at ES, AC sporadic at MS, HS ● Small School ● Fall 1988 Smoking in lounge, coffee breaks <p>1997</p> <ul style="list-style-type: none"> ● ES K-4 to K-3 ● MS 5-8 to 4-6 ● HS 9-12 to 7-12 ● Bond passed fall 1989 ● Move to copy machine from mimeograph ● Established RAAA mid 1980's as summer ball program ● 1989 Spanish added @ HS (German only prior) <p>1990 – 1991</p> <ul style="list-style-type: none"> ● Robert Ness, HS Principal ● Music ● Apple color computers ● 1991 Fall Connections Program <p>1991 – 1995</p> <ul style="list-style-type: none"> ● 1970 portables removed at ES and classrooms added ● Renovations to RHS gyms, RMS additions ● ES additions ● Auditorium ● Partners in Education – parent group ● Teacher budget \$200/year ● Teacher scandal 1990 – leave ● Fall 1992 John Headlee, HS Principal ● 1994 – Roman Pierskalla <p>1995 – 1997</p> <ul style="list-style-type: none"> ● Strong music program; John K., Rosie T., Steve V. ● Principal scandal <div style="display: flex; justify-content: space-around; align-items: center;">       </div>	<ul style="list-style-type: none"> A. Growth of community and housing. Superintendent longevity. Building admin B. Stability and commitment to district and community. Rewarded w/growth + music recognition. Aris C. Growth/stability/community pride and support D. Blurring professional boundaries 	<p>Go-go ☑ stability</p> <p>And</p> <p>Go – Go ☑ adolescence</p>

	<ul style="list-style-type: none">● Rockford housing growth started● Arlene Mutterer, Business Manager retired● 95-96 Eric Schroeder – Curriculum Director● Ralph Halvorson AD		
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<p>1998</p> <p>To</p> <p>2011</p>	<p>Superintendents</p> <ul style="list-style-type: none"> ● Al Moen to 2000 ● Kristin Anderson 2000-2005 ● Mike Smith, 2005-2010 ● Paul Durand, 2010-2019 ● Rhonda Dean, 2019-present <p>RHS Principals</p> <ul style="list-style-type: none"> ● Roman Pierskalla – left in 2005 ● Eric Williams – started in 2005 ● Ryan Jensen – started in 2007 ● Mathew Scheidler – started in 2014 ● Rhonda Dean – started as interim in 2018 ● Paul Menard – started as interim in 2020 <p>RMS Principals</p> <ul style="list-style-type: none"> ● Harold Greseth – left in 2005 ● Marie Flanary – started as principal in 2005 ● Amy Denneson – started as principal in 2012 ● Bobbi Anderson-Hume – started in 2017 <p>REAMS Principals</p> <ul style="list-style-type: none"> ● Terry Stansfield – left in 2006 ● Brenda Nyhus – started in 2006 <p>1996-1999- Many new hires</p> <p>May 2000 – Bond vote passed for REAMS & RCC</p> <p>2001 – 21st Century grand – afterschool program</p> <p>2002 – REAMS new building open and RCC (open)/RHS remodel</p> <p>2004 – REAMS become arts magnet school through NWSISD</p> <p>December 2004 – ED foundation established</p> <p>2005 – Grocery store closed ☹; lots of building – homes/developments in early 2000’s</p> <p>2010– ADEDK began and 2-tier bussing – (2-tier busing from 2001-2008)</p> <p>Levy referendums failed in 2003, 2004, 2005, 2008 and finally passed one</p> <p>2009 (4 failed before passing 5th attempt)</p> <p>Enrollment rose and then fell – (correlation to referendum failing??). Big exodus in 2006-07 after 3rd failed referendum.</p> <p>Enrollment</p> <p>2000 – 1697 students</p>	<p>A. Influential</p> <ol style="list-style-type: none"> 9-11 Columbine 4 levies failed NWISD Building New Elem RCC School colors changed back – Rocket pride <p>B. Behaviors</p> <ol style="list-style-type: none"> Grew community involvement & pride/assist w/levy Image – reworked Acceptance of new ideas <p>C. Visual</p> <ol style="list-style-type: none"> Marketing Systems <p>D. Community support/Involvement</p>	<p>1998-2005 – Prime/Stability</p> <p>2005-2011 - Aristocracy</p>
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in

2001 – 1751 students
2002 – 1738 students
2003 – 1744 students
2004 – 1735 students
2005 – 1699 students
2006 – 1622 students
2007 – 1605 students
2008 – 1580 students
2009 – 1529 students
2010 – 1544 students
2011 – 1513 students

2010 - \$4/gallon gas; “100” button/billboards/marketing/videos/Rockford GREEN

2011 RMS – CES becomes STEM magnet through NWS

2011 – Qcomp; Rockee; SASI/Infinite Campus

Other






- REAMS – standards based grading
- NWISD
- Failed referendum
- Really bad staff morale 2005-10
- Decline in enrollment – open enrollment
- Semesters – trimesters – semesters
- 1997 – 2019(?) – 11 referendums only 3 passed
- State BBB 2005ish
- Negotiations stigma – compared to Delano & Wayzata and negotiate limits on growth press
- Pawlenty policy
- Recession 2009
- President election – stress/divide

2010-2011 – school colors – gold dropped – only green, white w/black accent




9-11-2001

Columbine



<p>2012</p> <p>To</p> <p>2016</p>	<ul style="list-style-type: none"> ● 2011-2012 Middle school to STEM ● 2012 – Bond vote + middle school renovations + high school commons + other renovations + athletic fields/gymnastics facilities ● 2012 - Vandalism – manure ● Sandy Hook – school shooting 2012 ● HS gymnastics opens new gym @ MS in fall 2013 ● 2014 – New community education coordinator; new HS principal; new Director of Teaching and Learning (full time) and MS principal full time (still taught course) ● By 2015 (fall) no HS gymnastics program ● Winter flooding @ REAMS 2016-2017 ● End of 2016-17 – Amy Denneson left MS principal; culture changed ● Rocktoberfest 2016 ● Levy vote 2016 failed (operating and tech) ● 2016 IB grant submission ● Graduation changes (2017) – Softball/baseball – 17/92 missed graduation 2016 ● 2012 & 2016 presidential elections ● Staff talent show ● Cowboys burned down ● Instability + cuts ● Staff leaving / new hires ● Cut HS dean position; HS office staff shifted, cut 2 account clerk at DO, 1.5 at HS, other support staff positions reduced ● Bond Referendum failed Feb 2012 bit passed in Nov 2012 ● Student enrollment rises <ul style="list-style-type: none"> ○ 2012 – 1577 students ○ 2013 – 1596 students ○ 2014 – 1654 students ○ 2015 – 1670 students ○ 2016 – 1684 students ● PIE folded ● Change in diversity of students ● 5th grade to RMS ● Rocket Power ● Staff restrictions on usage ● Stop tech membership ● Stop foreign language at MS 	    	<p>Most influential?</p> <ul style="list-style-type: none"> ● Bond in 2012 ● Newness! ● Pride! ● Tension/confusion <p>Rewarded behaviors?</p> <ul style="list-style-type: none"> ● Make-do ● Community of “survivors” <p>Success Characteristics</p> <ul style="list-style-type: none"> ● Pride ● Unity: parents, staff, kids ● Staff bonds <p>Failure Characteristics</p> <ul style="list-style-type: none"> ● Continued community skepticism ● Continued stigma/misinterpretation ● Staff departures: \$, doubt, uncertainty, demand on staff 	<p>2011 buildings are our babies – infancy</p> <p>2016ish - Bureaucracy</p>
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	<ul style="list-style-type: none"> ● Created social media presence ● Wellness initiative ● ADEDK enrollment increasing and is now state funded ● Roller coaster ● Fear and no feedback ● Food Truck Trailer ● Q-comp – leadership changes (stretched) ● Signage posted district-wide ● Golf tournament on last workday – well attended prior to ??? ● Levy referendum failed 2016 		
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<p>2017</p> <p>To</p> <p>2020</p>	<ul style="list-style-type: none"> ● Levy referendum failed – 2017 ● Passed one question levy in 2018 (technology question failed) ● 2017-2020 – steady (decline?) enrollment <ul style="list-style-type: none"> ○ 2017 – 1679 students ○ 2018 – 1688 students ○ 2019 – 1637 students ○ 2020 – 1635 students (current) ● January 2017 – 2016 presidential election ● 2017 – Bond construction projects ended ● September 2017 – addition of safety specialists @ HS ● November 2017 – Dist./building leadership changes (DTL, SPED, RMS, RHS, buildings and grounds) ● Spring 2018 – land sale, failed bond ● Summer 2018 – Purchase 3 comp. charts ● 2018-2019 Increase in staff training (re-implemented) ● 2018-2019 - Vaping ● 2018 Open Dollar General & Clay’s Restaurant ● November 2018 Passed school levy – w/tech levy failed ☐ increased/restore (DO secretary, Secondary, EL) staff positions and raises ● 2018-2019 - increase in school funding ● 2018-2019 – (summer) – added classrooms @ HS; increase in student mental health concerns ● September 2018 – Trimesters ☐ semesters ☐ schedule changes (take away MW started with homework help) ● 2018 – Maker space at RMS ● 2018 & 2019 Wrestling & gymnastics team ● 2019-2020 – Focus on School safety ● 2019-2020 K-12 NW suburban transportation ● 2019-2020 – Contract negotiations ● 2019-2020 - Added 7 FTE ● 2019-2020 – wage theft regulations/interpretation ☐ hurt hourly employees; change in MN Governor (teacher) ● September 2019 – Resources officers implemented; Board change/turn-over ● October 2019 – IB grant awarded ● November 2019 – Mutual separation w/superintendent ● 2019-2020 - Departure routine ● 2020 – power standards ● 2020 – MS standards based grading 	   <ul style="list-style-type: none"> A. Passed levy 2018 ☐kept us afloat ☐Security of staff/programming – stability B. Innovation @ MS & HS C. Collaboration – hard work paid off D. Unafraid of change ☐ more opportunities E. Feeling overwhelmed w/big changes F. Fear of unknown G. Tech levy failing H. Limits on resources I. Wage theft regulation ☐impacted morale 	<p>2018-2019 – Early bureaucracy</p> <p>2020 – Go-Go</p>
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	<ul style="list-style-type: none">● 2020 – Greenhouse approval to build● HLC possible change in requirement● Tiered license process		
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Rockford Area Schools
Environmental Scan
 March, 2020

Key Strategies	Edge	Emerging	Established	Ebbing
Culture	<ul style="list-style-type: none"> ● Keep the same rules - consistency please? ● Embrace - how can we make that work? ● Problem solving process and POV over "no" ● Listen to (and eventually implement) ideas and visions for change and innovation ● Culture <ul style="list-style-type: none"> ○ Standards based grading ○ New admin ○ IB ○ Homework Help ● Marketing mindset ● School violence ● Social media ● Small company mindset and structure ● Enrollment growth/differentiation (institutional) ● Ecommerce ● Student centered learning ● Levy passing is funding stability 	<ul style="list-style-type: none"> ● Dyslexia ● ↑ diversity ● Equity ● Leadership shifts ● School safety 	<ul style="list-style-type: none"> ● Variety of extracurricular activities ● Piano program at REAMS ● Extracurricular ● Close relationships ● Values ● Access to opportunities ● Traditions ● Logo images ● Rocket pride ● Boosters ● River days 	<ul style="list-style-type: none"> ● Fear of budget cuts year after year ● Staff use of RCC during given times free of charge ● Community/district level trust/mistrust ● Staff golf outing at end of school year

Organization	<ul style="list-style-type: none"> ● Housing development ● Business investment in Rockford ● Establish clarity in "rules" and processes ● Career related studies ● Green house ● Community expo v2 ● Salt brine ● Advertising revenue ● Technology investment ● E-learning ● Technology / social media ● Established community partnerships ● Serendipity ● Innovative mindset ● Unfunded mandates 	<ul style="list-style-type: none"> ● RMS grading ● Pandemics - virtual classroom?? i.e. corona virus ● IB implementation ● Social media/web presence ● Curriculum fair 	<ul style="list-style-type: none"> ● Q-comp mentor/mentee PLC's ● Board meeting ● Relationships - River works, 1000 hearts ● Programs ● Strive mentor program ● Establish policies ● NWSISD - Northwest Suburban Integration School District ● DFS - dollars for scholars ● ED foundation ● Community Ed ● STEM showcase - Arts and Academics ● RAAA ● REAMS - RMS/CES ● Lions ED fund ● Music partners 	<ul style="list-style-type: none"> ● Dean of students at all buildings ● Paper communications ● AP classes ● Curriculum committee? ● Variety of building level staff development decision making ● Tuition free ADED Kindergarten ● Traditional grading at MS ● Community expo ● Hourly employees state law restrictions and impact to district ● Community Ed secretary
Work	<ul style="list-style-type: none"> ● Cam crop accelerator node ● System for staff development and follow thru ● Value - practical solutions from experts ● Relevance ● Metric based operations ● Mobile society ● The term..."Readiness" 	<ul style="list-style-type: none"> ● Tech 1:1 ● SRO's ● 25:2 partnership ● Time clock plus ● Rockee buddy maker space 	<ul style="list-style-type: none"> ● Establish ARTS - REAMS/STEM ● MAWSECO ● Programs FFA ● Gifted/talented ● CIS and other college ready curriculum ● Graduation in the RCC ● Interactive white board and voice amp. 	<ul style="list-style-type: none"> ● Paper communications ● Overhead projectors ● Prairie Fire Theater ● 4CT ● MS musical ● Foreign languages i.e. German and French ● FACS class ● Hourly employees state law restrictions and impact to district

**Edge and Emerging
Key Trends and Influences**

- Technology
- Social media
- Levy passing
- Student central learning
- Ecommerce
- Enrollment growth
- Est. community partnerships
- Serendipity (chrome books vs. apples)
- Innovative mindset
- Small company mindset structure
- Unfunded mandate
- Equity
- Relevance
- Mobile society
- The term "readiness"
- School violence - influencer on what we are working on, e.g. SRO's/cameras

**Established and Ebbing
Key Trends and Influences**

- Lack of community participation
- Strong parent support
- Partnerships
- Funding
- Technology advancements
- Work around for wage theft law
- Federal/State laws
- Staffing fluctuations
- Change in curriculum and professional development procedures
- Demographic shift ↓ - transportation impact