

# Rockford Public Schools

2017 – 2018  
4TH ANNUAL REPORT

State of Teaching and Learning



**Rockford Public Schools**

Quality Community – Quality Schools  
*Together Building a Tradition of Excellence*



# Rockford Public Schools

## STATE OF TEACHING AND LEARNING REPORT

### August / September 2018

Welcome back to another school year. The purpose of this report is to reflect upon the 2017-18 school year and to prepare for the 2018-19 school year. Looking back on 2017-18, there were many successes. This report will focus in on teaching and learning, with the understanding that teaching and learning take place before, during and after school.

As we look ahead to the 2018-19 school year, there will be many opportunities for improvement. RPS has a goal to have every student college and career ready. Also, it is our responsibility to work with students, parents and the community to have our students "life ready".

It is my hope that we celebrate all of the good things and remain committed to doing even greater things in the upcoming year. Thanks for all that you do, and thank you for your commitment to our mission.

*"The mission of the Rockford Public Schools is to provide a safe teaching and learning environment which will ensure, with the support of the students, parents and community, that all students, upon graduation, will have the academic and social skills to be successful, lifelong learners in a global society."*

## 2017-18 BOARD OF EDUCATION

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## STUDENT ACADEMIC ACHIEVEMENT

### M-Step and SAT/PSAT

The 2017 M-STEP results are listed below. The 2018 results have not been released. However, we are able to compare ourselves to the county and to the state. Below please find the data for RPS, the county and state for M-STEP testing. Thank you to Tom Hosford for coordinating these assessments. (Located on the next page are the PSAT 9, PSAT 10 and SAT scores from the spring of 2017).

### Rockford-Kent ISD – State 2017 M-STEP

*(2018 data was not available at the time of printing)*

| 2017                  | RPS        | KISD | STATE |    |
|-----------------------|------------|------|-------|----|
| <b>ELA</b>            | 3rd grade  | 58   | 49    | 44 |
|                       | 4th grade  | 66   | 49    | 44 |
|                       | 5th grade  | 64   | 55    | 51 |
|                       | 6th grade  | 66   | 49    | 43 |
|                       | 7th grade  | 59   | 48    | 45 |
|                       | 8th grade  | 68   | 52    | 48 |
| <b>MATH</b>           | 3rd grade  | 69   | 52    | 46 |
|                       | 4th grade  | 70   | 47    | 44 |
|                       | 5th grade  | 57   | 38    | 35 |
|                       | 6th grade  | 57   | 37    | 34 |
|                       | 7th grade  | 59   | 39    | 36 |
|                       | 8th grade  | 63   | 38    | 33 |
| <b>SCIENCE</b>        | 4th grade  | 26   | 18    | 14 |
|                       | 7th grade  | 35   | 26    | 22 |
|                       | 11th grade | 52   | 38    | 33 |
| <b>SOCIAL STUDIES</b> | 5th grade  | 26   | 24    | 21 |
|                       | 8th grade  | 53   | 34    | 31 |
|                       | 11th grade | 70   | 51    | 46 |

The College Entrance Assessments for our high school students transitioned from ACT and PLAN to the SAT/PSAT for the spring of 2017 with all freshmen completing the PSAT 9, all sophomores completing the PSAT 10 and all juniors completing the SAT. This is a new assessment and format for our students and district. We look forward to analyzing the data and improving our future instructional practices. To help our juniors transition into this new assessment, the decision was made to have them complete the PSAT in October of 2016. The 10-12 Building has also transitioned from the ACT Prep course to the newly named STEPS course to help juniors gain valuable exposure and practice of the new assessment. We feel it was a very successful transition to the SAT/PSAT assessments!



Rockford Public Schools

# PSAT 9, PSAT 10 SCORES FOR ALL STUDENTS SPRING 2018

| PSAT 10  | RPS | STATE |
|--|-----|-------|
| Mean Total Score (320 to 1520)                                 | 975 | 925   |
| Mean Evidenced-Based Reading and Writing (160 to 760)          | 495 | 467   |
| Mean Math (160 to 760)   | 481 | 458   |
| <i>(County data was not available at this time)</i>            |     |       |
| PSAT   | RPS | STATE |
| Mean Total Score (240 to 1440)                                 | 959 | 872   |
| Mean Evidenced-Based Reading and Writing (120 to 720)          | 484 | 440   |
| Mean Math (120 to 720)   | 474 | 432   |
| <i>(State and County data were not available at this time)</i> |     |       |

### Identified Subgroups

Identified subgroups are recognized for standardized testing to make sure that all students are making progress. RPS has two identified subgroups as defined by the Michigan Department of Education. The two are “students with disabilities” and “economically disadvantaged”. Additionally, all districts in Michigan must monitor “the bottom 30”.

Below please find targeted strategies that the school improvement planning team will implement this school year. Based upon student achievement, additional strategies will be implemented.

- Strategies for students with disabilities
  - Elementary: IEP Programming, Response to Intervention, Math Ten Marks
  - Secondary: IEP Programming, Team Teaching, Math Ten Marks, Middle School Connect
- Strategies for economically disadvantaged
  - Elementary: Title I programming
  - Secondary: District Pyramid of Interventions, Middle School Connect, Student Assistance Team Planning
  - \*2014/15 and thereafter formation of a district committee that attended a county workshop with intent to inform district on most effective instructional practices for ED students*
- Strategies for Bottom 30
  - Elementary: Response to Intervention
  - Secondary: Pyramid of Interventions, Middle School Connect, Student Assistance Team Planning

### NWEA Assessment: Measuring What Matters

MAP® Growth™ measures what students know and informs what they’re ready to learn next. By dynamically adjusting to each student’s responses, MAP Growth creates a personalized assessment experience that accurately measures performance. Timely, easy-to-use reports help teachers teach, students learn, and administrators lead. Putting assessment into action means using MAP Growth data to pinpoint the instructional areas students are ready to tackle—whether they’re on, above, or below grade level. Teachers can use the data to differentiate instruction and pinpoint individual student needs. Higher level reports give administrators the context to drive improvement across entire schools and systems. MAP Growth reports reveal how much growth has occurred between testing events and, when combined with norms, shows projected proficiency. Educators can track growth through the school year and over multiple years.



## Students earning college credit

### Concurrent Enrollment Program Description

- Ferris State University and Grand Valley State University general education courses offered at Rockford High School
- Classes taught by RHS faculty reviewed, approved, and prepared by FSU and GVSU
- College courses are identical in content and rigor to classes offered on FSU and GVSU campuses
- Courses are offered during regular school day to fit the RHS schedule
- \$130/credit hour (one-third tuition)

### Application

- Interested RHS students screened and recommended by RHS administration
- RHS students fully admitted to FSU or GVSU based on 18 ACT or 19 on ACT Plan test
- Must maintain 2.0 GPA to remain in program

### Finances

- RHS faculty employed and paid by RHS as part of regular contract
- RHS pays student tuition

### Advantages for RHS Students

- College study begins in the supportive home environment
- Students will experience the rigor of university-level curriculum
- Students graduate with FSU or GVSU transcript and up to 30 credits of general education courses
- Students can graduate with one year of college completed and without student debt

#### Class Offerings at FSU

| 2015/16        | 2016/17        |
|----------------|----------------|
| English 150    | English 150    |
| Literature 150 | Literature 150 |
| Math 220       | Math 220       |
| Math 230       | Math 230       |

#### Enrollment at FSU

|                              | 2015/16    | 2016/17    |
|------------------------------|------------|------------|
| ENG 150                      | 69         | 160        |
| LITR 150                     | 13         | 6          |
| MATH 220                     | 13         | 23         |
| MATH 230                     | 6          | 2          |
| MATH 320                     | 6          | 2          |
| <b>CE Enrollments TOTALS</b> | <b>107</b> | <b>193</b> |

#### Grades for FSU Offerings

|          |                 | A       | B       | C     | D     | F     |
|----------|-----------------|---------|---------|-------|-------|-------|
| ENGL 150 | 2016-17 (15-16) | 47 (38) | 38 (20) | 7 (7) | 1 (0) | 1 (0) |
| LITR 150 | 2016-17 (15-16) | 3 (7)   | 2 (5)   | 0 (0) | 0 (0) |       |
| MATH 230 | 2016-17 (15-16) | 0 (4)   | 0 (1)   | 0 (1) | 0 (0) |       |
| MATH 220 | 2016-17 (15-16) | 14 (9)  | 7 (4)   | 1 (0) | 1 (0) |       |
| MATH 320 | 2016-17 (15-16) | 0 (4)   | 1 (1)   | 1 (1) | 0 (0) |       |

#### Class Offerings at GVSU

| 2015/16 | 2016/17                       |
|---------|-------------------------------|
| N/A     | Medical Terminology<br>Health |

#### Enrollment at GVSU

|                     | 2015/16 | 2016/17 |
|---------------------|---------|---------|
| Medical Terminology | N/A     | 25      |
| Health              | N/A     | 25      |

#### Grades for GVSU Offerings

|                     |         | A  | B | C | D | F |
|---------------------|---------|----|---|---|---|---|
| Medical Terminology | 2016-17 | 20 | 5 |   |   |   |
| Health              | 2016-17 | 18 | 5 | 2 |   |   |



### Advanced Placement *(the 2018 data was not available at the time of printing)*

The Advanced Placement program at RHS provides opportunities for students to earn college credit. As you will see below, our students are provided AP testing opportunities in 18 different testing areas. The chart below captures the number of students that participated in the classes and success rate for each subject area. The chart below lists the 2017 results. Thank you to Rachel Kreuze, High School Counselor, for coordinating this program. (In parenthesis are the results from the previous year).

| Scores                             |          |          |          |        |      |             |
|------------------------------------|----------|----------|----------|--------|------|-------------|
|                                    | 5        | 4        | 3        | 2      | 1    | Total exams |
| Number of Exams                    | 260(267) | 206(196) | 190(179) | 68(65) | 5(5) | 729(712)    |
| Percentage of Total Exams          | 36(38)   | 28(28)   | 26(25)   | 9(9)   | 1(1) | 100(100)    |
| Number of AP Students              | 172(177) | 186(176) | 170(158) | 59(65) | 5(5) | 599(581)    |
| Subject Totals                     | 5        | 4        | 3        | 2      | 1    | Total exams |
| Studio Art: 2-D Design Portfolio   | 1(2)     | 3(3)     | 4(8)     | 2(1)   |      | 10(14)      |
| Studio Art: 3-D Design Portfolio   |          |          | 1 (0)    |        |      | 1 (0)       |
| English Language and Composition   | 11(19)   | 49(29)   | 50(36)   | 23(24) |      | 133(108)    |
| English Literature and Composition | 9(7)     | 12(12)   | 21(19)   | 1(3)   |      | 43(41)      |
| European History                   | 3(1)     | 3(2)     | 4(4)     | 1(2)   |      | 11(9)       |
| Psychology                         | 36(31)   | 34(34)   | 12(13)   | 10(10) | 2(0) | 94(89)      |
| US Government and Politics         | 37(24)   | 11(7)    | 6(14)    | 2(1)   |      | 56(46)      |
| United States History              | 37(26)   | 27(38)   | 12(28)   | 2(9)   | (1)  | 78(102)     |
| Calculus AB                        | 56(63)   | 12(13)   | 8(3)     | 1(1)   | 0(1) | 77(81)      |
| Calculus BC                        | 30(31)   | 2(2)     | 3(0)     |        |      | 35(33)      |
| Statistics                         | 9(22)    | 12(20)   | 17(11)   | 7(3)   | 1(0) | 46(56)      |
| Biology                            | 2(1)     | 3(4)     | 14(8)    | 7(1)   |      | 26(14)      |
| Chemistry                          | 8(15)    | 16(11)   | 19(18)   | 4(2)   | 0(1) | 47(47)      |
| Physics C: Mechanics               | 14(12)   | 4(3)     | 2(3)     |        |      | 20(18)      |
| French Language and Culture        |          | 1(0)     | 1(0)     |        |      | 2(0)        |
| German Language and Culture        | 1(1)     | 0(3)     | 5(2)     | 8(6)   | 2(0) | 16(12)      |
| Spanish Language and Culture       | 6(8)     | 17(11)   | 11(9)    | 0(2)   |      | 34(30)      |

### Summary of A.P. results

*(2018 data was not available at time of printing, see building principal for any information that you need)*  
– Approximately 490 students took 791 tests in 17 testing areas, with 90% scoring a 3, 4, or 5 (which makes the students eligible to earn college credit).

### Dual enrollment

The dual enrollment program allows students to earn high school credit while taking college courses. Below are the courses and number of students that participated this past year:  
– 27 students enrolled in 29 courses

### Graduation rate

Listed below is the graduation rate for the Class of 2018. Additionally, included are the number of graduates for each program: (previous year in parenthesis)

- RHS – 596 graduates (612 graduates)  
– 97.39% graduation rate (98.4%)
- River Valley Academy – 30 Graduates (26)
- Rockford Adult Education – 8 graduates (4)



### Guaranteed diploma

RPS is the only school district in Michigan that requires students to pass a basic skills test in math and reading to earn a diploma. Students that do not pass this competency test earn a certificate of completion. The following is written on the inside cover of every graduate's diploma: "The Rockford Public Schools guarantee that a student who earns a Rockford High School diploma, will possess the basic job entry level skills in reading and mathematics, as defined by the school district's competency tests to the satisfaction of the employer based on the following:

1. The excellent and comprehensive educational opportunities available to Rockford students.
2. The graduation requirements that all students must pass with 70 percent proficiency, a reading and mathematics test in addition to the course requirements in order to qualify for a Rockford High School Diploma.

If an employer who hires a Rockford graduate does not believe that the graduate has adequate reading or mathematics skills to do his/her job, the employer should contact the Rockford superintendent of schools at 863-6320. The superintendent will contact the graduate and offer remedial classes in the area that he/she is deficient free of charge through the adult education program."

### Course failure rate

The chart below displays the course failure rate for Rockford High School. As you will see, the average percentage of courses failed for each of the past two years is about 2%.

|                          | 2016-17 | 2017-18 |
|--------------------------|---------|---------|
| Total grades             | 35,618  | 27,045  |
| Number of failed courses | 636     | 277     |
| % of courses failed      | 1.79%   | 1.02%   |

### Percentage of students furthering their education beyond high school

The data for the Class of 2017 graduation class is listed below. These numbers are obtained from the Senior Summary worksheet. They are based upon the completed surveys of 560 respondents. (Previous year in parenthesis).

- Responded to Senior Survey: 540
- 66% four-year college (65%)
- 18% two-year college (23%)
- 4% tech/trade (2%)
- 5% employment
- 1% military
- 6% other/undetermined

*"Live as if you were to die tomorrow.  
Learn as if you were to live forever."*

*-Mahatma Gandhi*



## ADDITIONAL STUDENT DATA

### • Student Behavior - Suspension/Expulsions

|                   | Total # of Suspensions | Total # of Suspensions Due to Bullying | # of Expulsions |
|-------------------|------------------------|--|-----------------|
| <b>ELEMENTARY</b> |                        |  |                 |
| Belmont           | 9(2)                   | 0(0)                                   | 0(0)            |
| Cannonsburg       | 5(2)                   | 0(0)                                   | 0(0)            |
| Crestwood         | 13(8)                  | 2(1)                                   | 0(0)            |
| Lakes             | 1(6)                   | 0(1)                                   | 0(0)            |
| Meadow Ridge      | 57(21)                 | 1(4)                                   | 0(0)            |
| Parkside          | 10(6)                  | 0(0)                                   | 0(0)            |
| Roguwood          | 6 (17)                 | 2(0)                                   | 0(0)            |
| Valley View       | 57(7)                  | 2(0)                                   | 0(0)            |
| <b>Total</b>      | <b>158 (69)</b>        | <b>7 (6)</b>                           | <b>0 (0)</b>    |
| <b>SECONDARY</b>  |                        |  |                 |
| ERMS              | 53 (38)                | 0(1)                                   | 0(0)            |
| NRMS              | 109 (107)              | 0(0)                                   | 1 (0)           |
| FC                | 61 (34)                | 5 (5)                                  | 1 (2)           |
| 10-12 building    | 67(116)                | 0(6)                                   | 0 (2)           |
| RVA               | 71 (150)               | 0(1)                                   | 0(1)            |
| <b>Total</b>      | <b>361 (445)</b>       | <b>5 (13)</b>                          | <b>2 (5)</b>    |

### Reasons for expulsions

- Inappropriate use of electronic devices 0 (2)
- Prescription drugs/marijuana – possession, transfer, sale 2 (1)
- Inappropriate behavior 0 (1)
- Gross misbehavior, insubordination, profanity 0 (1)

### Student attendance

Parents and students know the importance of daily attendance related to high performance in the classroom. As a result, our DK-12th grade attendance is approximately 97.39%.



## Facts at a Glance

- Estimated annual budget: \$83,330,158
- Student enrollment: 7969
- District staff: 991
- 2018 graduates: 608
- Rockford Education Foundation grants: \$1,300,000.00 since 1991 inception
- Number of buses: 82
- Number of students transported: 4675
- Average number of lunches served each day: 6,000
- District encompasses 100 square miles
- Approximate population: 42,062
- Property taxable value: 1,849,646,726

## Student Enrollment by School

- Belmont Elementary: 370
- Cannonsburg Elementary: 197
- Crestwood Elementary: 478
- Lakes Elementary: 525
- Meadow Ridge Elementary: 504
- Parkside Elementary: 295
- Roguewood Elementary including Spanish
- Immersion Program: 660
- Valley View Elementary: 631
- East Middle School: 781
- North Middle School: 992
- Freshman Center: 640
- High School: 1818
- River Valley Academy: 50
- Region 1 Transition Service Program: 50

## Students involved in co-curricular

The research related to students involved in co-curricular activities is very clear. Students that are involved in co-curricular activities feel more connected with their school and perform better in the classroom. Listed below is a summary of the activities students in grades DK-12 are involved in: (Clubs that were new in 2017-18 are in bold)

### DK-5

- Odyssey of the Mind
- Gifted and Talented
- Ram Buddies
- Caught being Nice
- Student Council
- Green Team
- Write Prize
- Girls on the Run Bible Club
- Music Club
- Safeties
- Relay for Life
- WatchDOGS
- Mileage Club Early Act
- Ski Club
- Jump Rope for Heart
- Recycle and Recreate
- Special Olympics
- News Club at Roguewood
- Earth Team
- ASAP Classes
- Bucket Band
- Talent Show
- Art Attack Participants
- Guitar Club
- Cub Rock Theater
- **Recess Clubs**
- **Coding Clubs**
- **Hand2Hand**
- **Kids Hope**
- **Community Helpers**
- **Battle of the Books**
- **Daisies for K girls**

### 6-8

- Intramurals
- Athletics
- Odyssey of the Mind
- LEO Lions
- After School Program
- Spanish Club
- Ram Buddies
- Special Olympics
- Teen Leadership
- Intramurals
- Reverb
- Book Club
- Fine Arts

### 9-12

- Anime Club
- Drawing Club
- Photography Club
- Intramurals
- Odyssey of the Mind
- Drama Club
- Gay Straight Alliance
- Interact Thirsting to Serve
- Secular Student Alliance
- German Club
- Leo Club
- Fellowship of Christian Athletes
- Close Up
- Progressive Students Group
- Excelsior Club
- Writing Club Math Club
- Rockford Political Activism Coalition
- Casting off the Cold
- Programming Club
- Women's Awareness Club
- Athletics Fine Arts
- Renaissance Club
- Student Council
- Art Club
- Yu-Gi-Yo Club
- Dodgeball for Heart
- Whose Line Is It Anyway (Improvisation club)
- **HS Art Show**
- **Freshman Play**
- **Dungeons & Dragons Club**
- **Open Circle Fellowship**



### Participation in High School Athletics

- 2017-18 had 55% of students participate (58%)

*\*Participation numbers do not include club sports participation: Dance, Equestrian, Rugby*

### Participation in High School Band

- 2017-18 had 322 students (258 students)

### Participation in High School Choir

- 2017-18 had 244 students (261 students)

### Participation in High School Theater

- 2017-18 Drama club has on average 20 participants
- 2017-18 Thespian Festival had 41 students attend (double last year) and 20 students competed in individual events
- 2017-18 had approximately 200 students involved in the productions. Also, there were over 50 volunteer parents.
- 2017-18 4 extra-curricular performances
  - Fall show: Zombie Prom
  - The musical: Godspell
  - The spring play: Boeing Boeing
  - Freshman play: April Fish

*This year we enjoyed having Tom Kaechele, a GRCC professor, guest direct our spring play*





## Successes in Athletics

|                      | 2016-17             | 2017-18         |
|----------------------|---------------------|-----------------|
| OK Red Championships | 15                  | 12              |
| MHSAA District       | 7                   | 6               |
| MHSAA Regional       | 13                  | 12              |
| MHSAA State Champs   | 5/1*                | 3               |
|                      | Girls Swim and Dive | Boys Water Polo |
|                      | Boys Water Polo     | Girls Crew      |
|                      | Gymnastics          | Girls Lacrosse  |
|                      | Girls Crew          |                 |
|                      | Girls Lacrosse      |                 |
|                      | *Boys Rugby (club)  |                 |

## Successes with Instrumental Music

### Marching Band

- 1st place at MCBA State Finals (best Visual Performance, best General Effect, tied for best Music Performance)
- 1st Place at all local competitions
- Performed at the 91st Annual Macy's Thanksgiving Day Parade

### Concert Bands

- 8 students were selected to participate in the Grand Rapids Youth Symphony
- 4 students were select to perform with the MSBOA All-State Band or Symphony Orchestra at the Michigan Music Conference
- 7 Students were selected to perform at the Michigan Youth Arts Festival in May (6 in Honors Band, 1 in Honors Jazz Band)

### Winter Guard

- 4th year of existence
- Started 2nd (JV) winter guard
- Both teams placed 1st or 2nd at every local event
- Varsity placed 4th in their division at MCGC State Finals
- JV placed 2nd in their division at MCGC State Finals

*"Education is the most powerful weapon which you can use to change the world."*

*-Nelson Mandela*



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## Strings Program

– Our orchestra program has just completed its 4th successful year in the Rockford district. Our performances this year included holiday concerts, a district-wide concert involving all of our RPS orchestra students, 6th grade solo-festivals at both middle schools, NRMS Arts night, pre-festival clinics with guest adjudicators, and participation in MSBOA events including middle school and high school solo and ensemble festivals, district and state-level orchestra festivals, and participation in the MSBOA District 10 Honors Orchestra.

Our MSBOA orchestra festival performances received superior ratings at both the middle school and high school levels. All ensembles received outstanding comments from festival adjudicators and from directors of other orchestras participating in the festival; these comments included admiration for the level at which Rockford students are performing as well as praise for the Rockford School District for beginning an orchestral strings program. Rockford Middle School Orchestra students also performed for local events such as the Rockford EXPO, a West Michigan Whitecaps game, and the ERMS National Junior Honors Society Induction ceremony.

One highlight from this year has been the opportunity to collaborate with local composer, Greg Scheer through an orchestral composer-in-residence program that was funded by the Rockford Education Foundation. Thanks to REF, our Rockford orchestra students had the opportunity to work with a Mr. Shear multiple times over the course of this year to learn about composition, and Mr. Shear created a new composition specifically for our Rockford Orchestra program.

Another highlight from this academic year: Our NRMS and RHS orchestras have the opportunity to spend a day in clinics with The Moxie Strings, an internationally acclaimed performing ensemble who will be spending a full day working with RPS orchestra students on June 5.

Orchestral teaching responsibilities in the district are shared between Erin DeYoung and Allison Holden with Erin De Young teaching the orchestra classes at the FC/HS and ERMS, and Allison Holden teaching orchestra classes at NRMS. Erin De Young and Allison Holden work hard to bring continuity to the orchestra program by collaborating closely in planning for daily lessons as well as for performances. In addition, the orchestra teachers intentionally spending time teaching, assisting, and observing in each other's classrooms.

The orchestra students and directors are grateful for the continual support of the RPS administration, the RPS school board, and the RPS community as is evidenced by the beautiful new orchestra room at East Rockford, and the newly refurbished orchestra room at the High School. Over the past four years, our RPS orchestra program has grown from 71 students in 2014-15 to 272 students in the 2017-18 school year, and we anticipate continued growth and success as we move into a new academic year.



## Jazz Band

- Attended CMU's Jazz Weekend Festival in February
- Attended WMU's Jazz Festival
  - Named in the Top 4 Bands of the Day
  - Outstanding soloists: Jay Polakowski, Camden Ferguson, Max Rambo, Cam Shope, Asa Huffaker
- Received Superior Ratings at District 10 and State Jazz Festivals
  - Max Rambo – Outstanding Recognition, Cam Ferguson – Outstanding Recognition, Cam Shope – Outstanding Recognition, Joel Burns – Outstanding Recognition, Charlotte Best – Outstanding Recognition
- Attended MSU's Essentially Ellington regional Jazz Festival
  - Outstanding soloists: Jay Polakowski, Camden Ferguson, Max Rambo, Cam Shope, Asa Huffaker
- Joel Burns selected to be Lead Trumpet in the 2018 All-State Jazz Band
- Cam Shope selected to be Lead Trombone in the 2018 All-State Jazz Band and 2018 Michigan youth Arts Jazz Band
- Cam Shope selected to be Lead Trombone in the 2018 All-State Jazz Band and 2018 Michigan youth Arts Jazz Band
- Michael Simonton selected to attend the MSU Bog Band Symposium Jazz Camp
- Charlotte Best, Max Rambo, Joel Burns, Asa Huffaker, and Cam Shope selected to perform in the District 10 All Star Big Band performing at the Grand Rapids Festival of the Arts
- The RHS Jazz Band was featured in Concert with MSU Professor of Jazz Saxophone Diego Rivera
- The RHS Jazz Band was featured once again with MSU Guest Artist in Residence saxophonist Steve Wilson and the MSU Bebop Spartan Big Band

## Successes in Choirs

- Rockford Aces (directed by Jed Scott) featured at the American Choral Directors Association Michigan conference
- Rockford Freshman Choir (directed by Renee Vande Wege) featured at the Michigan Music Conference
- Beatles Cabaret
- Two students in MSVMA Vocal Jazz Honors Choir
- District Choral Festival
  - Freshman Choir – II Division Rating
  - Chamber Singers – I Division Rating
  - Chorale – I Division Rating
  - Advanced Treble Ensemble – I Division Rating
  - Treble Chorus – I Division Rating
- State Choral Festival
  - Chorale – I Division Rating
  - Treble Chorus – I Division Rating
  - (Chamber Singers and Advanced Treble Ensemble – AP Testing Conflicts)
- Commissioned new work from Andrea Ramsey – SATB and flute – in memory of RPS employee Jan Egbert
- District and State Solo and Ensemble
- Tenth Anniversary of the Rockford Aces (directed by Jed Scott)
- Rockford Touring Choir – ITALY – Spring Break 2018, including a performance at St. Peter's Basilica (Milan, Venice, Florence, Bologna, Orvieto, Rome)

*"Educating the mind without educating  
the heart is no education at all."*

*-Aristotle*



### Successes in Theater

- Michigan State Thespian Festival: we received 10 superior ratings, the highest possible award.
- Our students were offered 12 different scholarships during Thespian Festival
- Zombie Prom was selected to perform at the Michigan State Thespian festival. We traveled our entire show, set and all, to 20 Monroe Live where we performed for hundreds of theater students from all over the state. Two shows from the state were selected for this honor.
- Michigan Youth Arts Festival: because of their superior rates, Emily Page and Jack Fix were selected to participate in MYAF.
- Donovan Jewell and Anna Kurtz were selected to compete in the Sutton Foster Ovation Awards (Michigan High School Musical Theater awards)
- Kaelynn Earnest and Zombie Prom were Awarded Best Costume Design in the state
- Gayla Fox and Zombie Prom were Awarded Best Set Design and Best Lighting Design in the state (we were the only school to earn multiple awards)



## LEADERSHIP SUPPORT

RPS is a very progressive school district. Led by Dr. Shibley, the philosophy has always been “we will get better each school year”. In our attempt to improve each year, we know that we must work as a team and each member of the team is responsible for providing leadership with district committees. Thank you to the leaders listed below:

### Board of Education Curriculum Committee

2017-18 Committee Members – Geoff Downs Chair, Laura Featherston and Lisa Kreager

Additional Board of Education members –David Keller, Nick Reichenbach, Tim Lewis, Miles Postema

### Curriculum Cabinet

The Curriculum Cabinet continues to meet 2-3 times each school year. The purpose of the group is to dialogue and make decisions related to Curriculum, Instruction, and Assessment. As a result, the cabinet has approximately 55 members – primarily building administrators, grade level leaders and department heads.

### AdvancED School Improvement

RPS continues to follow the District AdvancED School Improvement Model. Two years ago we hosted a visitation team with members from across the country. Visitations take place every five years.

As Rockford Public Schools continues to work on the next cycle of continuous improvement, we will be integrating the findings from our first review into future plans for improvement as defined by the following Improvement Priorities:

- Continue to develop a plan to update and improve the infrastructure to support emerging technologies and enhance the instructional program for students at all levels.
- Continue to develop and implement a systematic plan focused on training professional and instructional support staff in the interpretation and use of data to improve instructional practice.

Rockford Public School system has successfully addressed financial constraints and professional development needs while providing effective leadership and stable governance. The clear focus on student achievement, character development, and co-curricular participation by all students serve as a strong basis for future actions and continuous improvement. One part of the first exit report highlighted a significant strength of Rockford Public Schools was in the area of leadership capacity. According to the evaluators Rockford Public Schools scored the highest in the country in this important area of school improvement.

### Classroom Learning Labs

One of the important strategies in the implementation of a Common Instructional Model is having staff and administrators participate in a classroom learning lab. A Classroom Learning Lab is a model of job-embedded professional development that pairs trained facilitators with classroom host teachers that work together to increase student achievement through peer observations of best practice. The observations are followed up with professional conversations. Classroom learning labs are so successful because this form of professional development is specific to teacher concerns, supports district initiatives and is presented in non-threatening ways. The learning lab structure empowers teachers professionally and encourages ongoing collaboration with colleagues. Thank you to Jamie Bakita and the DK-12th grade principals for leading this initiative.

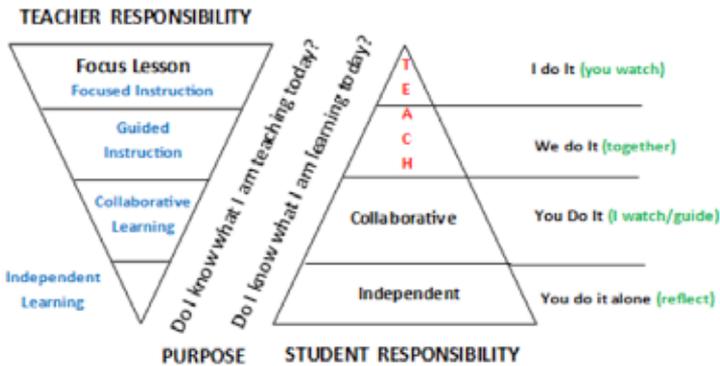
### Highlights:

- Focus on purpose statements related to the common instructional model
- Collegial conversations
- Classroom carryover
- Focus on deeper collaboration
- Staff buy-in due to peer observations
- Positive survey results



## Common Instruction Model

The three main areas of the curriculum department include: curriculum, instruction and assessment. We are continually working to ensure alignment with what we teach, how we teach it, and how we assess if students learned what we want them to have learned. We are in the process of updating our district created common curriculum maps and common assessments across the grade levels. This work insures the intentional teaching and fidelity of assessments across the district. We continue to provide targeted professional conversations around the topic of excellence in instruction. Our focus on a common instructional framework and how the use of Purpose Statements/Learning Targets, Performance Tasks, Success Criteria, Productive Group Work, and Accountable Talk creates clarity for both teaching and learning. Thank you to Nicole Peterson, Jamie Bakita, DK-12 principals, and the district facilitators for all of their efforts and dedication to this initiative. Below please find a visual representation of the process.



## Development of a Technology Plan

The passage of the 2014 Bond Proposal has allowed RPS to expand and improve in the usage of technology to improve teaching and learning. Our 17 pilot programs are experiencing success now that we have implemented our elementary technology program in the fall of 2016. We are right on schedule for the implementation of the technology plan for grades 6-12 in the fall of 2017.

## District Reading Director

The Rockford Reading Department is made up of strong literacy advocates including four reading specialists, two cognitive coaches, and 14 reading interventionists at the elementary level. The director of the department serves as the principal of Lakes Elementary and is also the district Title I coordinator. Our district has implemented a comprehensive K-5 Response to Intervention program over the past eleven years and this year we entered our second year working on an RTI pilot at our sixth grade level. The reading department along with our special services department work as a strong team to coordinate these efforts. This year the department successfully implemented the Third Grade Reading Law requirements including having Individual Reading Plans for all student who qualified at the K-3 level. They also implemented and provided resources for Jan Richardson's guided reading practices in grades K-2 through quality professional development provided by the MDE Early Literacy grant funding. Three years ago our district had a highly successful Title I audit and continue to benefit from what we learned through that process. Finally, we are proud to have members of our reading department staff present at state and local conferences such as Kent Reading Council and the Michigan Reading Association conference regarding best practices. Thank you to Sharon Wells for her leadership with this important initiative.



## **Gifted & Talented**

The Gifted and Talented Department continues to provide programming and services for students and teachers in kindergarten through eighth grades. Programming is based on student ability and achievement and is designed to develop depth and complexity in student thinking. Teacher support is provided through professional development, one-to-one support and differentiated curriculum development. In kindergarten through second grade, high-achieving readers with strong verbal aptitudes receive interventions once per week. In grades third through fifth, students with strong reasoning ability and high achievement in reading and math are identified as gifted and participate in a half-day pullout program once per week. In sixth grade, identified students receive inclusion-based curriculum extension and support. Advanced and accelerated classes are screened for and supported by the GT Department in sixth through eighth grades. These advanced classes are: 6th grade Pre-Algebra, 7th and 8th grade Language Arts, Science and Social Studies.

## **Response to Intervention (RtI)**

RtI provides extensive support for the general education classroom at the Tier 1 level and intervention services for students flagged through the universal screening and progress monitoring process for Tier II and III. All of our buildings follow a comprehensive process for supporting literacy at the K-5 grade levels which is run through the Collaborative Action Teams (CAT) led by our building principals and supported by the school psychologists, speech and language pathologists, resource room teacher, reading specialists and/or interventionists, and general education teachers. This year we continue to be excited about the expansion of our Response to Intervention (RtI) process to include math at the K-3rd grade levels at all of our buildings. Thank you to Kirsten Myers for leading this initiative.

## **Positive Behavior Intervention and Supports**

PBIS, Positive Behavior Intervention and Supports, is a part of a Multi-Tiered System of Supports and utilizes the Response to Intervention framework. The basic framework of PBIS has been implemented in all of our elementary schools and at East Rockford Middle School (Character Counts) and NRMS and is developed specifically to support positive student behaviors. The process builds upon individual classroom management plans and provides a continuum of positive behavior support and character education for ALL students in ALL settings such as the classroom, hallways, restrooms, cafeteria, and playground and for arrival and departure purposes. The PBIS process promotes a positive, safe and effective school environment while preventing behavior problems with students. We look forward to the continued work with PBIS and related data provided to support our building climate and culture. This process is also led by our building principals and PBIS teams and continues to decrease discipline referrals. Thank you to Kirsten Myers for leading this initiative.

## **DK-5 Core Department Leaders/Grade Level Leaders**

### **Math**

The Common Core State Standards continue to be presented and assessed in grades K through 5 with Everyday Math's EM4 curriculum. NWEA Maps testing at grades 2-5 also compliment teachers progress through the grade level standards and is used to inform instruction. With the recent elementary implementation of technology providing 1:1 devices and access to the digital resources within the Everyday Math program for all grades, we expect to see continued gains in our student's growth and achievement. Professional development for a Math Workshop Model continue for all teachers through accessing ISD resources and teacher-led sessions offered during the district provided professional development.

### **Writing**

Reflections on Work from the Writing Committee 2017-18:

Piloting NWEA Language and Usage assessment to gather data decision making process to support instruction (2nd grade through 8th grade)

Updating all Writing Curriculum Maps (DK-5th)

Moving to MAISA Units of Study as an instructional resource (DK-5th)



## Science

Rockford Public Schools elementary teachers continue to incorporate Battle Creek Science Kit Units into our curriculum. Though we will maintain an emphasis on “hands-on” science investigation, we continue to work closely with the KISD to understand the Next Generation Science Standards and its impact on science instruction. Additionally, through the use of Schoology, our district LMS, teachers have access to all assessments, student journals and teachers’ manuals as an electronic resource. We continue to communicate with BCAMSC to stay informed on any additional changes they plan to make as it applies to the science kits and the NGSS. This past August we had additional professional development for our teachers relating to the updated Life and Physical Science Kits. We continue to rotate over 190 science kits throughout the district refurbishing those kits five times over the course of the school year. With the new BCAMSC unit timelines, we revamped our rotation schedule. Thank you to Doug Hoogerland for leading this important content.

## Social Studies

The purpose for Rockford’s DK-5 Social Studies curriculum is to develop social understanding and civic efficacy in our students. Our curriculum utilizes Michigan Association of Intermediate School Administrators (MAISA) Units and is aligned to the Michigan Content Expectations as promulgated by the Michigan Department of Education. We balance disciplinary content, processes and skills that contribute to responsible citizenship. Our effective social studies instruction and assessment incorporate methods of inquiry, involve public discourse and decision making, and provide opportunities for citizen involvement. Our students receive instruction that allows them to think and act as historians, geographers, political scientist and economists. The sequence of study is as follows:

Kindergarten – Myself and Others

1st grade – Families and Schools

2nd grade – The Local Community

3rd grade – Michigan Studies

4th grade – United States Studies

5th grade – Integrated United States History

Our goal is to integrate the study of the social sciences to prepare our young people to become responsible citizens. Thank you to Mike Westgate for leading this important content area.

## DK-5 Grade Level Leaders and 6-12 Department Heads

The grade level and department leaders in DK-12th grade continue to be a valuable component of our school improvement efforts. In addition to serving on the Curriculum Cabinet, they lead the process of updating curriculum maps and common assessments. Additionally, others serve in many other capacities including monitoring course content and ordering materials and supplies.

## K-12 ELA

One of the most important content areas is English Language Arts, as reading and writing are important for the success of every content area DK-12th grade. In an effort to provide a smooth transition from elementary to middle school to high school, a committee of teachers and administrators are working together to improve in all areas.

*“Education is not the filling of a pail, but the lighting of a fire.”*

*-W.B. Yeats*



## PROFESSIONAL DEVELOPMENT

### 2018-19 PD Schedules

Below please find PD schedules for the elementary and secondary staff.

| DATE      | ELEMENTARY HOURS               | TOPIC(S)                               |
|-----------|--------------------------------|--|
| August 20 | 4 hours-DK                     | Instructional Framework Training       |
| August 20 | 6 hours-K                      | MKEO Training                          |
| August 21 | 6 hours                        | Technology/Behavior Code Speaker       |
| August 22 | 6 hours                        | Literacy/Curriculum                    |
| August 23 | 6 hours                        | District Welcome and Building Meetings |
|           | 10 hours                       | Staff Meetings                         |
|           | 8 hours-DK                     | Department meetings                    |
| Total:    | 36 Hours (40 for DK, 42 for K) |  |

| DATE      | MIDDLE SCHOOL | TOPIC(S)                               |
|-----------|---------------|--|
| August 21 | 6 hours       | Technology                             |
| August 22 | 6 hours       | Culture/Climate                        |
| August 23 | 6 hours       | District Welcome and Building Meetings |
|           | 10 hours      | Staff meetings                         |
|           | 8 hours       | Department meetings                    |
| Total:    | 36 Hours      |  |

| DATE         | HIGH SCHOOL | TOPIC(S)                               |
|--------------|-------------|--|
| TBD (Summer) | 12 hours    | Technology                             |
| August 23    | 10 hours    | District Welcome and Building Meetings |
|              | 10 hours    | Staff meetings                         |
|              | 8 hours     | Department meetings                    |
| Total:       | 36 Hours    |  |



## PARENTAL INVOLVEMENT

Research indicates that the more we can get parents involved with their student's education, the more successful students will be at school. Below please find the many activities we have to encourage parents to be involved at school. (New initiatives for the 2016-17 school year are in bold)

### Elementary

**PTO leadership board** – WritePrize contest Parent Editors, Kindergarten – Donuts with Dads / Muffins with Mom, Daily Parent volunteers in classrooms, PTO Movie Nights, Hand 2 Hand, Book Bingo Night, Staff Appreciation Week, Kids' Hope mentors

**VV PTO Committee leadership** – Secret Santa, Junior Achievement, WatchDogs, Carnival, Giving Tree, Santa breakfast, Christmas Crafts

**Kids Hope** – Mentoring Program – Art Fair Participation, Parents sharing professions / careers with students, PTC annual Cub Crawl, Pastries with Parents, Family Bowling Night, PTC Silent Auction, Hand2Hand

### Secondary

Classroom Helpers, Relay for Life, Staff Appreciation, Student Appreciation, LEO Club, Mix It Up Lunch, Band/Choir/Orchestra, Field Trips, Parent/Teacher conferences, PAWS – Parent Active with Students, Choir Boosters, Athletic Boosters, Lunchroom Supervision, Parent Advisory Councils

### District

**Inner School Advisory Council** – The Superintendent leads the Inner School Advisory Committee (ISAC). The committee has representation from all buildings and all parent groups. Included in the groups are booster club leaders and PTO/PTC leaders. This council has proved very valuable in many areas including communication between school building and district.





## COMMUNITY SERVICE – THE GIVING RAMS

### Elementary

- Empty Bowls Service Learning
- Kids' Food Basket
- Sarah's Care
- Hand 2 Hand
- Juvenile Diabetes Foundation
- Hieffer International
- D.A. Blodgett
- Crones and Colitis Foundation
- Arthritis Foundation
- Thirsting to Serve
- Giving Tree at Xmas with all items donated to NKSC
- March Madness Food Drive for NKSC with over 1,000 food items donated and \$243 donated
- Relay for Life
- Jump Rope for Heart
- Thanksgiving gift cards for three Lakes families
- Turkey Bowling done by students with proceeds to the NKSC
- Toys for Tots
- North Kent Service Center Drives
- Numerous 4th grade Making a Difference
- Hillview Learning Center – summer program for students
- Instead of giving Christmas gifts to each other the students chose to give gifts to those in need. "Gift of Giving" Each class picked a different organization to donate to such as: books and toys to DeVos Children's Hospital, toiletries and candy to the Vets at Veterans Home, Animal treats to the humane society, Care boxes to soldiers in Iraq and several other. Students from Beyond the Rock came and did a DVD on our community help projects and turned their project in. They won a prize, \$220.00 for each student and \$1,000.00 for the Beyond the Rock TV Studio
- Our student Council was also involved in several giving projects which involved the whole school such as: Pasta for Pennies, collected UNICEF, Collected food and clothing for North Kent Service Center
- Student Council gave money to create a quiet garden on our playground. They wanted the students to have a place to go if they would like to just sit somewhere quietly with a friend or read. They dedicated the area in Honor of Mrs. Kitzrow for her Dedication to Cannonsburg as their principal
- PTC annual CUB CRAWL raised over \$10,000 for the school. They provide our students their field trips, carnival and classroom grants to the teachers. The emphasis for the day is on healthy living and getting along with others
- Chandyn Thompson Fundraisers across the district
- March Book Madness donations to North Kent Service Center
- Hand2Hand
- Kids Hope Mentoring
- Girls on the Run (community outreach service projects)
- Humane Society Drive
- Equest Center for Therapeutic Riding
- Refugee Resettlement Program
- Pediatric Oncology Resource Team
- Lakes students donate 1900 non-perishable products and a large cash donation to Family Promise
- Eagle Scout project for Lakes playground improvement
- Hand2Hand



## Secondary

*(Bolded items are new this year)*

- Student Council paired with Helen Devos Children's Hospital for a Friday Night Lights fundraiser
- Heifer International
- Book drive for inner-city youth
- Sock and underwear drive for inner-city youth
- LEO grounds improvements
- God's Kitchen North
- School items for Haiti
- Youth group leader for River Rock Church
- Mission trip to St. Louis
- Teens for Jeans
- Sight Night
- Shoes for African Village
- Bed donation
- Thirsting to Serve – Water well built in Africa
- Interact-Sweetheart Splash, Reading Rocks, Blood Drives (4 a year), Hillcrest tutoring
- Leo Club – cemetery clean up, Drop and Shop at Christmas
- Student Body-North Kent Service Center Food Drive
- FCA-Toy and underwear drive-partnership with GR Public Schools
- Varsity sports team participate in numerous community services projects including reading with elementary students around the district
- Ronald McDonald House
- **Relay for Life – Top 4 Schools, raising \$5,653 – 29 students were 24-hour walkers**
- Water donation to city of Flint
- Hoops for Haiti
- Soccer Purple Night Out for Whitmore
- LAX vs. Cancer
- Dodgeball for Heart
- Dollar Drive for Special Olympics
- Orchestra Students visited Senior care facilities
- Art Students visited Senior care facilities

## ROCKFORD EDUCATION FOUNDATION

The Rockford Education Foundation is an organization that has donated well over one million dollars to Rockford Public Schools in the form of large and small grants. The grants support learning that takes place in the classroom, as well as outside of the classroom. The foundation has been very generous to RPS. An additional grant that has been awarded from REF is The Founders Grant, which can be as much as \$25,000. One of the most prestigious events, which is supported 100% by the REF, is the RPS Hall of Fame induction ceremony. The inductees speak to many students in the classroom and are recognized at an evening ceremony. With the exception of our graduation ceremony, this Hall of Fame event is a highlight to the school year. Thank you to the REF and its Administrator, Jill Silverman.



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## INITIATIVES FROM 2017-18

### **Common Instructional Model – continued progress with more in depth training**

The three main areas of the curriculum department include: curriculum and assessment. We are continually working to ensure alignment with what we teach, how we teach it, and how we assess if students learned what we want them to have learned. We are in the process of updating our district created common curriculum maps and common assessments across the grade levels. This work insures the intentional teaching and fidelity of assessments across the district. We continue to provide targeted professional conversations around the topic of excellence in instruction. Our focus on a common instructional framework and how the use of Purpose Statements/Learning Targets, Performance Tasks, Success Criteria, Productive Group Work, and Accountable Talk creates clarity for both teaching and learning. Thank you to Nicole Peterson, Jamie Bakita, DK-12 principals, and the district facilitators for all of their efforts and dedication to this initiative. Below please find a visual representation of the process.

### **Technology Plan for 2018-19 Implementation**

As a result of the passage of the May 2014 Bond Proposal, Dr. Ryan Kelley is working with a team of educators to develop a cutting edge technology plan that will give our students the edge as they compete with students across the country in the areas of college and career readiness. We have effectively implemented a 1:1 device initiative in grades DK-5. By 2018-19 we will have expanded the technology plan to include all grades DK-12.

### **STEM/STEAM**

The newly developed STEAM program encourages and promotes problem-based learning that yields graduates as the most highly prepared for college and careers. The mission of the Rockford STEAM Advisory Council is to have members of the business community work with the Rockford Public Schools teachers and administrators to design and implement curricular and co-curricular programs that provide opportunities for all students to engage and explore the opportunities available in the Sciences, Technology, Engineering, Art/Design and Math. Students will be exposed to STEAM in a comprehensive manner designed to give a real opportunity to the student to engage in, explore and develop passion for some or all areas of STEAM.

### **Developing Healthy Kids enhanced program**

We are in our 6th year of the Developing Healthy Kids Program. The program continues to focus on providing community education and prevention presentations geared toward mental health awareness and suicide prevention. The DHK program also offers the Live, Laugh, Love Curriculum through the Mental Health Foundation of West Michigan in our 6th grade magnets and 9th grade Health classes, the Youth Teen Screen at NRMS, ERMS, and FC which provides opportunities to screen students for potential mental health concerns and link students with intervention and services, and the Peer Listening program at the high school whereby a group of students (also DHK student board) provide support services to their peers.

### **Strings program moves into the High School**

There are many highlights to this school year including holiday concerts, state festivals and many performances at school and community events. This program continues to grow at a fast rate. For more details, please refer to page 13 of this handout.

### **World Languages at RPS**

As everyone knows with the increase in technology and transportation, the world is definitely getting smaller. As a result, it is more important than ever for our students to earn a second language. This is why Rockford Public Schools offers a 4-year program in French, German, Spanish, Japanese and Mandarin Chinese. Additionally, we have a K-12th grade Spanish Immersion program located at Roguewood Elementary School.



### Members of Senior class visiting elementary schools

Thank you to Katie VanCuren for organizing this inspirational event. Prior to the RHS graduation ceremony members of the senior class wore their caps and gowns and visited the elementary school that they had attended. The visit resulted in many smiles and tears from teachers, administrators and students.

### Coding Club at Elementary Buildings

As a result of Maggie Thelen receiving a Founder's Grant from the Rockford Education Foundation, we are in the process of implementing a Makerspace in seven elementary buildings. The students are very excited to use these rooms for hands on activities that are relevant to their lives.

### RtI

RtI provides extensive support for the general education classroom at the Tier 1 level and intervention services for students flagged through the universal screening and progress monitoring process for Tier II and III. All of our buildings follow a comprehensive process for supporting literacy at the K-5 grade levels which is run through the Collaborative Action Teams (CAT) led by our building principals and supported by the school psychologists, speech and language pathologists, resource room teacher, reading specialists and/or interventionists, and general education teachers. This year we continue to be excited about the expansion of our Response to Intervention (RtI) process to include math at the K-3rd grade levels at all of our buildings. Thank you to Kirsten Myers for leading this initiative.

### K-5 PBIS implementation

PBIS, Positive Behavior Intervention and Supports, is a part of a Multi-Tiered System of Supports and utilizes the Response to Intervention framework. The basic framework of PBIS has been implemented in all of our elementary schools and at East Rockford Middle School (Character Counts) and NRMS and is developed specifically to support positive student behaviors. The process builds upon individual classroom management plans and provides a continuum of positive behavior support and character education for ALL students in ALL settings such as the classroom, hallways, restrooms, cafeteria, and playground and for arrival and departure purposes. The PBIS process promotes a positive, safe and effective school environment while preventing behavior problems with students. We look forward to the continued work with PBIS and related data provided to support our building climate and culture. This process is also led by our building principals and PBIS teams and continues to decrease discipline referrals. Thank you to Kirsten Myers for leading this initiative.

### Expansion of concurrent enrollment

Rockford high school is extremely fortunate to have a partnership with Ferris State University and Grand Valley State University. The concurrent enrollment partnership allows the RHS students to earn college credit while taking Ferris State University/Grand Valley State University courses on the RHS campus. The FSU courses are taught by RHS teachers. GVSU faculty teach the GVSU Allied Health Science Courses. Thank you to Dr. Shibley and Lisa Jacobs, Executive Director of Community Services, for their leadership and vision in this important educational opportunity for our students.

*"Teachers learn best from other teachers in settings  
where they literally teach each other the art of teaching"*

*-Judith Warren Little*



## RPS RECOGNITION, AWARDS AND EVENTS

As RPS educators we do what we do, not to be recognized with awards, but rather because we want to make a difference in student lives. However, we celebrate the recognition that many of our team members have received this past school year. Listed below is a list of some of the recognitions we received as a district, and as individuals.

- 9th Grade Choir performed at Michigan Music Conference
- 9th Grade Choral students received “good” and “excellent” ratings at District Choral Festival, District Solo & Ensemble, and State Solo & Ensemble
- 9th Grade Art students’ work was featured in the 9-12 Art Show
- Advanced Placement School of Distinction by the College Board
- Washington Post list of most rigorous/challenging high schools
- 9th grade Choir selected to perform at Michigan Music Conference
- 9th grade Choir received “excellent” ratings at District Choral Festival, State Choral Festival, District Solo & Ensemble, State Solo & Ensemble
- 9th Grade Choral students revived “good” and “excellent” ratings at District Solo & Ensemble and also State Solo & Ensemble
- 9th grade Art students’ work was selected for display at the Michigan Art Education Association Region 9 show
- 9th Grade Art students’ work was featured at the Third Congressional Art Show
- AdvancED District accreditation
- Examples of Excellence partnership with Davis Photography
- REF – Total awarded \$1.3 million since its inception in 1991
- TV Studio of the Year
- RHS one of top 250 in the United States
- Odyssey of the Mind – continued World Championships
- Fine arts

### Marching Band

- 1st place at MCBA State Finals (best Visual Performance, best General Effect, tied for best Music Performance)
- 1st Place at all local competitions
- Performed at the 91st Annual Macy’s Thanksgiving Day Parade

### Choir

- Rockford Aces (directed by Jed Scott) featured at the American Choral Directors Association Michigan conference
- Rockford Freshman Choir (directed by Renee Vande Wege) featured at the Michigan Music Conference
- Beatles Cabaret
- Two students in MSVMA Vocal Jazz Honors Choir
- District Choral Festival
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- State Choral Festival
  - Chorale – I Division Rating
  - Treble Chorus – I Division Rating
  - (Chamber Singers and Advanced Treble Ensemble – AP Testing Conflicts)
- Commissioned new work from Andrea Ramsey – SATB and flute – in memory of RPS employee Jan Egbert
- District and State Solo and Ensemble



- Tenth Anniversary of the Rockford Aces (directed by Jed Scott)
  - Rockford Touring Choir – ITALY – Spring Break 2018, including a performance at St. Peter’s Basilica (Milan, Venice, Florence, Bologna, Orvieto, Rome)

**Theater**

- 2017-18 Drama club has on average 20 participants
- 2017-18 Thespian Festival had 41 students attend (double last year) and 20 students competed in individual events
- 2017-18 had approximately 200 students involved in the productions. Also, there were over 50 volunteer parents.
- 2017-18 4 extra-curricular performances
- Fall show: Zombie Prom
- The musical: Godspell
- The spring play: Boeing Boeing
- Freshman play: April Fish  
*This year we enjoyed having Tom Kaechele, a GRCC professor, guest direct our spring play*

**Athletics**

|                      | 2016–17             | 2017–18         |
|----------------------|---------------------|-----------------|
| OK Red Championships | 15                  | 12              |
| MHSAA District       | 7                   | 6               |
| MHSAA Regional       | 13                  | 12              |
| MHSAA State Champs   | 5/1*                | 3               |
|                      | Girls Swim and Dive | Boys Water Polo |
|                      | Boys Water Polo     | Girls Crew      |
|                      | Gymnastics          | Girls Lacrosse  |
|                      | Girls Crew          |                 |
|                      | Girls Lacrosse      |                 |
|                      | *Boys Rugby (club)  |                 |

**IDENTIFIED NEEDS AND INITIATIVES FOR THE 2018-19 SCHOOL YEAR**

- Implementation of the RPS technology plan
  - BYOD at 9-12
  - Laptops provided to all DK-8th grade students
- 6-8th grade science curriculum completely updated
- Update all curriculum maps and common assessments
- Middle school moves to a trimester schedule
  - Allows for middle school elective opportunities
- DK-12th grade STEAM program implemented
- Expansion of concurrent enrollment to include Davenport University
- Makerspace in all eight elementary buildings and both middle schools
- Expansion of College and Career Readiness Program
  - Skills/trades having an increased emphasis
- Robotics courses at both middle schools
- Development of a learning model for the soon to be open RHS Teaching and Learning Center
- Study the possibility of some of the four core courses being taught during all three trimesters at the high school

## CONCLUSIONS

We are very proud of our school district and all of our students' accomplishments for the 2017-18 school year.

As we prepare for the 2018-19 school year, we expect even greater things. We recognize that our success is a result of all stakeholders working together – we are a team. Staff, support staff, administrators, parents and community all take pride in preparing our students for their next step. The strength of our community is our schools, and the strength of our schools is our community. Rockford Public Schools is proud to be a part of a community that recently was recognized as one of the top ten communities in Michigan to raise a family. Working together we are accomplishing great things!

### WE ARE A TEAM!!

NOW THIS IS THE LAW OF THE JUNGLE  
AS OLD AND AS TRUE AS THE SKY;  
AND THE WOLF THAT KEEPS IT MAY PROSPER;  
BUT THE WOLF THAT SHALL BREAK IT MUST DIE.  
AS THE CREEPER THAT GIRDLES THE TREE TRUNK,  
THE LAW RUNNETH FORWARD AND BACK.  
AND THE STRENGTH OF THE PACK IS THE WOLF,  
AND THE STRENGTH OF THE WOLF IS THE PACK.

*Rudyard Kipling*