



Rockford Public Schools

Quality Community – Quality Schools
Together Building a Tradition of Excellence

Annual Education Report 2019/20

Rockford Public Schools

Lakes Elementary



February 10, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for the Lakes Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Mindy McGinn, Principal of Lakes Elementary, at 863-6340 for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.rockfordschools.org>. Each building's AER is located on the front page of their school webpage. (Also, you will notice next to the Annual Report tab, there is a School Improvement Plan for each building.) You may also review a copy in the main office at your child's school.

For the 2019-20 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels.

As you will read on the following pages, all of our standardized test scores are significantly higher than the county and state averages. In identifying areas of challenges there are not any targeted areas that stand out, so we take the perspective that we need to improve in all areas. However, we remain committed to narrowing the achievement gap between our accelerated students and those that are not achieving at a high level. There are many strategies that we are implementing to raise the level of achievement for those students experiencing challenges, including the following:

- To view the past two years of student assessment results, click [here](#)
- Expanding the Response to Intervention program
- Implementing a Common Instruction Model through Professional Learning Communities
- Developing and implementing a K-12th grade STEAM program
- Providing book studies and workshops promoting growth mindset for students and staff
- Providing professional development to staff on differentiated instruction
- Implementing the Pyramid of Interventions to provide assistance for all students
- Implementing a \$15 million technology plan that addresses individual student needs in

each of the core subject areas. Included in this plan is every student, DK-12, having their own device.

Process of assigning students to each school

Students are assigned to buildings according to the boundaries set for each building within the district. All students within the boundaries of that building will be accepted. Each school year there are a few students that participate in schools of choice within the Rockford Public School district.

Status of School Improvement Plan

Rockford Public Schools has earned the status of being NCA District Accredited through AdvancED. All RPS buildings are in the third year of their district improvement plan. The District's 3-5 year plan can be found at the end of this document. Rockford Public Schools School Improvement plan is focused on the following five areas:

- All students will demonstrate proficiency in Reading as measured by the MEAP, M-STEP, SAT
- All students will demonstrate proficiency in Writing as measured by the MEAP, M-STEP, SAT
- All students will demonstrate proficiency in Math as measured by the MEAP, M-STEP, SAT
- All students will demonstrate proficiency in Science as measured by the MEAP, M-STEP, SAT
- All students will demonstrate proficiency in Social Studies as measured by the MEAP, M-STEP, SAT

Special Education

Rockford Public Schools provide a full continuum of program and service options to students that are eligible for special education. Programs and services in the areas of visually impaired, physically impaired, other health impaired, learning disabled, early childhood developmentally delayed, cognitively impaired, and autism are operated in the district.

In addition, the programs and services for severely mentally impaired, emotionally impaired, hearing impaired and multiple impaired students are available at Lincoln School, Kent Vocational Options, Kent Education Centers, Ken-O-Sha, Community Transition Campus, Cedar Springs, Comstock Park, Kenowa Hills, Kent City and Sparta Public Schools. During the 2019-20 school year 45 Rockford students attended these out-of-district programs.

The Individualized Educational Planning Committee process, as required by state and federal law, is used to evaluate, place and monitor students' educational needs and abilities. The individual needs of students are identified and met through programs and services provided by Rockford Public Schools.

The Specialized School Enrollment is as follows:

SCHOOL	GRADE															Total
	PS	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	
GRAND RAPIDS																
1. Kent Education Center-Beltline											1		2	1	2	6
2. Kent Education Center – Oakleigh				1												1
3. Community Based Occupational Training/KVO																
4. Lincoln School			1				1	1			1	1	3		4	12
5. Lincoln Development Center	1		1	1								1			4	8
6. Early Childhood Center	8															8
7. Oral Deaf	2															2
8. Community Transition Campus															1	1
9. Ottawa Hills H.S.																
10. Pine Grove Learning Center																
CEDAR SPRINGS – R1TS																
COMSTOCK PARK										1						1
KENOWA HILLS																
KENT CITY							1									1
SPARTA			2	1					1	1						5
TOTALS	11	0	4	2	1	0	2	1	1	1	3	2	5	1	11	45

K-12 Spanish Immersion

Rockford Spanish Immersion is a full immersion program for grades K-12 in which students advance through the program following a 90/10 plan, with English instruction incrementally increasing each year after 1st grade. In this program, students will learn the district's rigorous core academic program through instruction in Spanish. Spanish is the means of content instruction, not just a subject of instruction. Many research studies have shown the effectiveness of language immersion programs in language and cognitive development. Students in our Spanish Immersion program demonstrate evidence of growth in both English and Spanish. Standardized test scores and research indicate that the learning in Spanish does not inhibit learning in English. In most cases, the learning of a Second language increases the learning of the first language.

At present our K-5 program has 300+ students enrolled and there are 125 students taking courses in the secondary program. In the secondary program students begin to take courses that maintain and continue growth in Spanish. Students are in need of continued study to ensure linguistic capacity. These courses support the increasing demands of language learning as well as prepare students for upper level Spanish or other World Language courses.

Advanced Academic Programs

The Rockford Public Schools provides programming and advanced classes for highly able and high-achieving students in grades K-12. Identification and selection in grades kindergarten through nine includes ability testing, achievement testing, state and national testing as well as parent and teacher input. Placement in grades nine through twelve is based on self-nomination and teacher input.

Programming begins in grades kindergarten through second for highly able and high achieving students in the area of literacy. Separate problem-solving based programming is offered in third through fifth grades to students who demonstrate high ability and high achievement. Additional opportunities are offered in grades sixth through twelfth, including honors content area classes and Advanced Placement classes.

Core Curriculum Implementation

The Rockford Public Schools offers a core curriculum for all students. The curriculum is continuously reviewed and revised as necessary to meet student needs, state mandates and community/state standards. The standards have been developed by State Committees and provide K-12 clarity of focus and an alignment of skill and concepts. We will continue to work collaboratively to review and revise district curriculum and ensure that materials are aligned with the State standards. Data derived from state and district assessments is used to monitor student achievement and improve academic quality. Additionally, we have transitioned to the Common Core State Standards in English Language Arts and Mathematics.

Additional Student Achievement Information

- The Rockford Public Schools utilize a variety of assessment measures to evaluate student achievement. The following common assessments are utilized:
 - NWEA, SAT, PSAT 9 and 10, SAT, Advanced Placement, M-STEP, MME, Work Keys, DIBELS, DRA, and other locally developed assessments.
- In the kindergarten, first, and second grades, every student is assessed through DIBELS (Dynamic Indicators of Basic Early Literacy Skills). In addition, every kindergarten, first,

and second grader participates with the following locally developed common assessments: Reading, Writing, Math, Social Studies and Science

In third through eighth grades and eleventh grade, in addition to the locally developed assessments, every student participates in the Michigan Student Test of Educational Progress (M-STEP) or MI Access. Furthermore, the following assessments are given to our secondary grade level students every year: 9th Grade Work Keys and PSAT 9, PSAT 10, and 11th Grade Michigan Merit Exam.

Parent Participation (Parent-Teacher Conferences)

Parents in our community recognize they are a key component of their child's education. Parent participation rates at conferences are especially high at the elementary level. The secondary grade level percentages are lower than expected because of the implementation of the online Family Access program which allows 24-7 parental access to their child's grades, etc.

SCHOOLS	FALL ATTENDANCE	SPRING ATTENDANCE
	18-19/19-20	18-19/19-20
Belmont Elementary (K-5)	93%/98%	93%/94%
Cannonsburg Elementary (K-5)	97%/100%	97%/100%
Crestwood Elementary (K-5)	99%/98%	99%/98%
Lakes Elementary (K-5)	99%/98%	99%/99%
Meadow Ridge Elementary (K-5)	99%/99%	99%/97%
Parkside Elementary (K-5)	99%/98%	99%/97%
Roguewood Elementary (K-5)	98%/99%	98%/99%
Valley View Elementary (K-5)	98%/98%	98%/98%

Conclusion

The purpose of this report is to inform the community as to the status of their schools. The report summarizes the information into the mandated areas. As you have read, and hopefully have experienced, RPS continues to provide an outstanding well rounded educational experience for every student. Working together with parents, students, teachers, administrators and community, we will continue to work toward accomplishing our mission which is:

"The mission of the Rockford Public School District is to provide the teaching and learning environments which will ensure, with the support of the students, parents and community, that all students, upon graduation, will have the academic and social skills and strategies to be successful lifelong learners."

Sincerely,
Mindy McGinn
Principal, Lakes Elementary