



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

Building a Community for Life-long Learning

**Agenda for December 7, 2020
6:30 PM
Teleconference**

1. **CALL MEETING TO ORDER**
 - A. Pledge of Allegiance
 - B. Board Roll Call
2. **APPROVAL OF AGENDA**
3. **HIGH STUDENT ACHIEVEMENT**
 - A. Director of Teaching and Learning's Report 2
4. **BOARD AND SUPERINTENDENT UPDATES AND ANNOUNCEMENTS**
 - A. Regular Meeting of the Board of Education: Monday, December 21, 2020 via teleconference.
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.

- Our Values:**
- Visionary leadership that 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.

Rockford Board of Education

Brady Anderson	Kevin Campbell
Amy Edwards	Eric Gordee
Jessica Johnson	Beth Praska
Interim Superintendent Rhonda Dean	

School Board Work Session December 7, 2020

**DISTANCE LEARNING, ASSESSMENTS, and
STAFF DEVELOPMENT**



The last three weeks...

- Transitioned secondary to full distance learning
- Transitioned elementary to a hybrid model
- 480 devices issued to REAMS
- 3 full days of professional development for staff
- RCC was shut down
- Athletics was paused
- Meal distribution and logistics
- Transportation adjustments
- Facility upgrades
- Ongoing response to the virus (quarantines/exec order)

REAMS Distance Learning Survey Results

DL SURVEY

PERCENTAGE OF WHAT PARENTS SAID ABOUT SYNCHRONOUS AND ASYNCHRONOUS



72%

I AM HAPPY WITH THE AMOUNT OF SYNCHRONOUS TIME.

80%

I AM HAPPY WITH THE AMOUNT OF ASYNCHRONOUS TIME.



CREATING AN INTERACTIVE CLASSROOM

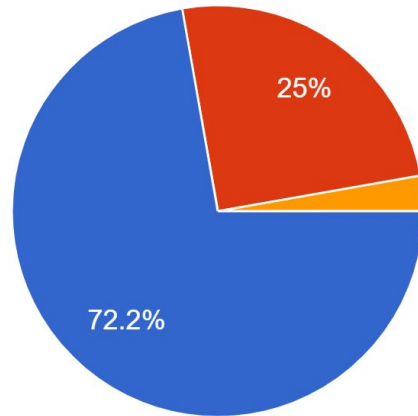


"LIVE LESSONS HAVE BEEN AWESOME THIS YEAR!"

Question 1

How are you feeling about the amount of synchronous time for your student?

36 responses



- I am happy with the amount of synchronous time.
- I would like more synchronous time.
- I would like less synchronous time.

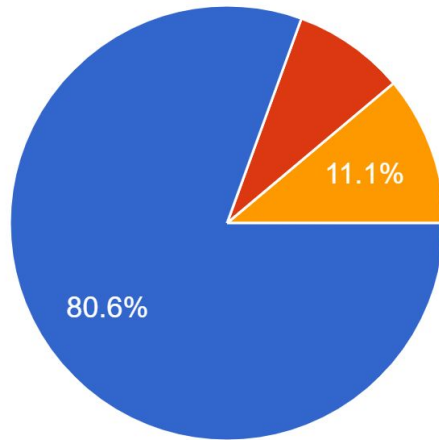
Feedback on Synchronous Learning

- Having social interaction has been great.
 - The interaction with his teacher and classmates helps keep the student focused and on task
 - Live lesson has been awesome this year it allows for social interaction between the peers.
 - We love our small groups and one on one with teacher
 - Being able to interact with the other students is amazing. My son is doing amazing and I feel like he is not missing out on his education
 - Synchronous learning has been the most beneficial.
- It seems like there is a need for significantly more instructor-led interaction
 - The biggest struggle is often with technology
 - Trying to use the trackpad for writing or drawing is nearly impossible
 - For live meetings, it would be nice to have a set schedule that doesn't change every few weeks.
 - It seems like there is a need for significantly more instructor-led interaction
 - Would love more lessons- synchronous would be great but even video lessons would be great too.

Question 2

How are you feeling about the amount of asynchronous time for your student?

36 responses



- I am happy with the amount of asynchronous time.
- I would like more asynchronous time.
- I would like less asynchronous time.

Feedback on Asynchronous Learning

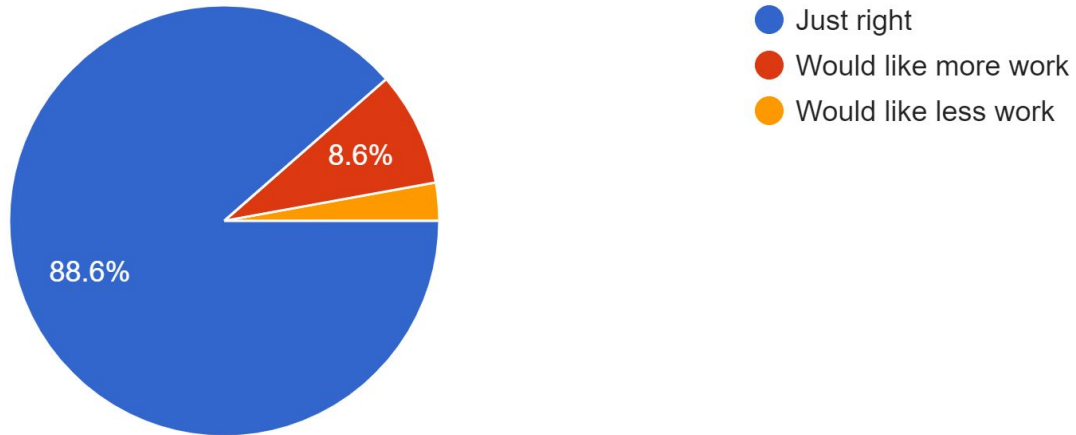
- Having work packets a few weeks in advance is helpful to plan ahead
- The worksheets in the weekly work packets have been nice for activities that don't involve a screen.
- Assignments are clearly laid out in the weekly schedule
- Simple assignments such as writing, reading, math have worked well.
- The amount of work he has is good, I feel like the more work he has the more stressful it is.
- My student does well with worksheets and they are easy for parents to help with as well. I enjoy having all materials available when I pick up his packet. I also enjoy the dojo points to work towards rewards
- The lessons and ability to submit written work is going well.

- Some lessons he can navigate on his own and others require more hands on time for him to successfully complete
- It's not always easy to complete tasks on the computers themselves. For example, dragging and dropping or technical drawing/writing is hard to do with the trackpad
- We need multiple choice questions
- Not a big fan of packet work

Question 3

How would you describe the amount of work provided by your child's teacher?

35 responses



Feedback about amount of work

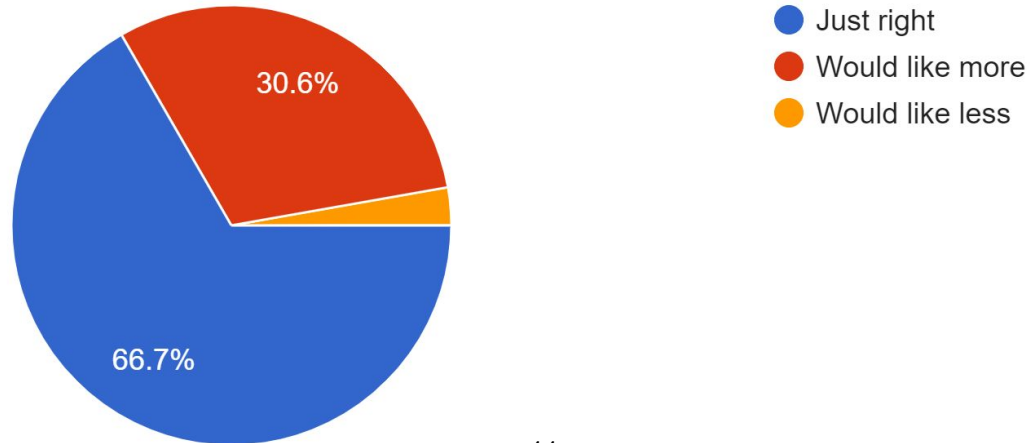
- It's a good mix of live interaction and videos
- assignments are clearly laid out in the weekly schedule
- The amount of work he has is good, I feel like the more work he has the more stressful it is.
- My student does an awesome job at getting up on time and making sure all of his work is completed. If he needs help he doesn't hesitate to ask for help.

- Some lessons he can navigate on his own and others require more hands on time for him to successfully complete.
- Some things are lost in translation but the teacher adapts well to this.

Question 4

How do you feel about the level of communication from REAM's and the district?

36 responses

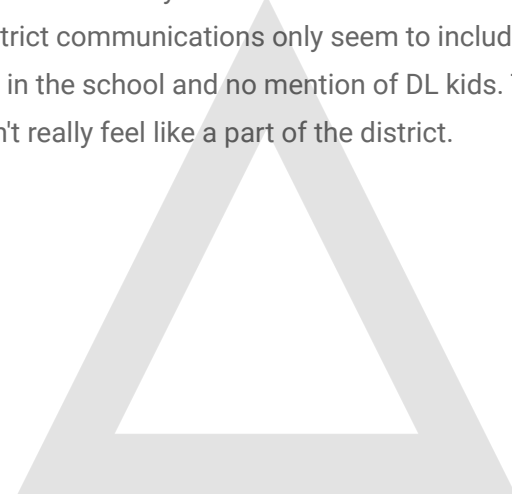


Feedback on District Communication

-



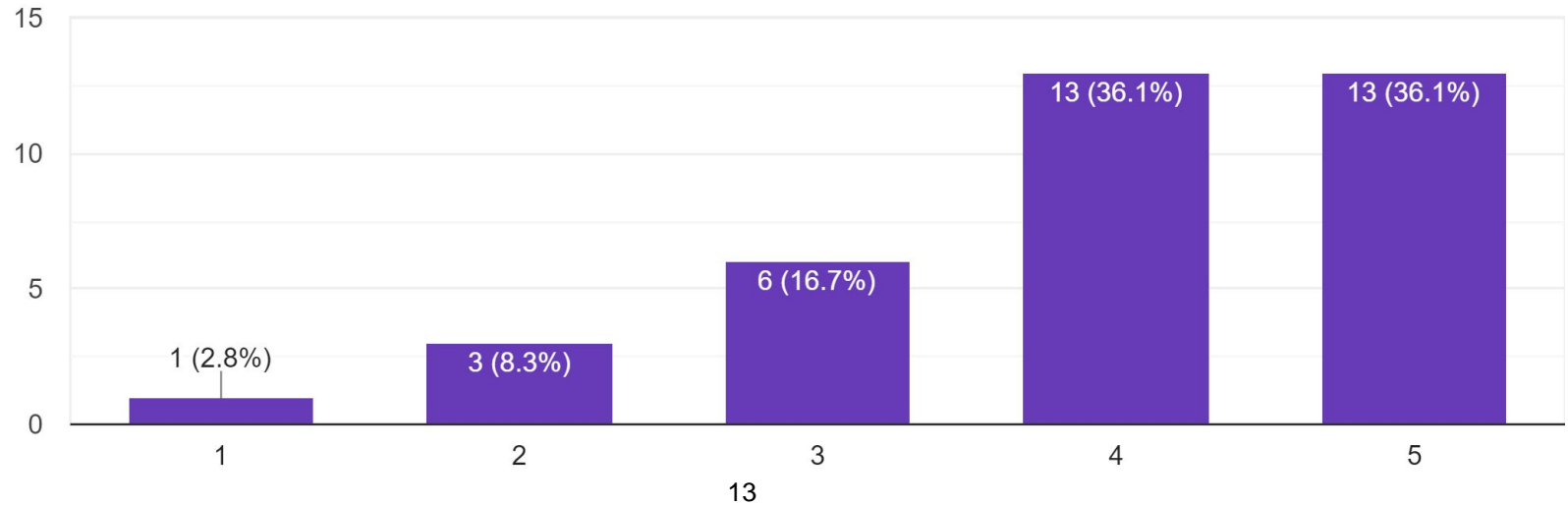
- Consistent timely communication has been a problem.
- District communications only seem to include kids that are in the school and no mention of DL kids. The DL kids don't really feel like a part of the district.



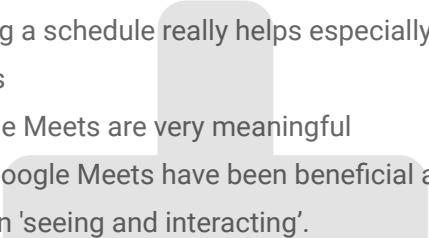
Question 5

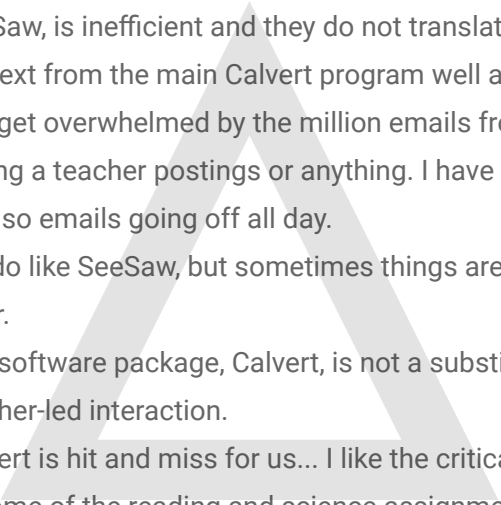
How happy are you with the apps/platforms used for distance learning?

36 responses



Feedback on Platform/Apps

- 
- I love we only have the one place to work..SeeSaw..
 - SeeSaw is good
 - Having a schedule really helps especially with the Google meets
 - Google Meets are very meaningful
 - The Google Meets have been beneficial as it provides her time in 'seeing and interacting'.

- 
- The use of Calvert lessons, copied and pasted into SeeSaw, is inefficient and they do not translate out of context from the main Calvert program well at all.
 - I do get overwhelmed by the million emails from SeeSaw saying a teacher postings or anything. I have multiple kids so emails going off all day.
 - We do like SeeSaw, but sometimes things aren't always clear.
 - The software package, Calvert, is not a substitute for a teacher-led interaction.
 - Calvert is hit and miss for us... I like the critical thinking in some of the reading and science assignments I've seen but I've have been very frustrated with math.

Assessment Results

Fall Benchmark Results

[RAS Testing/Assessment Schedule](#)

REAMS - FASTBridge

RMS-CES - FASTBridge

RHS- Renaissance: STAR Assessment [Renaissance - STAR Assessments Overview](#)

Staff Development

Staff

DEVELOPMENT

Process



1. Identify a goal/need
2. Implement strategies to meet the goal
3. Evaluate and make adjustments
4. Present how you met your goal at staff meetings or in PLC

Staff Development Process

1. Identify the goal/need (Plan)

a. Align the goal/need

i. [Building goals](#)

ii. [QComp Individual Goal](#)

iii. [World's Best Workforce](#)

iv. [Achievement & Integration](#)

v. [Relicensure](#)

vi. [District Initiative](#)

b. Apply for funding - [RAS Teacher Staff Development Application](#)

2. Implement (Do)

3. Analysis (Study)

4. Report Findings/Data (Act)

a. PLC

b. Building

c. District

Staff Development Categories

Staff Development - Licensed Staff						
	Building Goals	Individual Goal	World's Best Workforce	Achievement & Integration	Relicensure	District Level
REAMS	<p>Language Rich Classrooms - EL Support</p> <p>60% of students in grades K-4 at REAMS will meet or exceed the FAST aReading. This is a baseline year.</p>	QComp	<p>All Students Ready for School</p> <p>All Students in Third Grade Achieving Grade-Level Literacy</p> <p>Close the Achievement Gap(s) Between Student Groups</p>	<p>The proficiency rate for all students enrolled by October 1st in grades 3-8 and 10 at the Rockford Area Schools on all state reading accountability tests will increase from 68.2% to 74.2% by 2020.</p> <p>The proficiency rate for all students enrolled by October 1st in grades 3-8 and 11 at the Rockford Area Schools on all state Mathematics accountability tests will increase from 66.4% to 72.4% by 2020.</p>	<p>Reading</p> <p>English Language Learners</p> <p>PBIS</p> <p>Cultural Competency (5-8 hrs)</p> <p>Suicide Prevention</p> <p>Mental Health</p>	<p>1:1 Mobile Device</p> <p>District Services</p>
RMS-CES	<p>Power Standards</p> <p>Standards-based Grading</p> <p>70% of students in grades 5-8 at RMS-CES will meet or exceed the FAST aReading. This is a baseline year.</p>	QComp	<p>Close the Achievement Gap(s) Between Student Groups</p> <p>All Students Career- and College-Ready by Graduation</p>	<p>Participation in Cultural Responsive Classroom professional learning opportunities provided by NWSISD and other organizations for district staff Member participation will increase by 20%.</p>		
RHS	<p>IB Implementation</p> <p>50% of students will meet or exceed the STAR reading. This is a baseline year.</p>	QComp	<p>Close the Achievement Gap(s) Between Student Groups</p> <p>All Students Career- and College-Ready by Graduation</p> <p>All Students Graduate</p>	20		

Staff Development Funding

REAMS

Stipends	\$5000
Conference Costs	\$15,000

RMS-CES

Stipends	\$5000
Conference Costs	\$15,000

RHS

Stipends	\$5000
Conference Costs	\$10,000

District-wide

Stipends	\$10,000
Conference Costs	\$20,000

QComp Rollover - Individual Goals
Achievement & Integration - Integration Goals