

**ROCKFORD BOARD OF EDUCATION
ROCKFORD, ILLINOIS
Meeting Minutes**

**Rockford Public Schools, District 205
501 7th Street
Third Floor Board Room
Rockford, IL 61104
Saturday, April 30, 2022**

The Strategic Planning Board Member Retreat was called to order at 8:31 a.m.

Present: President Jude Scrivano, Vice President Tim Rollins, Ms. Denise Pearson (arr. 8:40), Ms. Kamrin Muhammad, Mr. David Seigel Mr. Michael Connor

Absent: Secretary June Stanford

Administration: Superintendent Dr. Ehren Jarrett, Chief Human Resources Officer Matthew Zediker, Chief Information Officer Jason Barthel, Chief Communications Officer Earl Dotson, Jr., Chief Financial Officer Dr. Gregory Brown, Chief Equity, Diversity, and Inclusion Officer Dr. Tiffany Brunson, Executive Director of Academics Mrs. Heidi Dettman, Chief of Schools Mr. Morgan Gallagher, Chief Operations Office Mr. Michael Phillips, General Counsel Atty. Lori Hoadley, Board Coordinator Ms. Laura Fromm, Senior Accountability Manager Mrs. Brooke Peterson, Executive Director of School Improvement Ms. Susan Covington-Fumo, Strategic Communications Coordinator Ms. Mary Kaul

1. 8:00-8:30 Welcome
2. 8:30-8:45 Why did RPS decide on a focused strategic plan?
 - a) Review of 2015 Strategic Plan
 - b) Review of Mission
 - c) Review of Vision
 - d) Review of Values
 - e) Origin of the Superintendent Contract Goals/Universal Goals
 - f) Creation of the Systemwide Framework as the administration's response to achieving the Universal Goals by 2024

The 2015 Strategic plan was reviewed with lessons learned including to not layer new initiative on top of existing ones; the plan began with seventy key concepts, develop a short list of high-impact priorities; there were five goals, nine strategies, and 37 measurements, establish clear implementation and monitoring processes; there were four reporting systems and three evaluation tools, develop a cogent theory of action; not focused and easily understood by all. Universal goals were reviewed using 2020-21 baseline for Freshman on Track and Graduation Rate, and 2021-22 baseline for Third Grade Literacy, Third Grade Math, and Middle School on Track.

3. 8:45-9:15 How do the Standards of Practice impact the school scorecard?
 - a) What is the Systemwide Framework?
 - b) Standards of Practice
 1. Standard of Practice #4: MTSS
How do the Standards of Practice impact the Standards the School Scorecard?
 - c) Standards of Service
 2. Standard of Service #7: Accurate, timely, and relevant reports, dashboards, and corresponding systems will be delivered to schools and meet the needs of all end users.
How do the Standards of Service impact the Standards of Practice and the School Scorecard?

The Standards of Practice and Standards of Service. Examples reviewed with members included the Standard of Practice #4, Quality Instruction, MTSS, Schools establish time, space, and structure within an action plan to deliver a Multi-Tiered System of Supports (academic and social emotional) to all students. The components include 1A. There is a representative MTSS Tier II and III team, school leadership team that takes on the responsibility of ensuring that systems meet the needs of all learners. Component 2B, The school establishes a problem solving culture that requires the usage of data to define the needs and strengths of the school; a clear process for sequencing action planning supports; and a process to monitor and evaluate implementation and outcomes. Standards of Service were reviewed, with number seven, Accurate, timely, and relevant reports, dashboards, and corresponding systems will be delivered to all, used as an example. A rubric using Reading Horizons was used as an example with various categories and check lists for separate items.

4. 9:15-9:30 How are schools weighted and scored?
 - a) Review the Weighting System: EC, Elementary, MS, HS, Special Programs, Charters
 - b) Review Scoring schools: Standards of Practice and Scorecard
5. 9:30-10:30 How will the Board monitor the performance of the schools?
 - a) Schools: Red, Yellow, Green, Blue

The Scorecard and Standards of Weighting were next presented. Early Childhood is 25% Scorecard 75%, General K-12 50% Scorecard, 50% Standards, Special Programs 75% Scorecard 25% Standards, and Charters 100% Scorecard. An example of the School Scorecard with Standards of Practice was shown to members. This was divided into three sections, with School Scorecard and its summative totals which is weighted at 50%, Standards of Practice with its totals weighted at 50%, and Accountability which is the sum of each and averaged. Discussion took place regarding how school performance is scored. The recommendation is 3.5-4.0 Blue, 3.0-3.49 Green, 2.0-2.99 Yellow, 0.199-Red. Blue schools have the most autonomy, other schools can learn from them and replicate, Green schools have increased autonomy and need continued support and resource, Yellow schools have decreased autonomy and need increased mandatory support and resource, and Red schools have the least amount of autonomy and need the most mandatory support and resources. Robust discussion took place of not only celebrating the blue schools, but also celebrating improvements made in red and yellow schools. Additional discussion included to involve students, parents, and teachers to be part of the solution as well as Board members being part of the conversation. The importance of engaging the community was discussed.

6. 10:30-10:45 Break
7. 10:45-11:30 How will the board monitor the performance of the district?
 - a) Evaluations: Standards of Service, Universal Goals, Values

Discussion included having more frequent retreats, with a narrower scope. To clarify subject, Dr. Jarrett presented examples of 12 month calendars like Internal/External Stakeholder committee for all the committees. This would be part of the regular committee agenda with detail and work. Committee chairs would work with liaisons to create these. Conversation on the red schools will be revisited in October/November. Conversation continued with the need to articulate the need for further discussion. Chief Information Officer Jason Barthel, Chief Communications Officer Earl Dotson, Jr., Chief Financial Officer Dr. Gregory Brown, Chief Equity, Diversity, and Inclusion Officer Dr. Tiffany Brunson, Executive Director of Academics Mrs. Heidi Dettman, Chief of Schools Mr. Morgan Gallagher, Chief Operations Office Mr. Michael Phillips, Senior Accountability Manager Mrs. Brooke Peterson, Executive Director of School Improvement Ms. Susan Covington-Fumo, Strategic Communications Coordinator Ms. Mary Kaul were excused at 11:30 a.m.

8. 11:30-12:30 Board: Planning of annual self-evaluation
 - a) Self-Evaluation
 - b) Committee Evaluation
 - c) Superintendent Evaluation
 - d) Board Communication
 - e) Board Norms
 - f) Action Items

The frequency of retreats and self-evaluation was addressed. Quarterly work meetings were favored as it allows members to build rapport. The Board Self-Evaluation was discussed. Topics included how members can connect with the District, evaluation of committees, develop a set of norms for members, onboarding and supporting Board members. Members were encouraged to attend the Joint Conference in November. This is an opportunity to meet and network with members from other school districts. Members will be sent a reminder.

9. **Petitions & Communications (Limited to 30 minutes)**

There were no speakers.

10. Adjournment

Motion by Mr. Connor seconded by Ms. Pearson to adjourned.

Adjournment: 12:29 p.m.