



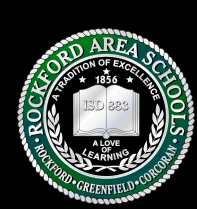
Rockford Area Schools

presented by Paul Warzecha

May 18th, 2026

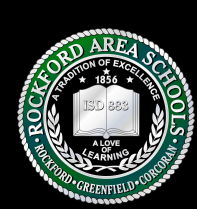
#ROCKETS883





Stacy Kleist - Taher - Nutritional Food Service

Stacy has had a tremendous year in the RMS-CES Kitchen. Her **kindness, connection with kids**, and desire to have **people feel welcomed** make mealtimes at RMS something that students look forward to. She is always eager to have her lunch staff participate in school dress-up days, and even purchased 'Comeback Season' shirts for her lunch crew to participate in during 'Dugan Day'. She will always make sure that those on a late bus have a chance for breakfast. As she notices students who might not be acting like their normal selves, she is **eager to connect** with Counselors/Administration to **offer that student support** elsewhere in their day. Stacy has also **reached out to parents** numerous times to discuss the dietary needs of students to ensure they have a healthy lunch. **She cares deeply for kids and strives to make sure everyone can have what they need to be successful.** An example of this was when Stacy worked with a student to make a plan for meals she could eat for hot lunch with food accommodations. Stacy also introduced the student to another member of the kitchen staff so the student could feel more comfortable. Thanks for all you do, Stacy!



Celebration

RMS-CES will be honoring the 8th-grade Envirothon team, which consists of the following students who on April 16th have won the Envirothon competition for three consecutive years in a row. Although the core group has been most consistent throughout the years, we will be honoring anyone who has served on this team at any point in the last three years. We are very proud of their accomplishments.

Russell Purser (2026, 2025, 2024)

Max Freeland (2026, 2025, 2024)

Cole Ashfeld (2026)

Miles Mooney (2025, 2024)

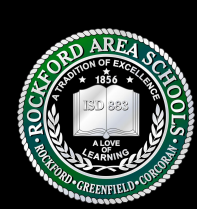
Tucker Ehret (2026, 2025, 2024)

Douglas Stark (2026)

Edrin Xhelilaj (2025, 2024)

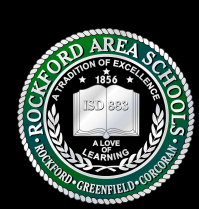


Rockford Middle School General Updates



General Updates

- 8th Grade Shout Out
- STEM Showcase Overview
- STEM IRL Progress
- ✘ Student Connectedness/Engagement Finalized 5-21
- ✔ Lifelong Learning - 8th Grade
- ✔ MCA Tests Complete - Embargo until Aug
- ✘ FAST Testing Being Finalized this week (May 18-22)



General Updates

- ❑ Read Act -Training Middle School ELA Teachers
- ❑ Middle School Math Adopting Curriculum
 - ❑ Building Bridges Transition Years
- ❑ Chromebook/Tech
- ❑ Our Data Retreats → Systemic Focused Instruction(ELA/Math)



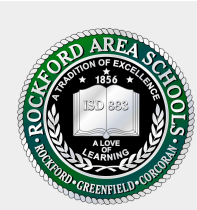
RMS SIP PLAN

2025-2026

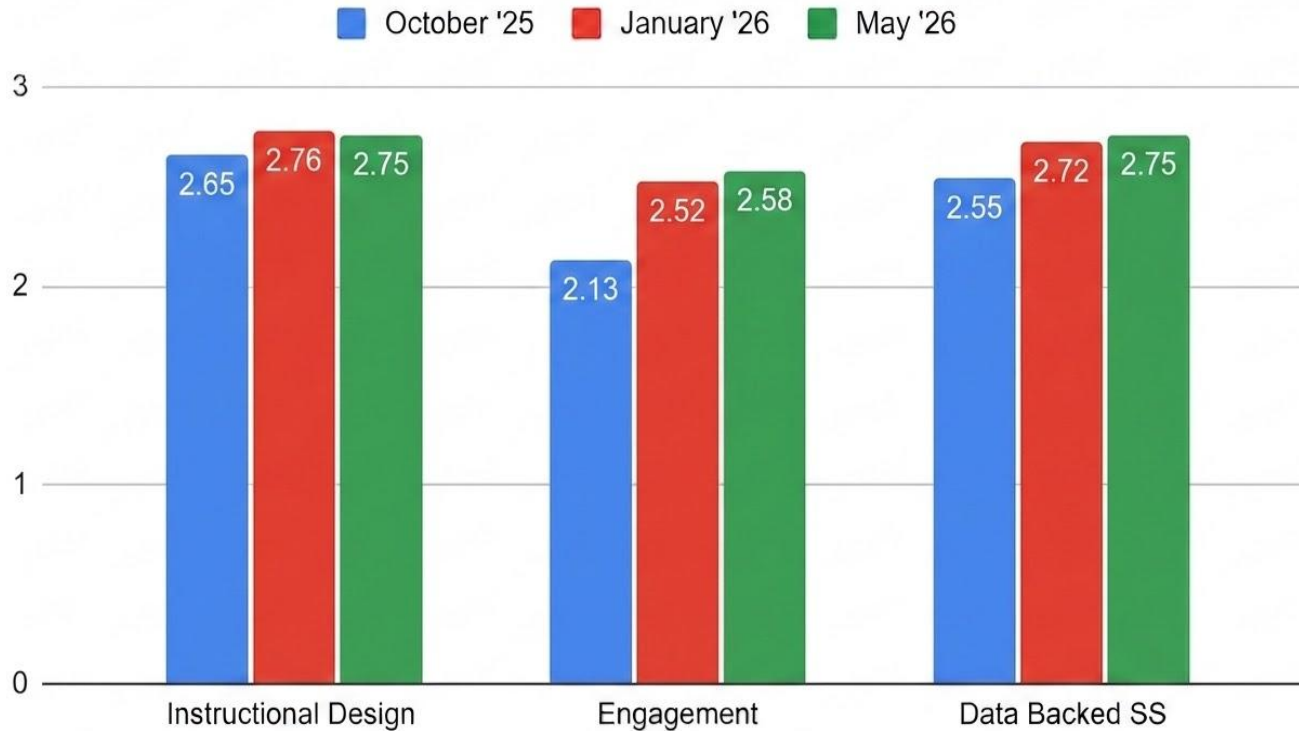
Presented on behalf of the RMS
BILT Team

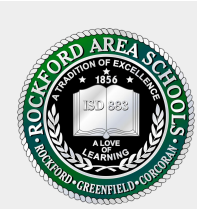
- Instructional Design
- Engagement Continuum
- Data Backed Student Support
- Student Connectedness
- Student Growth & Achievement

~10 minutes



Progress on Learning Scale





RMS (SIP): Instructional Design

Goal/Roadmap 1 (Purpose)

During the 2025-26 school year, all courses in grades 5–8 will align to standards, include formative and summative assessments, and reflect the shared instructional beliefs outlined in Instructional Design & Grading Practices (5-12).

Process/Progress

- Grading Based PLC
- Intentional work on Relearning
- Parent Communication
- Initiate GPA for first time ever
- All Courses Overview Complete
- Summative Not Optional

Product

- [Instructional Design & Grading Practices \(5-12\)](#)
- [RAS One Page Curriculum Overview](#)



A glance at our first Time Using GPA



Rockford Middle School



Honor Roll Attainment at Any Point During the Year



A or B Honor Roll at Least Once

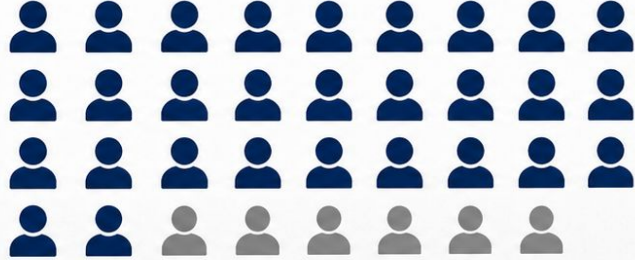


381
of 467 students

☆ Reached honor roll at least once



What 81.6% Looks Like in a Classroom Typical Class of 28 Students



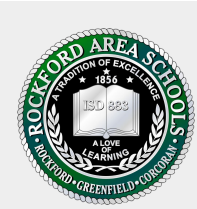
23 Students Reached Honor Roll

5 Students Did Not Reach Honor Roll

About **23** of 28 students



Based on 467 students with GPA data across Terms 1–3. A or B Honor Roll at least once = 381 of 467 students (81.6%). A Honor Roll = GPA 3.67+. B Honor Roll = GPA 3.00–3.66. GPA-only analysis; D/I exclusions are not reflected in this dataset.



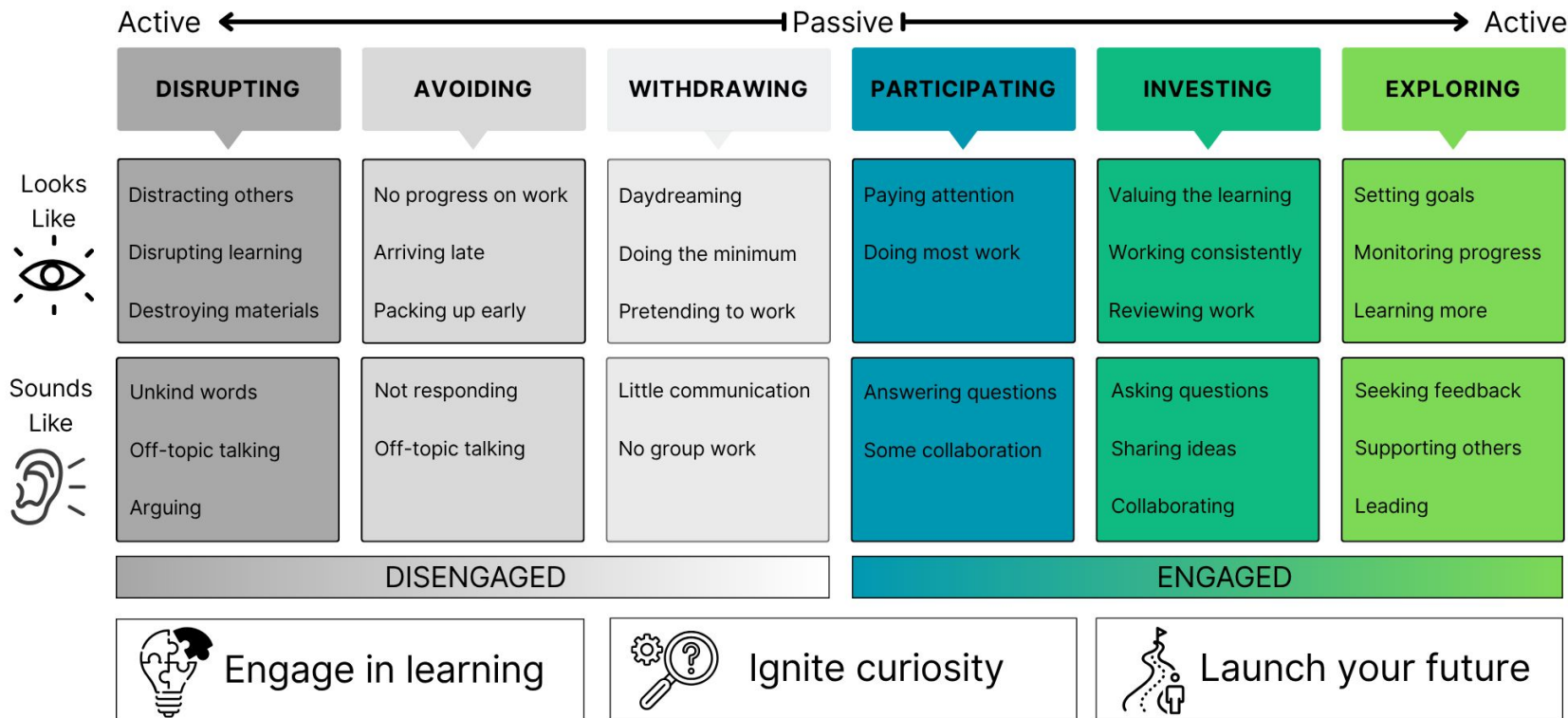
RMS (SIP): Instructional Design

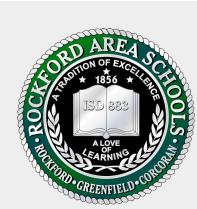
Learning & Actions

- Building in Processes for communicating things like Missing work & Failing Grades
- Having consistency in handling unique situations involving incompletes due to student situations with reasonable timelines
- Relearning & Summatives → structure & support



Engage to Learn





RMS (SIP): Engagement Continuum

Goal/Roadmap 2 (Purpose)

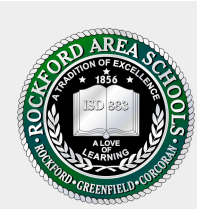
During the 2025-26 school year, teachers will explore and integrate engagement language, visuals, and verbal cues within each unit, and will provide students with multiple opportunities for reflection on their engagement. School Wide gathered approximately each quarter. Class wide gathered each unit

Process/Progress

- PLC Focus on Engagement Strategies
- Quarterly School Wide Engagement Reflection
- Classroom use of Engagement Continuum (Secondary)
- Students are aware of engagement and actively reflect on their engagement using the continuum language.

Product

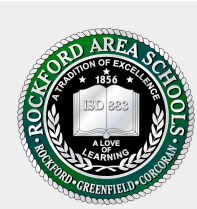
- Engagement Continuum Next Slide & [Teaching of the Continuum](#)
- [Academic Check In & Reflection](#)
- Targeting Engagement Strategies & Modeling



RMS (SIP): Engagement Continuum

Learnings & Actions

- Surfacing the most effective engagement strategies across the content areas via padlet
- Teachers selected strategies to see modeled by fellow teachers to start of PLC
- Quarter 4: Using Campus Hall Pass to be able to address engagement level... specifically avoiding & withdrawing
- Having common examples for how students can reflect using the [Student Engagement](#) reflection.



RMS (SIP): Data Backed Student Support

Goal/Roadmap 3 (Purpose)

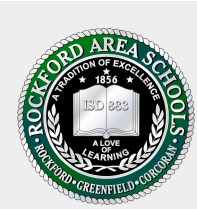
During the 2025-26 school year, staff will facilitate student reflection and goal setting on FAST scores and will complete Student Achievement Action Plans for a select number of students based on data-driven student need.

Process/Progress

- Teachers/teams have a consistent process and schedule for reviewing data.
- Data informs meaningful discussions about student engagement and achievement; that discussion informs instruction.
- Data leads to action plans to support students who are not achieving and growing; those plans lead to intervention.
- ML Specific Support

Product

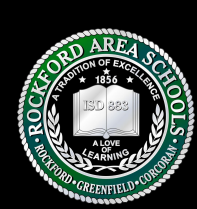
- ADSIS Data
- Student Plans
- Template for Data Collection/Tracking/Analysis [Sample Point](#)



RMS (SIP): Data Backed Student Support

Learnings & Actions

- Two Complete Rounds of Data Retreats ELA & Math
- Targeted Boost Instruction for 5-8 ELA & Math Q2 & Q3
- Completion of New Elective for 6th Grade (GPS) Guiding Personal Success - Finished Q3
- Integrating ([Sample](#)) Data Collection tools for students who have Data Backed Student Support



Data Backed Student Support



Student Achievement Action Plan Building

Student Name _____
Date _____

Student Achievement, Engagement Evidence

FAST Testing <ul style="list-style-type: none"> • aMath <ul style="list-style-type: none"> ◦ • aReading <ul style="list-style-type: none"> ◦ 	Class Grades <ol style="list-style-type: none"> 1. Block 1: 2. Block 2: 3. Block 3: 4. Block 4: 5. Block 5: 6. Block 6: 7. Block 7:
Concern Context <input type="checkbox"/> Assessment Results Identify the Barrier <input type="checkbox"/> Academic skills <input type="checkbox"/> Behavior (engagement, effort, motivation)	Concern Context <input type="checkbox"/> Class Grades Identify the Barrier <input type="checkbox"/> Academic skills <input type="checkbox"/> Attendance <input type="checkbox"/> Behavior (engagement, effort, motivation)

Responsive Action (Systems Level)—completed by Counseling Office

Context	Evidence	Responsive Action

Template

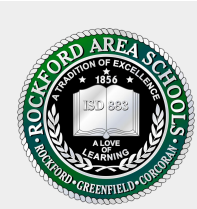
Responsive Action (Classroom Level)—completed by Classroom Teachers

Using the information from the student data landing page as a starting point, begin a responsive action plan to support the student in achievement/growth.

Context	Evidence	Responsive Action (Instructional Level) What does this look like in your class?

Team Collaboration in Implementation

1. Communication
 - Student
 - Counselors
 - Family
2. Progress Monitoring
3. Plan Adjustments



RMS (SIP): Student Connectedness

Goal (Purpose)

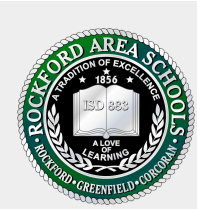
During the 2025-26 school year, the percentage of students expressing connectedness to an adult will increase by 5% or more between Fall and Spring as measured in the Student Connectedness Survey.

Process/Progress

- Student Connectedness Survey Given in End of September and again in April/May
- [Empathy Interview](#) for each student identifying feeling disconnected
- Intentional PD to target students feeling disconnected to foster a stronger connection.

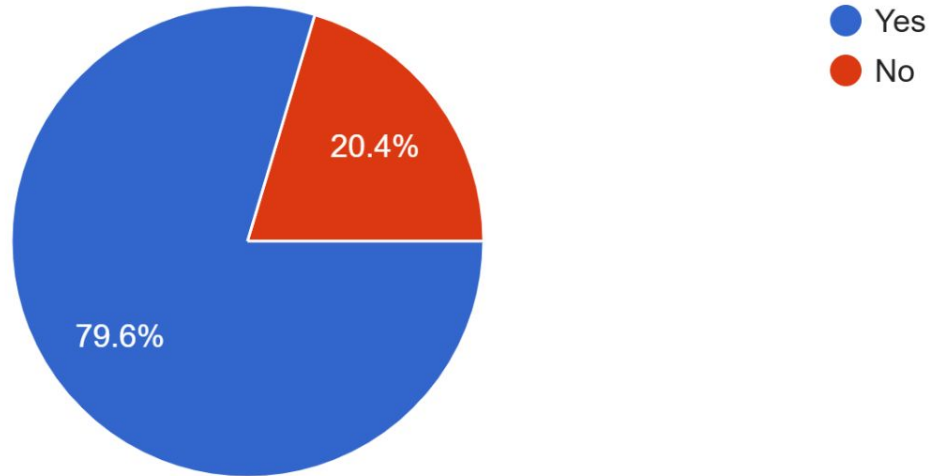
Product

- Initiate Student of the week x 4
- Postcards for every student
- Mystery Staff Member every week over the student led announcements (clue each day)



Baseline Connectedness Survey Data

Do you have at least one adult in this building that you feel comfortable going to with concerns?
456 responses





Student Activity Involvement

Survey question: 'I am involved in at least one club, sport, or other co-curricular activity at my school.'



Involvement in a school activity

259 students
56.7%

Strongly Agree (170) +
Agree (88) +
direct yes response (1)



Not involved at school,
but active outside of school

141 students
30.9%

Outside activity only



Not involved in a
school activity

57 students
12.5%

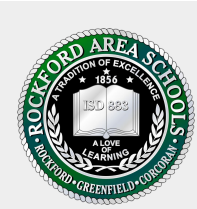
Disagree (27) +
Strongly Disagree (30)



Key Takeaway: **87.5%** of students report being involved in a school or outside activity.



Total responses: 457



RMS (SIP): Student Growth Based on FastBridge Testing

Goal (Purpose)

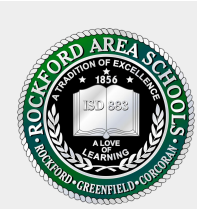
By the end of the school year, 25% of students who tested in the “some risk” or “high risk” categories in math and reading will demonstrate growth by either moving into the “low risk” or “some risk” category, or by beating their spring predicted score based on their fall growth report score.

Process/Progress

- Review data from 24-25 at workshop
- Review fall data through data retreats x3
- Review winter data and spring data after each cycle with accompanying data retreat
- Reading and Math Teachers will have routine targeted intervention time as a part of Boost to be able to pull students who need additional help (Non ADSIS students)

Product

- FAST results are being finished.



RMS (SIP): Student Growth Based on FastBridge Testing

Learnings & Actions

- ADSIS
- Targeted Services
- Changing Design Summer School
- BOOST Interventions
- After School Homework Help



Thank You.