



Rockford Area Schools

presented by Paul Warzecha

February 18th 2026

#ROCKETS883





Rockford Middle School

General Updates



General Updates, Celebrations

- Student Council Updates & Celebrations
- I Love To Read Month
- STEM IRL
- Launch Your Future & STEM Showcase



RMS SIP PLAN 2025-2026

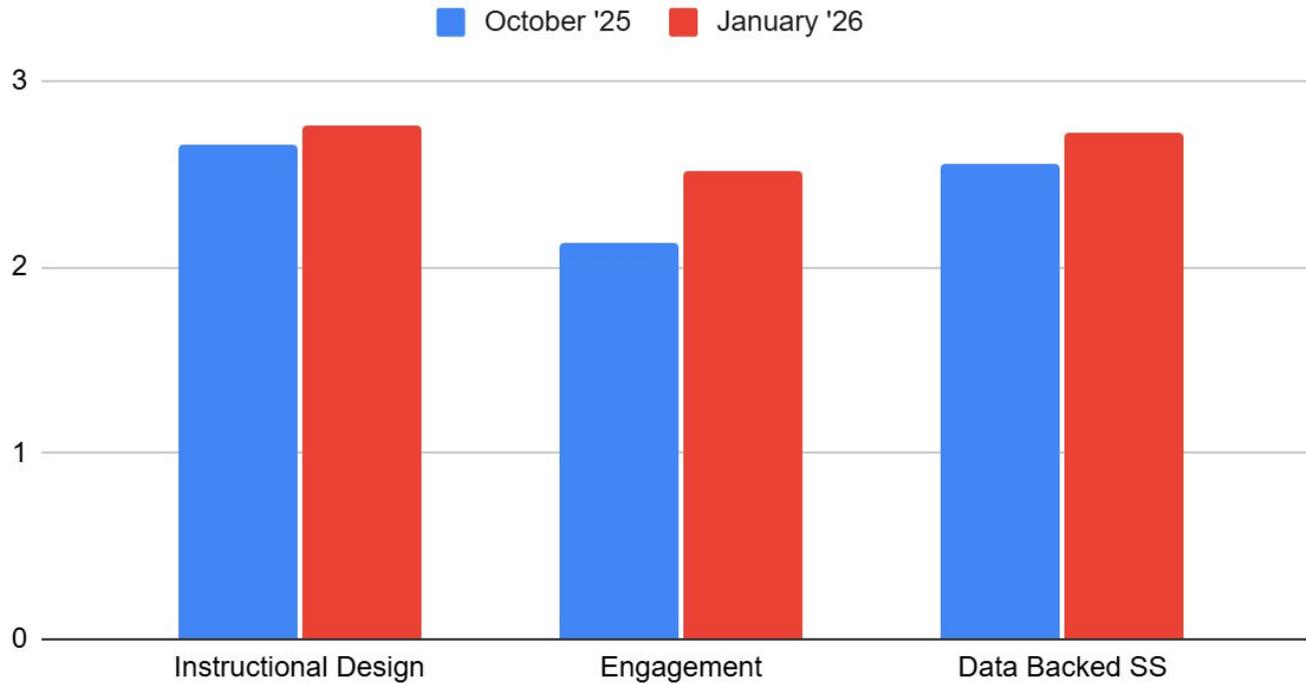
Presented on behalf of the RMS
BILT Team

- Instructional Design
- Engagement Continuum
- Data Backed Student Support
- Student Connectedness
- Student Growth Based on FastBridge Testing

~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

Product

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



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 **at least quarterly.**

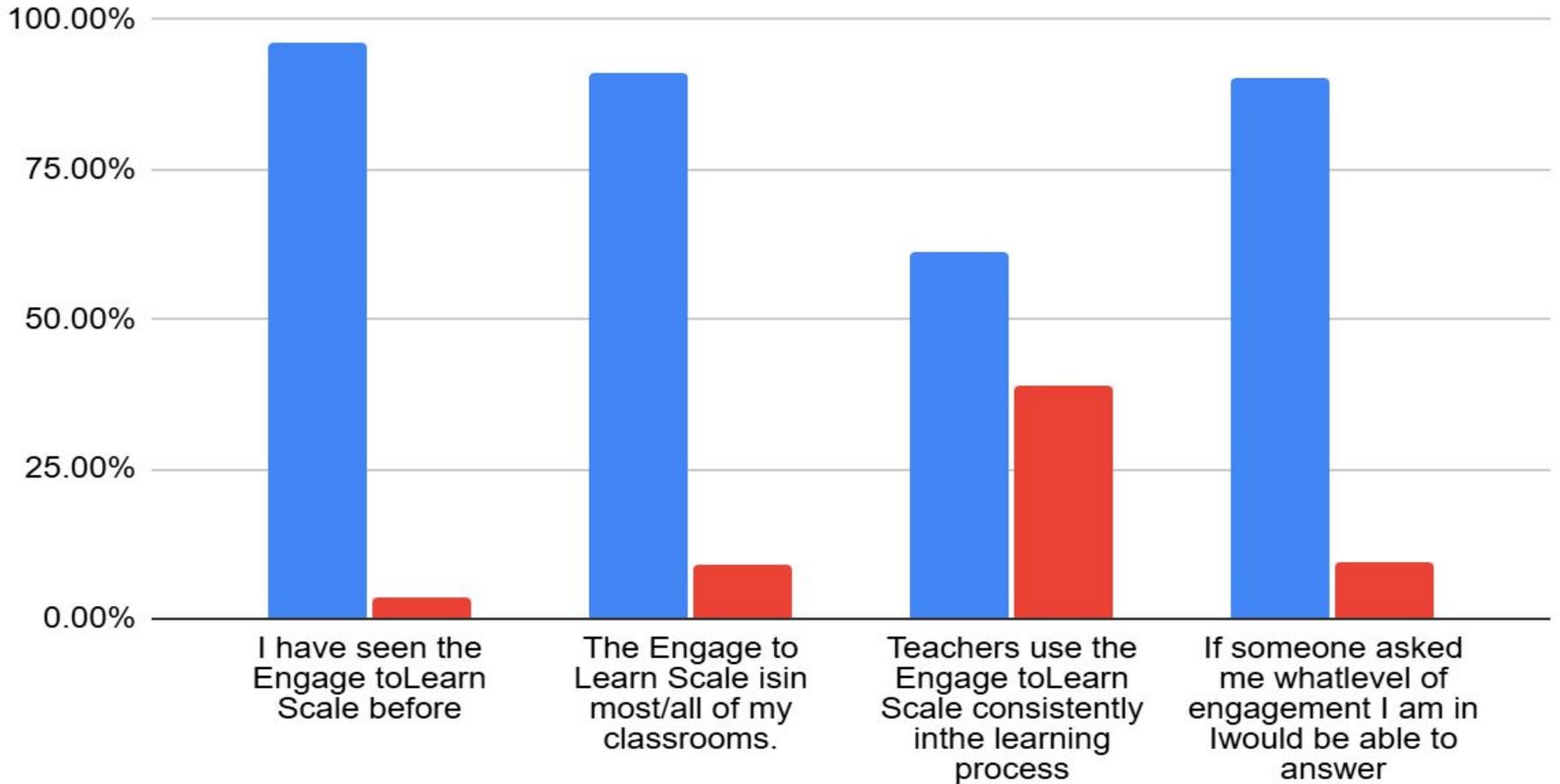
Process/Progress

- 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

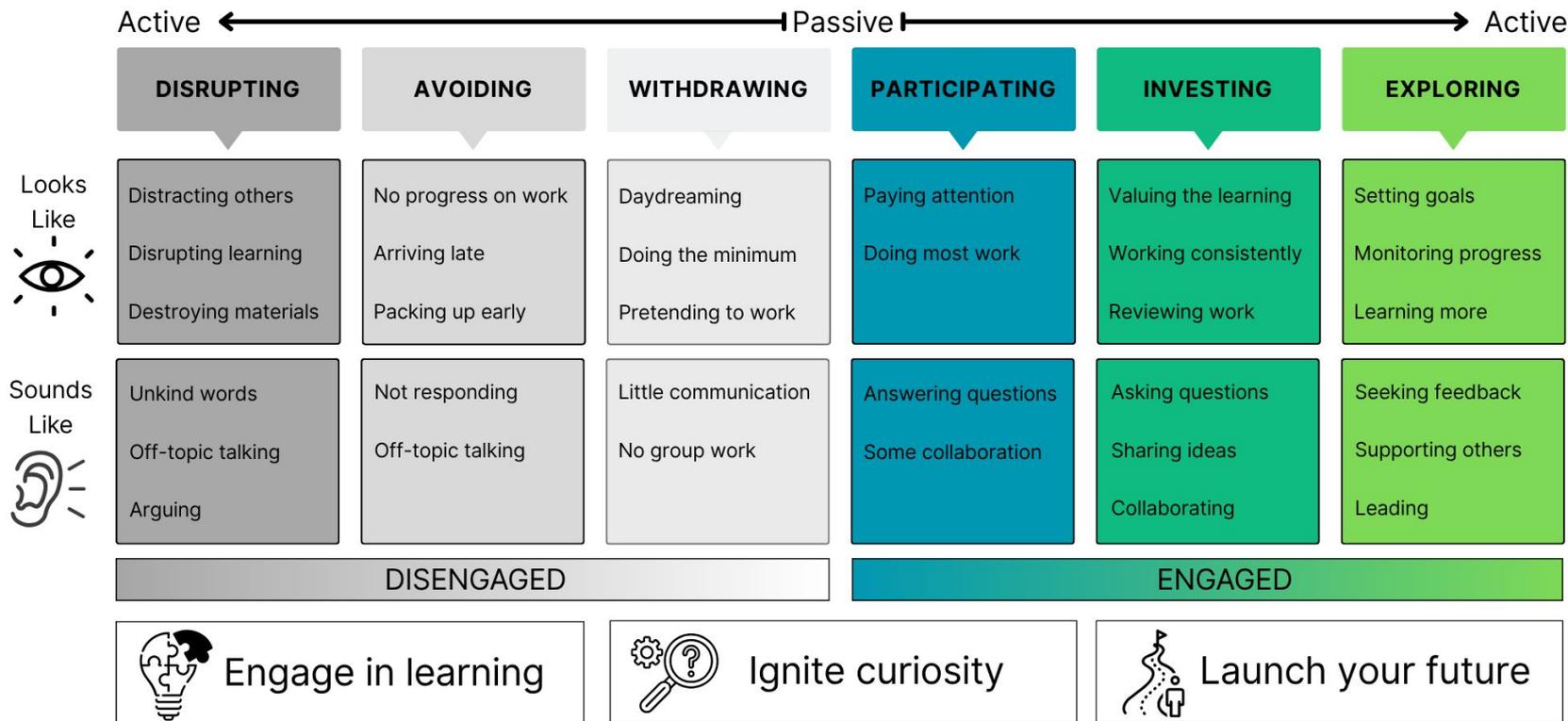
- Engagement Continuum Next Slide [& Teaching of the Continuum](#)
- [Academic Check In](#) & [Reflection](#)

Yes No

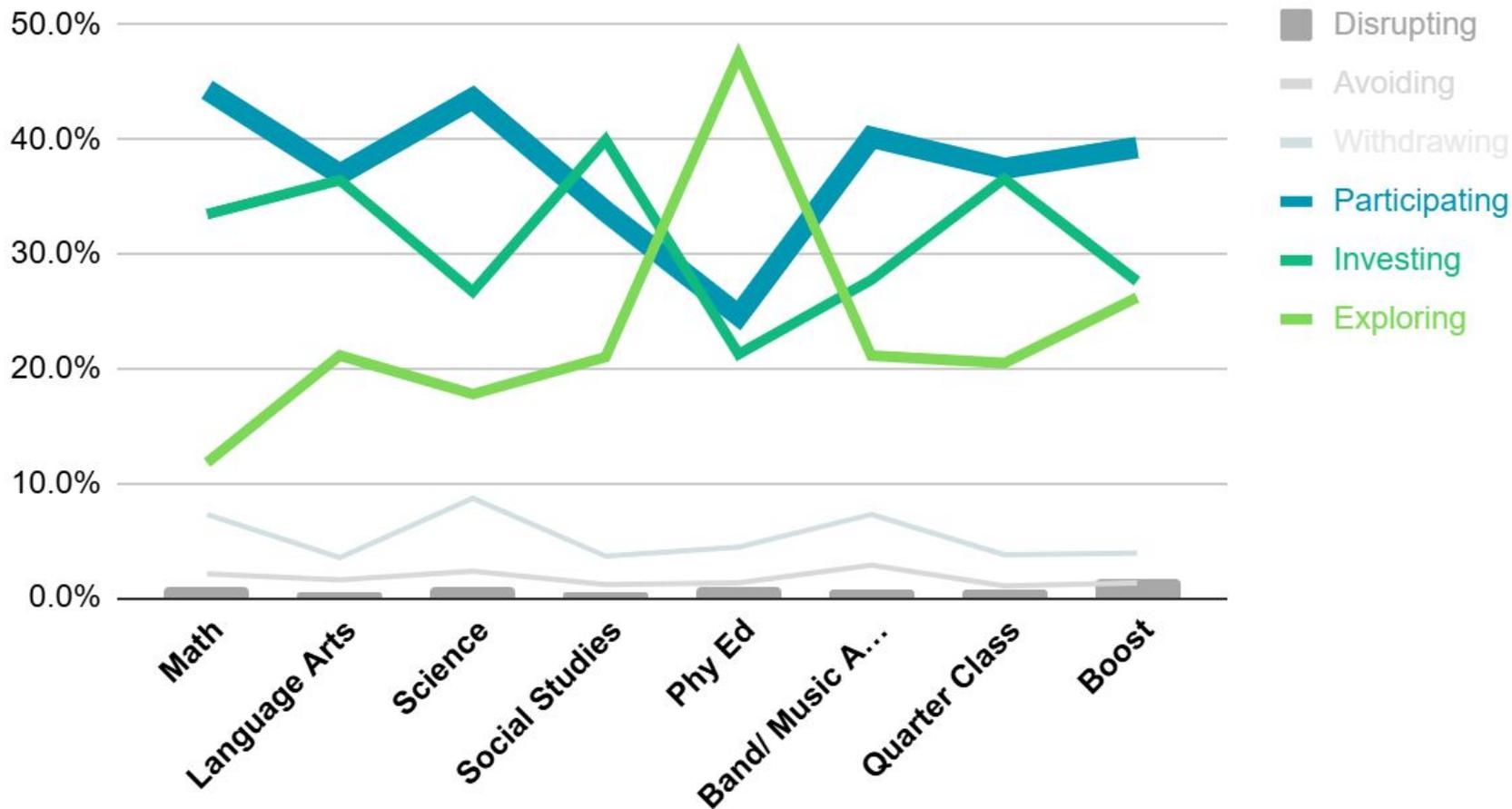




Engage to Learn



Engagement Continuum (Semester 1 @RMS-CES)





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



Data Backed Student Support

[Template](#)



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

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



ADSIS Update

Math:

7 Students Exited Service

All Grades Tracking to Meet SMART Goal for Percentage of students that are on track or above in aMath

Reading:

8 Students Exited Service

3 of 4 Grade Levels Tracking to Meet SMART Goal for Percentage of students that are on track or above in aReading



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

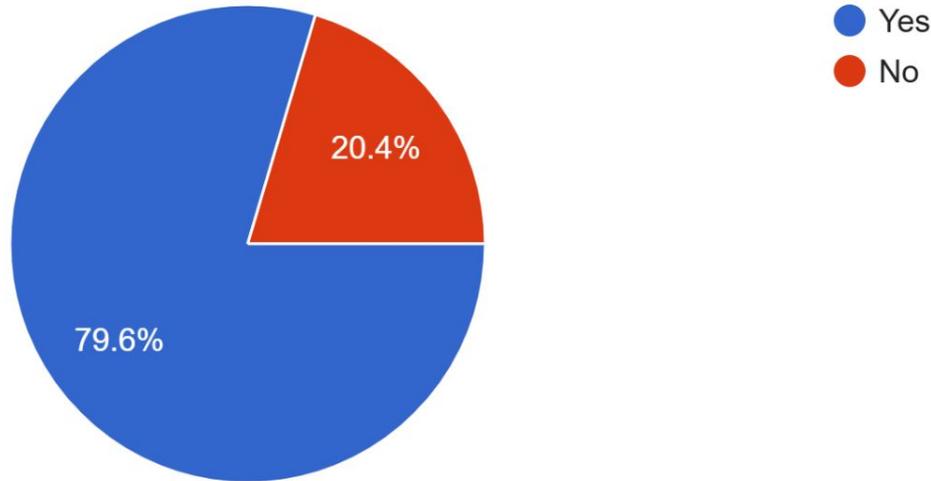
- Initiate Student of the week x 4
- Postcards for every student
- Mystery Staff Member every week over the student led announcements (clue each day)



Baseline Connectedness Survey Data

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

456 responses





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)

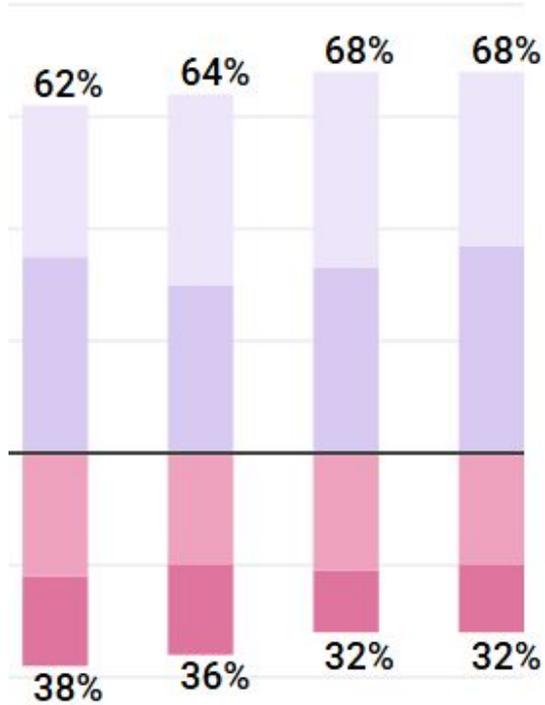
Product

- FAST results to follow

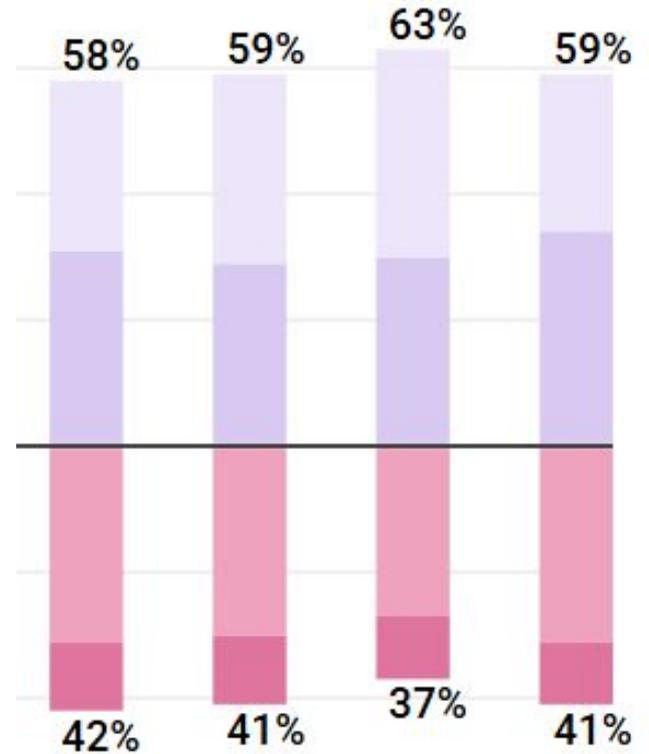


Last 4 FAST Testing Sessions

Reading

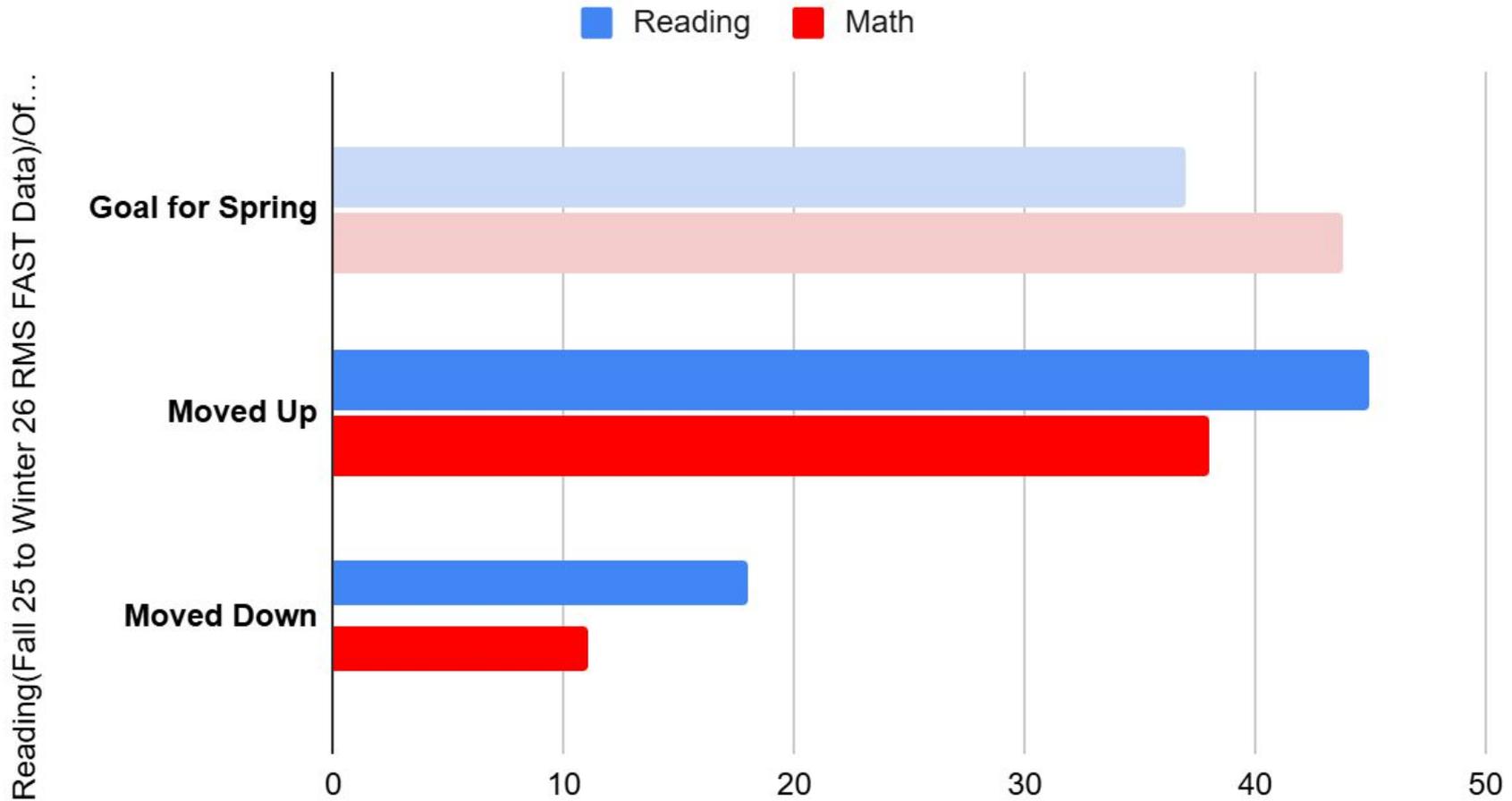


Math





Reading and Math



Progress on Building Goal



	5th		6th		7th		8th	
F25 to W26	Up	Down	Up	Down	Up	Down	Up	Down
Math	Winter							
Some Risk	10	3	6	1	2	3	7	4
High Risk	2	0	3	0	2	0	6	0
Totals	12	3	9	1	4	3	13	4
Spring Goal	12.25		11.5		8.75		11.25	

	5th		6th		7th		8th	
F25 to W26	Up	Down	Up	Down	Up	Down	Up	Down
Reading	Winter	Winter	Winter	Winter	Winter	Winter	Fall	Winter
Some Risk	7	3	4	7	13	6	5	2
High Risk	1	0	4	0	5	0	6	0
Totals	8	3	8	7	18	6	11	2
Spring Goal	8.25		11		10		7.75	



% of Students who increased their Reading Fast Score by 10 or more pts

20.34%



Thank You.