Principal Report

November 2026











In partnership with our communities and families, Rockford Area Schools provides challenging opportunities to engage, inspire, and educate globally minded citizens

INSTRUCTIONAL ROADMAP SY 26-27



STRATEGIC DIRECTION

Support student achievement & growth, literacy

STRUCTURED SUPPORT

Provided by Building Instructional Leadership Teams (BILT)

The Why / Outcomes

- Goal
  - Use roadmap as framework for professional development
  - Ensure professional development is concretely applicable in support of student achievement and growth
  - Align our leadership
  - Continuous improvement
- Instructional goal each year (content outs)
- Science of Learning goal each year (engagement, agency→skills outs)
- Data-driven Student Support goal each year (how we're doing as a result of the other two goals)

The Why / Outcomes

Purpose

1. Instructional Goal (Teachers Do)
   a. Curriculum Maps
   b. Instructional Design, Alignment
2. Science of Learning Goal (Students Do)
   a. Learning Targets
   b. Engagement, Agency
3. Data-driven Student Support (Teams Do)
   a. Measures how we're doing with Instruction, Learning

Process



PD & PLCs
Concrete Application

Product



Continuous Improvement
Achievement & Growth

Roadmap Focus: Instructional Alignment

Facilitate instructional alignment within teams and between teams that supports **student achievement and growth**.

What this looks like when complete/end in view

- Instruction is **horizontally aligned** in terms of both content and skills.
- Instruction is **vertically aligned** in terms of both content and skills.
- **Common language/common instructional practice** is used horizontally and vertically where applicable to support strong **transfer of skills and content knowledge**

Common Product across all buildings
Ins/Outs Aligned to Standards , Common Language

Instructional Alignment SMART Plan

REAMS	RMS-CES	RHS
• CKLA alignment: updates/revisions & between grade level teams • Common language and alignment Specialists • Math review, common language • Vocabulary	• Content skills and Academic skills 'ins/outs' • Academic Planner used in School Wide Binder System • Course Guide for an outward facing summary	• Align metrics and practices • Content skills and Academic skills 'ins/outs' • AVID skills in BLAST (Tier 2); sharing with original teacher for ongoing support (Tier 1)

Roadmap Focus: Learner Agency

Integrate common language connected to learner agency in classroom instruction and BLAST instruction to **strengthen engagement and support student achievement and growth**.

What this looks like when complete/end in view

- Teachers **integrate whole class learning, collaborative learning, and self-directed learning strategically** within classroom instruction and BLAST instruction to support student achievement.
- Students are **aware of the role of agency in their learning process** and reflective about their engagement.
- **Shared understanding of how learner agency** supports ongoing instructional adjustment in support of student achievement and growth

Agency SMART Plan

REAMS

- Engagement & Agency Training
- Looks like/sounds like by grade level
- Grade level plans--BLAST
- Classroom visits

RMS-CES

- Looks like/ sounds visual
- Symbols integrated into instruction
- Baseline Data
  - identify how they learn
  - share how they learn with staff
  - know what to do when they don't understand
  - consistently students create and monitor goals.
- Learning Choices (Instructional) vs Classroom Choices (Situational)

RHS

- Student self assessment every Tuesday in Blast
- 3 week checks for academics, grades, engagement, behavior, and eligibility
- Learning Choices (Instructional) vs Classroom Choices (Situational)

Roadmap Focus: Data-driven Student Support Work

Use testing data to ensure student growth and continuously improve instructional practice

What this looks like when complete/end in view:

- buildings meet reading and math goals
- process for teachers to reflect on and respond to data
- process for sharing data with students, families

Data-driven Student Support SMART Plan (REAMS)

Student Achievement, Engagement Evidence

Testing	Class Progress/Grades

• aMath
  ▫
• aReading
  ▫
• Other
  ▫	

Concern Context ☐ Assessment Results **Identify the Barrier** ☐ Academic skills ☐ Behavior (engagement, effort, motivation)	**Concern Context** ☐ Class Progress/Grades **Identify the Barrier** ☐ Academic skills ☐ Attendance ☐ Behavior (engagement, effort, motivation)

Based on the achievement and engagement evidence, what is the SMART goal for this student?



Data-driven Student Support SMART Plan (RMS-CES)

During the 2026-27 school year, staff will facilitate student reflection and goal setting on FAST scores and course grades and will complete Student Achievement Action Plans for a select number of students based on data-driven student need.

- Academic Check-Ins
- Data Retreat ELA & Math (MCA & FAST)
- Incentivized FAST Scores
- ELA/Math teachers conference with students their FAST scores and future goal of progress before the next testing date.
- All teachers engage in creating Student Achievement Plans to support identified student need

Observation	Designated Intervention Copy from Observation to Intervention Doc	Progress Benchmark	Date	Level of Engagement	Baseline Data	Progress Monitor Date 1	Data	Progress Assessment
Assignment completion	Intervention should align with target behavior or achievement level	Define quantitative benchmarks that will warrant progress levels		Disengaged: Withdrawing				
			Start Date of Intervention	Choose overall level of engagement at the START of the intervention	0 = 0% Completion 1 = 25% 2 = 50% 3 = 75+%	9/21/2026		

Data-driven Student Support SMART Plan (RHS)

Informed by the engagement continuum, all teachers will incorporate the learner agency model in classrooms and BLAST to ensure all students have the opportunity to develop stronger agency through learning modalities and instructional design opportunities including whole class learning, collaborative learning, and self-directed learning. All teachers will progress from at least a level zero to at least a level two on the learner agency learner scale.

- 3 Week Learning Checks
- Identify target skills students → AVID Skills Group during BLAST
- Identify target academic content students → Targeted re-learning/review/retakes during BLAST
- AVID Agency Exchange in all 3 buildings 1x/quarter
- Student Achievement Plan or plan to pass/make up credit

Observation	Designated Intervention Copy from Observation to Intervention Doc	Progress Benchmark	Date	Level of Engagement	Baseline Data	Progress Monitor Date 1	Data	Progress Assessment
Assignment completion	Intervention should align with target behavior or achievement level	Define quantitative benchmarks that will warrant progress levels		Disengaged: Withdrawing				
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Student Connectedness

Ensure that students are in an environment where they feel valued and safe.

What this looks like when complete/end in view

- information collected from students
- information analyzed by teams
- action steps implemented in response

Student Connectedness SMART Plan

REAMS	RMS-CES	RHS
• My SAEBRS 2x/annually • Rockee Buddy • Counseling lessons • Counseling Services	• Administered Student Connectedness • Targeted strategies for students who are not connected to staff • Virtual Conference Intervention • Weekly message to students and staff following quarterly themes	• Administer Student Connectedness 2x/annually • 2x10 challenge for 23 identified students • Continued emphasis on student connectedness with monthly themes/motivational bulletin boards

Building Goal Structure

- Goals have evolved
- Each year → new understandings
- Met with FAST (Renaissance) to be sure goal aligns to our purpose

Building Goal Structure

Students will achieve their predicted growth score from fall to spring which will reflect a growth percentile of a typical year's growth or better.

Building Goal Structure

The **predicted score** will be based on **growth by start score** if possible and **growth by all** if a score is not provided by start score.

Building Goal Structure

Why Growth by Start Score is recommended:

- Compares students to peers who started at a similar achievement level.
- Provides a fairer and more precise measure of growth.
- Helps account for regression to the mean, which can affect students at the highest and lowest starting scores.
- Is the metric Renaissance uses for official growth reporting in states that require growth reporting.

Growth by Start Score remains the best practice for most reporting, goal-setting, and growth evaluation conversations.

from Renaissance

Building Goal Structure

When Growth by All can be helpful:

- If a Growth by Start Score value is unavailable, Growth by All can serve as a supplemental data point/ Just keep in mind that it compares students to the entire norm group rather than peers with similar starting scores, making it less precise. Just keep in mind that it compares students to the entire norm group rather than peers with similar starting scores, making it less precise.
- **Growth by All** can be useful as supplemental context when Growth by Start Score is unavailable for students at the extreme ends of the score distribution.

from Renaissance

Building Goal Structure

- Students get predicted score as target
- Look at if they met their target predicted score and growth %
- There are 4 Growth % Designations
  - Flat, Modest, **Typical**, and Aggressive
- Students demonstrating **typical** growth are generally showing the level of growth that would be expected over the course of a school year.

Building Goal Data Foundation

REAMS

In 25-26

- Reading: 46.00%
- Math: 39.67%

RMS-CES

In 25-26

- Reading: 54.86%
- Math: 25.25%

RHS

In 25-26

- Reading: 57.40%
- Math: 45.08%

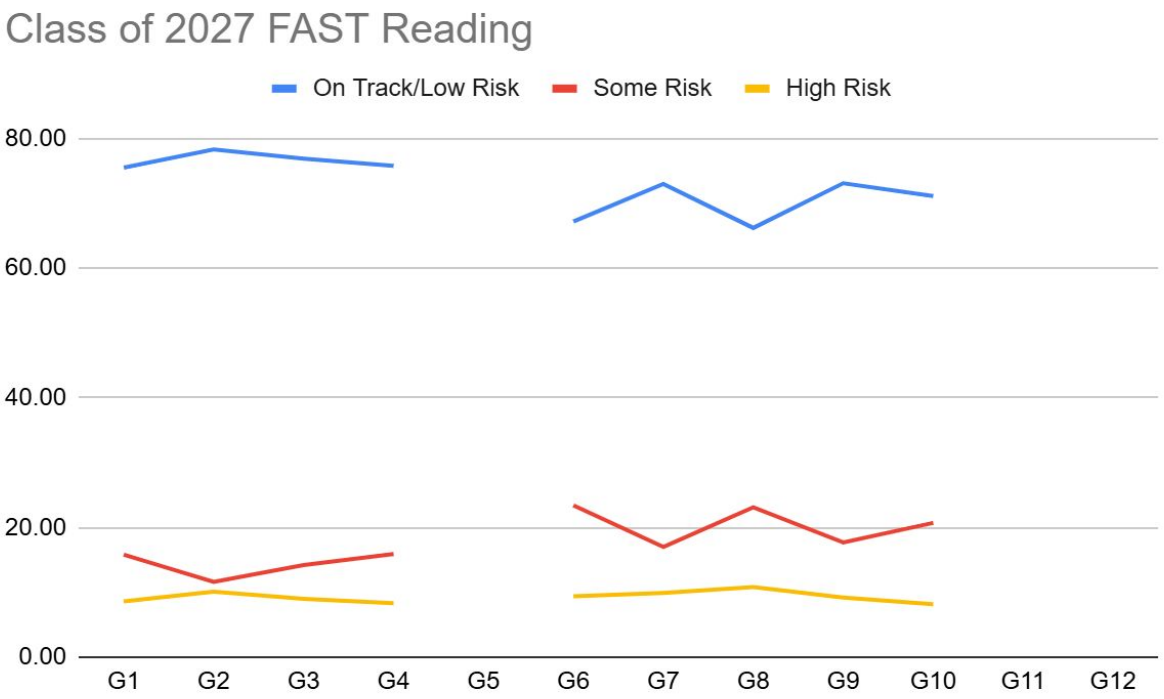
met or surpassed their predicted score (growth by start score)

Note
Some limitations as didn't run growth by all--isn't retained in data records.
Didn't run growth %.

Building Goal Structure

- Goal: Maintain a consistent goal moving forward
- Eventually track cohorts
- Growth for *each* student
- A particular focus on students who need to make more than one year of growth
- Why not exceed rather than meet?
    - Challenging to meet your predicted score
    - Kids who are lower have a bigger increment to achieve their predicted score and the increments get smaller as the initial score gets higher on the % rank. The goals *are* more aggressive for students who are behind.

Building Goal Data (Additional Analysis)

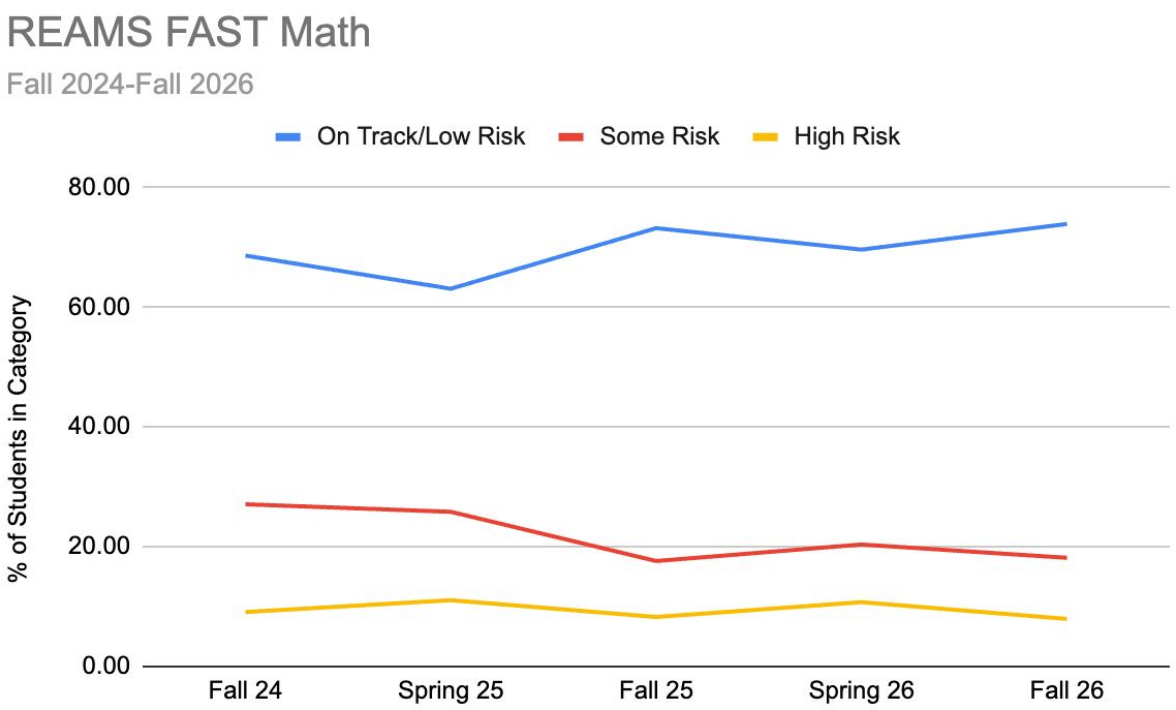


Building Goal Structure

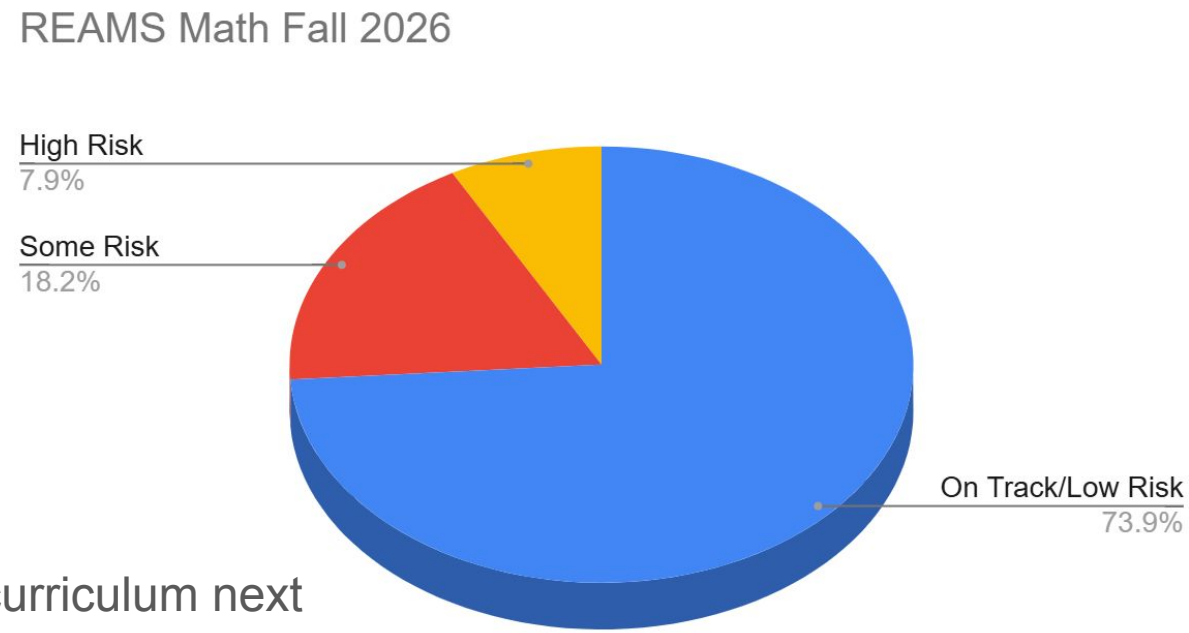
Students will achieve their predicted growth score from fall to spring which will reflect a growth percentile of a typical year's growth or better. **We will exceed the previous year's data.**

Math Screening Data
Fall 2026

Building Goal Data (REAMS: Math Screening Data)

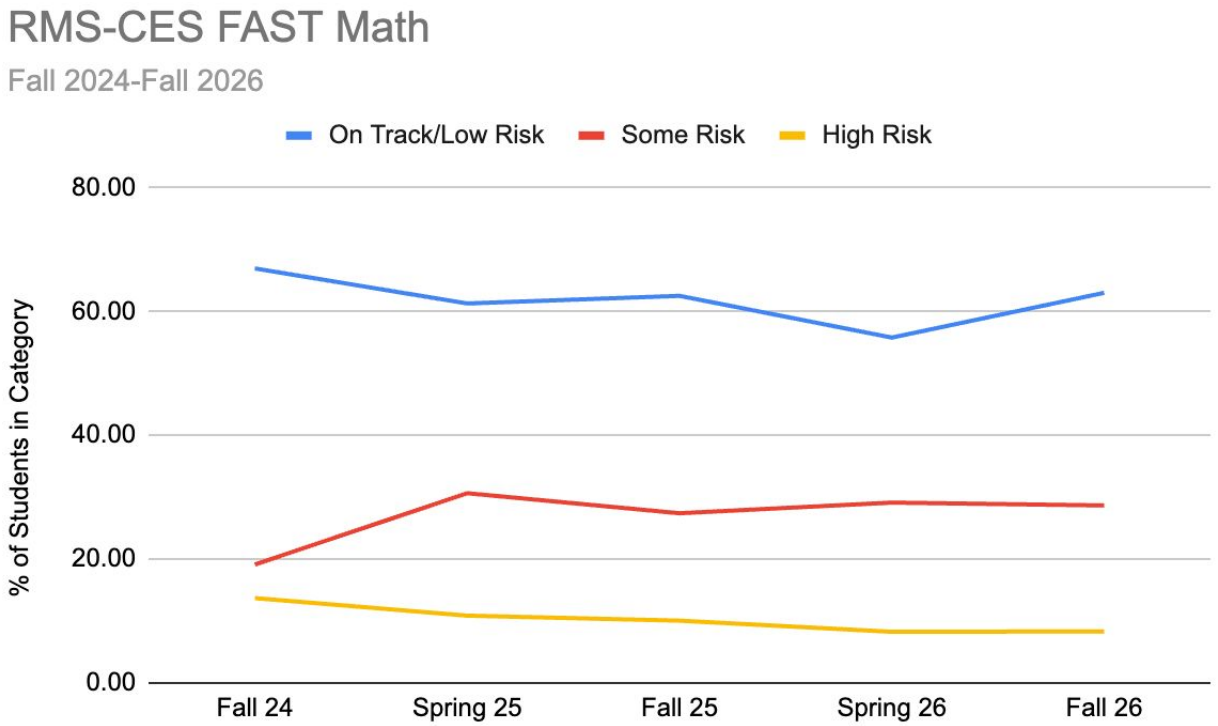


Building Goal Data (REAMS: Math Screening Data)

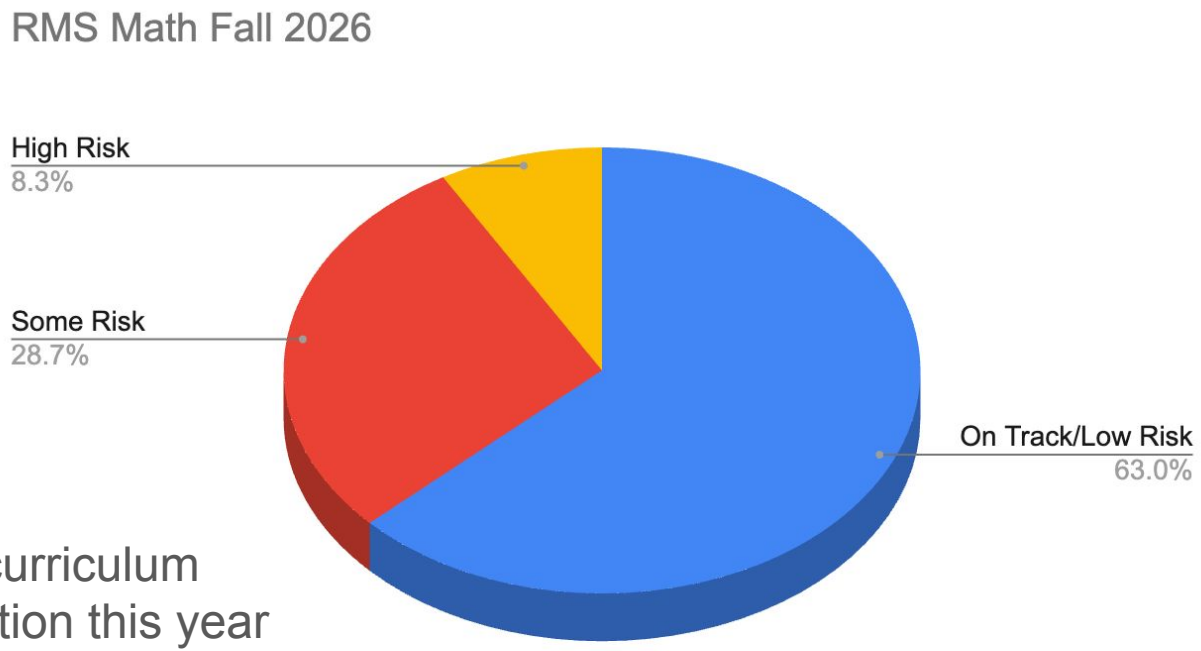


New math curriculum next year

Building Goal Data (RMS-CES: Math Screening Data)

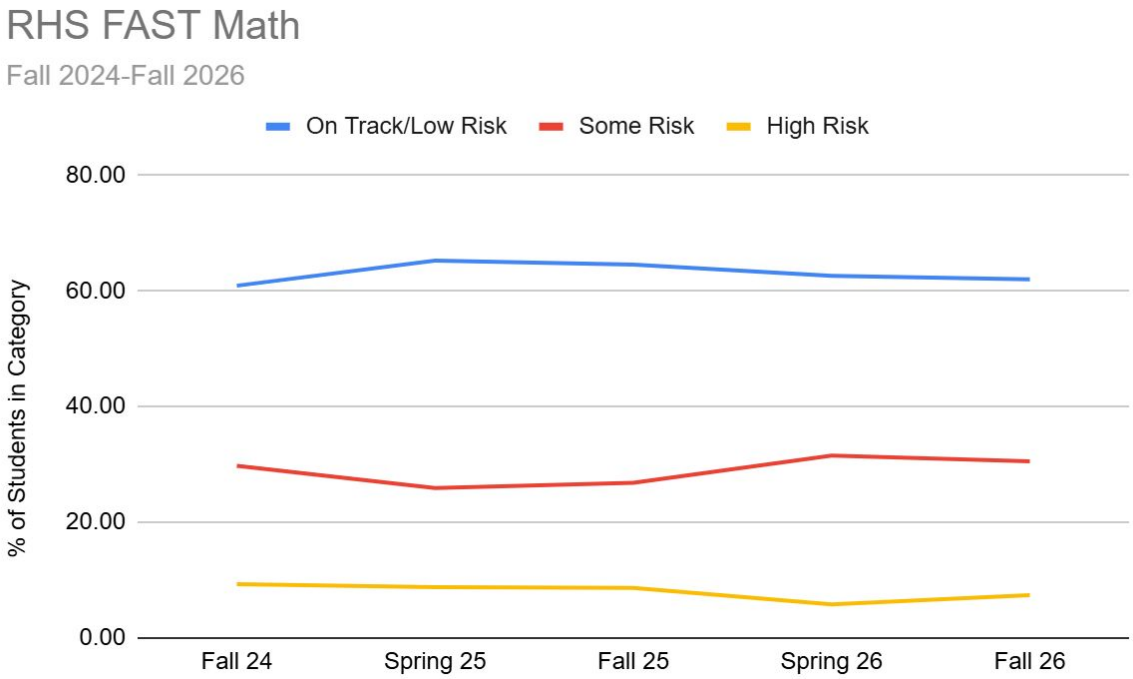


Building Goal Data (RMS-CES: Math Screening Data)

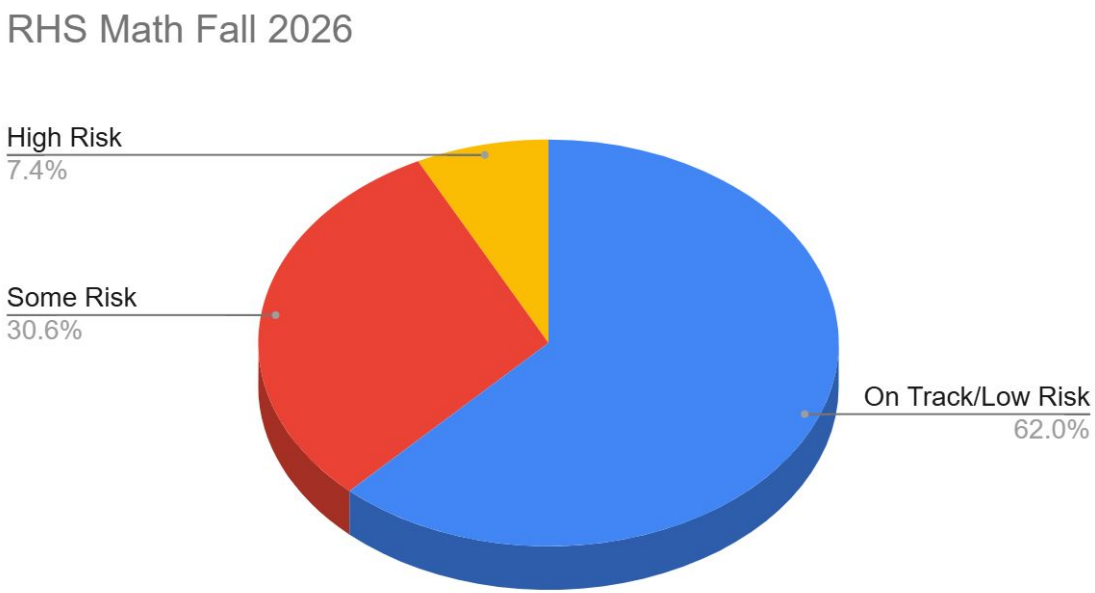


New math curriculum implementation this year

Building Goal Data (RHS: Math Screening Data)

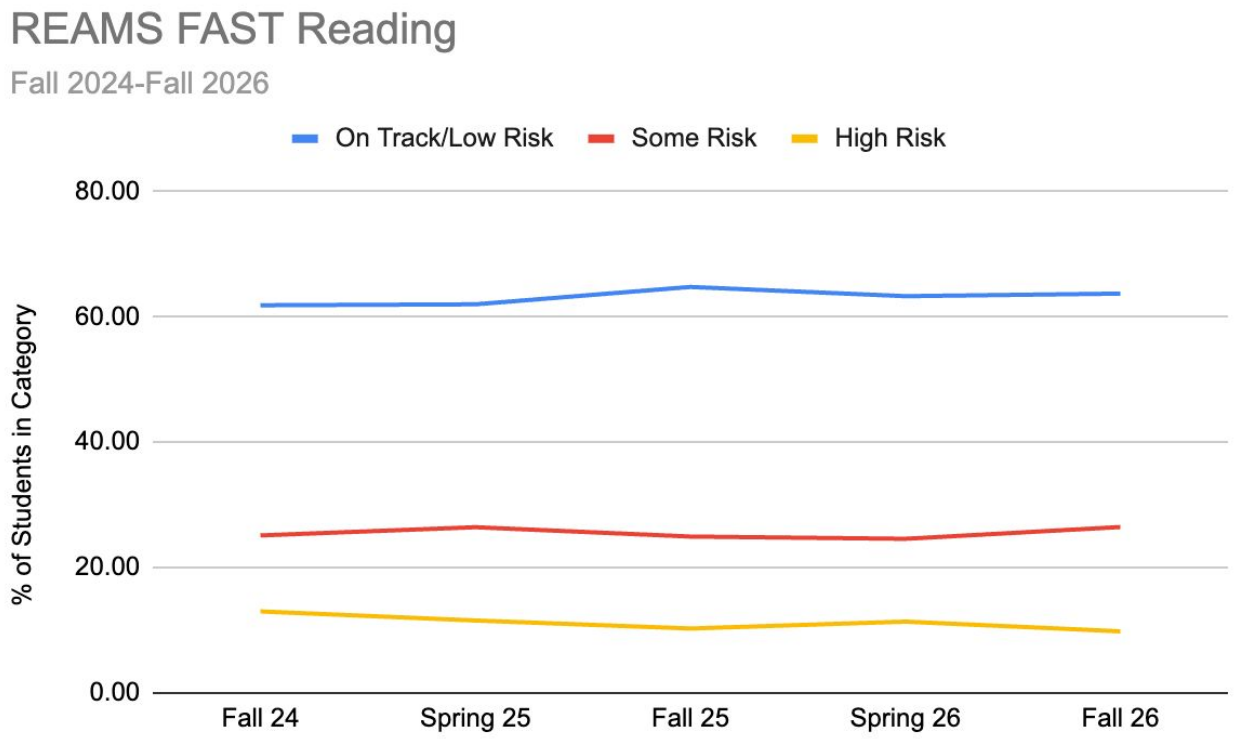


Building Goal Data (RHS: Math Screening Data)

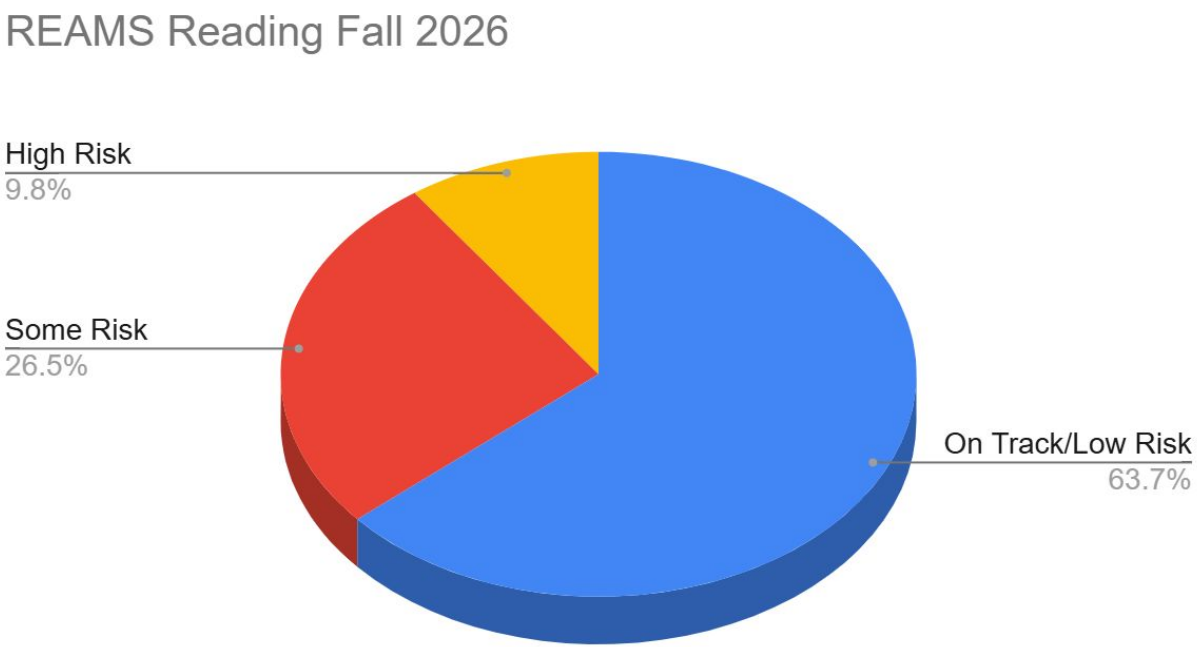


Reading Screening Data
Fall 2026

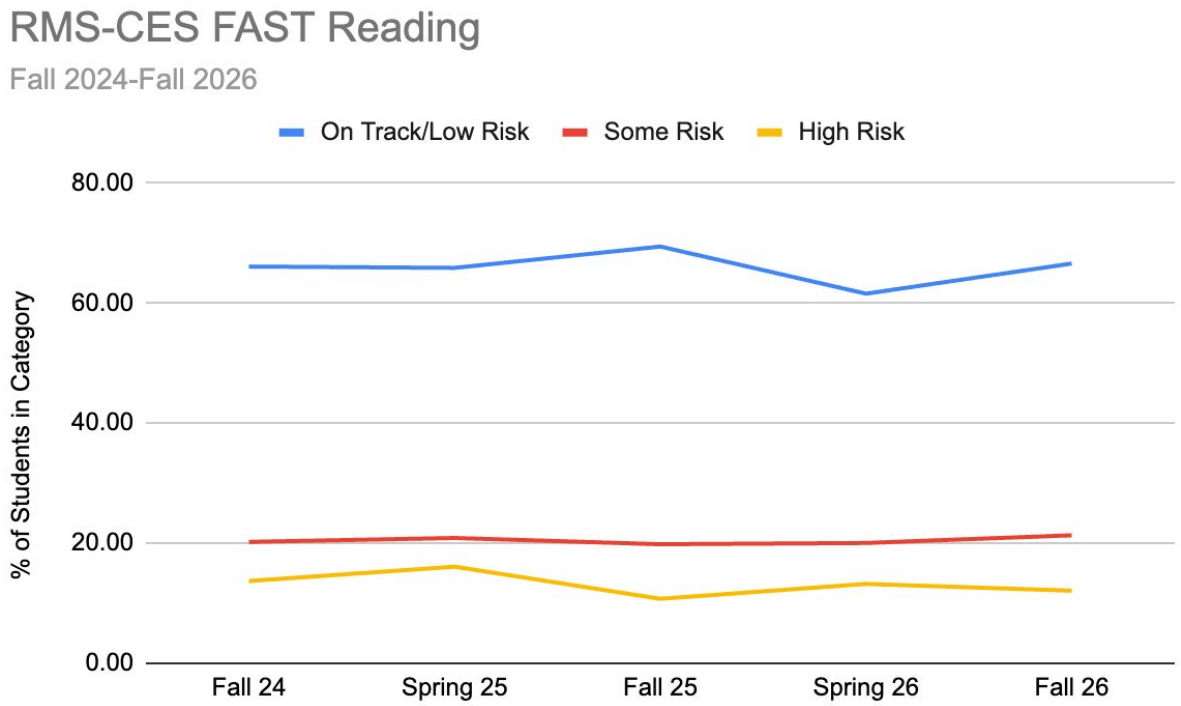
Building Goal Data (REAMS: Reading)



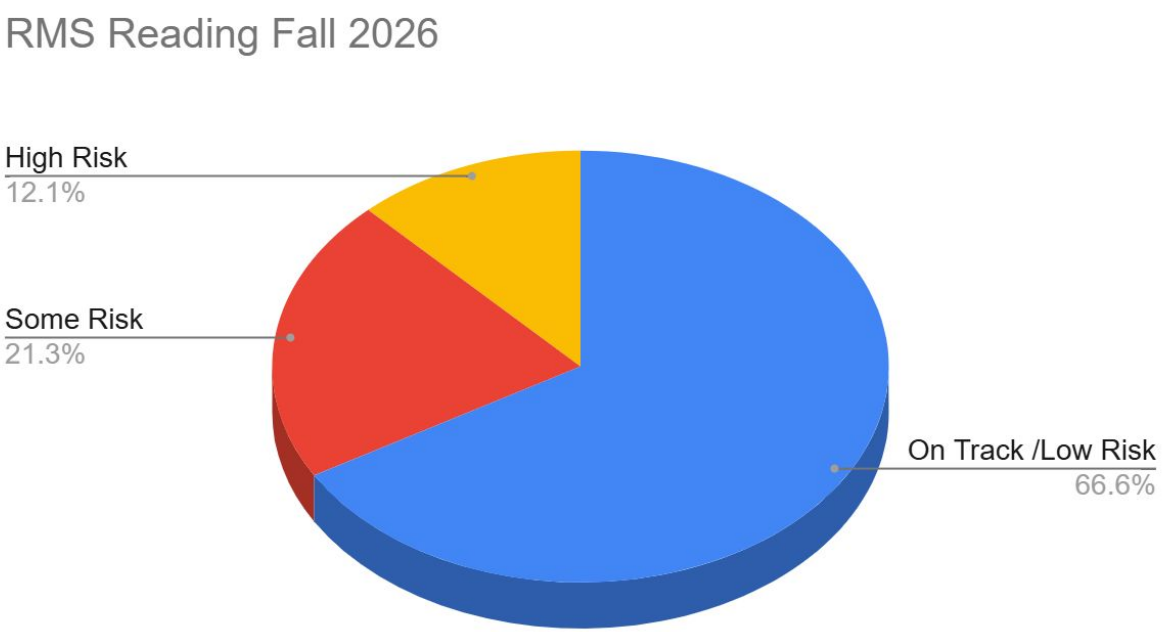
Building Goal Data (REAMS: Reading Screening Data)



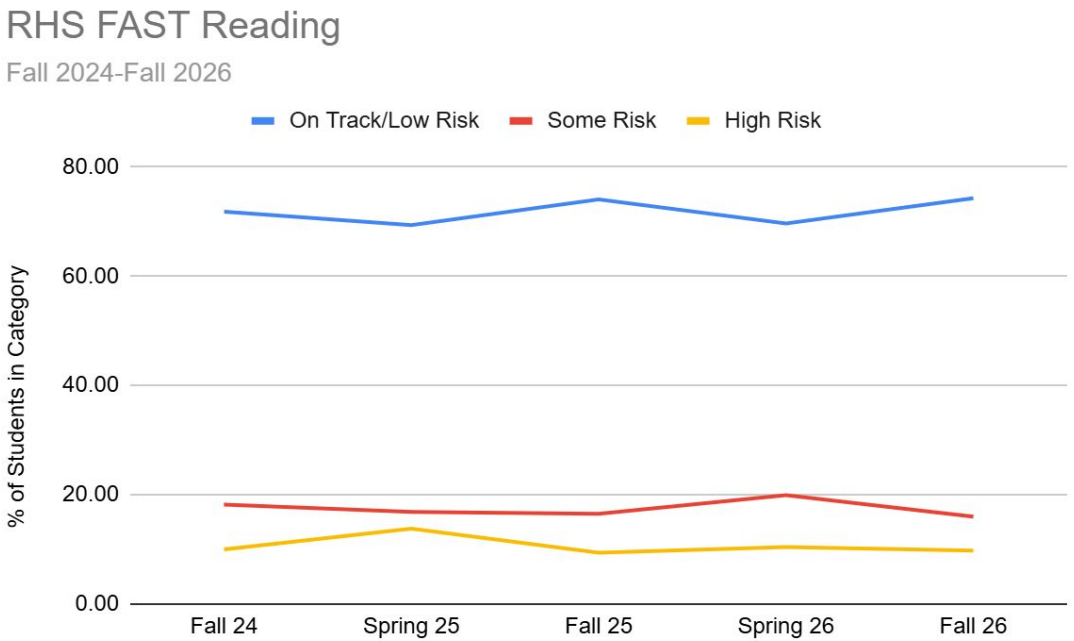
Building Goal Data (RMS-CES: Reading Screening Data)



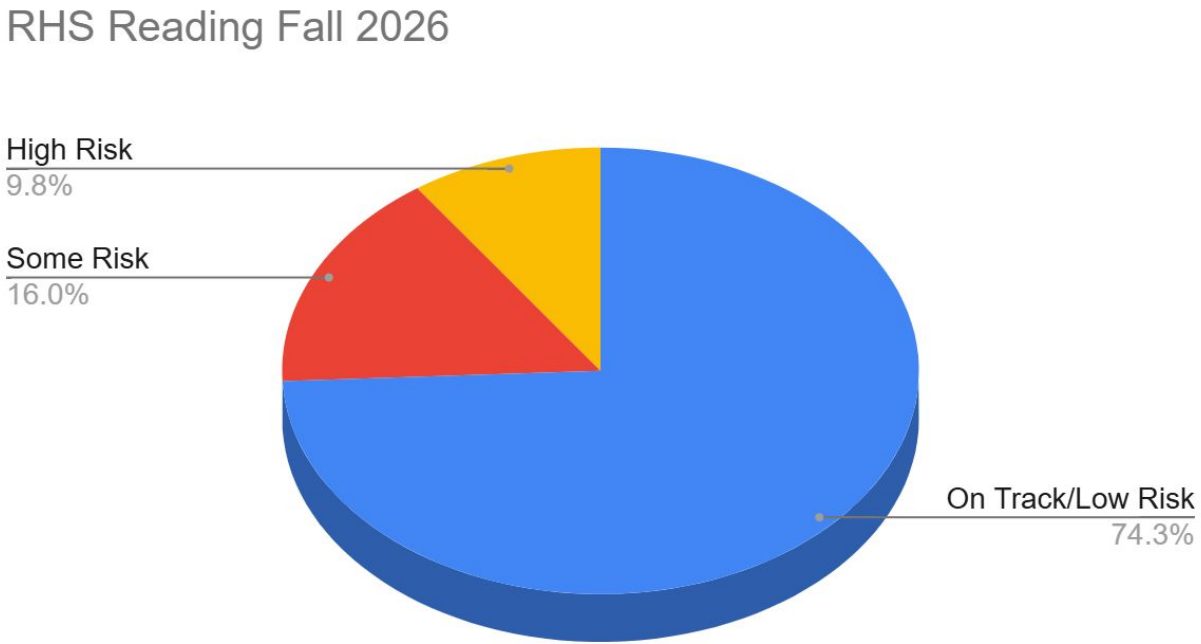
Building Goal Data (RMS-CES: Reading Screening Data)



Building Goal Data (RHS: Reading Screening Data)



Building Goal Data (RHS: Reading Screening Data)



Why it Matters

- Appreciate partnership
- Shared actions K-12 in support of student achievement
- Where we're seeing growth…
  - Work with intention, clear plan → momentum
  - Strong alignment conversations
  - Understanding of what gets students to learn
  - Using data -- data in front of teachers consistently
- What we're focusing on…
  - Making sure the work translates to concrete changes in instruction that supports students
- More updates to come in February


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1856
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A LOVE OF LEARNING
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Thank You.