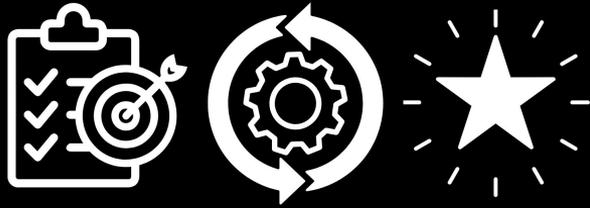


Department of Learning & Innovation

Updates: February 2026

BILT Approach

PURPOSE
PROCESS
PRODUCT



Teachers as
learners.

Leaders as
teachers.

BILT Reflection (1.5 Years)

When *process*
is **clear**,
performance
is **high**.

What gets
celebrated is
what gets
replicated.

BILT Reflection (1.5 Years)

"Many frustrations are the result of unspoken expectations.

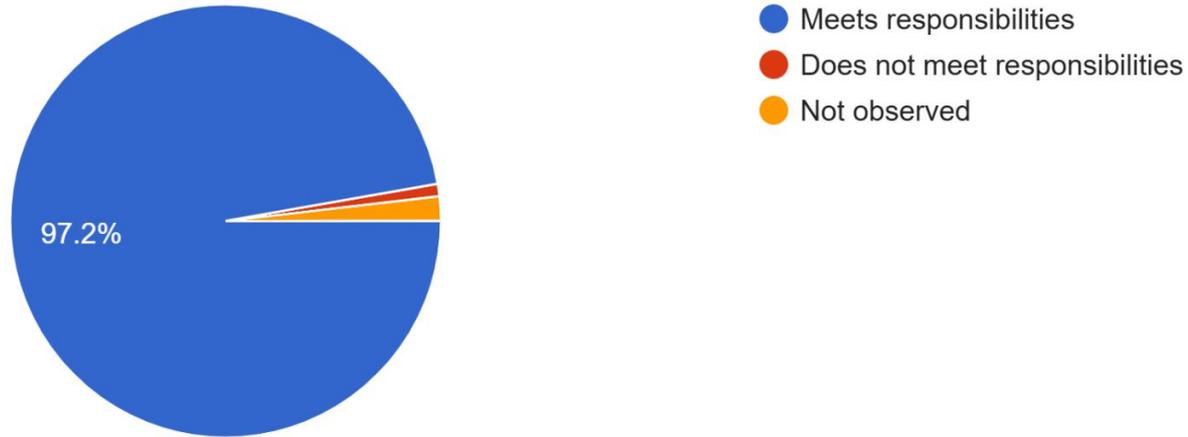
Before you get too annoyed, make sure you are clearly expressing your thoughts."

James Clear

BILT Evaluation (December)

The BILT members work to guide and support instructional work in the building.

109 responses





INSTRUCTIONAL ROADMAP SY 25-26



STRATEGIC DIRECTION

Support student achievement & growth, literacy

STRUCTURED SUPPORT

Provided by Building Instructional Leadership Teams (BILT)



Professional Development Day

January 19, 2026

Time	REAMS	RMS-CES	RHS
7:20am 11:05am	<p>Classroom Teachers & Interventionists 7:20-7:50 <i>Theater Room</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Data Analysis & Next Steps <p>8:00-9:55 <i>Team Collaboration</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Data Review & Action <input type="checkbox"/> Engagement Data & Strategies <input type="checkbox"/> CKLA (as time allows) <p>Specialists 7:20-9:55</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engagement Data & Strategies <input type="checkbox"/> Curriculum Mapping <input type="checkbox"/> Phy Ed: DAPE <p>All Teachers 10:05-11:05 <i>Theater Room</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Multilingual learners* 	<p>7:20-8:30 <i>Media Center</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Multilingual learners* <p>8:40-9:40 Station Rotation <i>Media Center</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Student achievement plans <input type="checkbox"/> Student connectedness <input type="checkbox"/> STEM student <input type="checkbox"/> Engagement: Aristotle <p>9:50-10:45 Mapping <i>Media Center</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Purpose & Preview <input type="checkbox"/> Curriculum Mapping or One-Pager <p>10:45-11:05</p> <ul style="list-style-type: none"> <input type="checkbox"/> Closure & Reflection 	<p>7:20-8:30 <i>Media Center</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Metacognition Close <p>8:40- 9:40 <i>Media Center</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Multilingual Learners* <p>DP <i>Room 101</i> 9:45-10:15</p> <ul style="list-style-type: none"> <input type="checkbox"/> DP: Internal Assessment <p>10:15-11:05</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mapping: Purpose & Preview <input type="checkbox"/> Curriculum Mapping or One-Pager <p>MYP <i>Media Center</i> 9:45-10:15</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mapping: Purpose & Preview <input type="checkbox"/> Curriculum Mapping or One-Pager <p>10:15-11:05</p> <ul style="list-style-type: none"> <input type="checkbox"/> MYP: Community Engagement
11:05am 11:35am	Lunch		
11:35am 3:20pm	Self-directed Work Time		

Overall rating
4.21 / 5.0

*fulfills a relicensure requirement

Q Comp (PD & PLCs Reflection)

Most Valuable Component

What component did you find most valuable from our Q Comp work this year?

Category	1st	2nd	3rd	Total
Job-embedded PLC	28	19	26	73
Individual Goal	25	29	21	75
Observations	15	23	26	64
Building Goals		1	11	12
Staff Development Days	38	34	22	94

Highlights



- CKLA
- Data process



- Relearning
- Teacher strategy demos



- Metacognition
- Monitoring

Professional Development: Teacher Voice

- Staff development days are the most valuable to me because it gives me a moment to stop and reflect. They give me the time and opportunities to understand goals and expectations, and analyze student data. These days are valuable for me to grow in my teaching skills.
- We've had many new things to talk about, work through, and implement. I appreciate having the dedicated time to do this work.
- I think the PLC and PD have been very intentionally planned and responsive to needs and goals.

PD/PLC Celebration

1. **High-Quality, Actionable Instructional Feedback:**
 - The **Observations** component is highly valued because it provides **helpful peer and mentor feedback that can be implemented immediately**. Staff celebrate this as a great way to **learn new teaching and classroom management styles**.
2. **Effective Individualized Professional Growth:**
 - The **Individual Goal** component is praised for being effective, specific, and relevant. Staff appreciate that it **drives their instruction**, is specific to their classroom, and provides an opportunity to earn CEUs while seeing immediate data results.
3. **Dedicated, Purposeful Staff Development Time:**
 - **Staff Development Days (PD)** are recognized for providing valuable, **dedicated work time**, which helps to reduce the amount of work staff need to complete outside of contract hours.
 - The training is viewed as **effective and purposeful**, especially the focus on new curriculum rollouts like CKLA.
4. **Valuable Team Collaboration:**
 - Staff appreciate the time provided through **Job-embedded PLCs** for **team collaboration**, checking in on curriculum implementation (like CKLA), and working together on new systems and best practices. This dedicated time for working together is seen as a major asset to the program.

PD Support



Rockford Area Schools Asynchronous PD Opportunities

Keep track of what you do on the [personal relicensure record \(copy\)](#).

Share the certificate you receive upon completion with the continuing ed committee rep from your building.

Accommodations, Modification, and Adaptation of Curriculum*

Ed Puzzle

1. [UDL \(Universal Design for Learning\) & Whole Class Accommodations](#) (1 hour)

Iris (90 days to finish once registered)

2. [Accommodations: Instructional and Testing Supports for Students with Disabilities](#) (2 hours)
3. [Universal Design for Learning: Designing Learning Experiences That Engage and Challenge All Students](#) (2.5 hours)

American Indian History and Culture

MDE

1. [2 available courses, site includes code to sign up for free](#)

Cultural Competency

Option to come (March 2026 target)

[PELSB-Approved List \(fees apply\)](#)



Rockford Area Schools Personal Relicensure Record

Name

Relicensure Date

File Folder Number

Serial Number

Your [Continuing Ed Committee](#) will support entering time and sharing key relicensure information, but it is your responsibility to ensure you are on track to fulfill the requirements. Be sure you keep the emails that are sent to you in connection to completing the PD reflection and tracking forms.

[Required](#), [Continuing Ed PD Relicensure Offerings](#)

Relicensure Requirement/Topic	Training (Name, Certificate)	CEU Hours	Date	In PELSB?
				<input type="checkbox"/>
				<input type="checkbox"/>
<input type="checkbox"/>				<input type="checkbox"/>
				<input type="checkbox"/>
Additional Hours				
Title	Certificate	CEU Hours	Date	In PELSB?
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>

Instructional Design: Teacher Voice

My student came in today and asked if we were going to do Knowledge Building. I don't remember a time when students have done that.

Engagement: Teacher Voice

- The engagement building goal has been a strong focus this year. I really do see the value in working on this one.
- Engagement work has been very effective

Data-driven Student Support: Teacher Voice

I think the work we're doing with the SAP (Student Achievement Plan) is something we've needed to do for a long time and I'm grateful for the work that is done behind the scenes. I like how we are truly focused on student achievement.

Learning Scale Progress

	Instructional Design			Engagement			Data SS		
	Oct	Jan	May	Oct	Jan	May	Oct	Jan	May
District	2.52	2.64		2.15	2.53		2.50	2.69	
REAMS	2.43	2.60		2.14	2.40		2.52	2.65	
RMS	2.65	2.76		2.13	2.52		2.55	2.72	
RHS	2.47	2.55		2.17	2.68		2.43	2.71	

Scale 0-4

- + Work continues on standards, learning targets, assessments from the roadmap work in 25-26.

ADSIS

- Midyear report submitted last week
- RMS ADSIS Highlights
 - 8 students exited Reading
 - 7 students exited Math
- ADSIS teachers support intervention work

**YOU'RE INVITED TO
DATA & DONUTS**

WITH YOUR FRIENDLY NEIGHBORHOOD ADSIS READING INTERVENTIONIST

F.A.S.T. READING SCORES

LEARNER PROFILES

CLASSROOM TAKE-AWAYS & RESOURCES

DETAILS
ROOM 109
2:50 - 3:20 PM

SCHEDULE
WEDNESDAY NOVEMBER 5
ALL GRADES AND ALL STAFF WELCOME!

ATTENDANCE IS COMPLETELY OPTIONAL!

BRING A CHROMEBOOK AND ANY STUDENT CONCERNS

Math Review

Timeline

1. December-January
 - a. Provide reflections on existing curriculum (all), [form](#)
 - b. Complete or review mapping of new standards
 - c. Identify curriculum to review
2. February
 - a. Review curriculum
 - b. Committee updates building teams, gets input
3. March
 - a. Review curriculum
 - b. Committee updates building teams, gets input
 - c. Visit implementing schools for top 2
4. April
 - a. Teachers rate options independently
 - b. Initial recommendation
5. May
 - a. Implementation plan for 26-27 shared (RMS)
 - b. Implementation plan for 27-28 shared (REAMS)
 - c. RHS re-visit curriculum in spring 2028
6. June
 - a. Wrap up as needed
7. July
 - a. Order materials (RMS)

Multi-Tiered System of Supports (MTSS)

Managing Complex Change



Lippitt-Knostrer Model: Ambrose, D. (1987). Managing complex change. The Enterprise Group, Ltd.

Multi-Tiered System of Supports (MTSS)

Barriers to Successful MTSS Implementation

✓ Leadership fails to adequately plan and support implementation

📊 Partners are not fully engaged early and often in planning and monitoring levels of implementation

🧠 Underestimation of the level of readiness, basic competencies and the extent of coaching and support required

👤 Inadequate intensity of instruction and intervention are delivered and do not produce the intended results

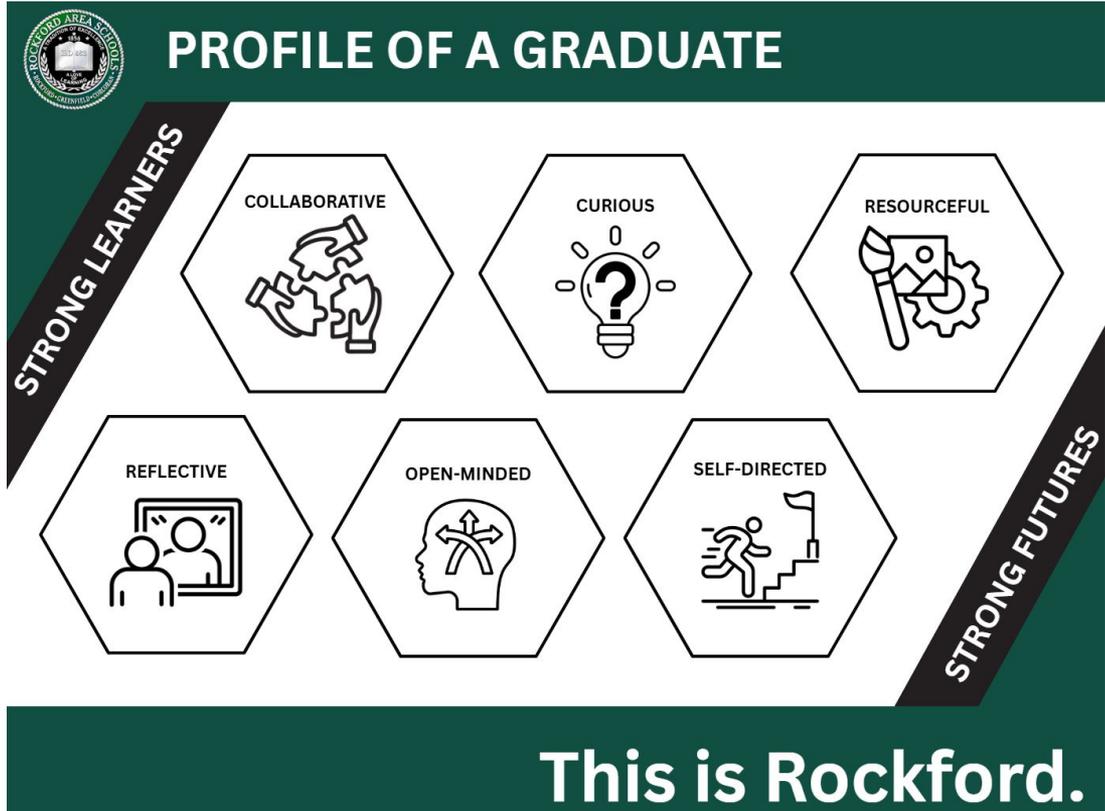
📊 Data systems are not integrated and designed to meet educator needs



*What We
are Trying
to Avoid*

(Gibbons & Coulter, 2016;
Miller & Freeman, 2016)

Profile of a Graduate (Working Draft)



Rockford graduates

- *work together to learn (collaborative)*
- *understand that learning is driven by curiosity and inquiry (curious)*
- *understand the role of an open mind in the process of learning (open-minded)*
- *think deeply about their goals and progress as they learn (reflective)*
- *access and explore a wide variety of resources to grow as learners (resourceful)*
- *guide their learning so they can launch their future (self-directed)*

Up Next

- March, April Professional Development
- Roadmap for 26-27
- Personalized Learning Training
- Ongoing reflection on 25-26 progress

Questions





Thank you!

