



# Rockford Area Schools

*presented by,  
Paul Menard, Rockford High School Principal*

*November 24, 2025*

#ROCKETS883





# Rockford High School General Updates



# General Updates

- 90 day plans
  - Q1: Relational Capacity
  - Q2: Metacognition
  - Q3: Rigor and Inquiry
  - Q4: Leadership Development
- Note-Taking for formative feedback
- Engagement Reflections, Student Connectedness Questionnaire
- Intervention work at Tier 1 & 2 (push in/pull out), AVID work
- Events
  - Over 60 students attended “Ignite Your Future” conference
  - 4th annual Career Fair - over 60 vendors
  - Student Council placed 1st at Eastern MN Conference
  - Fall Musical: Matilda ran 11/21-11/23





# Rockford High School

## 2025-2026

### Goal Setting



| Instructional Design  | Classroom Engagement   |
|---|--|
| Teachers will have formative and summative tools for each unit they teach which demonstrate instructional alignment, comply with our assessment policy, and are reflected accurately and consistently in teacher gradebooks at six week checks throughout the year. | Teachers will integrate the engagement continuum to inform instruction, assessment, student progress and ultimately positively impact student achievement. All teachers will progress from Implementation Level 0 to at least a Level 2. |
| Data-Backed Student Support   |  |
| Continue to utilize the structures (Student Achievement Plans, Observation to Intervention Guidance) for data review implemented in 2024-25; identify and make relevant improvements for effectiveness and efficiency.  |  |

| Student Achievement & Growth  | <br><b>Rockford Area Schools</b><br><b>STRATEGIC DIRECTIONS</b><br>Student Achievement & Growth<br>Healthy & Supportive Environment<br>Community, School & Family Partnerships<br>Culture of Collective Purpose<br>Stewardship of Resources | Healthy & Supportive Environment   |
|---|---|--|
| In an effort to create common language and standards regarding quality instruction, the principal team will develop K-12 'look fors' under domain three of the teacher evaluation tool (instruction). |   | In an effort to sustain high staff morale, we will implement strategies to recognize staff, and offer support for instructional alignment through our guiding document, "AVID Critical Thinking and Engagement: A Schoolwide Approach."          |
| Community, School, & Family Partnerships  | Culture of Collective Purpose   | Stewardship of Resources   |
| To amplify the work within our classrooms to the broader community, we will celebrate innovation via social media and streamline newsletter articles to highlight each department.                    | School leaders will develop materials and promote our new school tagline (Engage in Learning, Ignite Curiosity, Launch Your Future) and package our early college and career options as we brand and market "Launch Your Future."           | School budget lines will be reviewed monthly, front office meetings will be held weekly, staffing with intentionality will take place after student registration, and BOLT will advise on systems and structures to optimize operations monthly. |



# Student Achievement & Growth

- **RAS Principals will develop common language surrounding Domain 3 of the teacher evaluation tool, complete with 'look fors' as they relate to quality instruction**
- **25% of students testing in Some or High Risk FAST Reading and Math will move up one risk category or meet or beat their predicted score by one or more points by the end of the school year**

## Progress:

- Read+ and Math+ rosters adjusted
- Teachers partnering during RB
- Student reflections on FAST, interventions, and successful plans (or adjustments and creation of summer plan)
- [Comprehensive interventions as Tier 1 student support](#)
- Classroom, Building, and Targeted Engagement Checks (more on this later)
- Student Achievement Plans implemented
- Achievement checks (more on this later)

## Up Next:

- Targeted goal setting for students
- Reinforce importance of FAST (incentive for on-track)
- Winter Testing late January
- Quarterly meetings with principals to discuss language, look fors



# Healthy & Supportive Environment

- In an effort to sustain high staff morale, we will implement strategies to recognize staff, and offer support for instructional alignment through our guiding document, **“AVID Critical Thinking and Engagement: A Schoolwide Approach.”**

Current Data (from September): see next slides

## Progress:

- Quarterly Focus aligned to SIP and AVID CCR Framework
  - 4 stages of relational capacity
    - Safe Shaping
    - Controlled Chaos
    - Scope and Sovereignty
    - Group Actualization

## Up Next

- Metacognition
- Rigor through Inquiry
- Leadership Development





# Relational Capacity Pre-Assessment

1. Create a welcoming classroom environment full of energy and excitement

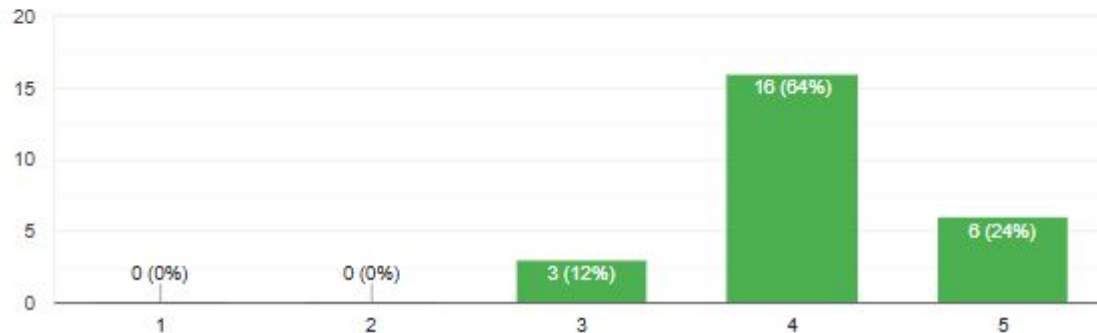
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Consider:

-What adjectives would students use to describe your classroom environment?

-How have you intentionally developed a safe environment?

25 responses







# Relational Capacity Pre-Assessment

2. Build a culture of safety, honesty, and mutual trust

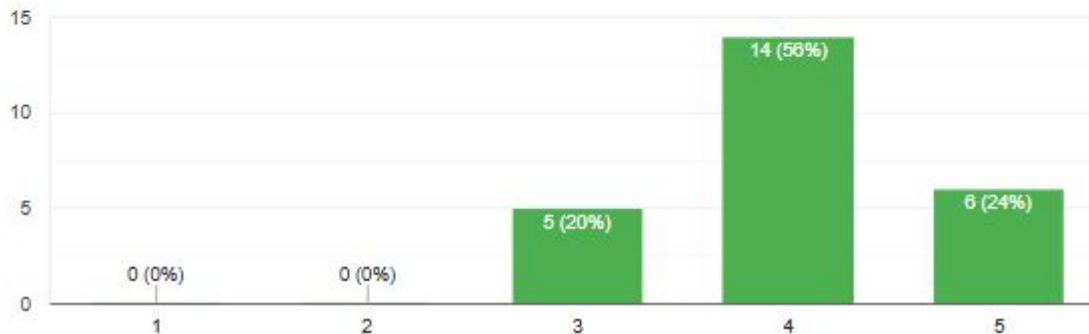
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Consider:

-How are student differences recognized in your classroom?

-Do students view their differences as being a liability or an asset in your classroom?

25 responses





# Relational Capacity Pre-Assessment

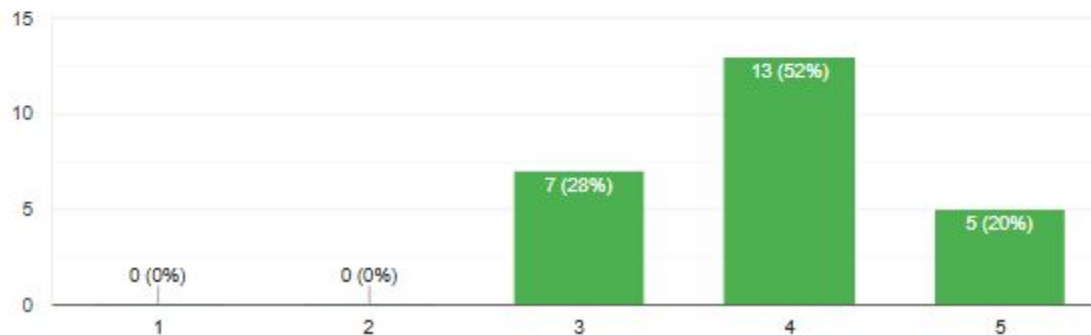
3. Engage students in creating and monitoring high expectations and norms for the classroom

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Consider:

- Do students safely and positively manage conflict that arises during class activities?
- Do students feel safe to volunteer novel ideas and solutions?

25 responses





# Relational Capacity Pre-Assessment

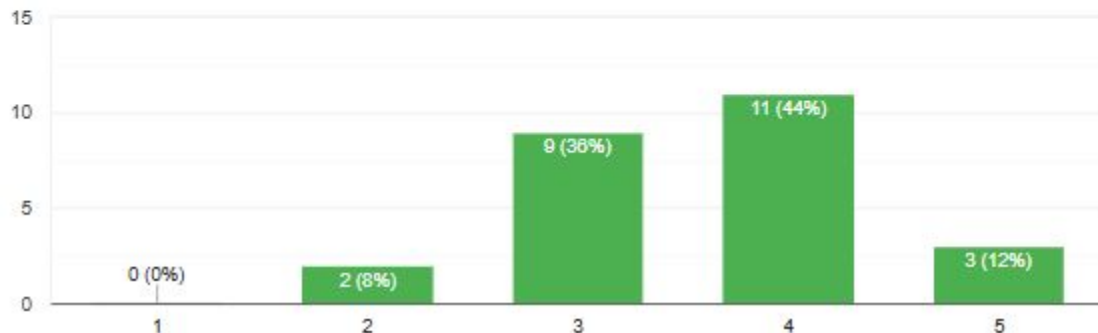
4. Explain how student differences benefit the classroom community

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Consider:

- What roles and responsibilities do students have in your class structure?
- What steps have been taken to foster student ownership of the classroom?

25 responses





# Community, School, & Family Partnerships

- **To amplify the work within our classrooms to the broader community, we will celebrate innovation via social media and streamline newsletter articles to highlight each department.**

## Current Data:

- Weekly posts on social media (Facebook, Instagram)
- New 'formula' for Newsletter articles (department rotation, everybody writes 1)
- New tour packets, Launch Your Future materials
- Website updates, announcements synced with monthly Newsletter

## Progress:

- Hundreds of views, likes, comments
- Better connection with surrounding community
- Highlighting stories helps to educate about IB DP and CP

## Up Next:

- More pictures
- Attempting more athletic exposure
- Feature teachers/departments who have not yet been highlighted (showcasing variety of experiences)



# Culture of Collective Purpose

- **School leaders will develop materials and promote our new school tagline (Engage in Learning, Ignite Curiosity, Launch Your Future) and package our early college and career options as we brand and market “Launch Your Future.”**

## Current Data:

- 2023-2024: 4 pathways
- 2024-2025: 6 pathways (MN STEM Grant)
- 2025-2026: 15 pathways
- 2026-beyond: 21 pathways

## Progress:

- Clusters defined
- Materials Created
- Narratives are being strengthened
- IB Coordinator and 9th grade counselor met with every 9th grader prior to registration to discuss pathways

## Up Next:

- Cluster supervisors
- Explore additional certifications
- Applying for MN State STEM Grant again (renewable every 3 years, \$75k total)



# Stewardship of Resources

- **School budget lines will be reviewed monthly, front office meetings will be held weekly, staffing with intentionality will take place after student registration, and BOLT will advise on systems and structures to optimize operations monthly.**

## Current Data:

- Budget reports run monthly
- Spending down grants, gifts first
- Monitoring supply line budgets

## Progress:

- BOLT confirms ordering process
- Budgets communicated with department leads
- Additional funding requests must be approved by Principal

## Up Next:

- Monitor budget lines with balances lower than last year at this time
- Question purchases as needed—curricular need, classroom need, needs vs. wants
- Registration, Staffing formula, begin drafting FY27



# **RHS SIP PLAN 2025-2026**

Presented on behalf of the RHS  
BILT Team





# RHS School Improvement Plan (SIP)

## ● Instructional Design

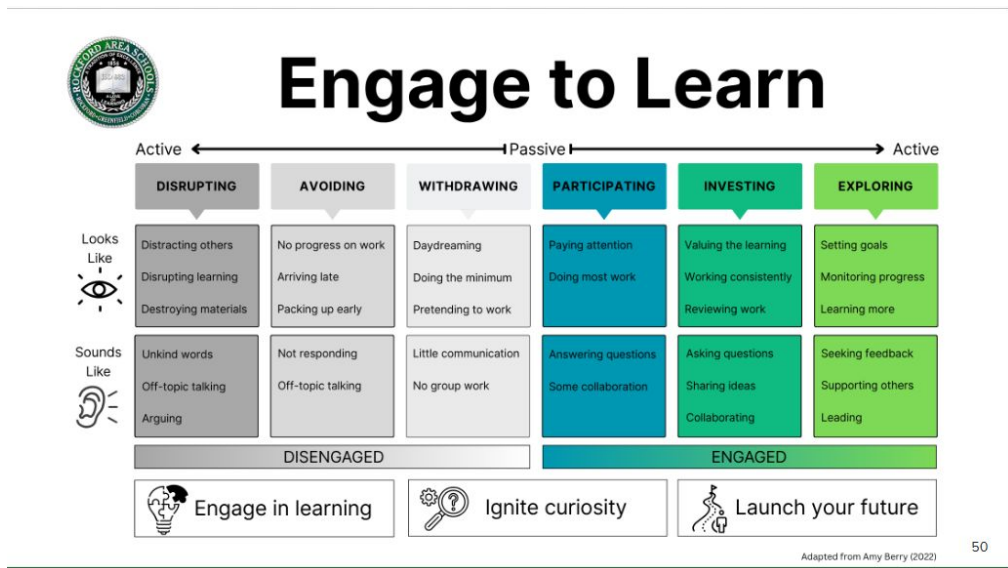
- Teachers will have formative and summative tools for each unit they teach which demonstrate instructional alignment, comply with our assessment policy, and are reflected accurately and consistently in teacher gradebooks at six week checks throughout the year.
  - IB self study documentation
  - Review IB policies, AI
  - MYP Unit Plans, DP course outlines
  - CP Pathway articulation



# RHS School Improvement Plan (SIP)

## ● Classroom Engagement

- Teachers will integrate the engagement continuum to inform instruction, assessment, student progress and ultimately positively impact student achievement. All teachers will discuss and survey student achievement at the end of each unit. General engagement data will be gathered monthly across the entire building.



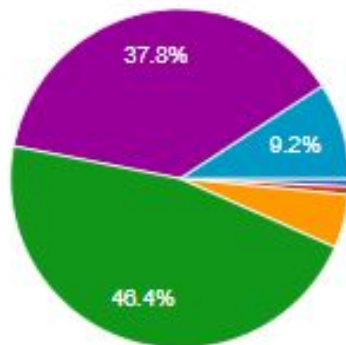


# Current Engagement Data

Over the last month, where do you think you spend most of your time in *all* of your **required classes**?

392 responses

 [Copy chart](#)



- Disrupting: distracting others, disrupting learning
- Avoiding: no progress on my work, arriving late, packing up early, not res...
- Withdrawing: daydreaming, doing the minimum, pretending to work
- Participating: paying attention, doing most work, answering questions, som...
- Investing: valuing the learning, workin...
- Exploring: setting goals, monitoring m...

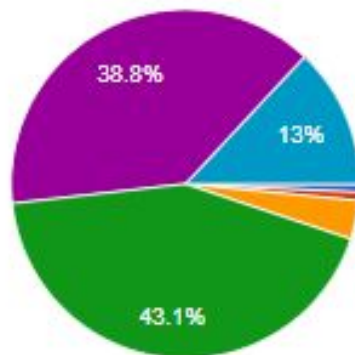


# Current Engagement Data

Over the last month, where do you think you spend most of your time in *all* of your **elective classes**?

 [Copy chart](#)

392 responses



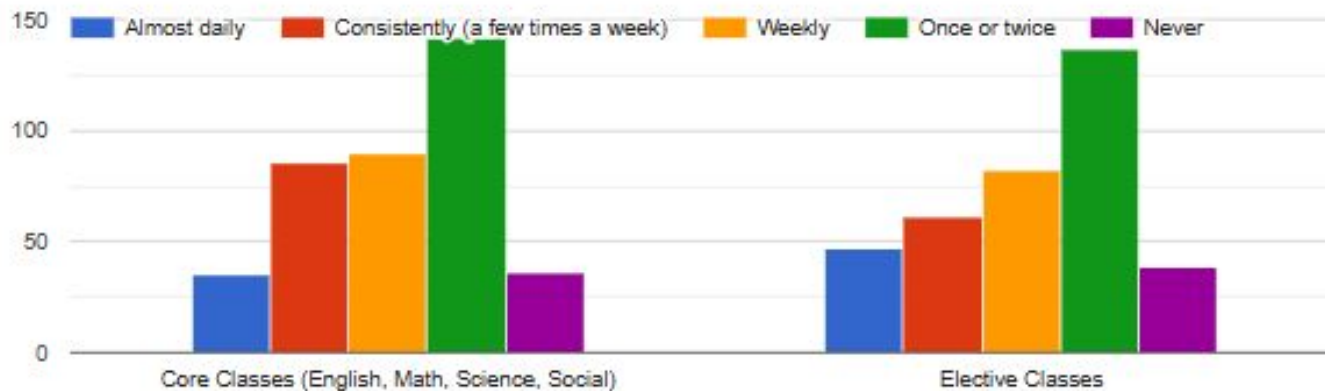
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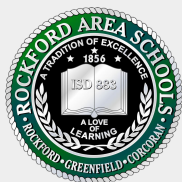


# Current Engagement Data

My teachers have talked about engagement in my classes

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# Increase Engagement through Intervention

|       | # | Root Cause             | Engagement Level (majority) | Level of Teacher Control | Teacher Comments  | Student Meeting Notes   | Academic Plan Needed? |
|-------|---|------------------------|-----------------------------|--------------------------|---|---|-----------------------|
| Paul  | 9 | Struggling with con... | Disengaged: Avoiding        |                          | Shows almost zero effort to engage  | 10/14 I'm not doing that much work or paying attention that much; in the past, has chosen not to go to testing center, last time he went and it helped; he will continue to do that: I'm not asking questions about notes or test, shy guy, would ask questions 1:1 after class but he continues to forget to do that; will try to set an alarm/notification to ask questions OR during work time | No                    |
| Ellie | 9 | Assignment compl...    | Disengaged: Avoiding        | Influence                |   | 10/9/25 Thinks that he is "participating" in science while admits to being a follower/assisting when his friend group gets off track. Says that tests are his biggest obstacle right now and needs dedicate time to studying  |                       |
| Ellie | 9 | Attendance             | Disengaged: Withdr...       | No Control               | Gone waaaaaaaay too much. Content is above his ability level.<br>He tries his best to make up for this gap with his   | 10/14/25 Has to retake a math test, however, just found out that his grandma has cancer and it very nervous about the   |                       |
| Paul  | 9 | Other                  | Disengaged: Avoiding        | No Control               | Attendace is bad, and you can tell the content is well beyond what his ability level is. It's tough to tell engagement w/him. He oscillates from withdrawing to participating... wildly lol. He does lock in sometimes, but he slides back to the "gray" zone a little too often. | Labels himself as 'participating', just doesn't talk a lot; I'm listening to what he's saying and trying to write notes; the notes help me trace my steps; tough to understand math steps sometimes; PLAN: complete more homework, learn better 1:1 (ask for help), ask Vasseei for 10-15 minutes every week  | Yes                   |



# RHS School Improvement Plan (SIP)

- **Data-Backed Student Support**

- Continue to utilize the structures (Student Achievement Plans, Early Warning System, 3/6/9 week grade checks, intervention brainstorming and tracking) for data review implemented in 2024-25; identify and make relevant improvements for effectiveness and efficiency to ensure every student has every opportunity to earn 60% or more in every class.





### Student Achievement, Engagement Evidence

| FAST Testing  |                          | Class Grades   |                |
|---|--------------------------|--|----------------|
| aMath   | aReading                 | S1 Final   | S2 In Progress |
| Fall - 220! Some Risk   | Fall - 530! Some Risk    | English C+   | English F      |
| Winter - 220! Some Risk   | Winter - 518!! High Risk | World Hist F   | World Hist F   |
| Spring  | Spring -                 | Geometry D-  | Geometry A     |
|   |                          | Chem Conc. C-  | Chem Conc. F   |
|   |                          | Intro to Bus F   | Phy Ed F       |
|   |                          | Read+/Math+ P  | Read+/Math+ F  |
|   |                          | AVID B+  | AVID           |
| <b>Concern Context</b><br><input type="checkbox"/> Assessment Results   |                          | <b>Concern Context</b><br><input checked="" type="checkbox"/> Class Grades   |                |
| <b>Identify the Barrier</b><br><input checked="" type="checkbox"/> Academic skills<br><input checked="" type="checkbox"/> Behavior (engagement, effort, motivation) |                          | <b>Identify the Barrier</b><br><input checked="" type="checkbox"/> Academic skills<br><input type="checkbox"/> Attendance<br><input checked="" type="checkbox"/> Behavior (engagement, effort, motivation) |                |

### Responsive Action (Systems Level)—completed by Counseling Office

| Context     | Evidence | Responsive Action  |
|-------------|----------|--|
| Test Scores | FAST     | Math & Reading ADSIS Supports via Math+/Read+                                      |
| Counselor   | N/A      | Weekly check-ins to discuss missing work and understanding of what he needs to do. |

### 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)<br>What does this look like in your class? <a href="#">Tier 1 Guidance</a>  |
|-----------|---|---|
| Teacher A | Assignments turned in but needs to take the test. | Check in and see if he knows how to get started, any questions, and in the right spot to achieve success?<br>Have him pull up the note packet key to make sure he sees. |
| Teacher B | 8% Missing a LOT                                  | How are you going to get started, what questions do you have, are you in a good space for achieving<br>Skeleton notes   |
| Teacher C | Often off task and disengaged                     | Check his skeleton notes and all notes in general for completion,   |
| Teacher D | Getting caught up after absences                  | How are you going to get started, what questions do you have, are you in a good space for achieving<br>Skeleton notes   |
| Teacher E | Missing a lot, often off-task (socializing)       | Skeleton notes, video resources for reteaching (absence), preview assessment (practice quiz)  |

### Formative/Summative Work Specifics

|                          |                                   |  |
|--------------------------|-----------------------------------|--|
| Classroom work time      | Struggles to complete coursework  | Desk touch check ins for pretty much everything - BUT be careful of overwhelm, give space  |
| Assignments and projects | Struggles to complete assignments | Benefits from intentional and deliberate scaffolds - sentence starters and slide skeletons |
| exams                    | Overwhelmed by unit assessments   | Chunk, extended time   |

### Team Collaboration in Implementation

- Communication
  - ☐ Student
  - ☐ Counselors
  - ☐ Family
- Progress Monitoring
- Plan Adjustments



# RHS School Improvement Plan (SIP)

- **Q-Comp Site Goal**

- 25% of students testing in Some or High Risk FAST Reading and Math will move up one risk category or meet or beat their predicted score by the end of the school year

|           |
|-----------|
| High Risk |
| Some Risk |
| Low Risk  |
| On Track  |

| Reading | 9   | 10  | 11   | 12 | Totals |
|---------|-----|-----|------|----|--------|
| Tested  | 126 | 109 | 128  |    | 363    |
| S/H     | 32  | 18  | 37   |    | 87     |
| Goal    | 8   | 4.5 | 9.25 |    | 21.75  |

| Math   | 9     | 10   | 11 | 12 | Totals |
|--------|-------|------|----|----|--------|
| Tested | 112   | 108  |    |    | 220    |
| S/H    | 47    | 31   |    |    | 78     |
| Goal   | 11.75 | 7.75 |    |    | 19.5   |



**Thank You.**