



Rockford Area Schools

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

March 16, 2026

#ROCKETS883





Rockford High School General Updates



General Updates

- 90 day plans
 - Q1: Relational Capacity
 - Q2: Metacognition
 - Q3: Rigor and Inquiry
 - Q4: Leadership Development
- Annunciation School Connection
- Launch Your Future Video
- RAISE Sugar Moon lunch and Drum Circle
- Events
 - CPHS Visit; shared IT pathway and Launch Your Future Information re: CP
 - Personal Project submissions: art, corsages, poetry, and more!
 - IB teacher admin candidate shadow visit
 - 2/17 PD: SAPs, Engagement, and Mapping

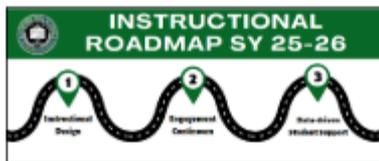




Rockford High School

2025-2026

Goal Setting



Instructional Design	Classroom Engagement
<p>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.</p>	<p>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.</p>
Data-Backed Student Support	
<p>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.</p>	

<p>Student Achievement & Growth</p> <p>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).</p>	<p><i>Rockford Area Schools</i> STRATEGIC DIRECTIONS</p> <ul style="list-style-type: none"> Student Achievement & Growth Healthy & Supportive Environment Community, School, & Family Partnerships Culture of Collective Purpose Stewardship of Resources 	<p>Healthy & Supportive Environment</p> <p>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."</p>
<p>Community, School, & Family Partnerships</p> <p>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.</p>	<p>Culture of Collective Purpose</p> <p>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."</p>	<p>Stewardship of Resources</p> <p>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.</p>



RHS SIP PLAN 2025-2026

Presented on behalf of the RHS
BILT Team



RHS School Improvement Plan (SIP)

● Instructional Design

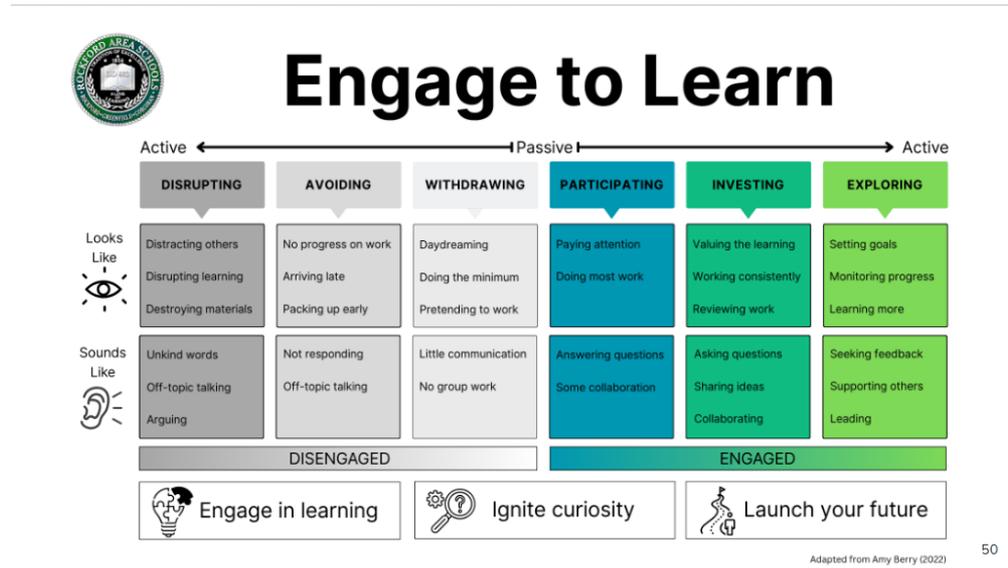
- Teachers will have formative and summative tools for each unit they teach which demonstrate instructional alignment, comply with our assessment policy, and are reflected accurately and consistently in teacher gradebooks at six week checks throughout the year.
 - IB self study process (due Summer 2026; visit occurs February 2027)
 - Review IB policies, AI
 - MYP Unit Plans, DP course outlines
 - CP Pathway articulation
 - Continuation of course mapping
 - 2 maps for experienced teachers; 1 map for new teachers
 - Course mapping helps as a reference point for several initiatives
 - D/F course interventions
 - Credit recovery plans for 'partially passing' students (40-59% achieved at end of term)
 - Reduces number of licenses required for summer school



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.



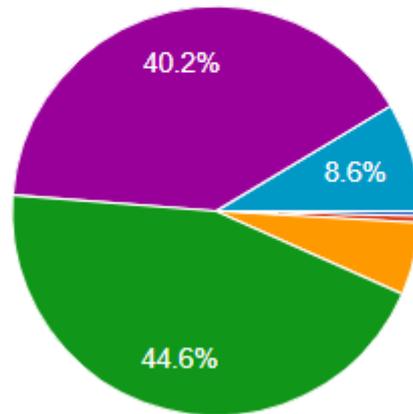


November 2025

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

 [Copy chart](#)

767 responses



- 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...

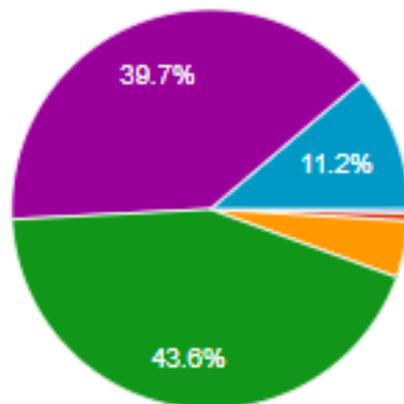


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2,078 responses



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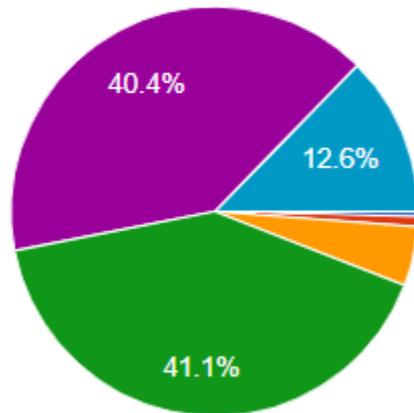


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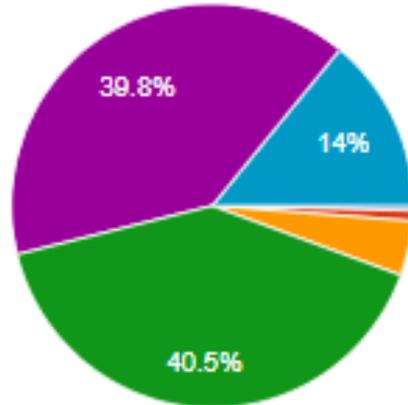


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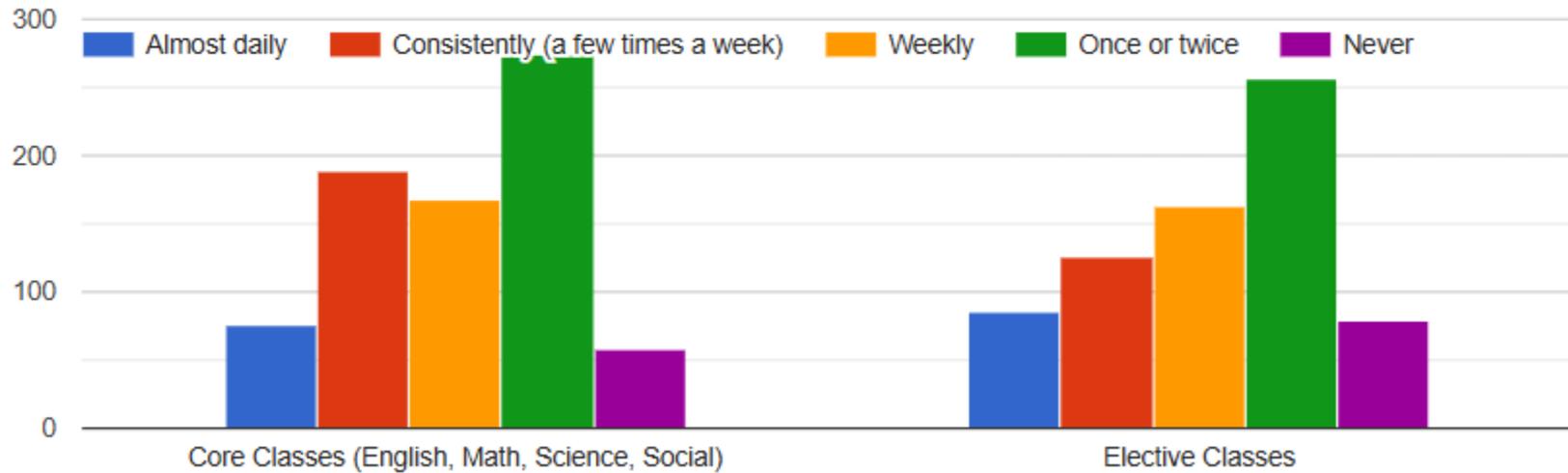
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November Engagement Data

My teachers have talked about engagement in my classes

 [Copy chart](#)

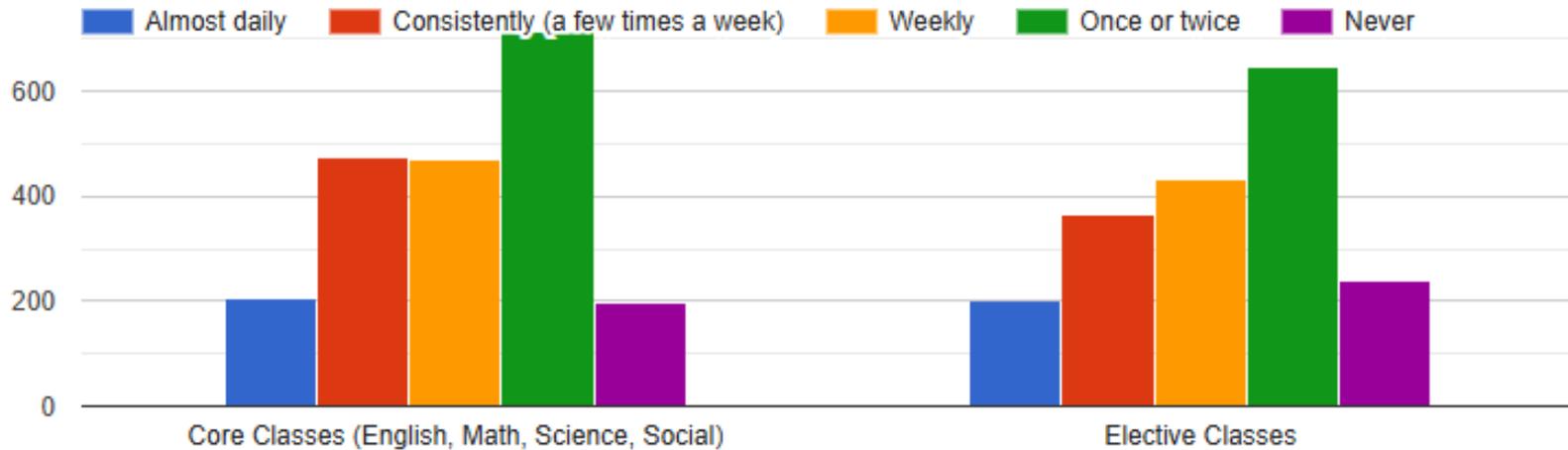




March Engagement Data

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Increase Engagement through Intervention

Disengaged: Avoiding ▾	Influence ▾		late. Trying to catch up in classes, but overwhelmed with where to start. Created a classwork plan and is starting with Lang & Lit, Geometry and Bio. Would like to join RB's with Ms. Nelson to get help translating as needed. Also pointed out other Spanish
Disengaged: Withdr... ▾	No Control ▾	Has been in class twice?	
Disengaged: Withdr... ▾	No Control ▾		Type of test (states and capitals), horrible at memorizing (maps); plans to talk to Tauber (10/13)
Disengaged: Avoiding ▾	No Control ▾		10/13: Labels himself between participating and withdrawing - was absent but has a plan to finish up a missing assessment.
Disengaged: Avoiding ▾	No Control ▾		10/13: Feels he is engaged participating, was absent for some snowmobiling event and missed an Econ assignment, has a plan Identified that in Math, he is sitting in a spot where he cannot see the board which is causing him to fall behind, is going to email Ulen on 10/13. He identified that she moves at a fast pace, but he thinks he can catch up if he can figure out the seating Found the template for OJT hours during our meeting to start logging hours.
Disengaged: Withdr... ▾	Influence ▾		



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.



- 4 current student action plans (SAPs)
- 1 student placed on 10/28 ‘graduated’ off SAP and passed every course on 1/20

Context	Evidence	Responsive Action (Instructional Level) What does this look like in your class? Observation to Intervention
SAMPLE ROW English	Disengaged (Avo... - What is observed? Missing Assignments	Struggling with content (reading) <ul style="list-style-type: none"> ● Observation: Slow reading, not picking up key points ● Int: Audio for reading available ● Int: Explicitly teach strategies for navigating the text <ul style="list-style-type: none"> ○ Offering a new notes strategy, monitoring progress and offering new strategies depending on how they work
Houghton	Engaged (Partici... + What is observed? Has been more engaged recently, needs to complete assignments but is much further than usually 11/14	<ul style="list-style-type: none"> ● Int: Daily completion monitoring (scale of 1-10 how productive during work time) ● Int: Understanding and formatting checks for each formative and summative assessment (scale of 1-10 how confident they seemed in understanding the content and format) ● Int: Daily engagement monitoring after new seating during work time (engagement scale score)
Weber	Indicate level of e... - What is observed? Is getting work turned in with frequent reminders.	<ul style="list-style-type: none"> ● Int: Provide frequent individual check in's when we have studio work time to make sure he understands the assignments. I provide additional support by showing him students examples of work and demonstration of the techniques and concepts.
Bratsch	Engaged (Partici... + What is observed?	<ul style="list-style-type: none"> ● Int: I will circulate and engage with him more. ● Int: I will also check in shortly after homework time has started to make sure he has started the assignment and see if he needs any help to get started.
Rysavy	Disengaged (Wit... - What is observed? Has trouble completing assessments; engagement varies by day	<ul style="list-style-type: none"> ● Int: Frequent check-ins to check for reading comprehension. ● Int: Frequent check-ins about completing classwork. ● Int: Provide visuals and checklists for assignments.



Data-Backed Student Support Results - S1

- 31 of 39 students with 50-59% successfully passed their courses
 - Detailed completion plans were submitted by teachers, or
 - Standards students did not meet were shared with Counseling Office to determine completion plan
 - Some students earned final grades by the INC date; others signed individual contracts to complete credit
 - Overall savings of roughly \$9,500 in credit recovery licensing, but
 - MOST IMPORTANTLY: students can experience continuity of learning and move on to other courses in order to stay on track for graduation
- Below 50% largely attendance and effort concerns; some good candidates for summer school, others for re-enrollment/recovery
- Philosophical shift in 'grades' vs. 'learning'



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 one or more points 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



RHS School Improvement Plan (SIP)

9th	Up	Down	10th	Up	Down	11th	Up	Down	12th	Up	Down				
Reading	Winter	Winter	Goal	Winter	Spring										
Some Risk	4	1	Some Risk	2	2	Some Risk	6	2	Some Risk						
High Risk	3	0	High Risk	0	0	High Risk	4	0	High Risk						
Totals	7	1	Totals	2	2	Totals	10	2	Totals			21.7	5	19	Moved UP
Spring Goal	8		Spring Goal	4.5		Spring Goal	9.25		Spring Goal				5		Moved DOWN

9th	Up	Down	10th	Up	Down	11th	Up	Down	12th	Up	Down				
Math	Winter	Winter	Goal	Winter	Spring										
Some Risk	5	2	Some Risk	6	1	Some Risk			Some Risk						
High Risk	3	0	High Risk	1	0	High Risk			High Risk						
Totals	8	2	Totals	7	1	Totals	0	0	Totals	0	0	19.5	15		Moved UP
Spring Goal	11.5		Spring Goal	7.75		Spring Goal			Spring Goal				3		Moved DOWN



RHS School Improvement Plan (SIP)

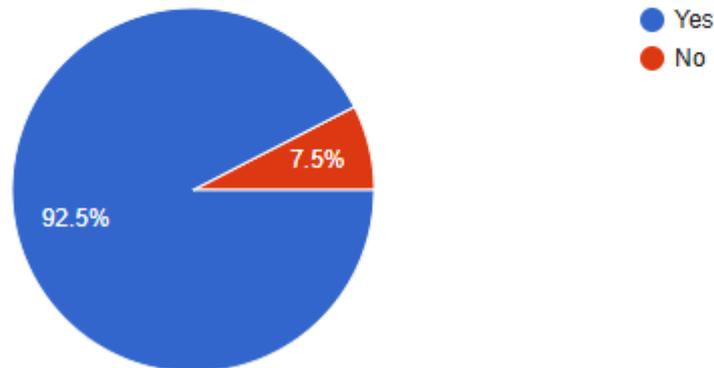
● Student Connectedness

- Through student-led and staff-led student connectedness survey 95% of students will identify a trusted adult in the school.

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

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318 responses





Thank You.