



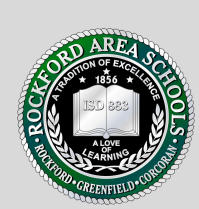
Rockford Area Schools

*presented by,
Paul Warzecha, Rockford Middle School Principal*

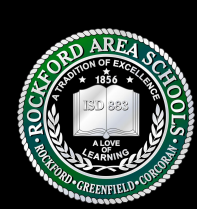
February, 2025

#ROCKETS883





Rockford Middle School General Updates



General Updates

- Engagement: Trout in the Classroom & Reframing our Baker Partnership
- Intentional Reprogramming of our Special Education
- Curriculum Mapping, Curricular & Instructional Framework
- Celebrating Outdoor Club Baker Partnership and Revamp of Field Trip Redesign



Rockford Middle School

2024-25

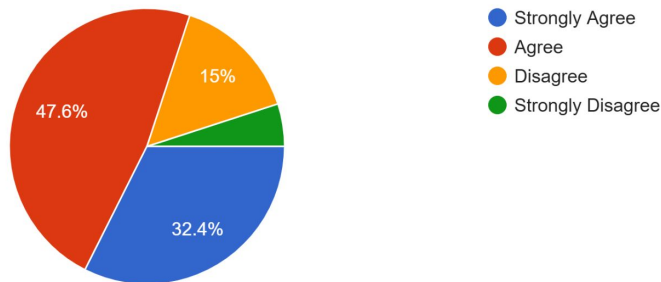
Goal Setting



Healthy & Supportive Environment

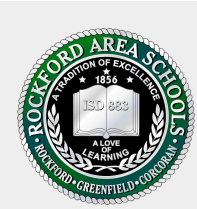
During the 24-25 school year, students will increase their positive response from the question, “I have at least one trusted adult in my school that I can go to when necessary,” from 79.7% to 95%.

I have at least one trusted adult in my school that I can go to when necessary.
441 responses



Progress:

- Teach how and when to access the principal and counselors along with the processes for reporting issues and/or incidents
- Create and implement an See Something Say Something
- Check and Connect Pilot Program
- Each Child will identify their designated staff member that they feel as their trusted adult
- Staff will be aware of those students who identify them as their trusted adult.
- Frequent Monitoring of tardies, absences, grades, missing work and behaviors
- Implement a paper staff and student nomination form that allows for staff to positively reinforce the good work for their colleagues and students.



Student Achievement & Growth

By the end of the 2024-25 school year, staff members will reflect on courses and create a common document that identifies 8-12 essential standards per course and their alignment with magnet pillars and NAAEE Guidelines.

- A common essential standards document will be available for the instructors to unpack one essential standard at-a-time, and determine what students will **know** and what students will be able to **do**. Instructors will need time to complete the document, using team support, and previously developed standards documents as examples
- Jamie will have individual meetings with each teacher to help integrate NAAEE into an identified Essential Standards.

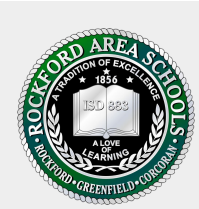
By the end of the 2024-25 school year, teachers will identify the learning targets that correspond to the 8-12 essential standards for each course and identify the essential vocabulary that they will teach to students using a variety of different strategies.

- Middle School Staff will receive training on how to effectively create learning targets that align to essential standards.
- The maps are in progress and close to complete in some cases. See [mission control](#) for links to all maps.
- Designated PD time to create, revise and organize learning targets

By the end of the 2024-25 school year, teachers will create or revise a summative assessment for each courses' essential standards.

- Teachers will complete a self-assessment to measure their growth in their summative assessments throughout the year.
- Differentiated approach for teams that are further along in this process due to established curriculum, or years experience in the district as a team.

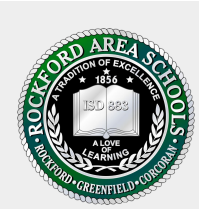
	No Evidence	Beginning	Progressing	Mastering	Excelling
	0	1	2	3	4
Standards	are not linked to the class , documented, or used/referenced.	are linked to the class and teachers are aware of what they are.	are aligned to class instruction, and documented in the RAS curricular map.	are aligned, documented and include power/essential standards along with standards bundles.	regularly referenced in monitoring, adjusting instruction both within teams and across teams (vertically). Documents are go-to for new staff .
Learning Targets	are not linked to the class , documented, or used/referenced.	are linked to the class and teachers are aware of what they are.	are aligned to standards, constructed in the RAS format, and documented in the RAS curricular map.	are aligned, constructed effectively, documented and communicated to students reliably in a predictable structure.	are referenced throughout the lesson such that student achievement and growth is impacted.
Assessments	are not aligned to the standards.	are aligned to the standards.	are aligned to the standards, documented clearly, and implemented as common assessments where applicable.	are aligned, documented, and implemented effectively as a way to monitor student achievement and growth on an ongoing basis.	are aligned, documented, and implemented effectively as a way to monitor student achievement and growth on an ongoing basis. Assessments are also varied to support student achievement with different assessment structures.



RMS-CES Q-Comp Site Goal

- 33 students will show growth by decreasing their risk level (or showing significant growth within the high-risk category) from Fall 2024 to Spring 2025 on the aReading test.
- 24 students will show growth by decreasing their risk level (or showing significant growth within the high-risk category) from Fall 2024 to Spring 2025 on the aMath test.





Culture of Collective Purpose

Every staff understands the [Rubric](#) that defines the work of RMS-CES Magnet program and can complete a self-assessment regarding their progress towards each area. In addition, the goal is that all teachers can grow or maintain in their targeted goal area.





Rubric

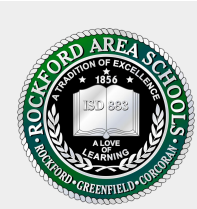
Each Teacher self-Assessed

Each Teacher had a 1 on 1 meeting with Jamie Madson

Each Teacher will reassess and close out the year with another 1 on 1.

-Staff Development and R&R

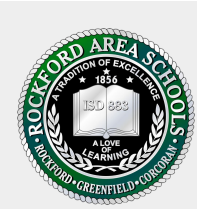
	Novice	Acorn	Sapling	Oak
Outdoor Education	Lesson plans are not adapted for the outdoors. Outdoor spaces not utilized.	Some lesson plans are adapted for the outdoors. Outdoor spaces utilized 1-2 times/quarter.	Many lesson plans are fully adapted for the outdoors. Outdoor spaces utilized 3-4 times/quarter.	Most lesson plans are adapted for the outdoors. Lesson plans seamlessly integrate outdoor learning with curriculum goals. Outdoor spaces utilized weekly.
Grade Level Biome	Limited knowledge of characteristics of biomes.	Basic knowledge of characteristics of biomes. Limited connections made to core curriculum.	Significant knowledge of characteristics of biomes. Consistent connections made to core curriculum.	Deep knowledge of characteristics of biomes. Lesson plans seamlessly integrate characteristics of biomes with curriculum goals.
Environmental Integration	Limited knowledge of environmental integration. Lesson plans are not adapted for environmental content.	Basic knowledge of environmental integration. Limited connections made to environmental content.	Significant knowledge of environmental integration. Consistent connections made to environmental content.	Deep knowledge of environmental integration. Lesson plans seamlessly integrate environmental focus with curriculum goals.
Engineering Design Process	Limited knowledge of the engineering design process. Lesson plans do not integrate the engineering design process.	Basic knowledge of engineering design process. Limited connections made to engineering content.	Significant knowledge of the engineering design process. Consistent connections made to engineering content.	Deep knowledge of the engineering design process. Lesson plans seamlessly integrate engineering focus with curriculum goals.



Community, School, & Family Partnerships Updates

- **STEM Showcase Coming Up April 24th from 4:30pm to 7pm**
- CIC & Principal Attended Weaver Lake Elementary Evening and look to expand recruiting efforts including having a presence at REAMS Arts & Academics
- Band Concerts & Choir Caroling
- Promoting RMS-CES at Weaver Lake Elementary
- Group and Individual Tours
- Building Stronger Bonds with Activities & Athletics
- Kindness Week
- Continuing to build strong bonds with FFA/Ag and Rockford Education Foundation
- School Dance February 28th!





Stewardship of Resources Updates

- **Focus on improving efforts with Recruiting and Retention.**
 - **Informal Tours accompany Teacher Interviews**
 - **Various forms of mentoring ranging from informal to formal**
 - **Partnership with MAWSECO to train Setting 3 paraprofessionals on supporting students specific IEP needs through academic programing models and data collection supporting students with a Positive Behavior Support Plan**
 - **Supporting Paraprofessional staffing and scheduling challenges through an innovative approach.**
- **Principal monitoring spending, staffing allocations, and abudgets.**
- **Deep Portage Cost Containment Messures**
- **Partnership with Agriscience Class and Taher Food Service that aims at growing the lettuce that students will consume at lunch through a Fork Farms Vertical Farming station.**





Thank You.