



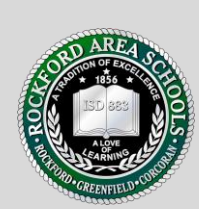
# Rockford Area Schools

*presented by,  
Brenda Nyhus REAMS Principal*

*April 20, 2026*

**#ROCKETS883**



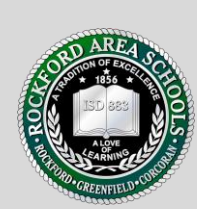


# Rockford Elementary Arts Magnet School General Updates

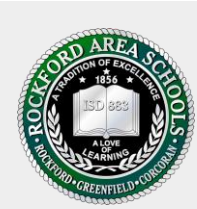


# General Updates

- **MCA Testing**
- **FAST Testing**
- **Artists in Residence**
- **Arts and Academics-May 12th 4-6p.m.**



# **Rockford Elementary Arts Magnet School 2025-2026 School Improvement Goals**

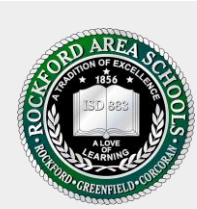


# REAMS School Improvement Plan (SIP)-Goal #1

## Instructional Design

- Teachers have continued to evaluate and refine standards-alignments within their teaching focus
- Classroom teachers continue curriculum mapping with CKLA are now looking at other core areas to see which standards are covered in CKLA.
- Interventionists/special education staff evaluate structures for addressing students needs
- Specialists continue curriculum maps K-4.

(\*PLCs \*Common Planning Time \*Staff Development



# REAMS School Improvement Plan (SIP)-Goal #1 Engagement Continuum

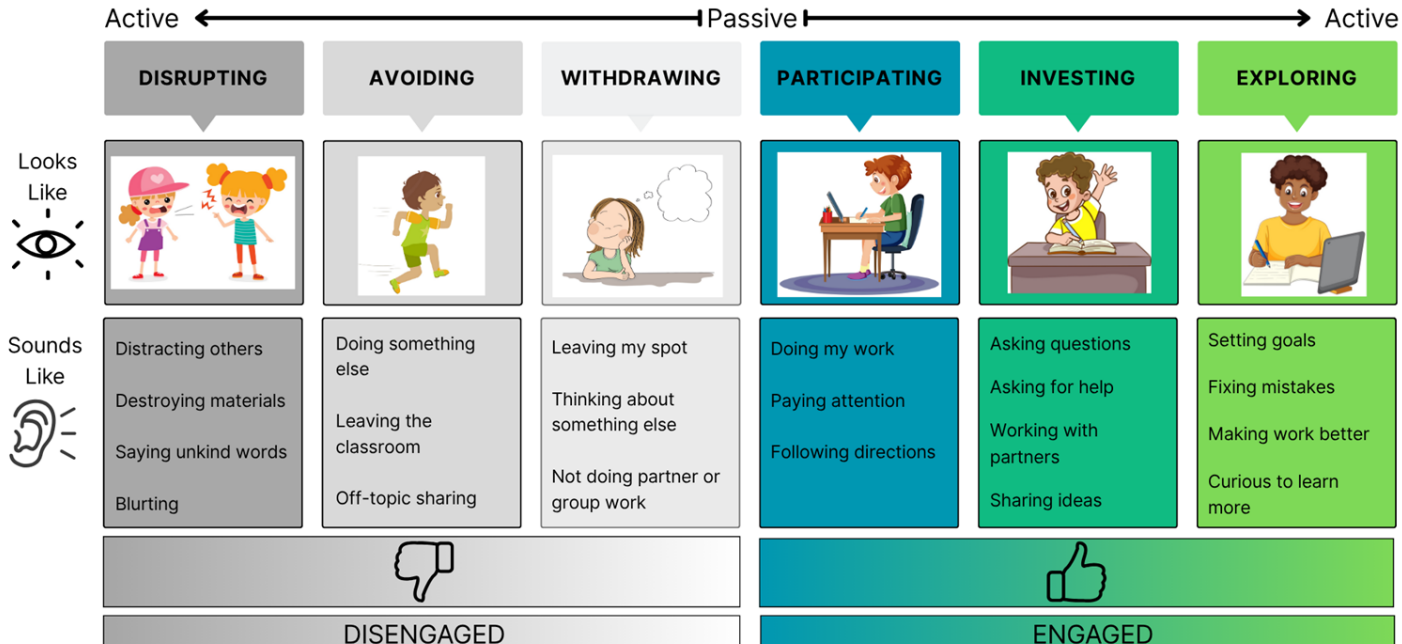
During the 2025-2026 school year, staff and students will learn and implement a building wide engagement continuum.



# REAMS School Improvement Plan (SIP)-Goal #1 Engagement Continuum



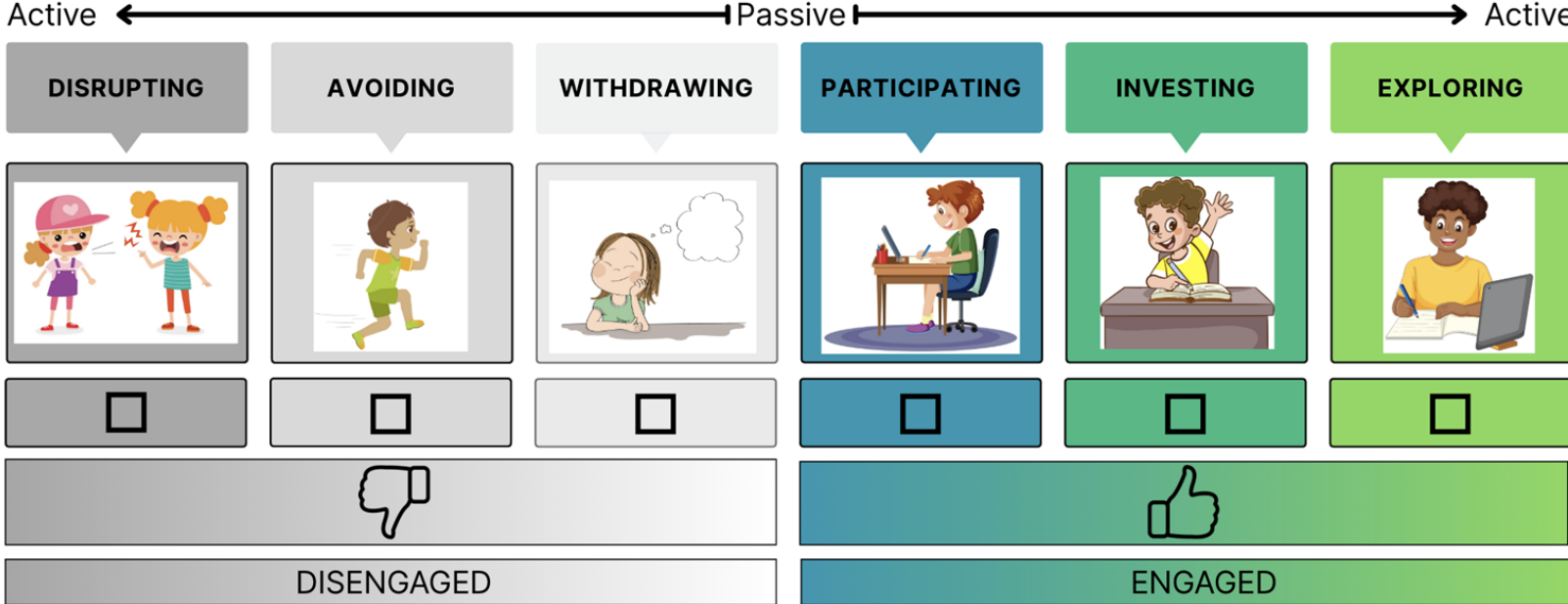
# Engage to Learn

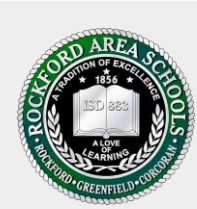




# REAMS School Improvement Plan (SIP)-Goal #1 Engagement Continuum

Where were you in class today?





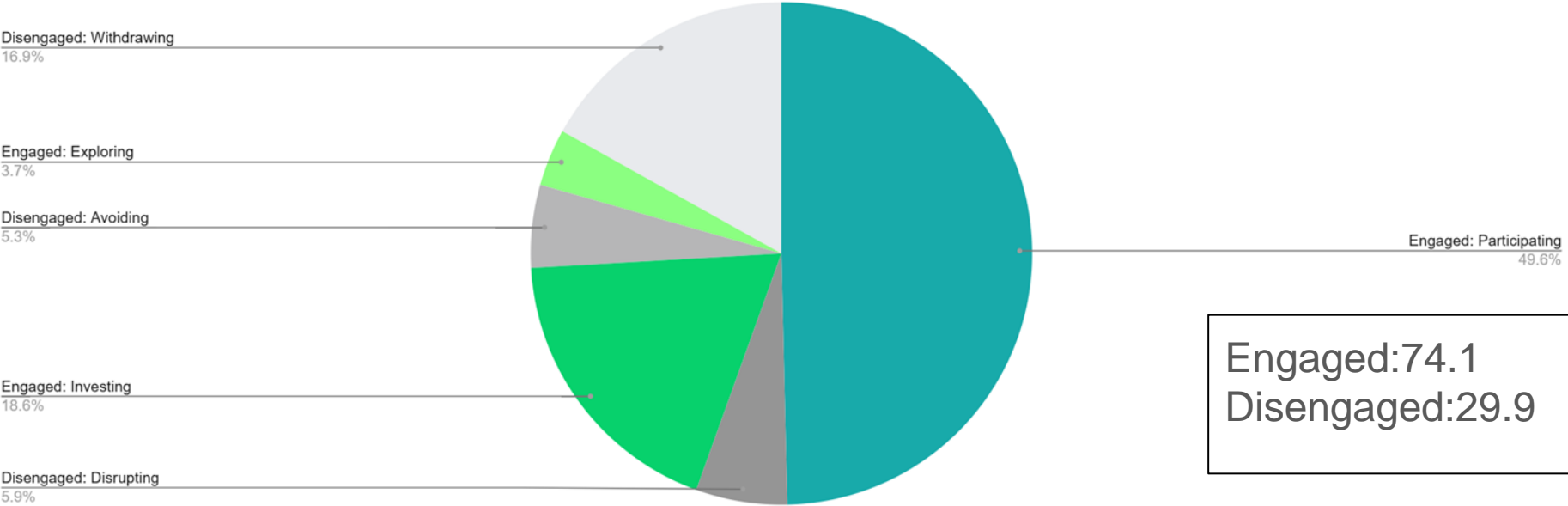
# REAMS School Improvement Plan (SIP)-Goal #1 Engagement Continuum

- All teachers in grades K-4 are identifying student engagement levels. Students in all classrooms are self-reflecting with various strategies: (thumbs up/down, 1-6, etc).
- Students at this level are really learning what it means to be engaged.
- Grades 3 and 4 -Teachers are also collecting engagement data from their students electronically.



# REAMS School Improvement Plan (SIP)-Goal #1 Engagement Continuum-Teacher Responses-February

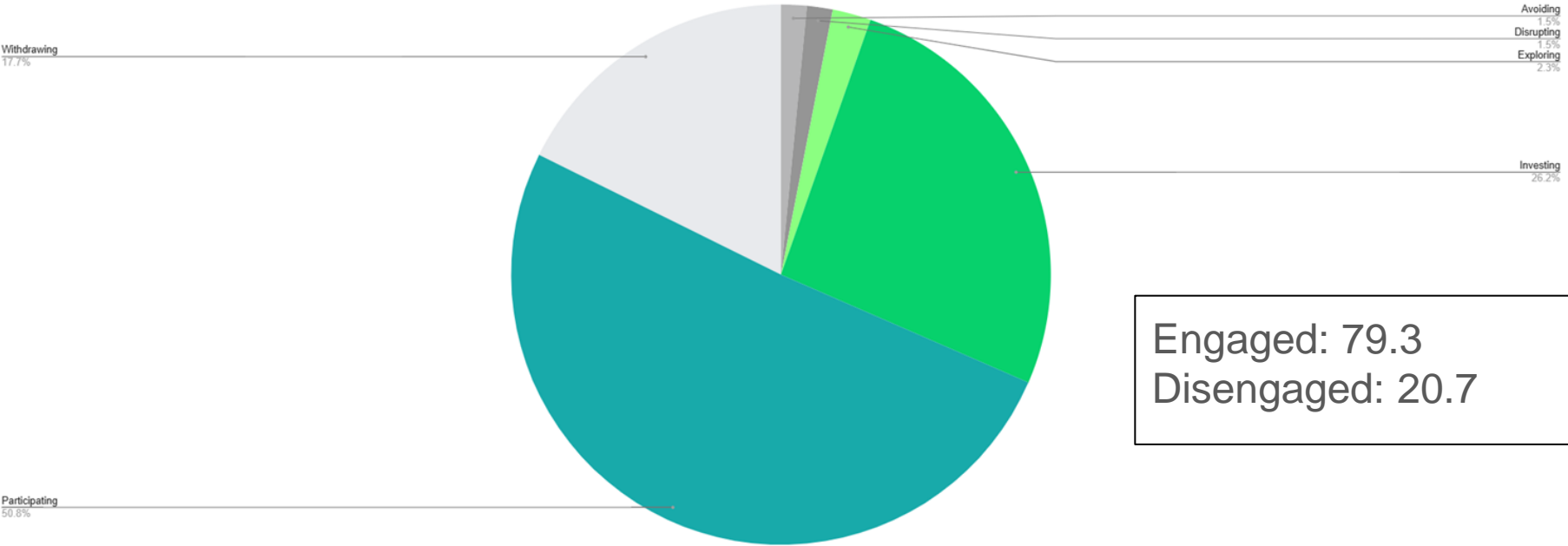
Teacher Reflection on Engagement (Feb)



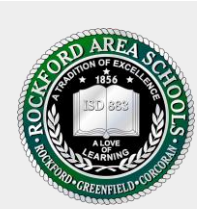


# REAMS School Improvement Plan (SIP)-Goal #1 Engagement Continuum- Student Responses-February

Student Engagement Reflection Feb (Grades 3-4)



Engaged: 79.3  
Disengaged: 20.7

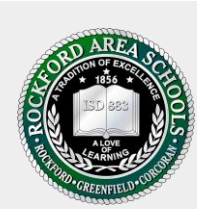


## REAMS School Improvement Plan (SIP)-Goal #1 Engagement Continuum-Teacher Responses

**November: Engaged:73.3/Disengaged:26.7**

**January: Engaged:73.1/Disengaged:26.9**

**February:Engaged:74.1/Disengaged:25.9**

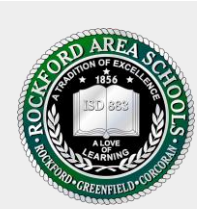


# REAMS School Improvement Plan (SIP)-Goal #1 Engagement Continuum-Student Responses-Grades 3 and 4

November: Engaged: 81.1 / Disengaged: 18.9

January: Engaged: 82.1 / Disengaged: 17.9

February: Engaged: 79.3 / Disengaged: 20.7

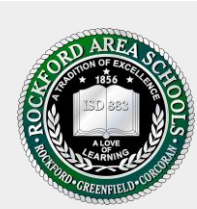


# REAMS School Improvement Plan (SIP)-Goal #1

## Data Backed Student Support

During the 2025–2026 school year, REAMS will strengthen the MTSS process and Student Achievement Plan by:

- **Maintaining and refining** the data review structures established in 2024–2025, while identifying opportunities to improve effectiveness and efficiency.
- **Facilitating student ownership of learning** by guiding students in reflecting on their FAST scores, setting meaningful academic goals, and tracking progress throughout the year.
- **Implementing targeted Student Achievement Action Plans** for identified students, using data-driven decisions to provide supports that address specific academic and behavioral needs. **SAP Plans 71 students**
- *The collective aim is to ensure consistent, systematic support for all learners.*



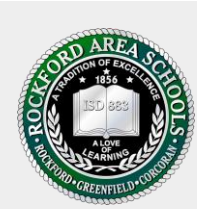
# REAMS School Improvement Plan (SIP)-Goal #2

## Student Connectedness

**Students in grades three and four will be given mySAEBRS survey in the fall and spring regarding their sense of belonging at REAMS.**

**Students in grades K-4 will receive weekly guidance lessons with the counselors during the 2024-25 school year.**

- The counselors will administer the mySAEBRS survey with the third and fourth grade teachers. Letters will be sent home to parents prior to the survey as an opt out option. Guidance lessons will be provided by the counselors to each class in grades K-4 weekly. Lessons will include topics of connectedness.
- mySAEBRS was given in October and March to students. Teachers took the SAEBRS about each of their students in October and March as well. Parents of Identified students were notified and have received additional support by meeting with the counselors and time with a Rockee Buddy.
- Three of the five grade levels saw a decrease in high risk scores in one or more categories (Social, Academic, Emotional, Behavior)



# REAMS School Improvement Plan (SIP)-Goal #2

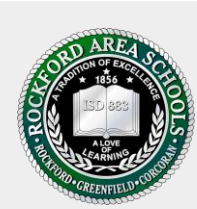
## Student Connectedness

**As of April 12th:**

**553-Classroom Lessons-SEL Related Topics**

**58-Small Group Sessions (SAEBRS)**

**1,270- Individual Meetings (SAEBRS)**



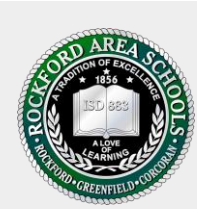
# REAMS School Improvement Plan (SIP)-Goal #3

## SAP Plans and ADSIS Services

**Current SAP Plans at REAMS 71 (12 students in both Math and Reading)**

### *ADSI Services*

- **Students Served in Reading with SAP Plans-47**
  - Students Exited-13 (10 to Title I; 2 qualified for SPED; 1 back to class)
- **Students served in Math with SAP Plans-36**
  - Students Exited-18 (10 to Title I; 5-back to class; 2 qualified for SPED; 1 moved)



# REAMS School Improvement Plan (SIP)-Goal #3

## Student Growth based on FastBridge Testing

### What Next?:

- Continue to analyze data to best serve students
- Individualize plans (SAP) for students who are at Some and High Risk- Currently
- Review schedule specific to WIN time for the 2026-27 school year to increase instructional time and make learning more personalized to each student.
- Use of IXL-assisting students in their growth
- Team of teachers and Brenda meeting with Continuous Improvement team from Resource Training and Solutions to work on targeted areas of need



**Thank You.**