



District & Instructional Updates

Board May 2026

Purpose

- provide district updates
- reflect on 25-26 achievement and growth
- preview 26-27 roadmap tied to instructional work

Reflecting on 25-26

Instructional Roadmap

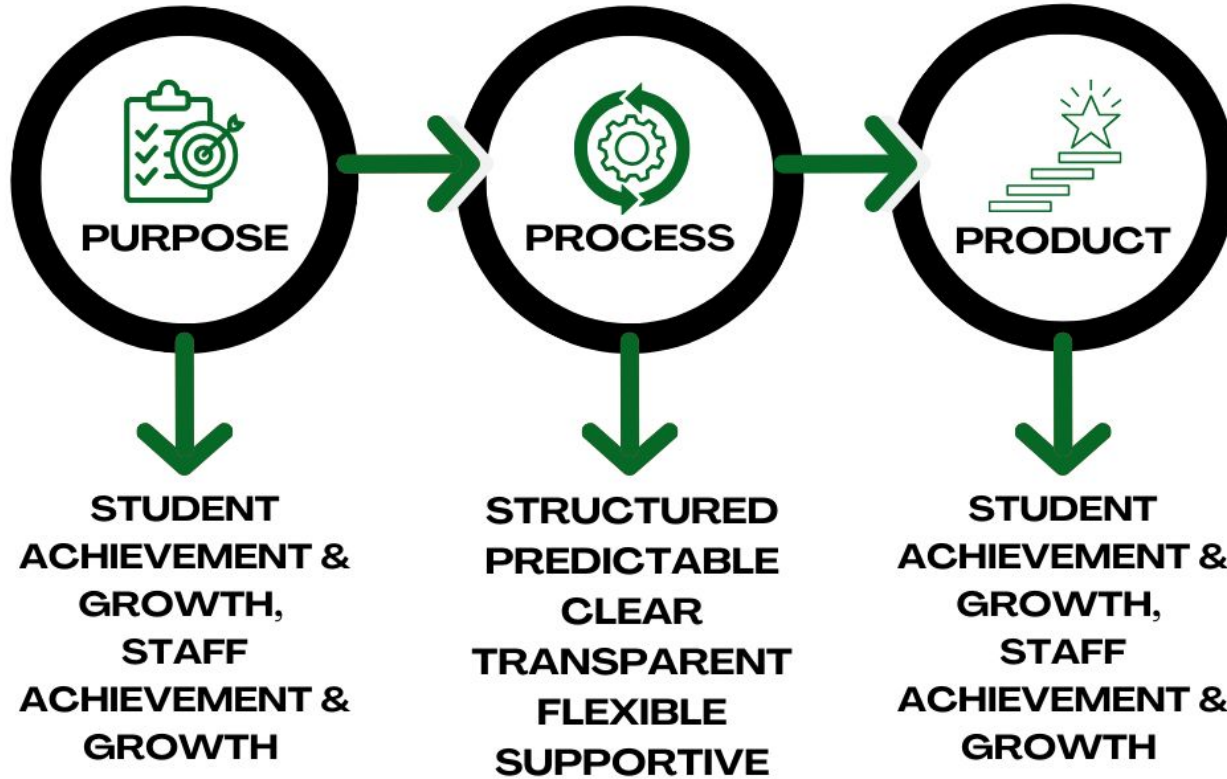
Foundational Concepts



STRATEGIC DIRECTIONS

Student Achievement & Growth
Healthy & Supportive Environment
Culture of Collective Purpose

3Ps





INSTRUCTIONAL ROADMAP SY 25-26

1

**Instructional
Design**

2

**Engagement
Continuum**

3

**Data-driven
Student support**

STRATEGIC DIRECTION

Support student achievement & growth, literacy

STRUCTURED SUPPORT

Implementation of Building Instructional Leadership Teams (BILT)

Building Goal Structure

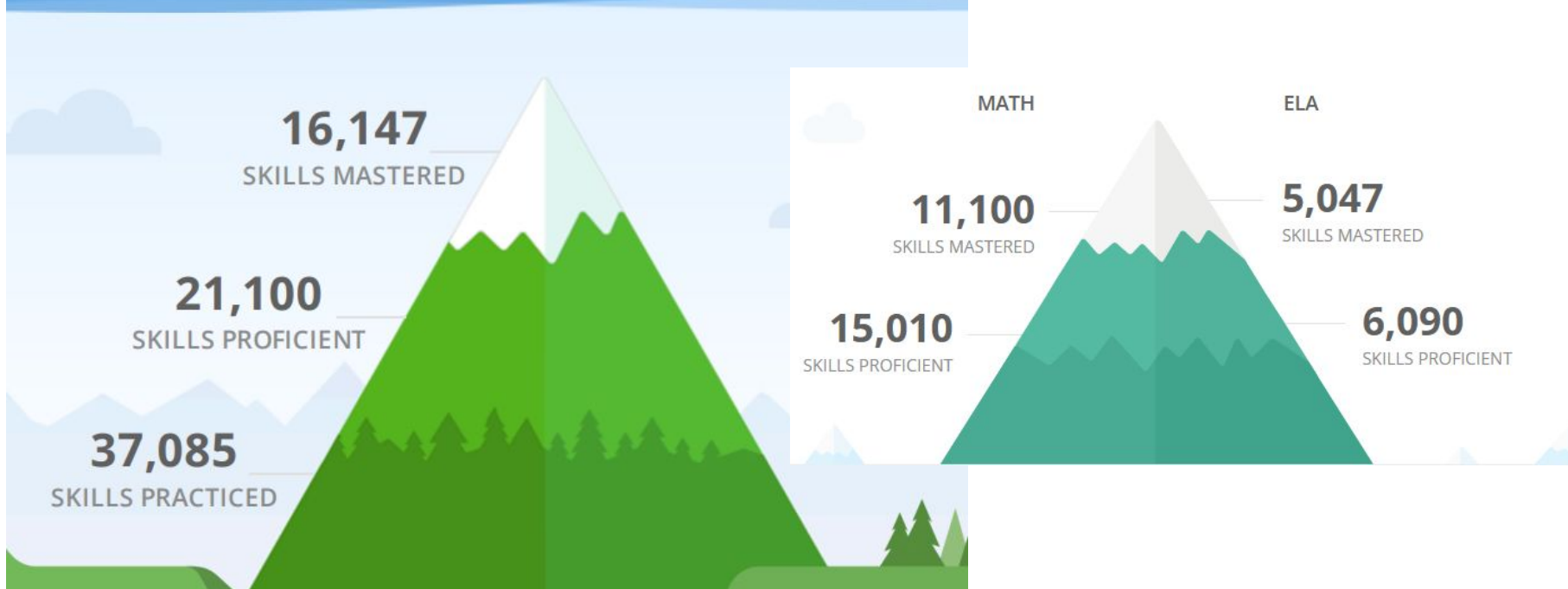
By the end of the school year, 25% of students who tested in the “some risk” or “high risk” categories in math and reading will demonstrate growth by either moving into the “low risk” or “some risk” category, or by beating their spring predicted score based on their fall growth report score.



This empowers teachers to focus on individual student growth
This data is available in FastBridge and Infinite Campus.
More accessible, more concrete.
Data for each student can be tracked over time.

Rockford School District 883

School Achievement Summary | September 2, 2025 - May 6, 2026





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
4.19 / 5.0

*fulfills a relicensure requirement



Professional Development Day

February 17, 2026

Time	REAMS	RMS-CES	RHS
7:20am 11:05am	<p>Classroom Teachers (3-4) 7:20-11:05</p> <p><input type="checkbox"/> Self-directed time</p> <p>K-2, Interventionists, Specialists, SpEd 7:20-8:00 <i>Music Room</i></p> <p><input type="checkbox"/> REAMS Learner Profile</p> <p>Classroom Teachers (K-2) 8:00-11:05</p> <p><input type="checkbox"/> CKLA Training & collaboration</p> <p>Interventionists 8:00-11:05</p> <p><input type="checkbox"/> Reading: UFLI (8:00-9:00, room 505)</p> <p><input type="checkbox"/> Curriculum, Assessment, Progress Monitoring</p> <p>Specialists 8:00-11:05</p> <p><input type="checkbox"/> Curriculum Mapping</p> <p><input type="checkbox"/> Engagement & Intervention</p>	<p>7:20-8:30 <i>Media Center</i></p> <p><input type="checkbox"/> Reading Preparation*</p> <p>8:40-9:40 Station Rotation <i>Media Center</i></p> <p><input type="checkbox"/> Student achievement plans</p> <p><input type="checkbox"/> Student Connectedness Data & Strategies</p> <p><input type="checkbox"/> RMS-CES Learner Profile</p> <p>9:50-10:45 <i>Media Center</i></p> <p><input type="checkbox"/> Maps, One-Pagers</p> <p>10:45-11:05 <i>Media Center</i></p> <p><input type="checkbox"/> Mindfulness, Connection</p> <p><input type="checkbox"/> Closure & Reflection</p>	<p>7:20-8:25 <i>Food Science Room (601)</i></p> <p><input type="checkbox"/> Curriculum & Planning</p> <p>8:30-9:30 Station Rotation</p> <p><input type="checkbox"/> Data Backed Student Support (601)</p> <p><input type="checkbox"/> Instructional Design (603)</p> <p><input type="checkbox"/> Class Engagement (604)</p> <p>9:30-10:30 <i>Media Center</i></p> <p><input type="checkbox"/> Reading Preparation*</p> <p>10:30-11:05 <i>Media Center</i></p> <p><input type="checkbox"/> Maps, One-Pagers</p>
11:05am 11:35am	Lunch		
11:35am 3:20pm	<p>K-2, Interventionists, Specialists</p> <p><input type="checkbox"/> Self-directed time</p> <p>Classroom Teachers (3-4) 11:35-2:30</p> <p><input type="checkbox"/> CKLA Training & collaboration</p> <p>2:30-3:00</p> <p><input type="checkbox"/> REAMS Learner Profile</p>	Self-directed Work Time	

Overall rating
4.22 / 5.0

*fulfills a relicensure requirement (REAMS teachers who have attended CKLA trainings have already fulfilled this requirement. Still need it? Attend at RMS or RHS.)
ML, Nurses, REAMS SpEd, SLPs see next page for your schedule



Professional Development Day

March 27, 2026

- For this **four hours** of contract time, **staff will be able to work at RAS or remotely.**
- All **work connected to this half day is due by 4/5 at 8:00pm.** You determine when you do the work.
- See the overview on this page. More detail can be found on pages 2-3.

	REAMS	RMS	RHS
Structured Professional Development Required: 2 hours	If you're a proctor <ul style="list-style-type: none"> • 1 hour MCA proctor training • 1 hour mySAEBRs (Classroom teachers) or Spring data / test prep (Interventionists, SpEd) If you're not a proctor 2 hours on the following: Specialists <ul style="list-style-type: none"> • Mapping K-2 <ul style="list-style-type: none"> • mySAEBRs • CKLA Individually mapping out upcoming lessons and domains 	If you're a proctor <ul style="list-style-type: none"> • 1 hour MCA proctor training • 1 hour curriculum mapping (Done? Roadmap: Further Learning or Implementation) If you're not a proctor 2 hours on the following: <ul style="list-style-type: none"> • Curriculum mapping Done with mapping? <ul style="list-style-type: none"> • Roadmap: Further Learning or Implementation • PLC Individual Goal • Work on another map (if applicable) 	If you're a proctor <ul style="list-style-type: none"> • 1 hour MCA proctor training • 1 hour curriculum mapping (Done? Roadmap: Further Learning or Implementation) If you're not a proctor 2 hours on the following: <ul style="list-style-type: none"> • Curriculum mapping Done with mapping? <ul style="list-style-type: none"> • Roadmap: Further Learning or Implementation • PLC Individual Goal • Work on another map (if applicable) • IB Course Outlines
Self-Directed Teacher & Team Work Time Required: 2 hours	Ideas <ol style="list-style-type: none"> 1. CKLA - continue individually mapping out lessons and domains 2. Individual Goal work 3. Roadmap: Further Learning or Implementation 4. Past PD Playlist 5. Relicensure Check 	Ideas <ol style="list-style-type: none"> 1. Updating End of Quarter Grades & Postings 2. Unit Planning for Q4 3. Individual Goal work 4. Personal Content-Specific PD Work 5. Past PD Playlist 6. Relicensure Check 	Ideas <ol style="list-style-type: none"> 1. Updating Midterm Grades & Post (due 3/27) 2. Class planning 3. Individual goal work 4. IB Work: unit plans, IAs 5. Student support: intervention, acceleration, ML 6. Relicensure Check

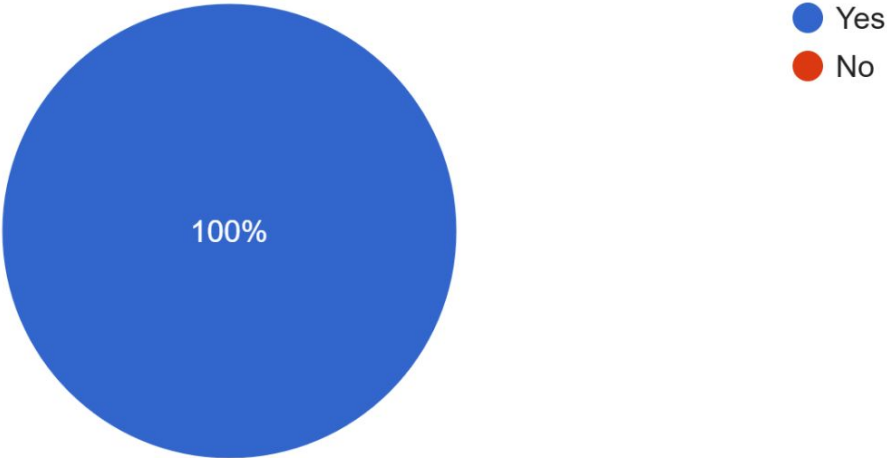
Overall rating
4.51 / 5.0

Do the Tracking & Reflection form on [PD/PLC Classroom](#) when you complete all 4 hours.

Questions? Email [Kathy Mattson](#)

Did you like the flexible format provided by this half day of professional development?

115 responses





Professional Development Day

April 6, 2026

Time	REAMS	RMS-CES	RHS
7:20am 11:05am	<p><i>All teams see PLC agendas for additional information.</i></p> <p>Classroom Teachers</p> <ul style="list-style-type: none"> <input type="checkbox"/> Foundational Skills (K-1) <input type="checkbox"/> Social/Science & CKLA (K-4) <input type="checkbox"/> Student Information for 26-27 (K-4) <input type="checkbox"/> Spring Student Support (K-4) <p>Interventionists, Special Education</p> <ul style="list-style-type: none"> <input type="checkbox"/> Curriculum, Assessment <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> 26-27 Preparation <p>Specialists</p> <ul style="list-style-type: none"> <input type="checkbox"/> Curriculum Mapping <input type="checkbox"/> Engagement & Intervention <input type="checkbox"/> 26-27 Planning 	<p>7:20-10:00 <i>Media Center</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Quarter 4 <input type="checkbox"/> 5 In / 5 Out Curriculum Work <input type="checkbox"/> Maps & Curriculum Overviews <input type="checkbox"/> We Started and Now... <p>9:00-10:00 <i>RMS Math Team Room 9</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Curriculum Meeting <p>10:00-11:05am</p> <ul style="list-style-type: none"> <input type="checkbox"/> Product Work Time <input type="checkbox"/> Q & A, Collaboration <input type="checkbox"/> Department Rotations 	<p>7:20-10:00 <i>Media Center</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Rigor through Inquiry <input type="checkbox"/> 5 In / 5 Out Curriculum Work <input type="checkbox"/> Six Year Audit <input type="checkbox"/> Foundations for Learning <p>10:00-11:05am <i>Media Center</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Product Work Time <input type="checkbox"/> Q & A, Collaboration
11:05am 11:35am	Lunch		
11:35am 3:20pm	Self-directed Work Time (BILT Members: Personalized Learning Training 12:00-3:00pm, RMS Media Center)		

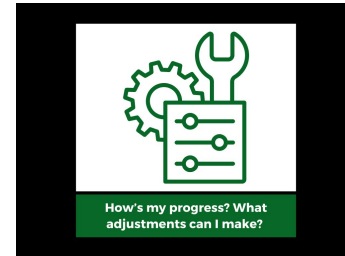
Overall rating
4.43 / 5.0

*ML, Nurses, SLPs see next page for your schedule

Relicensure Note: The Accommodations, Modification relicensure requirement is being granted through our yearlong work on instruction, engagement, and data-backed student support.

Instructional Design Learning Scale

Core Subjects/Grade Level Classroom Teachers					
	No Evidence	Beginning	Progressing	Mastering	Excelling
	0	1	2	3	4
Instructional Design (K-4) Tie to CKLA for REAMS	The teacher does not reach a standard described by any of the descriptors.	Implementation is minimal . Teachers are aware of the instructional goals and objectives along with some of the materials associated with implementing the unit.	Implementation is satisfactory . Teachers are using most of the unit materials to support students in achieving the instructional goals and objectives.	Implementation is strong. Teachers are fully, effectively implementing all unit materials , including assessments. All instruction supports the instructional goals and objectives.	Implementation is exceptional . Teachers are fully, effectively implementing all unit materials. Student data from formative and summative work relative to the instructional goals and objectives is regularly monitored to continuously adjust instruction.
Instructional Design (5-12) Tie to Grading Practices for Secondary	Instruction is not aligned to the standards nor are assessments varied or communicating key info about student achievement and growth.	Instruction is minimally aligned. Assessments are not varied and only communicate some key info about student achievement and growth.	Instruction is adequately aligned. Assessment format varies occasionally and communicates some key info about student achievement and growth.	Instruction is fully aligned. Assessments are thoughtfully and consistently varied, integrate choice , and communicate substantial key info about student achievement and growth.	Instruction is highly aligned throughout the learning process; student achievement is monitored continuously and instruction is adjusted accordingly. Students have meaningful and varied opportunities to show their learning on formative and summative work. Gradebook entries communicate effectively about student achievement and growth.



Instructional Design Progress

REAMS

CKLA Implementation

What dedicated teachers!

Your district is further along in implementation than most districts in the 3rd year!!! I'm finishing up my report for Amplify and excited to let my supervisors know how well everything is going for Rockford.

from CKLA Trainer after time with grade level teams in February

RMS-CES & RHS

Showcase format

- Engagement
- Relearning
- Metacognition
- Rigor

	Instructional Design		
	Oct	Jan	May
District	2.52	2.64	2.78

Engagement Continuum Learning Scale

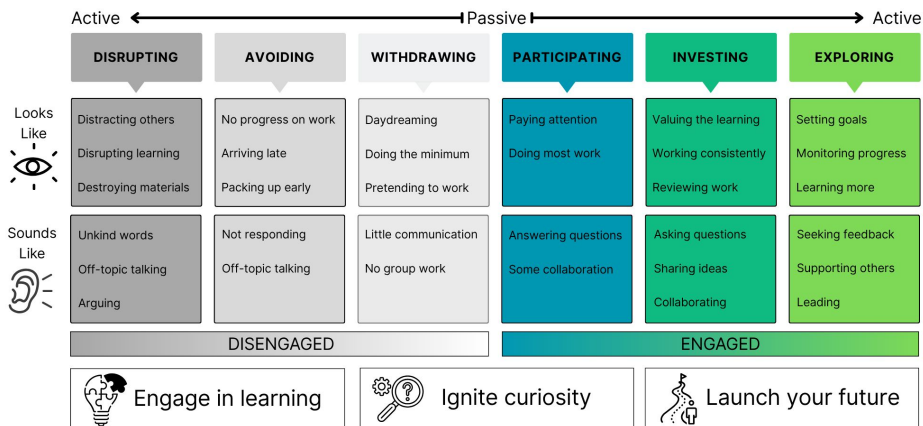


How's my progress? What adjustments can I make?

	No Evidence	Beginning	Progressing	Mastering	Excelling
	0	1	2	3	4
Engagement Continuum & Learning Process	The engagement continuum is not referenced or integrated in the learning process.	Teachers use the engagement continuum minimally and the language of engagement informs instruction minimally . There is minimal active engagement in the classroom.	Teachers and students use the engagement continuum adequately and the language of engagement informs instruction and learning adequately . There is a reasonable amount of active engagement in the classroom.	Teachers and students use the engagement continuum consistently in the learning process. Teacher and student reflections on engagement enables thoughtful adjustment in the learning process. There is substantial active engagement in the classroom.	Teachers and students use a common language related to engagement on an ongoing basis in the learning process. That language empowers teachers to strategically support students and enables students to reflect on their engagement so they are empowered to drive their learning as explorers .



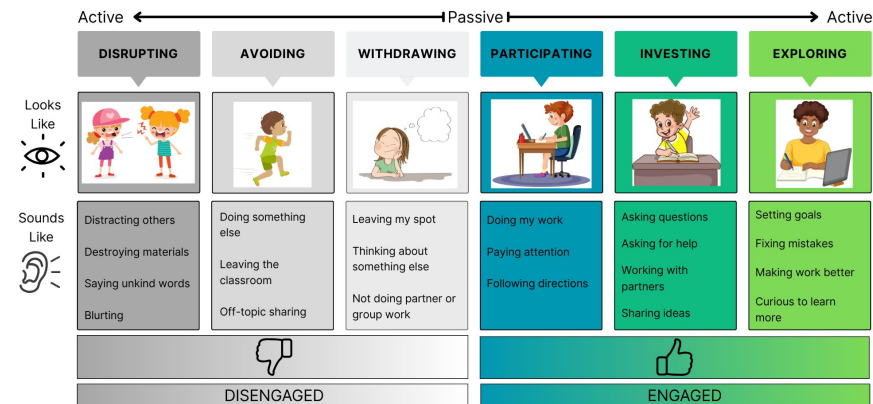
Engage to Learn



Adapted from Amy Berry (2022)



Engage to Learn



Adapted from Amy Berry (2022)

Engagement		
Oct	Jan	May
2.15	2.53	2.54

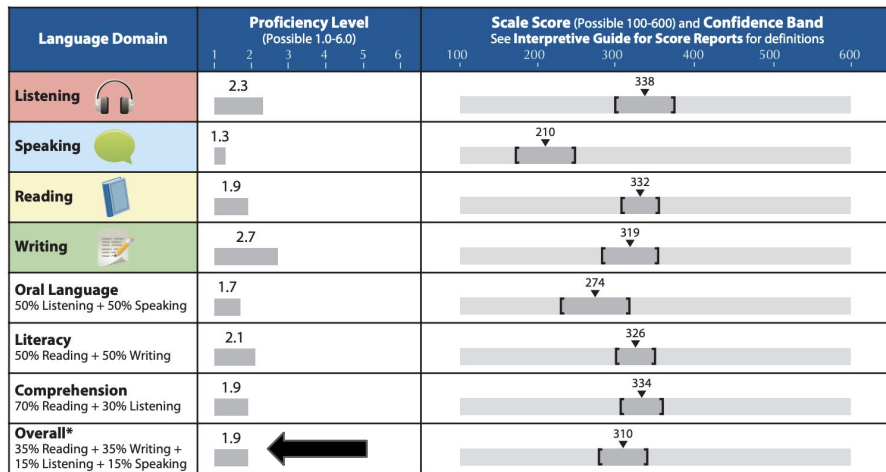
Data Backed Support Learning Scale



How's my progress? What adjustments can I make?

	No Evidence	Beginning	Progressing	Mastering	Excelling
	0	1	2	3	4
Data Backed Student Support	There is no evidence that there is a systematic process for adjusting instruction or supporting students using data.	Teachers use data minimally to guide instruction and support students.	Teachers use data adequately to inform instructional decisions, determine instructional strategies, and offer some individualized student support.	Teachers use data consistently to create responsive instruction, implement varied instructional strategies, and robust individualized support.	Teachers have a consistent process and schedule for reviewing data. Data informs meaningful discussions about student engagement and achievement; that discussion informs responsive instruction. Data leads to action plans to support students who are not achieving and growing; those plans lead to intervention.

ML Learning



*Overall score is calculated only when all four domains have been assessed. NA: Not available

Domain	Proficiency Level	Students at this level generally can...
Listening	2	understand oral language related to specific familiar topics in school and can participate in class discussions, for example: <ul style="list-style-type: none"> Identify main topics in discussions Categorize or sequence information presented orally using pictures or objects Follow short oral directions with the help of pictures Sort facts and opinions stated orally
Speaking	1	communicate orally in English using gestures and language that may contain a few words, for example: <ul style="list-style-type: none"> Ask and answer simple questions about what, when, or where something happened Name familiar objects, people, and pictures Show how to solve problems using words and gestures Express personal preferences
Reading	1	understand written texts that include visuals and may contain a few words or phrases in English, for example: <ul style="list-style-type: none"> Interpret information from graphs, charts, and other visual information Comprehend short text with illustrations and simple and familiar language Identify steps in processes presented in graphs or short texts with illustrations Identify words and phrases that express opinions and claims
Writing	2	communicate in writing in English using language related to familiar topics in school, for example: <ul style="list-style-type: none"> Describe ideas or concepts using phrases or short sentences Label illustrations describing what, when, or where something happened State steps in processes or procedures Express opinions about specific topics or situations



Individual Learning Plan

This Individual Language Learning Plan was developed for this student and is to be implemented over the school year. The ML teacher will work to identify the recommended accommodations based on the student's ongoing achievement and progress. This ILP will be modified each academic year to reflect the outcome of the annual ACCESS scores.

Demographic Information

Student Name		Grade	
Home Language		Other Languages	
First US School Entry		Date	
Date Identified ELD		Date of Screener	
ML Teacher		ML Class Time	

Academic Background

ACCESS Scores (Composite Score Goal: 4.5 for program exit)

See MCAs, FAST in Campus or building records.

Full WIDA Individual Student Report available in Infinite Campus.

Year	Grade	Listening	Speaking	Reading	Writing	Composite

Data-driven Student Support

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) What does this look like in your class? Observation to Intervention
SAMPLE ROW English	Disengaged (Withdrawing) ▾ Struggling with a Skill ▾	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 & offering new strategies depending on how they work
	Indicate level of engagement ▾ What is observed? ▾	<ul style="list-style-type: none"> ● Observation: ● Int: ● Int:

Data SS		
Oct	Jan	May
2.50	2.69	2.68

Outcome/Impact

Example Data

- work completion--share rate of completion
 - Week 1: Student completed 0/5 tasks
 - Week 2: Student completed 2/5 (check some improvement)
- Content struggle--share assessment (formative/summative observation)
 - 9/5, Paragraph writing: No punctuation
 - 9/12, Paragraph writing: 3 punctuation marks appeared (some improvement)

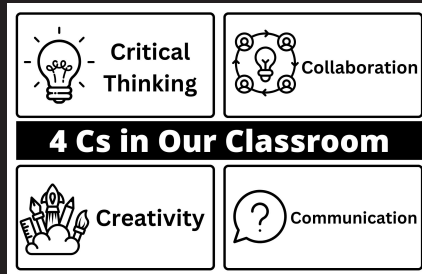
Week of DATE

1. Which of your interventions did you implement this week?
2. Was the observed concern reduced as a result of interventions?
3. Provide quantitative data to support your response to 2.

Previewing 26-27

This is Rockford.

REAMS: Arts



Engage in learning

RMS-CES : Environmental Studies



Ignite curiosity

RHS: IB World School



Launch your future

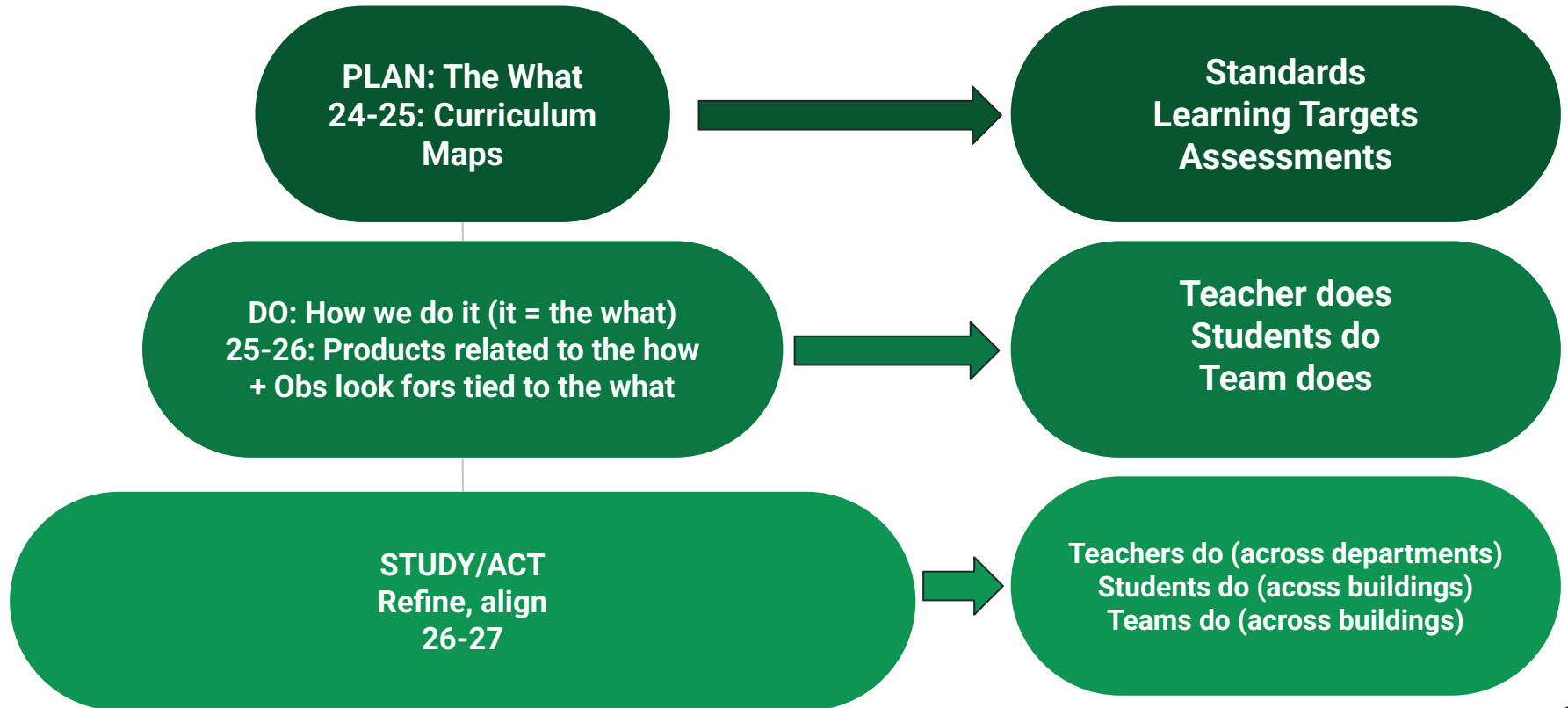
Profile of a Graduate

- Purpose: Share about the achievement of our RAS students in a way that goes beyond academics to acknowledge skills that will help each student successfully pursue the path they choose.
- Process: We'll be launching the visual and a yearlong plan for implementation next year.
- Product: Every spring, students in 4th, 8th, and 12th will do a lifelong learning survey to let us know how we're doing in supporting students in developing these characteristics at each building level.

Note: Your input during PD has helped shape this.

This is Rockford. Strong teachers. Strong learners. Strong futures.

3 Year Cycle of Roadmaps: Revised through Conversation





INSTRUCTIONAL ROADMAPS 24-27

1

2024-2025

Curriculum Maps

1. Standards
2. Learning Targets
3. Assessment

2

2025-2026

1. Instructional Design
2. Engagement Continuum
3. Data-driven Student Support

3

2026-2027

1. Instructional Alignment
2. Learner Agency
3. Data-driven Student Support

STRATEGIC DIRECTION

Support student achievement & growth, literacy

STRUCTURED SUPPORT

Building Instructional Leadership Teams (BILT), SIP



INSTRUCTIONAL ROADMAP SY 26-27



STRATEGIC DIRECTION

Support student achievement & growth, literacy

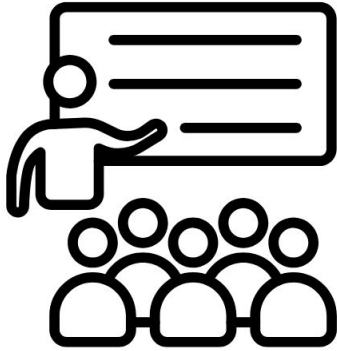
STRUCTURED SUPPORT

Provided by Building Instructional Leadership Teams (BILT)

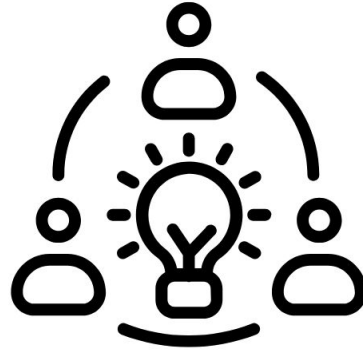
Learner Agency: Common Language



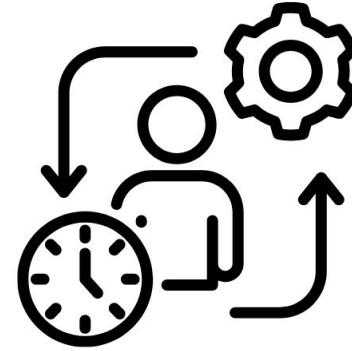
Engage to Learn



**Whole Class
Learning**



**Collaborative
Learning**



**Self-directed
Learning**

Learner Agency: Reflect on the learning structures that support your achievement.

Learner Agency: BLAST

1. Flex times (WIN, Rocket Block, BOOST) will now be called BLAST
 - a. Why that name?
 - i. BLAST stands for Building Learning and Skills Together -- that meaning matches the purpose of the time.
 - b. Why not the previous names?
 - i. The structure and expectations connected to this time is evolving. A name change with that evolution parallels the change in instructional delivery, practice.
2. Purpose
 - a. The purpose of BLAST is to ensure all students have relevant, personalized support (intervention, practice, acceleration) in their academic work.
 - b. Guidelines will be shared which are intended to create clear expectations and consistent structures within teams and awareness between teams.

Acknowledgement: There are strengths in existing practices that will be maintained.

Data-driven Student Support

- Data analysis: part of the PD/PLC Process
- Discussions/questions in 25-26 used to grow in 26-27
- Student Achievement Plans: evolving and transferring
- Impact of roadmap work on our student achievement data

Professional Development

2024-2025

Workshop Week	8/26, 8/27, 8/28, 8/29	4
SD Days/Work Days	10/16, 11/04, 1/20, 3/21(.5) 6/05(.5)	5
	1 Floating SD/Work Day 8/01 - 8/23	

2025-2026

Workshop Week	8/25, 8/26, 8/27, 8/28	4
SD Days/Work Days	10/15, 11/03, 1/19, 2/17 3/27(.5), 4/6, 6/05 (.5)	7
	1 Floating SD/Work Day 8/01 - 8/22	

2026-2027

Workshop Week	8/24, 8/25, 8/26, 8/27	4
SD Days/Work Days	10/14, 11/2, 1/18, 2/16, 3/19(.5), 3/29, 5/21, 6/4(.5)	7
Floating Day	8/03 - 8/21	1

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

RMS-CES Math Adoption

RMS Math Adoption

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. RHS review curriculum 27-28 (REAMS)
 - c. RHS re-visit curriculum in spring 2028
6. June
 - a. Wrap up as needed
7. July
 - a. Order materials (RMS)

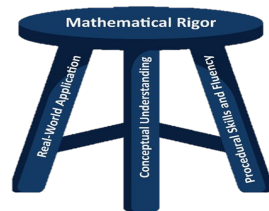
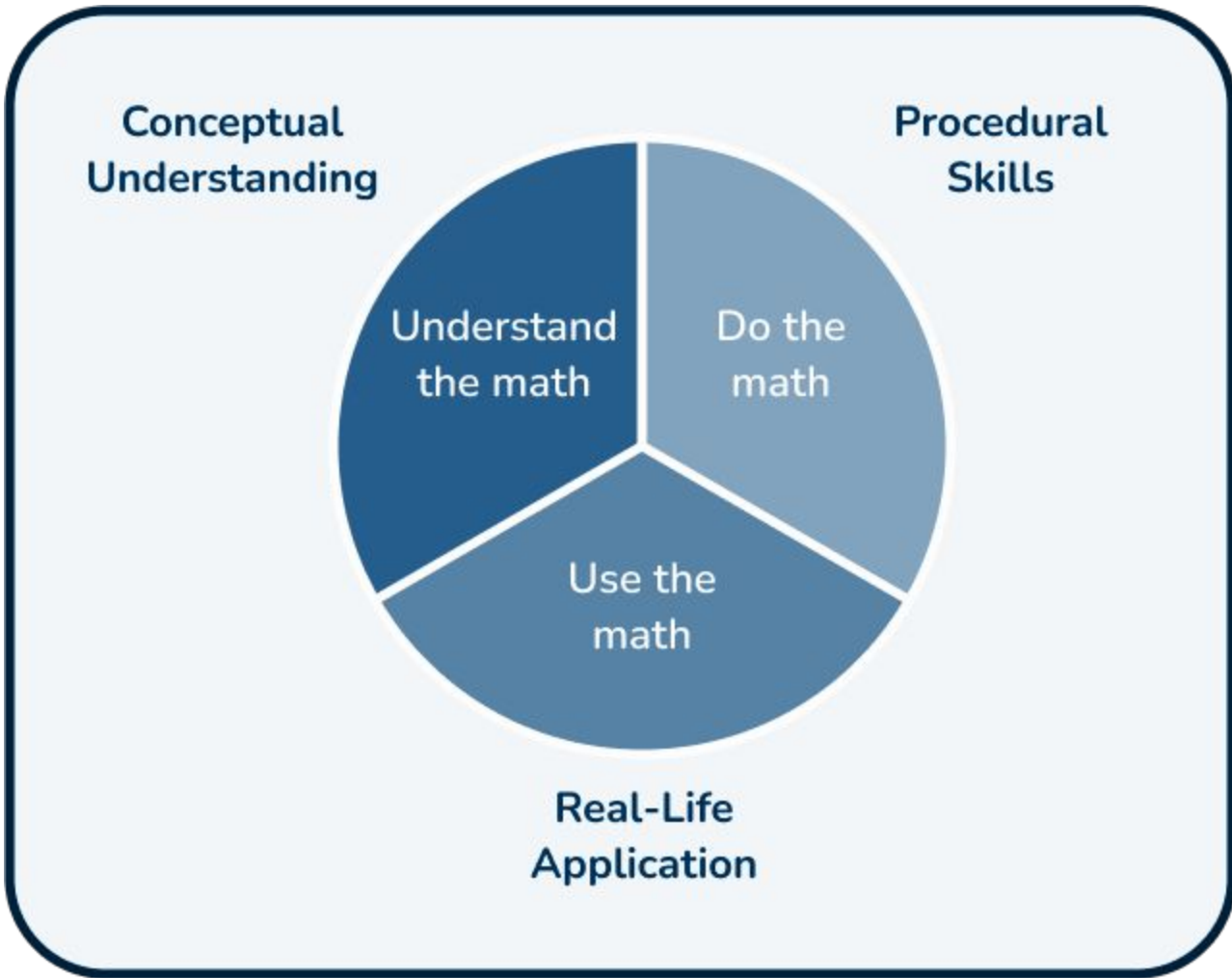
Reviewed

1. Big Ideas
2. Envision Savvas
3. iReady
4. Illustrative Math
5. MN Reveal Math
6. Math in Focus

Top 2: Big Ideas, Savvas
Selected Big Ideas

Rating

- Limited or No Evidence
- Partial Evidence
- Sufficient Evidence
- Strong Evidence



Cost

- 6 year contract
- Consumables (grade 5)
- Textbooks (grades 6-8)
- Digital components included (teacher and student)
- Professional Development included

Questions

