mn DEPARTMENT OF EDUCATION

Alternative Delivery of Specialized Instructional Services (ADSIS) – State Fiscal Year 2026 and 2027 Application

ADSIS Application Overview

A complete application will consist of the following:

- Completed and signed application cover sheet and assurances (must be submitted as a PDF)
- Application narrative (must be submitted in this Word Document form, not as a PDF)
    - Section 1 – Local Educational Agency (LEA) Overview
    - Section 2 – School Work Plans
    - Section 3 – Budget Narrative
- Excel Budget (must be submitted as an Excel spreadsheet)

Application Submission and Signature

Submit your completed application to mde.compgrants@state.mn.us no later than the final deadline of March 7, 2025, at 5 p.m. Central Time to be considered for funding. There is an option for early submission. See details in the instructional packet. **We will not accept applications via fax, mail, through the SERVS system, or as Google docs.**

Include one copy of the signed application cover sheet and assurances (in PDF format), the application narrative (in Word format) and one copy of the completed budget (in Excel format) to mde.compgrants@state.mn.us with the subject line **"ADSIS and the name of your LEA"**

You should title all documents with the name of your organization, then the name of the document. Example: if ABC Public Schools were to apply, then the names of the submitted documents should be as follows:

- ABC Public Schools Application Cover Sheet (in PDF format)

DEPARTMENT OF EDUCATION

- ABC Public Schools Application Narrative (in Word format)
- ABC Public Schools Budget (in Excel format)

Costs associated with preparing the application must be borne by the applicant. The burden of proof of timely submission is on the applicant.

Application Narrative Quick Links

Section I. Local Educational Agency (LEA) Overview

1A. Comprehensive Needs Assessment

1B. Coordination and Communication

1C. Fidelity of Implementing ADSIS

1D. Cultural Responsiveness

1E. Measuring Indirect Impacts

Section II. School Work Plan

Part 2A. Reading

Part 2B. Mathematics

Part 2C. Behavior

Section III. Budget

Budget narrative

Section I. Local Educational Agency (LEA) Overview

Applicant Name: Rockford Area Schools

1A. Comprehensive Needs Assessment (Questions 1-8) – 20 Points

ADSIS Leadership Team

1. Share the names, email addresses, and roles of the other members of the ADSIS leadership team. Roles to consider may include assistant superintendent, special education director, general education teachers, special education teachers, Title 1 coordinators, school principals, curriculum directors, and others. Note that it is recommended that one person from every school building implementing ADSIS be included. Add additional rows, as needed.

Name	Email Address	Phone	Role
Jeff Ridlehoover	Jeff Ridlehoover	763-477-9165 ext 4002	Superintendent
Kathy Mattson	Kathy Mattson	763-477-9165 ext. 4005	Learning and Innovation Specialist
Emily Seitzer	Emily Seitzer	763-477-5837 ext 1030	Special Education Supervisor
Brenda Nyhus	Brenda Nyhus	763-477-5837 ext 1002	Elementary Principal
Paul Warzecha	Paul Warzecha	763-477-5831 ext. 2002	Middle School Principal
Paul Menard	Paul Menard	763-477-5846 ext. 3002	High School Principal
Christa Larson	Christa Larson	763-477-9165 ext 4000	DO Assistant/MARSS
Jennifer Sprague	Jennifer Sprague	763-477-5837 ext 1405	Reading Intervention REAMS
Polly Trandahl	Polly Trandahl	763-477-5831 ext 3257	Reading Intervention RHS
Ellie Engstrom	Ellie Engstrom	763-477-5846 ext 3020	School Counselor RMS/RHS
Katie Reynolds	Katherine Reynolds	763-477-5837 ext 1705	School Counselor REAMS
Emily Herold	Emily Herold	763-477-5831 ext 2120	Math Intervention RMS

Name	Email Address	Phone	Role
Kevin Neff	Kevin Neff	763-477-5831 ext 4010	District Assessment Coordinator / Tech Integrationist

ADSIS Enrollment Overview

2a. Did the LEA participate in ADSIS in the 2023-25 cohort? Type an X to indicate response.

_X_Yes

__No

2b. *If you answered "Yes" to question 2a*, **in the table below, write the number of students served in each service area implemented in the 2023-25 ADSIS cohort, by year.** Write "N/A" for the service areas not implemented.

School Year	Reading	Math	Behavior
2023-24	108	46	254
2024-25	73	46	155

3a. In the table below, add one row for each school building that will be implementing ADSIS and write the name of the building in the first column. In the Reading, Math, and Behavior columns, indicate which service area(s) will be implemented at each school by typing an X. Finally, in the last two columns, share the projected enrollment for 2025 at each building, and the projected number of ADSIS students. (Note, ADSIS students should be unduplicated; if a single student is served in multiple ADSIS service areas, only count that student once). Add additional rows for more schools, as needed.

School	Reading	Math	Behavior	Projected 2025-26 school enrollment	Projected count of ADSIS students
Rockford Elementary Arts Magnet School (REAMS)	X	X	X	582	75

School	Reading	Math	Behavior	Projected 2025-26 school enrollment	Projected count of ADSIS students
Rockford Middle School – Center for Environmental Studies (RMS-CES)	X	X	X	493	107
Rockford High School-IB World School (RHS)	X	X	X	494	92

3b. As a reminder, ADSIS is intended as an intervention program for students that might otherwise qualify for special education services; it is not intended to be applied more broadly to address more ubiquitous areas for improvement. **If you anticipate more than 20 percent of the students at a school will be receiving ADSIS, what other strategies or approaches are you pursuing to address challenges more broadly?** Describe below.

As we have emerged from the COVID-19 pandemic, students in our school district, much like those in neighboring districts, have experienced additional trauma and challenges related to social and emotional needs. In our middle school, in particular, we have witnessed a higher volume of needs in the areas of behavioral support. This number is less than 20% in both our elementary and high school, but was calculated to be 21.7% at our middle school. ADSIS has been a tremendous asset to our work at the middle school, but we have also added a Student Support Specialist to assist in providing proactive support, redirection, and school-to-home partnership and communication. Rockford Area Schools is committed to the newly created position (not funded via ADSIS) and we will utilize a combination of interventions to best support all students.

Special Education Referral Trends (pupils ages 6 to 17): Local Data

4. In the tables below, enter the number of students ages 6-17 referred to special education by year. Use local data.

Referral Category	2021-22	2022-23	2023-24
Total number of referrals made by teachers	15	12	11

Referral Category	2021-22	2022-23	2023-24
Total number of referrals made by parents	10	19	3
Percentage of referrals made by teachers that became eligible for special education services	100	75	91%
Percentage of referrals made by parents that became eligible for special education services	90	79	100%

Students Served in Special Education (Ages 6 to 17)

5. In the tables below, enter the number of students ages 6-17 served in special education by year.

- I. Go to the MDE Data Center.
- II. Select **Data Reports and Analytics**.
- III. Scroll down to **School Finance Reports** and click on **Minnesota Funding Reports (MFR)**.
- IV. There are five drop-down menus. One or more school districts must first be selected in the **District** drop-down menu to proceed.
- V. After selecting your district(s), click on the **Reports** drop-down menu and choose the **Special Ed. Unduplicated Child Count Report # 4** for the year in which you are interested (reports for multiple years may be displayed).
- VI. When the report opens, add together **the Age 6-11 and 12-17** rows appearing towards the bottom of the page, and enter the total in the Child Count Number box, for the following categories:
  - a. All disability categories (excluding early childhood)
  - b. Emotional or Behavior Disorder
  - c. Specific Learning Disability
  - d. Speech/Language Impairment
  - e. Other Health Disability

Special Education Totals/Category	2021-22	2022-23	2023-24
Total Special Education Enrollment	176	187	214
Emotional Behavioral Disorders	16	19	22
Specific Learning Disability	49	48	54

Speech/Language Impairment	32	30	40
Other Health Disability	23	30	32

Special Education Narrative

6. Over the past three years, what trends or patterns has the LEA seen in special education referrals and services related to student age, race and ethnicity, or other demographic characteristics? For example, when compared to all students, are students within any demographic group being referred for or served in special education at a higher or lower rate in proportion to all students? Describe below.

We have experienced an interesting phenomenon in Rockford Area Schools with respect to our Special Education population. The data shows that in-district referrals, both from teachers and parents, has decreased from previous years, yet the volume of Special Education students we serve has increased at a substantial rate. This is aligned to what many other school districts are experiencing, but this remains a challenge for our Special Education staff as well as our overall finances as we are fully committed to providing each and every student with an educational experience that will foster growth and success. A reason for this increase is that in SY2024-25, Rockford Area Schools enrolled 27 new students (12.6% of our overall Special Education population) with existing individualized education plans (IEP'S). We are unsure if this trend will continue, but with this occurring, we are exceptionally grateful for our state allocated ADSIS funding to ensure we do everything possible to decrease internal Special Education referrals.

Besides the enrollment numbers shared in the above paragraph, Rockford Area schools are proud to share that significant strides have been made to decrease the disproportionality of our Special Education referrals. In recent years, our Hispanic/Latinx students have been referred for Special Education evaluations related to possible identification under Specific Learning Disability at a significantly higher rate than Caucasian students. During the 2023-24 school year the number of Hispanic/Latinx students compared to White students being served under the disability category of SLD is more proportionate.

2021-22
Total Population:
12 out of 192 Hispanic/Latinx are SLD (6%)
33 out of 1190 White are SLD (3%)
In Special Education:
12 out of 33 Hispanic/Latinx are SLD (36%)

33 out of 162 White are SLD (20%)

2022-23
Total Population:
14 out of 186 Hispanic/Latinx are SLD (8%)
27 out of 1208 White are SLD (2%)
In Special Education:
14 out of 34 Hispanic/Latinx are SLD (41%)
27 out of 172 White are SLD (16%)

2023-24
Total Population:
8 out of 195 Hispanic/Latinx are SLD (4%)
42 out of 1186 White are SLD (4%)
In Special Education:
8 out of 52 Hispanic/Latinx are SLD (15%)
42 out of 219 White are SLD (19%)

[This question is optional] Considering the information shared already, what factors or context, if any, would the LEA like to share related to the trends in special education referrals and services? Describe below.

The school intervention teams, in collaboration with Special Education staff (Special Education Assessment Teacher, School Psychologist, and Special Education Supervisor), have identified essential questions to ask intervention staff to ensure factors such as second language acquisition has been considered along with quantifiable intervention data. This improved practice has already demonstrated to be effective related to referrals and we will utilize a continuous improvement approach to ensure sustainability.

Special Education Referral Specific Measurable Achievable Relevant Time Bound (SMART) Goal

8. For each school that will be implementing ADSIS, create a SMART goal for special education referrals. Schools may have separate SMART goals by grade level(s), or overall building-level goals. An example is shared below for reference. Add more rows to the table, as needed.

Example. *The number of students referred for a special education evaluation in grades _____ at _____school will (decrease or stay the same) from ____ number of students by end of state year 2024-25 to _____number of students by end of 2025-26 state year.*

School	Special Education SMART Goal
Rockford Elementary Arts Magnet Schools (REAMS)	*The number of students referred for a special education evaluation by school staff in grades K- 4 at REAMS will decrease from 14 in the 2023-24 school year to 12 students during the 2025-26 school year.*
Rockford Middle School Center for Environmental Studies (RMS-CES)	*The number of students referred for a special education evaluation by school staff in grades 5-8 at RMS-CES will continue to stay at or below 2 student referrals per year from the current school year through the 2025-26 school year.*
Rockford High School- IB World School	*The number of students referred for a special education evaluation by school staff in grades 9-12 at RHS will continue to stay at or below 2 student referrals per year from the current school year through the 2025-26 school year.*

1B. Coordination and Communication – 15 Points

Multi-Tiered Systems of Support (MTSS)

9. Has the LEA implemented a MTSS Framework? Type an X to indicate response.

_X_Yes

__Partially/to some extent

__No

10a. *If you answered "Yes" or "Partially/to some extent" to question 9*, **describe how ADSIS fits in with the LEA's MTSS framework to support the academic and behavioral needs of students.** Include details on Universal Support (Tier I), Targeted Support (Tier II), and Tertiary Support (Tier III). Describe below.

Rockford Area Schools is committed to establishing structures and supports, aligned to instructional best practices. This includes a recent redesign of our Teaching and Learning department to one of Learning and Innovation. Included amongst this work is a laser focus on academic and behavioral supports, connected to our Multi-Tiered Systems of Support (MTSS).

The strides we have made have been significant, with a stronger focus on individualized students' data and reflection based on observations and trends. In effectively implementing our MTS framework, our ADSIS teachers have provided exemplary support and interventions as we work to ensure all students are successful.

Rockford Area Schools continues to screen all students, grades K-10 in the areas of reading and mathematics, utilizing Fastbridge Learning. In addition, students in grades 11 & 12 are screened using both MCA and Fastbridge Learning data. This data complements the work occurring in our classrooms as teachers are able to use the screening data, along with student work and assessments to best support learning. ADSIS continues to be a vital part of our MTSS work as all students partaking in ADSIS services are progress monitored with these tools.

Rockford educators are also committed to the success of all learners, and just as importantly, they are aware of the work occurring in ADSIS. All staff meet weekly to review student data and make intervention decisions based on the information provided. Our newly created Building Level Instructional Teams (BILT) also lead and facilitate professional learning and development, aimed at supporting our Professional Learning Communities (PLC's) in their intervention work. It has been made clear that the very best intervention work occurs within the confines of the classroom, but also that additional support is available for students as needed.

Tier I discussions continue to be led by our BILT members and Q Comp coaches who analyze data such as attendance, grades, and behavioral referrals. This team creates Tier I and Tier II plans to address grade level and small group needs. ADSIS teachers monitor student progress across grade levels and function as collaborators in the PLC setting to establish plans when students are not performing based on benchmark data. The

BILT also supports this work. This intervention team is composed of building administration, counselors, safety specialists, therapists, school psychologists, interventionists, and the MTSS specialist. This team meets weekly to determine appropriate MTSS support at Tier II and Tier III levels. This same team works with staff to create intervention plans to meet the needs of students who are struggling with attendance, behavior, and mastering the academic content. Data is then tracked for students who are identified as needing additional support, with regular data reviews to measure the effectiveness of the interventions being implemented. With both of these groups, ADSIS is one of the intervention programs that are utilized to meet the academic needs of students who have been identified as needing additional support.

Tier I

At the Tier I level, Rockford Area Schools strives to deliver high quality, evidence-based instructional strategies so all students can engage with grade level standards. Teachers at Rockford Elementary Arts Magnet School (REAMS) have been trained in using the University of Minnesota's Path to Reading Excellence in Schools Sites (PRESS) reading program. Additionally, all general education teachers have either been trained in Orton-Gillingham through the Institute for Multi-Sensory Education or CORE, which are multi-sensory reading methodologies, aligned to the Science of Reading (SOR). We are incredibly proud to have all K-4 classroom teachers trained in the SOR and we will continue to improve in our instructional practices with the advent of our new literacy curriculum, slated for full implementation in the fall of 2025. These literacy resources will provide REAMS students with an exceptional and engaging universal form of instruction. Teachers at Rockford Middle School - Center for Environmental Studies (RMS-CES) and Rockford High School (RHS) differentiate their instruction, content, and assessments on an individual basis, providing students with the support they need to progress towards high school graduation. Subject areas in these two schools are limited to one teacher per grade/subject, ensuring common and consistent assessments, grading criteria, and addressing behavioral needs of all students. All three buildings (elementary, middle school, and high school) have dedicated time built into the daily schedule where students can get additional help from classroom teachers and interventionists. ADSIS teachers have been able to effectively use this part of the day to meet with students without taking them away from core instruction. Behaviorally, many steps forward have been made with screening students on their social behavior, academic behavior, and emotional behavior using mySAEBRS from FastBridge Learning. Added to this, REAMS is using Second Step as their Tier I social-emotional learning/behavior curriculum, RMS-CES is using CharacterStrong, and RHS is tailoring their Tier I behavior support based on data from their student survey.

Tier II

At the Tier II level, Rockford Area Schools meets the needs of students who, based on student performance data, could benefit from additional support to reach grade level expectations. At REAMS, students who need Tier II resources are supported by Title I small group interventions and ADSIS teachers. Diagnostic evaluations using FastBridge Learning assessments and PRESS assessments are used to create a learning plan for all ADSIS students. The ratio of ADSIS students to teachers at this level of support is 2:1. At RMS-CES and RHS the ratio of ADSIS students to teachers varies from 1:1 to 5:1 based on the intensity of intervention. Student progress is monitored weekly/bi-monthly with this information being shared with classroom teachers so they can adjust their instruction as needed. Students who do not demonstrate growth based on FastBridge Learning progress monitoring tools are brought to the BILT to determine next steps of support. The BILT provides the ADSIS teacher and the classroom teacher with instructional support while interventions are implemented. Increased ADSIS support at the secondary level has improved the ways students can be supported with many students experiencing academic success. Rockford Area Schools have been better able to meet the needs of students who need Tier II and Tier III support through increased ADSIS support provided the last two years. Behaviorally, each building has a specialist with a designated room where students can take a break and work through the situation they're involved in. The addition of ADSIS support for behavior has been incredibly successful and we are proud of the work that has been accomplished. This belief is not simply anecdotal as it has been corroborated by families who have experienced the increased focus on student behavior through the social and emotional perspective.

Tier III

At the Tier III level, Rockford Area Schools proactively responds to students whose performance data shows a lack of growth and who need intensive support. These students are supported through adjusting the frequency and duration of the interventions as well as lowering the ratio to 1:1 at REAMS and between 1:1 to 4:1 at RMS-CES and RHS. Progress is monitored weekly with the ADSIS teacher collaborating routinely with classroom teachers and our BILT. Parent involvement and communication is also increased at this level, similarly to what we have witnessed in the tier II realm. An area of increased need, however, is in mathematics. Our work in both ADSIS reading and ADSIS Behavior.

 has been visible and, we believe, sustainable. Additional resources in math are being requested in our application as we firmly believe that if we can change the course of a student's math aptitude early, they will remain on track through high school graduation.

10b. *If you answered "No" to question 9*, **in what ways does the LEA individualize its education delivery system to meet the needs of all students?** Describe below.

N/A

11. How is ADSIS connected to or coordinated with other programs and initiatives in the LEA? The table below lists common programs and initiatives. For each that the LEA does NOT have, type an X in the second column (to indicate that it is not applicable). For those that the LEA does have, provide a brief description of the program or initiative in the third column, then a description of how it will be connected to or coordinated with ADSIS in the fourth column. If the program exists but will NOT be connected to or coordinated with ADSIS, please write that in the fourth column. Add additional rows to add other programs and initiatives, as needed.

Programs/Initiatives	Not Applicable (the LEA does not have)	Provide a brief description of the program/initiative.	How will this be connected to or coordinated with ADSIS? Please include the ADSIS service area(s) in the description.
Continuous Improvement Monitoring Process		Through our district's work with MDE and CAREI on MnMTSS implementation, we are in the process of establishing a continuous improvement monitoring process that will include our ADSIS program.	The Rockford continuous improvement monitoring process will measure our growth against identified targets. Both our ADSIS reading, ADSIS Math, and ADSIS behavior programming will participate in the establishment of growth targets and accountability measures.
LEA Educational Improvement Plan		Rockford Area Schools has an articulated strategic improvement plan developed in coordination with TeamWorks International.	Annually, each of our three school sites established site improvement plans centered on the district's established strategic directions: --Improving our educational programs and partnerships --Aligning and developing proactive training and response protocol for increased safety and security --Improving supports for students and their learning

Programs/Initiatives	Not Applicable (the LEA does not have)	Provide a brief description of the program/initiative.	How will this be connected to or coordinated with ADSIS? Please include the ADSIS service area(s) in the description.
			--Strengthening instructional practices, processes, curriculum and assessment --Improving parent, community and staff awareness and engagement Our ADSIS reading, ADSIS math, and ADSIS behavior programming will be prominent features of our efforts to improve our educational programs and partnerships – not only with MDE, but also with those entities that might assist in our ADSIS success.
Dropout Prevention		Rockford Area Schools is actively working to prevent student dropouts. Following the pandemic, we have added student support personnel to proactively assist students. We run credit recovery programs and partner with an online education provider in order to make school as meaningful and as flexible as possible for all learners. We are actively engaged with our minority students and families, including the Tri-Valley Opportunity Council in support of our migrant students and families. We provide homeless education support whenever necessary. And we partner with both Hennepin and Wright Counties and their staffs to assist students and families in accessing necessary and relevant county	By providing ADSIS support in reading, math, and behavior, we plan to continue to assist students struggling in these areas with Tier II and/or Tier III support – and it is our intention that these supports will assist in providing the engagement necessary to help prevent school dropout.

Programs/Initiatives	Not Applicable (the LEA does not have)	Provide a brief description of the program/initiative.	How will this be connected to or coordinated with ADSIS? Please include the ADSIS service area(s) in the description.
		support. In addition, the work of former State Representative, Jim Davnie, has been critical to both our understanding and approach to decreasing students who drop out. This approach has also increased attendance as we have partnered closer with families to ensure students and supported in all they do	
Early Intervening Services		Rockford Area Schools utilizes progress monitoring for all students, including those in our PreK and K-4 programs. These progress monitoring measures include the Teaching Strategies Gold Assessment for our PreK "Launching Pad" program along with FastBridge aReading and CBM measures.	By providing early intervening services to all students, Rockford Area Schools is actively attempting to address learning gaps before Special Education evaluation might become a necessary intervention. We will be providing early intervening services in our ADSIS reading, math, and behavior efforts.
English Language Learners		Rockford Area Schools is home to students and families with nine (9) different native spoken languages. We employ 3.0 FTE of EL teachers in the district, maintain appropriate caseload sizes, and provide evidence-based instruction to EL learners while also providing professional development assistance to all staff in order to better assist all students.	Rockford Area Schools will aggressively monitor EL learner progress in order to appropriately assess that reading and/or behavior skill acquisition (and not language barrier) is appropriately identified prior to ADSIS enrollment.

Programs/Initiatives	Not Applicable (the LEA does not have)	Provide a brief description of the program/initiative.	How will this be connected to or coordinated with ADSIS? Please include the ADSIS service area(s) in the description.
Positive Behavioral Interventions and Supports		Rockford Area Schools has not formally adopted PBIS as a districtwide approach. PBIS concepts are used informally when appropriate.	N/A
Q Comp		Rockford Area Schools has a long-standing history of Q Comp participation. Our Professional Learning Communities (PLCs) effectively employ DuFour's Four Questions to collaborate and problem-solve issues related to appropriate curriculum and materials, assessment, interventions, and enrichment.	Collaboration is a hallmark of our Q Comp and PLC approaches. Classroom teachers and the ADSIS reading and math teachers and/or behavior support professionals discuss common students, curriculum, and interventions throughout the school year.
Multi-Tiered System of Support		Rockford Area Schools has been at the forefront of establishing and employing MnMTSS as a partner with both MDE and CAREI. More information regarding our district's approach to MTSS can be found here: https://www.rockford883.org	ADSIS reading, ADSIS math, and ADSIS behavior are important elements in our district's tiered systems of support. Students are identified for ADSIS support using valid and reliable assessments and pursue ADSIS support with the clear intention to graduate from this support when appropriate.
School Improvement		Each of Rockford's three school sites annually crafts site improvement plans that are tied directly to our district's strategic plan and directions. Site goals are written as SMART goals and are monitored year-long to ensure	Our ADSIS reading, improved ADSIS math, and our ADSIS behavior programming will be prominent features of our efforts in our strategic direction of improving our educational programs and partnerships – not

Programs/Initiatives	Not Applicable (the LEA does not have)	Provide a brief description of the program/initiative.	How will this be connected to or coordinated with ADSIS? Please include the ADSIS service area(s) in the description.
		that as much progress as possible in these areas can be achieved.	only with MDE, but also with those entities that might assist in our ADSIS success.
Title I		Rockford Area Schools participate in federal Title I programming in both math and reading. Locally, we have structured our Title support to work in tandem with ADSIS in order to provide a continuum of support for at-risk reading students.	Title reading and ADSIS reading programming have been locally designed to provide for a spectrum of support for eligible students. There is no Title equivalent to ADSIS behavior programs.
Literacy Plan		Rockford Area Schools has established a comprehensive literacy plan to support all learners in effort to ensure all students can read at grade level or above.	The REAMS Literacy Plan is grounded in the science of reading and utilizes approaches that have been proven to effectively instruct all students in the pursuit of literacy. While this most clearly aligns with our academic support goals in ADSIS reading, we should not overlook the fact that many student behavior issues stem from learning challenges, as well – and our ADSIS behavior supports can assist in these areas. It should also be noted that we added a literacy coach this school year as a means to ensure support and fidelity in our practices.
Comprehensive Achievement and Civic Readiness		Rockford Area Schools practitioners partnered with families and our greater community to construct a sound and sustainable Comprehensive Achievement and Civic	ADSIS reading, ADSIS math, and ADSIS behavior supports are strategically used in Rockford to ensure that those students who may not have been ready for school can read at

Programs/Initiatives	Not Applicable (the LEA does not have)	Provide a brief description of the program/initiative.	How will this be connected to or coordinated with ADSIS? Please include the ADSIS service area(s) in the description.
		Readiness plan. The plan can be found here 2024-2025 Rockford Comprehensive Achievement & Civic Readiness Report	grade-level and assist in ensuring that all achievement gaps are closed. As well, ADSIS reading, ADSIS Math, and ADSIS behavior supports help to ensure that at-risk learners become prepared for both college and career while also graduating from high school on-time.
American Indian Education		Rockford Area Schools has made enormous strides in the area of American Indian Education Our AIPAC has become a significant part of our comprehensive plan and enrollment and participation in meetings, student focus groups, field experiences, and learning have all occurred.	Rockford Area Schools partnered with our indigenous families to hire an AIPAC Cultural Liaison at the outset of the 2024-25 school year. To say this has been an overwhelming success would not be hyperbole. Our new hire meets with students, parents/guardians, and teachers to create conditions for academic, social, and cultural success.
Other (please specify): Enter here		N/A	N/A

Roles in Planning, Implementing, and Evaluating ADSIS Services

12a. Who will be involved in the primary tasks for planning, implementing, and evaluating ADSIS Services? The rows in the table below list many of the primary tasks and responsibilities for planning, implementing, and evaluating ADSIS services. The top row of each column includes key stakeholders. For each task, type the level of involvement (responsible, consulted, no involvement), generally, that each stakeholder will serve (type one response per cell in the table). Roles are defined as follows:

- **Responsible:** select this for stakeholders who will be actively working to complete the task.

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- **Consulted:** select this for stakeholders who will be able to provide information, expertise, advice, or supervision to those who are responsible for the task.
- **No involvement:** select this when the stakeholder is not involved in the task.

Fill in the full table.

Primary Tasks	General Education Teachers (all teachers)	ADSIS interventionists (providing direct service)	Special Education Teachers (not providing direct service)	ADSIS Leadership Team
Planning				
Select ADSIS intervention(s)	C	R	N	C
Hire, train, or support professional development for ADSIS staff	C	C	C	R
Identify ADSIS students	C	R	N	N
Plan interventions and prepare materials	C	R	N	N
Set testing and intervention schedules	C	R	N	C
Monitor ADSIS budget	N	N	N	R
Establish intervention intensity (duration, frequency, and/or depth of content)	N	R	N	C
Implementation and Progress Monitoring				
Provide direct ADSIS services	N	R	N	N
Collect, track, and utilize student progress/achievement data	C	R	N	C

Primary Tasks	General Education Teachers (all teachers)	ADSIS interventionists (providing direct service)	Special Education Teachers (not providing direct service)	ADSIS Leadership Team
Monitor fidelity of implementation	C	R	N	C
Inform intervention-level adjustments	C	R	N	N
Exit students from ADSIS	C	R	N	N
Coordination and Communication				
Schedule ADSIS staff/services	N	C	N	R
Collect program effectiveness feedback	N	R	N	C
Communicate with parents	C	R	N	N
Make referrals to special education	C	C	N	R
Respond to participant/stakeholder feedback	N	R	N	C

12b. Describe the LEA's internal process for communicating, sharing updates, and coordinating work with the following internal ADSIS stakeholders. Describe for each group below.

    a. **General Education Teachers (all teachers)**

ADSIS teachers and classroom teachers communicate on a regular basis regarding student performance in the classroom and the application of skills being taught. Classroom teachers have access to their students' Progress Monitoring data, via FastBridge, weekly or bimonthly. ADSIS teachers collaborate with classroom teachers on a regular basis to make any necessary changes to the student's learning plan.

All three buildings will utilize this method of communication and progress monitoring.

b. ADSIS interventionists (providing direct service)

The ADSIS teacher will collect and analyze data for each student. The data will be used to create individual learning plans for each ADSIS student. Progress monitoring will occur regularly for Tier II and Tier lll students. The ADSIS teacher will provide critical academic information for students who are discussed at iTeam for academic and/or behavioral needs. The ADSIS teacher will review trend data to determine what supports will best meet the needs of students.

c. Special Education Teachers (not providing direct service)

Special Education teachers are available to consult with ADSIS teachers at BILT and PLC meetings and/or when needed. Each student that is referred for Special Education evaluation has a data document that the ADSIS teacher will include pertinent data to inform the Special Education referral team. The Special Education referral team will discuss this data at their weekly Child Study Team meetings and will follow up with referring staff if there is a need to clarify questions. This data is also a valuable resource when behavior supports need to be included in a student learning plan.

d. ADSIS Leadership Team

The ADSIS Leadership team will meet regularly to review the program and monitor student progress. These meetings would provide an opportunity to examine fidelity of implementation of ADSIS in each of our three school sites. The ADSIS Leadership team will also collaborate on best practices, progress monitoring, and efficiency of communication. This shared leadership will help ensure implementation with fidelity. With the expansion of ADSIS from K-12 Reading to K-12 Reading, Math, and Behavior, the ADSIS leadership team will have the chance to implement meeting norms, share successes, collaborate on problem-solving, and strive to achieve peak effectiveness and efficiency as ADSIS is implemented in K-12. Currently our ADSIS Leadership and Teachers meet monthly to collaborate, train and strengthen our programs.

Parents/Guardians of ADSIS Students

13. Describe the process for communicating with parents/guardians:

a. **For when students enter ADSIS**. Describe below. For when students enter ADSIS. Describe below.

 Parents are provided an information letter that explains the ADSIS program. At conferences and/or a scheduled meeting, parents review and sign the ADSIS Goal Sheet which is monitored throughout the school year. In addition, because ADSIS has become a hallmark of our work in Rockford, we have created a page dedicated to ADSIS on our district website and this can be accessed at https://www.rockford883.org/academics/adsistitle-programs

b. **Over the course of the intervention:**

Because Rockford Area Schools value strong school-to-home partnership, parent/guardian communication occurs frequently and in addition to the ongoing conversations and communications, parents/guardians receive progress monitoring data quarterly. If a student moves from Title I into ADSIS (different ratio of support) then the parent receives a provider switch form along with an explanation letter. The learning plan details screening data, progress monitoring data and learning goals. At fall and winter conferences, parents meet with the ADSIS teacher and review data and discuss the learning plan. Parents receive an updated learning plan quarterly; this occurs via mail if conferences do not align with the quarters. If parents are not available to meet, the ADSIS teacher attempts to communicate with parents via phone call and a copy of the learning plan is sent home. When progress monitoring data indicates a student is meeting grade level expectations, the learning plan is updated and a copy is sent home along with a dismissal letter.

c. **Over the course of the intervention.** Describe below.

A letter is sent home that explains the reading and/or behavior intervention process. The letter references how parents can support their child at home. ADSIS reading students read books every day and bring home reading materials that provide students an opportunity to share and apply what they have learned with an adult at home or a school volunteer.

When parents meet with the ADSIS teacher at conferences, they are provided with documents that highlight how parents can support students at home.

14. What other strategies will the LEA use to get parents/guardians engaged in the ADSIS process?

We provide a parent presentation and question answer session during our Parent/Teacher Conference nights. In addition to this, and as mentioned above, our newly created ADSIS website provides information regarding ADSIS qualification, role of parents/guardians/school personnel, and how ADSIS can also support students with social and/or emotional behavior concerns.

In addition, Rockford Area Schools believes strongly in the partnership with parents and guardians. To this end, we intentionally block out time at conferences and communicate regularity via electronic mail as well as telephone calls. Updates are also sent several times per semester to provide families with progress reports as well as updates on the content and curriculum used in our ADSIS program.

1C. Fidelity of Implementing ADSIS – 10 points

15. Describe how the LEA will measure and monitor that the plan included here is implemented as intended. Examples of this could include protecting time and space for implementation as scheduled or using a checklist of core components. Describe below.

ADSIS students continue to be discussed, regularly, at BILT and PLC meetings. The data used allows student progress to be monitored at a building level and create a collaborative culture that will support the learning needs of students. The district ADSIS team will meet quarterly to review student data and foster a commitment to continuous improvement at the district level. Fidelity checks of the ADSIS program will occur quarterly, as a part of the student data review process. The Rockford Area Schools intent for the ADSIS program is to provide Tier II and Tier III support in reading and/or behavior for at-risk students. The ADSIS Administrative Team will monitor student data and teacher records to create a system of consistent intervention protocol that allows for feedback from all stakeholders. The process will allow collaboration that will foster dialogue and help create rigorous and meaningful learning plans that best meet the needs of each student. The areas that will be monitored for fidelity are:

--Student engagement: This will be monitored through the peer observation process that is part of the district Q Comp plan. In addition, we have created a new survey titled, Student Connectedness, at the secondary level whereas we are able to identify students who need additional support and guidance.

--Quality delivery of instruction: This will be monitored through the peer observation process that is part of the district Q Comp plan

--Adherence to the learning plan established for each student: This data will be analyzed quarterly

--Duration of intervention: The ADSIS team has created consistent entrance and exit qualifiers based on benchmark norms

1D. Cultural Responsiveness – 10 points

16a. Culturally responsive instruction is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning, often using the following methods. **From the list below, please indicate with an X which methods your LEA schools will use to be culturally responsive.** Indicate all that apply.

_X_ Positive perspectives on parents and families
_X_ Effective communication of high expectations for all students
_X_ Learning within the context of culture
_X_ Student-centered instruction (learning will be cooperative, collaborative, and community oriented)
_X_ Incorporate multicultural thinking and examples
_X_ Reshaping the curriculum to include topics related to diverse backgrounds
_X_ Connect cultural knowledge into classroom experiences
_X_ Staff sensitive to cultural differences
__Other (please describe): N/A

__None of the above

16b. Describe the priorities of the LEA related to these culturally responsive strategies.

Cultural responsiveness is a hallmark of Rockford Area Schools. To this end, we are committed to the following:

--Creating relationships with students that will allow the teacher to determine student prior knowledge.

--Focusing efforts on engaging students and establishing interactive dialogue that will allow students to receive immediate feedback that will create a more efficient learning process.

--Rockford Area Schools is a K-12 magnet district. Our elementary school is an arts magnet; our middle school is a STEM magnet; and our high school is an International Baccalaureate magnet (MYP; DP; and CP).

At Rockford High School, an "IB For All" model exists as all 9th and 10th graders will be enrolled in Middle Years Programme (MYP), and all 11th graders will be enrolled in Diploma Programme (DP) courses in English and Science. The IB Mission Statement refers to the importance of cultural competency:

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. (source: https://www.ibo.org/about-the-ib/mission/)

The Rockford High School mission statement also focuses on culturally responsive teaching and learning:

The mission of Rockford High School is to foster the development of a caring environment by prioritizing personal relationships and creating a collaborative culture that prepares all students to become inquisitive lifelong learners who act as compassionate global citizens.
(source:https://resources.finalsite.net/images/v1708979650/rockfordk12mnus/sestjgrkqg3khwornthu/StrategicPlan1PageFinal.pdf)

As all Rockford High School students will engage in International Baccalaureate programming, regardless of reading ability, ADSIS intervention and support will be crucial to supporting students in these rigorous courses.

--Rockford Area Schools is committed to culturally responsive teaching and learning via our American Indian Parent Action Committee (AIPAC). This committee is composed of Native American students, parents, family members, and staff to create goals, strategies, and measures of success related to enhancing learning opportunities regarding Native American people, places, and issues past, present, and future. Annually, the AIPAC will provide approximately $45,000 in resources to Native American students and to the Rockford Area Schools staff to supplement the teaching of MN standards related to Native American students and culture.

--As part of our magnet programming, Rockford Area Schools joins with our six (6) partner schools in the Northwest Integration School District (NWSISD) to increase our culturally responsive teaching and learning strategies. Worth sharing is that per capita, Rockford Area Schools staff access and utilize more NWSISD culturally responsive professional development than any of our peers with the integration district. We are very proud of this and plan to continue with high levels of staff engagement.

--Rockford Area Schools teaching staff routinely participates in professional development related to cultural competency. This professional development is articulated in our district's Achievement & Integration Plan.

1E. Measuring Indirect Impacts – 5 points

17. According to state statute, it is required that all schools implementing ADSIS monitor progress in both academics and student behaviors for all ADSIS students. As such:

a. **If the LEA is implementing ADSIS Reading and/or ADSIS Mathematics, how will you measure the impact of these academic interventions on student behaviors?** Describe below.

Students who struggle academically may have behavior concerns in the classroom as well. Providing ADSIS students additional support through small group instruction to address their areas of deficiency can give them confidence in their reading skills and boost their self-esteem. The ADSIS teacher will also foster a relationship with students that will encourage the student to feel connected to the school. A Direct Behavior Rating (DBR) model will be used to track classroom engagement and monitor behavior change over time. The ADSIS teachers and the ADSIS team will monitor office discipline referral data and add behavior interventions to the learning plan, if necessary.

b. **If the LEA is implementing ADSIS Behavior, how will you measure the impact of the intervention on academic progress?** Describe below.

Rockford Area Schools will continuously monitor the impact of the behavior intervention on academic progress. We will monitor the progress of students identified for ADSIS behavior support through our standard, district-wide student academic progress monitoring procedures seen in Item #50 of this application. ADSIS behavior staff will be tasked to monitor this progress directly for this cohort of students. Additionally, we will regularly monitor students identified for ADSIS behavior support through the academic, attendance, and behavior referrals data collected as outlined in Item #50 later in this application as well.

Section II. School Work Plan – 30 points

The following section includes three parts, one each for each ADSIS service area: Reading, Math, and Behavior. Complete only the parts that correspond with the service area(s) that will be implemented at the LEA. This section has a value of 30 points whether the LEA is implementing ADSIS in one, two, or all three service areas.

Part 2A. Reading (complete this section only if a school at the LEA will be implementing ADSIS Reading)

18. For each school in the LEA implementing ADSIS, type an X to indicate which grade level(s) at each school (if any) will be implementing ADSIS Reading. Add additional rows for more schools, as needed.

School	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	None
Rockford Elementary Arts Magnet School (REAMS)		X	X	X	X	X									
Rockford Middle School – Center for Environmental Studies (RMS-CES)							X	X	X	X					
Rockford High School-IB World School (RHS)											X	X	X	X	

Reading Achievement Data

19. In the table below, share student information, by grade, for the number of students who completed the spring reading Minnesota Comprehensive Assessments (MCAs) and, of those, the percent that did not meet standards and the percent that partially met standards.

Note that for FY2019 and later years, assessment data for the MCA only is no longer available in the Data Center on the Minnesota Department of Education website. The public assessment files in that location now present combined MCA and Minnesota Test of Academic Skills (MTAS) data.

To obtain data for only those students taking the MCA, go to the [Minnesota Report Card](#) and:

I.   Enter your district name in the "Search to find your school: School or District" field
II. Under "How Well are Students Doing?" on the left-hand menu, open the "Are students mastering standards" menu and select "Test Achievement Levels, Test Results and Participation".
III. Open the arrow next to the magnifying glass icon that appears at the top-right of the pane and make sure the following options are selected in the dropdown menus that appear:
   o   Test: MCA-III
   o   Subject: Reading
   o   Students Included: All Tested
   o   Year: 2024
   o   Grade: Note that you will need to individually select each grade served by your district (i.e. you will need to select 'Grade 3', click 'Done', record the data in the table below, return to the dropdown menus, select 'Grade 4', and so forth)
   o   Click 'Done'

Grade Level	# of students tested	Percent that did not meet standards	Percent that partially met standards
Grade 3	104	31.4%	18.1%
Grade 4	121	32.0%	23.8%
Grade 5	105	24.0%	18.3%
Grade 6	130	23.3%	24.0%
Grade 7	113	17.7%	35.4%
Grade 8	99	18.0%	28.0%
Grade 10	115	27.2%	30.7%

Note that in cases with LEAs having a small number of students tested in a given grade, data may be suppressed on the Minnesota Report Card to protect student privacy. In such cases, exact counts of students tested, and performing at various proficiency levels, may need to be obtained instead from the District Student Results (DSR) or Test Results Summary in the MDE Data Center's Secure Reports. In such cases, users should contact their LEA's Identified Official with Authority (IOwA) for access to these reports, or to request relevant data from individuals in the LEA who do have access permissions.

20. In the table below, share data from other (non-Minnesota Comprehensive Assessment) assessments used to determine reading achievement for students in grades K-2, 9, 11, and 12. Refer to local data.

Grade Level	Assessment used	# of students tested	Percentage below benchmark
Grade K	FAST earlyReading	117	35%
Grade 1	FAST earlyReading	102	55%
Grade 2	FAST aReading	122	43%
Grade 9	FAST aReading	104	20%
Grade 11	FAST aReading	105	42%
Grade 12	FAST aReading	102	23%

Reading Narrative

Reading Proficiency	State	RAS	REAMS	RMS	RHS
All Students	49.9%	49.6%	47.1%	52.7%	42.1%
White	58.7%	55.2%	52.4%	58.3%	48.9%
Black	31.1%	38.0%	38.5%	40.0%	NA
Hispanic	28.7%	24.7%	31.0%	25.9%	NA

EL	10.2%	7.1%	12.5%	3.6%	NA

21. Considering trends in reading proficiency, in what areas does the LEA meet or exceed proficiency goals? For example, where does your LEA see success? When compared to all students, are students within any demographic or age range meeting proficiency goals at particularly high levels? Describe below.

Like many school districts across the country and in Minnesota, our proficiency rates related to reading have indicated both positive and negative trends, based on grade level cohorts.

In analyzing the data from the past two ADSIS cycles, we have witnessed substantial growth in Kindergarten (+28% above FAST benchmarks for proficiency) and Grade 9 (+18% above fast benchmarks for proficiency).

We also witnessed growth related to our MCA scores in Grade 3 (+1.2% above not meeting standards and +1.3% partially meeting the standards), Grade 7 (+9.3% above not meeting standards and +17.0% partially meeting the standards), and Grade 8 (+26.0% above not meeting standards and +9.2% partially meeting the standards).

Success in these areas is encouraging. This said, these are grade levels and not identical groups of students. In review "like" cohorts, data is only available, via benchmark testing, for the 2022 Kindergarten cohort (now Grade 2) and the 2022 Grade 9 cohort (now grade 11). Encouraging data is evident in the 2022 Kindergarten cohort as they demonstrated only 63% below the benchmark in 2022, but improved to only 43% below the benchmark in 2024. This 20% improvement is significant. The 2022 Grade 9 cohort did not show as significant of growth, but instead stayed relatively consistent with 38% below in 2022 and 42% below in 2024.

From an MCA standpoint, growth among cohorts is also very encouraging. Our 2022 Grade 3 cohort increased from 32.6% not meeting standards to 24% in 2024 (+8.6 increase in proficiency). Our 2022 Grade 4 students saw modest improvement from 24.8% not meeting standards to 23.3% in 2024 (+1.5% improvement in proficiency). Our 2022 Grade 5 cohort increased from 20.4% not meeting standards to 17.7% (+2.7% improvement in proficiency). Our Grade 8 cohort saw the most significant improvement, with 44.4% not meeting the benchmark MCA standards in 2022 to 27.2% (+17.2% improvement in proficiency) in 2024.

While we are incredibly proud of the improvements made, we recognize that work remains and plans are in place to improve pedagogy through increased professional development, new/aligned science of reading curriculum, and the advent of increased practice via a consistent digital platform (IXL).

22. Considering LEA trends in reading proficiency, in what areas does the LEA fall short of meeting proficiency goals? For example, when compared to all students, are students within any demographic or age range meeting proficiency goals at particularly high levels? Describe below.

As mentioned above Rockford Area Schools witnessed increased proficiency in specific grade levels and across several student cohorts. While this is accurate, we also saw some decreases in proficiency levels as measured by both Fast and our MCA scores.

These areas, in need of attention and improvement, include Grade 1 (a drop of 2%) and Grade 2 (a drop of 15%) according to our FAST data. In terms of MCA scores, we saw a decrease at Grade 4 (-7.2%), Grade 5 (-3.6%), and Grade 10 (-6.1%).

Across cohorts, our 2022 Grade 6 cohort saw a decline in proficiency of 6.8%.

23. In the table below, for each school that will be implementing ADSIS Reading, please provide a brief summary of the school's reading needs assessment. What need does each school have for an ADSIS Reading intervention? Consider each school's unique needs in responses. Add additional rows for more schools, as needed.

School	What need does this school have for an ADSIS Reading intervention?
Rockford Elementary Arts Magnet School (REAMS)	Rockford Area School District has prioritized literacy to increase literacy skills for all students. To this end, both ADSIS and Title interventions are available for struggling readers. The district is in the process of vetting a new literacy curriculum, aligned to the science of reading. This new curriculum will be implemented in the fall of 2025. In addition, the district has trained all K-1 teachers in Orton Gillingham and/or CORE. REAMS teachers have also been provided with training in PRESS and focusing on Tier I supports is intended to close achievement gaps in reading and to increase student proficiency trends.

School	What need does this school have for an ADSIS Reading intervention?
Rockford Middle School – Center for Environmental Studies (RMS-CES)	RMS-CES has several unique circumstances as they consider ongoing needs for ADSIS Reading Intervention support: 1. RMS-CES is not an identified school for Title support 2. Secondary English Language Arts teachers are not licensed reading teachers nor specifically trained for intensive reading support 3. RMS-CES has a daily schedule that incorporates an intervention period that will support ADSIS intervention time and opportunity 4. One currently identified ADSIS teacher has also been identified as our district MDE literacy lead as well as a part-time literacy coach. RMS-CES teachers have utilized FastBridge data to differentiate for students in the Tier I setting. The most important need for intervention is the upcoming phase II training of our middle level literacy teachers. This training, currently tentatively scheduled for the summer of 2025, will provide our staff with the requisite skills aligned to the science of reading and will assist in scaffolding instruction from our elementary level to the secondary level.
Rockford High School-IB World School (RHS)	Rockford High School is similar to RMS-CES in terms of circumstances: 1. RHS is not an identified school for Title support 2. Secondary English Language Arts teachers are not licensed reading teachers nor specifically trained for intensive reading support 3. RHS has a daily schedule that incorporates an intervention period that will support ADSIS intervention time and opportunity 4. One currently identified ADSIS teacher has also been identified as our district MDE literacy lead as well as a part-time literacy coach. RHS teachers have utilized FastBridge data to differentiate for students in the Tier I setting. Similarly to RMS-CES, some teachers at RMS have either been trained in CORE or will be soon.

Reading SMART Goal

24. For each school that will be implementing ADSIS Reading, provide the SMART goal(s) for ADSIS Reading achievement. See the examples below for reference. Add additional rows for more schools, as needed. We understand these goals will be your best expert projection based on trend data and formative assessment exact baseline data can be edited in the fall.

- **Example 1.** The percentage of students in grades ___ at ___ school who score at or above grade level targets as measured by ____reading assessment will increase from ____ % in 2024-25 to ____% by end of 2025-26 state year.
- **Example 2.** The percentage of students in grades ____ at ____ school who meet or exceed their fall to spring RIT score growth project will increase from ____ % in 2024-25 to ____% in 2025-26 as measured by the NWEA-MAP reading assessment.
- **Example 3.** The percentage of students in grades ____ at ____ school whose RIT score on the NWEA-MAP reading assessment is at or above the ____ percentile in the spring will increase from ____ % in 2024-25 to ____ % in 2025-26.
- **Example 4**. The percentage of students in grades ____ at ____ school who score below meeting the standards on the state reading accountability test (MCA-III) will increase from ____ % in 2024-25 to ____ % in 2025-26.

School	Reading SMART Goal(s)
Rockford Elementary Arts Magnet School (REAMS)	The percentage of students in grade K at REAMS who score at or above grade level targets as measured by the FAST early reading assessment will increase from 65% in spring 2024 (spring 2025 data still TBD) to 70% in spring 2026. The percentage of students in grade 1 at REAMS who score at or above grade level targets as measured by the FAST early reading assessment will increase from 45% in spring 2024 (spring 2025 data still TBD) to 65% in spring 2026. The percentage of students in grade 2 at REAMS who score at or above grade level targets as measured by the FAST areading assessment will increase from 57% in spring 2024 (spring 2025 data still TBD) to 65% in spring 2026.
Rockford Middle School – Center for Environmental Studies (RMS-CES)	The percentage of students in grade 5 at RMS-CES who score at or above grade level targets (completely proficient) as measured by the Minnesota Comprehensive Assessment (MCA-III), in reading, will increase from 57.7% in spring 2024 (spring 2025 data still TBD) to 65% in spring 2026.

School	Reading SMART Goal(s)
	The percentage of students in grade 6 at RMS-CES who score at or above grade level targets (completely proficient) as measured by the Minnesota Comprehensive Assessment (MCA-III), in mathematics, will increase from 52.7% in spring 2024 (spring 2025 data still TBD) to 65% in spring 2026. The percentage of students in grade 7 at RMS-CES who score at or above grade level targets (completely proficient) as measured by the Minnesota Comprehensive Assessment (MCA-III), in mathematics, will increase from 43.1% in spring 2024 (spring 2025 data still TBD) to 65% in spring 2026. The percentage of students in grade 8 at RMS-CES who score at or above grade level targets (completely proficient) as measured by the Minnesota Comprehensive Assessment (MCA-III), in mathematics, will increase from 54% in spring 2024 (spring 2025 data still TBD) to 65% in spring 2026.
Rockford High School-IB World School (RHS)	The percentage of students in grades 9 at RMS-CES who score at or above grade level targets as measured by FAST areading assessment will increase from 80% in spring 2024 (spring 2025 data still TBD) to 85% in spring 2026. The percentage of students in grades 11 at RMS-CES who score at or above grade level targets as measured by FAST areading assessment will increase from 58% in spring 2024 (spring 2025 data still TBD) to 65% in spring 2026. The percentage of students in grades 12 at RMS-CES who score at or above grade level targets as measured by FAST areading assessment will increase from 77% in spring 2024 (spring 2025 data still TBD) to 85% in spring 2026.

Identifying ADSIS Reading Students

25. For each school implementing ADSIS Reading, identify the tool(s) and process(es) used to screen and identify students who would benefit from ADSIS Reading support. Add additional rows for more schools, as needed.

School	Reading screening tool	How many times per year will screening happen? (Note: minimum of twice per year)	Screening criteria/benchmarks for decision-making
Rockford Elementary Arts Magnet School (REAMS)	FASTBridge	3 times - fall, winter, spring	K-1: EarlyReading composite 2-4: CBMr/NWF
Rockford Middle School – Center for Environmental Studies (RMS-CES)	FASTBridge	3 times - fall, winter, spring	aReading/autoReading
Rockford High School-IB World School (RHS)	FASTBridge	3 times - fall, winter, spring	aReading/autoReading

Evidence-Based ADSIS Reading Interventions

26. In the table below, for each school implementing ADSIS Reading, identify the evidence-based intervention(s) or strategy(ies) that will be used in ADSIS Reading. Please share a resource that certifies that the intervention is evidence-based in the third column of the table. Add additional rows for more schools, as needed.

School	Name of evidence-based intervention or strategy	Share a resource that certifies that it is evidence-based
Rockford Elementary Arts Magnet School (REAMS)	Systematic, explicit, structured literacy instruction through IMSE multisensory approach	IMSE Website - Research
Rockford Middle School – Center for Environmental Studies (RMS-CES)	LLI IMSE Morphology	LLI (research) IMSE (Morphology) Website - Research

School	Name of evidence-based intervention or strategy	Share a resource that certifies that it is evidence-based
Rockford High School-IB World School (RHS)	REWARDS and IMSE Morphology	REWARDS - RESEARCH and IMSE (Morphology) Website - Research

Reading Service Delivery Model

27. In the table below, for each school implementing ADSIS Reading, share the details of the service delivery model for the reading intervention(s). Add additional rows for more schools, as needed.

School	Location of intervention (specialized intervention room/ general education classroom/other)	Frequency of intervention (in # days per week)	Duration of Intervention (minutes per session)	Approximate group size (individual/small group (fewer than 10)/large group (10 or more)	When will the intervention take place? (school day/extended school day/extended school year)
Rockford Elementary Arts Magnet School (REAMS)	Specialized Intervention Room	5 days/week	30	Ind, small 1:2	school day and/or Summer school
Rockford Middle School – Center for Environmental Studies (RMS-CES)	Specialized Intervention Room	2-3 days a week	25-30 mins	individual/small group 1-4	school day

School	Location of intervention (specialized intervention room/ general education classroom/other)	Frequency of intervention (in # days per week)	Duration of Intervention (minutes per session)	Approximate group size (individual/small group (fewer than 10)/large group (10 or more)	When will the intervention take place? (school day/extended school day/extended school year)
Rockford High School-IB World School (RHS)	Specialized Intervention Room	3 days a week	30-42 mins	individual/small group	school day

Progress Monitoring

28. In the table below, identify the tools used to collect monitoring data to determine students' response to intervention in ADSIS Reading.
Add additional rows for more schools, as needed.

School	Reading progress monitoring tool	How many times per year will progress monitoring happen? (Note: minimum of twice per month)	Name the progress monitoring criteria or benchmarks that will be used when making decisions around exiting the ADSIS intervention	Name the progress monitoring criteria or benchmarks that will be used when modifying the ADSIS intervention	Name the progress monitoring criteria or benchmarks that will be used when making referrals for special education
Rockford Elementary Arts Magnet School (REAMS)	FASTBridge Progress Monitoring Nonsense Words, cBMR Fluency, Early Reading Probes	1X/week - approx	Looking for students who are performing consistently above the FastBridge Projection Line, Benchmarking Data,	Evaluating weekly diagnostics used to Progress Monitor Students-every 6-8 weeks	Weekly Progress Monitoring Categories as mentioned above, Benchmarking data (FastBridge) and data collected over multiple school

	Orton Gillingham Red Word lists Stage K-2		Orton Gillingham Diagnostics Looking for long term retention of grade level skills FASTBridge benchmark data for F, W, S		years, classroom interventions, teacher consultation
Rockford Middle School – Center for Environmental Studies (RMS-CES)	FastBridge CBMr FastBridge aReading, autoreading	CBMr benchmarking: 1X/ every 2 weeks approx	Students who exceed on-track CBM score twice	Evaluate biweekly CBM data. Evaluate formative instruction concept retention. Consult with grade-level classroom teachers.	Weekly Progress Monitoring Categories as mentioned above, Benchmarking data and data collected over multiple school years, classroom interventions, teacher consultation.
Rockford High School-IB World School (RHS)	REWARDS Multisyllabic Word Reading Assessment and REWARDS CBMr	1X/every 3 weeks (approximately)	Students who demonstrate on-track proficiency on benchmark assessments end of the semester	Preset benchmarks in FAST along with formative assessment to check consistency of application/retention of skills learned	Preset benchmarks in FAST along with formative assessment to check consistency of application/retention of skills learned

Part 2B. Mathematics (complete this section if only a school at the LEA will be implementing ADSIS Math)

29. For each school in the LEA implementing ADSIS, type an X to indicate which grade level(s) at each school (if any) will be implementing ADSIS Math. Add additional rows for more schools, as needed.

School	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	None
Rockford Elementary Arts Magnet School (REAMS)		X	X	X	X	X									
Rockford Middle School – Center for Environmental Studies (RMS-CES)							X	X	X	X					
Rockford High School-IB World School (RHS)											X	X	X	X	

Math Achievement Data

30. In the table below, share student information, by grade, for the number of students who completed the spring math MCAs and, of those, the percent that did not meet standards and the percent who partially met standards.

Note that for FY2019 and later years, assessment data for the MCA only is no longer available in the Data Center on the Minnesota Department of Education website. The public assessment files in that location now present combined MCA and MTAS data.

To obtain data for only those students taking the MCA, go to the Minnesota Report Card and.

I. Enter your district name in the "Search to find your school: School or District" field
II. Under "How Well are Students Doing?" on the left-hand menu, open the "Are students mastering standards" menu and select "Test Achievement Levels, Test Results and Participation".
III. Open the arrow next to the magnifying glass icon that appears at the top-right of the pane and make sure the following options are selected in the dropdown menus that appear:
    o Test: MCA-III
    o Subject: Math
    o Students Included: All Tested
    o Year: 2024
    o Grade: Note that you will need to individually select each grade served by your district (i.e. you will need to select 'Grade 3', click 'Done', record the data in the table below, return to the dropdown menus, select 'Grade 4', and so forth)
    o Click 'Done'

Grade Level	# of students tested	Percent that did not meet standards	Percent that partially met standards
Grade 3	104	20.0%	21.9%
Grade 4	120	36.4%	22.3%
Grade 5	105	38.1%	25.7%
Grade 6	130	41.1%	17.8%
Grade 7	112	29.2%	40.7%
Grade 8	99	46.0%	22.0%
Grade 11	102	35.9%	27.2%

Note that in cases with LEAs having a small number of students tested in a given grade, data may be suppressed on the Minnesota Report Card to protect student privacy. In such cases, exact counts of students tested, and performing at various proficiency levels, may need to be obtained instead from the District Student Results (DSR) or Test Results Summary in the MDE Data Center's Secure Reports. In such cases, users should contact their LEA's Identified Official with Authority (IOwA) for access to these reports, or to request relevant data from individuals in the LEA who do have access permissions.

31. In the table below, share data from other (non-Minnesota Comprehensive Assessment) assessments used to determine math achievement for students in grades K-2, 9, 10 and 12. Refer to local data.

Grade Level	Assessment used	# of students tested	Percentage below benchmark
Grade K	FAST earlyMath	113	25%
Grade 1	FAST earlyMath	101	30%
Grade 2	FAST aMath	122	30%
Grade 9	FAST aMath	104	31%
Grade 10	FAST aMath	135	42%
Grade 12	FAST aMath	101	42%

Mathematics Narrative

Math Proficiency	State	RAS	REAMS	RMS	RHS
All Students	45.5%	39.4%	49.1%	35.1%	36.9%
White	55.6%	46.1%	57.0%	40.9%	45.2%
Black	21.9%	25.0%	46.2%	16.7%	NA
Hispanic	22.4%	15.2%	20.7%	11.3%	17.6%
EL	12.5%	12.1%	20.8%	3.6%	NA

32. Considering trends in math proficiency, in what areas does the LEA meet or exceed proficiency goals? For example, where does your LEA see success? When compared to all students, are students within any demographic or age range meeting proficiency goals at particularly high levels? Describe below.

When reviewing our Fast earlyMath (grades K-1) and Fast aMath grades 2, 9, and 10), we are encouraged by the results. Beginning with benchmark data, by grade level, Rockford Area Schools students increased in overall proficiency in Kindergarten, Grade 1, Grade 2, and Grade 9.

Increased proficiency, as measured by benchmark data, shows our Kindergarten proficiency increasing 25% (from 50% proficient to 75% proficient), Grade 1 increasing by 11% (from 59% proficient to 70% proficient), Grade 2 increasing 3% (from 67% proficient to 70% proficient), and Grade 9 increasing 11% (from 58% proficient to 69% proficient). These increases are by grade level.

Across the cohorts where we have benchmark data, our 2022 Kindergarten cohort increased proficiency by 20% (from 50% to 70% proficient).

The Fast testing demonstrated growth in most cells, both via grade level and across the cohort mentioned above.

In terms of MCA data and proficiency levels, across the grade levels was not as promising as the Fast data shared, but proficiency levels did increase in Grade 5 (+4.4%) and Grade 11 (+6.8).

In keeping with the theme of proficiency among cohorts, our 2022 Grade 5 cohort found success in moving from 57.5% proficient to 70.8% proficient (an increase of 13.3%).

33. Considering LEA trends in math proficiency, in what areas does the LEA fall short of meeting proficiency goals? For example, when compared to all students, are students within any demographic or age range meeting proficiency goals at particularly high levels? Describe below.

Wanting to continue with "like" data, the only grade level that saw a decrease in Fast proficiency was Grade 10 (a decrease of 6%).

Similarly, across grade level cohorts, only one grade level saw a decrease in proficiency. This would be our 2022 Grade 10 cohort, where the data shows a 6% decrease in proficiency with respect to the cohort's 2024 proficiency level.

MCA scores do demonstrate a decline in proficiency levels. Declines across grade levels occurred in Grade 3 (-2.8%), Grade 4 (-17.8%), Grade 6 (-22.5%), Grade 7 (-0.9%), and Grade 8 (-2.4%).

Across grade level cohorts, our 2022 Grade 3 students saw a decline in proficiency of 20.9%, our 2022 Grade 4 students saw a decline of 22.5%, and our 2022 Grade 6 students saw a decline of 24.4%.

Overall, this discrepancy in growth as determined by the Fast assessment and MCA is perplexing. This said, work in the area of mathematics will be a strong focus of our work and this will also play into our ask for potential (new) ADSIS funding in the area of elementary mathematics.

34. In the table below, for each school that will be implementing ADSIS Mathematics, please provide a brief summary of the school's math needs assessment. What need does each school have for an ADSIS Mathematics intervention? Consider each school's unique needs in responses. Add additional rows for more schools, as needed.

School	What need does this school have for an ADSIS Mathematics intervention?
Rockford Elementary Arts Magnet School (REAMS)	The Rockford Area School District has work to do in the area of mathematics. Our goal of providing interventions at the elementary school level fell short over the last two years and we will be prioritizing ADSIS mathematics intervention staffing within this application. Due to a variety of reasons, over the last two years, we have struggled to find consistent staffing and a consistent model for our shared ADSIS mathematics position. Because of this, we are proposing, via this application, a dedicated 1.0 FTE mathematics intervention position, partially funded via ADSIS at REAMS. To be clear, this is not a want, but a significant need to address the MCA data shown above.
Rockford Middle School – Center for Environmental Studies (RMS-CES)	RMS-CES has several unique circumstances as they consider ongoing needs for ADSIS Math intervention support: 1. RMS-CES is not an identified school for Title support 2. RMS-CES performance on the MCA Math assessments in 2023 and 2024 have demonstrated that mathematics skills need substantial improvement and that additional interventions (such as ADSIS) are needed by some students in order to regain grade-level footing 3. RMS-CES has a daily schedule that incorporates an intervention period that will support ADSIS intervention time and opportunity

School	What need does this school have for an ADSIS Mathematics intervention?
	4. Achievement gaps in math exist for our most at-risk students.
	RMS-CES teachers have utilized FastBridge data to differentiate for students in the Tier I setting.
	In addition to our intervention work, in the area of mathematics, our middle school staff will be evaluating and selecting a new math curriculum during SY2025-26, with adoption of the curriculum scheduled for fall of 2026.
Rockford High School-IB World School (RHS)	RHS has several unique circumstances as they consider ongoing needs for ADSIS Math intervention support:
	1. RHS is not an identified school for Title support
	2. RHS performance on the MCA Math assessments in 2023 and 2024 have demonstrated that mathematics skills need substantial improvement and that additional interventions (such as ADSIS) are needed by some students in order to regain grade-level footing
	3. RHS has a weekly schedule that incorporates an intervention period that will support ADSIS intervention time and opportunity
	4. Achievement gaps in math exist for our most at-risk students.
	RHS teachers have utilized FastBridge data to differentiate for students in the Tier I setting.

Mathematics SMART Goal

35. For each school that will be implementing ADSIS Mathematics, provide the SMART goal(s) for ADSIS Mathematics achievement. See the examples below for reference. Add additional rows for more schools, as needed. We understand these goals will be your best expert projection based on trend data and formative assessment exact baseline data can be edited in the fall.

- **Example 1.** The percentage of students in grades _____ at _____school who score at or above grade level targets as measured by ___ math assessment will increase from _____ % in 2024-25 to _____% in 2025-26.
- **Example 2.** The percentage of students in grades _____ at ___school whose RIT score on NWEA-MAP math assessment is at or above the _____ percentile in the spring will increase from _____% in 2024-25 to _____% in 2025-26.

- **Example 3.** The percentage of students in grades _____ at _____school who earn a positive individual growth z-score on the state math accountability test (MCA-III) will increase from _____% in 2024-25 to _____% in 2025-26.
- **Example 4.** The percentage of students in grades _____ at _____school who score below the standards on the state math accountability test (MCA-III) will decrease from a baseline of ___% 2024-25 to _____% in 2025-26.

School	Mathematics SMART Goal(s)
Rockford Elementary Arts Magnet School (REAMS)	The percentage of students in grade K at REAMS who score at or above grade level targets as measured by the FAST early math assessment will increase from 75% in spring 2024 (spring 2025 data still TBD) to 80% in spring 2026. The percentage of students in grade 1 at REAMS who score at or above grade level targets as measured by the FAST early math assessment will increase from 70% in spring 2024 (spring 2025 data still TBD) to 75% in spring 2026. The percentage of students in grade 2 at REAMS who score at or above grade level targets as measured by the FAST amath assessment will increase from 70% in spring 2024 (spring 2025 data still TBD) to 75% in spring 2026.
Rockford Middle School – Center for Environmental Studies (RMS-CES)	The percentage of students in grade 5 at RMS-CES who score at or above grade level targets (completely proficient) as measured by the Minnesota Comprehensive Assessment (MCA-III), in mathematics, will increase from 36.2% in spring 2024 (spring 2025 data still TBD) to 45% in spring 2026. The percentage of students in grade 6 at RMS-CES who score at or above grade level targets (completely proficient) as measured by the Minnesota Comprehensive Assessment (MCA-III), in mathematics, will increase from 41.1% in spring 2024 (spring 2025 data still TBD) to 50% in spring 2026. The percentage of students in grade 7 at RMS-CES who score at or above grade level targets (completely proficient) as measured by the Minnesota Comprehensive Assessment (MCA-III), in mathematics, will increase from 30.1% in spring 2024 (spring 2025 data still TBD) to 45% in spring 2026.

School	Mathematics SMART Goal(s)
	The percentage of students in grade 8 at RMS-CES who score at or above grade level targets (completely proficient) as measured by the Minnesota Comprehensive Assessment (MCA-III), in mathematics, will increase from 32% in spring 2024 (spring 2025 data still TBD) to 45% in spring 2026.
Rockford High School-IB World School (RHS)	The percentage of students in grades 9 at RMS-CES who score at or above grade level targets as measured by FAST amath assessment will increase from 69% in spring 2024 (spring 2025 data still TBD) to 75% in spring 2026. The percentage of students in grades 10 at RMS-CES who score at or above grade level targets as measured by FAST amath assessment will increase from 58% in spring 2024 (spring 2025 data still TBD) to 63% in spring 2026. The percentage of students in grades 12 at RMS-CES who score at or above grade level targets as measured by FAST amath assessment will increase from 58% in spring 2024 (spring 2025 data still TBD) to 63% in spring 2026.

Identifying ADSIS Mathematics Students

36. For each school implementing ADSIS Mathematics, identify the tool(s) and process(es) used to screen and identify students that would benefit from ADSIS Mathematics support. Add additional rows for more schools, as needed.

School	Math screening tool	How many times per year will screening happen? (Note: minimum of twice per year)	Screening criteria/benchmarks for decision-making
Rockford Elementary Arts Magnet School (REAMS)	FastBridge aMath; FastBridge CBM Math; FastBridge earlyMath (K-1)	FastBridge Learning - 3 times a year (fall, winter, spring)	Based on CBM Math / aMath students demonstrating "high risk" in one category or "some risk" in

School	Math screening tool	How many times per year will screening happen? (Note: minimum of twice per year)	Screening criteria/benchmarks for decision-making
			multiple categories; K-1 includes earlyMath risk level
Rockford Middle School – Center for Environmental Studies (RMS-CES)	FastBridge aMath; FastBridge CBM Math	FastBridge Learning - 3 times a year (fall, winter, spring)	Based on CBM Math / aMath students demonstrating "high risk" in one category or "some risk" in multiple categories
Rockford High School-IB World School (RHS)	FastBridge aMath; FastBridge CBM Math	FastBridge Learning - 3 times a year (fall, winter, spring)	Based on CBM Math / aMath students demonstrating "high risk" in one category or "some risk" in multiple categories

Evidence-Based ADSIS Mathematics Interventions

37. In the table below, for each school implementing ADSIS Mathematics, identify the evidence-based intervention(s) or strategy(ies) that will be used in ADSIS Mathematics. Commonly used interventions and strategies are included in the list below the table. If a school implements a practice not in this list, please share a resource that certifies that the intervention is evidence-based in the third column of the table. Add additional rows for more schools, as needed.

School	Name of evidence-based intervention or strategy	Share a resource that certifies that it is evidence-based
REAMS	IXL	IXL Research
RMS	Math 180	Math 180 Research IXL Research
RHS	IXL and Big Ideas Math Resources for intervention	IXL Research BIG Ideas Research

Math Service Delivery Model

38. In the table below, for each school implementing ADSIS Mathematics, share the details of the service delivery model for the math intervention(s). Add additional rows for more schools, as needed.

School	Location of intervention (specialized intervention room/ general education classroom/other)	Frequency of intervention (in # days per week)	Duration of Intervention (minutes per session)	Approximate group size (individual/small group (fewer than 10)/large group (10 or more)	When will the intervention take place? (school day/extended school day/extended school year)
REAMS	intervention room	2-3 days a week	30-35 mins	small group	school day
RMS	general ed classroom	5 days a week	40 mins	small group	school day
RHS	intervention room	2-3 days a week	30-42 mins	small group	school day

Progress Monitoring

39. In the table below, identify the tools used to collect monitoring data to determine students' response to intervention in ADSIS Mathematics. Add additional rows for more schools, as needed.

School	Mathematics progress monitoring tool	How many times per year will progress monitoring happen? (Note: minimum of twice per month)	Name the progress monitoring criteria or benchmarks that will be used when making decisions around exiting the ADSIS intervention	Name the progress monitoring criteria or benchmarks that will be used when modifying the ADSIS intervention	Name the progress monitoring criteria or benchmarks that will be used when making referrals for special education

			FASTbridge benchmarks	FASTbridge benchmarks	FASTbridge benchmarks and teacher observation
REAMS	FASTbridge	2X/month			
RMS	FASTbridge	2X/month	FASTbridge benchmarks	FASTbridge benchmarks	FASTbridge benchmarks and teacher observation
RHS	FASTbridge	2X/month	FASTbridge benchmarks	FASTbridge benchmarks	FASTbridge benchmarks and teacher observation

Part 2C. Behavior (complete this section only if a school at the LEA will be implementing ADSIS Behavior)

40. For each school in the LEA implementing ADSIS, type an X to indicate which grade level(s) at each school (if any) will be implementing ADSIS Behavior. Add additional rows for more schools, as needed.

School	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	None
Rockford Elementary Arts Magnet School (REAMS)		X	X	X	X	X									
Rockford Middle School – Center for Environmental Studies (RMS-CES)							X	X	X	X					
Rockford High School-IB World School (RHS)											X	X	X	X	

Behavior Narrative

41. Problem Behaviors Over the last three years, what have been the top 3 problem behaviors at your LEA? Identify the behaviors and describe any trends over time.

Go to the MDE Data Center.

I. Click on Data Reports and Analytics.

II. Scroll down to Student Data and click on Discipline Data.

III. There are two drop-down menus:

   o Select Disciplinary Incidents: District/State – Counts by Incident Type from the Report List drop-down menu, and the appropriate year in the Year drop-down menu. Click Run Report.

IV. When the District Counts by Incident Type (Reason) report opens, find your LEA.

REAMS: Trends over time have remained relatively the same, highlighting these three categories. Bullying/student disrespect has also remained a category that trends towards the top of the list. Assault is by far the category with the most reports, this does include special education students, and many of the assault reports tend to come from students receiving special education services.

1. Assault
2. Insubordination
3. Disruptive Behavior

RMS: Trends over time have remained relatively the same. Disruptive Behavior is by far the category with the most reports, this does include special education students, and many of these students were/are in a Personal Management class to work on their social skills.

1. Disruptive Behavior
2. Technology Misuse
3. Bullying/Student Disrespect

RHS: Trends over time have remained relatively the same. Disruptive Behavior and Insubordination is by far the category with the most reports, this does include special education students, and many of these students were/are in a Personal Management class to work on their social skills.

1. Insubordination
2. Disruptive Behavior
3. Classroom Disruption/Rules Violation

42. Exclusionary Discipline (use local data) Across exclusionary discipline actions (suspension and expulsion), how many school days did students miss:

This data currently only includes the elementary and high school, still waiting on data from Paul W.

a. Overall? 98.5 total days in suspension
b. As an average per student? 1.29 days per student (76 total students)

43. Attendance. What was the LEA's attendance rate?

    I.   Go to the Minnesota Report Card
    II.   Select "Are Students Safe and Engaged" under the "More About My School" menu
    III.   Select the "North Star Consistent Attendance" option
    IV.   Enter district name

74.5% (2023)

44. Are there differences in attendance, discipline referrals and/or suspension/expulsion rates among any of the following student groups?
The table below lists students by group. For each, using the first three columns, type an X to indicate whether "yes, there is a difference," "no, there is no difference," or whether it's not applicable (as the LEA does not serve this student group or it is too small to for comparison). Fill out each row. If "yes, there is a difference" is selected, add a description of that difference in the last column.

Student Group	Yes, there is a difference	No, there is no difference	N/A (the LEA does not serve this student group, or it is too small to compare to the general student population)	If "Yes," please describe the difference(s):
American Indian		X		Enter here
Asian		X		Enter here
Black or African American		X		Enter here
Hispanic or Latino		X		Enter here
Native Hawaiian or other Pacific Islander		X		Enter here

Student Group	Yes, there is a difference	No, there is no difference	**N/A** (the LEA does not serve this student group, or it is too small to compare to the general student population)	If "Yes," please describe the difference(s):
Other Indigenous Peoples		X		Enter here
White		X		Enter here
Two or more races		X		Enter here
English Language Learners		X		Enter here
Special Education		X		Enter here
Free or Reduced-Priced Lunch		X		Enter here
Homeless or Highly Mobile		X		Enter here
Other student group (please specify): Enter here				Enter here

45. In the table below, for each school that will be implementing ADSIS Behavior, please provide a brief summary of the school's behavior needs assessment. What need does each school have for an ADSIS Behavior intervention? Consider each school's unique needs in responses. Add additional rows for more schools, as needed.

School	What need does this school have for an ADSIS Behavior intervention?
Rockford Elementary Arts Magnet School (REAMS)	REAMS data demonstrates that attendance, classroom behavior, and disrespectful / insubordinate behaviors are areas in need of support. School data shows that unexcused absences have increased. These behaviors are correlated with office referrals and teacher referrals.
Rockford Middle School – Center for Environmental Studies (RMS-CES)	RMS-CES data demonstrates that attendance, classroom behavior, and disrespectful / insubordinate behaviors are areas in need of support. School data shows that unexcused absences have increased. These behaviors are correlated with the student failure rate, office referrals, and teacher referrals.
Rockford High School-IB World School(RHS)	RHS data demonstrates that attendance, classroom behavior, and disrespectful / insubordinate behaviors are areas in need of support. School data shows that unexcused absences have increased. These behaviors are correlated with the student failure rate, office referrals, and teacher referrals.

Behavior SMART Goal

46. For each school that will be implementing ADSIS Behavior, provide the SMART goal(s) for ADSIS Behavior achievement. See the examples below for reference. Add additional rows for more schools, as needed.

- **Example 1.** The percentage of students receiving ADSIS direct services for behavior in grades ___ at ____ school whose score on the __ behavior rating scale increases by ___ points during the school year will increase from ___% in 2024-25 to ____% in 2025-26.
- **Example 2.** The percentage of students receiving ADSIS direct services for behavior in grades __ at ___ school who are referred to the school office for discipline referrals and/or behavior incidents will decrease from __% in 2024-25 to ____% in 2025-26 in order to reduce by at least half the number of Office discipline referrals (ODRs).

School	Behavior SMART Goal(s)
Rockford Elementary Arts Magnet School (REAMS)	The number of general education students at REAMS in grades K-4 who scored "High Risk" in one or more categories on the SAEBRS survey for social-emotional behavior decreased by 27% in the 24-25 school year, this number will decrease by 35% in the 25-26 school year.
Rockford Middle School – Center for Environmental Studies (RMS-CES)	The number of general education students at RMS-CES in grades 5-8 who scored "High Risk" in one or more categories on the mySAEBRS survey for social-emotional behavior decreased by 29% in the 23-24 school year, this number will decrease by 35% in the 25-26 school year.

School	Behavior SMART Goal(s)
Rockford High School (RHS)	The number of general education students at RHS in grades 9-12 who scored "High Risk" in one or more categories on the mySAEBRS survey for social-emotional behavior increased by 33% in the 23-24 school year, this number will decrease by 10% in the 25-26 school year.

Identifying ADSIS Behavior Students

47. For each school implementing ADSIS Behavior, identify the tool(s) and process(es) used to screen and identify students who would benefit from ADSIS Behavior support. Add additional rows for more schools, as needed.

School	Behavior screening tool	How many times per year will screening happen? (Note: minimum of twice per year)	Screening criteria/benchmarks for decision-making
Rockford Elementary Arts Magnet School (REAMS)	Formative Assessment System for Teachers – Social, Academic, and Emotional Behavior Risk Screener (FAST – SAEBRS) (Grades K-4) Formative Assessment System for Students– Social, Academic, and Emotional Behavior Risk Screener (FAST – mySAEBRS) (Grades 3-4)	2x / year	Students/Teachers identified as "high risk" will: --have a teacher invited to complete a companion screener on that student --meet with school counselor and/or behavior dean 1:1 until risk is satisfied --be the subject of ongoing communication between school and home regarding identified risk (if appropriate) Students identified as "some risk" will: --meet with school counselor and/or behavior dean 1:1 until risk is satisfied --be the subject of ongoing communication between school

School	Behavior screening tool	How many times per year will screening happen? (Note: minimum of twice per year)	Screening criteria/benchmarks for decision-making
			and home regarding identified risk (if appropriate)
Rockford Middle School – Center for Environmental Studies (RMS-CES)	Formative Assessment System for Students– Social, Academic, and Emotional Behavior Risk Screener (FAST – mySAEBRS)	2x / year	Students identified as "high risk" will: --have a teacher invited to complete a companion screener on that student --meet with school counselor and/or behavior dean 1:1 until risk is satisfied --be the subject of ongoing communication between school and home regarding identified risk (if appropriate) Students identified as "some risk" will: --meet with school counselor and/or behavior dean 1:1 until risk is satisfied --be the subject of ongoing communication between school and home regarding identified risk (if appropriate)
Rockford High School-IB World School (RHS)	Formative Assessment System for Students– Social, Academic, and Emotional Behavior Risk Screener (FAST – mySAEBRS)	2x / year	Students identified as "high risk" will:

School	Behavior screening tool	How many times per year will screening happen? (Note: minimum of twice per year)	Screening criteria/benchmarks for decision-making
			--have a teacher invited to complete a companion screener on that student
			--meet with school counselor and/or behavior dean 1:1 until risk is satisfied
			--be the subject of ongoing communication between school and home regarding identified risk (if appropriate)
			Students identified as "some risk" will:
			--meet with school counselor and/or behavior dean 1:1 until risk is satisfied
			--be the subject of ongoing communication between school and home regarding identified risk (if appropriate)

Evidence-Based ADSIS Behavior Interventions

48. In the table below, for each school implementing ADSIS Behavior, identify the evidence-based intervention(s) or strategy(ies) that will be used in ADSIS Behavior. Commonly used interventions and strategies are included in the list below the table. If a school implements a practice not in this list, please share a resource that certifies that the intervention is evidence-based in the third column of the table. Add additional rows for more schools, as needed.

School	Name of evidence-based intervention or strategy	Share a resource that certifies that it is evidence-based
Rockford Elementary Arts Magnet School (REAMS)	Teach executive function skills Restorative Practices Check and Connect Check-In, Check-Out Small Group Direct Instruction Social Skills Instruction Zones of regulation Positive Behaviors Interventions and Supports (PBIS) Be Good People Bibliotherapy Based Lessons	Be Good People - https://sites.google.com/scred.k12.mn.us/scredsel/educators/be-good-people-curriculum Bibliotherapy- https://www.psychologytoday.com/us/therapy-types/bibliotherapy https://www.booktherapy.io/en-us/blogs/book-therapys-ask-the-bibliotherapist-blog/is-bibliotherapy-effective?srsltid=AfmBOooKy5coSUUyJpCDyYUiLEnEFFgZ6VF08zNYX_mBSM2V6Si7C2As
Rockford Middle School – Center for Environmental Studies (RMS-CES)	Character Strong Restorative Practices Teach executive function skills Check and Connect Check-In, Check-Out Homework, Organization, and Planning Skills (HOPS)	Character Strong- https://characterstrong.com/

School	Name of evidence-based intervention or strategy	Share a resource that certifies that it is evidence-based
	Positive Behaviors Interventions and Supports (PBIS) Social Skills Instruction	
Rockford High School (RHS)	Teach executive function skills Restorative Practices Check-In, Check-Out Homework, Organization, and Planning Skills (HOPS) Social Skills Instruction	Be Good People - https://sites.google.com/scred.k12.mn.us/scredsel/educators/be-good-people-curriculum

Behavior Service Delivery Model

49. In the table below, for each school implementing ADSIS Behavior, share the details of the service delivery model for the behavior intervention(s). Add additional rows for more schools, as needed.

School	Location of intervention (specialized intervention room/ general education classroom/other)	Frequency of intervention (in # days per week)	Duration of Intervention (minutes per session)	Approximate group size (individual/small group (fewer than 10)/large group (10 or more)	When will the intervention take place? (school day/extended school day/extended school year)
Rockford Elementary Arts Magnet School (REAMS)	School counselor and/or behavior dean office; general education classroom	1-2x/week	20	1:1 Small group (when appropriate) Large group lessons	School day

School	Location of intervention (specialized intervention room/ general education classroom/other)	Frequency of intervention (in # days per week)	Duration of Intervention (minutes per session)	Approximate group size (individual/small group (fewer than 10)/large group (10 or more)	When will the intervention take place? (school day/extended school day/extended school year)
Rockford Middle School – Center for Environmental Studies (RMS-CES)	School counselor and/or behavior dean office; general education classroom	1-2x/week	20	1:1 Small group (when appropriate) Large group (Character Strong lessons)	School day
Rockford High School (RHS)	School counselor and/or behavior dean office	1-2x/week	20	1:1 Small group (when appropriate)	School day

Progress Monitoring

50. In the table below, identify the tools used to collect monitoring data to determine students' response to intervention in ADSIS Behavior.
Examples to consider are included below the table. Add additional rows for more schools, as needed.

School	Behavior progress monitoring tool	How many times per year will progress monitoring happen? (Note: minimum of twice per month)	Name the progress monitoring criteria or benchmarks that will be used when making decisions around exiting the ADSIS intervention	Name the progress monitoring criteria or benchmarks that will be used when modifying the ADSIS intervention	Name the progress monitoring criteria or benchmarks that will be used when making referrals for special education
Rockford Elementary Arts Magnet School (REAMS)	Attendance: Report Academic: grade reports from teacher Behavior: mySAEBRS, SAEBRS, Stop and Think reports, teacher reports MySAEBRS (Social-Emotional)	Attendance: every 3 weeks Academic: 3 times a year when grades are due (fall, winter, spring) Behavior: mySAEBRs and SAEBRS twice a year Other reports (stop and think and teacher reports) checked daily	Attendance - Rate above 90% or no growth in absences after intervention Academic - Appropriate academic progress Behavior - No referrals, or no more than 1 referral after implemented intervention Tier 1 - Counseling Curriculum Classroom Lessons for all mySAEBRS - Tier 2 - Students identified as high risk - Counselor Check In & Teacher Notification	Attendance - 10% school days missed: 1. Parent letter 2. Phone call 3. Parent Meeting 4. Med Note Status Academic - Counselor meeting and/or academic advising meeting with teacher Behavior - Track Stop and Think Reports as needed, communication with teacher, use behavior plans and tracking charts when appropriate Potential for weekly check ins, referral to small group, academic plan, parent meeting, Intervention team Referral	Academic - Parent Meeting, Intervention teacher meeting (if applicable), and/or Summer School and/or Intervention team Referral Behavior - Behavior Discipline Monitoring and motivation charts, Stop and Think referrals, counselor notes/data Potential referral to outside services - Nystrom, Rivers of Hope, Public Health Nurse, etc.

Rockford Middle School – Center for Environmental Studies (RMS-CES)	Attendance: Report, Academic: grade reports Behavior: mySAEBRS, behavior referrals Early Warning System (Academic, Behavioral, and Attendance) MySAEBRS (Social-Emotional)	Attendance: every 3 weeks Academic: 3 times a year when grades are due (fall, winter, spring) EWS - 8x (every mid-quarter and end-of-quarter) mySAEBRS - 2x per year	Attendance - Rate above 90% or no growth in absences after intervention Academic - Appropriate academic progress Behavior - No referrals, or no more than 1 referral after implemented intervention Tier 1 - Character Strong Lessons for all my SAEBRS - Tier 2 - Students identified as high risk - Counselor Check In & Teacher Notification	Attendance - 10% school days missed: 1. Parent letter 2. Phone call 3. Parent Meeting 4. Med Note Status Academic - Counselor meeting and/or academic advising meeting with teacher Behavior - Track Stop and Think Reports as needed, communication with teacher, use behavior plans and tracking charts when appropriate Potential for weekly check ins, academic plan, parent meeting, Intervention team Referral	Academic - Parent Meeting and/or Summer School and/or Intervention team Referral Behavior - Progressive Discipline Monitoring, Stop and Think referrals, counselor notes/data Potential referral to outside services - Nystrom, Rivers of Hope, Public Health Nurse, etc.
Rockford High School-IB World School (RHS)	Attendance: Report, Academic: grade reports Behavior: mySAEBRS, behavior referrals Early Warning System (Academic,	Attendance: every 3 weeks Academic: grade checks every 3 weeks EWS - 8x (every mid-quarter and end-of-quarter)	Attendance - Rate above 90% or no growth in absences after intervention Academic - Appropriate academic progress Behavior - No referrals, or no more than 1 referral after implemented intervention my SAEBRS - Tier 2 - Students identified as high risk -	Attendance - 10% school days missed: 1. Parent letter 2. Phone call 3. Parent Meeting 4. Med Note Status	Academic - Parent Meeting and/or Summer School and/or Intervention team Referral Behavior - Progressive Discipline Monitoring, Stop and Think referrals, counselor notes/data Potential referral to outside services - Nystrom, Rivers of

| Behavioral, and Attendance)

MySAEBRS (Social-Emotional) | mySAEBRS - 2x per year | Counselor Check In & Teacher Notification | Academic - Counselor meeting and/or academic advising meeting with teacher

Behavior - Track Stop and Think Reports as needed, communication with teacher, use behavior plans and tracking charts when appropriate

Potential for weekly check ins, academic plan, parent meeting, Intervention team Referral | Hope, Public Health Nurse, etc. |

Section III. Budget narrative for 2026 – 10 points

Applicants must complete the Excel Budget form provided for their LEA application. Please consult your Business Manager if necessary.

 Applicants **must** also complete the narrative section **below** which will be scored by reviewers.

The maximum award for SFY 2026 is $1,426,784.03 and $1,492,416.09 for SFY 2027.

Applicants must develop a narrative description for each of the five budget area categories that apply to their expenditure plan for SFY 2026 and any changes expected for SFY 2027. Expenditures should be reasonable, necessary, allowable, and relevant to the ADSIS services. Refer to the instructions section Page 8 for more information.

School Finance Division staff will review the Excel budgets and narratives. Approval of the work plan budget narrative means that the planned expenditures support the activities listed in the application school-work plan. All service providers must be appropriately qualified for the position in which they are employed and the duties that perform. Eligible expenditures are processed through the special education aid formula.

ADSIS funds cannot be used to pay for general operations, which include but are not limited to superintendents, executive directors, deans, principals, or other administrative staff. Supervision, professional development and coaching are **non-allowable** expenditures. ADSIS interventions cannot replace core instruction.

ADSIS hours reported in the LEA service hour spreadsheet will be compared to the numbers of hours charged to ADSIS in SEDRA during the year-end reconciliation.

Area 1. Salaries and Wages

The only allowable expenditure for ADSIS is direct student services. This includes purchase of services for payroll personnel by LEA. Time and effort must be documented for all staff funded through ADSIS. If an employee is not licensed in the area providing services, you must justify by indicating how the LEA will ensure they are highly qualified in the approved work plan. All service providers must be appropriately qualified for the position of which they are employed and the duties they perform. Eligible positions are listed in the ADSIS State tab of the Excel budget workbook. List the types of positions and the corresponding Full Time Equivalent (FTE).

REAMS ADSIS Reading 1.0 FTE - Teacher (Existing)
REAMS ADSIS Reading 1.0 FTE - Teacher (Existing)
REAMS ADSIS Math 1.0 FTE - Teacher (New/Increase)
REAMS ADSIS Behavior 0.5 FTE - Counselor (Existing)
REAMS ADSIS Behavior 0.5 FTE - Counselor (Existing)

RMS-CES ADSIS Reading 1.0 FTE - Teacher (Existing with an increase of 0.5 FTE requested)
RMS-CES ADSIS Math 1.0 FTE - Teacher (Existing with an increase of 0.5 FTE requested)
RMS-CES ADSIS Behavior 0.3 FTE - Counselor (Existing)
RMS-CES ADSIS Behavior 0.15 FTE - Counselor (Existing)

RHS-IB World School ADSIS Reading 0.5 FTE -Teacher (Existing)
RHS-IB World School ADSIS Math 0.4 FTE - Teacher (Existing)
RHS-IB World School ADSIS Math 0.087 FTE - Teacher (Existing)
RHS-IB World School ADSIS Math 0.087 FTE - Teacher (Existing)
RHS-IB World School ADSIS Behavior 0.3 FTE - Counselor (Existing)
RHS-IB World School ADSIS Behavior 0.15 FTE - Counselor (Existing)

$ 524,396.14

Rockford Area Schools will strive to provide the highest qualified teachers in our ADSIS program to serve students in grades K-12. Additionally, RAS will utilize several strategies to support the ADSIS team of teachers to best support our students in grades K-12.

In terms of the hiring process, we will follow our usual protocol for all teaching positions:
1) 10 day internal posting with brief job description, posting on Ed Post and Applitrack after 10 days

2) Letter of interest by internal candidates
3) Interviews (virtual) for applicants that have met the minimum threshold of requirements for the position
4) Final analysis of interview and application materials
5) Contact candidates with offer of ADSIS position
6) Adjust building staffing accordingly, depending on how many internal candidates

In terms of how Rockford Area Schools will support ADSIS teachers who are new to the program and/or who do not have a reading teaching license, we will employ the following strategies:

1) We will begin our efforts to ensure we have highly qualified staff by requiring a teacher to hold a PELSB approved teaching license, in reading, elementary, or in a particular subject or subjects at the secondary level.
2) Professional Learning Community (PLC): The ADSIS team of teachers will meet twice a month to discuss student progress, answer questions, analyze data, and professionally develop to make sure we are utilizing best practices in our interventions.
3) Professional Development: We will utilize funds from our district professional development fund to find opportunities for our ADSIS teachers to train, build connections, learn best practices, ask questions of the presenters, and collaborate to discuss how new learning can be integrated into our current learning environment in Rockford Area Schools.
4) Inclusion in the BILT: We will strive to have our ADSIS teachers participate in the intervention team at each of our three (3) buildings (REAMS, RMS-CES, and RHS). This will allow our ADSIS teachers to provide updates to the classroom teachers as well as gather feedback from the classroom teachers and administrative team. Additionally, we will be able to discuss how students will enter/exit the ADSIS program based on data.
5) Coaching opportunities: We will utilize a peer coaching model to allow ADSIS teachers to observe each other and provide feedback on a set of predetermined areas of focus (e.g., class management, pace of lesson, clarification of instruction, etc.). Coaching may be provided by the ADSIS administrator as well.
6) Participation in district Q Comp program: As licensed teachers in our school district, our ADSIS teachers will be observed by peer observers, receive feedback, and have an opportunity to discuss strengths and areas of growth in individual and group discussions with their Q Comp team.
7) Team Teaching: We will provide opportunities for teachers to team teach various topics during the school year. ADSIS teachers will work together to plan and deliver a lesson, as well as debrief afterward to discuss what worked well and what could be refined. This will be an empowering opportunity for our teachers to collaborate and to actually see each other in action with students; this is an incredibly rare occurrence in schools and one we are excited to utilize.

Area 2. Contracted Services/Personnel

The only allowable expenditure for ADSIS is direct student services. Time and effort must be documented for all contractors funded through ADSIS. If a contractor is not licensed in the area providing services, you must justify by indicating how the LEA will ensure they are highly qualified in the approved work plan. All service providers must be appropriately qualified for the position of which they are employed and the

duties they perform. Eligible positions are listed in the ADSIS State tab of the Excel budget workbook. List the types of positions and corresponding Full Time Equivalent (FTE).

Rockford Area Schools are not including a request regarding Contracted Services / Personnel in our expenditure plan.

Area 3. Individualized Instructional Capital Expenditures

These expenditures must be uniquely designed for ADSIS students and in the approved work plan. List specific items. Do not use generic descriptions.

Rockford Area Schools are not including a request regarding Individualized Instructional Capital Expenditures in our expenditure plan.

Area 4. Individualized Instructional Supplies and Materials Expenditures

These supplies and materials must be uniquely designed for ADSIS students and in the approved work plan. List specific items. Do not use generic descriptions.

In consultation with our current ADSIS teachers and administrators, as well as with several vendors of reading and math intervention materials, we have requested $32,000 to provide digital resources for our students to utilize in their effort to bolster their reading abilities and/or behavior skills. These include the following:

IXL Reading and IXL Math

Area 5. Non-federal Expenditures

ADSIS Special Education Data Reporting Application (SEDRA) Funding Source Code 'b' and Uniform Financial Accounting and Reporting Standards (UFARS) Finance Code 740, SEDRA and UFARS Program Code 422. This may include a maximum of ten percent of the special education director or contract for special education director's Services, dissemination (postage and parcel) and non-instructional office supplies. Use personnel type code (PTC) 9 for a director of special education and PTC 10 for an assistant director/supervisor of special education. Time and effort must be documented for all staff funded through ADSIS.

Please indicate what funds are being used to pay the benefits for ADSIS staff listed in Area 1, if not being paid with ADSIS funds. Refer to the budget object codes available for non-instructional supplies. These expenditures must be uniquely designed for ADSIS services and in the approved work plan. List specific items. Do not use generic descriptions.

Rockford Area Schools are not including a request regarding Individualized Instructional Capital Expenditures in our expenditure plan.

Submission Reminder

Please submit your completed application to mde.compgrants@state.mn.us no later than the final submission date of March 7, 2025, at 5 p.m. Central Time to be considered for funding. There is an option for early submission. See details in the instructional packet.