



ROCKFORD AREA SCHOOLS

INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

A Tradition of Excellence, One Student at a Time

Agenda for March 20, 2023

5:30 PM

District Board Room
6051 Ash Street
Rockford, MN 55373

- 1. **CALL MEETING TO ORDER**
 - A. Board Roll Call
- 2. **Superintendent Contract** 2
- 3. **ADSYS update** 10
- 4. **Facilities** 79
- 5. **BOARD AND SUPERINTENDENT UPDATES AND ANNOUNCEMENTS**
 - A. Regular Meeting of the Board of Education: Monday, March 20, at 6:30 pm in the District Office Board Room
- 6. **ADJOURNMENT**

Our Mission: *In partnership with our communities and families, Rockford Area Schools provides challenging opportunities to engage, inspire, and educate globally-minded citizens.*

Our Vision: *Rockford Area Schools provides a supportive, rigorous, and relevant learning culture producing courageous learners prepared to enter a global society.*

Rockford Board of Education

Jamie Hillstrom
Eric Gordee
Jenny Kneeland

Amy Edwards
Jessica Johnson
Beth Praska

Superintendent Rhonda Dean

2023-2026 SUPERINTENDENT CONTRACT
INDEPENDENT SCHOOL DISTRICT NO. 883 ROCKFORD, MINNESOTA

ARTICLE I - PURPOSE

This Contract is entered into between Independent School District No. 883, Rockford, Minnesota ("School District"), and Jeff Ridlehoover ("Superintendent"), a legally-qualified and licensed superintendent who agrees to perform the duties of the Superintendent of the School District.

ARTICLE II - APPLICABLE STATUTE

This Contract is entered into between the School District and the Superintendent in conformance with M.S. 123B.143.

ARTICLE III - LICENSE

The Superintendent shall furnish the School Board, throughout the life of this Contract, a valid and appropriate license to act as superintendent in the State of Minnesota as provided by applicable laws, rules, and regulations.

**ARTICLE IV - DURATION, EXPIRATION, TERMINATION
DURING THE TERM, MUTUAL CONSENT, AND CONTINGENCY**

Section 1. Duration: This Contract is for a term of three (3) years commencing on July 1, 2023, and ending on June 30, 2026. It shall remain in full force and effect unless modified by mutual consent of the School Board and the Superintendent or unless terminated as provided in this Contract.

Section 2. Expiration: This Contract shall expire at the end of the term specified in Section 1. above. At the conclusion of its term, neither party shall have any further claim against the other, and the School District's employment of the Superintendent shall cease, unless a subsequent Contract is entered into in accordance with M.S. 123B.143, Subd. 1.

Section 3. Termination During the Term: The Superintendent's employment may be terminated during the term of this Contract only for cause as defined in M.S. 122A.40, Subd. 9. and Subd. 13., but, except for purposes of describing grounds for discharge, the provisions of M.S. 122A.40 shall not be applicable. If the School Board proposes to terminate the Superintendent during the term of this Contract for cause as described in M.S. 122A.40, Subd. 9. or Subd. 13., it shall notify the Superintendent in writing of the proposed grounds for termination. The Superintendent shall be entitled to a hearing before an arbitrator provided the Superintendent makes such a request in writing to the School Board Chair within fifteen (15) calendar days after receipt of the written notice of the proposed termination. In such an event, the parties shall jointly petition the Minnesota Bureau of Mediation Services (BMS) for a

list of five (5) arbitrators. The arbitrator shall be selected by the parties through the striking process as provided by BMS rules. The arbitrator shall conduct a hearing under arbitration procedure rules and issue a written decision. The decision of the arbitrator shall be final and binding on the parties, subject to judicial review of arbitration decisions as provided by law. The Superintendent may be suspended with pay pending final determination by the arbitrator. If the Superintendent fails to request a hearing as provided in this section within the fifteen (15)-day calendar period, he/she shall be deemed to have acquiesced to the School Board's proposed action, and the proposed action shall become final on such date as determined by the School Board, and the Superintendent shall have no further claim or recourse.

Section 4. Mutual Consent: This Contract may be terminated at any time by mutual consent of the School Board and the Superintendent.

Section 5. Contingency: If this Contract is a subsequent Contract entered into prior to the completion of an existing Contract, this subsequent Contract is contingent upon the Superintendent completing the terms of the existing Contract.

ARTICLE V - DUTIES

The Superintendent shall have charge of the administration of the schools under the direction of the School Board. The Superintendent shall be the chief executive officer of the School District; shall direct and assign teachers and other School District employees under the Superintendent's supervision; shall organize, reorganize, and arrange the administrative and supervisory staff, including instruction and business affairs, as best serves the School District subject to the approval of the School Board; shall select all personnel subject to the approval of the School Board; shall, from time to time, suggest policies, regulations, rules, and procedures deemed necessary for the School District; and, in general, perform all duties incident to the office of the Superintendent and such other duties as may be prescribed by the School Board from time to time. The Superintendent shall abide by the policies, regulations, rules, and procedures established by the School Board and the State of Minnesota. The Superintendent shall have the right to attend all School Board meetings and all School Board and citizen committee meetings, serve as an ex-officio member of the School Board and all School Board committees, and provide administrative recommendations on each item of business considered by each of these groups.

ARTICLE VI - DUTY YEAR AND LEAVES OF ABSENCE

Section 1. Basic Work Year: The Superintendent's duty year shall be for the entire twelve (12)-month Contract year, and the Superintendent shall perform duties on those legal holidays on which the School Board is authorized to conduct school if the School Board so determines. The Superintendent shall be on duty during any emergency, natural or unnatural, unless otherwise excused in accordance with School Board administrative policy.

Section 2. PTO: The Superintendent shall earn forty-eight (48) working days of annual paid PTO each Contract year. Unused PTO must be taken by December 31 after the end of the Contract year in which it is earned. Upon voluntary termination of employment or expiration of the Contract, if not offered a subsequent contract, the Superintendent shall be entitled to payment for any unused PTO days earned and accrued pursuant to the provisions of this section; however, if the Superintendent is involuntarily terminated, he/she shall not be entitled to unused earned and accrued PTO days. The superintendent may

elect to have up to twelve (12) days of unused PTO at their daily rate of pay put into either a 403b or HSA. This transaction can be done twice a year; six (6) days may be used by December 15th and six (6) days may be used by June 15th of each school calendar year.

Section 3. Holidays: The Superintendent shall be entitled to eleven (11) paid holidays as designated by the School Board each Contract year.

Paid holidays shall include 4th of July, Labor Day, Thanksgiving Day, the Friday after Thanksgiving Day, Christmas Eve, Christmas Day, and New Years Eve, New Years Day, Presidents Day, Good Friday (or a floating holiday if school is in session on Good Friday), Memorial Day.

Section 4. Workers' Compensation: Pursuant to M.S. Chapter 176, the Superintendent injured on the job in the service of the School District and collecting workers' compensation insurance may draw PTO and receive full salary from the School District, the salary to be reduced by an amount equal to the insurance payments, and only that fraction of the days not covered by insurance will be deducted from PTO.

Section 5. Bereavement Leave: The Superintendent shall be granted bereavement leave for a death within the Superintendent's immediate family. The time utilized shall be in an amount to be determined after conferring with the School Board Chair. Days utilized will be deducted from the Superintendent's PTO. "Immediate family" is defined as the Superintendent's spouse, child, parent, brother, sister, or other relative who was living in the same household as the Superintendent.

Section 6. Emergency Leave: The Superintendent may be granted paid emergency leave at the discretion of the School Board.

Section 7. Jury Service: The Superintendent who serves on jury duty shall be granted the day or days necessary as stipulated by the court to discharge this responsibility without any salary deduction or loss of basic leave allowance. The compensation received for jury duty service shall be remitted to the School District.

Section 8. Military Leave: Military leave shall be granted pursuant to applicable law.

Section 9. Disability: If the Superintendent is unable to perform his/her regular duties because of personal illness or disability and has exhausted all accumulated PTO, the School Board shall provide additional paid PTO at a salary equal to sixty-six (66) percent of the Superintendent's regular salary until the expiration of the waiting period for long-term disability insurance.

Section 10. Medical Leave: Pursuant to M.S. § 122A.40, subd. 12., the Superintendent shall have a right to a leave of absence for health reasons.

Section 11. Insurance Application: A Superintendent on unpaid leave is eligible to continue to participate in group insurance programs if permitted under the insurance policy provisions. The Superintendent shall pay the entire premium for such insurance commencing with the beginning of the leave and shall pay to the School District the monthly premium in advance. In the event the Superintendent is on paid leave from the School District under Section 4. above or supplemented by PTO pursuant to Section 4. above, the School District will continue insurance contributions as provided in this

Contract until PTO is exhausted. Thereafter, the Superintendent must pay the entire premium for any insurance retained.

ARTICLE VII - INSURANCE 6

Section 1. Health and Hospitalization and Dental Insurance: The School District shall provide, at School District expense, the Superintendent and the Superintendent's eligible dependents with 100% of the premium for health & hospitalization and dental insurance coverage under the School District's group health & hospitalization and dental insurance plans.

Section 2. Life Insurance: The School District shall contribute 100% of the premium towards a group term life insurance program with coverage of \$250,000 for the superintendent, \$5,000 on the spouse, and \$2,000 on each child who qualifies for and is enrolled in the School District group life insurance program.

Section 3. Long-Term Disability Insurance: The School District shall contribute 100% of the premium for long term disability insurance for the superintendent and is enrolled in the School District's long term disability insurance program. It is agreed and understood that said long term disability insurance shall provide combined monetary benefits to the superintendent of at least, but not limited to, 66% of the superintendent's normal salary.

Section 4. Eligibility: The eligibility of the Superintendent and the Superintendent's dependents and beneficiaries for insurance benefits shall be governed by the terms of the insurance policies purchased by the School District pursuant to this Article.

Section 5. Claims Against the School District: The School District's only obligation is to purchase the insurance policies described in this article, and no claim shall be made against the School District as a result of denial of insurance benefits by an insurer if the School District has purchased the policies and paid the premiums described in this Article.

ARTICLE VIII - OTHER BENEFITS

Section 1. Tax-Sheltered Annuities: The Superintendent is eligible to participate in a tax-sheltered annuity plan through payroll deduction established pursuant to Section 403(b) of the Internal Revenue Code of 1986, M.S. § 123B.02, subd. 15, School District policy, and as otherwise provided by law. The superintendent shall be eligible for an annual School District matching contribution up to 3% of the superintendent's contract per contract year, on a dollar-for-dollar basis. Participation in the matching plan is voluntary.

Subd.1. Vendors: Participation in the benefits in this article is limited to a vendor from the School District vendor list.

Subd.2. Notice of Participation: To be eligible for the provisions of this article, the superintendent must notify the Pay and Benefits Coordinator, in writing, by July 1st of the superintendent's intention to participate in this matching

program and the amount of the superintendent's contribution. This notice shall continue from year to year at the specified amount unless the superintendent notifies the School District, in writing, otherwise.

Subd.3. Payment: The superintendent's contribution shall be made by payroll deduction.

Subd.4. Unpaid Leave: The superintendent on unpaid leave may not participate in the provisions of this article.

Subd.5. Applicable Statutes: The provisions of this article are subject to all limitations relating to such plans as provided by law. Annual contributions are limited by both Federal and State laws pursuant to M.S. 123B.02, Subd. 15. and Section 403(b) of the Internal Revenue Code.

Subd. 5-1. Superintendent Obligations: It shall be the superintendent's responsibility to ensure that their matching plan complies with all provisions of state and federal laws and regulations. Maximum contributions established in law or regulation shall not be exceeded. In the event this plan is determined to be non-qualified in accordance with any laws or IRS rules applicable to 457/403(b) plans, the plan shall terminate. During the next round of negotiations, the parties shall negotiate to correct the plan or find alternative plans allowed by law.

Subd. 5-2. School District Obligations: The School District's only obligation under this agreement is to contribute an amount to the appropriate deferred compensation or tax-deferred service provider. The School District has no additional responsibility regarding the security of or financial loss resulting from these or subsequent investments. The superintendent shall hold the School District harmless in the event of any financial, legal, or other difficulties encountered in the administration of this program. All concerns relating to the administration of these contributed funds shall be strictly a matter between the principal and the service provider.

Section 2. Vehicle: The School District shall provide the Superintendent with a monthly allowance of \$400 for business use of his/her private vehicle pursuant to M.S. § 471.665, subd. 3.

Section 3. Conferences and Meetings: The School District shall pay all legally-valid expenses and fees for the Superintendent's attendance at professional conferences and meetings with other educational agencies when such attendance is required, directed, or permitted by the School Board. The Superintendent shall periodically report to the School Board relative to all meetings and conferences attended. The Superintendent shall file itemized expense statements to be processed and approved as provided by School Board policy and law.

Section 4. Health Savings Account: On both July 1 and January 1 of each school calendar year, the School District shall deposit a maximum contribution of \$2,500 into the superintendent's health care savings account (total of \$5,000 per year), if enrolled in the high deductible health insurance plan.

ARTICLE IX - SALARY

Section 1. Annual Salary: The Superintendent shall be paid a 2023-2024 annual salary of \$170,000 for the contract year. The parties shall seek to agree by April 1 of each subsequent year of this Contract for the annual salary amounts for each remaining contract year, which will not be less than a one (1) percent increase in each subsequent contract year. During the term of this Contract, the annual salary may be modified but shall not be reduced. The annual salary shall be paid in twenty-four (24) equal installments during each contract year.

ARTICLE X - EVALUATE PERFORMANCE

The School Board shall oversee, direct, and evaluate the Superintendent's performance as the School Board sees fit. At least one week prior to each year's annual performance evaluation meeting with the School Board, the Superintendent shall submit a written summary of the specific ways that the annual performance goals have been met that includes a description of any School District accomplishments attained in furtherance of each performance goal. In addition to the Superintendent's written submission relating to the agreed-upon annual performance goals, the School Board also may consider and use other evaluation tools and assessments to measure other aspects of the Superintendent's performance in making its annual evaluation of the Superintendent.

ARTICLE XI - OTHER PROVISIONS

Section 1. Outside Activities: While the Superintendent shall devote full time and due diligence to the affairs and the activities of the School District, he/she may also serve as a consultant to other school districts or educational agencies, lecture, engage in writing and speaking activities, and engage in other activities if, as solely determined by the School Board, such activities do not impede the Superintendent's ability to perform the duties of the superintendency. However, the Superintendent may not engage in other employment, consultant service, or other activity for which a salary, fee, or honorarium is paid without the prior approval of the School Board.

Section 2. Indemnification and Provision of Counsel: In the event that an action is brought or a claim is made against the Superintendent arising out of or in connection with his/her employment and the Superintendent is acting within the scope of employment or official duties, the School District shall defend and indemnify the Superintendent to the extent provided by law. Indemnification, as provided in this section, shall not apply in the case of malfeasance in office or willful or wanton neglect of duty, and the obligation of the School District in this regard shall be subject to the limitations as provided in M.S. Chapter 466.

Section 3. Dues: The Superintendent is encouraged to belong to and participate in appropriate professional, educational, economic development, community, and civic organizations when such membership will serve the best interests of the School District. Accordingly, the School District will pay the membership dues for such organizations as are required, directed, or permitted by the School Board. The Superintendent shall present appropriate statements for approval as provided by law.

Section 4. Medical Examination: The Superintendent shall have a comprehensive medical examination not less than once every three (3) years. A summary document from the physician certifying the fitness of the Superintendent to perform the duties of the position shall be provided to the School Board Chair. The cost of said examination not covered by the School District's insurance program shall be paid by the School District.

Section 5. Technology Devices: At its sole discretion, the School District shall provide to Superintendent, at School District expense, a cell phone and a laptop computer and/or tablet, hereinafter "Technology Devices." the School District shall pay any costs and expenses associated with owning, licensing, operating and maintaining such Technology Devices. This does not include costs associated

with maintaining home internet access. All Technology Devices so provided are the property of the School District and shall have the right to control the access to, and use of, Technology Devices through its Board policies, including its technology use policies, personnel policies, and its risk management policies.

All District-provided Technology Devices are provided to facilitate performance of Superintendent's duties and obligations as an employee of the School District. Superintendent may use District-provided Technology Devices for personal use within reasonable limits and in a manner consistent with Board policies, including its technology use policies, personnel policies, and its risk management policies. Superintendent shall not use any Technology Device in any manner that is inconsistent with such policies.

When Technology Devices are provided by the School District, the Superintendent shall conduct District business on devices that are provided or owned by the District.

Superintendent hereby waives any and all rights and protections over the content of any Technology Device or other electronic device (e.g., cell phone, computer, tablet) on which he or she has conducted any District business, regardless of whether the device is provided by the School District pursuant to the Contract. This waiver permits the School District or anyone authorized by the Board to examine the contents of any such device without requiring additional permission, including, but not limited to, a separate waiver or a warrant.

ARTICLE XII - SEVERABILITY

The provisions of this Contract shall be severable, and if any such provision or the application of any such provision under any circumstances is held invalid, it shall not affect any other provisions of this Contract or the application of any provision thereof.

IN WITNESS WHEREOF, I have subscribed my signature this 15 day of March, 2023.



Superintendent

IN WITNESS WHEREOF, we have subscribed our signatures this ____ day of _____, 2023.

School Board Chair

School Board Clerk

Alternative Delivery of Specialized Instructional Services (ADSIS) – SFY24 & SFY25

Applicant Name: Rockford Area Schools, Independent School District #883

Application Narrative Questions

Your complete application should consist of the following:

- Completed and signed application coversheet and assurances
- Application narrative components
 - Section 1- Local Educational Agency (LEA) Overview
 - Section 2- School Work Plans (Must be submitted in the original word document form, not a pdf)
 - Section 3- Budget Narrative (Must be submitted in the original excel document form, not a pdf)
- Excel Budget with budget narrative – separate supplemental budget form

Application Submission and Signature

Please submit your completed application to mde.compgrants@state.mn.us no later than March 3, 2023, 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, through the SERVS system, or saved as Google docs.**

Include one copy of the signed application coversheet and assurances (in PDF format), the application narrative (must be in word format) and one copy of the completed budget (must be submitted in Excel format) to mde.compgrants@state.mn.us with the subject line **ADSIS, then the name of your Local Education Agency.**

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 Coversheet and Assurances

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- ABC Public Schools Application Narrative (must be in word format not pdf)
- ABC Public Schools Budget (must be in excel form not pdf)

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

Section I. Local Education Agency (LEA) Overview

1A. Comprehensive Needs Assessment (Questions 1-7) – 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
Rhonda Dean	deanr@rockford.k12.mn.us	763-477-9165 x4002	Superintendent
Robert Danneker	dannekerr@rockford.k12.mn.us	763-477-9165 x4005	Director of Teaching & Learning
Emily Seitzer	eseitzer@mawseco.k12.mn.us	763-477-5837 x1030	Special Education Coordinator
Brenda Nyhus	nyhusb@rockford.k12.mn.us	763-477-5837 x1002	Principal, Rockford Elementary Arts Magnet School
Paul Warzecha	warzechap@rockford.k12.mn.us	763-477-5831 x2002	Principal, Rockford Middle School – Center for Environmental Studies

Paul Menard	menardp@rockford.k12.mn.us	763-477-5846 x3002	Principal, Rockford High School
Andrew Kenady	kenadya@rockford.k12.mn.us	763-477-5831 x2117	ADSIS Teacher (Reading)
Jennifer Sprague	spraguej@rockford.k12.mn.us	763-477-5025 x1405	ADSIS Teacher (Reading)
Polly Trandahl	trandahlp@rockford.k12.mn.us	763-477-5846 x3204	ADSIS Teacher (Reading)
Rachel Yakesh	yakeshr@rockford.k12.mn.us	763-477-5025 x1704	ADSIS Teacher (Reading)
Samantha Bloom	blooms@rockford.k12.mn.us	763-477-5846 x3033	School Counselor, RHS
Allison Leistico	leistico@rockford.k12.mn.us	763-477-5025 x1006	School Counselor, REAMS
Molly Wirth	wirthm@rockford.k12.mn.us	763-477-5831 x2600	School Counselor, RMS-CES

ADSIS Enrollment Overview

2a. Did the LEA participate in ADSIS in the 2021-2023 cohort? Select one response below

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 2021-2023 ADSIS cohort, by year. Write “N/A” for the service areas not implemented.

School Year	Reading	Math	Behavior
2021-2022	86	0	0

2022-2023

90

0

0

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 second through third columns, indicate which service area(s) will be implemented at each school. Finally, in the last two columns, share the projected enrollment for 2024 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 2024 school enrollment	Projected count of ADSIS students
Rockford Elementary Arts Magnet School (REAMS)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	575	125
Rockford Middle School – Center for Environmental Studies (RMS-CES)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	460	70
Rockford High School (RHS)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	500	70

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.

Rockford Area Schools does not anticipate that the number of students served by ADSIS will exceed 20% in any of our three buildings.

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

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

Referral Category	2019-2020	2020-2021	2021-2022
Total number of referrals made by teachers	6	5	15
Total number of referrals made by parents	3	5	10
Percentage of referrals made by teachers that became eligible for special education services	83%	60%	100%
Percentage of referrals made by parents that became eligible for special education services	100%	60%	90%

Students Served in Special Education (Ages 6 to 17)

5. In the tables below, write the number of students ages 6-17 served in special education by year. Go to the [MDE Data Center \(https://education.mn.gov/mde/data\)](https://education.mn.gov/mde/data) and:

- Click on **Data Reports and Analytics**.
- Scroll down to **School Finance Reports** and click on **Minnesota Funding Reports (MFR)**.
- There are five drop-down menus. One or more school districts must first be selected in the **District** drop-down menu to proceed.
- 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).
- 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:
 - All disability categories (excluding early childhood)
 - Emotional or Behavior Disorder
 - Specific Learning Disability
 - Speech/Language Impairment

- Other Health Disability

Special Education Totals/Category	2019-2020	2020-2021	2021-2022
Total Special Education Enrollment	212	187	176
Emotional Behavioral Disorders	23	16	16
Specific Learning Disability	56	56	49
Speech/Language Impairment	42	39	32
Other Health Disability	24	24	23

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.

In recent history at Rockford Area Schools, 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. This trend has continued over the past three years. Recent data regarding this trend is as follows:

2020-21

Total Population:

11 out of 183 Hispanic/Latinx are SLD (6%)

39 out of 1286 White are SLD (3%)

In Special Education:

11 out of 28 Hispanic/Latino are SLD (39%)

39 out of 155 White are SLD (25%)

2021-22

Total Population:

12 out of 192 Hispanic/Latino are SLD (6%)

33 out of 1190 White are SLD (3%)

In Special Education:

12 out of 33 Hispanic/Latino are SLD (36%)

33 out of 162 White are SLD (20%)

2022-23

Total Population:

14 out of 186 Hispanic/Latino are SLD (8%)

27 out of 1208 White are SLD (2%)

In Special Education:

14 out of 34 Hispanic/Latino are SLD (41%)

27 out of 172 White are SLD (16%)

7. [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.

Rockford Area Schools continues to work to improve educational practices related to the overidentification of Hispanic/Latinx students. Upon referral for Special Education, the Special Education evaluation team gathers an abundance of data about the linguistic and cultural backgrounds of Hispanic/Latinx students. This data is then utilized when making determinations regarding the appropriateness of a Special Education evaluation. If an evaluation occurs, additional data is collected and a thorough analysis of that data is conducted as part of the Special Education eligibility determination.

Special Education Referral SMART Goal

All goals should be Specific, Measurable, Achievable, Realistic and Timely (SMART)

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 2022-2023 to ____ number of students by end of 2023-2024 state year.

School	Special Education SMART Goal
Rockford Elementary Arts Magnet School (REAMS)	The number of students referred (parent and school) for a special education evaluation in grades K-4 at REAMS will decrease or stay the same from the three-year (2019-20; 2020-21; 2021-22) average number of 9.3 students by the end of 2023-2024 state year.
Rockford Middle School – Center for Environmental Studies (RMS-CES)	The number of students referred (parent and school) for a special education evaluation in grades 5-8 at RMS-CES will decrease or stay the same from the three-year (2019-20; 2020-21; 2021-22) average number of 4.0 students by the end of 2023-2024 state year.
Rockford High School (RHS)	The number of students referred (parent and school) for a special education evaluation in grades 9-12 at RHS will decrease or stay the same from the three-year (2019-20; 2020-21; 2021-22) average number of 2.3 students by the end of 2023-2024 state year.

1B. Coordination and Communication – 15 Points

Multi-Tiered Systems of Support (MTSS)

9. Has the LEA implemented a Multi-Tiered System of Support (MTSS) Framework? Select one response below.

Yes

No

Partially/To some extent

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 has made great strides in effectively implementing the MTSS framework so the academic and behavioral needs of every student are analyzed and data-based decisions are made in the best interest of all students. Having ADSIS teachers and resources available to our students has helped us further ensure that students in general education classrooms have the support they need to be successful.

At the beginning of the school year all students in grade K-10 are screened in the areas of reading and math using FastBridge Learning. Students in grades 11-12 are screened using the MCA (though may move to FastBridge assessment during the course of this grant). This data, along with student work and assessments in the classroom, are used to determine which students could benefit from additional support with ADSIS being part of the tiered MTSS framework. Students who participate in ADSIS are progress monitored using FastBridge Learning tools.

All Rockford Area Schools staff meet weekly in various groups to review student data and make intervention decisions based on this data. One of these teacher groups is the Professional Learning Community (PLC). These groups, made up of classroom teachers, interventionists, and specialists, meet weekly to discuss the students in their grade and address any concerns at the grade-wide level. These Tier I discussions are led by Q Comp leaders and 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. Another group in each school is the iTeam. This intervention team is comprised of building administration, counselors, safety specialists, therapists, school psychologists, interventionists, and the MTSS specialist. This team meets weekly to determine appropriate MTSS supports at Tier II and Tier III levels. The iTeam 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 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, several general education teachers have been trained in Orton-Gillingham through the Institute for Multi-Sensory Education, which is a multi-sensory reading methodology. These two literacy resources, paired with Houghton Mifflin Harcourt's Journeys curriculum, provide REAMS students with an exceptional and engaging universal 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 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 iTeam to determine next steps of support. The iTeam 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 are able to better meet the needs of students who need Tier II and Tier III support through increasing ADSIS teachers at the secondary level. 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. We would like to add ADSIS support for behavior as there has been a substantial increase in both the number of students who need behavioral support and the severity of the student concerns. Our current structure is not able to adequately meet the needs of students needing Tier II or Tier III behavioral support.

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 the iTeam. Parent involvement and communication is also increased at this level. Behaviorally, there are currently limited behavioral support services at the Tier III level. Adding ADSIS behavior support for students with intense needs would greatly benefit students in need of a low student to teacher ratio (1:1) and who are still struggling despite previous tiered interventions.

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.

NA

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, select the check-box 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	<input type="checkbox"/>	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 and ADSIS behavior programming will participate in the establishment of growth targets and accountability measures.
LEA Educational Improvement Plan	<input type="checkbox"/>	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

			<p>increased safety and security</p> <p>--Improving supports for students and their learning</p> <p>--Strengthening instructional practices, processes, curriculum and assessment</p> <p>--Improving parent, community and staff awareness and engagement</p> <p>Our ADSIS reading 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.</p>
Dropout Prevention	<input type="checkbox"/>	<p>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</p>	<p>By providing ADSIS supports in both reading and behavior, we hope to continue to assist students struggling in these areas with Tier II and/or Tier III support – and it is our</p>

		<p>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 supports.</p>	<p>intention that these supports will assist in providing the engagement necessary to help prevent school dropout.</p>
Early Intervening Services	<input type="checkbox"/>	<p>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.</p>	<p>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 both our ADSIS reading and ADSIS behavior efforts.</p>
English Language Learners	<input type="checkbox"/>	<p>Rockford Area Schools is home to students and families with nine (9) different native spoken languages. We employ 3.0FTE of EL teachers in the district, maintain appropriate caseload sizes, and provide evidence-based instruction to EL learners while also providing professional</p>	<p>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</p>

		development assistance to all staff in order to better assist all students.	appropriately identified prior to ADSIS enrollment.
Positive Behavioral Interventions and Supports	<input checked="" type="checkbox"/>	Rockford Area Schools has not formally adopted PBIS as a districtwide approach. PBIS concepts are used informally when appropriate.	NA
Q-Comp	<input type="checkbox"/>	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 teachers and/or behavior support professionals discuss common students, curriculum, and interventions throughout the school year.
Multi-Tiered System of Support	<input type="checkbox"/>	Rockford Area Schools has been at the forefront of establishing and employing MnMTSS as a partner with both MDE and CAREI. Currently, our Rockford MnMTSS cohort is in the second year of our developmental work with MDE/CAREI. Rockford employs a full-time MTSS Specialist to lead our work in systems of support. More information regarding our district's approach to MTSS can be found here: https://www.rockford.k12.mn.us/academics/mtss	ADSIS reading 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	<input type="checkbox"/>	Each of Rockford’s three school sites annually crafts site improvement plans that are tied directly to our district’s strategic plan. Site goals are written as SMART goals and our monitored year-long to ensure that as much progress as possible in these areas can be achieved.	Our ADSIS reading and ADSIS behavior programming will be prominent features of our efforts in our strategic direction of improving our educational programs and partnerships – not only with MDE, but also with those entities that might assist in our ADSIS success.
Title I	<input type="checkbox"/>	Rockford Area Schools is a 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	<input type="checkbox"/>	Rockford Area Schools has established a literacy plan at Rockford Elementary Arts Magnet School (REAMS) to address our World’s Best Workforce mandate to ensure that all students can read well by 3 rd Grade.	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 supports 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.
World’s Best Workforce	<input type="checkbox"/>	Rockford Area Schools diligently upholds our obligations under the State of Minnesota’s World’s Best Workforce legislation.	ADSI reading and ADSIS behavior supports are strategically used in Rockford to ensure that those students who may not have been ready for school can read by 3 rd grade and assist in ensuring that all achievement gaps are closed. As well, ADSIS reading 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.
Other (please specify): Enter here	n/a	Enter here	Enter here

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, indicate the role, generally, that each stakeholder will serve (select one response per cell in the table). Roles are defined as follows:

- **(R) Responsible:** select this for stakeholders who will be actively working to complete the task.
- **(C) Consulted:** select this for stakeholders who will be able to provide information, expertise, advice, or supervision to those who are responsible for the task.
- **(N) No involvement:** select this when the stakeholder is not involved in the task.

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)	<input type="checkbox"/> R <input checked="" type="checkbox"/> C <input type="checkbox"/> N	<input checked="" type="checkbox"/> R <input type="checkbox"/> C <input type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input type="checkbox"/> R <input checked="" type="checkbox"/> C <input type="checkbox"/> N
Hire, train, or support professional development for ADSIS staff	<input type="checkbox"/> R <input checked="" type="checkbox"/> C <input type="checkbox"/> N	<input type="checkbox"/> R <input checked="" type="checkbox"/> C <input type="checkbox"/> N	<input type="checkbox"/> R <input checked="" type="checkbox"/> C <input type="checkbox"/> N	<input checked="" type="checkbox"/> R <input type="checkbox"/> C <input type="checkbox"/> N
Identify ADSIS students	<input type="checkbox"/> R <input checked="" type="checkbox"/> C <input type="checkbox"/> N	<input checked="" type="checkbox"/> R <input type="checkbox"/> C <input type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N

Plan interventions and prepare materials	<input type="checkbox"/> R <input checked="" type="checkbox"/> C <input type="checkbox"/> N	<input checked="" type="checkbox"/> R <input type="checkbox"/> C <input type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N
Set testing and intervention schedules	<input type="checkbox"/> R <input checked="" type="checkbox"/> C <input type="checkbox"/> N	<input checked="" type="checkbox"/> R <input type="checkbox"/> C <input type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N
Monitor ADSIS budget	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input checked="" type="checkbox"/> R <input type="checkbox"/> C <input type="checkbox"/> N
Establish intervention intensity (duration, frequency, and/or depth of content)	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input checked="" type="checkbox"/> R <input type="checkbox"/> C <input type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input type="checkbox"/> R <input checked="" type="checkbox"/> C <input type="checkbox"/> N
Implementation and Progress Monitoring				
Provide direct ADSIS services	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input checked="" type="checkbox"/> R <input type="checkbox"/> C <input type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N
Collect, track, and utilize student progress/achievement data	<input type="checkbox"/> R <input checked="" type="checkbox"/> C <input type="checkbox"/> N	<input checked="" type="checkbox"/> R <input type="checkbox"/> C <input type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input type="checkbox"/> R <input checked="" type="checkbox"/> C <input type="checkbox"/> N
Monitor fidelity of implementation	<input type="checkbox"/> R <input checked="" type="checkbox"/> C <input type="checkbox"/> N	<input checked="" type="checkbox"/> R <input type="checkbox"/> C <input type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input type="checkbox"/> R <input checked="" type="checkbox"/> C <input type="checkbox"/> N
Inform intervention-level adjustments	<input type="checkbox"/> R <input checked="" type="checkbox"/> C <input type="checkbox"/> N	<input checked="" type="checkbox"/> R <input type="checkbox"/> C <input type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N

Exit students from ADSIS	<input type="checkbox"/> R <input checked="" type="checkbox"/> C <input type="checkbox"/> N	<input checked="" type="checkbox"/> R <input type="checkbox"/> C <input type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N
Coordination and Communication				
Schedule ADSIS staff/services	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input type="checkbox"/> R <input checked="" type="checkbox"/> C <input type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input checked="" type="checkbox"/> R <input type="checkbox"/> C <input type="checkbox"/> N
Collect program effectiveness feedback	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input checked="" type="checkbox"/> R <input type="checkbox"/> C <input type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input type="checkbox"/> R <input checked="" type="checkbox"/> C <input type="checkbox"/> N
Communicate with parents	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input checked="" type="checkbox"/> R <input type="checkbox"/> C <input type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N
Make referrals to special education	<input type="checkbox"/> R <input checked="" type="checkbox"/> C <input type="checkbox"/> N	<input type="checkbox"/> R <input checked="" type="checkbox"/> C <input type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input checked="" type="checkbox"/> R <input type="checkbox"/> C <input type="checkbox"/> N
Respond to participant/stakeholder feedback	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input checked="" type="checkbox"/> R <input type="checkbox"/> C <input type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input type="checkbox"/> R <input checked="" type="checkbox"/> C <input type="checkbox"/> N

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.

1. General Education Teachers (all teachers)

ADSIS teachers and classroom teachers communicate on a regular basis regarding student performance in the classroom and application of skills being taught. The ADSIS teacher shares progress monitoring data with the classroom teachers weekly and they collaborate on an ongoing basis to monitor student progress and make necessary changes to the students learning plan.

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

2. 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 III 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.

3. Special Education Teachers (not providing direct service)

Special Education teachers are available to consult with ADSIS teachers at iTeam 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.

4. 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 a potential expansion of ADSIS from K-12 Reading to K-12 Reading 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 K-12.

Parents/Guardians of ADSIS Students

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

1. 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.

2. Over the course of the intervention. Describe below.

Parent communication occurs frequently and they 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.

14. What other strategies will the LEA use to get parents/guardians engaged in the ADSIS process? 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 nightly that provide students an opportunity to share and apply they 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.

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 will be on building level Intervention Team (iTeam) agendas. This will allow data and 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 supports 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

--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 select methods your LEA schools will use to be culturally responsive. Select all that apply.**

- Positive perspectives on parents and families
- Effective communication of high expectations for all students
- Learning within the context of culture
- Student-centered instruction (learning will be cooperative, collaborative, and community oriented)
- Incorporate multicultural thinking and examples
- Reshaping the curriculum to include topics related to diverse backgrounds
- Connect cultural knowledge into classroom experiences
- Staff sensitive to cultural differences
- Other (please describe):
- None of the above

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

All Rockford Area Schools is committed to cultural responsiveness.

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

--Focus efforts on engaging students and establish 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, there will be "IB For All" model 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://www.rockford.k12.mn.us/district/strategic-plan>)

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 Native American Parent Action Committee (NAPAC). This committee is comprised 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 NAPAC will provide over \$20,000 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.

--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.

If a student's behavior is impacting learning and academic achievement, ADSIS teachers will work in tandem with all stakeholders to support necessary academic and behavior intervention strategies.

FastBridge offers the following options to be used for determining behavioral needs:

The Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) identifies students grades K-12 who are at-risk for academic, social, and/or emotional behaviors. SAEBRS can also universally screen by class, grade or school to identify trends that may need class-wide attention. (Source: fastbridge.org)

Rockford Area Schools also utilizes the following tools:

DevMilestones provides data by evaluating each student's performance relative to established milestones across the Preschool through Kindergarten years. DevMilestones can capture the time and stage at which students demonstrate these skills—from emerging levels through to mastery.

The Direct Behavior Rating (DBR) is a criterion-referenced rating scale used to track student development in key areas of skill and performance across the school year. DBR can assist in evaluating each student's performance relative to established milestones across the Preschool through Kindergarten years.

District staff are able to access the Early Warning System in our student management system, Infinite Campus. This composite data view allows teachers to analyze behavior, attendance, and academic achievement. Each student is given an overall risk score, and this information is used by intervention teams and individual staff members to best support students academically and behaviorally.

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 using FastBridge aReading and aMath provided to students 3x/year. 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.

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. The workplan should be written assuming a regular school year is in place. If there is still distance learning or hybrids MDE will work with LEAs to modify. The plan submitted here should NOT be based on distance or hybrid learning. 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, select the boxes which correspond with the grade level(s) (if any) 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)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rockford Middle School – Center for Environmental Studies (RMS-CES)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rockford High School
(RHS)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Reading Achievement Data

19. In the table below, share student information, by grade, for the number of students who completed the spring reading 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 MTAS data.
- To obtain data for only those students taking the MCA, go to the Minnesota Report Card <https://rc.education.mn.gov/#mySchool/p--3>).
- Enter your district name in the ‘Search to find your school: School or District’ field
- Select **How Well are Students Doing? → Are students mastering standards → Test Achievement Levels, Test Results and Participation** from the menu at left.
- Click 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:
 - Test: MCA-III
 - Subject: Reading
 - Students Included: All Tested
 - Year: 2022
 - 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)
 - Click ‘Done’

Grade Level	# of students tested	Percent that did not meet standards	Percent that partially met standards
Grade 3	95	32.6%	16.8%
Grade 4	121	24.8%	20.7%

Grade 5	113	20.4%	23.9%
Grade 6	98	11.2%	19.4%
Grade 7	141	27.0%	18.4%
Grade 8	117	44.4%	18.8%
Grade 10	123	21.1%	28.5%

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 DRS or Test Results Summary in Secure Reports. In such cases, users should contact their LEA's 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.

Spring 2022 FAST / STAR Assessments

Grade Level	Assessment used	# of students tested	Percentage below benchmark
Grade K	FastBridge early Reading English	117	63%
Grade 1	FAST aReading	97	53%
Grade 2	FAST aReading	120	28%
Grade 9	FAST aReading	112	38%

Grade 11	(not assessed)	(not assessed)	(not assessed)
Grade 12	(not assessed)	(not assessed)	(not assessed)

Reading Narrative

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.

Rockford Area Schools strives to build on strengths and enhance our areas of growth in terms of literacy. A few areas in which our district meets or exceeds proficiency goals are:

- 1) According to the MDE Report Card, the most recent data indicates our Rockford Elementary Arts Magnet School (REAMS) students in grades K-4 went from **50.0%** meeting standards in reading in 2021 to **53.6%** of students meeting standards in reading in 2022 (source: https://rc.education.mn.gov/#mySchool/orgId--10883002000_p--3).
- 2) According to the MDE Report Card, the most recent data indicates our Rockford Elementary Arts Magnet School (REAMS) students in grade 3 consistently outperform the statewide proficiency of their peers. (source: https://rc.education.mn.gov/#assessmentsParticipation/orgId--10883002000_test--allAccount_subject--R_accountabilityFlg--FOC_NONE_year--trend_grade--03_p--a2)
 - a. 2016: REAMS grade 3 students were **62.6%** proficient in reading, and students grade 3 statewide were **57.1%** proficient in reading
 - b. 2017: REAMS grade 3 students were **57.4%** proficient in reading, and students grade 3 statewide were **56.8%** proficient in reading
 - c. 2018: REAMS grade 3 students were **60.1%** proficient in reading, and students grade 3 statewide were **55.8%** proficient in reading
 - d. 2019: REAMS grade 3 students were **67.6%** proficient in reading, and students grade 3 statewide were **54.6%** proficient in reading
 - e. 2020: No MCA assessments
 - f. 2021: REAMS grade 3 students were **61.4%** proficient in reading, and students grade 3 statewide were **48.5%** proficient in reading

- g. 2022: REAMS grade 3 students were **51.6%** proficient in reading, and students grade 3 statewide were **48.1%** proficient in reading

3) According to the MDE report card, the most recent data indicates our Rockford Middle School-Center for Environmental Science (RMS-CES) students in grades 5-8 consistently outperformed the statewide proficiency of their peers. (source:

https://rc.education.mn.gov/#assessmentsParticipation/orgId--10883003000_test--allAccount_subject--R_accountabilityFlg--Y_year--trend_grade--all_p--8080822)

- a. 2016: 5th grade RMS-CES students were **79.7%** proficient in reading, and students statewide were **68.1%** proficient in reading
- b. 2016: 6th grade RMS-CES students were **74.2%** proficient in reading, and students statewide were **62.6%** proficient in reading
- c. 2016: 7th grade RMS-CES students were **70.4%** proficient in reading, and students statewide were **57.2%** proficient in reading
- d. 2016: 8th grade RMS-CES students were **65.5%** proficient in reading, and students statewide were **57.8%** proficient in reading
- e. 2017: 5th grade RMS-CES students were **77.0%** proficient in reading, and students statewide were **68.1%** proficient in reading
- f. 2017: 6th grade RMS-CES students were **71.7%** proficient in reading, and students statewide were **63.8%** proficient in reading
- g. 2017: 7th grade RMS-CES students were **78.7%** proficient in reading, and students statewide were **57.9%** proficient in reading
- h. 2017: 8th grade RMS-CES students were **67.4%** proficient in reading, and students statewide were **59.3%** proficient in reading
- i. 2018: 5th grade RMS-CES students were **71.8%** proficient in reading, and students statewide were **67.5%** proficient in reading
- j. 2018: 6th grade RMS-CES students were **69.5%** proficient in reading, and students statewide were **64.9%** proficient in reading
- k. 2018: 7th grade RMS-CES students were **74.0%** proficient in reading, and students statewide were **58.7%** proficient in reading
- l. 2018: 8th grade RMS-CES students were **74.8%** proficient in reading, and students statewide were **59.1%** proficient in reading
- m. 2019: 5th grade RMS-CES students were **67.7%** proficient in reading, and students statewide were **66.2%** proficient in reading
- n. 2019: 6th grade RMS-CES students were **65.9%** proficient in reading, and students statewide were **63.2%** proficient in reading
- o. 2019: 7th grade RMS-CES students were **68.1%** proficient in reading, and students statewide were **57.9%** proficient in reading
- p. 2019: 8th grade RMS-CES students were **72.3%** proficient in reading, and students statewide were **58.2%** proficient in reading
- q. 2020: No MCA assessments
- r. 2021: 5th grade RMS-CES students were **71.3%** proficient in reading, and students statewide were **59.4%** proficient in reading
- s. 2021: 6th grade RMS-CES students were **64.3%** proficient in reading, and students statewide were **55.1%** proficient in reading
- t. 2021: 7th grade RMS-CES students were **53.6%** proficient in reading, and students statewide were **48.3%** proficient in reading
- u. 2021: 8th grade RMS-CES students were **61.4%** proficient in reading, and students statewide were **49.7%** proficient in reading
- v. 2022: 6th grade RMS-CES students were **69.4%** proficient in reading, and students statewide were **54.4%** proficient in reading
- w. 2022: 7th grade RMS-CES students were **54.6%** proficient in reading, and students statewide were **45.4%** proficient in reading

4) According to the MDE report card, the most recent data indicates students, the most recent data indicates our Rockford High School students in grades 10 consistently outperformed the statewide proficiency of their peers. (source:

https://rc.education.mn.gov/#assessmentsParticipation/orgId--10883001000_test--allAccount_subject--R_accountabilityFlg--Y_year--trend_grade--10_p--8080822)

- a. 2016: 10th grade RHS students were **67.0%** proficient in reading, and students statewide were **59.6%** proficient in reading
- b. 2017: 10th grade RHS students were **69.5%** proficient in reading, and students statewide were **61.0%** proficient in reading
- c. 2018: 10th grade RHS students were **64.6%** proficient in reading, and students statewide were **59.9%** proficient in reading
- d. 2019: 10th grade RHS students were **70.2%** proficient in reading, and students statewide were **61.1%** proficient in reading
- e. 2020: No MCA assessments
- f. 2021: 10th grade RHS students were **58.4%** proficient in reading, and students statewide were **58.3%** proficient in reading

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.

Rockford Area Schools strives to build on strengths and enhance our areas of growth in terms of literacy. A few areas in which our district identifies as necessary and needed areas for student growth and teacher development are as follows:

- 1) According to the MDE report card, the most recent data indicates our Rockford Elementary Arts Magnet School (REAMS) Hispanic/Latinx students in 3rd and 4th grade have stagnated between 60-70% of students in this demographic who are not meeting proficiency on the MCA III Reading assessment. (source: https://rc.education.mn.gov/#mySchool/orgId--10883002000_p--3).
 - a. 2016: REAMS Hispanic or Latinx students were **30.4%** proficient in reading
 - b. 2017: REAMS Hispanic or Latinx students were **41.2%** proficient in reading
 - c. 2018: REAMS Hispanic or Latinx students were **34.8%** proficient in reading
 - d. 2019: REAMS Hispanic or Latinx students were **40.7%** proficient in reading
 - e. 2020: No MCA assessment
 - f. 2021: REAMS Hispanic or Latinx students were **22.2%** proficient in reading
 - g. 2022: REAMS Hispanic or Latinx students were **28.5%** proficient in reading
- 2) According to the MDE report card, the most recent data indicates our Rockford Middle School - Center for Environmental Science (RMS-CES) Hispanic/Latinx students are demonstrating a lack of sufficient academic growth in terms of students who are not meeting proficiency on the MCA III Reading assessment. (source: https://rc.education.mn.gov/#assessmentsParticipation/orgId--10883003000_test--MCA-III_subject--R_accountabilityFlg--Y_year--trend_grade--all_categories--hispanic_p--8080822)
 - a. 2016: RMS-CES Hispanic or Latinx students were **46.2%** proficient in reading
 - b. 2017: RMS-CES Hispanic or Latinx students were **60.5%** proficient in reading

- c. 2018: RMS-CES Hispanic or Latinx students were **53.2%** proficient in reading
- d. 2019: RMS-CES Hispanic or Latinx students were **47.7%** proficient in reading
- e. 2020: No MCA assessment
- f. 2021: RMS-CES Hispanic or Latinx students were **39.6%** proficient in reading
- g. 2022: RMS-CES Hispanic or Latinx students were **25.0%** proficient in reading

- 3) According to the MDE report card, the most recent data indicates our Rockford High School (RHS) Hispanic/Latinx students are demonstrating a lack of sufficient academic growth in terms of students who are not meeting proficiency on the MCA III Reading assessment. (source: https://rc.education.mn.gov/#assessmentsParticipation/orgId--10883001000_test--MCA-III_subject--R_accountabilityFlg--Y_year--trend_grade--10_categories--hispanic_p--a2)
- a. 2021 and prior: Population too small to report
 - b. 2022: RHS Hispanic or Latinx students were **25.0%** proficient in reading

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)	The Rockford Area School District has prioritized K-3 literacy to increase literacy skills so all students are reading well by 3rd grade. To this end, both ADSIS and Title interventions are available for struggling readers. The district has adopted a uniform reading curriculum for elementary students. In addition, the district has trained all K-1 teacher in Orton Gillingham and is moving to expand that training into Grade 2 license staff. 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.
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: <ol style="list-style-type: none"> 1. RMS-CES is not an identified school for Title support

	<ol style="list-style-type: none"> 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 <p>RMS-CES teachers have utilized FastBridge data to differentiate for students in the Tier I setting.</p>
<p>Rockford High School (RHS)</p>	<p>Rockford High School is similar to RMS-CES in terms of circumstances:</p> <ol style="list-style-type: none"> 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 <p>RHS teachers have utilized FastBridge data to differentiate for students in the Tier I setting.</p>

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 2022-2023 to ___% by end of 2023-2024 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 2022-2023 to ___% in 2023-2024 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 2022-2023 to ___ % in 2023-2024.

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 2022-2023 to ___ % in 2023-2024.

School	Reading SMART Goal
Rockford Elementary Arts Magnet School (REAMS)	1 st – 4 th grade students will exceed our current three-year average of 59% demonstrating typical or aggressive growth when completing the 2023-24 Spring FastBridge aReading assessment.
Rockford Middle School – Center for Environmental Studies (RMS-CES)	5 th – 8 th grade students will exceed our current three-year average of 51% demonstrating typical or aggressive growth when completing the 2023-24 Spring FastBridge aReading assessment.
Rockford High School (RHS)	9 th and 10 th grade students will exceed our current three-year average of 50% demonstrating typical or aggressive growth when completing the 2023-24 Spring FastBridge aReading assessment.

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. Examples to consider are included below the table. 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 Learning - Early Reading, aReading, CBMr PRESS Diagnostics	FastBridge Learning - benchmarking takes place 3x a year for service indicators; Fall, Winter, and Spring PRESS Diagnostics can take place throughout the year to determine particular services needed	Early Reading Benchmarks: Fall-High Risk Scores: K Concepts of Print: Less than 5 Onset Sounds less than 5 Letter Sounds less than 3 Letter Names (not timed) less than 0

		Progress Monitoring takes place weekly with all students.	1 Word Segmenting less than 22 Nonsense Words less than 4 Sight Words less than 5 Sentence Reading less than 4
Rockford Middle School – Center for Environmental Studies (RMS-CES)	FastBridge Learning - aReading, Autoreading, CBMr	FastBridge Learning - 3 times a year (fall, winter, spring)	FastBridge Learning - aReading Benchmarks per grade in the fall per FastBridge, range of some risk to high risk scores: 5th: 496 - 513 6th: 499 - 517 7th: 510 - 527 8th: 515 - 534
Rockford High School (RHS)	FastBridge Learning - aReading, Autoreading, CBMr REWARDS - multisyllabic word reading fluency pre/post test	FastBridge Learning - 3 times a year (fall, winter, spring)	FastBridge Learning - FASTtrack reading data 3 times a year during benchmarking using a range of some risk to high risk scores FastBridge Learning - data from bi-weekly progress monitoring

Screening tool examples may include, but are not limited to:

- FASTbridge (earlyReading, aReading, NWEA Measures of Academic Progress [MAP] suite)
- AIMSweb
- STAR
- Fountas & Pinnell
- DIBELS
- Running reading records

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. 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	If the intervention is not included on the list above, share a resource that certifies that it is evidence-based
Rockford Elementary Arts Magnet School (REAMS)	1:1 or 1:2 Direct, Explicit instruction using: Heggerty & Kilpatrick (Phonemic Awareness) Orton Gillingham (Comprehensive) Leveled Literacy Intervention (Fountas and Pinnell) Reading Corps: Modeled Reading Newscaster Reading: Fluency and Expression	NA

	<p>Duet Reading: Fluency</p> <p>PRESS Interventions and passages</p>	
<p>Rockford Middle School – Center for Environmental Studies (RMS-CES)</p>	<p>Small Group Direct Instruction utilizing:</p> <p>Orton Gillingham Morphology (Affixes, Greek and Latin Roots, Word sums)</p> <p>Leveled Literacy Intervention (Fountas & Pinnell)</p> <p>Fluency Chunk (Modeled reading)</p> <p>Reading Corps: Modeled Reading</p> <p>Newscaster Reading: Fluency and Expression</p> <p>Duet Reading: Fluency</p>	<p>NA</p>
<p>Rockford High School (RHS)</p>	<p>1:1 or 1:2 Direct, Explicit instruction using:</p> <p>Orton Gillingham Morphology (Affixes, Greek and Latin Roots, Word sums)</p> <p>Orton Gillingham (Comprehensive Methodology)</p> <p>Leveled Literacy Intervention (Fountas & Pinnell)</p> <p>REWARDS (2nd Edition)</p>	<p>NA</p>

Examples of commonly used interventions and strategies include, but are not limited to:

- Literacy practices found on What Works Clearinghouse or Best Evidence Encyclopedia

- Read Naturally (Dupuis, University of Minnesota’s Center for Applied Research and Educational Improvement)
- Fluency Chunk (Florida Center for Reading Research: Fluency)
- Benchmark Assessment System (Fountas & Pinnell)
- American Reading Company (Fountas & Pinnell)
- Leveled Literacy Intervention (Fountas & Pinnell)
- Peer Assisted Learning Strategies (Fuchs & Fuchs)
- Read 180 (Houghton Mifflin Harcourt)
- Orton-Gillingham (teaching approach)
- Reading Corps: Literacy Collaborative
- Repeated Reading (teaching practice)
- Small group direct instruction
- Stepping Stones to Literacy (Sopris West)
- Reading Plus (Taylor Associates/Communications, Inc)
- Path to Reading Excellence in School Site (PRESS) (University of Minnesota)

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 minutes	2	School day
Rockford Middle School – Center for	Specialized intervention room	5 days/week	32 minutes	3-6	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)
Environmental Studies (RMS-CES)					
Rockford High School (RHS)	Specialized intervention room	5 days/week	30-50 minutes	1-2	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. Examples to consider are included below the table. 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: Nonsense Words, cBMR Fluency, Early Reading	1x/week	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 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		years, classroom interventions, teacher consultation
Rockford Middle School – Center for Environmental Studies (RMS-CES)	FastBridge CBMr FastBridge aReading, autoreading	CBMr Benchmarking: Once every two weeks	Students who exceed on-track CBM score twice. Students who achieve an on-track winter or spring aReading score.	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 (RHS)	FastBridge CBMr FastBridge aReading, autoreading	CBMr Benchmarking: Once every two weeks	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	Preset benchmarks in FAST along with formative assessment to check consistency of application/retention of skills learned

Examples of commonly used tools include, but are not limited to:

- Curriculum-Based Monitoring
- Oral Reading Fluency
- ROAR Fluency
- STAR
- FASTbridge products

- DIBELS systems
- Houghton Mifflin Harcourt products
- AIMSweb tools
- Levelled Literacy Intervention (Fountas & Pinnell)

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

29. For each school in the LEA implementing ADSIS, select the boxes which correspond with the grade level(s) (if any) 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)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rockford Middle School – Center for Environmental Studies (RMS-CES)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rockford High School (RHS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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 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 MTAS data.
- To obtain data for only those students taking the MCA, go to the Minnesota Report Card <https://rc.education.mn.gov/#mySchool/p--3>.
- Enter your district name in the ‘Search to find your school: School or District’ field

- Select **How Well are Students Doing?** → **Are students mastering standards** → **Test Achievement Levels, Test Results and Participation** from the menu at left.
- Click 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:
 - Test: MCA-III
 - Subject: Math
 - Students Included: All Tested
 - Year: 2022
 - 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)
 - Click 'Done'

Grade Level	# of students tested	Percent that did not meet standards	Percent that partially met standards
Grade 3	93	17.2%	14.0%
Grade 4	118	18.6%	17.8%
Grade 5	106	42.5%	36.8%
Grade 6	97	21.6%	32.0%
Grade 7	138	28.3%	33.3%
Grade 8	117	43.6%	27.4%
Grade 10	96	42.7%	24.0%

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 DRS or Test Results Summary in Secure Reports. In such cases, users should contact their LEA’s 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	2022 FAST Spring	117	50%
Grade 1	2022 FAST Spring	97	41%
Grade 2	2022 FAST Spring	118	33%
Grade 9	2022 STAR Spring	112	42%
Grade 10	2022 STAR Spring	127	36%
Grade 12	(not assessed)	(not assessed)	(not assessed)

Mathematics Narrative

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.

Rockford Area Schools strives to build on strengths and enhance our areas of growth in terms of mathematics fluency. A few areas in which our district meets or exceeds proficiency goals are:

- 1) According to the MDE Report Card, the most recent data indicates our Rockford Elementary Arts Magnet School (REAMS) students in grades K-4 went from **56.2%** meeting standards in math in 2021 to **65.0%** of students meeting standards in math in 2022 (source: https://rc.education.mn.gov/#mySchool/orgId--10883002000_p--3).

- 2) According to the MDE Report Card, the most recent data indicates our Rockford Elementary Arts Magnet School (REAMS) students in grade 3 consistently outperform the statewide proficiency of their peers. (source: https://rc.education.mn.gov/#assessmentsParticipation/orgId--10883002000_test--allAccount_subject--R_accountabilityFlg--FOC_NONE_year--trend_grade--03_p--a2)
 - a. 2016: REAMS grade 3 students were **70.3%** proficient in math, and students grade 3 statewide were **69.4%** proficient in math
 - b. 2016: REAMS grade 4 students were **62.6%** proficient in math, and students grade 4 statewide were **57.1%** proficient in math
 - c. 2017: REAMS grade 3 students were **71.3%** proficient in math, and students grade 3 statewide were **68.1%** proficient in math
 - d. 2017: REAMS grade 4 students were **57.4%** proficient in math, and students grade 4 statewide were **56.8%** proficient in math
 - e. 2018: REAMS grade 3 students were **70.3%** proficient in math, and students grade 3 statewide were **66.6%** proficient in math
 - f. 2018: REAMS grade 4 students were **60.1%** proficient in math, and students grade 4 statewide were **55.8%** proficient in math
 - g. 2019: REAMS grade 3 students were **79.8%** proficient in math, and students grade 3 statewide were **65.5%** proficient in math
 - h. 2019: REAMS grade 4 students were **67.6%** proficient in math, and students grade 4 statewide were **54.6%** proficient in math
 - i. 2020: No MCA assessments
 - j. 2021: REAMS grade 3 students were **64.5%** proficient in math, and students grade 3 statewide were **57.1%** proficient in math
 - k. 2021: REAMS grade 4 students were **61.4%** proficient in math, and students grade 4 statewide were **48.5%** proficient in math
 - l. 2022: REAMS grade 3 students were **68.0%** proficient in math, and students grade 3 statewide were **59.0%** proficient in math
 - m. 2022: REAMS grade 4 students were **51.6%** proficient in math, and students grade 4 statewide were **48.1%** proficient in math

- 3) According to the MDE report card, the most recent data indicates our Rockford Middle School-Center for Environmental Science (RMS-CES) students in grades 5-8 consistently outperformed the statewide proficiency of their peers. (source: https://rc.education.mn.gov/#assessmentsParticipation/orgId--10883003000_test--allAccount_subject--R_accountabilityFlg--Y_year--trend_grade--all_p--8080822)
 - a. 2016: 5th grade RMS-CES students were **67.5%** proficient in math, and students statewide were **58.8%** proficient in math
 - b. 2016: 6th grade RMS-CES students were **58.7%** proficient in math, and students statewide were **56.0%** proficient in math
 - c. 2016: 7th grade RMS-CES students were **68.1%** proficient in math, and students statewide were **56.0%** proficient in math
 - d. 2016: 8th grade RMS-CES students were **65.0%** proficient in math, and students statewide were **58.0%** proficient in math
 - e. 2017: 5th grade RMS-CES students were **64.4%** proficient in math, and students statewide were **57.1%** proficient in math
 - f. 2017: 6th grade RMS-CES students were **65.8%** proficient in math, and students statewide were **55.5%** proficient in math
 - g. 2017: 7th grade RMS-CES students were **63.8%** proficient in math, and students statewide were **54.9%** proficient in math

- h. 2017: 8th grade RMS-CES students were **68.6%** proficient in math, and students statewide were **58.2%** proficient in math
- i. 2018: 5th grade RMS-CES students were **58.3%** proficient in math, and students statewide were **54.8%** proficient in math
- j. 2018: 6th grade RMS-CES students were **67.3%** proficient in math, and students statewide were **53.7%** proficient in math
- k. 2018: 7th grade RMS-CES students were **67.4%** proficient in math, and students statewide were **54.4%** proficient in math
- l. 2018: 8th grade RMS-CES students were **65.9%** proficient in math, and students statewide were **57.1%** proficient in math
- m. 2019: 6th grade RMS-CES students were **60.3%** proficient in math, and students statewide were **50.5%** proficient in math
- n. 2019: 7th grade RMS-CES students were **63.0%** proficient in math, and students statewide were **52.1%** proficient in math
- o. 2019: 8th grade RMS-CES students were **65.0%** proficient in math, and students statewide were **55.2%** proficient in math
- p. 2020: No MCA assessments
- q. 2021: 8th grade RMS-CES students were **48.1%** proficient in reading, and students statewide were **39.8%** proficient in reading
- r. 2022: 6th grade RMS-CES students were **47.5%** proficient in reading, and students statewide were **39.3%** proficient in reading
- s. 2022: 7th grade RMS-CES students were **37.6%** proficient in reading, and students statewide were **37.5%** proficient in reading

4) According to the MDE report card, the most recent data indicates students, the most recent data indicates our Rockford High School students in grades 10 consistently outperformed the statewide proficiency of their peers. (source:

https://rc.education.mn.gov/#assessmentsParticipation/orgId--10883001000_test--allAccount_subject--R_accountabilityFlg--Y_year--trend_grade--10_p--8080822)

- a. 2016: 11th grade RHS students were **56.5%** proficient in math, and students statewide were **47.1%** proficient in math
- b. 2017: 11th grade RHS students were **51.0%** proficient in math, and students statewide were **48.4%** proficient in math
- c. 2018: 11th grade RHS students were **65.0%** proficient in math, and students statewide were **47.3%** proficient in math
- d. 2019: 11th grade RHS students were **61.6%** proficient in math, and students statewide were **45.0%** proficient in math
- e. 2020: No MCA assessments
- f. 2021: 11th grade RHS students were **48.8%** proficient in math, and students statewide were **41.4%** proficient in math

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.

Rockford Area Schools strives to build on strengths and enhance our areas of growth in terms of literacy. A few areas in which our district identifies as necessary and needed areas for student growth and teacher development are as follows:

- 1) According to the MDE report card, the most recent data indicates our Rockford Elementary Arts Magnet School (REAMS) Hispanic/Latinx students in 3rd and 4th grade have stagnated between 50-60% of students in this demographic who are not meeting proficiency on the MCA III Math assessment. (source: https://rc.education.mn.gov/#mySchool/orgId--10883002000_p--3).

- a. 2017: REAMS Hispanic or Latinx students were **61.1%** proficient in math
- b. 2018: REAMS Hispanic or Latinx students were **37.5%** proficient in math
- c. 2019: REAMS Hispanic or Latinx students were **48.3%** proficient in math
- d. 2020: No MCA assessment
- a. 2021: REAMS Hispanic or Latinx students were **25.9%** proficient in math
- b. 2022: REAMS Hispanic or Latinx students were **42.9%** proficient in math

2) According to the MDE report card, the most recent data indicates our Rockford Middle School - Center for Environmental Science (RMS-CES) Hispanic/Latinx students are demonstrating a lack of sufficient academic growth in terms of students who are not meeting proficiency on the MCA III Math assessment. (source: https://rc.education.mn.gov/#assessmentsParticipation/orgId--10883003000_test--MCA-III_subject--R_accountabilityFlg--Y_year--trend_grade--all_categories--hispanic_p--8080822)

- a. 2017: RMS-CES Hispanic or Latinx students were **42.6%** proficient in math
- b. 2018: RMS-CES Hispanic or Latinx students were **38.0%** proficient in math
- c. 2019: RMS-CES Hispanic or Latinx students were **44.7%** proficient in math
- d. 2020: No MCA assessment
- a. 2021: RMS-CES Hispanic or Latinx students were **9.3%** proficient in math
- b. 2022: RMS-CES Hispanic or Latinx students were **8.8%** proficient in math

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 prioritized K-4 mathematics fluency. To this end, both ADSIS and Title interventions are available for struggling math learners. The district has adopted a uniform math curriculum for elementary students. While the overall math scores for the school have been impressive, there are gaps between cohorts of students – especially marked math achievement differences for our non-white students. Data evidence of this is included above in Section 33.

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 2021 and 2022 have demonstrated that mathematics skills have eroded during the pandemic 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
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.

Rockford High 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 2022 and feeder school RMS-CES performance MCA Math assessments in 2021 and 2022 have demonstrated that mathematics skills have eroded during the pandemic and that additional interventions (such as ADSIS) are needed by some students in order to regain grade-level footing
3. RHS has a daily 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 2022-2023 to ____% in 2023-2024.

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 2022-2023 to ____% in 2023-2024.

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 2022-2023 to ____% in 2023-2024.

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 ____% 2022-2023 to ____% in 2023-2024.

School	Mathematics SMART Goal
Rockford Elementary Arts Magnet School (REAMS)	1 st – 4 th grade students will exceed our current three-year average of 62% demonstrating typical or aggressive growth when completing the 2023-24 Spring FastBridge aMath assessment.
Rockford Middle School – Center for Environmental Studies (RMS-CES)	5 th – 8 th grade students will exceed our current three-year average of 54% demonstrating typical or aggressive growth when completing the 2023-24 Spring FastBridge aMath assessment.
Rockford High School (RHS)	9 th and 10 th grade students will exceed our current three-year average of 58% demonstrating typical or aggressive growth when completing the 2023-24 Spring FastBridge aMath assessment.

Identifying ADSIS Mathematics Students

36. For each school implementing ADSIS Mathematics, identify the tool(s) and process(es) used to screen and identify students who would benefit from ADSIS Mathematics support. Examples to consider are included below the table. 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 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 (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

Commonly used screening tools include, but are not limited to:

- Formative Assessment System for Teachers (FAST)
- NWEA Measures of Academic Progress (NWEA MAP)
- STAR Math
- Curriculum-Based Measurement (FastBridge CBM)
- Aimsweb

- Minnesota Comprehensive Assessments (MCA)
- Algebra Assessment & Instruction: Meeting Standards (AAIMS) Algebra Probes
- Optional Local Purpose Assessment (OLPA)
- Interim Assessments (DDI)
- DIBLES Next
- Math Recovery
- Classroom grades and performance

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	If the intervention is not included on the list above, share a resource that certifies that it is evidence-based
Rockford Elementary Arts Magnet School (REAMS)	(see next column)	MobyMax https://support.mobymax.com/support/solutions/articles/11000010708-is-mobymax-research-based-#:~:text=Yes!,view%20the%20research%20study%20results focusMath (savvas.com/index.cfm?locator=PS3zYd)
Rockford Middle School – Center for Environmental Studies (RMS-CES)	(see next column)	MobyMax https://support.mobymax.com/support/solutions/articles/11000010708-is-mobymax-research-based-#:~:text=Yes!,view%20the%20research%20study%20results Into Math (hnhco.com/research/into-math-research-evidence-base)

Rockford High School (RHS)	Math 180 Accelerated Math (aka Freckle Math)	N/A
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Examples of Commonly used interventions and strategies include, but are not limited to:

- Number Sense (Burns, Math Solutions)
- Study Island (Edmentum)
- Peer Assisted Learning Strategies (PALS) (Fuchs & Fuchs, Vanderbilt University)
- Do the Math (Houghton Mifflin Harcourt)
- Math 180 (Houghton Mifflin Harcourt)
- Math Expressions (Houghton Mifflin Harcourt)
- Saxon Math (Houghton Mifflin Harcourt)
- IXL Math (IXL Learning)
- Math Navigator (Pearson)
- Accelerated Math (Renaissance)
- Rocket Math
- Small group direct instruction (an approach)
- Everyday Math Toolkit (University of Chicago School Mathematics Project)
- Math Recovery (US Math Recovery Council)

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)
Rockford Elementary Arts Magnet School (REAMS)	Specialized intervention room	3-5x / week	30 minutes	1-3	School day
Rockford Middle School – Center for Environmental Studies (RMS-CES)	Specialized intervention room	3-5x / week	30 minutes	1-3	School day
Rockford High School (RHS)	Specialized intervention room	3-5x / week	30 minutes	1-3	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. Examples to consider are included below the table. 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

Rockford Elementary Arts Magnet School (REAMS)	FastBridge earlyMath (K); FastBridge CBM Math (1-4)	Biweekly	Looking for students who are performing consistently above the FastBridge Projection Line, Benchmarking Data	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 Middle School – Center for Environmental Studies (RMS-CES)	FastBridge CBM Math	biweekly	Looking for students who are performing consistently above the FastBridge Projection Line, Benchmarking Data	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 (RHS)	FastBridge CBM Math	biweekly	Looking for students who are performing consistently above the FastBridge Projection Line, Benchmarking Data	Evaluate biweekly CBM data. Evaluate formative instruction concept retention. Consult with content area classroom	Weekly Progress Monitoring Categories as mentioned above, Benchmarking data and data collected over multiple school years, classroom

teacher(s); school
counselor(s).

interventions,
teacher consultation.

Examples of Commonly used tools include, but are not limited to:

- Formative Assessment System for Teachers – (FAST – CAP/MCAP)
- Curriculum Based Monitoring (CBM)
- Houghton Mifflin Harcourt: Math Inventory
- AIMSweb
- Math 180 Progress Monitoring
- STAR 360 assessments
- IXL Math
- Minnesota Comprehensive Assessments (MCA)
- AAIMS
- NWEA Measures of Academic Progress (NWEA MAP)
- Accelerated Math Assessments

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, select the boxes which correspond with the grade level(s) (if any) 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)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rockford Middle School – Center for Environmental Studies (RMS-CES)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rockford High School
(RHS)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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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 (<https://education.mn.gov/mde/data>).
- Click on **Data Reports and Analytics**.
- Scroll down to **Student Data** and click on **Discipline Data**.
- There are two drop-down menus.
 - 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**.
 - When **the District Counts by Incident Type (Reason)** report opens, scroll to your LEA.

1. DD-Disruptive/Disorderly Conduct/Insubordination (34)
2. Ft-Fighting (24)
3. To-Tobacco (13)

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

a. Overall? 110 days

b. As an average per student? 1.80 days/student

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

- Go to the Minnesota Report Card (<http://rc.education.state.mn.us/#mySchool/p--3>)
- Click on Are Students Safe and Engaged
- Click on North Star Consistent Attendance
- Enter district name

*Due to disruptions related to the Pandemic, Consistent Attendance data was not calculated for either FYs 2020 or 2021. The most recent year of data available for districts to report for this indicator would be FY2019. It is expected that MDE will resume calculation and publishing of Consistent Attendance data with FY2022, which should be available in late spring of 2023. Due to the disruption in this data, you can use 2019 data, local data, or chose not to include this data in your answers below.

85.8% (2019)

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, 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). Select one of these responses per 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):
Hispanic or Latinx	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Enter here

American Indian or Alaska Native	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Enter here
Asian	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Enter here
Black or African-American	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Enter here
Native Hawaiian or other Pacific Islander	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Enter here
White	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Enter here
Two or more races	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Enter here
English Language Learners	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Enter here
Special Education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Enter here
Free or Reduced-Priced Lunch	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Enter here
Homeless or Highly Mobile	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Enter here
Other student group (please specify): Enter here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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 (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 2022-2023 to ___% in 2023-2024.

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 2022-2023 to ___% in 2023-2024 in order to reduce by at least half the number of ODRS.

School	Behavior SMART Goal
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Rockford Elementary Arts Magnet School (REAMS)	The number of referrals to the school office for discipline referrals and/or behavior incidents for REAMS students in grades K-4 will decrease from the three-year average (2019-20; 2020-21; 2021-22) of 722 referrals/incidents in 2023-24.
Rockford Middle School – Center for Environmental Studies (RMS-CES)	The number of referrals to the school office for discipline referrals and/or behavior incidents for RMS-CES students in grades K-4 will decrease from the three-year average (2019-20; 2020-21; 2021-22) of 425 referrals/incidents in 2023-24.
Rockford High School (RHS)	The number of referrals to the school office for discipline referrals and/or behavior incidents for RHS students in grades K-4 will decrease from the three-year average (2019-20; 2020-21; 2021-22) of 95 referrals/incidents in 2023-24.

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. Examples to consider are included below the table. 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)	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

			<p>--be the subject of ongoing communication between school and home regarding identified risk (if appropriate)</p> <p>Students identified as “some risk” will:</p> <p>--meet with school counselor and/or behavior dean 1:1 until risk is satisfied</p> <p>--be the subject of ongoing communication between school and home regarding identified risk (if appropriate)</p>
<p>Rockford Middle School – Center for Environmental Studies (RMS-CES)</p>	<p>Formative Assessment System for Teachers – Social, Academic, and Emotional Behavior Risk Screener (FAST – SAEBRS)</p>	<p>2x / year</p>	<p>Students identified as “high risk” will:</p> <p>--have a teacher invited to complete a companion screener on that student</p> <p>--meet with school counselor and/or behavior dean 1:1 until risk is satisfied</p> <p>--be the subject of ongoing communication between school and home regarding identified risk (if appropriate)</p>

			<p>Students identified as “some risk” will:</p> <ul style="list-style-type: none"> --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 (RHS)	Formative Assessment System for Teachers – Social, Academic, and Emotional Behavior Risk Screener (FAST – SAEBRS)	2x / year	<p>Students identified as “high risk” will:</p> <ul style="list-style-type: none"> --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) <p>Students identified as “some risk” will:</p> <ul style="list-style-type: none"> --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)

Commonly used screening tools include, but are not limited to:

- Track referrals and attendance, grades, teacher observations
- Code of conduct rubric
- Student Risk Screening Scale (SRSS)
- Formative Assessment System for Teachers - Social, Academic, and Emotional Behavior Risk Screener (FAST – SAEBRS)
- Review of Office Discipline Referrals (ODR’s)
- Devereaux Student Strengths Assessment (DESSA)
- Social Skills Inventory System (SSIS)
- Strengths and Difficulties Questionnaire (SDQ)
- School Wide Information System (SWIS)

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	If the intervention is not included on the list above, share a resource that certifies that it is evidence-based
Rockford Elementary Arts Magnet School (REAMS)	Committee for Children: Second Step Teach executive function skills	Enter here

Rockford Middle School – Center for Environmental Studies (RMS-CES)	CharacterStrong Restorative Practices Teach executive function skills	Enter here
Rockford High School (RHS)	Teach executive function skills Restorative Practices	Enter here

Examples of Commonly used interventions and strategies include, but are not limited to:

- Check and Connect
- Check-In, Check-Out
- Committee for Children: Second step
- Homework, Organization, and Planning Skills (HOPS)
- Positive Behaviors Interventions and Supports (PBIS)
- Small Group Direct Instruction
- Social Skills Instruction
- Teach executive function skills
- Zones of regulation

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 (Second Step lessons)	School day
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 (CharacterStrong 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?	Name the progress monitoring criteria or benchmarks that will be used when making decisions	Name the progress monitoring criteria or benchmarks that will be used when	Name the progress monitoring criteria or benchmarks that will be used when

		(Note: minimum of twice per month)	around exiting the ADSIS intervention	modifying the ADSIS intervention	making referrals for special education
Rockford Elementary Arts Magnet School (REAMS)	Use of Infinite Campus student data (including Early Warning System) to identify: academic progress; attendance rate; behavior referrals	8x (every mid-quarter and end-of-quarter)	Look fors: appropriate academic progress; attendance rate above 90%; reduction of behavior referrals to no more than one (1) per progress monitoring interim	Students who are not making academic progress, improvement in attendance, and/or improvement in behavior referrals after two (2) consecutive progress monitoring interims will be place on the Intervention Team (“iTeam”) meeting agenda; in addition, modifications to their ongoing interventions will be made to reflect a more intensive level of support	Students who are not making academic progress, improvement in attendance, and/or improvement in behavior referrals after five (5) consecutive progress monitoring interims may be referred for a Special Education evaluation by the iTeam and in consultation with the Special Education evaluation team
Rockford Middle School – Center for Environmental Studies (RMS-CES)	Use of Infinite Campus student data (including Early Warning System) to identify: academic progress; attendance	8x (every mid-quarter and end-of-quarter)	Look fors: appropriate academic progress; attendance rate above 90%; reduction of behavior referrals to no more than one (1) per	Students who are not making academic progress, improvement in attendance, and/or improvement in behavior referrals after two (2)	Students who are not making academic progress, improvement in attendance, and/or improvement in behavior referrals after five (5)

	rate; behavior referrals		progress monitoring interim	consecutive progress monitoring interims will be place on the Intervention Team (“iTeam”) meeting agenda; in addition, modifications to their ongoing interventions will be made to reflect a more intensive level of support	consecutive progress monitoring interims may be referred for a Special Education evaluation by the iTeam and in consultation with the Special Education evaluation team
Rockford High School (RHS)	Use of Infinite Campus student data (including Early Warning System) to identify: academic progress; attendance rate; behavior referrals	8x (every mid-quarter and end-of-quarter)	Look fors: appropriate academic progress; attendance rate above 90%; reduction of behavior referrals to no more than one (1) per progress monitoring interim	Students who are not making academic progress, improvement in attendance, and/or improvement in behavior referrals after two (2) consecutive progress monitoring interims will be place on the Intervention Team (“iTeam”) meeting agenda; in addition, modifications to their ongoing interventions will be made to reflect a	Students who are not making academic progress, improvement in attendance, and/or improvement in behavior referrals after five (5) consecutive progress monitoring interims may be referred for a Special Education evaluation by the iTeam and in consultation with the Special Education evaluation team

more intensive level
of support

Examples of Commonly used tools include, but are not limited to:

- Office Referrals
- Direct Behavior Ratings (DBR)
- Student Risk Screening Scale (SRSS)
- Student Information Systems Software (SISS)
- Formative Assessment System for Teachers - Social, Academic, and Emotional Behavior Risk Screener (SAEBRS - FAST)
- Academic problems and referrals
- Attendance
- School Wide Information System (SWIS)
- Office Discipline Referrals (ODR)
- Positive Behavior Interventions System (PBIS)
- Check in Check out data
- Teacher surveys

Section III. Budget narrative for 2024 – 10 points

Applicants must complete the Excel Budget form provided for their LEA application. Refer to the example included in the Excel workbook. Please consult your Business Manager if necessary. Applicants **must** also complete the narrative section **below** which will be scored by reviewers.

School Finance Division staff will be reviewing the Excel budgets and narrative. The CAP SFY24 is \$1,304,051.88.

Applicants must develop a narrative description for each of the five budget area categories that apply to their expenditure plan for State Fiscal Year (SFY) 2024 and any changes expected for SFY 2025. Expenditures should be reasonable, necessary and relevant to the ADSIS services. Refer to the instructions section Page 8 for more information.

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. The only allowable expenditure for ADSIS is direct student services. Supervision, professional development and coaching are **non-allowable** expenditures. 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. Eligible positions are listed in the ADSIS State tab of the Excel budget workbook.

\$ 562,640.09

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 insure 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 (aka, the "A Team") 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 as the A Team to discuss how new learning can be integrated into our current learning environment in Rockford Area Schools.
- 4) Inclusion in the Intervention Team ("iTeam"): 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 pre-determined areas of focus (e.g., class management, pace of lesson, clarity 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 their Q-Comp leader (a fellow teacher), 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. Supervision, professional development and coaching are non-allowable expenditures. 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. Eligible positions are listed in the ADSIS State tab of the Excel budget workbook.

Rockford Area Schools in 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.

Rockford Area Schools in 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.

In consultation with our current ADSIS teachers and administrators, as well as with several vendors of reading intervention materials, we have requested **\$3,990.00** to provide digital resources for our students to utilize in their effort to bolster their reading abilities and/or behavior skills.

Area 5. Non-federal Expenditures

ADSI SEDRA Funding Source Code 'b' and 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.

Refer to the budget object codes available. These expenditures must be uniquely designed for ADSIS services and in the approved work plan. 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.

Submission Reminder

Please submit your completed application to mde.compgrants@state.mn.us no later than March 3, 2023, at 5 p.m. central time to be considered for funding. There is an option for early submission. See details in the instructional packet.



March 15, 2023

3890 Pheasant Ridge Drive NE, Suite 180
Blaine, Minnesota 55449
ics-builds.com
(763) 354-2670

Mr. Leuer,

Attached is the final proposal and recommendation of a replacement floor for the RCC by H2I. The recommendation is for the Pulastic Pro 165 flooring system as described in the proposal.

Over the last year and more intensely the last few weeks we, along with the Facilities Committee, have investigated various flooring systems to weigh the pros and cons of each. In our investigations we have concluded that the Pulastic floor system allows for the required versatility of play, the life expectancy of a system that is desired and the ability to be flexible with different types of traffic expected to utilize the space – foot, maintenance, and vehicle. The Pulastic Pro 165 is an increase in thickness from the current flooring system for better shock absorption which was a key desire of users.

Along with flooring type options we have also worked with administration and staff to determine the most appropriate and functional system for the space. While there are different focus areas for staff and users that may benefit from a specific floor surface; wood flooring for basketball for example, each group is understanding and ultimately supporting this floor system for a more versatile use.

We have been carrying a budget for this replacement of \$450,000 and a contingency of \$200,000 until a selection is able to be made. The total installation will be approximately \$585,000 with an install duration of approximately 4 weeks. Upon execution of a contract to H2I a kickoff meeting will be established to layout timelines for material delivery, install duration and dates and color/design selections.

Thank you for your involvement in the staff input and decision-making process.

Regards,

A handwritten signature in blue ink, appearing to read 'R. Hoffman', is written over a light blue horizontal line.

Ryan Hoffman
ICS – Project Development Manager

CC: File





PROPOSAL 105769 – Rockford Fieldhouse Athletic Flooring

To: **Rockford Public Schools
ICS**

Date: **2/8/2023**
Project: **Rockford Fieldhouse Floor Replacement**
Location: **Rockford, MN**

We propose to remove and replace existing fieldhouse floor with a new Robbins Sports Surface’s Pulastic floor. Base bid is for the Classic 90 with options for more shock absorbing floors. Process includes:

- Demo of existing floor, base, transitions, and cover plates.
- Grinding off old adhesive
- Apply Bone Dry Moisture Mitigation
- Install new athletic surface: Pulastic Classic 90
 - 7mm pad glued to concrete
 - 2mm of GM 1500 urethane poured over pad
 - Topcoat applied
 - Game lines painted:
 - 3x Basketball
 - 4x Volleyball
 - 4x Badminton
 - 4x Lane Track
- Install new vinyl base at all, transitions at doors, and cover plates

Material, freight, and installation **\$433,100**

OPTIONS:

- **Pulastic Classic 110**– 9mm Pad in lieu of 7mm Pad
 - **Material, freight, and installation TOTAL**..... **\$449,050**

- **Pulastic Pro 165 Comfort** – 14mm Pad and 3mm of urethane in lieu of 7mm Pad and 2mm urethane
 - **Material, freight, and installation TOTAL**..... **\$584,985**

Shock Absorption:

- Classic 90 – 20%
- Classic 110 – 28%
- Pro 165 Comfort – 49%

Pricing Includes:

1. Unload
2. Dumpsters
3. Fork Lift

Qualifications:

1. **This doesn’t include any levelling of the concrete. I would recommend we budget \$20,000 as an allowance for unforeseen conditions.** Once floor is demoed, we can do a flatness check to see what, if any, concrete levelling is needed.



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2. Proposed project schedule:

Shop Drawings	4 weeks
Manufacturing Lead Time	8 weeks for Pro165 Comfort
Installation	3 - 4 weeks

Excludes:


1. Final Cleaning – there will be some minimal dust from the project that will need to be cleaned after completion. We will do everything we can to minimize dust but there is typically some minimal cleaning needed at the end of the project on walls and backstops.

SEE PAGE 3 for Terms & Conditions

This proposal is based upon usage of the AGC/ASA/ASC “Standard Form Construction Subcontract,” 1996 Edition or a subcontract form otherwise acceptable to H2I Group, Inc.

TERMS: Net 30 Days

ACCEPTED: Company _____
 Name _____
 Date _____

RESPECTFULLY,
H2I Group, Inc.
 By  _____
 Sean Rivard
 H2I Group
 952-212-0422

Note: This quotation is offered for acceptance within 15 days and is subject to revision beyond that time.

DIR# PW-LR-1000537618

Contractors Licenses: Arizona # 327293 | California # 1060739 | Nevada C3#0084853, C26#00845851



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PROPOSAL 105769 – Rockford Fieldhouse Athletic Flooring

H2I Group Inc. Terms and Conditions

General

These terms and conditions are a component part of the attached proposal and constitute the entire agreement between H2I Group Inc. (hereinafter H2I). By signing the proposal, Customer acknowledges that they understand and accept the proposal and the following terms and conditions. All work shall be done in accordance with the attached proposal unless otherwise provided for in writing and signed by H2I. Applicable sales, excise and use taxes are not included unless otherwise stated in the proposal. Tax exempt entities hereby agree to furnish tax exemption certificates when requested on non-taxable materials. Material Only Contracts: Responsibility for the unloading, handling, storage, and installation of material transfers to the Customer upon shipment from the factory. Customer is responsible for receiving, unloading, and inspecting materials and filing freight claim for any shortage or damage of materials. Delivery and freight charges are not included unless otherwise stated in the proposal.

Site Conditions

A smooth, level, and clean sub-floor shall be provided or as required by H2I. Maintain environment at proper temperature (55-80 degrees F.) and humidity (35-50%) before, during and 30 days following installation. Delays due to circumstances beyond the control of H2I shall entitle H2I to an equitable adjustment of time and contract price.

Acceptance

This proposal may be accepted within 30 days subject to credit approval. H2I reserves the right to revoke this offer prior to acceptance by customer. Customer agrees that, by signing, grant authority to credit bureaus to release credit history information for the purpose of establishing credit with H2I and its subsidiaries. H2I and its subsidiaries may, if payment for work performed by H2I will pass thru from a third party require a credit application, joint check agreement with the property owner/end user if the property owner/end user is a separate entity from the Customer, a copy of the Customer's payment bond, and/or a personal guarantee, as a condition of credit approval. Customer agrees that payments received from a third party for services performed by H2I shall be held in trust and first paid to H2I for material and labor costs paid by H2I.

Installation

This proposal assumes unloading and elevator use shall be conducted during normal business hours. This proposal is based on completing the work during normal business hours. Overtime, evening, and weekend work is available at additional charge. Customer agrees to provide H2I with sufficient and timely unloading facilities, dock and elevator access as needed at no additional cost to H2I. Customer shall provide temporary, secure storage for materials prior to installation. Customer shall provide adequate electrical power, lighting, water, and restroom facilities during installation. Customer shall provide area that is free and clear and prepared for installation.

Engineering

All engineering, proposal drawings, specifications shall represent H2I's investment in engineering skill and development and remain the property of H2I. Such are submitted with the understanding that the information will not be disclosed or used in any way detrimental to H2I's interests.

Changes

Any requests for changes to the scope of work shall be made in writing with signed acceptance by authorized personnel from H2I and Customer.

Liability

H2I shall not be liable for damages in any form or any other claim arising out of strikes, floods, fire, accidents, or any other causes beyond our control. H2I shall not be liable for liquidated, consequential or any other damages or penalties of any kind for delays in completion of work. H2I indemnity obligations to the Customer and owner are limited to the liability created by the gross negligence of Haldeman Homme Holdings, its employees, or subcontractors. In the event the terms of this agreement conflicts with the Customer's proposal or purchase order the parties acknowledge and agree the terms of this agreement shall control.

Payment

Payment in full will be due and payable thirty (30) days from invoice date. Customer agrees to pay progress-billing invoices during the course of the project reflecting partial shipment of material and/or partial completion of labor work performed. Where materials are stored or staged temporarily at the job site or in offsite or bonded warehouse, customer shall pay for materials and reasonable storage charges. The failure of the Customer to make payments within contract terms shall entitle H2I, in addition to all other rights, to suspend all work and shipments and shall further entitle H2I to an extension of time of performance of the work. No payments shall be withheld from, or penalties assessed against H2I due to causes for which H2I is not responsible.

Customer agrees that, if the billed amount is not paid within terms, a service charge will be charged on the overdue balance at a percentage rate of 1.5% (18% ANNUAL PERCENTAGE RATE) for all accounts. If the customer fails to pay the entire unpaid balance on the account when due H2I may without further notice or demand, exercise all rights and remedies available by law for the collection of the balance due on the account. H2I reserves the option to exercise its lien rights at all times in accordance with applicable law to secure collection of amounts due. Applicant will be liable for all expenses of collection with or without suit, including all court costs and reasonable attorney's fees to the extent under applicable state law. Venue shall be the State District Court of Minnesota.

Disputes

Customer and H2I hereby agree that disputes between the parties which cannot be settled amicably, shall be settled through the State District Court of Minnesota.

Cancellation

An officer of H2I must approve cancellation requests in writing. In order to compensate H2I for its investment in engineering, time, processing and administrative work, approved cancellations shall be subject to cancellation charge of 25% of the contract amount plus the cost of materials produced or in production, labor or other services performed, freight, taxes and any other out of pocket expenses incurred by H2I.

Warranty

THE MANUFACTURER EXPRESS WARRANTY IS PROVIDED IN LIEU OF ALL OTHER WARRANTIES, EXPRESS OR IMPLIED. THE WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE ARE HEREBY DISCLAIMED BY H2I.

Insurance

H2I maintains insurance and will provide certificates of insurance if requested on coverage and limits as provided by its insurance policy. No other insurance coverage is provided including waiver of subrogation or additional named insureds.

Codes

Customer, architect and/or contractor shall be responsible for all local, state, and federal agency code compliance, permits, fees, design, engineering, and testing. H2I does not provide professional liability or pollution insurance for any of these services. Costs for any and all such services are not included in this proposal.

Signature: _____ Name: _____ Date: _____
(Please Print)



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